

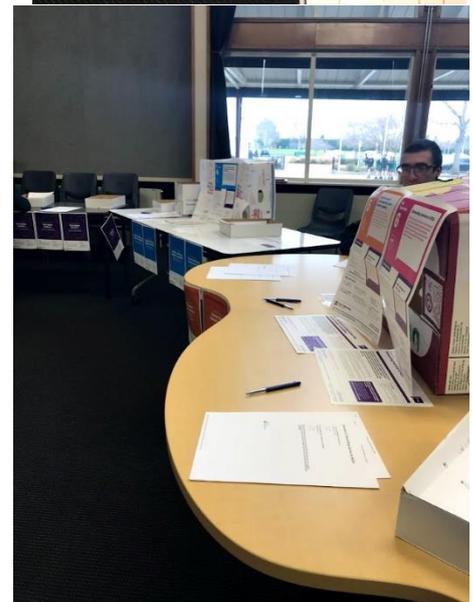
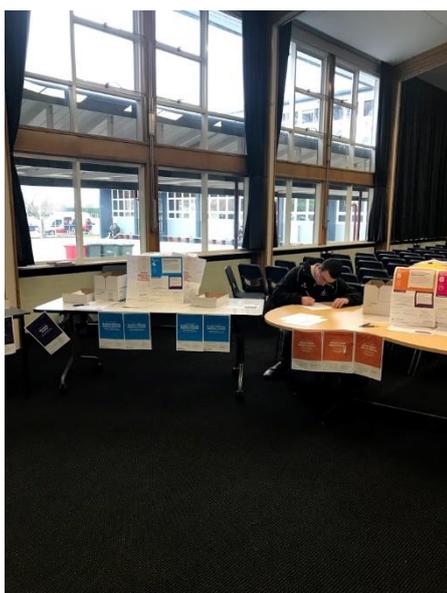
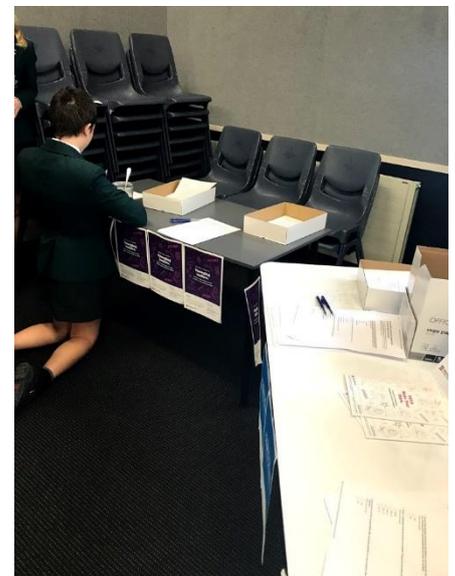
When we first heard about this NCEA review through our Principal in one of our Head Student meetings, it's safe to say we were all very excited about this. This is something we all believed was necessary and would benefit students all around the country. We decided we needed to find out what all students thought, so set up our forum.

We collected our information during this forum, filled with surveys, suggestion forms and us, the head students there to answer any questions and collect anything else they might have to say that came up in conversation. These surveys were designed around each of the 6 "Big Opportunities" and were designed to try gauge the student's opinions on these core focus areas in a quick, efficient manner. The forum was held over multiple lunchtimes, and was promoted in the notices, assemblies, and through word of mouth.

Our target audience were current NCEA students, at all levels but especially students at NCEA level 3, as they have already had 2 years involved in the system. We had a mixture of male and female, with a relatively even split.

The surveys were then all collated, and the data recorded into excel spreadsheets then graphed where possible. This task was distributed amongst the five Head Students, who we're each responsible for one big opportunity each (apart from one of us, who did questions 5 and 6 together, as question 6 was what we found to be the "smallest" question)

Below are the results of the surveys, collected and collated by the Head Student of Rangiora High School.

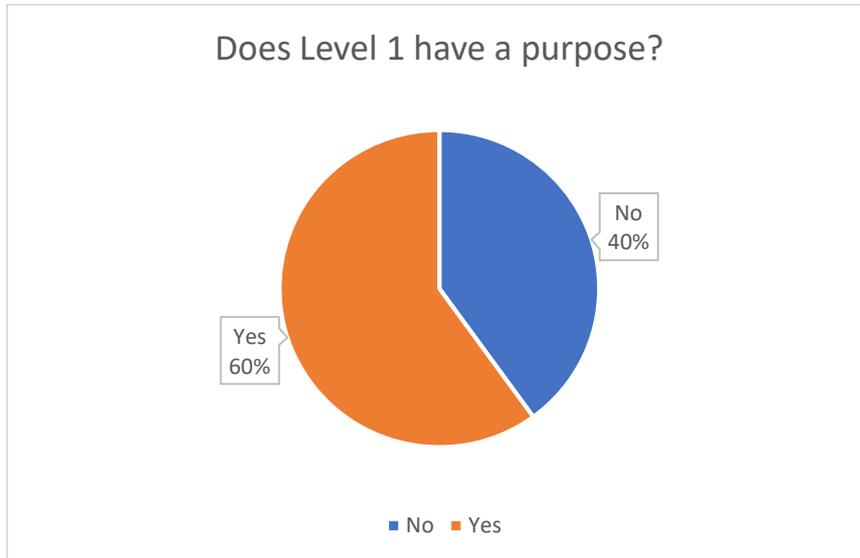


Photos from the NCEA forum, with a student filling out one of the surveys

So, what are the results?

Opportunity 1: Creating Space for Powerful Learning.

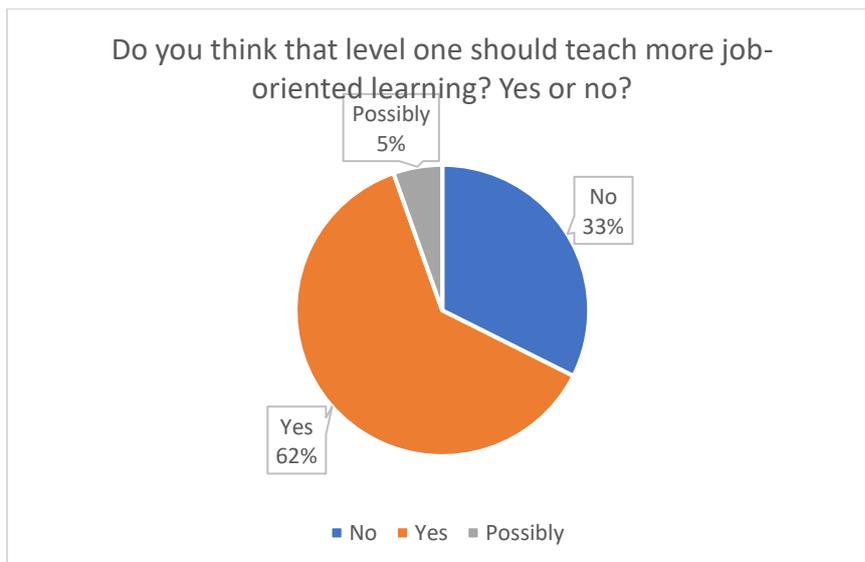
1) Does level 1 have a purpose? Yes or No?



2) What do you think the purpose of level 1 should be?

Of those that said that level 1 had a purpose, most answered that it should be to prepare people for level two and three. Of those that thought that level 1 doesn't have a purpose, most of them answered with that they should be prepared for the outside world, eg life skills.

3) Do you think that level one should teach more job-oriented learning? Yes or no?



This shows us most students surveyed think level 1 should be more job-oriented learning to better prepare them for their future jobs.

4) If so what would you like to see and at what year level?

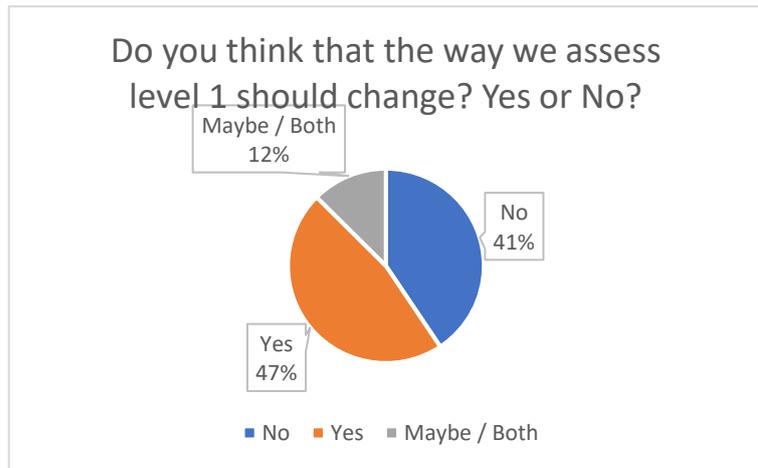
The most common response from those surveyed was they would like to see more hands-on, job-based learning rather than academic styled learning, and more real-life learning such as writing CV's, and other life skills.

5) How can we make sure that NCEA level 1 remains a strong qualification for people who leave school after level 1?

Most of the answers were based around the fact that the assessment needs to be more around what the students are good rather than assessments they must take. This would better show what they can do and prove to specific employers why they should work for them.

6) Do you think that the way we assess level 1 should change? Yes or No?

This shows us that many students surveyed would like to see level one change for future students.

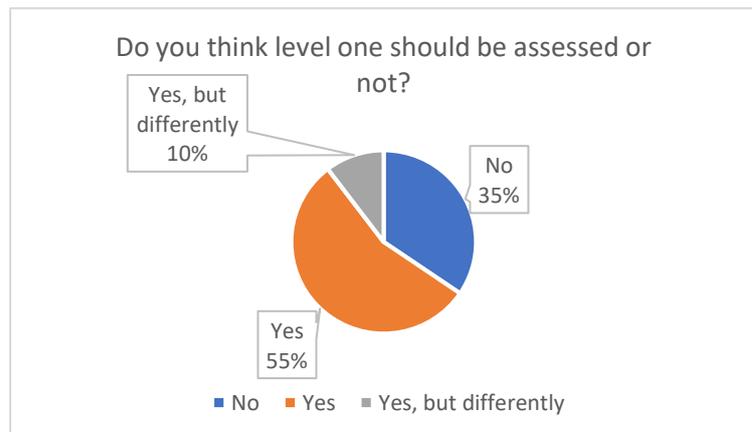


7) If so how?

Many of the comments talked about a reduced credit program and fewer externally assessed credits because many students don't test as well under these conditions.

8) Do you think level one should be assessed or not?

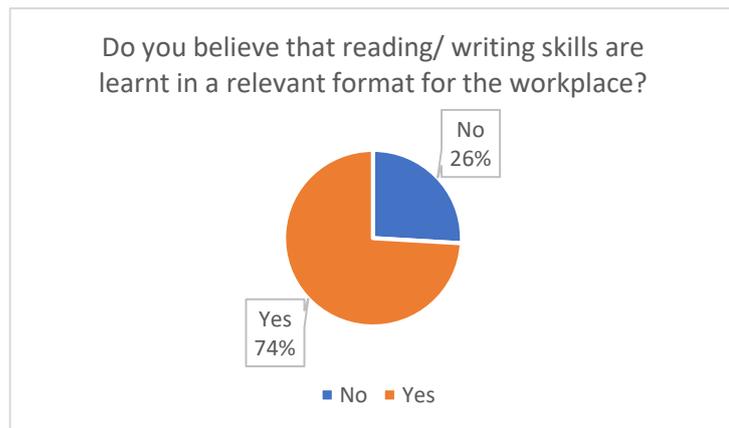
The majority surveyed believe NCEA level one should be assessed.



Opportunity 2: Strengthen Literacy and Numeracy

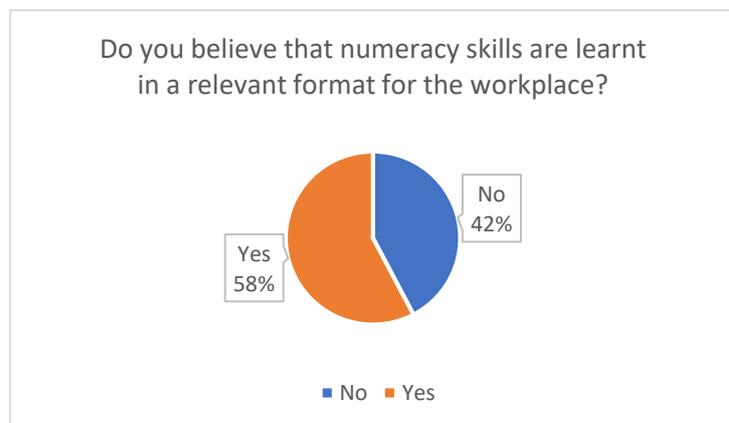
1) Do you believe that reading/ writing skills are learnt in a relevant format for the workplace?

Most students believe the literacy skills learnt at high school are relevant for the workplace.



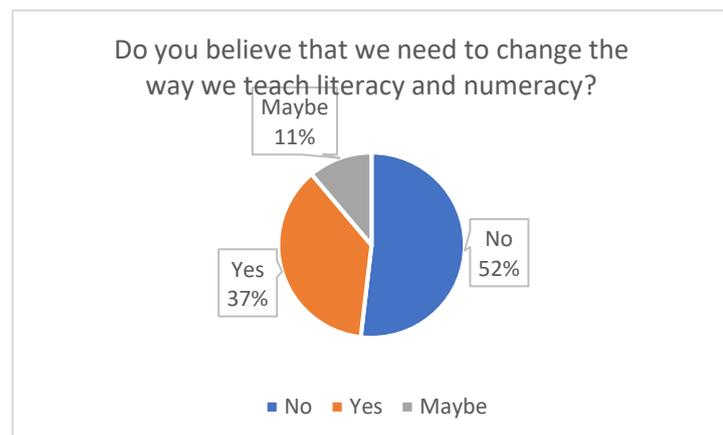
2) Do you believe that numeracy skills are learnt in a relevant format for the workplace?

Most students believe that numeracy skills learnt are relevant, however it is significantly less than those who agree with literacy



3) Do you believe that we need to change the way we teach literacy and numeracy?

Conflicting views on this one, this is possibly due to their individual learning styles, and also what classes they take



4) If you answered yes to the previous question, what do you think needs to change and how do you think this can be achieved?

Many people believed the formats Literacy and Numeracy are assessed didn't always appear relevant. High level algebra skills, and literary analysis aren't seen as overly relevant to a typical workplace, and only for specific fields.

“It’s taught and assessed in such a specific way. If you aren’t good at a specific thing and the class is taught like that you will fail.”

“We need opportunities to learn what math etc is used in each job, not how to do maths which I will use in an exam then forget.”

Opportunity 3: Support Good Connections Beyond Schooling

1) How much do you agree with the following statement. Students involved with NCEA levels 2 and 3 should have the opportunity to gain academic standards through extracurricular activities that they are involved in.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
45%	37%	13%	2.5%	2.5%

This shows 82% of students surveyed believe students should be able to gain academic standards and credits from extracurricular activities.

By assessing extracurricular activities this would create and form connections from schooling.

2) What would you like to see added to the curriculum?

Students could select multiple options.

Volunteer work	Paid work	Sporting activities	Cultural activities	“Life skills”
44.7%	57.8%	44.7%	39.4%	42.1%

These ideas could provide students with more real-life experience, like suggested in Opportunity 1.

3) Are you currently involved in an extracurricular activity? If so, please tick them

Students could select multiple options.

Volunteer work	Paid work	A sporting team or activity	A club, band or group.
15.7%	47.3%	71%	31.5%

This table shows what extracurricular activities students already participate in, providing many opportunities for credits.

Common comments and suggestions for NCEA (From the suggestion box)

- “Year 13 could be split in half. The first two terms doing assessments and the last two terms focuses more on a “preparation phase” for year 13s”. “This could be done by doing specific courses and jobs that relate to the workplace or university”.
- “More emphasis and focus placed on preparing and educating students in year 11 for year 12 & 13.”

- “For the education system to stop judging students on their memory, instead judge them on their ability to process and collect information”

Opportunity 4: Re-Focus on Learning

1) Do you think teachers and School leaders should feel empowered and supported by their environment?

We had over 26 different positive responses such as: ‘people should feel supported in their field of choice’, ‘students should respect the leading figures due to the work the put in for us’, ‘empowering influencers empower the students, achieve things by highlighting the importance of teachers to the wider community’ ‘wider community support. Leaders tend to be isolated especially by their title’, ‘teachers and school leaders should not feel pressured or vulnerable in their environment’, ‘if teachers and school leaders don’t feel empowered the work quality/ethic of students won’t be as productive’.

2) Do you think students should have the ability to customize the structure of their subjects? E.g. choosing which internals to sit and when.

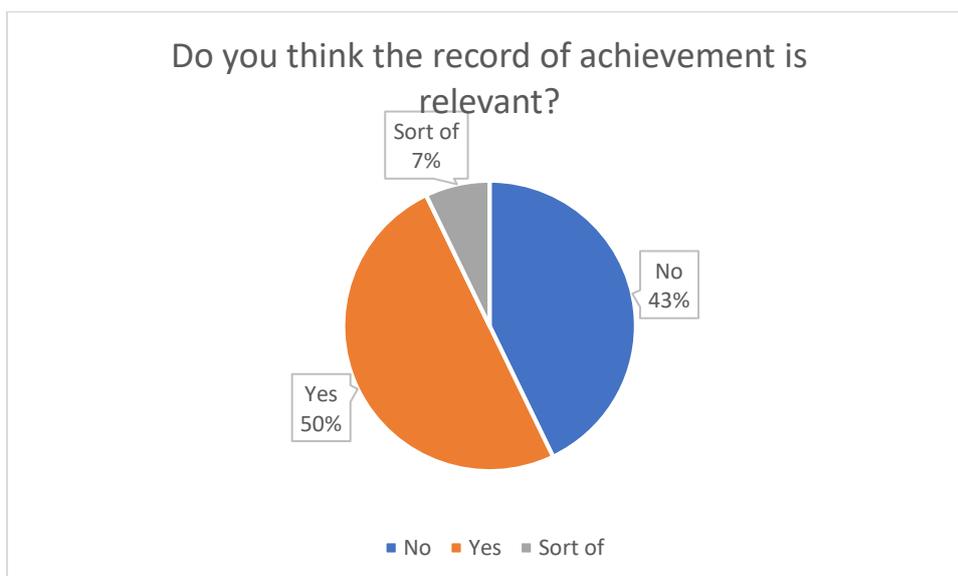
Out of 26 responses, 20 agreed, while 6 did not. They were also given the option to choose which year level this should start. The majority said from year11 to year13 with the odd person saying it should begin in year nine. One comment being ‘Having a say in what you are being taught would be far more engaging’

3) Do you think all the courses NZQA offer should be available in every high school within New Zealand?

All 26 people agreed, with some saying ‘it is not fair for students to miss out on opportunities that other students get even if teachers are unwilling to teach subjects’

Opportunity 5: Enhance the Record of Achievement

1) Do you think the record of achievement is relevant?



Views on this were mixed, with some students commenting if we are looking solely at academics then yes, otherwise no (hence the sort of section).

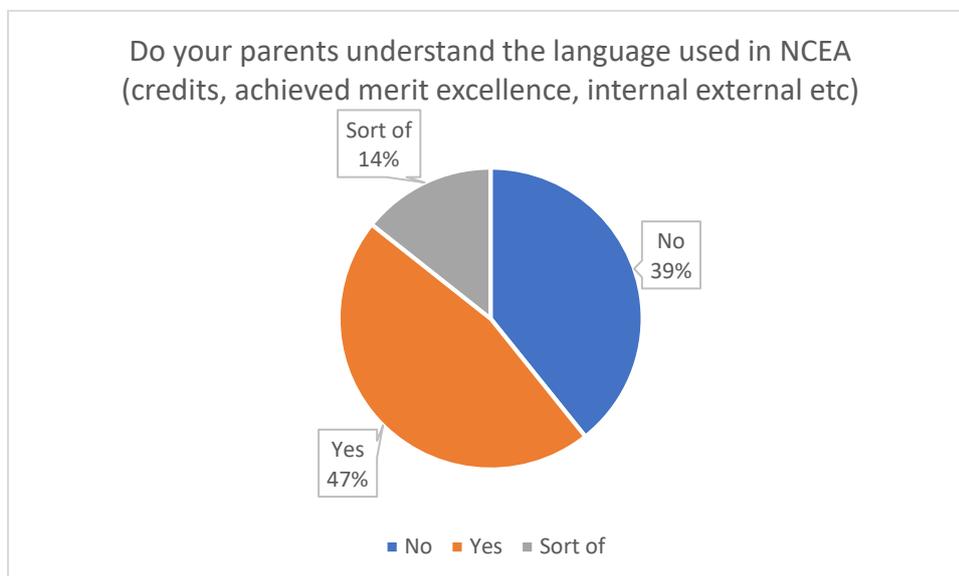
2) Do you think the record of achievement is an accurate representation of your time at school? Why? Why not?

Lots of students said thought the record of achievement left out too many other significant school achievements, primarily sporting, cultural and leadership, but believe it is a good way of showing academic success.

“Academically yes, but extracurricular and leadership achievements are important too”

“It only shows marks, it needs to show other extracurricular activities which are better than internals and externals”

3) Do your parents understand the language used in NCEA (credits, achieved merit excellence, internal external etc)?



Again, results are mixed, with some parents understanding and others not. This could be a result of age, career, and many other things.

4) What else do you think should be included on a record of achievement? (Other skills etc)

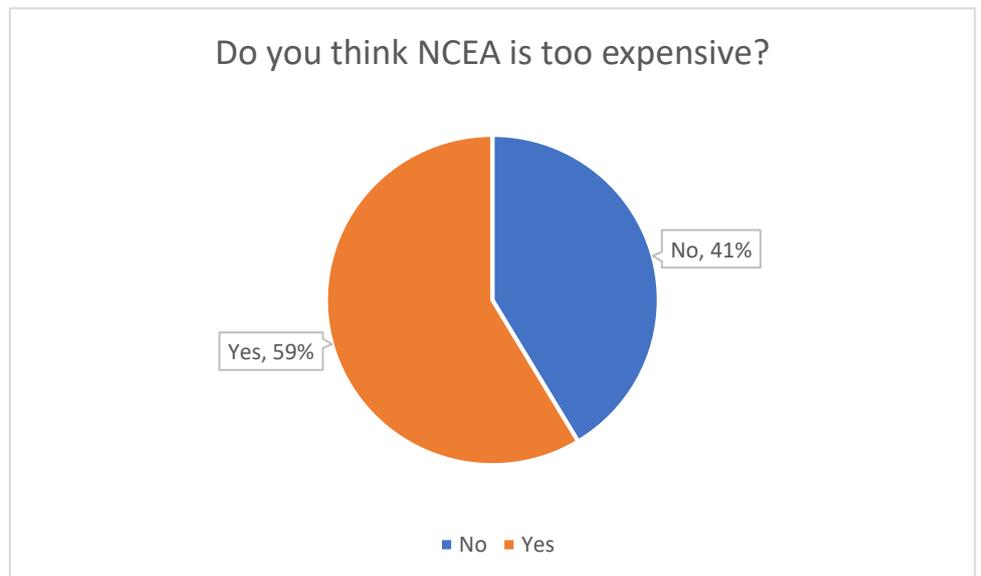
Answers in this were like 2), where students believed sporting, cultural and leadership things should be on there, to give an accurate representation of school.

“Extracurricular, cultural / sporting achievements, and volunteer work”

Opportunity 6: Dismantling Barriers to NCEA

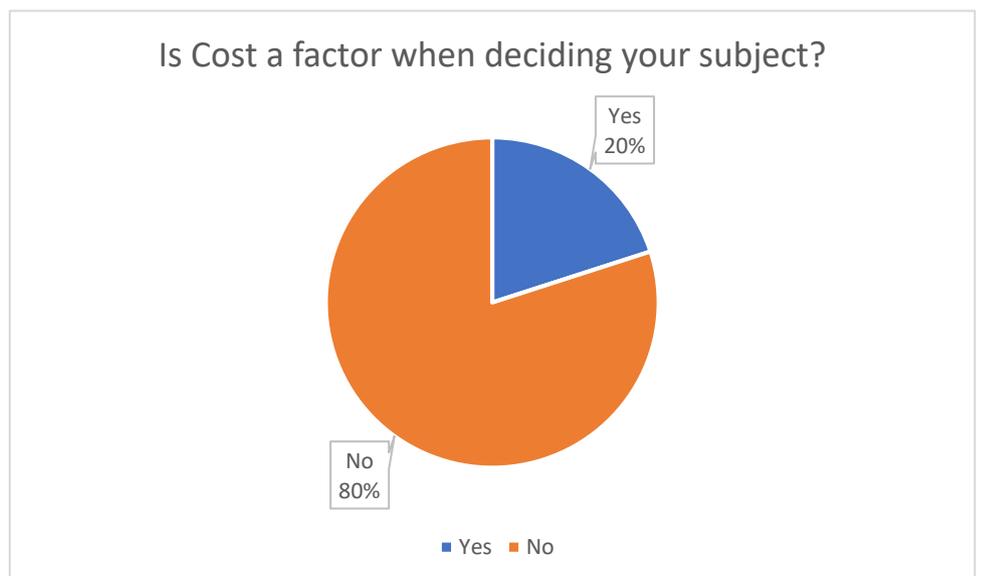
1) Do you think NCEA is too expensive?

From the graph we can see most students surveyed think NCEA fees are too high, reducing its accessibility.



2) Is cost a factor when deciding your subjects?

From the graph we see this doesn't affect most students, probably due to the fact we are from a high socio-economic area and are a decile 9 school. Many students did comment it could be an issue for some other students.



3) How can technology help provide access to NCEA? Would things like more online resources, computer programs, or online courses worth credits help to make NCEA more accessible?

Key Responses:

“Spellcheck”; “More online courses to make it available to do at home or outside of school”; “Save the environment, make everything digital and kids can learn from home or away from school”

Many students believe more technology would make it more accessible, working from home if they're sick etc. It would also provide access to courses schools can't run due to lack of numbers, resolving the issue highlighted in Opportunity 4, question 3.