

Managing National Assessment Report

Papatoetoe High School

June 2021

What this report is about

This report summarises NZQA's review of how effectively Papatoetoe High 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.

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
- *Papatoetoe High School Assessment, Moderation and Markbook Handbook for Teachers 2021* (Staff Handbook)
- *Papatoetoe High School Assessment and Moderation Handbook for students and whānau 2021* (Student Handbook)
- a sample of Learning Area Annual Reports for the 2020 school year
- a sample of Learning Area Milestone Reports
- a sample of course outlines for Years 11, 12 and 13.

Two School Relationship Managers met with:

- the Principal's Nominee - Deputy Principal
- Student Records Manager
- Heads of Learning Areas in:
 - English
 - Mathematics
 - Physical Education
 - Science
 - Social Sciences
 - Visual Arts
- three students.

There was a report-back session with the Principal, Principal's Nominee, three other Deputy Principals and the Data Manager 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

Papatoetoe High School

30 June 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.

This review was rescheduled from 2020 at NZQA's request because of the COVID-19 pandemic.

What the school is doing well

Papatoetoe High School's aim is to empower students by giving them access to suitable qualifications. Improving student achievement for qualifications is a strong focus, using data to both track progress and evaluate student outcomes. Developing culturally responsive learning and assessment is a second focus important to the school.

To this end the school is developing strong self-review practices that identify and evaluate areas for improvement, along with checking that assessment practices are fit for purpose. A shift in the school's capacity for and ownership of change is apparent, along with increasing understanding, confidence and critical reflection which are key features of schools that serve the needs of their students well.

Assessment practices are credible and consistent. The school's moderation processes assure assessment quality, as evidenced by their improving external moderation outcomes. Internal and external moderation expectations are met by staff, who are taking increasing ownership for providing credible assessment. The school responds promptly and effectively to address any issues found.

Data processes continue to ensure entries and results reported to NZQA are complete and timely. Reporting formats for curriculum areas now include analysis by ethnicity and promote critical evaluation of assessment programmes focusing on student achievement outcomes. The introduction of more comprehensive student tracking has resulted in the school developing a range of tailored interventions to support those at risk of not achieving.

Communications use a range of formats and channels to provide clear information and guidance to teachers and students. Both these groups show consistent understanding and are well informed. The Principal's Nominee and Student Records Manager work effectively together, and with the Senior Leadership team, to lead assessment practices in the school.

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

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 29 August 2017 Managing National Assessment Report The school has responded comprehensively to the four agreed actions in the 2017 review. They have

- reinforced that further learning should take place before students are provided with a further assessment opportunity
- clarified for teachers when to enter and withdraw students from an assessment
- reinforced that for internal moderation verification sampling should be purposeful by focussing on work at grade boundaries
- reviewed and updated documentation.

The school has also acted on other suggestions noted during the review for them to consider.

Response to external moderation outcomes effective The school's process for responding to external moderation outcomes assures assessment quality. Outcomes are monitored and followed up by the Principal's Nominee. Heads of Learning provide comment on what they will change before a standard is assessed again where the feedback requires this. Line managers for each learning area then monitor action on these changes for the respective Heads of Learning they manage. Learning Area Milestone reporting also includes commentary of response to external moderation.

External moderation outcomes have improved in recent years and provide evidence that the schools internal moderation procedures are effective overall.

Review variance between internal and external grade distributions Reviewing variance in grade distribution between internally and externally assessed standards provides schools with useful information on the credibility of results. Using data from quality assurance processes including internal and external moderation will help schools to critically examine reasons for any variance. The school could consider adding this analysis to their annual review of learning areas so that they can be confident that any variations are not due to assessment quality.

NZQA has identified one course with a history of variance in grade distribution between their internally and externally assessed standards. External moderation outcomes show teacher judgements for internally assessed standards are not consistent with the standard. The school plans to investigate further, including reviewing internal moderation processes and checking that responses to external moderation effectively address assessment quality issues in that subject area.

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)

The school's self-review capacity and capability has grown noticeably since the 2017 review, with a focus on improving student achievement outcomes. Planning and reporting systems have been strengthened so that actions are based on evidence and support accountability. Consistent formats for reporting and stronger systems for supporting Heads of Learning give Senior Leaders a more coherent view of strengths and opportunities for improvement in assessing for qualifications. The school's growth in capacity and leadership is evident from the increased qualifications achievement of students and improving quality assurance outcomes.

Assessment systems in the school have moved from compliance to staff having the understanding and confidence to take ownership for processes and practices. Senior Leadership is supporting this by being clear about expectations and outcomes. They model this for curriculum leaders with the whole senior leadership team taking accountability for assessment quality. While relatively new to the role, the Principal's Nominee has worked to ensure that processes and practices are clear and accessible to all teachers. The Principal's Nominee and Student Records Manager work effectively together, and with the Senior Leadership team, to lead assessment for qualifications in the school.

Increased use of data assisting school review The school is strengthening its use of data to both identify next steps and measure the effectiveness of interventions. For example, in response to the achievement barriers faced by the large number of students in the school who are second language learners, a Literacy and Numeracy committee has been established this year. The plan is to equip Year 9 students with the tools they need to raise their literacy and numeracy capability so that they can meet any qualifications requirements in the senior school. Data is fundamental to the plan's success. Having gathered some baseline data on these target students, the committee are now in the process of developing and trialling interventions before assessing their effectiveness. Several other examples of the school's review are noted in later sections of this report.

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- including analysis of variance of grade distribution between internally and externally assessed standards to effect timely response where needed.

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)

Papatoetoe High School has effective processes and procedures for meeting the assessment needs of their students by:

- refining option lines for pathways to ensure they set students up for their future
- senior and learning area leaders co-constructing courses and options for students to then select from, based on student voice
- form teachers using Career Central to support students to make option choices that meet their planned pathway
- assessing when ready.

Papatoetoe High School has effective processes and procedures for:

- managing missed and late assessment, the new requirements for resubmission
- investigating appeals
- ensuring evidence for derived grades is available
- meeting the requirements of the *Privacy Act 2020*.

Focus on identifying students for Special Assessment Conditions The school noted that staffing changes have led to their loss of capacity to identify students eligible for Special Assessment Conditions in the past few years. In response, they have continued to seek assistance with assessments from the Resource Teacher for Learning and Behaviour service, and this year, use a teacher aide under urgent response funding. They expect that this boost in testing will result in a greater number of students applying for and receiving entitlements in 2021. NZQA has offered to assist by carrying out a specialist review later this year to identify other possible next steps.

Focus on supporting Māori and Pasifika student achievement The school has implemented a number of actions to address equity for Māori and Pasifika students in general and in Science Technology, Engineering and Mathematics (STEM) especially. They are actively removing pre-requisites in the subject selection process and supported the Heads of Learning in Science and Technology to attend NZQA's recent STEM symposium. The Mathematics Learning Area is engaged in the developing mathematical inquiries programme which has a specific focus on increasing achievement for Māori and Pasifika learners.

The school is working towards providing equitable outcomes for students. Teacher professional learning and development has an equity focus, by including culturally responsive and relational pedagogy. Heads of Learning areas are required to include commentary on how they are working towards equity for Māori students in their annual and milestone reports, thus keeping their assessment practices with this group of students firmly under the spotlight. While these activities are too recent to provide measurable positive results for Māori and Pasifika achievement overall, the school expects that with continued focus it will over time.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

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)

Papatoetoe High School has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify a purposefully selected sample of student work
- supporting Learning Area leaders to use strategic selection in deciding the sample size for verification
- using ASSAY to store process documentation, allowing ease of access for all parties reviewing the process and its outcomes
- including internal moderation commentary in Learning Area milestone reports completed every term, which are reviewed by the Principal, then discussed with their Deputy Principal line manager.
- line managers checking that internal moderation is up to date as part of the milestone report follow up
- using a variety of ways to describe the process for teachers to support their understanding and help them meet expectations.

Papatoetoe High School has effective processes and procedures for managing external moderation by:

- selecting samples of student work to NZQA requirements
- suggesting standards for selection on their plan
- ensuring samples of student work are provided by being adequately stored.

Refinements to monitoring processes planned The Principal's Nominee has concluded that he can strengthen internal and external moderation processes and further support Heads of Learning by strengthening "checking of the checking."

Current monitoring of quality assurance relies on Heads of Learning and their Line Managers understanding how internal and external moderation processes support credible assessment. The Principal's Nominee verbally checks that Line Managers are following up with their Heads of Learning on internal and external moderation processes and outcomes. Heads of Learning are expected to take ownership of both moderation processes, by highlighting outcomes and issues in their milestone and annual reports. More explicitly linking these actions will provide evidence of the effectiveness of the checking to further improve the school's sound practice.

No action required

No issues with the school's internal and external moderation were identified during this review.

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)

Papatoetoe High School effectively uses assessment-related data to support achievement outcomes for students by:

- setting a 16+ credit target for standards offered in each course that students undertake
- using school wide tracking to ensure students are entered in enough standards both in courses and to achieve qualifications, and to identify those who are not on track to completing qualifications
- milestone and annual reporting enabling each Head of Learning to track the progress in their own learning areas by cohort, course and standard
- evaluating the effectiveness of learning programmes in relation to cohort achievement of qualifications and responding with improvements where needed
- disaggregating data for Māori and Pasifika students so that analysis and reporting on these groups is evidence based
- close monitoring of entry and result data so that tracking is efficient.

Papatoetoe High School reports accurate achievement data by:

- requiring teachers to check with students that the grades entered are correct, before submitting them to NZQA
- monitoring to minimise late entries in external examinations
- submitting data files regularly, addressing any error messages or warnings
- checking that all entries have a result reported before the end of the school year or are withdrawn where assessment has not taken place.

Tracking and monitoring supports students at risk to achieve The XCEL programme is one of several interventions that result from the school's tracking and monitoring of student progress. This programme provides assessment opportunities to those students who ordinarily struggle in a traditional classroom environment, with a primary focus on those not on track to achieve qualifications or the NCEA Level 1 literacy and numeracy requirements. In term 4, students not entered for externals are encouraged to remain in school over the examination period and take part in the programme. The programme is also offered in early term 1 to those Year 12 students who did not achieve their expected qualification. However, it appears that the earlier intervention is having a positive impact given that the number of results the school has reported late dropped by 40 per cent for the last 2 years.

Extend tracking processes to include all students A next step is for the school to consider expanding visibility of the student progress data to all key stakeholders responsible for a student's academic outcomes. This would enable both subject and pastoral specialists to confidently have conversations about academic progress with all students, not just those who are in a target group for extension or at risk. Giving teachers, students and whānau access to the centralised tracking data supports agency, by having common understanding about where a student is at and possible next steps. Students and teachers both described using their own systems for tracking progress and achievement.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- providing access to whole school tracking of student progress to all key stakeholders.

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))

Papatoetoe High School has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- communicating assessment policy and procedure using a variety of methods and formats to suit the needs of the audience
- supporting teachers new to the school by including assessment and moderation as part of their induction programme
- reviewing communications annually to ensure they are fit for purpose and current.

Papatoetoe High School assists common understanding of assessment practice by:

- providing professional learning development for NCEA teachers at the beginning of each year so that they are clear about assessment procedures and expectations, for example on entering and withdrawing students from assessment
- having assessment and NZQA matters as regular items on the Heads of Learning meetings held every three to four weeks
- using teacher feedback to review and refine documentation, for example on the internal moderation process
- informing teachers about assessment best practice and providing opportunities to discuss changes, for example the change to resubmission in 2021
- providing staff, students, and whānau with information about assessment and qualification at the beginning of each school year
- helping students understand what they need to achieve to gain a qualification.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.