

Managing National Assessment Report

Mackenzie College

April 2023

FINDINGS OF THIS REVIEW

Mackenzie College

6 April 2023

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

Agreed actions

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

Action	Timeframe
Credible assessment practice to meet student / ākongā needs	
Ensure results are only reported for standards where the school has the necessary consent to assess.	Immediate
Provide adequate and appropriate information to teachers, staff, and parents on the procedures that must be followed in the assessment of standards by the school.	Immediate and ongoing
Internal moderation to ensure the reporting of credible results	
Strengthen systems for monitoring internal moderation.	Immediate and ongoing
Further clarify <i>verification sufficiency</i> and <i>purposeful selection</i> so all staff have a common understanding of NZQA's requirements.	Immediate and ongoing
Evaluate the effectiveness of follow up to external moderation in resolving any identified issues.	Immediate and ongoing



Kay Wilson
Manager
School Quality Assurance and Liaison

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NZQA

0800 697 296

www.nzqa.govt.nz

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 5 June 2019 Managing National Assessment Report The school has effectively resolved the agreed action to ensure all staff are aware of and follow the current assessment rules regarding resubmissions.

External moderation response to outcomes and processes The school's external moderation outcomes improved from 2021 to 2022 with fewer Not Consistent reports. In 2022, Heads of Learning Area and the Principal's Nominee effectively identified how to resolve issues reported by moderators. Most of the school's grade verification is done externally and no one verifier is used to avoid insularity.

The school's follow-up processes are generally robust. Annual audits of Learning Areas have been carried out and the Principal's Nominee has created an environment where feedback from external moderation is appreciated for its Professional Learning component.

A next step for the Principal's Nominee is to evaluate the effectiveness of follow up to external moderation in resolving any identified issues and thereby close the cycle of moderation for that particular standard.

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)

Mackenzie College uses its own processes of self-review based on effective use of data analysis and community consultation to review programmes and implement changes that reduce barriers to success for all students.

Since the last Managing National Assessment review in 2019, there has been a change of Principal and the appointment of a new Deputy Principal carrying out the role of Principal's Nominee. The leadership team has continued to seek and value community consultation to ensure the college is connected and responsive to the needs of its mainly rural school community. Meetings are carried out annually in three of the catchment areas for the school and community voice is captured through Google Forms to inform future strategic direction.

Building capability in Literacy and Numeracy To ensure that students are ready to engage with Te Reo Matatini me te Pāngarau | Literacy and Numeracy standards when they become mandatory corequisites to NCEA, a school goal is to embed the teaching of literacy and numeracy strategies across the whole school. The school plans to enter most of its year 10 and year 11 students into the new literacy and numeracy standards in 2023 in order to evaluate its own gauge of student readiness against actual performance.

College students are digitally competent and well-resourced, and the school has steadily increased its engagement in digital online exams over the past few years.

Reducing barriers to participation in vocational pathways Previously a lack of transport was a barrier to student participation and success through Ara Institute of Canterbury's dual enrolment programmes. From 2023, parents of students enrolled in ARA dual enrolment programmes have volunteered to drive non-licenced students to Timaru for their trade related courses. As a result, the students involved stand to gain an additional 26-30 NCEA credits and industry-based skills, so they can transition more easily into higher-level study, apprenticeships or employment.

New courses better meet students' needs A revised strategic goal for the school is to enable all students to pursue personal excellence. Students for whom an NCEA qualification is currently out of reach are able to take one of two new courses (*Life Skills* and *Get Practical*) designed to meet their needs for practical life and employment skills. The course is driven by the needs and aspirations of a small group of students and is a work in progress. Students are being taught to trim a hedge, weld and carry out a range of practical construction projects, including a range of hospitality skills. The teachers involved report a high level of engagement and transformation for this group of students whose "I Can't" attitude has become "I Can."

The Technology Learning Area is moving away from an achievement standard based programme to a BCAT unit standard based programme. The HOLA believes this programme of assessment will be better aligned with the pathway goals of students in the Technology Learning Area.

Planned re-engagement in external assessment Due to COVID-19-related disruption to programmes in 2022, some Learning Areas were unable to prepare their students adequately for the external standards. There is an expectation that each Learning Area will enable students to enter at least one external in most of their subjects in 2023. Engagement in externals is also encouraged to achieve the school's goal of an improvement in the number of Merit/Excellence Course Endorsements.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Ensure consent to assess in place prior to carrying out assessment In 2022, a teacher unwittingly delivered, assessed and internally verified a standard for which the school did not hold consent to assess. As a consequence, the students were unable to have their achievements credentialed. The error was not picked up by the Head of Learning Area or the Principal's Nominee.

All staff, and in particular those who are new to the school, need guidance on how to check if the school has Consent to Assess a standard, prior to assessing the standard, and to be aware that students' results cannot be reported for a non-consented standard.

Effective tracking of students at risk of not achieving a qualification The school is actively tracking students 'at risk' to ensure they meet their qualifications goals. A Deputy Principal, the SENCO and the Senior Dean each act as Academic Mentors for a third of the 'at risk' students to ensure they are supported to achieve their NCEA qualification.

The success of this initiative is evident as most students on a one year programme, who attended for the bulk of the 2022 school year, achieved a NCEA. Only two students needed to enrol in the Te Kura summer school or make a resubmission to complete their qualifications following results release.

Support for Māori students to improve engagement and achievement outcomes

Funding through Te Kāhui Ako o Te Manahuna has enabled the school to engage a part time youth worker to support students and their whānau in the interests of improving assessment outcomes for Māori and other 'at risk' students. Another initiative undertaken by the school to improve outcomes for Māori students has been to partner with Poutama Pounamu to deliver Professional Development for all staff on improving and promoting culturally responsive pedagogy. One way the school will measure the effectiveness of these initiatives is through the attendance data for this group of students.

Keeping assessment-related communications current Effective communication for staff and students helps to ensure consistent assessment practice and reduce the risk to the credibility of the qualification. Information on NCEA practice and procedures in the staff and student handbooks is comprehensive, accessible and reviewed annually. However, students interviewed were not completely conversant with some features of NCEA qualifications and awards, and showed they default to seeking advice from their teachers, rather than consulting their handbook themselves.

The school can enhance the relevant handbooks by:

- hyperlinking key processes to the relevant page on the NZQA website, e.g. NCEA Mythbusters
- including links to the "Approved Subjects List for University Entrance" spreadsheet
- updating Course Endorsement at Achieved
- including how to check Consent to Assess, for a standard or an external provider
- ensuring the handbooks remain fit for purpose and aligned with NZQA's terminology.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

External moderation reports indicate need to strengthen internal moderation monitoring At the time of this review, the Principal's Nominee indicated her intention to move all internal moderation processes onto the Kamar moderation tool. Transitioning to using this tool will enable the Principal's Nominee and senior leaders to monitor the end-to-end process far more effectively and time efficiently.

The Principal's Nominee's Learning Area audits should confirm that assessor judgements are informed by:

- the latest clarification documents
- appropriate NZQA exemplars
- the National Moderator's reports
- the *Request Clarification of an Internally Assessed Standard* process, and
- school benchmark samples collected from earlier external moderation rounds.

Clarify verification sufficiency and purposeful selection Staff require further clarification on NZQA's guidelines for sufficiency as some departments interviewed verified grades awarded on more samples of student work than NZQA requires to assure assessment is credible. The Principal's Nominee needs to monitor over-verification to reduce any unnecessary workload for verifiers.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Mackenzie College has effective processes and procedures for meeting the assessment needs of their 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 expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Mackenzie College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

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

- using subject specialists to verify grades
- using grade verifiers from outside the school.

Mackenzie 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
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Mackenzie 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.

Mackenzie 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
- checking Key Indicators and NZQA reports to identify and resolve any errors
- conducting student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results
- 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

Mackenzie 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, through special assemblies and the holding of parent gatherings.

Mackenzie 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 Mackenzie 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 Candidates 2023*.

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:

- a range of Learning Area reports to the Board of Trustees
- information on their actions and self-review since the last Managing National Assessment report
- Mackenzie College Assessment Procedures Handbook Years 11 – 13 2023 (Staff Handbook)
- Mackenzie College Charter, Strategic and Annual Plan 2023 – 2025
Mackenzie College Quality Management System (QMS)
- Mackenzie College Senior Student Handbook 2023 (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee /Deputy Principal
- Heads of Learning Area for:
 - Mathematics
 - Physical Education/Health
 - Social Science
 - Technology
 - The Arts.
- 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.