Managing National Assessment Report

Opihi College

March 2025

FINDINGS OF THIS REVIEW

Opihi College

20-21 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

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	
Develop a process to ensure that all entries have a result or are withdrawn before 1 December	Immediate
Review NCEA staff and student handbooks annually to ensure they remain current, accurate and fit for purpose.	Immediate

For consideration

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

- creating a consistent online storage system for both internal and external moderation.

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9 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 05 June 2021 Managing National Assessment Report   There were no agreed actions from the last Managing National Assessment (MNA) review. However, a consideration to reduce the number of internal entries without a result by 1 December is still an ongoing issue, which has been elevated to an agreed action in this report.

External moderation response to outcomes and processes   The school has highly effective follow up procedures for external moderation, which are followed consistently and well by all faculties. In addition, the overall process is well managed and monitored by the Principal's Nominee. Opihi College teachers are proud of the level of the school's consistent outcomes over the past five years. A higher than usual number of Not Yet Consistent reports in 2024 has been addressed by:

- using the Query and Appeal processes to further clarify the feedback

- sharing the feedback with both internal and external verifiers

- accessing the available assessor support on the NZQA website and Learning Management System, Pūtake, as advised, and

- collaborating with other subject experts in the local community.

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)

Opihi College is using its own processes of self-review based on effective use of data analysis and staff/student voice to review programmes and implement changes designed to reduce barriers to success for all students.

The school carries out an analysis of variance using participation-based data to measure its progress against previous years' outcomes and to draw meaningful comparisons with comparable schools and schools with similar student populations nationally. The school has identified that its enrolment-based NCEA data is skewed by:

- its high proportion of neuro-diverse and Ongoing Resourcing Scheme (ORS) students, who cannot, or do not, participate in a full programme of NCEA assessment, and

- its high proportion of students from transient and immigrant families, who experience additional barriers to success, and

- the inclusion of students who transition to work, or training, before completing a full year of NCEA assessment.

The school's analysis of participation-based data allows it to measure student achievement outcomes more accurately against its annual goals and to use this to inform practice, contexts, resources and strategic direction.

Teacher and faculty self-review is regular, reflective and responsive. Faculty heads meet with a member of the senior leadership team in February to unpack their outcomes and evaluate what has worked well and what can be improved. Data driven annual reports are presented to the Board of Trustees and senior leadership team. Following the appointment of a new Principal in 2024, faculty reporting processes are currently under review.

Expanding digital first teaching, learning and assessment   Opihi College is introducing a Bring Your Own Device (BYOD) option in 2025. The smooth running of the school's past Common Assessment Activities has given the school confidence that its systems will support digital exams in 2025. School-owned laptops are available for loan so students have equity of access to digital devices. This change will enable the school to better meet the digital first approach of the NCEA Change Programme.

Opihi College's 2025 "Annual Implementation Plan" is focused on improving student achievement, attendance, and engagement. A key focus for the school is raising student performance in Reading, Writing, and Mathematics to better support those at risk of not gaining the NCEA Co-requisite, as discussed in the next section of this report

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)

Withdraw internal entries without a result before 1 December   The school had a higher number of internal entries with no result in 2024 compared with previous years and this remains an ongoing issue from the last MNA review. Although there are checks of entries and results at key times during the year, these need to be more robust and more to ensure that each student's entries and results are accurate for the purpose of tracking progress towards their achievement goals. Prior to this review, the Principal's Nominee identified that the school needed to strengthen its checks of entries and results and will share ownership for this with Heads of Faculty.

Strengthen Literacy and Numeracy skills to enable more students to gain the NCEA Co-requisite   The school has identified a band of students performing just below expected levels of readiness to sit the Common Assessment Activities (CAAs). A recent review of the elective, modules on offer for the school's composite Year 9 and 10 classes, resulted in the mathematics modules becoming obligatory. One period per week out of the five timetabled in this subject area is dedicated to teaching strategies designed to improve student performance in the numeracy CAA.

To better meet the needs of senior students at risk of not gaining a NCEA qualification, or the NCEA Co-requisite, alternative English and Financial literacy classes have been created at Levels 2 and 3, with a focus on improving these priority students' literacy and numeracy skills. The school is working with other agencies to monitor, manage and report on the number of senior students gaining the NCEA Co-requisite.

Effective tracking of student NCEA progress   From Term Two onwards, regular whole staff meetings confirm each student's progress towards their goals using a traffic light system to identify students at risk. Updates are recorded on a centrally held spreadsheet, which all teachers can view and contribute to, enabling deans and

form teachers to support their senior students' qualifications' goals effectively. In 2025, the school plans to use a new application, which links to entries in the student management system to track student progress. This will be reviewed at year end to determine whether it does support student tracking more effectively.

Staff/student handbooks need to be up-to-date and fit for purpose   This review identified that assessment-related communications need to be more effectively reviewed to ensure they remain fit for purpose. The staff and student handbooks are shared digitally with all staff and students. However, to maintain their usefulness, the handbooks need to be current, complete and a reliable reference for all teachers, especially those not yet familiar with NCEA standards based assessment. The Principal's Nominee has agreed to:

- strengthen relevant sections of these documents to provide better guidance on assessment matters and NCEA processes, qualifications and awards, and

- to remove contradictory, out-of-date content and any gaps identified during the review.

However, the school uses an effective range of other channels to keep staff and students informed, including, social media, the school website and direct contact with families through email

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)

The school's internal moderation is well managed and monitored by the Principal's Nominee. The system is still largely paper based and results are not sent to NZQA until a copy of the Internal Moderation Cover Sheet has been shared with the Principal's Nominee, and the critiquing and verification processes have been checked to ensure they are complete and compliant. All teachers interviewed have Pūtake access and are aware of the need to check both the NZQA and Ministry of Education websites to access all of the available assessor support. One example of over-verification was identified during the review, so it is timely to remind teachers that the selection of pieces of student work for Internal Moderation needs to be strategic and purposeful to help ease the workload of verifiers.

Currently, not all internal moderation is stored online, but some faculties are doing this well and could share this good practice with others. Some faculties are using the Kamar moderation tool, but whether they choose to, or not, is optional. However, online storage of internal moderation evidence would improve its visibility and accessibility. Similarly, online storage of materials for external moderation is preferable, as this reduces the risk that materials might not be able to be sent to NZQA due to an adverse event.

The Principal's Nominee uses her annual faculty checks to follow up on the effectiveness of external moderation action plans and to close the cycle of moderation for those particular standards. The National Moderators' reports are unpacked during that visit to inform future assessment of affected standards.
A substantial proportion of the school's moderation is verified externally, with external moderation reports routinely shared with external verifiers to improve the community's understanding of where the grade boundaries lie. Teachers in the local area have established effective, collaborative connections with each other to support each other's assessment practice.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Opihi 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 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

- 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 expanding 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.

Opihi 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

- 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

Opihi 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.

Opihi 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

Opihi 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.

Opihi 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

- 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

Opihi College 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

- celebrating students' success through reward and recognition, for example, the award of Endorsement and C.A.R.E badges, holding special assemblies and reporting on student success through the school website, Facebook page and newsletter.

Opihi 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

- 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 Opihi 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 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
- a range of curriculum and assessment policies
- a sample of faculty reports to the Board of Trustees
- *NZQA Student Handbook 2025* (Student Handbook)
- *Staff NZQCF Handbook 2025* (Staff Handbook)
- the *Annual Implementation Plan 2025.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
    - Health and PE
    - Humanities
    - Languages and Music
    - Mathematics
    - Science
    - Technology (Absent)
- three students .

There was an online report-back session with the Principal and Principal's Nominee following the review to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.