

Managing National Assessment Report

Paeroa College
September 2023

FINDINGS OF THIS REVIEW

Paeroa College

14 September 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

Agreed actions

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

Action	Timeframe
External and internal review	
<ul style="list-style-type: none">In subject areas with a historic pattern of external moderation outcomes inconsistent with the standard, ensure the identified issue is resolved.	Immediate and ongoing
Credible assessment practice to meet student needs	
<ul style="list-style-type: none">Update the student handbook for currency.	Immediate and ongoing

For consideration

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

- accessing the clarifications documents where teachers are not currently using these.
- combining semester courses so that these are endorsable.

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24 October 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 25 June 2019 Managing National Assessment Report The 2019 Managing National Assessment review contained six action items. All action items have been effectively addressed.

The school uses school-based evidence to identify students who may be entitled to special assessment conditions to ensure access to fair assessment. The Head of Learning Support identifies these students using school-based testing and resources support including computer-only use.

Senior leaders have strengthened the monitoring of internal moderation processes through the introduction of a face-to face Principal's Nominee internal and external moderation audit of departments. Outcomes are documented and follow-up actions identified where required. This analysis helps to provide senior management with confidence that results reported are credible.

Data reporting processes have been effectively updated. Heads of Department present cumulative and longitudinal data analysis by gender and ethnicity to the Principal on a new reporting template. This is shared in advance of an annual interview of Heads of Department with the Principal and Deputy Principal who lead reflection on data and summarise findings to the School Board. The reflective process is supported through standard-by-standard reviews within departments and courses. At each level data review identifies successes, challenges and next steps to enhance student achievement throughout the year and ensure continuous improvement of student achievement.

Staff professional development and communications now support clear expectations over the provisions of the *Privacy Act 2020* and ensure this is understood and used by all teachers. Students confirmed their results are signed off privately and that should their work be required for exemplar purposes they sign a release form for this to occur. In addition, the staff handbook has been updated for currency. This is good assessment practice.

External moderation response to outcomes and processes The school's response to external moderation outcomes needs improving to ensure that actions for all external moderation outcomes are effective in making the required changes. It has implemented strategies to better document digital practice for reflecting on all external moderation reports. Action plans are developed in departments where these are needed. The new Principal's Nominee has strengthened the action-planning process by linking it with the internal moderation audit as mentioned above. The Principal's Nominee expects that a more specific audit and actions will improve assessor/moderator agreement rates in 2024. For this to happen the final Principal's Nominee check on external moderation outcomes needs to act as a lens on the effectiveness of internal moderation practices. This critical evaluation will continue to develop schoolwide ownership of moderation outcomes.

Most teachers value external moderation feedback and explained that they use moderator's comments to adjust their understanding of sufficiency and to inform grade boundary decisions. They are encouraged by the Principal's Nominee to

continue developing their use of Pūtake for the purposes of professional development on unpacking the requirements of the standard. Where external moderation remains inconsistent, teachers should consider developing their understanding of the requirements of the standard through use of the clarification's documents.

The school must ensure that assessment material is available for external moderation through appropriate succession planning. To reinforce this the Principal's Nominee audit now notes the storage location of moderation for each department.

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)

Support for digital assessment Senior management has identified the need for students to be prepared for engagement with digital external assessment to build school-wide confidence given previous low levels of participation. Most Year 10 students are completing NCEA co-requisites in 2023. Students have been effectively prepared through familiarisation activities and support to access their Learner Login through ACA classes. Students' readiness to be assessed is considered by their teachers, deans and Literacy and Numeracy co-ordinators. This approach is effectively engaging students in preparation for digital assessment in NCEA in 2024.

Supporting equity for students The school is well aware of its bicultural nature and is committed to strengthening Māori students' access to more equitable achievement and future opportunities. A range of different culturally responsive strategies have been developed to realise this goal. The school promotes tikanga, relational pedagogy and community engagement from Board level throughout the school. The Principal reflects closely on Science, Technology, Engineering and Mathematics (STEM) data to query reasons for student subject choices and to remove barriers to access. The growing school roll has provided an opportunity to increase capacity through staffing to offer more Sciences and Mathematics. In addition, teachers have visited other schools offering junior programmes in STEM and as a result Paeroa College has introduced a STEM subject in Primary Technology to prepare students at years 9 and 10 to enter NCEA STEM options. At year 11 the curriculum purposefully ensures that all students have the opportunity to learn in culturally relevant contexts.

Literacy and Numeracy Co-ordinators appointed to support schoolwide success A post-COVID schoolwide review identified the need to proactively support literacy and numeracy across the curriculum to accelerate the development of students' skills and competencies. The school has responded by appointing Literacy and Numeracy Co-ordinators who provide staff professional development, ensure consistent integration of literacy and numeracy skills across all learning areas, and support for students.

Professional development builds understanding of authenticity The school has explicitly reiterated authenticity requirements through professional development for all teachers and students, to ensure students' assessment evidence is their own work. It has taken the opportunity to discuss the appropriate response to artificial intelligence tools by supporting ways in which these can be used for research purposes and where their use would constitute a breach of assessment conditions.

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 course design to support student progress The school uses the flexibility of NCEA and course timetabling to offer a purposefully designed semester-based system, to promote student engagement and educational outcomes. The school considers semesterised learning broadens students' knowledge base and exposes students to a growing range of interests in Year 11, which are then focused in Years 12 and 13. Opportunities include both vocational and academic options through Wintec, Te Kura and distance learning providers. All students complete Achievement, Citizenship and Agency classes (ACA) to enhance their engagement with learning and assessment. In Year 12 they complete driving and study skills courses to support their option choices. In Year 13 a purposeful approach to self-direction, transitions and taking part in community projects supports their NCEA programmes and achievement outcomes.

As a next step and to further recognise student achievement the school should consider combining standards offered across a range of semester courses so that these are endorsable.

School values individualised learning and assessment programmes The school has a strong focus on supporting each individual student by providing additional support and extension to cater for their needs, enabling them to reach their achievement goals. The Deputy Principal of Senior School effectively tracks student progress and meets with Achievement Deans, the student and their whānau to ensure that each senior student has an Individualised Educational Programme. Any changes needed to courses and standards are effectively managed by the Achievement Deans and Heads of Department and supported through regular House Group meetings.

Student voice valued in developing programme pathways The school actively involves students in shaping changes to improve access to personalised pathways. Ongoing and inclusive enquiry into student voice is being used to establish reasons for student options, track career choices and inquire into transitions from primary school, across levels and to leaver destinations. This informs the school's understanding of ways to support student needs. Students interviewed spoke of feeling heard, being able to ask questions of their teachers and of having a sense of purpose in gaining their qualification.

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)

The school recognises improvements are needed in internal moderation. They have developed strategies to strengthen quality assurance processes to help ensure the credibility of results reported. The school has a clearly described process for teachers to critique and verify student assessment materials. Departments hold benchmarking meetings and maintain current exemplars.

Teachers are supported to contact suitably qualified subject specialists at other schools across the motu and to seek new and more effective verifiers where appropriate. Discussions occur both digitally and physically. Teachers interviewed are encouraged to take part in their subject associations and professional bodies seeking professional development and rewriting assessment materials to best meet student needs and ensure that students can show their understanding of the standard.

Under the new Principal's Nominee, the school has effectively changed its process for tracking internal moderation in its Student Management System. This allows a final monitoring check by the Principal's Nominee on all internal moderation to ensure that the steps in this process are complete before results are reported to NZQA. The Principal's Nominee has supported the introduction of this digital process with schoolwide professional development with a particular focus on quality verification comments.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Paeroa 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 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
- 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.

Paeroa 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

Paeroa 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 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.

Paeroa College has effective processes and procedures for managing external moderation by:

- selecting sufficient samples of student work to NZQA requirements
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Paeroa 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 School Board an annual analysis of NCEA achievement to inform strategic goals and actions.

Paeroa 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
- 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 / ākonga and their families / whānau about assessment

Paeroa College has effective processes and procedures for:

- 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.

Paeroa 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 Paeroa 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 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 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
- *Paeroa College - National Certificate of Educational Achievement Procedures 2023* (staff handbook)
- *Paeroa College NCEA Student Handbook 2023* (student handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - Academies
 - Mathematics
 - Modern Learning Specialist
 - Science
 - Social Sciences
 - Technology
- three students.

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