

Managing National Assessment Report

John Paul II High School

May 2023

FINDINGS OF THIS REVIEW

John Paul II High School

18 May 2023

Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a school that is not effective in aspects of self-review, credible assessment or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within one year to check that these issues are being addressed.

Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	External and internal review		
3v	follow-up external review recommendations and findings	The school is required to respond to external review findings in the previous MNA report	Immediate
2.6iv	comply with external moderation requirements of NZQA and SSBs	The school is required to monitor the completion of action plans in response to external moderation	Immediate
	Internal moderation to ensure the reporting of credible results		
3.1b	monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA	Senior management is required to have a monitoring process that ensures the results they report have been subject to an internal moderation process	Immediate

Actions and considerations

Agreed actions

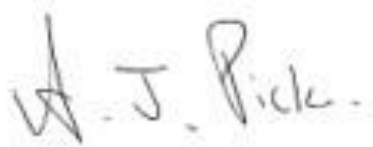
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications.

Action	Timeframe
External and internal review	
Clarify the leadership of assessment review, policy and processes to support the identification and resolution of issues	Immediate
Review teacher ownership of aspects of assessment processes, to support better understanding of their purpose in ensuring the validity of student results	Immediate
Credible assessment practice to meet student /needs	
Review staff and student assessment information to ensure it is up to date and fit for purpose in implementing school policies and procedures	Within 2023
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades	Before the end of year examination period
Report accurate student entries and results to NZQA on a regular and timely basis <ul style="list-style-type: none"> Check NZQA reports such as the Key Indicators to identify and resolve any errors Introduce processes to check the accuracy of individual student internal and external entries 	Immediate
Develop a system to support ongoing monitoring of student progress towards qualifications and identify students at risk of not meeting their achievement goals	Within the next term
Ensure that the school holds current Memoranda of Understanding with external providers	Immediate
Ensure that students receive outlines for courses they undertake	At the start of the 2024 school year
Internal moderation to ensure the reporting of credible results	
Review the storage of student work so that it is available for submission to NZQA when required	Within 2023
Ensure that teachers share a common understanding of the purposeful selection of a sufficient sample of student work for grade verification.	Immediate

For consideration

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

- further encouraging students to register for and use their learner logins to give them access to the range of functions available.

A handwritten signature in black ink, appearing to read 'A. J. Picken'.

Amanda Picken
Manager
School Quality Assurance and Liaison

12 July 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 10 September 2019 Managing National Assessment Report

There were five agreed actions in the previous Managing National Assessment Report, some of which still require completion.

Some teachers are not yet familiar with the current requirements for the selection of student work for external moderation. This was updated in 2022 by NZQA to a purposeful selection of six samples, the details of which have since been included on a staff coversheet but warrant further explanation. Teachers must now submit six samples where available, across a range of grades, two of which may be borderline grades.

The school does not yet have a system in place to monitor the completion of action plans in response to external moderation. This is required to ensure that the feedback in moderation reports is used effectively to address any issues identified, clarify teacher understanding of the standards assessed, improve internal moderation processes and therefore the credibility of student results.

Similarly, the school still needs to ensure that internal moderation documentation is reconciled with actual practice. There have been some checks made by previous Principal's Nominees on department internal moderation processes since the previous review, but this has not been embedded. Senior leaders must have evidence that only quality assured results are reported to NZQA.

As required in the last Managing National Assessment report, senior leaders have begun a review of school documents for assessment policy and procedure to ensure that these are accurate and fit for purpose. The Principal's Nominee has created a new online space for students to find resources about school policies and NCEA assessment, although this is not yet widely used by students. Assessment information for staff requires updating, with a plan that ensures that all teachers are familiar with its contents and implications for their practice.

Students spoken to during the review reported that privacy was no longer a concern when they received their grades from their teachers or had assessment conversations. This now meets the obligations of the Privacy Act 2020.

External moderation processes and response to outcomes John Paul II High School needs to ensure that all teachers are familiar with the purpose of external moderation and that both the school's and NZQA's expectations are met. External moderation provides an assurance that assessment decisions are consistent nationally and enables an effective evaluation of the internal moderation process.

The school has had variable engagement with external moderation since the last review. Data errors and staff changes contributed to the six standards that were not submitted for moderation in 2023. There are several subjects for which moderator feedback indicates that assessor judgements have not been consistent with the standard for several years.

The school needs to respond to external moderation feedback more effectively. It is important that any actions arising from feedback are documented, monitored, and evaluated for effectiveness. This will ensure that concerns are addressed, teachers are encouraged to submit queries or appeals to the moderators, and support is provided for assessors when appropriate. All except the new Learning Area Leads spoken to for this review were aware of the expectation to address issues identified by moderators, and some teachers have created action plans as a result. Learning Area Leads have begun to discuss moderation matters in their meetings; this could be a useful forum in which to identify next steps in the development of a more purposeful and evaluative approach to external moderation feedback.

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)

John Paul II High School's new leadership team is committed to school review, continued improvement, and addressing long-standing concerns. They are developing systems that will enable the clarification of assessment policies and procedures. These will need to develop ownership of assessment matters by all teachers, related delegations and responsibilities especially for middle leaders, and the development in staff capability required to make any changes effective and sustainable. All teachers, both long-standing and new to the school, would benefit from explicit discussion of expectations.

The review of senior assessment within the school has been hampered in recent years by changes in senior and middle leadership and a focus more on procedures than on the purpose of assessment processes. Learning Area Leads spoken to during the review were largely open to discussing more effective and purposeful approaches to improving senior assessment, from moderation processes to data management.

Teachers are preparing for the implementation of the NCEA Change Programme and are optimistic about its potential to improve learning and assessment for their students. Teachers have strengthened their links with professional organisations and other schools on the West Coast as part of their preparation for NCEA Change, and staff who are new to the school bring with them valuable connections from their own networks. The school has entered students in the Literacy and Numeracy common assessment activities in June this year, which will be the school's first experience with digital external assessment.

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.

Communication of assessment information Further updates are needed to the assessment information available to staff and students. New teachers to the school need to receive this information in a timely and supported manner. Students have access to a wealth of information available through a student portal but need further encouragement to make use of it. Existing staff assessment information is included in

a general staff handbook where procedures lack clarity. The Principal's Nominee intends to introduce clearer and more accessible assessment guidance.

Reporting quality assured practice external grades for use as derived grades

The school needs to ensure that quality assured derived grades, based on standard-specific evidence from practice assessment for externally assessed standards, are consistently reported to NZQA for use as derived grades if necessary. This will ensure that all students have access to a grade if external assessment opportunities are disrupted.

Reporting accurate student entries and results to NZQA The school must ensure that accurate data file submissions are made to NZQA on a regular and timely basis. Accurate data is essential in monitoring and tracking student progress, evaluating the effectiveness of student assessment programmes, and enabling students to make informed decisions about their assessments. The Principal's Nominee must check Key Indicators regularly to ensure that any data errors, such as incorrect provider codes, are addressed as they occur and to monitor submitted entries and results. To assist with data accuracy, senior leaders are considering the role of middle leaders in maintaining accurate and differentiated mark books, including both student and teacher signoffs that results are accurate.

Ongoing monitoring of student progress towards qualifications A more consistent and timely approach to tracking student progress is needed, to support the implementation of strategies for students whose achievement is at risk. A Dean is available at each year level, and students also spend some time with whānau teachers. An aligned approach to monitoring that assists students to track their progress, supported by teacher, whānau teacher, and Dean involvement, would enable better differentiation of assessment programmes to suit individual student needs. A renewed approach to monitoring would be assisted by more accurate data entry and analysis.

Ensure that memoranda of understanding are in place with external providers

A process is required to ensure that the school holds current memoranda of understanding with all external providers for which it reports results. It is essential that any consent arrangements for assessment are in place before assessment commences, so that students receive a valid assessment opportunity.

Ensure that students receive outlines for courses they undertake Students must be given course outlines that detail each learning and assessment programme available to them. This will enable students to prioritise their efforts and give them a better understanding of their opportunities, including, for example, the assessments that may contribute to literacy, numeracy, or University Entrance requirements. Course outlines could also include the expected standards, those that are optional, and the standards for which there is a further assessment opportunity available. There is no need for course outlines to include general assessment policy, as this should be covered by whole-school student assessment information.

Encouraging students to create and use their Students and Learners Login

The school could consider further encouraging students to create their NZQA login, so they can access the functions it provides and be ready to access the digital online assessment platform. One third of 2022 senior students had not created learner logins by January 2023. An NZQA login enables students to check the accuracy of their entries and results, order copies of their qualification documentation, and request reviews or reconsiderations of external assessment results.

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.

John Paul II High School needs to ensure that teachers have a common understanding of the strategic and purposeful selection of student work for grade verification. Teachers should select work for verification around grade boundaries, as well as for grades that need review, to satisfy themselves that their decisions are consistent with the standard. Some learning areas currently also moderate a set number or a random sample of student assessments. More purposeful selection will help to ensure that each verification discussion is meaningful and serves to confirm teachers' professional understanding of the requirements of the standard.

The school should review the storage of both digital and physical student work so that it is available for submission to NZQA as required. The location of stored materials should be retained with other internal moderation documentation and periodically checked by the Principal's Nominee or his delegate. This would help to ensure that student work is readily accessible when required for external moderation and for reference in internal moderation. It will also assist in monitoring the completion of internal moderation as results are reported and prepare the school for the increasing volume of digital assessment involved with new achievement standards.

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 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.

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 grade verifiers from outside the school.

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:

- 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.

Effective communication to inform staff, and students and their families 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
- supporting students to monitor their achievement
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement.

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 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 *Assessment (including Examination) Rules for Schools with Consent to Assess 2023* (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
- *Procedures relating to senior assessment, John Paul II High School, 2023.*
- *How to be successful with NCEA (Student guide), John Paul II High School, 2023.*
- *Board of Trustees Assessment Policy, 2020.*

The School Relationship Manager met with:

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

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.