

Managing National Assessment Report

Manukura

August 2021

What this report is about

This report summarises NZQA's review of how effectively Manukura:

- 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 *Assessment (including Examination) Rules for Schools with Consent to Assess 2021* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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
- *2021 Staff Handbook*
- *NCEA Qualification Student Handbook*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- the Moderation Leader
- Subject leaders of:
 - English
 - Mathematics
 - Music
 - Physical Education
 - Physics
 - Visual Arts
- three students.

There was a report-back session with the Principal, Moderation leader 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.

SUMMARY

Manukura

4 August 2021

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2020, due to COVID-19 restrictions.

What the school is doing well

Manukura has an experienced senior leadership and kaiako team. Their knowledge and expertise are shared within and across learning areas to ensure NZQA's quality assurance expectations are met. The school has processes in place to ensure credible assessment occurs and that the academic and vocational needs of individual students are provided for through a diverse range of programmes offered by the school and external providers.

The school regularly seeks feedback from all stakeholders as part of their self-review processes, which is used to help inform next steps. There are strong collaborative relationships within the school, between kaiako, students, senior leaders and with the wider whānau community. This has resulted in a supportive, caring environment, where communication between the school, whānau and students is focused on student achievement and well-being, helping students to meet their sporting and pathway goals.

The kaiako and students are both competent working in the online environment, using digital tools for teaching, learning and digitally gathering evidence from assessment activities. This was beneficial during COVID-19 lockdowns in 2020 where students and kaiako could not meet face-to-face. It has also made it easier to share student work for moderation purposes and to store it for future reference or if it is required for external moderation by NZQA.

The Kura tracks student progress towards qualifications and students at risk of not achieving their goals are supported by making changes to their programme of study, if required. Whānau and students are also encouraged to use the student management system to monitor their results and progress.

The kura effectively communicates details of the processes and practices it uses to ensure NCEA assessments produce authentic, valid and reliable results and these are well understood by students and kaiako.

Areas for improvement

The kura needs to apply for Special Assessment Conditions (SAC) for any students eligible for these entitlements in their internal and external assessments. The support for these applications can come from school-based evidence.

The kura needs to have a clear process for selecting a valid random sample of student work when external moderation is to be sent to NZQA. This sample is not necessarily the same as that verified for internal moderation.

Some next steps for the kura to consider are detailed in the body of the report.

Agreed action

The kura agreed that the following actions will improve the quality of their assessment systems. These are:

- ensure students who would benefit from special assessment conditions are identified and applications made as appropriate
- ensure the sample of work sent to NZQA for external moderation has been randomly selected to meet NZQA requirements.

Kay Wilson
Manager
School Quality Assurance and Liaison

4 October 2021

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

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

Action Items from 26 July 2018 Managing National Assessment Report There were no action items to be addressed from the last MNA review.

Response to external moderation outcomes NZQA moderators have identified that the school's assessor judgements are consistent with the national standard. The kura has effective processes for reviewing the feedback from moderators for each externally moderated standard. The Principal's Nominee discusses the feedback with the kaiako concerned, focusing on suitable actions to address any issues. These actions are reviewed to ensure changes have had the desired effect.

Internal review

Evidence for 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)

Manukura effectively uses self-review to evaluate their practices and processes and identify their next steps to ensure student needs are being met and assessment for NCEA remains credible and valid. Whānau and students are consulted to help set priorities and determine next steps.

The kura's strategic plan is embedded in its planning and referred to by all kaiako, informing all decisions. One focus area concerns boys' achievement and giving them opportunities to gain confidence speaking in group situations. To this end, they are encouraged to lead assemblies, speak at gatherings and express their opinions in class, all things the school had noticed boys were shying away from. Kaiako have noticed an improvement in the boy's overall engagement and achievement in class.

The kura wanted to further improve student engagement in the learning process and, in 2020, introduced SOLO taxonomy to help focus teaching on how to learn and making learning more purposeful. Shared planning and teaching are now part of course design, with reflection and review informing the next steps to ensure programmes meet student needs. Kaiako speak positively about how using SOLO has improved their teaching programmes, shifting the focus from delivery to deeper learning outcomes.

The SOLO templates have been aligned with the NCEA achievement standards and students use these to reflect on their progress and identify how to improve their work. The students interviewed like the colour coding system they use for self-assessing their progress and feel that by reflecting on where they are at with their learning, they are more motivated to add to and improve their work.

No action required

No issues with the kura's response to NZQA external reviews and its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for 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)

Manukura has effective processes and procedures for meeting the assessment needs of their students by:

- encouraging and supporting students to engage with STEM subjects
- gathering evidence using a range of methods including portfolios, digital evidence, verbal evidence and performances
- engaging with outside providers to provide a broad range of subject choices to cater for different student interests and future pathways
- adapting courses and contexts to meet the interests of students, including teaching and assessing Māori as Māori
- using formative assessments, student feedback and feedforward conferences to determine a student's readiness for assessment, and ensure students are assessed when ready.

Manukura has effective processes and procedures for:

- using digital tools to ensure student work is authentic
- tracking student progress towards meeting literacy and numeracy requirements and supporting any students identified as being at risk of not meeting these
- reporting Not Achieved where a student has presented evidence that is not at the standard, or has had an adequate assessment opportunity and submitted no work
- meeting the requirements of the *Privacy Act 2020*.

Use of digital tools embedded in practice Manukura kaiako and students use digital tools proficiently in all aspects of teaching and internally assessed work. The school considers that this played a big part in how well students coped during the 2020 COVID-19 lockdown, where working online was required for several weeks. Kaiako were able to continue to monitor progress and collect and assess student evidence, with little impact on student learning outcomes.

To further meet the needs of students, the kura would like to become an affiliate examination centre in 2022 to give the students the opportunity to engage with digital examinations. The examination centre they use at present does not currently offer digital examinations.

Building NCEA capacity and confidence To continue to build capacity and confidence, the kura encourages kaiako to apply to become NZQA moderators and examination markers within their subject areas, engage with subject associations and join local cluster groups, and many of them take up these opportunities. The knowledge they gain by doing this is shared and used to look at different contexts for teaching and ways for assessing standards in internal assessments.

Making special assessment condition applications for eligible students The Kura needs to apply for Special Assessment Conditions (SAC) for any student

eligible for these entitlements in their internal and external assessments. This support can include, but is not limited to, extra time, separate accommodation, computer use, a reader and/or writer and enlarged papers. If a student is using some form of SAC entitlement in internal assessments, a formal application should be made to have this approved, giving them the opportunity to use the SAC entitlement for external assessments. The kura can gather school-based evidence to support applications of students identified as possibly being eligible for SAC. Approved SAC conditions stay with the student if they transfer schools and can be used as evidence if the student needs similar support at a tertiary provider in the future.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- ensure students who would benefit from special assessment conditions are identified and applications made as appropriate.

How effectively does the school's internal and external moderation assure assessment quality?

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

Manukura has effective processes and procedures for managing internal moderation by:

- ensuring kaiako are clear in their understanding of the school's internal moderation processes and expectations, including that new and amended assessment materials are critiqued prior to use and using subject specialists to verify samples of student work
- using clarification documents, exemplars, verification discussions and professional learning opportunities to clarify and support assessment judgements
- documenting the internal moderation process, including noting verification discussions and decisions on an *Internal Moderation Cover Sheet*, which is stored digitally with the student work and assessment materials
- Learning Leaders and the Principal's Nominee monitoring the completion of these processes prior to reporting results to NZQA.

Manukura has effective processes and procedures for managing external moderation by:

- encouraging kaiako to suggest appropriate standards to be considered for inclusion in the moderation plan
- analysing the feedback from external moderation and making changes required to address any issues found or suggestions made.

Digital moderation system supports the sharing of good practice All kaiako have access to a digital moderation folder and it is used to effectively highlight and share good practice amongst learning areas. There are links to the standards being assessed, clarifications, benchmark samples of student work, previous moderation cover sheets and the outcomes and actions from external moderation.

With assessment evidence being collected online, student work is stored digitally, making it easily accessible for future reference and if it is required to be sent to NZQA for external moderation.

Increase use of the moderation tool and Education Sector Login To give Kaiako ownership and build their capacity of the moderation process, the Principal's Nominee and Moderation Leader would benefit from giving Learning Leaders access to the moderation tool, where they can input their own external moderation and refer to reports and moderation history. The Principal's Nominee and Moderation Leader are still able to review this and make the final submission to NZQA by the kura's moderation date.

The school has given all kaiako access to Pūtake, a support platform for moderation, through their Education Sector Login. The familiarisation activities and support for making assessor judgements found here will continue to build capacity within learning areas for verification.

Focus on reducing workload by considering verification requirements for sufficiency The kura should consider providing staff with further guidance on sufficient grade verification by the strategic selection of student work. Learning Areas currently assure the quality of grades awarded by including work at grade boundaries when verifying assessor judgements; however, many kaiako interviewed verify more samples of student work than this. Although there is no fixed, or predetermined, number of pieces of student work that must be verified, the strategic selection of samples of work at grade boundaries has the potential to reduce verifier workload, without compromising the quality of the assurance process.

Other factors can determine the sample size, such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and the number of students assessed. Learning Areas should consider what benefits they gain from the extra grade verification and if it can be reduced without compromising the validity of reported results.

Randomly selecting samples of work for external moderation The kura needs to select samples of student work for external moderation using a valid random selection process, when class size necessitates this. Kaiako interviewed sent the internally verified samples of work, with others added randomly to this if required, for external moderation. The Principal's Nominee also looks at this final sample to determine its suitability for external moderation. The only changes appropriate to the random sample sent for external moderation are to remove any student work where the work was incomplete or not handed in for assessment and replace this with other randomly generated student work.

Agreed action

NZQA and senior management agree on the following action to improve the kura's internal and external moderation to assure assessment quality. Senior management undertakes to:

- ensure the sample of work sent to NZQA for external moderation has been randomly selected to meet NZQA requirements.

For consideration

To extend kura practice in assurance of assessment quality, the kura is encouraged to consider:

- reducing kaiako and verifier workload by verifying a strategic selection of student work at grade boundaries, and including other samples of work only when appropriate
- giving kaiako access to the moderation tool to input their own external moderation information to give ownership and build capacity.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

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

- monitoring student progress towards NCEA qualifications, and amending programmes for any students at risk of not reaching their goals
- recognising and celebrating student achievement in school meetings and with whānau
- communicating regularly with whānau about student progress and encouraging them to be part of the learning journey

Manukura reports accurate achievement data by:

- submitting timely results and entries to NZQA regularly, and keeping to key deadlines
- using the Key Indicators and data file submission reports to identify and resolve any data errors
- ensuring that derived grades and emergency grades are based on authentic standard-specific evidence from practice examinations or other appropriate assessments.

Improving student outcomes Students are encouraged and supported to achieve the best assessment outcomes that they are capable of. Each student has a student site on the school management system where they track their progress towards NCEA qualifications and career aspirations. Twice a term they reflect on goals set in Personal Improvement Plan (PIP) meetings with their kaiako and a member of the senior leadership team. The student sites are shared with whānau, keeping them informed of progress.

The kura also tracks student achievement, especially their progress towards literacy and numeracy requirements, the University Entrance award and course and certificate endorsement.

The success of these strategies is evident with the school continuing to produce results that are well above the national average in all levels of NCEA, including the University Entrance award and endorsements.

Reviewing course design Kaiako reflect on student feedback and achievement data and use what they know about the incoming cohort to inform the courses they offer each year. Course design is flexible to meet the needs of the students and their future career aspirations, both academically and in the sporting arena. The students interviewed for the review appreciated the different contexts used by their kaiako and the choices they have available to them.

No action required

No issues with the kura's management and use of assessment-related data were identified during this review.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Manukura has effective processes and procedures for:

- ensuring students are provided with assessment information about each of the courses they undertake, including information about vocational pathways
- communicating assessment policy and procedures to kaiako, students and whānau through the student portal, school website and by email
- collecting feedback from students, whānau and other stakeholders to confirm the school focus and to further improve performance.

Manukura assists common understanding of assessment practice by:

- discussing with students what they need to achieve in order to gain a qualification and meet their goals
- discussing assessment practice and procedures in whole staff meetings to ensure these are consistently followed
- informing teachers about assessment best practice and providing opportunities to discuss changes to NZQA requirements.

Review of kaiako and student handbooks The kura is reviewing the NCEA handbooks given to kaiako, students and whānau to ensure they are concise and suitable for their audience. The review of assessment documentation could focus on ensuring it reflects school practices and NZQA requirements, such as using language consistent with NZQA policy for breaches and further assessment opportunities. This will help remove any confusion around these processes.

The student handbook, outlining the kura's assessment and moderation processes for NCEA is shared with students through the student portal and emailed to whānau and available on the school website.

Checking progress towards qualifications Students and whānau access the school management system student and parent portals throughout the year to check progress towards NCEA qualifications. The students interviewed also use the NZQA Learner Login to check that their grades and entries into standards are accurate and to get their final results when they are released mid-January.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and whānau families is current and accessible, the kura is encouraged to consider:

- reviewing the student and staff handbooks to ensure they are concise and use consistent language for NCEA processes.