

Managing National Assessment Report

Pāpāmoa College

August 2024

FINDINGS OF THIS REVIEW

Pāpāmoa College

29 August 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2020.

Actions and considerations

Agreed actions

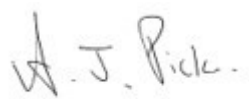
The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Ensure that all standards requested for moderation are available to be submitted	After results have been submitted to NZQA
Credible assessment practice to meet student needs	
Report quality assured practice examination grades to NZQA for use as derived grades	Prior to the end of year external examination period

For consideration

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

- developing an induction programme for new Heads of Learning Area.



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24 September 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 May 2017 Managing National Assessment Report

Pāpāmoa College has addressed the three actions identified in the last Managing National Assessment report. They have implemented processes to ensure that all moderation outcomes, including those from Industry Training Organisations, are fully integrated into their moderation processes. Internal verification of student work is now purposeful and strategic. Staff feel that the purposeful selection of student work for verification is good professional learning as it challenges their professional judgement, and they are happy to seek clarification from other subject experts where needed. The Principal's Nominee is confident that this practice has strengthened internal moderation processes and helped ensure that assessments meet the standard.

The last action identified for the school was to develop a process to assure senior management that all results reported have been quality assured. The implementation of the Quality Assurance Register, as detailed below, gives Heads of Learning Areas and Senior Leaders oversight of all moderation and assures them that all reported results have been quality assured.

External moderation response to outcomes and processes The school is effective in addressing issues identified in external moderation feedback, updating processes and assessments as appropriate to prevent any reoccurrence of the issue. The Principal's Nominee, senior leaders (department line managers) and Heads of Learning Area have implemented new systems to support responses to outcomes for external moderation. When a report comes back Not Yet Consistent or Not Consistent teachers along with the Head of Learning Area review and create actions in response to the feedback from the external moderator. The Principal's Nominee, in discussion with the Head of Learning Area, monitors the effectiveness of these actions. All moderation outcomes and effectiveness are recorded in the schools Quality Assurance register.

The school has improved its checking systems to ensure that all materials requested for external moderation are available for submission. In 2023, several standards requested for external moderation were not received by NZQA with the result that the school did not receive external feedback on the quality of teacher assessment judgments for the relevant standards. This was due to several reasons, including a Head of Learning Area leaving prior to the moderation date, materials having been submitted to NZQA but not moderated in some subject areas, and also due to the NZQA Kāhui not meeting after the school's submission date. The Principal's Nominee and Senior Management are confident that the school's systems will help ensure this does not occur again.

The school must submit all external moderation after results are reported to NZQA. The Principal's Nominee and Heads of Learning Area commented that NZQA's new expectation that schools will submit external moderation immediately after results are reported would assist them. Previously, their moderation was due in December, and they found that their school follow up was difficult to complete and monitor at that time of the year.

Examination Centre Audit The 2022 quality assurance check of the school's Examination Centre identified that it is compliant.

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)

Each department is required to complete an annual in-depth review and analysis of their department. This analysis examines trends in student achievement across various demographics, including Māori and Pacific peoples. These reviews align to the teacher's appraisal goals and analysis focusses on what is going well, any highlights, improvements to be made and they also inform goal setting for the year. Teachers spoken to also mentioned the continual review that takes place within their departments as well as with their senior leadership team and line manager, in both formal and informal meetings. These reviews support teachers in making informed decisions to best meet the interests and learning needs of their students.

Thorough preparation for NCEA Level 1 The Principal's Nominee and other senior leaders at Pāpāmoa College are confident in the school's preparation for the implementation of NCEA changes this year. The staff have engaged with as much professional learning as is available to support them with the upcoming challenges. There has been a lot of collaboration not only within the departments but also with other subject specialists in other schools and subject associations. The school also has a culture of sharing practice across departments, for example with submitted external standards one department shared with the rest of the staff how to do this effectively.

Individualised support to remove barriers for students to achieve a qualification Pāpāmoa College supports students with individual education plans effectively, and the school is responsive to the educational needs of these students. The school identifies students early who may be at risk of not completing literacy or numeracy requirements or gaining a qualification. As a school which has students from Year 7 they are able to provide supports for them from an early age with a targeted literacy programme which has seen positive outcomes. The school is also proactive in identifying students who may be eligible for Special Assessment Conditions.

Effective review of the moderation process The school has effectively reviewed their end-to-end process for moderation. A centralised Quality Assurance Register has been created to manage all internal and external moderation activities for both NZQA and Workforce Development Council standards. This register provides a clear overview for senior leaders and ensures that all moderation outcomes are addressed systematically, with a comprehensive and consistent approach to quality assurance across all assessment areas.

The review included support for subjects where the external moderation report indicated that marking was not yet consistent or not consistent with the standard. The introduction of the 'Response to External Moderation Report' has helped teachers ensure that they complete a consistent and thorough response to the moderation reports. Heads of Learning Area and the Principal's Nominee can now easily track

the actions and subsequent effectiveness of the responses through the Quality Assurance Register.

The senior leadership team and Principal's Nominee review the moderation process annually to ensure that any changes or new requirements from NZQA are integrated into school practices and are communicated to Heads of Learning Areas and other staff, as appropriate.

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)

The school analyses student achievement data throughout the year from internal standards and the Common Assessment Activities using data from the NZQA portal as well as the school's Student Management System. This allows them to identify trends, strengths, and areas for development across different student demographics, including ethnicity, gender and those with Special Assessment Conditions. Feedback from students and whānau is included in the analysis. This has helped ensure assessments are relevant, accessible and fair as well as engaging and of interest to the learner.

Improved communication with students The school has developed an effective intranet page for student information. Te Kupenga the student portal has all the assessment information required and students interviewed were very knowledgeable regarding the requirements of NCEA assessment as well as what is needed to gain a qualification. Included in this space are course outlines, subject information, and assessment guidelines. They all agreed that this was a space that was well used by the student population and that whānau and subject teachers referred to it and supported them to navigate around the site.

Improving outcomes for Māori students Over the last three years there have been improved achievement outcomes for Māori students. Data shows that in 2023 they were doing as well as if not better than schools nationally and those in the same equity index. The school's goal is for these students to do as well as all other students at the school and positive programmes have been put in place for these students. This includes an increased focus on Māori achieving as Māori, establishing good relationships and practices as well as engaging with whānau. The school reports that over the last few years involvement at whānau hui has doubled with this year a few hundred attending. The school is also excited to introduce Te Ao Haka assessment in 2025 as the Head of Learning Area Māori anticipates it will inspire and encourage Māori to succeed academically.

Reporting quality assured practice external grades for use as derived grades The school should report quality assured grades to NZQA so that all students have access to derived grades if their external examinations are disrupted for reasons beyond their control. Although the school holds the grades, a small proportion of derived grades were submitted to NZQA in 2023 and only 32 percent were reported in 2022. The Principal's Nominee intends to monitor the submission of grades through the link in the *Key Indicators*. The school has robust processes to quality assure their practice examinations which now need to be reported to NZQA.

Supporting new Heads of Learning Area The school should consider developing an induction programme for new Heads of Learning leaders to ensure the school's assessment policies, processes and practices are implemented. The school has appointed a number of new Heads of Learning Area over the last two years and the introduction of an induction programme will help provide consistency and quality of assessment practice for national qualifications and ensure that assessment is meeting student needs.

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)

Robust internal moderation processes assure credible results are recorded

The school has robust processes to monitor their internal moderation. The introduction of the 'Quality Assurance Register ensures valid, fair and consistent assessment'. Monitoring and documentation by Heads of Learning Areas and the Principal's Nominee has made sure that all internal results reported to NZQA have been verified. Internal moderation checks are made through the Quality Assurance register. All assessment material is reviewed before being used to ensure they are suitable for delivery and that they meet the required standard.

Departments ensure that the process used for grade verification is appropriate for each standard and that the verifiers are subject experts. Where experts are not available within the school, teachers have established verification relationships with other schools. Teachers view this process as an integral part of their professional development.

Student work for verification is purposeful and strategically selected. A subject specialist is required to verify samples of work around the grade boundaries or any grades that may need review. All aspects of internal moderation are recorded in the Quality Assurance Register including:

- a copy of the standard
- assessment material and schedule
- benchmarks
- NZQA assessment resources relating to the standard
- external moderation feedback
- any other relevant information related to the assessment.

These processes ensure that all reported results have been subjected to rigorous moderation, aligning with NZQA's standards for credible and reliable assessment.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Pāpāmoa 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 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Pāpāmoa 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Pāpāmoa 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.

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

- 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

Pāpāmoa 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 Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Pāpāmoa 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

- 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 whānau about assessment

Pāpāmoa 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
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating students' success.

Pāpāmoa 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 Pāpāmoa 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 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
- *Board of Trustees Policy: Curriculum and Student Achievement*
- *Board of Trustees Policy Assessment (Student Achievement Information)*
- *Pāpāmoa College National Qualification Framework Assessment Policies and Procedures 2024* (Staff Handbook)
- *Te Kupenga, student intranet* (Student assessment for qualifications information).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Heads of Learning Area for:
 - English
 - Mathematics
 - Science
 - Social Studies
 - Technology
 - Te Reo Māori
- three students.

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