# Managing National Assessment Report

# Paraparaumu College

# July 2024

# FINDINGS OF THIS REVIEW

## Paraparaumu College

## 31 July 2024

## 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.

## Actions and considerations

### Agreed actions

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

| Action | Timeframe |
|---|---|
| **Credible assessment practice to meet student needs** | |
| Review their processes to ensure Memoranda of Understanding are held for all providers assessing standards in a year. | Prior to assessment of the standard |

### For consideration

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

- Reviewing and possibly further strengthening the monitoring of external moderation outcomes.

- Conducting departmental quality assurance checks to reconcile documentation with actual practice.

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27 August 2024

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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 11 November 2019 Managing National Assessment Report**
The school has effectively responded to the action item identified in the previous report to ensure that moderation practices and outcomes are reviewed for consistency of practice and to confirm that the processes followed meet the school's and NZQA's requirements. Teachers interviewed during the current review provided evidence of a common understanding of the required practices and these were being applied consistently with the exception of one instance. The school should consider further strengthening the monitoring of moderation as outlined further in this report.

**External moderation response to outcomes and processes**   The school has an effective process in place for Heads of Learning Areas to respond to any concerns raised in external moderation reports and to hold professional discussions regarding the appropriateness of actions to be taken.

Heads of Learning Area are required to prepare a response to any concerns raised in external moderation reports which includes an analysis of the circumstances and a plan of action to address these concerns. This response is submitted digitally to the Principal's Nominee who monitors that all reports are received and discusses any concerns with the relevant Head of Learning Area. The annual Learning Area reports include a section on external moderation outcomes which enhances accountability.

Each Head of Learning Area reports to a Senior Leader who acts as their line manager with meetings being held during the year for professional support. There is an expectation that, where needed, the implications of external moderation outcomes are discussed during such a meeting. This is good practice as it gives Senior Leaders confidence that external moderation follow up is valued for its professional learning component.

The school should consider reviewing and possibly further strengthening the monitoring of external moderation outcomes. Heads of Learning Area interviewed reported that the regularity of meetings with line managers varied and that external moderation was not always directly discussed (possibly as a result of consistent external moderation outcomes in that Learning Area). A further strengthening of this process could be to mandate that external moderation will be an agenda item on at least two of these meetings over a year with decisions being documented. The first meeting could focus on the actions to be taken as a result of external moderation outcomes and the second on confirmation that planned actions had been completed as expected. This would further enhance the confidence that Senior Leaders already have in the robustness of this process.

**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 is an embedded process at Paraparaumu College, occurring at all levels of the school and well-led by Senior Leaders. Middle Leaders interviewed displayed a reflective approach to their teaching and leadership responsibilities in their Learning Areas and Departments. Analysis of data informs self-review at all levels. A clear strategic plan establishes challenging but achievable goals which are reflected in the goals set by Learning Areas. This is all underpinned by a commitment to the "PC Way" which focusses on a shared commitment to a "Caring Community of Great Learners".

Heads of Learning Area are required to prepare an annual report which includes a detailed analysis of NCEA student results, their implications and future plans. This report is shared and discussed with Senior Leaders and submitted to the Board of Trustees.

Ongoing self-review has resulted in further schoolwide review and project work. One particularly noteworthy example is the current process to extend schoolwide understanding and development of Universal Design for Learning practices. This is a three-year project that rotates through Learning Areas and involves guided self-review and the provision of guidelines, checkpoints and a UDL measurement tool supported by professional development. This carefully considered and thorough approach is commendable.

Another project resulting from self-review involves the development of a Re-engagement Process aimed at those students whose connectedness to school and learning has been impacted (most notably as a result of the Covid disruptions). This carefully considered approach is designed to develop a personalised response based on the particular needs of each student. Implementation is in the early stages.

# 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 2024)*

**Consistent schoolwide assessment practices**   The school's expectations regarding the consistent application of schoolwide assessment practices (missed and late assessments, resubmissions, appeals, etc.) are clearly and concisely communicated in the published staff and student handbooks. These accurate and up to date handbooks are readily available to teachers and students and support the consistent understanding and application of these requirements. Students also confirmed that they had ready access to the student handbook.

The experienced Principal's Nominee effectively oversees these processes and keeps teachers up to date on NZQA requirements via a digital *Info from the PN* document. Senior Leaders can have confidence that NCEA assessment practices are being consistently followed across the school according to NZQA's requirements as a result.

The school has updated its approach to the management of the authenticity of student work to include an initial approach to the use of Artificial Intelligence. A

student authenticity form is in the early stages of development which is intended to promote the understanding and responsible use of Artificial Intelligence applications by students. This is good practice and highlights both the importance of this topic to the school and the need for a careful and developing approach.

**Meeting students' needs a priority**   *Personalisation of Learning* is one of the components of the "PC Way" and two of the school's current strategic priorities listed in the Strategic Plan relate to "achieving the highest equitable outcomes for our learners" and "developing future ready courageous learners". The projects relating to the development of Universal Design for Learning practices and the re-engagement of disconnected students mentioned earlier, further emphasise the overall school culture of striving to meet the needs of students. This is a feature of the school.

Other examples of the school's focus on meeting the needs of students include:

- Students with learning or other difficulties are identified and appropriately supported with special assessment conditions during assessments. This work is coordinated by a very competent SENCO and valued learning support staff.

- An "At-Risk Register" is maintained of those students who may not achieve their qualification goals and targeted support is provided which could include the offering of courses and standards through the school's extensive Gateway programme. This is coordinated by Deans. The Board of Trustees is updated on the status of this register at each board meeting. This approach supports the very good NCEA achievement rates that the school has experienced across most demographics in recent years.

- The Principal's Nominee maintains a spreadsheet used to track students' progress towards achieving the NCEA co-requisite and provides guidance for students on suitable pathways to achieve this. For example, the spreadsheet displays students' progress towards achieving the co-requisite across the multiple options currently available to them during the transition period.

- The school offers digital exam options and students participate in digital assessment at a higher rate than the national average. This is commendable and positions the school and students well for the future as digital assessment options continue to expand.

**Memoranda of Understanding process must be reviewed**    The school must review their processes to ensure current Memoranda of Understanding with outside providers assessing standards are in place.

The school offers a significant number of standards that are assessed by outside providers. This practice is appropriate and supports the school's approach of meeting students' needs. However, during this review, it was unclear whether the school was holding current MoUs with all providers who will be assessing students this year. It may be possible that these MoUs do exist but have not yet been uploaded to the shared drive that is accessible to the Principal's Nominee or they might not yet have been signed at all. If the latter, this poses a potential risk to the credibility of any results reported by the school using the outside provider code as these results may not be valid. A review of actual practice should lead to greater clarity to ensure that this process occurs in accordance with NZQA's expectations.

The school may also wish to consider reviewing whether the content of these MoUs remains fit for purpose. These documents are often prepared by the outside provider and may focus more on meeting their needs. The inclusion of clauses that have more of a focus on the requirements of the school may be beneficial, for example

specifying a date by which results must be reported to the school to meet the school's reporting deadlines.

# 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 2024)*

**Consider quality assurance checks to strengthen internal moderation practice**
Heads of Department and Learning Area interviewed during this review displayed a consistent understanding of the importance of robust internal moderation to assure the credibility of results submitted to NZQA and to improve the overall judgement of assessors. Although there were slight variations in internal moderation practices between departments, these were all consistent with NZQA's expectations and reflect the unique make up of each department. Where required, verifiers from outside the school are accessed.

There is also a consistency of practice in documenting internal moderation practices through the option provided by the Student Management System. This is monitored by the Principal's Nominee. These processes provide confidence to Senior Leaders that internal moderation is occurring to the school's and NZQA's expectations. Overall, consistent external moderation outcomes provide further confidence in the school's verification procedures.

To further strengthen the monitoring of internal moderation, the Principal's Nominee is advised to follow up with his plan to include a departmental quality assurance visit to reconcile the cover sheet with actual practice. This will involve him meeting with departments on a rotational basis. During this check, the Principal's Nominee should consider extending the discussion on internal moderation practices beyond whether the process has been accurately recorded in the Student Management System. A deeper discussion on how assessment decisions were confirmed will enhance the confidence that he and other Senior Leaders already have in the robustness of these verification practices in departments.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Paraparaumu 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

- providing expanding opportunities for digital assessment including digital exams

- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Paraparaumu 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 grades

- safeguarding student privacy in the issuing of student results.

# Effective internal and external moderation to assure assessment quality

**Paraparaumu 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.

**Paraparaumu 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

**Paraparaumu 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.

**Paraparaumu 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

- ensuring low levels of late external entries, and internal entries with no results.

## Effective communication to inform staff, and students and their families about assessment

**Paraparaumu College 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.

**Paraparaumu 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 Paraparaumu 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 NCEA Co-requisite Standards, and Candidates 2024.*

## 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
- *Curriculum & Student Achievement Policy, Paraparaumu College, 2023*
- *Assessment Policy, Paraparaumu College, 2024*
- Assessment Procedures, *Paraparaumu College, 2024* (Staff Handbook)
- *Information about NCEA, Paraparaumu College, 2024* (Student Handbook)

**The School Relationship Manager met with:**

- the Principal's Nominee
- Deputy Principal – Curriculum and Professional Learning
- Heads of Learning Area for:
    - English
    - Health & Physical Education
    - Mathematics
- Heads of Department for:
    - Classical Studies
    - Commerce
    - Geography
- three 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.