

Managing National Assessment Report

**Sir Edmund Hillary
Collegiate Senior School**

May 2023

FINDINGS OF THIS REVIEW

Sir Edmund Hillary Collegiate Senior School

3 May 2023

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 2021.

Actions

Agreed actions

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

Action	Timeframe
External and internal review	
To review the effectiveness of their response to external moderation outcomes to support improvement to the assessment judgements of some teachers	Immediate on receiving external moderation outcomes
Credible assessment practice to meet ākongā needs	
Withdraw entries where ākongā has not had an adequate assessment opportunity	Continually check and complete prior to the last data file submission
Clarification of resubmissions and further assessment opportunities for kaiako and ākongā	Immediate
Monitoring of courses to ensure there are enough credits offered to gain University Entrance	Immediate



Kay Wilson
Manager
School Quality Assurance and Liaison

09 June 2023

NZQA

0800 697 296

www.nzqa.govt.nz

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 16 August 2017 Managing National Assessment Report The single action item in the last report highlighted the need to review the school process for identifying ākonga eligible for Special Assessment Conditions, to remove barriers to fair assessment. The school has recently appointed a new Learning support coordinator who is actively working to identify and complete suitable SAC assessments for ākonga. Identified ākonga with special assessment conditions now have measures put in place to support them where required in their learning. They have been proactive in seeking assistance and advice from NZQA's Special Assessment team.

External moderation response to outcomes and processes The school has effective processes to address issues identified by external moderators, to improve kaiako assessor judgements and help them become consistent with the standard. In response to external moderation outcomes the Principal's Nominee identifies the subject areas with moderation outcomes of Not Yet Consistent or Not Consistent with the standards assessed. The Head of Faculty meets with the Principal's Nominee to determine the action required to address the issue. The Head of Faculty then discusses this with the kaiako and, in some cases, the department to implement the action plan. All actions are documented with the outcome recorded.

Although these processes are appropriate, external moderation reports continue to indicate that the assessment judgements of some teachers are not yet consistent with the national standard. An effective response to external moderation will further develop teachers' understanding of the standards they assess and their grade boundaries. This will support teachers making assessment decisions consistent with the standard.

Senior leadership continues to monitor staff capability in assessment using the feedback from external moderation and supports staff with professional learning to improve practice.

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)

At Sir Edmund Hillary Collegiate school-wide self-review centres on ākonga and aims to improve engagement in learning and assessment to enhance achievement outcomes for all ākonga. This is well-led by the Principal and the Senior Leadership Team. The Deputy Principal/Principal's Nominee leads all assessment and quality assurance processes within the school. The school has a distributed leadership model, and they encourage all kaiako to take ownership of assessments, quality assurance and self-review of their programmes. The school has implemented a number of initiatives to meet student needs.

Learnings from Covid continue to enhance student engagement Sir Edmund Hillary continues to place ākongā engagement as the goal for all self-review. The school has used the learnings from Covid lockdowns to enhance engagement and improve ākongā attendance.

The attendance of many ākongā after the lockdowns was of concern to kaiako whose goal was to re-engage them in school and learning. This was achieved through multiple innovations and programmes including provision of devices for all ākongā. The Senior Leadership Team ensured all senior ākongā could continue learning with devices being delivered to ākongā homes.

It was also important during this time for the school to stay engaged with ākongā and whānau. All classes were taught online with resources, videos, and practice assessments available.

The Senior Leadership Team has continued this practice to ensure that when ākongā are unable to attend school, they can still engage in their learning programme.

Quality pastoral and mentoring support for all ākongā The school has reviewed their pastoral and mentoring programme to better support ākongā engagement in learning and assessment. They now have a vertical deaning system with Pouhāpai and four whānau leaders. Pouhāpai are kaiako in the school who link between school whānau and the ākongā they work with. They focus on mentoring support, advocacy, tracking and transition, with the intent of improved ākongā achievement outcomes. The school believes this has led to greater engagement from ākongā and support from whānau has also increased.

One of the positive outcomes of this change has been the engagement of whānau with ākongā learning and achievement. Ākongā with support from their Pouhāpai are now able to confidently reflect on their learning and achievement and present this information through a slide show to their whānau. Ākongā talked about the benefits of these meetings and how they have been able to identify for themselves the positives, negatives and work-ons. Previously, attendance of whānau at parent teacher meetings was at less than 30 percent but following the introduction of Pouhāpai there is now over 70 percent attendance.

Review of NCEA Levels of assessment After a comprehensive review the school decided to opt out of offering NCEA Level 1 to provide options that ākongā would become more engaged and have a greater interest in. The intent of the change was for students to gain NCEA Level 2 over two years. This has enabled ākongā to study their chosen courses over a two year, two semester timeframe with the goal of ākongā having gained the skills and knowledge required to achieve the assessments offered after 2 years.

This is the second year of implementation and as yet there is no data to show if the intended outcomes have been realised. The Principal described being able to better cater for all ākongā needs and over the first year of learning being able to quickly identify ākongā at risk of not achieving their academic goals or a qualification. These ākongā are given more support and are on individual learning plans.

Department review Kaiako and departments review topics throughout the year and also conduct an end-of-year review. This enables departments to reflect on their practice and ākongā achievement to inform future change. These reviews include considering ākongā voice, assessment data, moderation reports and feedback on

participation from subject associations. The Principal wants the analysis to be reflective and inform next steps.

This comprehensive review has led to the modification of courses and assessments. Changes have been made to best meet learning and assessment needs with the aim of ensuring the best outcomes for ākongā.

Credible assessment practice to meet ākongā 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 2023 6-11)

Withdrawing entries if no results are reported The school must ensure that entries are removed for an ākongā if they have not had an adequate assessment opportunity. By removing these ākongā will be aware of the internal standards they have to complete during the academic year and what they will need to achieve their academic goals

In 2022, approximately 20 percent of entries submitted for internal standards did not have a result reported. At the start of the year ākongā were offered a wide range of assessment opportunities however those standards that were ultimately not part of the ākongā assessment programme were not removed.

Clarify processes for resubmissions and further assessment opportunities

The school needs to ensure kaiako and ākongā understand resubmissions and further assessment opportunities to ensure consistent school-wide practice and to meet NZQA requirements. Kaiako and ākongā interviewed described varied and incorrect assessment practice. The School Relationship Manager recommends the school uses the NZQA circulars and myths on resubmission and further assessment opportunities to clarify understanding around these assessment practices.

NZQA's Mythbuster #4 on Resubmission states:

· "should take place as soon as possible after the assessment has been completed."

It is not appropriate to give ākongā a weekend or even up to a week to correct a "minor error" at home where authenticity cannot be checked.

· "can be offered where the teacher judges the student should be capable of discovering and correcting the minor error by themselves," and

"Teachers must ensure that the student's work is authentic, by only giving non-specific feedback and taking care not to over-direct them."

If the student cannot identify the minor error themselves, a Further Assessment Opportunity with further teaching could be offered.

NZQA's Mythbuster #5 on Further assessment opportunities states:

"An ākongā must have access to all grades - Not Achieved, Achieved, Merit or Excellence-whether it is their first or subsequent attempt at the standard."

Kaiako and ākonga were not aware of this and thought they could only have a further assessment opportunity if they had not achieved on the first attempt.

Heads of Faculty can strengthen this practice by monitoring resubmission decisions as well as the availability of further assessment opportunities in their learning areas to ensure that the correct processes are followed, and that resubmissions and further assessment opportunities are managed appropriately and equitably.

Monitoring the number of credits required for a University Entrance approved course Course design should cater for individual ākonga pathways including University Entrance as appropriate. Kaiako must make sure that ākonga are aware of the standards that are available in a course and which ones count towards University Entrance as an approved subject. Kaiako and ākonga were unaware that some hybrid courses offered at Level 3 have insufficient credits in approved subjects to be counted towards University Entrance.

Heads of Faculties also need to check that ākonga are not disadvantaged by courses which do not offer at least 14 credits in the University Entrance approved subjects. As discussed at the review, this could mean offering optional standards which ākonga could use to make up the difference.

Providing opportunities for digital assessments including exams Sir Edmund Hillary Collegiate is a digital first school. All classrooms have devices for all ākonga and kaiako support ākonga to be ready for the digital first approach to assessment. Opportunities for ākonga to be digitally engaged include the use of digital platforms to provide teaching and learning resources and assessments so learning can take place even if the ākonga is absent from school. The school also participated in the pilot languages achievement standards at Level 1 in 2022 and will do so again in 2023,

Kaiako feel that equity of access to digital devices has helped support all ākonga in digital learning and assessment.

Collaboration between departments to provide greater assessment opportunities for ākonga Departments are looking at greater collaboration to provide ākonga with opportunities for integrated assessments. This approach will support ākonga to complete one piece of work which can be used towards internal assessments in different subject areas. They are aware that assessment activities will need to ensure ākonga work can meet the assessment criteria in each subject.

The Heads of the Music and English Departments collaborate on assessments for composition and creative writing. This has reduced workload and improved wellbeing for these ākonga.

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 2023 11a)

Effective processes to monitor internal moderation The overall internal moderation monitoring process helps ensure all results reported to NZQA are quality assured and credible. Monitoring includes checks of the internal moderation coversheet first by Heads of Faculty and then by the Principal's Nominee. Each standard is reviewed alongside clarifications, moderator reports, conditions of

assessment and exemplars. Teachers use strategic selection of ākonga work for grade verification and the verification process is monitored by Heads of Faculty and the Principal's Nominee. Where issues are identified, for example poor external moderation Heads of Faculty work alongside the staff to resolve the issue. Possible solutions could lead to a change in grade verifier, extra professional development, greater support from subject associations or attendance at best practice workshops.

Verification of assessor judgements Staff use a variety of methods to verify grades awarded to ākonga work. Verification is undertaken by a subject expert within the college, or colleagues at other schools. In the larger departments collaborative marking is common practice and extra support is given to new kaiako. Departments are keen to use this process for professional learning for kaiako who may not have assessed the standard but may do in the future. In some cases, the Principal's Nominee will support kaiako to find appropriate verifiers at other schools. If necessary, they will consult a third set of eyes for greater clarification of a grade.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākongā

Sir Edmund Hillary Collegiate Senior School has effective processes and procedures for meeting the assessment needs of their ākongā by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākongā 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 ākongā can present their best standard-specific evidence of achievement
- assessing ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet ākongā needs
- ensuring kaiako are aware of individual ākongā with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for ākongā 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.

Sir Edmund Hillary Collegiate Senior School has effective processes and procedures for:

- managing missed or late assessment
- investigating ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākongā 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 ākongā privacy in the issuing of ākongā results.

Effective internal and external moderation to assure assessment quality

Sir Edmund Hillary Collegiate Senior 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 ākongā 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.

Sir Edmund Hillary Collegiate Senior School has effective processes and procedures for managing external moderation by:

- ensuring samples of ākongā work are available for submission by being adequately stored
- selecting sufficient samples of ākongā 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

Sir Edmund Hillary Collegiate Senior School effectively uses assessment-related data to support achievement outcomes for ākongā by:

- monitoring and tracking ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākongā 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.

Sir Edmund Hillary Collegiate Senior 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 ākongā and kaiako 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

Effective communication to inform staff, and ākongā and their whānau about assessment

Sir Edmund Hillary Collegiate Senior School has effective processes and procedures for:

- ensuring ākongā receive outlines for courses they undertake
- supporting ākongā to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākongā progress towards qualifications, including providing opportunities for whānau to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākongā success.

Sir Edmund Hillary Collegiate Senior School assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for whānau and NCEA assemblies for ākongā
- informing ākongā about suitable learning pathways
- supporting ākongā 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 Sir Edmund Hillary Collegiate Senior 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, ākongā 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 Candidates 2023*.

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
- *Responsive Assessment Processes and FAQ's for Staff*
- *SEHC Assessment and Quality Assurance (Staff Handbook)*
- *SEHC Senior School Student NCEA Handbook 2023 (Ākonga Handbook)*.

The School Relationship Manager met with:

- the Tumuaki
- Deputy Principal – Principal's Nominee
- Head of Faculty for:
 - English
 - Mathematics
 - Music
 - Science
 - Social Sciences
- three ākonga.

There was a report-back session with the Tumuaki 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.