Managing National Assessment Report

John Paul College

March 2023

FINDINGS OF THIS REVIEW

John Paul College

30 March 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 and considerations

For consideration

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

- preparing for the NCEA Change Programme by reviewing literacy and numeracy programmes and entering students for digital external examinations
- encouraging students to register and login their NZQA Learner login to check results and access the other functions available
- submitting external moderation digitally

No action required

The school has no action items relating to the quality of their assessment systems.

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25 May 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 30 May 2019 Managing National Assessment Report   John Paul College has addressed the actions from the previous report. Resourcing for the support of student learning has increased, helping ensure appropriate evidence is collated and available to support SAC applications. Late entries for external examinations have been reduced enabling papers to be personalised to support efficient exam processes. Staff and student handbooks have been reviewed and updated to support consistent practice that meets school and NZQA requirements and school-wide understanding.

External moderation response to outcomes and processes   The school has a clear and robust process to respond effectively to external moderation that teachers use consistently. Teachers respond to all moderation outcomes on a form provided by the Principal's Nominee. Action plans are developed, and their effectiveness evaluated by leaders of learning for all externally moderated standards. This helps assessors to be supported in their assessment practice through professional learning discussions, as needed and assists teachers to make assessment judgements that are credible and consistent with the standard.

Internal review

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.)

Self-review and evaluation processes have been developed school wide. Leaders of teaching and learning areas analyse data including student achievement and evaluate external moderation outcomes. Teachers review programmes to align with the school's strategic goals. Student and community consultation is undertaken to ensure all members of the school can have input into goal setting.

John Paul College's senior leadership team effectively uses student achievement data to inform internal review. As a result, the school is prioritising raising Māori student achievement. Teachers actively plan to support this strategic goal.   Although current NCEA achievement rates for Māori learners are two to four percent lower than non-Māori across all NCEA levels, the school has identified that they should be achieving at the same levels as their non-Māori peers in NCEA certificate endorsement and University Entrance in the school. A recently appointed Deputy Principal is specifically responsible for implementing this strategic priority.

All staff are undertaking professional learning in te reo Māori and/or matauranga Māori to build their capability. This initiative is designed to help teachers be better able to support Māori students by further developing supportive learning environments where their culture and language is acknowledged and valued.

The Puhoro programme has been introduced to support Māori students into the STEM (Science Technology Engineering and Mathematics) subjects to encourage them to broaden their pathways.

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.)

Effective, consistent assessment practice is demonstrated across the school Leaders of teaching and learning report that they plan courses to support and develop the school's strategic priorities. They are building teacher capability to respond to the needs of all students, ensuring that Māori culture and heritage are reflected in the school's localised curriculum, and supporting students to be adaptable, resilient, and optimistic, and have agency for their learning.

Preparation for the NCEA Change Programme is underway Teachers assess student learning in a variety of ways, including the use of digital tools for internal assessment. However, the school has not participated in digital external examinations to date. While they are participating in some subject pilots, to be better prepared for the NCEA change and in particular the digital first policy, the school should consider entering students into digital external examinations.

The school will enter students for the literacy and numeracy co-requisite this year. They should also consider reviewing their current literacy and numeracy programme and assessment policy to ensure students are prepared to engage with and achieve the co-requisite.

Students report that they would prefer sitting external examinations digitally.

Student achievement progress monitored and regularly communicated to families to help ensure students are supported Caregivers receive regular interim reports about their student's academic progress allowing them to stay up-to date with their achievement progress. Year level teachers meet regularly to monitor student learning progress and identify any students who may be at risk of not achieving NCEA. Students can also monitor their progress through the school's Student Management System (SMS) portal. These systems identify students who need support.

The school should consider encouraging students to check their results regularly on the NZQA website to ensure that they are current and accurate, as only these results will be used for the award of a qualification. Students could also use other functions available through the NZQA website, including access to digital exams, applying for reconsideration and reviews of external assessments, and ordering certificates and their Record of Achievement.

Derived grades evidence collected from school examinations must be reported to NZQA During the school's assessment week teachers assess standards using tasks and conditions of assessment that mirror external assessments. Results are moderated and recorded on the SMS.

Every year the school must ensure that these grades are reported through the SMS to NZQA so that derived grades can be applied at scale if required. This was not the case in 2022 due to a change in the school's student management system's reporting set up, however the results for derived grades were kept by the school. In order to provide NZQA with immediate access to quality assured grades in the event of a large-scale disruption at exam time, it is essential that derived grades have been supplied before exams begin.

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.)

Leaders of teaching and learning take full ownership of the internal moderation process   They take responsibility for ensuring that internal moderation occurs and that the school's processes are followed. Teachers consistently use the school's internal moderation processes and procedures. Assessment tasks are critiqued before use by learning area teachers, work is selected for grade verification by internal and/or external verifiers and the process is documented on the moderation coversheet. Moderated work is stored in learning areas physically, digitally, or in some cases both. Grades are entered once moderation has been completed and the Principal's Nominee has been notified. Senior leaders can be confident in teacher judgments and in the credibility of the qualifications awarded.

Leaders of teaching and learning encourage teachers to select standards for external moderation which allows them to build capability through the feedback they receive from the external moderators.

The majority of moderation is submitted physically, which has led to the loss of some work. As students and teachers report that many internal assessments are submitted digitally, the school should consider the digital storage and submission of moderation. This would assist in reducing the loss of moderated work and more timely feedback from moderators.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

John Paul 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 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

- 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

- implementing strategies to open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

John Paul 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

John Paul College 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.

John Paul College 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

John Paul 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.

John Paul 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

John Paul College 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

- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes

- celebrating students' success.

John Paul 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 John Paul 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:

- information on their actions and self-review since the last Managing National Assessment report
- *John Paul College Curriculum Delivery Booklet 2023*
- *John Paul College Curriculum Delivery Policy*
- *Year 11 Course Information 2023*
- *Year 12 Course Information 2023*
- *Year 13 Course Information 2023*

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of teaching and learning for:
  - Arts
  - Health and Physical Education
  - Humanities
  - Languages
  - Religious Education
  - 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 on any action required.