

Managing National Assessment Report

Mangaia School

August 2024

FINDINGS OF THIS REVIEW Mangaia School 14 August 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 the usual review cycle for Cook Islands schools of two years.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Follow up external moderation feedback in a timely manner.	Within a term of receiving each moderator's report.
Credible assessment practice to meet student needs	
Ensure there is a common understanding of resubmission, further assessment opportunity and missed assessment processes.	Immediately.

For consideration

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

- extending teachers' professional networks in support of their assessment practice
- exploring the use of cloud-based documents to support authenticity checks on student work, and efficient school assessment processes.

A handwritten signature in black ink, appearing to read 'A. J. Picken'.

Amanda Picken
Manager
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18 September 2024

NZQA

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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 29 June 2023 Managing National Assessment Report

Mangaia School has addressed the significant issue identified in the previous Managing National Assessment report of following up external review recommendations and findings. There is now a process for teachers to respond to external moderation feedback. The focus must now be on the timeliness of this process to ensure that it is effective in improving assessor practice.

The five agreed action items in the previous report have been addressed by the school, although some actions have not yet been fully implemented, as outlined later in this report. Plans created in response to external moderation feedback are now created and documented by teachers and progress monitored by the Principal's Nominee. More regular self-review of school assessment systems and programmes is occurring. There is a plan in place for valid school practice examinations that can generate grades for use as derived grades if required. Staff and student assessment handbooks have been reviewed for accuracy and clarity. All internal moderation in 2024 is being completed by subject experts outside the school.

External moderation response to outcomes and processes Teachers must respond to concerns raised by external moderators in a timely manner. This will help to ensure that moderator feedback is used to improve general assessment practice, as well as the assessment of specific standards. It will also enable teachers to evaluate their programmes and source effective support outside the school where required. In response to the issues identified in Not Yet Consistent reports, teachers have reflected on their teaching and assessment practice, yet this did not occur this year until some months after receiving the feedback. A timelier approach would be more effective in improving overall assessment understanding and practice. Mangaia School teachers are now familiar with the expectation that all concerns raised by external moderators are responded to effectively. Their responses and action plans are documented and monitored by the Principal's Nominee. The majority of standards submitted for external moderation in 2023 received Consistent feedback from NZQA moderators.

As part of a school-wide response to improving moderation outcomes and to improve teacher assessor practice, Mangaia School has made the decision, supported by the Cook Islands Ministry of Education, to send all internal standards for verification in New Zealand in 2024. This is resulting in teachers beginning to extend their professional networks and has improved their access to support from experienced teachers. They have also amended assessment tasks where required and sought support from Cook Islands subject advisors where available. Teachers' experience with piloting Level One standards in some subjects prior to their implementation in 2024 has supported their effective assessment of these standards.

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)

Effective assessment review systems in place Mangaia School has reviewed a range of NCEA assessment matters effectively over the last year. The school's small size, experienced leadership and collaborative secondary staff help to ensure that any changes are well understood and completed thoroughly. The school's remote location means that access to resources and effective support are not always readily available and there can be some delay in implementing identified strategies and getting the support required. As Mangaia School is an area school, teachers are able to work closely with their colleagues teaching in primary classrooms. Staff are working together to ensure consistent teaching and assessment practices, and improve outcomes across the whole school.

Reviewed teaching and assessment programmes The school has an effective review process that should improve both teacher and student understanding of what is required to achieve Level 1 NCEA. Teachers are in the process of reviewing all teaching programmes to improve learning and assessment outcomes. These reviews have been motivated by the implementation of the new achievement standards and co-requisite requirements at Level 1. The review process has involved NCEA teachers working with Ministry of Education subject advisors and their colleagues in the junior school. Key skills and knowledge is being tracked back from Level 1 expectations to year 7. To date, reviews have been completed for Mathematics and Geography, with English and Māori expected to be completed by the end of 2024.

Literacy and Numeracy co-requisite implementation Mangaia School's preparation for students to complete the NCEA co-requisite requirements has included a review of teaching programmes, and a range of actions to improve achievement outcomes. Their next challenge is to identify key focus areas so that teaching can be targeted effectively in each subject and at each year level. Staff-wide analysis of the Literacy and Numeracy assessment reports from 2024 is intended to ensure that gaps in learning are addressed. The Literacy and Numeracy common assessment activities have been completed on NZQA's digital assessment platform this year. Students have enjoyed the experience, supported by the school continuing to implement strategies to improve digital skills for both staff and students. The achievement standards that can contribute to co-requisite requirements remain a significant pathway for Mangaia students, including Te Reo Māori Kūki 'Airani.

Extending teachers' professional networks The school is encouraged to continue to look for ways to extend teachers' access to subject specialists outside the school. As sole teachers of their specialties, there is a danger that teachers become both professionally and geographically isolated. Some teachers are already members of their relevant subject associations or online groups and this has been demonstrably beneficial in them accessing resources as well as enabling engagement in professional discussions about teaching, learning and assessment. With the school's requirement that all internal assessment is verified by New Zealand teachers in 2024, Mangaia School teachers are beginning to make email contact with their New Zealand colleagues to continue to develop their own assessment capability.

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)

Planned improvements for practice external examinations for derived grades

Teachers have an improved understanding of how NZQA manages derived grades and how a valid grade may be generated by the school for this purpose. School practice examinations in 2024 will mirror the conditions and format of external examinations. New or significantly modified examination papers will be used in 2024, rather than publicly available materials, to ensure that the assessment is credible. Papers will have been critiqued by Ministry of Education subject advisors. The school has a template for recording the quality assurance of grades, which will also be done outside the school. The Principal's Nominee is aware of the requirement to submit all valid grades to NZQA before the start of the external examinations, so that they are available to award where applicable.

Improve communicating school assessment processes Teachers and students need to have a consistent understanding of credible assessment processes. These include resubmission, further assessment opportunities, and processes for managing student absence during assessment. The reviewed school assessment documentation is now comprehensive and accurate. The next step is to ensure a clear understanding of school processes and NZQA requirements. Students interviewed during this review noted some inconsistency in application of assessment rules between subject areas, due to some confusion about what is and is not permitted. A clearer approach to how and when student work is handed in will assist students to manage their workload more effectively.

Consider improving procedures to ensure the authenticity of student work

The school is encouraged to consider the use of cloud-based documents to support authenticity checks on student work. The use of cloud-based documents would also support greater efficiency in providing feedback to students, and in managing processes such as verification and external moderation. Mangaia School teachers are already using a range of strategies to monitor the authenticity of student work, including checkpoints, paper-based assessments and most importantly their excellent knowledge of their students. With students completing more of their assessments digitally, it is timely to review the implications of this change on credible assessment, including authenticity. The school assessment procedures note the challenges of generative artificial intelligence. By using a digital platform that allows teachers to check a document's version history, and allows for ongoing visibility of student work, teachers will be better equipped to monitor students' progress.

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)

Improved confidence in the verification process All internal moderation is completed, monitored and recorded effectively at Mangaia School. In 2024 a sample of student work for each internal assessment has been sent to an experienced verifier at a New Zealand school. The improved consistency in this process is resulting in teachers' improved confidence in verification outcomes. Teachers are grateful for the professional learning opportunity provided by the in-depth feedback they have received, and are hopeful that this will extend to ongoing relationships with verifiers.

The verification process is managed effectively by the experienced Principal's Nominee. A strategically selected sample of student work at grade boundaries, and an internal moderation cover sheet is given to the Principal's Nominee when each assessment is complete. She then forwards it to the Cook Islands Ministry of Education who share it with pre-arranged schools in New Zealand. When verification feedback is returned to the school, the Principal's Nominee shares it with teachers and retains a copy for school records. When teachers have determined final grades, these are reported to NZQA by the Principal's Nominee.

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 standardspecific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- 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..

Mangaia School has effective processes and procedures for:

- 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 grades
- 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, and verification notes and 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.

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
- 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

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
- completing 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:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- 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.

Mangaia School assists common understanding of assessment practice by:

- 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, 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
- *Mangaia School NCEA Staff Handbook (2023)*
- *Mangaia School NCEA Student & Parents' Handbook (2024)*.

The School Relationship Manager met with:

- the Principal's Nominee
- the Principal
- Teachers of:
 - Chemistry and Physics
 - English
 - Horticulture
 - Mathematics
 - Science
 - Te Reo Māori Kūki 'Airani
- five 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.

Background

Mangaia School is the area 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 in both Te Reo Māori Kūki 'Airani and English, including also Geography, Horticulture, Mathematics, and Science (including Chemistry and Physics). Some students continue their studies at Tereora College on Rarotonga after year 11.

Some students are assessed for the Literacy and Numeracy co-requisite requirements in year 10. Students are also eligible to use the Te Reo Māori Kūki 'Airani Level One Achievement Standards to complete the Literacy co-requisite requirement.

Managing National Assessment 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 qualifications.