

# **Managing National Assessment Report**

**Mana College**

**March 2025**

## **FINDINGS OF THIS REVIEW**

### **Mana College**

**25 March 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**

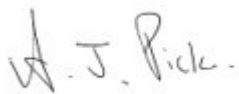
### **No action required**

The school has no action items relating to the quality of their assessment systems.

For consideration

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

- Providing more support for assessors in targeted learning areas, including using Pūtake, to further strengthen their assessment practice and judgements.



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**22 May 2025**

**NZQA**

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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 14 December 2021 Managing National Assessment Report**

Learning Area Heads have systems to consider responses to external moderation, take the steps needed to address issues, and then evaluate their effectiveness. The Principal's Nominee collects action plans and monitors all steps in the process.

**External moderation response to outcomes and processes** Kaiako at Mana College use external moderation reports as an opportunity to reflect on their practice. This reflection strengthens their assessor judgement and leads to credible results being reported for standards. Using external moderation feedback as a tool and learning opportunity has become embedded practice at the college. Responses and follow-up actions are recorded and a record kept by the Learning Area Head and the Principal's Nominee. There is an expectation that where a not consistent or not yet consistent result is reported that the kaiako must meet with the Principal's Nominee prior to the assessment of that standard again. Discussion and feedback are recorded at that meeting and the record is used as part of the evaluation cycle when it is assessed again.

External moderation results for 2024 do not reflect the credible internal moderation processes embedded at the college as most of the standards submitted were for Level 1, where the standards were assessed and moderated for the first time.

### 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)*

**Clear lines of reporting and accountability** Data analysis across all levels of the college drives senior leaders to set clear expectations of improvement of achievement for Learning Area Heads who in turn ensure their kaiako are well informed and are maintaining and or developing credible assessment practice which includes using localized curriculum contexts, and developing teaching and learning programmes to address identified areas which need attention such as digital and information literacy. Formative and summative data is analysed to inform teaching and assessment opportunities which best benefit student achievement. This has led to the development of learning programmes which are discussed later in the report.

Kaiako in subject areas analyse and discuss data to better inform future course content and development. This analysis is led by Learning Area Heads. Examples of this include using local cultural curriculum to develop courses, topic reviews and negotiating in some cases with ākonga, which standards will be assessed. Data and analysis are presented to the Board of Trustees in a formal report. Annual Targets are set and are monitored throughout the year by senior leaders and the Data and Insights Lead.

**Literacy and numeracy action planning** As a result of reviewing data from 2025 the college has developed an action plan to ensure ākonga can access and achieve the assessments that can be used to complete the NCEA literacy and numeracy co-requisite requirement. A Literacy Lead has been appointed and a literacy and

numeracy action plan, informed by evidence has been developed with support from an external contractor. The progress of ākonga will be closely monitored through data collection and analysis. Ākonga will have a better opportunity to gain the qualification with this specific, targeted support in place and it will encourage ownership of the teaching and learning of literacy and numeracy strategies by kaiako.

## **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)*

**Courses allow ākonga to successfully transition into future training and/or employment** Destination data collected by the school shows that current courses and different learning environments give ākonga access to assessment opportunities that meet their needs and allow them to achieve the qualification and their vocational aspirations. The Building School is a course that has been in place for five years. It gives Year 12 and 13 ākonga access to learning which will facilitate entry into the building industry whilst also being able to undertake other subject courses. The course is reviewed every year to ensure it is fit for purpose. The Services Academy is available to ākonga who are planning a career in the armed forces or police.

E Tipu E Rea is the college's bilingual programme where the kaupapa is based around the school marae and ākonga are taught by kaiako fluent in Te Reo Māori use and encourage the use of Te Reo Māori by their ākonga. As a consequence, more kaupapa Māori subject areas are being offered which supports the college's goal to have Māori ākonga succeed as Māori. It's success will be evaluated in the future.

**Regular communication with whānau** The college's regular weekly reporting emails are increasing ākonga engagement with, and ownership of, their own learning journeys. They encourage whānau to be more involved in and support ākonga learning and achievement. Toka email ākonga and their whānau attendance, engagement and achievement information. This encourages dialogue between kaiako, ākonga and whānau about all the things that impact ākonga learning and achievement. Ākonga engage frequently with kaiako about the reasons for particular scores because they want to improve. Deans monitor ākonga progress and identify ākonga at risk, through discussion and on an individual basis. This regular consistent reporting gives whānau more of an opportunity to engage.

## **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)*

**Effective practice embedded** Clear moderation processes and expectations mean verified, credible results are reported to NZQA. The Principal's Nominee has introduced staff to the online moderation tool on the school's student management system this year to allow her to further streamline the moderation process.

Learning Area Heads clearly articulate expectations and steps in the process to ensure good practice. They include critiquing of assessment tasks prior to use, the

engagement of both internal and external verifiers and appropriate selection of work for verification. The Principal's Nominee monitors the reporting of results which can only occur once all moderation steps have been completed.

There are areas where the school should consider encouraging and or providing more support such as the use of Pūtake for teachers in those learning areas where there are patterns of not yet consistent reports being received, to further strengthen assessor judgements.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of ākonga**

**Mana College has effective processes and procedures for meeting the assessment needs of its ākonga 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 ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- expanding opportunities for digital assessment including digital exams
- identifying and providing targeted support for ākonga at risk of not achieving literacy and numeracy or their qualification goals

**Mana 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 ākonga 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**

**Mana 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.

**Mana 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**

**Mana College effectively uses assessment-related data to support achievement outcomes for ākonga by:**

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga 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.

**Mana 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 kaiako 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

## **Effective communication to inform kaiako, and ākonga and their whānau about assessment**

### **Mana College has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga' progress towards qualifications, including providing opportunities for parents 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 ākonga success

### **Mana College assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways
- supporting ākonga 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 Mana 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, ākonga 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 2024*.

### 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
- Policies:
  - Academic Authenticity
  - Assessing Student Learning
  - Career Guidance and Learning Pathways
  - Curriculum and Student Achievement Policy
  - Health Education
  - Identifying Learning Support Needs
  - Learning Support
  - Māori Educational Achievement
  - Providing Learning Support
  - Religious Instruction Not Offered
  - Reporting about Student Progress and Achievement
- NCEA Student information 2025, Mana College

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Assistant Principal – Curriculum
- Learning Area Heads of
  - English
  - E Tipu E Rea
  - Languages
  - Physical Education and Health
  - Science
  - Vocational Pathways
- three ākonga.

There was a report-back session with the Principal, Assistant 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.