

Managing National Assessment Report

Maniototo Area School

May 2024

FINDINGS OF THIS REVIEW

Maniototo Area School

2 May 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

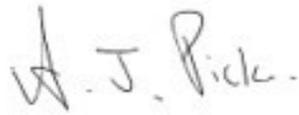
The school agreed that four actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Strengthen internal school review of assessment policies and procedures	To begin before the end of 2024
Credible assessment practice to meet student needs	
Ensure that students and staff have a common understanding of resubmission rules	Immediate
Remove assessment information from student course outlines to ensure consistency with school-wide assessment policies	Ready for the 2024 school year
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades.	For submission to NZQA before the start of the 2024 examination period
Internal moderation	
Develop a digital storage policy to ensure that student work is readily available for submission for marking or moderation.	Ready for the 2025 school year

For consideration

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

- continuing to review the school's authenticity policy to clarify student responsibilities.



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School Quality Assurance and Liaison

23 May 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 13 June 2019 Managing National Assessment Report The school has addressed the three action items included in the previous report. The outcomes of external moderation by Workforce Development Councils are now included in the Principal's Nominee's summary of external moderation. Student and staff assessment handbooks have been reviewed and are updated annually. Most departments are using a common course outline template, although these need further review as detailed later in this report.

External moderation response to outcomes and processes Maniototo Area School has effective systems in place to respond to external moderation feedback. 2023 external moderation reports indicate that assessor decisions were overall consistent with the standard. The Principal's Nominee discusses all issues arising from moderation reports with the teachers concerned. Teachers keep a record of agreed action plans and outcomes to remedy identified issues and share them with the Principal's Nominee.

Teachers value external moderation for the professional learning opportunity it presents. They use their professional networks through subject associations and other area schools to support their understanding of standards that have received not consistent or not yet consistent feedback from moderators. Teachers are familiar with standard clarification documents and exemplars on the NZQA website and use them to support effective practice.

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)

Strengthen assessment self-review Maniototo Area School should plan to review its assessment policy and procedures on an ongoing basis. The action items arising from this report could have been addressed through a cycle of review of NCEA assessment. This review could include staff ownership of and capability in assessment processes, updating school procedures, and checking that all NZQA requirements are being met. It would also help to ensure that student entries and results are accurate. Teachers currently complete effective reviews of their own courses and could extend this practice to include planned school-wide review of assessment.

Literacy and Numeracy co-requisite implementation Maniototo Area School has continually reviewed its approach to assessing for the NCEA co-requisite since it began assessing these standards in 2022. The current approach incorporates the use of a range of tools to determine student readiness to be assessed. Students have resources and opportunities to develop their literacy and numeracy skills both across the curriculum and in timetabled periods. All secondary teachers are involved in regular discussions about literacy and numeracy, with teachers making the most of opportunities to increase their own understanding of the co-requisite.

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)

Assessment programmes that meet student needs Maniototo Area School provides a range of courses and assessment programmes to meet student needs, despite its small size and location. A focus on individual student learning and assessment needs means that differentiation is the norm, a variety of methods are routinely used to collect evidence for assessment, and students have access to external courses and online learning. Some subject teachers contextualise assessment tasks to include local contexts or cater for student interests. Teachers and the Principal's Nominee carefully track students' progress towards their intended NCEA goal and tertiary education or employment pathway.

Resubmission rules The school must ensure that students and staff have a common understanding of resubmission rules so that they are applied consistently across all subjects. A resubmission may only be offered to individually-identified students to correct a minor error and gain an Achieved grade, without any further teaching or learning taking place. Students and teachers interviewed for this review offered a range of descriptions of the school's resubmission policy. Teachers must ensure that the student's work is authentic, by giving only non-specific feedback and taking care not to over-direct students.

Communicate school assessment policy consistently Assessment information should be removed from student course outlines to remove inconsistency with school-wide assessment policies. Students are provided with a course outline based on a common template in most of their subjects, including the proposed assessment programme and approximate due dates. Some course outlines also include assessment policy and procedure information that would more appropriately be found only in the school's student and staff assessment handbooks. It would be good professional learning to share each subject's practice and use this discussion to develop comprehensive school policies.

Reporting quality assured practice external grades for use as derived grades The school must report quality assured grades to NZQA for use as derived grades if necessary. This will ensure that all students have access to grades if their external examinations are disrupted for reasons beyond their control.

Practice examinations must be critiqued by a subject expert or person familiar with standard specific experience. The task and samples of student work must be verified by another subject expert or justified based on historical data, or the task and student work checked by another teacher familiar with standards based assessment. The Principal's Nominee will need to monitor processes to ensure that all potential derived grades are reported through the school's student management system.

Continue to develop authenticity policy The school could consider further reviewing its authenticity policy to distil good practice and to clarify the expectations of students in demonstrating that the work they have produced is their own now that artificial intelligence tools are readily accessible. Teachers at Maniototo Area School use a range of effective means to ensure that student work submitted for assessment is authentic. Students are confident that any attempt at plagiarism would be detected

and investigated fairly. There is good practice to ensure authenticity within each department.

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)

Effective monitoring of internal moderation The school has an effective monitoring system for internal moderation that gives school leaders confidence that each internally assessed standard has been quality assured before results are reported to NZQA. The school uses a paper-based system to record the internal moderation process, with teachers sharing completed documentation with the Principal's Nominee.

The school's internal moderation records include valuable comments that explain assessor judgement decisions at grade boundaries. This is evidence of a robust verification process, mostly conducted with subject-specialist teachers at other schools. These verification notes also provide a valuable teacher resource for future assessment.

Digital storage of assessment materials The school should develop a digital storage policy to ensure that student work and assessment resources are readily available to send for marking or moderation. At present, student work is available in a range of digital formats and physical locations. This has led to some difficulties accessing materials when teachers have left the school. Clear protocols would assist with internal and external moderation, and with ensuring that work is securely stored and ready for submission for external assessment if required.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Maniototo Area School 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 to offer courses the school is unable to offer
- 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Maniototo Area School has effective processes and procedures for:

- managing missed or late assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Maniototo Area School has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- 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.

Maniototo Area School has effective processes and procedures for managing external moderation by:

- 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Maniototo Area School 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.

Maniototo Area School 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

Maniototo Area School has effective processes and procedures for:

- 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
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

Maniototo Area School 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 Maniototo Area School:

- 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
- *Staff NCEA Handbook 2024*, Maniototo Area School
- *Students NCEA Handbook 2024*, Maniototo Area School
- *Curriculum and Assessment Policy, 2023*.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - English
 - Physical Education
 - Science
 - Social Sciences
 - 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 the actions required.