

Managing National Assessment Report

**Wellington East Girls'
College**

October 2023

FINDINGS OF THIS REVIEW

Wellington East Girls' College

19 October 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 and considerations

Action	Timeframe
Credible assessment practice to meet student needs	
Review assessment communications to ensure that they are fit for purpose	In preparation for 2024
Internal moderation to ensure the reporting of credible results	
Review the monitoring of internal moderation processes to give senior leaders confidence that all standards have been subject to quality assurance before results are reported to NZQA.	In preparation for 2024

For consideration

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

- reviewing the school authenticity policy to incorporate the implications of artificial intelligence use by students.

A. J. Picken

Amanda Picken
Manager
School Quality Assurance and Liaison

13 November 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 19 September 2018 Managing National Assessment Report

The school now has effective systems to monitor the completion of action plans in response to external moderation outcomes. This gives senior leaders confidence that any issues identified by external moderators are addressed to improve assessor consistency with the standard. School assessment documentation has been updated since the last review to improve its coverage of NZQA requirements and school expectations. The next step, as detailed below, is to review whether it is fit for purpose for communicating these to students and their families.

External moderation response to outcomes and processes Follow up processes in response to external moderation ensure that appropriate actions are taken to address areas of assessor inconsistency with the standard. Learning Area Leads take ownership of reviewing internal assessment processes when feedback is received, seeking professional support from NZQA and other subject experts when required, and amending teaching programmes and assessment tasks as indicated. Teachers make use of NZQA's appeals and clarifications processes to elaborate on the feedback received.

The school intends to incorporate response to external moderation into regular meetings between Learning Area Leads and their senior leader line manager, to improve the robustness of the evaluation process. This will prove an effective supplement to the existing oversight by the Principal's Nominee and the comprehensive digital document that enables transparent monitoring of reflection, action and evaluation for each standard.

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)

Reviewed leadership structure and lines of accountability Wellington East Girls' College is continuing to embed its significant changes to leadership personnel and structure since the last Managing National Assessment review, affecting learning areas, senior leadership, and middle leader levels. Learning Area Leads each now oversee a broader range of courses than in the previous structure, enabling less dispersed leadership at this level with greater ownership of curriculum, learning and assessment, and evaluative processes. Learning Area Leads work alongside Design and Evaluation Leads, and in some cases Design and Evaluation Leads Kāhui Ako. Leadership processes are continuing to develop as the roles of new staff and systems settle in, other changes such as a refresh of the school curriculum are embedded, and school strategic goals are advanced.

The school has a culture of authentic consultation, robust discussion and evaluation by teachers and leaders. Further enhancements are planned to ensure that the extensive course and achievement analysis and planning carried out by Learning Area Leads is useful in communicating issues and progress to senior leaders and the Board of Trustees. A wide range of school policies and practices are being reviewed

to ensure that they are fit for purpose and support the school's refined strategic goals that prioritise students' equitable engagement, outcomes and wellbeing.

Preparation for the implementation of NCEA Change Wellington East Girls' College has engaged extensively with the principles supporting the NCEA Change programme. All Learning Area Leads interviewed discussed how their learning areas are working on incorporating mātauranga Māori and student-selected contexts, prioritising teaching and learning over assessment, and supporting the holistic development of literacy and numeracy. The school reviewed its approach to students' engagement with the dedicated corequisite standards in June 2023 and is adapting how it will next deliver these assessment opportunities, while prioritising student wellbeing.

The school has consulted its community, students and staff about the best approach to take with its 2024 Year 11 cohort in the first year of the new Level 1 achievement standards and corequisite requirements. The intention is for each Year 11 course to offer one achievement standard, either at Level 1 or Level 2, with a view to preparing students for successful completion of Level 2 in Year 12. English and Mathematics will offer two achievement standards in 2024 to support Literacy and Numeracy attainment using standards from the interim approved list of additional corequisite standards. The impetus for the reduction of formal assessment at Year 11 includes limiting the impact of high-stakes assessment on student wellbeing and workload, and the school's Level 2 achievement rates that demonstrate that Level 1 is seldom a student's exit qualification.

Raising achievement for Māori and Pacific learners The school recognises the ongoing disparities between NCEA qualification attainment rates for whole cohorts and those achieved by its Māori and Pacific students and continues to implement a range of strategies in response. Improved networks for Māori and Pacific students, including a dedicated Dean and strengthened academic mentoring processes are intended to support their wellbeing and engagement in learning and assessment. Teacher professional development is provided to assist with ensuring that courses across the breadth of the curriculum enable students to meet their qualification goals. Courses are being restructured or disbanded to remove any semblance of streaming where relevant and support students to achieve in courses that are aligned to their goals and raise expectations of achievement. The initiatives listed above are subject to ongoing evaluation while they are embedded.

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)

Using the flexibility of NCEA to maximise engagement and achievement The school offers a wide range of courses that are effectively contextualised and differentiated to meet a broad range of student pathway and learning needs. Learning Area Leads work with their departments to ensure that course design and individual assessment programmes are evaluated and amended as required throughout the year. Eligible students have ready access to special assessment conditions and language support as required. Unit standards are used when they support student progress towards a learning goal or intended pathway.

Review school assessment communications The format of the school assessment handbook requires review to ensure that it is fit for purpose for equitable student use. The current handbook, while largely complete, is lengthy and includes

information that is largely irrelevant to students. It is recommended that staff policies and procedures are communicated separately to policies and procedures that are targeted to students. This would enable greater emphasis on student's rights and responsibilities such as appeals, breaches, extensions to due dates, and requesting changes to an assessment programme.

The school should consider further developing its policies in relation to authenticity of student work and digital work in the light of developments in technology and artificial intelligence. There is also an opportunity to consider how students may authenticate their work. This review is timely as a number of new NCEA achievement standards involve the collection of evidence over longer periods of time and clearer guidelines are required on the extent of feedback that teachers may provide.

Review how students are encouraged to access their NZQA learner logins

Procedures for getting students to create and use their NZQA learner logins could be strengthened. The learner login gives students access to a range of functions including checking the accuracy of reported results, reviews and reconsiderations, access to previous digital examinations and viewing their completed external examination scripts. Students are currently supported to create and access their logins during ako time and as part of the academic mentoring programme, yet only 66% of students with active entries had created a login by the end of 2022.

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)

The school needs to review the monitoring of internal moderation processes to give senior leaders confidence that all standards have been subject to quality assurance before results are reported to NZQA. Learning Area Leads currently monitor the completion of internal moderation processes within their departments. Under the leadership of previous Principal's Nominees, an annual audit was completed and complemented by the Head of Department's attestation that all required processes had been completed. The school is in the process of reviewing whether to bring in the use of a live and centralised system to monitor that each standard has been quality assured, through a system utilising the school's Student Management System. This would ensure that any issues are identified as they occur and effectively support teachers who require further development.

All Learning Area Leads interviewed for this review oversee purposeful critiquing and verification of assessments within their subjects. The robustness of this process is evident in the largely positive feedback received from external moderators. Samples of student work for verification are purposefully selected on grade boundaries, with teachers check marking a wider range of work for the professional learning opportunity and to confirm a common understanding of the standard. Teachers retain exemplars as benchmarks, access Pūtake for support with specific standards, and consult colleagues beyond the school for further expertise as needed.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Wellington East Girls' 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.

Wellington East Girls' 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
- 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

Wellington East Girls' 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.

Wellington East Girls' College 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

Wellington East Girls' 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 Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Wellington East Girls' 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
- 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.

Effective communication to inform staff, and students and their families about assessment

Wellington East Girls' College has effective processes and procedures for:

- 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.

Wellington East Girls' 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 Wellington East Girls' 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.

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
- NCEA Policies and Procedures Student Information Booklet 2023, Wellington East Girls' College
- Assessment and Student Achievement Policy, Wellington East Girls' College, 2020.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal
- Systems Lead
- Learning Area Leads for:
 - Integrated Studies
 - Mathematics
 - Physical Education and Health
 - Science
 - Technology
 - Tikanga a Iwi
- three students.

There was a report-back session with the Associate Principal, two Deputy Principals and the 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.