

Managing National Assessment Report

**Whitby Collegiate
May 2025**

FINDINGS OF THIS REVIEW

Whitby Collegiate

15 May 2025

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.

Actions and considerations

Agreed actions

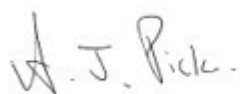
The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet student needs	
To further develop the policy on the use of Artificial Intelligence in assessments	Within the next year and then ongoing

For consideration

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

- further developing the opportunity for professional support offered in the evolving introduction of Improvement Action Plans
- introducing a specific schoolwide approach to the strategic selection of student work for verification as a result of a high proportion of Excellence grades being awarded.



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27 June 2025

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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 3 August 2021 Managing National Assessment Report

The school has addressed the action item in the previous report and now provides clear guidance to staff regarding expected responses to external moderation report outcomes.

External moderation response to outcomes and processes

Teachers are required to respond to any concerns raised in external moderation outcomes with a report submitted to the Principal's Nominee who arranges a meeting to discuss and record expected actions. She then follows up with the teacher at a later stage to ensure that these actions have been implemented.

This is an appropriate process that generally ensures concerns raised in external moderation reports are addressed and remedied appropriately.

The school has an appropriate process in place that generally ensures concerns raised in external moderation reports are addressed and resolved effectively. Despite this, ongoing concerns have been identified in two subject areas; Digital Technologies and Design & Visual Communication. This raises questions about the effectiveness of the school's processes in ensuring that the required actions have occurred to confirm that assessor judgements are consistent with the requirements of the standards in these subjects.

There have been some recent staffing changes in these subjects, and the school has initiated professional support for teachers (including access to Pūtake courses) and a change of verifiers. This is an appropriate response that the school will need to evaluate to ensure that this effectively addresses the concerns. The school is aware that external moderation outcomes in these subject areas need to improve, otherwise NZQA may be required to intervene directly.

The school has responded to the outcomes of outlier reports published by NZQA that reflect 2024 results. This includes a greater emphasis being placed on external assessment, including the amount of class time being allocated to prepare students for these assessments. Further implications are discussed in the Moderation section of this report.

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, based on the analysis of data, occurs at all levels of the school and forms a fundamental component of the Professional Growth Cycle of teachers. Student voice is also gathered as an important part of this process. Each year, teachers prepare an analysis of NCEA results in their subjects using a common template. The analyses are shared with Senior Leaders and the Proprietor's Board and inform schoolwide decision-making and goal setting. Throughout the year, the Principal's Nominee reports regularly to the Proprietor's Board on student progress and any concerns relating to NCEA achievement.

To provide additional support for subject teachers, the school appointed two Heads of Faculty in 2023. One HoF provides middle management leadership in English, the Arts, Technology, Languages, Physical Education and Health, and the other HoF provides this leadership in Humanities, Mathematics, Science and Religious Education. This distributes leadership and management responsibilities more widely and has the potential to improve the professional support provided to subject teachers.

The school has recently introduced Improvement Action Plans at a subject level which are completed by subject teachers. These plans are intended to be “living documents” that are developed throughout the year and provide a focus for professional reflection for teachers. This is an evolving process, but the Heads of Faculty interviewed during this review commented that they have noticed this is already encouraging reflection and discussion during faculty meetings. The school should consider further developing the value of this process to provide professional support, particularly for single-subject teachers who can often feel professionally isolated. The school has a relatively high proportion of single subject teachers who might benefit from a sense of greater professional inclusion.

Other innovations that have been introduced as a result of self-review include:

- the appointment of a Literacy and Numeracy Coordinator to manage the co-requisite processes
- the introduction of Academic Prefects in 2025, who are developing peer tutoring programmes
- using the Student Management System process for teachers to record the completion of internal moderation, which makes the tracking of this process more visible for the Principal's Nominee
- establishing a Scholarship Support Programme in 2025.

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 2025)

Meeting student’s attainment needs is a focus A feature of the school is the commitment shown to meet the needs of students and to ensure they are supported to achieve to their fullest potential.

As a relatively small school, there are limits to the extent of subjects that can be offered by staff. Senior leaders are aware of this and are committed to increasing or changing course offerings depending on student choice and teacher availability. The introduction of a Level 1 Health course is an example of this process. Other subjects are offered through dual enrolment with Te Aho o Te Kura Pounamu.

Vocational subjects are not in high demand, but the school is committed to expanding opportunities for students who wish to explore vocational pathways. Most recently, the school has engaged an outside provider to offer a course in Outdoor Recreation.

From 2025, the school has allocated one timetabled period per week for all Year 10 students, with a specific focus on preparing students for the co-requisite

assessments. This is managed by the Literacy and Numeracy Coordinator, who also monitors students' progress to attain this requirement. The coordinator meets regularly with the Principal's Nominee and the SENCO, forming an extended team that regularly reviews students' progress and plans targeted interventions as appropriate.

Use of Artificial Intelligence Policy is developing The school has an appreciation of the opportunities and risks associated with the proliferation of Artificial Intelligence (AI) applications. To address this, appropriate use of AI is explicitly included in the *NCEA Assessment Policy and Procedures*, which is signed by parents and students, and in the *Student Agreement for Authenticity of Student Work*, which is signed by all students annually.

The school should continue to develop this policy to clearly define what is meant by "proper use" of AI and to actively teach students how to use AI applications appropriately in assessments. This approach will enable students to benefit from AI whilst maintaining the authenticity and integrity of their assessments. As AI technologies continue to evolve, this will remain an ongoing and evolving process.

Moderation to ensure assessment quality

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 2025)

Consider a specific schoolwide approach to strategic selection The school should consider an approach to the strategic selection of student work for internal moderation that reflects the current spread of grades across most subjects. This will provide confidence to Senior Leaders in the credibility of these results and enable the school to respond to concerns if these are raised.

The outlier reports referred to in the External Review section of this report point to a higher proportion of Excellence grades in internal assessment when compared to external assessment, and when compared to other similar schools. A review of other subjects indicates a similar pattern although not at a level to trigger the publication of an outlier report.

This is not necessarily a problem, and there is no evidence that these grades are not credible. The school comments that their students favour internal assessment over external assessment and they have committed to an increased focus on external assessment as a result of the outlier reports. However, it may be prudent for Senior Leaders to consider a specific approach to the strategic selection of work for internal moderation to provide reassurance that these Excellence grades are credible.

Currently, teachers select work at grade boundaries for verification, which is appropriate. However, given the relatively high number of Excellence grades being reported, the school should consider implementing a schoolwide requirement to include further samples at the Excellence level, particularly those close to the Merit grade boundary. This will raise the level of assurance that these grades are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Whitby Collegiate 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 to offer courses the school is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- providing credible opportunities for students to complete the NCEA co-requisite
- 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.

Whitby Collegiate 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
- ensuring teachers and students are aware of authenticity requirements including the use of Generative AI
- 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Whitby Collegiate 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 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.

Whitby Collegiate 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

Whitby Collegiate 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 Proprietor's Board an annual analysis of NCEA achievement to inform strategic goals and actions.

Whitby Collegiate 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.

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

Whitby Collegiate 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.

Whitby Collegiate 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 Whitby Collegiate:

- 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 NCEA Co-requisite Standards, and Candidates 2025*.

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 Assessment Policy and Procedures, Whitby Collegiate, 2025* (Student Handbook).
- *Staff Handbook, Whitby Collegiate, 2025*
- *Student Assessment and Achievement Policy, Whitby Collegiate, 2025*
- *Student Agreement for Authenticity of Student Work, Whitby Collegiate, 2025*

The School Relationship Manager met with:

- the Principal's Nominee
- two Heads of Faculty who teach English and History
- Teachers of:
 - Biology and Science
 - Geography
 - Physical Education
- the Literacy and Numeracy Coordinator
- three students.

There was a report-back session with the 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.