

# Managing National Assessment Report

## Papanui High School

June 2022

# **FINDINGS OF THIS REVIEW**

## **Papanui High School**

**10 June 2022**

### **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 2021*.

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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

### **Actions and considerations**

#### **No action required**

The school has no action items relating to the quality of their assessment systems.

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14 September 2022

**NZQA**

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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 4 July 2018 Managing National Assessment Report** The two items identified for action have been addressed.

Senior leadership's monitoring of internal moderation processes is robust and confirms that documentation reflects actual practice. This improvement is outlined in the Internal Moderation section of the report. The school ensures students receive outlines for all courses they study, including using standardised information from the student management system.

**External moderation processes and response to outcomes** High consistency rates for external moderation reflect the school's robust internal moderation processes and effective response to external moderation feedback.

Heads of Department document external moderation outcomes and the actions taken to resolve issues identified by NZQA moderators. Teachers reflect on external moderation feedback, including querying and appealing outcomes, to assist with the understanding of the standard, and to inform changes to assessment tasks and grade decisions.

The Principal's Nominee monitors the progression and effectiveness of agreed actions against expected outcomes. He also reviews rates of consistency of assessment judgements to identify developing trends and potential issues in a subject area, and to inform ongoing improvements. Appropriate support to improve practice is facilitated by senior leadership, where required.

### 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 iterative, purposeful, and embedded practice. It is underpinned by data analysis, informs strategic direction, and is well led by senior leaders. The use of student and staff voice is an essential element in this process. Self-review and positive relationships between students and staff are integral to improvements in student engagement in teaching and learning programmes and achievement in qualifications.

School-wide collaboration, distributed leadership, and shared ownership across every level of the school supports the inter-connected self-review processes and management of change. Teacher self-reflection feeds into department review and onwards to school-wide review. Heads of Department review student assessment outcomes and progress against departmental goals, and report findings and future actions in an annual departmental report. This report is then discussed with the respective line manager in the senior leadership team, evaluated by the senior

leadership team and shared with the Board of Trustees. At each organisational level of the school, staff meet regularly to discuss progress and any issues identified. This process informs both future school-wide and departmental goals.

The Principal's Nominee effectively leads and shares with teachers and students the accountability for NCEA assessment practice, to promote collective ownership. He regularly reviews for improvement school procedures and teacher practice. The school has signalled an intended next step is to review procedures and monitoring of evidence collection for derived and unexpected event grades, as foreshadowed by NZQA. The Principal's Nominee has strong connections to the senior leadership team who provide support where needed and take ownership of issues, as appropriate. He meets regularly with Heads of Department, both as a group and individually, to discuss assessment matters and to provide support to ensure that procedures are being followed according to NZQA and school requirements. Teachers participating in the review appreciated the Principal's Nominee's knowledge and willingness to guide and support them.

**Action Teams** The school reorganised the standing committee structure and initiated Action Teams in 2022 inclusive of a wider range of staff across all levels of the school, with the purpose of engaging in targeted review to address a specific strategic goal.

A current focus of an Action Team includes the impact of the NCEA Change Programme both in terms of the delivery of teaching and learning in the changed qualification, and the nature of courses and managing the logistics of assessment scheduled throughout the year. To prepare for the digital first approach of the NCEA Change Programme, the school has been extensively involved in digital practice and end-of-year exams. This approach has enabled the school to be well practised in the use of the digital platform and to have confidence in the school's IT infrastructure, to manage non-end of year exams.

Another Action Team is aligning the delivery of the junior curriculum and assessment modes with the NCEA Change Programme, to support a seamless transition once the change programme is implemented. In the junior school, half year options and different contexts may form the basis of course selection. The school is also reviewing the streaming of cohort groups, to understand the impacts and barriers to learning opportunities and student engagement.

A further Action Team is developing a school-wide approach to implement the Literacy and Numeracy co-requisite of the changed qualification. This team is tasked with supporting teacher practice to provide rich opportunities to strengthen students' literacy and numeracy competencies and build their confidence in their knowledge and skills.

Another ongoing school-wide focus is addressing disparity of Māori, Pacific, and boys' attainment, to support equitable outcomes for these learners. This includes the reinforcement with teachers of responsive and inclusive teaching practice. Over time the school will evaluate the effectiveness of their strategies.

A dynamic and strong culture of self-review for continuous improvement is evident in the school. Senior leaders can be confident that improvements in assessment and quality assurance practices will be identified and applied. They evaluate self-review outcomes to inform further innovative and strategic foci.

## Credible assessment practice to meet student needs

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)*

**Tailored pathways and support to meet the needs of students** Papanui High School's aim is to provide the best education possible for every student. This strategic purpose is reflected in their curriculum design and commitment to finding a meaningful learning and assessment pathway for all students. The school's responsive approach to further student engagement and achievement is enabled by the flexibility of the NCEA model.

The school offers a wide range of academic and vocational pathways. Self-review enables the school to identify the composition of courses required to best cater for the varied and changing attainment and qualification needs of students. Student choice of pathways and courses drives the design of the timetable, to allow maximum flexibility. Students with additional learning needs, find traditionally structured schooling challenging, or who need support to transition into a learning environment are provided for.

**Evidence based evaluation** Heads of Department evaluate the effectiveness of learning and assessment programmes, through analysing NCEA attainment data and student voice, and amend or introduce new courses as needed. Departments provide differentiated courses within a year level, and comprise different approaches to teaching, learning, and gathering of evidence for achievement. Students have the opportunity to engage in short term and year-long courses with external providers, including connecting with local employers or Te Kura to support individual well-being and learning needs. To remove barriers to student pathway progression and achievement, the school has removed compulsory subjects in Year 12 and 13, offers some non-streamed subjects and teachers assess when ready, as appropriate.

Individual students are well supported to identify their pathway to the attainment of their personal and achievement goals. Academic and pastoral counselling through form class teachers and Deans, and careers advice are strong and integral components in this support. The school makes extensive use of data and student feedback to monitor progress, including through surveys. Students who need additional support are identified and interventions to their programmes are accordingly made. Whānau are regularly informed of student engagement and progress, and changes to programmes. The school credits the improvement in Year 12 results with the individualisation of student programme pathways, including through the provision of Gateway and STAR courses. Interviewed students valued the diverse pathways the school offers and the support of staff that enabled them to attain their personal goals and career aspirations.

## Internal moderation to ensure the reporting of credible results

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)*

**Robust internal moderation monitoring process** Internal moderation is effectively quality assured. The Principal's Nominee thoroughly reviews the moderation processes of each department, including reconciling internal moderation records with actual practice. He works collaboratively with departments, focusing on supporting teachers to confidently meet school internal moderation expectations. The Principal's Nominee's checks include the completion of each moderation step, stored student work, the *Internal Moderation Cover Sheet* for sufficient and purposeful selection, and the quality of verifier judgement statements.

This annual review provides a transparent account of the comprehensiveness of moderation processes. Where identified, issues are resolved, thereby ensuring school-wide consistency. Senior leadership can be confident that internal moderation procedures carried out in all departments are complete and rigorous, and results reported are credible.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Papanui High School has effective processes and procedures for meeting the assessment needs of their students by:**

- designing coherent programmes of learning and assessment that are 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 opportunities for digital assessment including digital exams
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Papanui 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
- 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**

**Papanui 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 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.

**Papanui 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**

**Papanui 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.

**Papanui 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, 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 and their families / whānau about assessment**

### **Papanui 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
- 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.

### **Papanui 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 Papanui 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 / whanau.

### 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 2021* (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 2022* (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
- *Assessment, Curriculum and Reporting Policies, Papanui High School 2022*
- *Papanui High School NZQA Manual 2022 (Staff Handbook)*
- *Senior Student Handbook, Papanui High School 2022.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Assessment and Reporting
- Heads of Department for:
  - Art
  - Commerce
  - English and Media Studies
  - Mathematics and Statistics
  - Music
  - Social Sciences
  - Visual Arts / Art Histories
- Assistant Head of Department for:
  - English
- three students.

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