

Managing National Assessment Report

South Westland Area School

May 2025

FINDINGS OF THIS REVIEW

South Westland Area School

8 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.

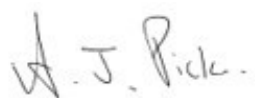
As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

Actions

Agreed actions

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

Action	Timeframe
External and internal review	
Implement a process to document that external moderation feedback has been used to improve internal moderation processes.	To follow up 2024 feedback and continue with future feedback as it is received.
Credible assessment practice to meet student needs	
Review and update assessment communications to staff and students to ensure that they are fit for purpose.	To update as each section is required throughout 2025.



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26 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 30 September 2021 Managing National Assessment Report

There were eight action items arising from the previous review, each of which has been addressed effectively by the school.

- The school has introduced a new process for teachers' self-reflection and evaluation after each assessment into its internal moderation tracking system. These comments will be collated to identify areas for ongoing improvement in each subject and across the school.
- The school now has systems in place to ensure that students receive their Special Assessment Conditions entitlements.
- Quality-assured grades are submitted for use as Derived Grades as required prior to the start of external examinations.
- The school records and tracks student achievement progress, including towards completion of the NCEA co-requisite.
- The school is continuing to review its use of data to inform the evaluation of courses and assessment programmes, as outlined later in this report.
- Teachers are now all aware that the school must hold Consent to Assess each standard before assessment takes place. There have been no recent issues with this requirement.
- Course and assessment information for students is now communicated in a common template. Further review is required to ensure that it is accurate and fit for purpose, as outlined later in this report.
- Staff and student assessment information has been regularly reviewed since the last report, with a focus on relevance and accessibility. Further review is required to ensure that it is complete, as outlined later in this report.

External moderation response to outcomes and processes

South Westland Area School must implement a process to document that external moderation feedback has been used to improve internal moderation processes. This will help to ensure that the assessment of individual standards is improved, and that teachers and leaders can identify where further professional support is needed at both a subject level and across teachers of senior subjects. At present, teachers read moderation reports and may respond informally, but no record is kept of this, and there is no tracking of the overall effectiveness of internal moderation at the school. An effective process would involve documenting teachers' responses to feedback from external moderation, identifying the actions needed to address identified issues, and evaluating the effectiveness of these actions once implemented. This will equip school leaders to complete an informed review of the school's internal moderation and assessment processes.

Completing the review process outlined above will support teachers to build their assessment capability by implementing the actions recommended by external moderators. For example, feedback comments for the school have commonly identified resources on Pūtake (NZQA's learning management system) and on NZQA subject pages that will support teachers' understanding of standard and evidence requirements. Due to small numbers, moderation samples submitted by the school often include work from every student in the class and hence include more borderline grades than those from a bigger school. The assessor support materials

recommended by moderators and the use of the Assessor Practice Tool, where available, will assist teachers to make more accurate borderline judgements and further assure the credibility of internal assessment results reported to NZQA.

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)

Ongoing collaborative review Teachers of senior students at South Westland Area School are engaged in ongoing, effective informal review of their courses and systems to ensure the best possible outcomes for their students. The progress and outcomes for each assessment and students are often discussed as a senior syndicate group and in other conversations amongst staff. This approach has resulted in curriculum and assessment developments such as the introduction of a Hospitality course and the subsequent extension of the school's consent to assess to enable them to offer industry unit standards. The school is also exploring the possibility of employing a Visual Arts teacher to further extend the opportunities available to students. The majority of students leave the school well prepared to meet their educational and vocational goals.

South Westland Area School is extending its capacity for self-review using both qualitative and quantitative data. They are working with the Education Review Office to incorporate a greater amount of data analysis to inform review and better document this process. As the school continues to grow, this will enable staff to better align their existing understanding of students' learning and aspirations with overall achievement and engagement data. The Principal's Nominee has this year introduced a process for teachers to complete written self-review at the conclusion of the internal moderation process. Teachers have commented on the usefulness of this process in informing their next steps with students and assessment planning. To date, teachers' reflective comments have revealed shared priorities in promoting student engagement and achievement through appropriate feedback and collecting evidence for assessment in a variety of ways to meet student needs. This new initiative is an effective means of improving teachers' capability for self-review and informing good assessment practice across the school.

Developing an approach to improve co-requisite completion Since 2021 the school has continued to make a number of effective adjustments to evolve its approach to assessing students for the literacy and numeracy dedicated co-requisite unit standards. Teaching strategies to develop literacy and numeracy skills have developed as familiarity with the standards has improved. Teachers have analysed achievement data from both school-based testing and previous dedicated co-requisite standards to determine the best approach for each student and cohort. They have also sought support from the Ministry of Education Curriculum Advisor and from colleagues at other schools. The management of the Common Assessment Activity assessment opportunities has been thoroughly reviewed after each event to refine it in order to better meet the school's context and student needs. To continue to further improve already pleasing outcomes, the school has dedicated more time to the explicit teaching of literacy and numeracy 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)

Communicating assessment information The school should further review its communications to staff, students and whānau to ensure that they are fit for purpose in communicating school and NZQA assessment processes and requirements. This includes both within course outlines provided to students as well as in assessment handbooks and other means of communication. Although the Principal's Nominee's focus in these communications has been to keep them brief and accessible, this has resulted in them being too succinct in some areas. Staff and students interviewed for this review could adequately describe expectations and processes, but they should still be documented to ensure accuracy and clarity. Sections that could use further development include NCEA, endorsement and University Entrance requirements, quality assurance of practice examinations and derived grades, moderation expectations for staff, and the processes used in authenticity investigations and appeals. This will help to ensure that assessment processes are transparent and consistently applied.

Student-focused learning and assessment programmes South Westland Area School offers courses that cater for a wide range of employment and training pathways, despite its small size and relative isolation. Assessment tasks are adapted to align with local authentic contexts where possible, and student choice of context is also promoted. Students who wish to access courses that are not available locally are able to access them online through NetNZ or Te Aho o te Kura Pounamu, while trades training opportunities beyond the school are also supported. Students interviewed for this review described being encouraged by teachers to pursue their interests and aspirations and could readily recall what they needed to do to achieve the next step in their respective pathways. This is effective practice to engage student interest and maximise learning.

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)

Effective documentation of internal moderation processes School leaders can be confident that all results reported to NZQA have been subject to quality assurance. The Principal's Nominee has set up an effective digital spreadsheet in which each teacher notes the completion of each step of the moderation process. The Principal's Nominee and the newly-appointed Internal Moderation Processor check that every detail of the moderation record is both complete and supported with sufficient evidence before they are recorded in the school's student management system and reported to NZQA. The size of the school means that this system is manageable for staff, provides a comprehensive record of verifiers and their comments, and ensures that materials are readily available to be submitted for external moderation if required.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

South Westland Area School 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.

South Westland Area School 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 student 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

South Westland Area School 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.

South Westland Area School 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.

Effective management and use of assessment-related data

South Westland Area School 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

South Westland Area School 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 whānau about assessment

South Westland Area School 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.

South Westland Area School 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 South Westland Area School:

- 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
- *National Certificate in Educational Achievement Assessment Policies & Procedures – Staff Information*, South Westland Area School 2024
- *National Certificate in Educational Achievement Assessment Policies & Procedures – Student Information*, South Westland Area School 2024
- *Curriculum and Student Achievement Policy*, Term 1 2024, South Westland Area School.

The School Relationship Manager met with:

- the Principal's Nominee and Teacher in Charge of Science
- the Deputy Principal and Teacher in Charge of Vocational Pathways
- the Principal and Teacher in Charge of Technology
- Teachers in Charge of
 - English
 - Mathematics
 - Social Sciences
- four students.

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