

Managing National Assessment Report

John Paul II High School

June 2024

FINDINGS OF THIS REVIEW

John Paul II High School

13 June 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.

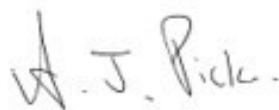
As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

Actions

Agreed actions

The school agreed that three 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	
Ensure that quality assured practice external grades are reported to NZQA for use as derived grades	Before the start of 2024 external examinations
Report a result for all internal entries or withdraw entries as appropriate	Before the 1 December data file submission
Internal moderation to ensure the reporting of credible results	
Clarify the selection of a sample of student work for internal moderation	Immediate



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5 July 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 18 May 2023 Managing National Assessment Report

The previous report outlined three significant issues that the school needed to address to meet the requirements of its *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*. The three issues have been addressed.

1. John Paul II High School now has effective processes to follow up external review recommendations and findings. All issues and most agreed action items from the previous report have been completed by the school in the last twelve months. The Principal's Nominee and Principal have worked closely with staff to strengthen school assessment leadership, ownership and capability so that external recommendations are responded to by middle leaders within their learning areas.
2. The school is now using external moderation feedback as intended, to improve the accuracy of assessor decisions and its internal moderation processes. This includes the completion of action plans created in response to feedback on individual standards as well as overall moderation review in learning areas.
3. There is now effective oversight by Learning Area Leads and the Principal's Nominee of internal moderation processes. There is clear evidence that results for all internal standards have been subject to quality assurance before they are reported to NZQA.

John Paul High School has also addressed the following action items in the previous review effectively.

- Assessment leadership is now dispersed within the school to include the meaningful involvement of Learning Area Leads. The Principal's Nominee has worked with these staff to clarify all roles and responsibilities and to co-construct ongoing review and policy development for assessment within the school.
- Assessment communications are now complete, updated and fit for purpose. The Principal's Nominee has created a school assessment webpage that is both accessible and very thorough. Students, staff and whānau now have a useful, coherent resource that clearly explains NCEA policies and procedures. All students receive a useful course outline in each of their subjects.
- The Principal's Nominee now maintains a file of up to date Memoranda of Understanding with external providers.
- Samples of student work are now securely stored for submission to NZQA for external moderation if required.

Three action items require further action, as outlined later in this report. These include:

- monitoring the quality assurance of results submitted for derived grades
- refining checks on the accuracy of student data, including removing internal entries with no results
- clarifying the selection of a sample of student work for internal moderation.

External moderation response to outcomes and processes There is now a process to follow up feedback from external moderation, although this is yet to be fully embedded. Staffing changes have meant that some teacher and learning area reviews of feedback have been short on detail about the specific issues identified by moderators in the 2023 moderation round. With continued monitoring, as implemented by the Principal's Nominee in 2023, the new review processes should prove robust and useful in 2024 in improving teacher understanding of the standard and in making accurate assessor decisions.

Teachers and Learning Area Leads new to the school are contributing their expertise to assessment in the school, which should have a positive impact on moderation agreement rates. The several subjects that have had patterns of inconsistency with the standard, indicated by moderator feedback over the last few years, have now had changes in staff and/or have changed verifiers and are now using verifiers outside the school. This, combined with ongoing access to subject association and regional networks will support ongoing improvement.

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)

Development of assessment leadership and ownership Overall understanding of assessment in John Paul II High School is shifting from an administrative focus to a more holistic approach that includes pathways, guidance, student rights and responsibilities, and continuous improvement. The school has reviewed the leadership of whole school and learning area assessment for NCEA. The significant improvements in the clarity of assessment policies, procedures and expectations are appreciated by Learning Area Leads. There is genuine enthusiasm for the improvements made as the result of external review and ongoing internal review. Teachers are now following standardized processes for everything, including taking ownership of their own markbooks, completing course outlines themselves, and documenting internal moderation in a consistent format. There is a good mix of experience and new ideas amongst middle and senior leaders, and each may contribute to ongoing review.

The development of shared leadership and review has resulted in increased teacher assessment capability as processes have become more transparently meaningful and discussion is welcomed. Opportunities for ongoing self-review have been created in fortnightly Learning Area Lead meetings and twice a term meetings between each Learning Area Lead and their line manager in the senior leadership team. All information relevant to assessment is now readily available in a shared drive which has contributed to consistent practice across learning areas.

Implementing NCEA co-requisite requirements The school has noted an improvement in student engagement in assessment of the dedicated co-requisite unit standards from 2023. Students and teachers were well supported in preparing for the first 2024 assessment opportunity. The Principal's Nominee held a well-attended evening on the co-requisite for students and their caregivers. Professional learning opportunities on integrating literacy and numeracy into daily teaching and learning have been held for all teachers, with particular training for teachers of English and Mathematics. Whānau time has been set aside twice a week for junior students to focus on literacy and numeracy, with senior students assisting with tutoring and preparing activities.

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)

Coherent courses that meet student needs John Paul II High School provides a comprehensive range of learning and assessment opportunities to its students, overcoming the challenges of the school's size and location. Students are well supported to identify a career pathway, and plan and monitor their progress towards it. Deans now actively track the progress of students at risk of not achieving their qualifications and teachers are alert to students who require differentiated programmes inside, online, and beyond the school. Courses are adapted to support students, with the help of the Learning Support Coordinator to ensure that students' special assessment needs are met.

Report quality assured practice external grades to NZQA for use as derived grades The school must report quality assured grades to NZQA for use as derived grades if necessary. When documenting the validity of reported grades, the school needs to monitor that the task and samples of student work have been quality assured. This will ensure that all students have access to grades if their external examinations are disrupted for reasons beyond their control. The school has an embedded expectation that practice external examinations are conducted in assessment conditions that mirror external examinations. All grades from valid assessment opportunities should be reported to NZQA in the school's data file submissions.

Improve data management to support student tracking and monitoring The school's management of student entries needs improving to better support the tracking and monitoring of student progress and to meet NZQA expectations. NZQA's expectation is that all entries should either have a result reported or be withdrawn by the 1 December file submission. The school has recently had a high number of internally assessed standards that have entries with no results recorded against them at the end of each year. Having accurate entries will allow the school to determine if a student is entered into sufficient standards to gain a qualification or endorsement, to effectively monitor students' achievement in the standards for which students have been entered, and to identify any missing results from assessed standards.

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)

Effective systems for monitoring the completion of internal moderation processes John Paul II High School has this year begun consistently using their school management system to efficiently record the details and completion of internal moderation processes. Teachers and Learning Area Leads are responsible for maintaining their own markbooks and moderation, and results are not published to NZQA until the completion of this process. Senior leaders can now be confident that all standards with results reported to NZQA have been subject to quality assurance.

Clarify the selection of a sample of student work for internal moderation The school needs to ensure a common understanding of selecting student work for

verification. Teachers interviewed for this review were mostly verifying a set number of pieces of work, which is not required by NZQA. Rather, teachers should seek verification of grades awarded to student work around grade boundaries, as well as for any grades that need review, to satisfy themselves that their decisions are consistent with the standard. The number of samples selected for verification will depend on factors such as the experience of the teacher, previous external moderation history and the student cohort.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

John Paul II 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
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- 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 support for students at risk of not achieving literacy and numeracy or their qualification goals.

John Paul II 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

John Paul II 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
- 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.

John Paul II 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

John Paul II 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.

John Paul II 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
- 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**John Paul II 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
- 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.

John Paul II 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 John Paul II 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 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
- JPPII Assessment Guide, John Paul II High School, 2024
- Staff Handbook, John Paul II High School, 2024
- Curriculum and Student Achievement Policy, John Paul High School, 2023.

The School Relationship Manager met with:

- the Principal's Nominee
- Learning Area Leads for:
 - Art
 - English
 - Religious Studies
 - Science
 - Social Sciences
 - Technology
- 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.