

Managing National Assessment Report

Menzies College

April 2025

FINDINGS OF THIS REVIEW

Menzies College

4 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.

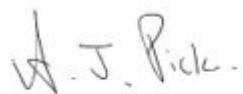
As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Strengthen the process to respond to external moderation	Immediate
Credible assessment practice to meet student needs	
Develop a process to ensure derived grades are submitted to NZQA prior to the examination period	Prior to start of the 2025 examination period



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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 2 June 2022 Managing National Assessment Report The school has addressed the two action items from the previous MNA report.

Students confirmed their privacy is safeguarded when results are communicated and when teachers give feedback on progress. There is also reference to expectations regarding privacy in the staff handbook.

Completion of internal moderation is monitored through a shared drive. This provides visibility for teachers, Heads of Faculty and the Principal's Nominee to the completed internal moderation cover sheets and student work.

External moderation response to outcomes and processes The process for responding to external moderation and following up on the effectiveness of actions undertaken needs to be strengthened. While external moderation feedback is discussed between relevant staff there is no consistent way to document action items or monitor the effectiveness of these in addressing issues identified in the external moderation reports.

A suggested standardised template has now been provided, which the school can adapt for its own use in this area. This template will assist in directing review in a number of areas, which impact the effectiveness of assessor judgements and accuracy of results given. Assessment practice can be improved by:

- reflecting on standard and subject specific information contained in the external moderation report,
- accessing assessor supports prior to future assessment of the standard and
- reviewing internal moderation processes.

Documenting the responses will not only assure senior leadership that issues have been addressed, but it will provide valuable guidance for future assessors of the standard.

The school currently utilises some assessor supports with a number of teachers across a wide range of subject areas accessing learning modules on Pūtake, NZQA's learning management system. The school is encouraged to continue to promote this as new resources are added. The school should also recommend using the function in the moderation application to appeal and query reports as another way to support understanding. These functionalities enable a two-way interaction with the moderator to gain further clarification or feedback where needed.

Outlier Report The school received one Internal/External Outlier report and has followed up appropriately.

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)

Systematic, student-focused review Menzies College is using its own self-review processes to effectively review and reflect on programmes to ensure they meet the needs of their student cohort and individual students. At the time of this review, Heads of Department were finalising their annual report to the Board of Trustees. This report follows a set format, which requires subject areas to reflect on areas of good practice, respond to achievement data and identify priorities for professional learning and indicate intended goals for 2025. The Senior Leadership Team operate an in-depth departmental review cycle every 3 years including class observations, student and staff interviews and reflection on departmental goals.

The school continues to link closely with its local community. It is developing and offering an increasing range of courses that reflect the interests, strengths and future pathways of students. Teachers are adjusting course structures by varying the type of standards offered and utilising outside organisations to support learning.

Effective tracking of students supports achievement Progress of student achievement towards their personal and academic goals is regularly monitored and communicated. The aim of tracking is to support students within school in both vocational and academic pathways, until a suitable pathway is confirmed, be that into employment, an apprenticeship, or further education. Every 6 weeks throughout the year all teachers of each level meet to review each student's progress. As part of this process, specific groups of students are identified, such as new enrolments, those who may require additional support and groups of students involved in additional programmes, including the Application Performance Management (APM) transition to work pathways and Drive my Life programme. The in-school mentoring programme matches students with a nominated staff member who supports them working towards academic and pastoral outcomes. The success of this approach is evident in the ongoing results for the school, which remain above national rates at all levels of the qualification.

Support for students to gain their NCEA co-requisite The school has developed a course specifically designed to support senior students who have yet to achieve the literacy and/or numeracy component of NCEA. The course uses tagged Achievement Standards rich in literacy and numeracy, which are contextualised to be relevant to the local area and student interests. The timetabled class enables students to continue study particularly in the areas of Financial Literacy and Tourism once they have achieved literacy and/or numeracy requirements. This highly personalised programme is well understood by the students involved and is aimed to give them the best chance to succeed. The current approach to the Common Assessment Activities is to identify and enter junior students who are likely to succeed into the first Assessment Opportunity. By the second Assessment Opportunity all Year 10 students are given the experience with the focus on supporting the student's use of the digital platform. The school plans to continue to review its data and include student voice to ensure its approach remains fit for purpose in meeting the needs of all students.

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)

Submit quality assured derived grades to NZQA The school must develop a process to ensure quality assured grades are reported to NZQA prior to the start of the examination period for use as derived grades. This will ensure that all students have access to a grade if their external examinations are disrupted. While the school runs “mock exams” for students, it is yet to submit grades to NZQA. It may be that a discussion with the School Management System vendor is required in order to clarify the process for this before communicating the expectations to teachers.

Communication strategies support student understanding There is a multifaceted approach to ensuring assessment information is understood and communicated to the student body. Alongside the traditional student handbook, students are able to access the online classroom tool, *Menzies Student Resources* with links to supports in a range of information. This includes study guides and tips, requirements around University Entrance, notification of upcoming courses and open days and instructions on how to access results. Course selection while led by the whānau teacher requires further sign off by the Deputy Principal or Senior Dean to ensure there is a comprehensive guidance to support student goal setting and understanding of requirements for future pathways. Students spoken to commented on the importance of their whānau teacher, Senior Dean and the Principal's Nominee in supporting their planning and understanding of NCEA.

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)

Improved monitoring of internal moderation As noted earlier in this report, the school has introduced a more systematic approach to track and monitor evidence of internal moderation and student work. This gives senior leadership confidence that quality assurance processes are being followed across all subject areas and that all results reported to NZQA have been quality assured and are credible. While there was variability in the quality of the information in the internal moderation cover sheets sighted, there were some excellent examples of sufficient and purposeful selection of material for verification and robust evidence of the discussion around reasons for grades given.

As part of this Managing National Assessment review, the Principal's Nominee has identified ways of further improving the school's current internal and external moderation processes and has begun communicating best practice with Heads of Faculty and teachers. These aspects include:

- ensuring there is no restriction of access to subject folders in the shared drive to enable future assessors of a standard access to information that will support their grade judgements
- confirming the role of Heads of Faculty in monitoring that all standards have evidence in the shared drive where results have been reported to NZQA
- reinforcing best practice around selection of material for internal moderation

- using the most up to date internal moderation cover sheet which promotes purposeful selection and discussion
- validating the appropriateness of verifiers and critiquers used.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Menzies 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 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.

Menzies 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 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

Menzies 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.

Menzies 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Menzies 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.

Menzies 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
- 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 families about assessment

Menzies 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 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.

Menzies 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 Menzies 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 selection of Board of Trustees assessment related policies
- *NCEA Staff Assessment Procedures Menzies College 2025*
- *Menzies College Assessment Procedures for Senior Students 2025.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - Gateway
 - Humanities
 - Mathematics
 - Science
 - Technology
- the Senior Dean
- 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 actions required.