

Managing National Assessment Report

Papatoetoe High School

March 2025

FINDINGS OF THIS REVIEW

Papatoetoe High School

20 March 2025

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.

Actions and considerations

Agreed actions

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

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure that quality-assured grades based on credible student evidence are reported to NZQA for use as derived grades.	Within terms three and four to coincide with the school's practice exams.

For consideration

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

- requiring an action plan for external moderation reports with a Consistent outcome
- encouraging staff to make use of the query and appeal functions of the external moderation application if further feedback is required
- follow up staff if the verification comments have not been recorded on the internal moderation coversheet.



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6 May 2025

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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 June 2021 Managing National Assessment Report There are no action items from this report.

External moderation response to outcomes and processes Papatoetoe High School has a robust process to respond to external moderation outcomes. Using a school template, Heads of Learning Area (HoLA), with their staff, develop action plans for reports with a Not or Not Yet Consistent outcome. These are then discussed with a Deputy Principal line manager, ensuring that the follow up is being completed. In Term 1, HoLAs and the Principal's Nominee discuss the plans in detail before the commencement of assessment. This is good practice as it helps to ensure that required actions are in place and not overlooked. The Principal's Nominee has added an evaluation of the action plan to the template to be done two years after implementation. This will strengthen and close the process, as it evaluates the effectiveness of the changes undertaken.

To further strengthen the response process, the school could consider expanding their requirement for action plans to include all outcomes, so that it becomes an embedded practice in the school. An outcome of Consistent still provides valuable feedback to act on. The sample selection requires two samples on grade boundaries and the report will determine the accuracy of the judgement. If the judgement is confirmed as consistent then the sample should be kept as a benchmark for future reference.

Teachers use external moderation feedback effectively to improve their understanding of the standard and capability as an assessor. They refer to the moderation reports and the National Moderator's reports before commencing assessment to ensure any changes have been considered. They also seek further support from subject associations, Pūtake - NZQA's learning management system, and subject specialists from the Ministry of Education to ensure their understanding and the changes they are making are appropriate. Given the number of changes happening to assessment standards across all NCEA levels, particularly for Level 1, this is good practice to build assessor understanding and confidence. Some HoLAs discussed the benefits of using the external moderation application's query and appeal function to gain further clarity and explanation to help resolve identified issues. The use of this functionality could be encouraged to all staff, as it allows teachers to have direct dialogue with the moderator to gain extra feedback.

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)

Self-review systems well embedded Self-review is a strength of the school and a well embedded practice. This is due to the review structures the school has in place requiring continuous staff reflection on practice and improvement. HoLAs analyse progress against their learning area goals and the school's annual plan each term to produce a milestone report. Teachers also feed into this report, which is then discussed by the HoLA and Deputy Principal line manager, ensuring that ownership

is shared throughout the school. The milestone reports are timely as they allow senior leaders to make a real time response to issues that arise or for teachers to adjust the way they are delivering assessments to meet the needs of their students. The school has a process to work through reports for subjects with an Internal / External outlier. Reports are analysed by the HoLA and subject teacher. Findings and recommendations of any actions to be undertaken are reported to the Principal's Nominee. An annual report is also required from each HoLA to evaluate and review the previous year's achievement and then used to help determine goals for the current year. Both reports are made accessible to the Board of Trustees.

The Principal's Nominee portfolio has been rotated among the school's senior leaders. This has ensured that there is a depth of experience in NCEA quality assurance processes within the senior leadership team. The school has excellent capacity and capability to identify and address any issues and to implement actions for ongoing improvement.

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 2025)

Effective tracking supporting student achievement The school has introduced an effective tracking process to identify students who may be at risk of not meeting their academic goals. The school has two full-time tracker positions in 2025 following the success of two part-time positions in 2024. They use school data and progress reports early in the year, so that students are identified by the beginning of Term Two and interventions can be initiated as required. In the junior school, e-asTTle is used to identify those who may be ready to sit the literacy and numeracy co-requisite assessments. In the senior school, every student's subjects are checked to ensure that they are entered in enough credits to gain a qualification, that they have completed the co-requisite, and that they are on track to gain the credits in which they are entered. Each subject has a suite of achievement and unit standards that students can be moved between depending on how they are progressing. Tracking is ongoing throughout the year so that interventions are timely.

Targeted support for literacy and numeracy The school places significant emphasis on providing support for literacy and numeracy and uses a range of options to support the students their tracking systems have identified. The school's Xcel programme has been expanded from an end of year intervention to now run throughout the year. These targeted workshops focus on supporting students to achieve the literacy and numeracy co-requisite through additional standards. Targeted literacy and numeracy classes are timetabled for Y11-13 students who require extra support. In the junior school, core concepts and skills have been embedded into the programmes to build student capability and readiness. It is hoped that the need for intervention programmes will diminish over time as the work being done to strengthen student literacy and numeracy in the local Kāhui Ako and junior school takes hold.

Review school processes for derived grades The processes for assuring and submitting derived grades requires some strengthening to ensure quality assured grades are provided to NZQA. Assessment materials for practice exams are mostly sourced from subject associations and are securely stored. Some past exams have been sourced from NZQA's public website and used unmodified. These exams cannot be used to produce derived grades unless they have been modified sufficiently and critiqued to ensure authentic work can be produced. HoLAs

described various methods to verify grades including panel and check marking. Like internal moderation, there should be documentation of the process undertaken, which the Principal's Nominee can then monitor for quality assurance. There are *derived grade quality assurance check* templates available on NZQA's website that the school could use to provide assurance that this process is happening within the school. The grades are entered into the school management system but only a small number of these have been submitted to NZQA in recent years. Schools are required to submit these grades to NZQA before the beginning of external exams in November in case they are needed for emergencies or unforeseen events. The Principal's Nominee will investigate the setup of mark books to meet this requirement. The percentage of grades submitted to NZQA can be checked in the school's provider login *Key Indicators* to ensure that the grades have been captured through the school's data files.

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 2025)

Embedded moderation practices Papatoetoe High School has robust internal moderation systems to ensure all grades are being quality assured. Pre-assessment critiquing involves the checking of assessment materials, referring to any external moderation feedback and action plans, national moderator's reports and checking for any recent changes and clarifications. Subject specialists from within the school are used to verify samples of student work or sourced externally if one does not exist, or a different viewpoint is required. Samples are selected strategically depending on the experience of the teacher and their recent external moderation outcomes. Grades and verification comments are recorded on the school's management system.

The process is well monitored to ensure that internal moderation is happening within the school. The school's student management system allows the Principal's Nominee to easily and regularly monitor the process. The Assistant Principal's Nominee chases up any incomplete internal moderation entries that may be identified and Deputy Principal line managers check that their HoLAs are up to date as part of the milestone report follow up. An aspect the school could consider including in their monitoring follow up process is ensuring that all assessments have recorded verification comments. Overall, most standards have verification comments recorded but this is not consistent for all verifiers. Verification comments provide further evidence that quality assurance has taken place. They are also useful for future reference when used with external moderation reports to identify areas for improvement, and as benchmark examples for future assessments, especially for teachers inexperienced with the standard.

School leaders can be assured that the school's internal moderation system ensures that only credible results are being reported to NZQA.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Papatoetoe High 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
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

Papatoetoe High 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

Papatoetoe High 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
- 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.

Papatoetoe High 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
- 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

Papatoetoe High 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 and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Papatoetoe High 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
- 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

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

Papatoetoe High 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 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.

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 NCEA Co-requisite Standards, and Candidates 2025*.

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
- *School Policy Manual, Papatoetoe High School*
- *Assessment, Moderation and Mark book Handbook for Teachers (Including the Assessment Handbook for Students and Whānau), Papatoetoe High School 2025*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning Area for:
 - Languages
 - Mathematics
 - Performing Arts
 - Science
 - Social Sciences
- Teacher of:
 - Health and Physical Education
- three students.

There was a report-back session with the Principal, Associate 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.