



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Managing National Assessment Report

Pakuranga College

May 2023

FINDINGS OF THIS REVIEW

Pakuranga College

31 May 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 highly 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 2021.

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:

- documenting the justification process for assuring derived grades to support single subject teachers.
- reviewing the use of grade verifiers if external moderation outcomes are not yet or not consistent.
- encourage teachers to use Pūtake to support their moderation practice and management of assessment activities including for the NCEA Change Programme.

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14 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 5 June 2019 Managing National Assessment Report The school has resolved both agreed actions from the last Managing National Assessment report.

Evidence for reporting derived grades is based on standard specific evidence. All teachers interviewed for the review confirmed that assessment opportunities, mainly in the form of practice tests were verified by another subject expert. To support single subject teachers to manage workloads the school is documenting the justification process to verify derived grade outcomes rather than teachers having to find an external subject expert.

The number of late entries for external standards has significantly reduced with nearly all external standard papers personalised in the 2022 examination round.

External moderation response to outcomes and processes The school continues to have a high agreement rate between NZQA moderators, and most standards assessed and submitted for external moderation.

Teachers are encouraged to review the use of grade verifiers if they receive not yet or not consistent outcomes from external moderation. Where subjects have a number of not yet or not consistent outcomes over time teachers should engage with an external verifier to provide a wider perspective for the interpretation of the standard requirements.

Teachers with standards with inconsistent outcomes from moderator's feedback are required to complete an action plan that identifies the issue and appropriate mitigation. Action plans are discussed and monitored by Heads of Department with the final outcome reported to the Head of Faculty and Deputy Principal with responsibility for that Learning Area.

Teachers were aware of the new selection criteria for samples of student work for external moderation requiring selection of samples of student work at each grade and at boundaries, as NZQA has developed a support-based model of moderation.

As part of the development of this supportive model the school should encourage teachers to become familiar with the NZQA's Pūtake Learning Management System. This will help them to clarify their understanding of the requirements for the current and new NCEA standards. It is here that teachers can find support for internal assessment by subject, and new modules on authenticity, and digital assessment using Assessment Master.

Exam Centre Audit identifies issues with storage of examination papers The audit completed by NZQA in 2022 identified that examination materials need to be secured in a locked cabinet in the storage area.

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)

The school's self-review processes reflect strong pedagogical and assessment innovation ensuring highly effective quality assurance and a culture of meeting student needs. This culture is built on strong leadership and distributed ownership of assessment and moderation practices at all levels of the school's operation.

Through inquiry projects, teachers develop their capability to meet student assessment needs and ensure consistent and credible assessment and moderation practice. All teachers are required to participate in a reflective Learning Journey Inquiry to develop their pedagogical practice that is discussed with other teachers and school leaders at a regular weekly meeting. Currently many of these inquiry projects concern the delivery of new standards as part of the NCEA Change Programme, the use of digital assessment and developing appropriate pathways to meet student abilities, interests, and aspirations. Recent discussion has centred on the management of Artificial Intelligence as a teaching and assessment tool in the context of maintaining authenticity of student work.

Following a mantra of "what, so what and know what" teachers and school leaders actively challenge current assessment and moderation practices and processes to improve outcomes for students. This approach is evident in a number of recent initiatives.

Remote assessment opportunities, developed as a response to COVID disruption, are now integrated into current everyday practice. Ready access to learning activities and practice assessments has allowed students to take ownership of the management of learning and assessment opportunities which has supported higher levels of engagement and participation.

As a response to making effective use of teaching time, practice exams at the end of the year to provide evidence for derived grades are no longer provided. This evidence is now collected from "classroom tests" as part of the teaching and learning process. Each learning area has been required to ensure evidence is verified or justified from these tests to meet NZQA requirements in case a derived grade needs to be reported.

To prepare students adequately to meet the assessment requirements of Literacy and Numeracy / Te Reo Matatini me te Pāngarau co-requisite external assessment the school is currently developing cross curricular literacy and numeracy strategies.

To ensure more effective communication the school has developed a digital platform called School Bridge, as a one-stop shop that provides students, teachers, and caregivers with appropriate and current information on NCEA assessment processes and practice, school expectations for completing assessment opportunities and pathways information. This site is responsive to unexpected events and allows all stakeholders to easily access relevant and current information.

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).

Evidence in a Changing Assessment Environment When collecting fair, valid, and authentic evidence from credible assessment opportunities, teachers are encouraged to be innovative, collecting evidence from the learning process. This approach allows them to recognise achievement without overburdening themselves or the learner with too much assessment.

To support teachers and students to manage their workloads the number of standards offered to students in courses is published in course outlines, accessible in Google Classroom. Assessment dates are approved by the Deputy Principal of that Faculty for all standards and are published in the student management plan and course weekly planner. This information is visible to teachers, students and caregivers allowing open discussion to manage workloads at all levels of the school operation and develop individualised learning and assessment plans to reflect student needs and aspirations.

To help ensure evidence gathered from remote learning and assessment opportunities is valid, students and caregivers are provided with clear and accurate information to support the delivery of remote assessment practice, manage expectations for sufficiency of evidence and meet authenticity and deadline requirements.

Focus on meeting student needs The school has in place a number of interventions to meet the assessment needs of their diverse student population.

Early adopters of digital external assessment, 84 percent of students are now involved in digital external exams which utilise the tools most students use each day as part of their learning and assessment programmes. For most student this how they engage in learning and assessment opportunities.

Identification of students requiring special assessment conditions is mainly based on school-based evidence. High numbers of candidates last year were supported by the school and NZQA with special assessment conditions for internal and external assessment opportunities to reduce barriers to learning and achievement.

Effective use is made of data to manage students at risk of not completing qualifications. Fortnightly data reports are published for Tutors and Deans to identify these students so that interventions can be developed, and contact made with students and families to remove barriers. Regular projection data is also supplied to Heads of Faculty allowing them to support departments and teachers in their delivery of courses and assessment management. As a consequence, non-participation rates for students at all NCEA levels is low.

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).

Robust Internal Moderation Internal moderation practices and processes school-wide are effectively quality assured. Reporting to their designated Deputy Principal all Heads of Faculty have responsibility to ensure their Heads of Department complete internal moderation processes following the school's guidelines.

Heads of Department are required to reconcile internal moderation practice to the documentary evidence. All teachers interviewed for the review presented completed internal moderation sheets for selected standards for which assessment had concluded. The cover sheets illustrated that all tasks are critiqued. Strategic and purposeful selections of samples of student work were verified by subject experts who provided commentary with the verified result being reported. All records are transparent, stored digitally for ease of monitoring, and include selected samples of work for external moderation. Results are not reported until this process has been completed.

Heads of Faculty prepare an annual report on the internal moderation of all their subject departments identifying any systemic issues and ensuring consistent practice. Senior leadership can be confident that internal moderation procedures carried out school-wide are completed and results reported, credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Pakuranga College 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
- 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
- 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 provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Pakuranga 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

Pakuranga 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.

Pakuranga College 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
- 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

Pakuranga 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.

Pakuranga 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

Pakuranga College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, 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, such as the holding of parent gatherings.

Pakuranga 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 Pakuranga 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
- *Pakuranga College Curriculum and Assessment Policies, November 2022*
- *Pakuranga College, Assessment (Aromatawai) Teachers' Handbook, 2023*
- *Pakuranga College, Assessment (Aromatawai) Student, Parent and Caregivers Handbook, 2023*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Head(s) of Faculty/Department for:
 - Arts
 - English
 - Health and Physical Education
 - Mathematics
 - Science
 - Social Studies
- three students.

There was a report-back session with two Deputy Principals and the 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.