

Managing National Assessment Report

Mangaia School

June 2023

FINDINGS OF THIS REVIEW

Mangaia School

29 June 2023

Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

A significant issue with the school's management of national assessment was identified. The school's own review mechanisms have not been sufficient for them to identify and respond to this issue.

As a school that is not effective in an aspect of self-review, credible assessment or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within two years to check that these issues are being addressed.

Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	External and internal review		
2.6iv	follow-up external review recommendations and findings	The school is required to respond to external moderation feedback	Before the end of 2023

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:

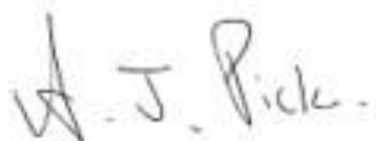
Action	Timeframe
External and internal review	
Monitor the completion of action plans in response to external moderation	Before the submission of 2023 external moderation
Begin regular self-review of school assessment documentation and systems	Plan now for 2023 and 2024 self-review

Credible assessment practice to meet student needs	
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades	Before the start of 2023 external examinations
Review staff and student assessment information to ensure it is up to date and fit for purpose in implementing school policies and procedures	Immediate for 2024 year 11 cohort
Internal moderation to ensure the reporting of credible results	
Ensure that verifiers with subject knowledge and standard-specific expertise are used for internal moderation	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:

- working with the Cook Islands Ministry of Education to support the transition to a student management system for reporting entries and results to NZQA.
- reviewing the programmes of learning and assessment that students are required to study at each level of NCEA, to focus on their intended pathways.



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22 August 2023

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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 3 May 2018 Managing National Assessment Report

Mangaia School has not yet developed a system to ensure that action plans are implemented in response to concerns raised by external moderators. Teachers are largely unaware of the purpose of the external moderation process in providing feedback on internal quality assurance processes and its importance in improving assessor judgements.

Teachers are purposefully selecting work at grade boundaries for verification and use the associated feedback to check and amend results submitted to NZQA for internal assessments. This provides confidence that teachers are using the verification process to improve their assessment decisions.

External moderation processes and response to outcomes

Mangaia School needs to implement a process to use external moderation feedback to improve its internal quality assurance processes. This will involve teachers reflecting on all external moderation feedback and creating action plans in response, with the assistance of senior leaders. Action plans can include a range of strategies to improve consistency with the standard, from changing verifiers to seeking professional support to amending assessment tasks and schedules. Action plans should be monitored, and their effectiveness evaluated, to give NZQA and the school confidence that Mangaia School is reporting valid results.

The school offers several subjects for which there have been variable consistency rates over the last few years. Closer attention to the external moderation process and the professional support available within it, including the opportunity to submit queries and appeals, will likely improve teacher understanding of the standard and assessor judgements.

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)

Assessment leadership at Mangaia School is shared by the Principal and Principal's Nominee, with teachers of senior subjects taking responsibility for their own curriculum areas. Teachers complete subject reports at the end of the year and submit them to the Principal. The analysis from these reports and the Principal's Nominee's annual report on achievement contribute to the annual school report submitted to the Cook Islands Ministry of Education. Teachers are aware of the school's shared achievement goals for 2023 and are working collectively to support students to achieve their qualifications.

Further review of assessment needed A more systematic approach to reviewing senior assessment is needed to ensure that the school can identify any issues of

concern and take appropriate action, outside of the regular Managing National Assessment Review cycle. There are a few areas raised in this report that more regular self-review by the school should have been able to resolve. Strategic review of the degree to which year 12 and 13 assessment programmes meet the needs of individual students, and the effectiveness of quality assurance processes is recommended so that the school can respond to any issues in a timely manner. A review of assessment communications and documentation would assist in building teacher understanding of assessment processes and quality assurance, and support consistent practice, The Principal and Principal's Nominee have the experience and understanding to put such a system in place.

Preparation for NCEA Change Mangaia School has been using its available resources to review teaching, learning and assessment in preparation for the introduction of new Level 1 Achievement Standards in 2024. The school is participating in pilots for Cook Islands Māori and English in 2023, as well as entering students in the Literacy and Numeracy common assessment activities. Teachers have been working with the Cook Islands Ministry of Education subject advisors where possible to prepare their pedagogical approach as well as meeting online with New Zealand Ministry of Education Learning Area Leads to discuss the implementation of the new standards. Senior leaders and teachers are continuing to review how literacy and numeracy will be integrated across the curriculum and year levels to help prepare students for these assessments.

Preparation for digital assessment Mangaia School has made significant progress in its capacity for digital assessment for both internal and external standards. Despite ongoing connectivity issues and limited access to data and hardware, the school remains committed to ensuring that students who are prepared to attempt their assessments digitally have the option of doing so. Computing classes have been introduced in years 9 and 10 to teach basic skills including keyboarding, editing and online navigation. Students who attempted the Literacy and Numeracy common assessment activities online in June enjoyed the experience and are developing increasing confidence in the digital environment. Teachers continue to investigate how both they and their students can overcome the access constraints that are beyond their control.

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, TEO's assessing Achievement Standards and Candidates 2023.

Courses and assessments focussed on student needs Mangaia School could consider reviewing the programmes of learning and assessment that it requires students to study at each level of NCEA. Most students currently study very similar subjects at years 11, 12 and 13, due to staffing and resourcing limitations. Teachers differentiate learning and assessment opportunities within these courses to suit individual student and cohort needs. The school is beginning to investigate careers guidance for individuals and groups of students, which could support the school to offer standards that better meet their needs and aspirations. Tailoring students' timetables and assessment programmes further could help to avoid over-assessment and maximise student achievement and engagement by reducing workload and enabling students to target their energies towards subjects that lead more clearly to their intended pathways.

Reporting quality assured practice external grades for use as derived grades

The school needs to ensure that quality assured derived grades, based on standard-specific evidence from practice assessments for externally assessed standards, are consistently reported to NZQA for use as derived grades if necessary. This will ensure that all students have access to a grade if external assessment opportunities are disrupted. The quality assurance of derived grades should include critiquing of practice examinations, verification by a suitably qualified second pair of eyes, or justification of grades where a suitably qualified second pair of eyes is not available.

With further subject advisor support now available from the Cook Islands Ministry of Education, some teachers now have better access to tasks that may be used for practice examinations, while others are beginning to make links with New Zealand subject associations. This continued support should assist students and teachers to better prepare for both practice and external examinations.

Accurate and timely data reporting The school is currently using the web entry process to report entries and results to NZQA, a process that can be time consuming for the Principal's Nominee. The school could consider working with the Cook Islands Ministry of Education to support the transition to a student management system for the above. This could assist with data analysis, monitoring student progress and reducing the administrative workload.

NCEA communications require updating Mangaia School's assessment communications require updating to ensure they are current and fit for purpose. Several areas in the staff assessment handbook were discussed during the review that need to be updated immediately. A broader, regular review of assessment communications would give senior leaders confidence that all students, parents and staff are aware of the school's assessment policies and procedures and NZQA requirements. This would also help in developing teachers' assessment literacy and avoid potential confusion in matters of policy that are currently communicated verbally.

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, TEO's assessing Achievement Standards and Candidates 2023.

Mangaia School is familiar with the purpose and process for the quality assurance of internally assessed standards. Teachers use the system supported by the Cook Islands Ministry of Education for the majority of verification, sending samples of student work to verifiers at other Cook Islands schools. Teachers discuss feedback from verifiers with senior leaders and amend student grades if required before handing them to the Principal's Nominee for submission to NZQA.

The school needs to ensure that all verification is completed by teachers with current standard-specific expertise who can give valid feedback on assessor decisions. Some verification has been completed at the school by non-subject experts due to the perception that verifiers are not readily available, and a reliance on the general assessment expertise of staff. Only by using appropriate verifiers can senior leaders be confident in their quality assurance processes.

The Principal's Nominee has good systems for monitoring the completion of internal moderation. The process is increasingly completed digitally, avoiding the time delays

involved with couriering physical materials. Similarly, student work is increasingly scanned and stored digitally so that it is available as exemplars and for external moderation if required.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Mangaia 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
- 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Mangaia School 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Mangaia 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
- 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.

Mangaia School 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.

Effective management and use of assessment-related data

Mangaia 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 an annual analysis of NCEA achievement to inform strategic goals and actions.

Mangaia 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.

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

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

Mangaia 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 Mangaia 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 *Assessment (including Examination) Rules for Schools with Consent to Assess 2023* (Assessment Rules).

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 assessment handbook, Mangaia School.

The School Relationship Manager met with:

- the Principal
- the Principal's Nominee
- Teachers of:
 - Cook Islands Māori
 - English
 - Geography
 - Horticulture
 - Mathematics
 - Science.

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.

Background

Mangaia School is the secondary school for Mangaia in the Cook Islands. It assesses students for New Zealand qualifications in years 11, 12 and 13. Students study a range of subjects including Cook Islands Māori, English, Geography, Horticulture, Mathematics, and Science (including Physics and Chemistry).

Some students continue their studies at Tereora College on Rarotonga after year 11.

For the majority of students, English is their second language. Lessons are conducted in both Cook Islands Māori and English.

While most standards are assessed internally, the school is an examination centre with some students entered for external examinations.

Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years. The period of time that elapses between reviews is therefore not necessarily an indicator of the effectiveness of the school's management of assessment for national qualifications.