

Managing National Assessment Report

Paraparaumu College

September 2019

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.

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 2019* (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
- *The PC Way – A Caring Community of Great Learners*
- *Paraparaumu College – Student Assessment and Achievement (Policy, 2019)*
- *Paraparaumu College Assessment Procedures 2019 (Staff Handbook)*
- *Paraparaumu College – Procedures for NCEA and other National Certificates – Information for students, parents, whānau and caregivers - 2019*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Head of Department for:
 - Chemistry and Science
 - English
 - Languages
 - Mathematics
 - Physical Education
 - Social Sciences
- three students.

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

SUMMARY

Paraparaumu College

11 September 2019

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.

What the school is doing well

The Paraparaumu College vision is for 'A Caring Community of Great Learners.' In this context the school has developed its profile of a 'Great Learner' – one who is Collaborative, an Active Learner, Respectful and an Effective Self-Manager. School leaders, staff and wider community support this vision and profile with practices which focus on creating a relational approach to meeting student needs, including their academic and pathway goals.

The school's review processes are sound and on-going. By building on the professional development priorities of recent years, senior leaders have created the conditions for constructive review of courses, assessment and moderation practice, the way data is managed and used, and of the way students and their families receive and interact with NCEA information.

Assessment practices at the school are reliable and credible. Staff share their practice with one another across departments to continue to develop best practice. Students have some flexibility within courses to be assessed in different contexts and to choose differing sets of standards that suit their needs. Pathway information and options are well managed, and students have access to a wide variety of courses to support their pathways. Management of special assessment conditions for the large number of eligible students at the school is highly competent and meets students' needs effectively.

Moderation practices in the school assure that valid and credible grades are reported to NZQA. Heads of Department ensure that teachers are following the correct processes for critiquing tasks and verifying samples of student work. Staff document the moderation process using the school's student management system and the Principal's Nominee monitors this for completion. He also oversees the External Moderation process – ensuring submissions are completed in a timely manner and that external moderator feedback is addressed appropriately. The whole process is visible to senior leaders who follow up issues, where appropriate, with departments they are responsible for.

Attainment data is tracked to ensure that students at risk of not meeting their qualification goals are provided with support in a timely manner. Departments use NZQA data collated by an external provider to review and make informed decisions about courses.

The school utilises the student management system effectively to communicate assessment practice, for example by providing templated assessment statements for courses, individualised assessment calendars and portals for students and parents.

Areas for improvement

School assessors use the student management system to document the moderation process. The next step is for the Principal's Nominee and senior leadership to check that the information provided in the online documentation matches actual practice and consistently meets school and NZQA expectations. This could be done by the Principal's Nominee and senior management reviewing evidence of the process followed for a sample of standards in the departments they are responsible for.

Agreed action

The school agreed that the following action will improve the quality of their assessment systems. This is:

- review evidence of the processes followed by departments for a sample of standards to ensure consistency of practice.

Kay Wilson
Manager
School Quality Assurance and Liaison

11 November 2019

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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 19 June 2015 Managing National Assessment Report

Both action items from the 2016 Managing National Assessment review have been completed. First, review of communications with students has resulted in further information being provided to students, including in their assessment handbook, to improve their understanding of their assessment responsibilities. Second, information provided on course outlines has been streamlined to better meet student needs by using a template within the school's student management system.

Response to external moderation outcomes The high level of agreement between school assessors and NZQA moderators provides the school with confidence that its assessment and internal moderation systems work effectively to produce credible grades.

The college reviews external moderation outcomes purposefully. NZQA moderator feedback is reviewed by appropriate staff, departmental leaders and senior management. Staff commit to an action plan to address the issues and the Head of Department and Principal's Nominee oversee this by providing additional support and feedback as required. The Principal's Nominee works with staff to verify that actions taken resolve the issues and Heads of Departments are required to further report on these in their annual review documents.

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)

Paraparaumu College has effective internal review systems which are supported by an experienced senior leadership team and meaningful professional development.

Coordinated professional development drives review and change Professional development initiatives such as Positive Behaviour for Learning, Kia Eke Panuku and upskilling in Information Technology are embedded at the school. These, along with culturally responsive pedagogy training, have led to the evolution in 2018 of the 'PC Way' – a vision for the school that informs strategic and course planning, and everyday practice including assessment. Incorporated into this vision is the school's 'Great Learner' profile: one who is Collaborative, an Active Learner, Respectful and an Effective Self-Manager.

The primary focus of the 'PC Way' is to develop a relational approach where learning is personalised according to student interest and need. For NCEA assessment this means the school continues to find ways to be increasingly responsive to student need and flexible in the courses it offers by developing new courses and providing students with choice in pathways, standards and assessment contexts.

Assessment Practice review between departments In order to improve understanding of assessment practice and deepen cross-curricula connections departments are sharing and reviewing assessment procedures as a deliberate part of the 2019 meeting cycle. Teachers work across departments to share practice, develop common understanding and implement best practice. This will continue in rotation over the next year.

Departmental annual review Heads of Department report to senior management through their annual reviews of NCEA courses. Each department has a senior manager who oversees their work. In the annual report, departmental leaders review course outcomes focusing on strategic school goals and plan for incoming cohorts – including changes and new courses. They also review their moderation processes, including any action plans developed in response to external moderator feedback.

No action required

No issues with the school's response to NZQA external reviews and its self-review of assessment systems and practice were identified during this review.

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 2019 5.5)

Paraparaumu College has effective processes and procedures for meeting the assessment needs of their students by:

- using external providers, to meet a wide variety of vocational and academic pathway needs
- using milestones and feedback to help students present their best work and manage deadlines
- utilising the digital skills of staff and students to offer extensive digital assessment opportunities for both internal and external assessment
- assessing students when ready.

Paraparaumu College has effective processes and procedures for:

- managing missed and late assessment, including applications for extensions
- providing consistent resubmission practice, in line with NZQA expectations
- investigating appeals of assessment decisions using principles of natural justice
- ensuring that students understand the importance of producing authentic work for assessment and monitoring submissions for breaches of authenticity
- providing support to the Exam Centre Manager which enables the running of effective external examinations
- meeting the requirements of the *Privacy Act 1993*.

Effective management of Special Assessment Conditions The processes in place at Paraparaumu College for collecting school-based evidence for applications, and for delivering special assessment entitlements to a large number of students, are well embedded. Close connections with a local primary school ensure that the assessment needs of students with specific learning disorders are understood from the time they start at Paraparaumu College. This means that students have their prior learning needs acknowledged, are tested appropriately and access their special assessment conditions entitlements in internal and external assessments.

Equity in Science, Technology, Engineering, and Mathematics (STEM) subjects at Level 3 The school's strategic focus on developing this culturally responsive relational approach means that students are equitably supported to meet their qualifications needs by their teachers and the schools academic and pastoral support structures. At Paraparaumu College participation and attainment in STEM subjects at Level 3 are relatively, and notably, high and equitable when comparing Māori and Pacific students with their peers. The school has not focused strategically on STEM subjects, but on the professional development of all staff towards culturally reflective practice through *Kia Eke Panuku* and *Positive Behaviour for Learning*.

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 2019 6.4b)

Paraparaumu College has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- identifying, storing and using benchmarked samples of student work
- using subject specialists to verify purposefully selected samples of student work
- monitoring that the reporting of grades to NZQA is done once the internal moderation process is completed.

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

- selecting samples of student work to NZQA requirements
- ensuring digital and physical samples of student work are stored adequately
- submitting a high proportion of materials digitally.

Moderation processes supported by student management system The school has an effective process for ensuring that moderation is completed for all reported results. School assessors document the moderation process within the student management system. In this system they attest to the critiquing of assessment materials, record verification discussions, provide details of storage and record external moderation feedback, where relevant. Departmental leaders and the Principal's Nominee make a visual check that each step of the internal moderation process is completed. Any incomplete aspects for a standard are visible on a summary page monitored by senior management.

Strengthening the school's quality assurance processes increases confidence in the credibility of all results reported The next step is for the Principal's Nominee and senior leadership to check that the information provided in the online documentation matches evidence of actual practice and consistently aligns with school and NZQA expectations. This could be done by the Principal's Nominee and senior management reviewing the process followed for a sample of standards in the departments they are responsible for.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- review evidence of the processes followed by departments for a sample of standards to ensure consistency of practice.

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)*

Paraparaumu College effectively uses assessment-related data to support achievement outcomes for students by:

- presenting NCEA achievement data consistently to give Heads of Departments time to focus on analysis that leads courses improvement
- tracking student progress, including identifying and supporting students at risk of not meeting their attainment goals.

Paraparaumu College reports accurate achievement data by:

- storing an appropriate memorandum of understanding for each external provider and reporting results, as required, using correct external provider codes
- timely reporting of results to NZQA
- requiring staff to regularly check their markbooks for completion and accuracy
- ensuring that internal entries have a result, or are withdrawn, as appropriate
- managing external entries effectively to keep late entry numbers low
- setting aside time for students to check their entries and results in the online portal to the student management system and their NZQA learner login.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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))

Paraparaumu College has effective processes and procedures for:

- sharing assessment practice information between departments
- providing students with consistent assessment statements, which include information about credits, assessment dates and methods, eligibility for meeting numeracy and/or literacy requirements and the number of assessment opportunities available, for all of their courses
- creating individualised student assessment calendars using the information in their student management system
- meeting with, and reporting to, whānau and caregivers about student progress and achievement.

Paraparaumu College assists common understanding of assessment practice by:

- communicating assessment policy and procedure in regularly reviewed staff and student handbooks
- collaborating with the College Whānau Group and the Parents' Association to ensure that NCEA information is shared widely
- reinforcement of important NCEA information by classroom and form teachers, and in student assemblies
- informing teachers about assessment best practice and providing opportunities in meetings to discuss changes.

Live reporting supports students' assessment progress Paraparaumu College uses a system of 'live reporting' to students and parents through an online portal into the student management system (SMS). Comments made by teachers provide regular feedback directly linked to learning and assessment for standards students are working towards. The school sends out termly reminders to parents who are instructed to use the portal every 2-3 weeks in order to keep up to date. Students regularly access the SMS through their portal. It is the first and main place they access information about their grades, credits and progress.

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.