

Managing National Assessment Report

Mākoura College

July 2024

FINDINGS OF THIS REVIEW

Mākoura College

4 July 2024

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

Actions and considerations

Agreed actions

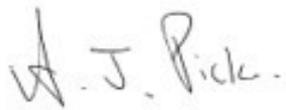
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Evaluate the effectiveness of actions in response to external moderation feedback	Immediate and ongoing
Credible assessment practice to meet student needs	
Clarify the resubmission rules with all staff	Immediate
Develop a centralised approach to documenting all extensions to assessment deadlines	By 2024
Establish a process to ensure all assessments for the purpose of derived grades have been quality assured and grades are submitted to NZQA	Immediate

For consideration

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider within the next year:

- Strengthening processes in place to ensure accurate entries and results are reported to NZQA in a timely manner
- Updating the staff and student handbooks to ensure they are current, fit for purpose and reflect actual practice.



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School Quality Assurance and Liaison

6 August 2024

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External and internal review

External review

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 27 June 2018 Managing National Assessment Report This report identified three action items that would improve the quality of the school's assessment systems and practice for national qualifications:

- Ensuring staff responses to external moderation is timely, and planned actions are appropriately evaluated and recorded has been reviewed and a formalised process of reporting responses to external moderation feedback has been developed. Further work is required to strengthen the actions needed to address this feedback. This is discussed in the next section of the report.
- Clarifying the resubmission process with staff remains an item that needs attention. There is a uniform misunderstanding amongst staff and students regarding the conditions under which a resubmission may be offered to a student. As outlined below, the school must clarify these rules with all staff to ensure the reporting of credible internal assessment results.
- All the updates to the assessment handbooks outlined in the previous review have taken place and there is a greater understanding of assessment practices and procedures amongst all interviewed staff and students. As a result of this review, some areas of assessment practice need to be further updated in the school's documentation to ensure they are current, fit for purpose and reflect actual practice. These areas are discussed later in the report.

External moderation response to outcomes and processes Since the last review, the Principal's Nominee has put in place a system to ensure that assessors are aware of feedback from external moderation and respond to it in a timely manner. A standardised response form has been developed and is widely used by staff when developing actions to address feedback and to monitor its completion. Improving consistency of practice is indicative of the willingness of staff to effect change that improves practice and understanding of the requirements of the standards. Evaluating the effectiveness of the proposed actions and providing further guidance to teachers to develop these should be the school's next step.

Over recent years, there has been an increase in the number of external moderation submissions that are either Not Yet Consistent or Not Consistent with the standard. This indicates that previous actions implemented to address concerns raised in external moderation reports have not always been effective. To address this, Senior Leadership must encourage practices that ensure assessment tasks and assessor decisions meet the requirements of the standard. Assessor support for staff should include the use NZQA's Learning Management System, Pūtake, involvement with subject associations and subject specialists to critique internal assessment tasks and verify assessor grade judgements. An improvement in external moderation outcomes will not only give the school greater confidence in the credibility of reported results, but also in the robustness of its internal quality assurance practices.

Internal review

Evidence of the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Self-review is an embedded practice Mākoura College has an effective cycle of self-review. It is extensively used to evaluate practices and inform decision making in numerous areas across the school. Internal review is an integral part of ensuring that the school's assessment and learning programmes continue to meet the needs of individual students including those considered at-risk of not achieving their qualification. Self-review occurs at all levels from the Senior Leadership through to the individual teacher. It involves analysing achievement data, enacting external report recommendations and seeking input from students and the community. Sharing the results from review cycles during staff meetings fosters participant ownership and leadership not only in the review process itself but also in subsequent actions.

Embedding a culturally responsive pedagogy A recent review of how Mākoura College understands and honours Te Tiriti o Waitangi exemplifies the school's strong practice of self-review. To address the achievement and attendance rates of its Māori and Pasifika students, Mākoura College identified a need to increase these students' sense of belonging at the school and their engagement in their learning. Feedback was sought from staff, students and whānau. As a result, extensive professional learning through local and national providers specialising in cultural competence was offered to staff. This has led the school to incorporate daily practices that promote the widespread use of Te Reo Māori both inside and outside the classroom. The whole school actively participates in cultural activities, and curriculum and assessment methods have been adapted to align with local Mātauranga Māori. The progress of these actions is regularly reviewed through the sharing of practice and regular community surveys. The school can be confident that the success of these initiatives has played a significant part in the improvement in Māori and Pasifika achievement rates including within STEM subjects, as well as the concomitant increase in the number of students continuing through to Year 13.

Using the flexibility of NCEA to support school strategic goals Teachers at Mākoura College have successfully utilised the flexibility of NCEA to implement the recent move to semester long courses without inhibiting the progress of senior students. After an extensive review of the Mākoura College curriculum, the decision was made for all courses to be run on a semesterised timetable. Subject leaders were able to draw on their experience with NCEA to reinvigorate their courses and assessment practices while maintaining the rigour of assessment and learning opportunities and the resultant qualification pathways available to students. They did this by ensuring appropriate standards are offered at suitable times of the year, and by broadening the scope of accepted assessment submission methods. All staff and students interviewed as part of this review reported that this change has increased engagement in learning across the school. Mākoura College is committed to seeking feedback from staff and students and to reviewing achievement results to provide further evidence supporting the success of this change or to inform further change as needed.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Tracking student achievement informs interventions The school has effective systems in place to identify and provide targeted support for students at risk of not achieving their qualification goals, particularly the NCEA co-requisite requirement and University Entrance. The progress of every student is informed by current standard achievement data, as well as results from formative assessment. This information is collated on a centralised spreadsheet accessible to all staff. Staff meetings are used as an opportunity to discuss students who are at-risk of not achieving their qualification goals and sharing successful practice. Senior Leadership, Deans, the Futures department and Waka Huia teachers refer to this information regularly during discussions with individual students and their caregivers. Students interviewed during this review acknowledged the approachability and responsiveness of all staff when assisting and guiding them to achieve their academic goals. This encourages students to be actively engaged with their progress and have a sense of ownership over their learning journey. The success of this programme can be seen in the school's improved rates of Level 3 achievement and University Entrance attainment in recent years.

Ensure a common understanding of resubmission rules The school must ensure that all teachers understand that a resubmission opportunity needs to be managed appropriately and follow NZQA's published guidelines. Although the staff assessment handbook clearly communicates the rules, it was apparent during the review that some teachers are providing an inappropriate level of guidance to students on correcting errors to improve their grade from Not Achieved to Achieved.

A valid resubmission opportunity can only occur where individually identified students should be able to discover and correct minor errors by themselves and must take place before the teacher gives any feedback to the whole class (or any student) on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible and providing a further assessment opportunity would be more appropriate.

Submit credible derived grades to NZQA In recent years, Mākoura College has had a reporting rate for derived grades below the national average and there is currently no documented process providing guidance on the quality assurance of those grades. The school must develop a process to ensure potential derived grades generated from practice examinations or similar assessment events are quality assured according to NZQA's requirements. Likewise, a system that ensures these results are submitted to NZQA in a data file prior to the examination period should be put in place. This will ensure that these grades are readily available should they need to be applied for students due to a disruption to their end of year exams.

Document extensions to assessment deadlines Students are expected to submit work for assessment at Mākoura College when they have had an adequate opportunity to be assessed for an internal standard. Staff have become more conscious about assessing students when they are ready, and students interviewed expressed their appreciation for their teachers' consideration when extending assessment deadlines. However, there is evidence of inconsistent practice in the granting of extensions being applied across different learning areas. Mākoura College must therefore develop a centralised process for documenting these. This will provide the school with an assurance that there are equitable outcomes in this area and will also provide further improvements in the school's ability to track student achievement.

Ensuring data accuracy Mākoura College can strengthen the monitoring of student entries and results to ensure information submitted to NZQA is up-to-date and accurate. Effective data systems include making timely entries for external assessments, reporting derived grades prior to external exams and ensuring that the school only reports results for standards that are listed in its current Contents file. By ensuring these conditions are met, the school will be better placed to track student progress and to minimise the possibility of students missing out on credits.

Ensure staff and student handbooks reflect current practice Guides for staff and students should be reviewed on a regular basis to ensure that they are fit-for-purpose and accurately reflect current practice. Several required updates to documentation were identified in this review. These include the requirements for NCEA attainment, processes for generating and reporting derived grades, strategies to avoid authenticity breaches and information on how to log in to the NZQA portal. By keeping these guidance documents current the school will strengthen the support for staff and students, particularly for those new to the school and/or less experienced with NCEA.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Robust internal moderation monitoring and audit process Mākoura College can be confident in the credibility of internally assessed results due to improved practice for internal moderation across all departments. Heads of Department take ownership and leadership of the moderation cycle, documenting processes using standardised templates for each assessed standard. Strategic verification selection and the use of external verifiers, when necessary, contribute to effective quality assurance practices. Regular quality assurance audits, conducted by the Principal's Nominee, review all aspects of assessment processes within each department. During the audit, internal moderation records are cross-referenced with stored student work, ensuring consistency. The consistency of practice by all departments in this area provides assurance to Senior Leadership that quality assurance has been undertaken for every assessment where results are reported to NZQA.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Mākoura College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams.

Mākoura College has effective processes and procedures for:

- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Mākoura College has effective processes and procedures for managing internal moderation by:

- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Mākoura College has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Mākoura College effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Mākoura College reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

Effective communication to inform staff, and students and their families about assessment

Mākoura College has effective processes and procedures for:

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating students' success.

Mākoura College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students to understand what they need to achieve in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Mākoura College:

- has addressed issues identified through NZQA's Managing National Assessment review and through the school's own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024*.

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance
- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school's consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every five years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- NZQA Teacher's Handbook – Procedures for 2024, Mākoura College 2024 (Staff Handbook)
- NZQA Assessment Information for Students 2024, Mākoura College 2024 (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - Art
 - Futures
 - Health
 - Humanities
 - Maths and Science
 - Technology
- three students.

There was a report-back session with the Principal and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.