

Managing National Assessment Report

Papakura High School

October 2022

FINDINGS OF THIS REVIEW

Papakura High School

18 August 2022

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 2021.

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 2020.

Actions and considerations

Agreed actions

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

Action	Timeframe
Credible assessment practice to meet student needs	
Develop teacher capability in assessing students when they are ready and using a range of methods for collecting assessment evidence, to meet student needs	In preparation for 2023 assessment programmes
Ensure that teachers and students share a common understanding of the feedback and feedforward that may be provided before an assessment is submitted, and before resubmission	Immediate
Ensure that the completion of quality assurance processes for derived grades is documented	By the end of Term 3 2023

For consideration

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

- including discussion of external moderation feedback in regular Deputy Principal / Head of Department meetings, to inform ongoing department review
- develop digital storage protocols for internal moderation documentation and student work, to ensure that these are readily available when required
- further encourage students to register for and use their learner logins to give them access to the range of functions available
- develop a system for the ongoing monitoring of internal moderation that could enable the Principal's Nominee or her delegate to quickly check its completion.



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10 November 2022

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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 31 March 2017 Managing National Assessment Report The action items from the previous review have all been addressed. There are processes to closely track student progress and for ongoing review of assessment programmes to reduce the number of Not Achieved grades reported, although these remain above reported percentages for comparable schools. Department internal moderation documentation includes notes from verification discussions around grade boundaries, to inform future assessor decisions. Staff and student assessment handbooks are reviewed annually to keep them consistent with current policies and procedures and contribute to a common understanding of NZQA and school assessment requirements.

External moderation processes and response to outcomes The school has appropriate processes documented to respond effectively to external moderation outcomes. There is little recent external moderation feedback available due to the disruption of COVID-19. There is however evidence from before 2020 of effective school responses to feedback including teachers reviewing course design, seeking alternative verifiers outside the school, and accessing NZQA Best Practice Workshops and other assessor support.

The Principal's Nominee intends to institute a digital process to record action plans arising from feedback after this year's external moderation round, to assist with evaluating their completion and effectiveness. There is an existing external moderation feedback cover sheet that Heads of Department are expected to complete to detail any changes made as a result of moderation feedback.

The school could consider incorporating discussion about external moderation into their regular Deputy Principal / Head of Department meetings to ensure that any issues are monitored effectively and linked to ongoing improvement of internal moderation within departments.

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)

Ongoing review of programmes to improve student engagement The experienced Principal's Nominee and Heads of Department have effective systems for ongoing review of curriculum and assessment programmes to increase student engagement and achievement. Each Head of Department meets every three weeks with their allocated senior leader to discuss a templated agenda that includes assessment requirements, courses, and any support needed to resolve identified issues. A Heads of Department subcommittee has recently revised the job description for Heads of Department to include further leadership and ownership of their role in curriculum and assessment. Student engagement and achievement concerns are identified, tracked at a whole-school and department level, and strategies are implemented to address them.

Effective alignment of achievement targets The school has annual achievement targets arising from analysis of results at a mid-year progress review and in end-of-year department reports. Departments create their own action plans to meet the school's strategic targets for raising achievement and increasing student engagement. The school reports increased student interest in attaining their own achievement goals and completing qualifications. This is attributed to the school's focus on providing further differentiated programmes to increase student engagement and offer meaningful pathways, as well as efforts to ensure a balance between striving for achievement and supporting student and staff wellbeing.

Senior curriculum review A new structure to the senior curriculum will be implemented in 2023 to include semester courses and project-based learning opportunities designed to increase student choice, engagement in learning, and interest in achievement. Course review includes ongoing contextualisation of learning and assessments across the curriculum to meet the needs and aspirations of Māori students and the achievement of Māori as Māori in all aspects of school life. Next steps for review include pathways for senior Rūmaki students.

Planning for these changes includes how revised Achievement Standards will be introduced in the new semester courses. In preparation for the NCEA Change Programme the school is again participating in some external digital examinations in 2022, and some students have completed digital practice examinations. The school's use of digital tools for learning and assessment has developed over the last two years and this will assist in monitoring student achievement and evaluating the impact of the planned changes.

Credible assessment practice to meet student needs

Evidence of 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)

Further adapting assessment practices to meet student needs Some departments need further development in using a range of approaches for collecting evidence for assessment when students are ready, rather than in single high-stakes assessments, and in exploring different methods of assessment. This approach will be useful when new larger NCEA achievement standards are introduced. Further extension of flexible practices across learning areas would also assist in increasing students' willingness to try submitting different forms of evidence for an assessment that allow them to hand in their best work. Timing of the evidence gathering to support student workload will also reduce the number of Not Achieved grades reported and minimise the need for resubmission.

A common understanding of feedback and feedforward is required The school needs to ensure that teachers and students understand the appropriate level of feedback and feedforward on student work that a teacher may provide both before a student submits an assessment and when a resubmission is provided. Papakura High School leaders have noted some inconsistencies in assessment practice in this area. Teacher feedback and feedforward on students' drafts should become less specific the closer the student is to the submission date, in order to avoid the teacher effectively doing the assessment for the student.

A resubmission may only be offered where a student should be capable of discovering and correcting a minor error by themselves, to raise a grade from Not

Achieved to Achieved, and must take place without any additional teaching or learning.

Monitoring process needed for quality assuring derived grades Papakura High School procedures involve grades submitted as potential derived grades being subject to a quality assurance process, yet this process is yet to be documented. The Principal's Nominee is developing systems to monitor that school practice exams generating evidence of achievement against externally assessed standards are critiqued, and grades verified before they are submitted to NZQA.

School examination expectations and requirements mirror NZQA external examinations so that students are familiar with examination rules and to ensure the validity of their grades.

Encourage students to register for and use their NZQA Learner logins The Principal's Nominee encourages students to use their NZQA Learner logins to check their results and to access functions such as reviews and reconsiderations of NZQA external assessments. The school could consider further strategies to make sure that all students have accessed their logins and can therefore use all the functions available, including access to digital examinations and all completed examination scripts. Many students are currently using only the school's Student Management System to monitor their progress towards qualifications, which makes it more difficult for them to communicate with NZQA about the accuracy of their results and completion of qualifications.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Purposeful internal moderation processes Papakura High School teachers have a common understanding of the purpose of strategic selection for grade verification. All teachers spoken to for this review described using subject specialists to verify grades awarded on a purposefully selected sample of student work at grade boundaries. Heads of Department vary the size of this sample according to teacher experience, familiarity with the standard and changes to learning and assessment programmes. Teachers value the verification process for its professional learning and collegial components, as well as the support available from colleagues at other schools and through subject associations.

Monitoring the completion of internal moderation Internal moderation processes are closely monitored by Heads of Department and discussed in frequent meetings with senior leaders, with checks by the Principal's Nominee as required. A digital monitoring system could complement this process by collating documentation in one location and enabling the Principal's Nominee or her delegate to quickly check that all school processes have been followed.

The school could consider developing digital storage protocols for internal moderation records and completed student work. These are currently retained within department files. Centralised accessible digital storage would help to ensure that materials are readily available for external moderation. It would also assist Heads of Department and the Principal's Nominee to access materials when staff are absent or leave the school.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Papakura High School 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 and 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- identifying and providing targeted 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.

Papakura High School has effective processes and procedures for:

- managing missed or late 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

Papakura 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.

Papakura High School 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.

Effective management and use of assessment-related data

Papakura 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.

Papakura 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

Effective communication to inform staff, and students and their whānau about assessment

Papakura 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
- celebrating students' success.

Papakura High School assists common understanding of assessment practice by:

- communicating assessment information, such as holding 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 Papakura 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 whānau.

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 2021* (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 2022* (Assessment Rules).

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
- *NCEA Staff Handbook 2002* – Papakura High School
- *NCEA Student Handbook 2022* – Papakura High School.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - Digital Technologies
 - Hospitality
 - Mathematics
 - Music
 - Physical Education and Health
 - Science
- two 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.