



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

# **Managing National Assessment Report**

## **Papamoa College**

**May 2017**

## What this report is about

This report summarises NZQA's review of how effectively Papamoa 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 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, in combination with the most recent Education Review Office report 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 2017* (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
- *Papamoa College NCEA Handbook for Students 2017*
- *Papamoa College NCEA Handbook for Teachers 2017*
- samples of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee and the Director of Senior School, three students and Curriculum Leaders for English, Mathematics, and Visual Arts, and the Teacher in Charge of Media Studies.

There was a report-back session with the Principal, Principal's Nominee, Director of Senior School and Deputy Principal Senior School 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

## Papamoa College

11 May 2017

### **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**

Papamoa College has effective processes and procedures in place that ensure credible assessment for national qualifications. Assessment processes are well understood and followed by staff.

The school's own review allows for the effective identification and resolution of problems, and for the on-going improvement of assessment practice. Where issues are identified by external review the school effectively and quickly responds to address these.

Students' academic and vocational needs are met through a variety of assessment pathways and flexibility of assessment within courses. Students who would benefit from special assessment conditions are identified and appropriately supported. Effective monitoring of achievement progress and mentoring allows support for both at-risk and extension students.

Internal moderation is an embedded practice, and is effectively monitored by Curriculum Leaders within their curriculum areas.

Accurate data is regularly sent to NZQA. This is evidenced through all entries having a reported result, low number of late entries and few errors identified in data submissions. Students are actively encouraged to use their Learner login and the online portal to the school's student management system to check on the accuracy of their reported results.

Assessment data is analysed to inform self-review and decision making within the school. Reflective feedback on data is used to enhance course design to meet student needs.

A range of communication tools ensure staff, students and their families are clearly informed of assessment practice and academic achievement. Physical and digital modes of communication are used to ensure assessment information is accessible.

The Principal's Nominee is well supported by members of the Senior Leadership Team and respected by staff for the support and guidance she provides on assessment matters.

### **Areas for improvement**

The school's external moderation response process needs to be strengthened to ensure all moderation outcomes, including those from Industry Training Organisations are included.

There is some inconsistency in staff understanding of how student work should be selected for verification as part of the internal moderation process. Staff should purposefully select sufficient samples of marked student work around grade boundaries for verification by another subject specialist. Clearly documenting school requirements and providing examples of best practice will help ensure grade decisions are appropriate and assist teachers to manage their workloads.

Assessment results reported to NZQA must have been through an internal moderation process (*Assessment Rule 5.6b*). Curriculum Leaders monitor internal moderation within their curriculum areas, but there is no process in place to assure senior management of its completion before results are reported. The school has therefore agreed to develop an assurance process. This will allow senior management to be confident that all of the results submitted have been quality assured

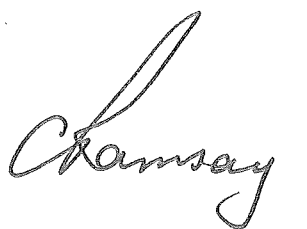
### **Agreed action**

The school agreed that a number of actions will improve the quality of their assessment systems. These are:

- ensuring that all moderation outcomes, including those from Industry Training Organisations are included in the school's external moderation response processes
- ensuring all staff purposefully select sufficient samples of student work around grade boundaries for verification as part of the internal moderation process
- establishing an assurance process so that senior management are confident that all results reported have been quality assured.



Kay Wilson  
Manager  
School Quality Assurance and Liaison



Craig Ramsay  
School Relationship Manager  
School Quality Assurance and Liaison

30 June 2017

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## FINDINGS OF THIS REVIEW

### How effectively has the school responded to external and internal review?

#### External review

*Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3v)*

#### **Action Items from 4 September 2014 Managing National Assessment Report**

The school has effectively addressed the two agreed actions from the 2014 review:

- the school has amended its random selection process for external moderation so that it meets NZQA requirements
- the staff and student handbooks have been updated and are now aligned with the school's and NZQA expectations.

**Response to external moderation outcomes** The Principal's Nominee has an effective external moderation response process. All NZQA external moderation reports are reviewed by the Principal's Nominee, and Curriculum Leaders are required to provide feedback on any action plans developed to deal with issues identified by moderators. These action plans are monitored for completion by the Principal's Nominee.

The school also receives external moderation feedback from a small number of Industry Training Organisation. This feedback is sometimes sent directly to the assessing teacher, and while this is usually reported to the Principal's Nominee, there is the potential for it to not be included in her response process. The Principal's Nominee has agreed to ensure that all moderation done on standards assessed within the school is included within her processes.

#### Internal review

*Evidence found that the school is effectively 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)*

This review found evidence that the school proactively uses data-driven self-review to improve assessment practice. This supports the Education Review Office findings of "strong use of achievement information to inform self-review and decision making" within the school.

Examples of recent reviews and changes instituted include:

- The use of an online calendar to show dates for all assessments. Parents asked that an overview be provided so that they could see the dates of all of their students' assessments in the one place. The school has responded to this by requiring staff to enter all assessment dates onto the one table that is updated every term. Feedback suggests this is more effective in allowing parents to assist students plan for assessments and manage their workload.

- Improved staff understanding of the school's assessment processes. Growth in the number of senior school students has meant larger numbers of staff involved in assessing for qualifications. Internal review identified inconsistencies in staff understanding of further assessment opportunities and resubmission. Professional development has been provided, and monitoring by senior management has found improved consistency in the way these processes are handled by staff.
- Results analysis is required to be more reflective. This year the school has changed what Curriculum Leaders are required to report to senior management. Teachers analysed assessment data to reflect on next steps rather than just celebrate levels of student achievement. This reflection has been used to inform assessment practice and course design. This will be followed up later in the year with discussions on trends and remediation where required, with the Principal.

These examples illustrate the school's capacity to effectively identify issues, and to resolve these to ensure student needs are met and assessment remains credible.

### **Agreed action**

NZQA and senior management agree on the following action to improve the school's response to external review. Senior management undertakes to:

- ensure that all moderation outcomes, including those from Industry Training Organisations are included in the school's external moderation response processes.

## How effectively does the school's assessment practice meet the needs of its students?

*Evidence found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6 I & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)*

### **Papamoa College has effective processes and procedures for meeting the needs of their students by:**

- improving the range of assessment opportunities, both academic and vocational, that are available, through extending the school's consent to assess and the use of external providers
- offering students flexibility around entries for standards according to their goals, ability and workload
- developing tasks for the same context that allow different aspects of learning to be assessed across standards from different subjects
- using a range of methods during assessment to collect physical and digital evidence of achievement
- using Work and Study Skills literacy and numeracy standards for students identified as needing additional literacy and numeracy support
- ensuring that for students identified as requiring special assessment conditions:
  - appropriate school- based evidence applications can be made
  - staff are kept well informed of student entitlements and appropriate assistance is made available when requested
- managing applications for financial assistance.

### **Papamoa College has effective processes and procedures for:**

- monitoring the authenticity of student work submitted during the assessment and marking process
- managing missed and late assessments, further assessment opportunities and resubmissions
- investigating and resolving potential breaches of assessment rules and student appeals of assessment decisions
- meeting the requirements of the Privacy Act 1993.

### **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 found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)*

### **Papamoa College has effective processes and procedures for managing internal moderation including:**

- ensuring all assessment materials have been critiqued prior to use
- staff checking standard clarifications and using NZQA and school exemplars to improve their understanding of the requirements of each standard
- using subject specialists from within and outside the school to verify samples of teachers' assessment decisions
- documenting all steps of the moderation process on an *Internal Moderation Cover Sheet* before results are reported to NZQA
- Curriculum Leaders monitoring the completion of all internal moderation processes within their curriculum areas.

### **Papamoa College manages most external moderation processes and procedures effectively, including:**

- selecting samples of student work for external moderation randomly to NZQA requirements
- appropriately storing samples of student work to ensure material is always available for external moderation when required.

**Strengthening the verification process** All staff fully engage with the school's internal moderation processes. However, there is some inconsistency in staff understanding of how student work should be selected for the verification process. Selection should be purposeful around grade boundaries rather than random. Verifying work around grade boundaries ensures grade decisions are appropriate, while only verifying sufficient pieces of work to be sure of grade decisions helps manage teacher workloads.

**Monitoring the moderation conducted within curriculum areas** NZQA Rules require that schools only report internal assessment results that have been subject to an internal moderation process (*Assessment Rule 5.6b*). This review found that Curriculum Leaders effectively monitor the internal moderation processes within their curriculum areas. However, there is no process for them to assure Senior Management that the internal moderation processes have been completed before results are reported to NZQA. Senior management have agreed to develop an assurance process that will allow them to be confident that all results have been quality assured before they are reported.

### **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:

- ensure all staff purposefully select sufficient samples of student work around grade boundaries for verification as part of the internal moderation process

- establish an assurance process so that senior management are confident that all results reported have been quality assured.

## How effectively does the school manage and make use of assessment-related data?

*Evidence found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)*

### **Papamoa College effectively uses assessment-related data to support achievement outcomes for students by:**

- subject teachers:
  - reflecting on achievement data for their courses, considering next-steps for assessment programmes, and reporting these through Curriculum Leaders to the Senior Leadership Team and the Board of Trustees
  - checking for variations between results for internally and externally assessed standards to ensure internal results truly reflect cohort ability.
- Admin teachers:
  - tracking student progress towards meeting qualification requirements and identifying at-risk and extension students so that they can be provided with appropriate support.

### **Papamoa College effectively reports accurate achievement data by:**

- regular and timely reporting of results to NZQA
- ensuring all entries submitted to NZQA have a result reported
- checking for, and correcting, errors shown up by the Key Indicators and data file submission reports from NZQA
- reporting results against the correct provider codes of outside providers with which the school holds current memoranda of understanding
- assisting students to register for their Learner login and encouraging them to use this, and the online portal to the school's student management system to check the accuracy of their reported results.

### **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 found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7iib)*

### **Papamoa College has effective processes and procedures for:**

- ensuring students receive assessment outlines for all course they undertake
- keeping students and their parents informed of assessment dates through an easily accessed online assessment calendar that is updated each term
- communicating NCEA information, assessment policy and procedures through a range of modes including:
  - whanau meetings for Māori and Pasifika parents
  - staff and student handbooks,
  - newsletters emailed to parents
  - the school's website and Facebook page
  - an online portal to the student management system.
- reviewing communications to ensure they are fit for purpose and current.

### **Papamoa College assists common understanding of assessment practice by:**

- providing clear, easy to read information on assessment processes
- keeping teachers informed of assessment best practice through staff and curriculum area meetings.

**School communications have become more digitally focussed** As a consequence of the school's review of the effectiveness of its communications, information is increasingly presented in a digital format. Staff and students can access information, such as their handbooks, on Wave, the school's learning management system. The school community is also making greater use of online access to information stored on Goggle Classroom and the student management system. Paper copies of most information are, however, still available when required.

**Improving information on the verification process** While the staff handbook provides some information on the verification process, including examples of best practice, gathered from within curriculum areas, will assist staff develop and improve the consistency of their practice.

**Providing consistent course assessment information** Providing students and parents with consistent course information, using a common format, will make the assessment programmes easier to understand. The course outlines provided to students contain all of the basic information on the standards that will be assessed, but are presented in a variety of formats. Standardised assessment statements, produced by the student management system, have this year been provided to staff for each of their courses, and the school should consider making these statements available to students and parents as well.

### **For consideration**

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- adding examples of verification best practice to the staff handbook
- providing consistent course assessment information to students and parents.