

Managing National Assessment Report

Ōtumoetai College

April 2025

FINDINGS OF THIS REVIEW

Ōtumoetai College

3 April 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.

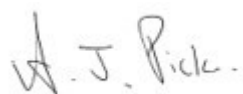
As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

Actions and considerations

Agreed actions

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

Action	Timeframe
Credible assessment practice to meet student needs	
Report a result for each internal entry or withdraw the entry as appropriate.	Prior to the last data file submission at the end of the year.
Ensure that quality assured grades based on standard specific evidence are reported to NZQA for use as derived grades.	Prior to the external assessment opportunity.
Ensure that students and whānau can easily access and are familiar with the school's assessment procedures and processes including information on what is needed to gain a qualification.	As soon as possible.



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24 April 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 28 October 2021 Managing National Assessment Report

There are no action items from this report.

External moderation response to outcomes and processes Ōtumoetai College's external moderation follow-up process is robust and aligns well with NZQA guidelines, ensuring consistent and reliable assessment outcomes.

The school's external moderation outcomes have been predominantly consistent since the last review. The Principal's Nominee closely monitors and tracks all external moderation outcomes, including the emergence of any trends or issues raised in individual reports. He discusses the report with the Head of Department and other appropriate staff members. Recommendations or actions are determined, recorded, and implemented. Each moderation report, whether the outcome is consistent or not, is reviewed, and an action plan is established if appropriate. The actions are then checked for completion by the Head of Department and reported to the Principal's Nominee. Heads of Department discussed the benefits of analysing and reviewing all reports and see this as an essential part of staff professional learning. Heads of Department work hard with subjects with trends of not yet consistent and not consistent. Alongside the subject teacher they analyse the issues, discuss it, and develop an appropriate action plan.

The school supports teachers to improve their professional assessment expertise. Teachers work with subject associations, using and discussing exemplars, attending best practice workshops, using Pūtake as appropriate, and collaborating with other schools. Departments are encouraged to seek clarification where there is an issue with their external moderation. External moderation outcomes confirm that teachers' assessment decisions are mostly consistent with the standard, providing confidence in the school's internal moderation processes.

By maintaining a rigorous external moderation follow-up process and providing ongoing support for teachers, Ōtumoetai College ensures the reliability and validity of its assessment practices through ongoing professional development.

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)

Ōtumoetai College demonstrates a strong commitment to continuous improvement and inclusivity, ensuring that all students are supported to succeed academically and personally.

Self-review continues to be a part of the culture of Ōtumoetai College. Teachers and departments see review as an essential element of personal, professional, and departmental improvement. Student engagement and academic achievement are key strategic goals, and the school has fostered a safe environment that is inclusive of all students, including those with differing needs. The school is working to ensure its

plans and policies reflect local tikanga Māori, Mātauranga Māori, and te Ao Māori, with the goal of achieving equitable outcomes for Māori students.

By aligning teacher self-review with strategic goals and fostering regular reflection and analysis, Ōtumoetai College ensures that teaching practices are continuously improved, leading to better outcomes for all students, particularly Māori and Pacific students.

The school's achievement data analysis shows that Māori students at Ōtumoetai College are performing academically well above Māori students in the same equity index and nationally. However, their achievement levels remain lower than those of other ethnicities in the school.

Classroom teachers, Heads of Department, and senior leaders regularly review their assessment practices, and the courses of study offered. This assures senior management that issues and improvements are effectively identified and acted on. Fortnightly Heads of Department meetings with the Deputy Principal enable discussions on any issues, assessment processes, and changes to school practices. This shared approach has helped to develop middle leadership and shared ownership as well as minimise risk and build capability across all departments.

By embedding a culture of continuous self-review and inclusivity, Ōtumoetai College's supportive and equitable learning environment continues to develop programmes that are fit for purpose and meet the learning needs of their students.

Strengthening literacy and numeracy provisions Ōtumoetai College is proactively addressing literacy and numeracy challenges for at risk students, including those in Years 11 to 13, by implementing targeted support strategies.

The college has reviewed how best to give all students the opportunity to achieve literacy and numeracy. They have resourced programmes including setting up wānanga for senior students and putting extra support in classes for Years 9 to 10 and using the Kāhui Ako staff to support at-risk learners in Years 9 and 10. Students at risk are identified through data collection and testing in the junior school to provide added support to these students. Senior students who have yet to complete the literacy and numeracy NCEA co-requisite are surveyed to determine the best ways to support their learning. At the time of the review, it was too early to evaluate the effectiveness of these interventions, but initial responses from the students indicate they feel listened to and well-supported. After initial negative experiences with the co-requisite assessments, students now feel positive about them and report that the assessments have been demystified for them.

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)

Providing differentiated learning opportunities for all students Ōtumoetai College is dedicated to fostering an inclusive and supportive learning environment that caters to the diverse needs and strengths of its students.

Students and staff spoke about providing opportunities for students to be extended as well as to achieve if the assessment is not a good fit for the student. Staff proactively offer differentiated learning opportunities in the senior school. The school offers assessment opportunities to students whether they are taking the subject or not, providing pathways for success in areas where students excel.

As mentioned in the review section, those students who have yet to achieve the Literacy and Numeracy co-requisite were surveyed. Māori students identified key areas that could support their learning. There were two major areas:

1. relationships with teachers
2. wānanga-style teaching in an environment where they felt safe and comfortable.

It is hoped that, with these measures in place, students will achieve the requirements in literacy and numeracy to gain a qualification. The Principal's Nominee reported that feedback to date has been positive from the students involved in the programme.

By offering differentiated and flexible assessment, Ōtumoetai College ensures that all students have the chance to succeed and showcase their strengths, promoting a culture of inclusivity and academic excellence.

Reporting entries with no results recorded The school should strengthen its process to ensure that internal assessment entries without grades are appropriately withdrawn. If students have had an adequate opportunity to be assessed, a Not Achieved grade should be reported. The Principal's Nominee, along with the Data Manager, will ensure that entries are withdrawn if students have not had the opportunity to be assessed. This will improve the tracking of students' progress towards their intended assessment programme and qualification goals.

Reporting quality assured practice external grades for use as derived grades The school must provide quality-assured grades to NZQA for use as derived grades from practice external assessments. This will ensure that all students have access to a grade if their external examinations are disrupted. Consistent use of the process to record the verification or justification methods across departments to quality-assure grades will ensure that practice exams are based on valid and standard-specific evidence.

Review the means of communicating assessment information The school should review whether its existing means of communicating assessment policies and procedures to students and whānau are fit for purpose. The students interviewed during the review were confident that they could approach subject teachers, form teachers, and year-level Deans with questions about NCEA assessment but could not articulate what was required to achieve University Entrance. Clarification of some credible assessment processes, such as derived grades for the end-of-year examinations, resubmissions, and further assessment opportunities is also needed. Clear and thorough assessment communications are available, but these are not always easily accessible. Creating a centralised information hub on the school's website or a separate portal where all assessment policies and procedures are clearly outlined would benefit students and whānau.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2025)

Robust internal moderation processes assure credible results are recorded

Ōtumoetai College's internal moderation process is embedded as part of the normal quality assurance practice in all departments. To improve practice, the Principal's Nominee has introduced the use of the student management system (SMS) moderation tool.

This will provide the school with confidence that checks are in place to ensure all results reported to NZQA are verified and correct. The SMS tool checks each step of the process which includes the critiquing of the task, strategic and purposeful selection of student work for grade verification and the monitoring of the verification process. It also provides checks for results reported using an external provider.

The Principal's Nominee also conducts random standard checks of each department to ensure that the internal moderation processes have been followed before results are reported to NZQA.

Grade verification is undertaken by a subject expert within the school, or outside the school through subject associations or other colleagues. Within the school, staff use a variety of methods to verify grades awarded to samples of student work. This includes group marking or moderation meetings within a department. Many of the Heads of Department spoken to were involved in subject associations, had strong networks with other schools, and were confident in the implementation of the Level 1 standards. The school sees this as valuable professional learning as well as support for teachers to help develop their expertise in making assessor judgments.

By implementing a robust internal moderation process and utilising the SMS moderation tool, Ōtumoetai College ensures the accuracy and reliability of student assessment results.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Ōtumoetai 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 targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

Ōtumoetai College has effective processes and procedures for:

- 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Ōtumoetai 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
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Ōtumoetai 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

Ōtumoetai 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.

Ōtumoetai 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

- 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
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Ōtumoetai College has effective processes and procedures for:

- keeping assessment-related communications current and accurate
- 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.

Ōtumoetai 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.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Ōtumoetai 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 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 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
- *2025 Strategic Overview*
- *Assessment Procedures (V8) Staff information*
- *Authenticity Statement*
- *Derived Grade Quality Assurance Checklist*
- *Moderation at Ōtumoetai - moderation for teachers, moderation for verifiers*
- *New to NCEA information evening presentation*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads Department for:
 - Art
 - English
 - Music
 - Social Science
 - Technology
- 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.