

Managing National Assessment Report

Liger Leadership Academy

April 2025

FINDINGS OF THIS REVIEW

Liger Leadership Academy

10 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.

This is the first Managing National Assessment report for Liger Leadership Academy.

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 years.

Actions

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	
Review assessment policies and procedures to keep pace with developing practice	Immediate and ongoing
Moderation to ensure assessment quality	
Check that assessment tasks support students to attain each level of achievement	When each assessment task is critiqued before use



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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)

External moderation response to outcomes and processes Liger Leadership Academy was required to submit materials to NZQA for external moderation for the first time in 2024. Each of the four internal achievement standards assessed by the school in 2024 was submitted and found to be consistent with the standard. This demonstrates a positive start to NCEA internal assessment for the school and the existence of effective internal moderation systems.

The school has systems in place to support the review of external moderation outcomes and the implementation of any actions required, as detailed in the moderation section of this report.

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 review of curriculum and assessment for senior students Liger Leadership Academy is now in its second year of internal assessment for NCEA and is committed to ongoing evaluation of how its programmes are meeting students' needs. The breadth of assessment is increasing as the school has a Year 12 cohort for the first time in 2025. The school has a strong emphasis on authentic, real-world projects that may or may not be linked to students' assessment programmes for NCEA. Alongside academic achievement, the school explicitly develops and values leadership competencies, which are integrated into learning. The school is considering how students' learning could be deepened within existing projects through the support of assessment tasks that encourage disciplinary and theoretical understanding. Students interviewed during the review were interested in pursuing assessment opportunities beyond their *Essentials* subjects both for extending the breadth of their learning and the opportunity to demonstrate this on their NZQA Records of Achievement. There is a strong culture of student-led learning, facilitated by staff, to support this ongoing review.

Liger Leadership Academy has students entered in external examinations for the first time in 2025, prompting an active review of how students will be supported to achieve success in these examinations. This involves scheduling practice examinations that are suitable for the provision of derived grades, ensuring that students are familiar with examination procedures, and the school applying to become an examination centre. The school has sufficient experienced teachers, working closely with external colleagues, to ensure that effective systems are implemented.

Review assessment policies and procedures as practice develops The school needs to ensure that its documentation of procedures for assessing student learning keeps pace with developing assessment practice. Both staff and student instructions have been sufficient to date but will require updating throughout the year as the school offers practice exams and external exams for the first time. Similarly, while

staff and students have a mature and detailed understanding of the application and limitations of artificial intelligence tools for both learning and assessment, this could be further explained in written communications to assist with resolving any authenticity issues that may arise.

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)

Flexible assessment practice to meet student needs Assessment is conducted fairly and flexibly to meet student needs at Liger Leadership Academy. Students are assessed when ready, with small numbers allowing for variable due dates, a range of methods of collecting evidence of learning, and for facilitators to identify early whether individual students need targeted support. While both students and teachers are well aware of the rules around resubmission and further assessment opportunities, the fact that students are assessed when they are ready to meet the standard means that these provisions are seldom required.

Mature understanding of artificial intelligence and assessment Liger Leadership Academy teachers and students have a nuanced understanding of the benefits and limitations of the use of artificial intelligence tools. The active use of digital tools is encouraged to deepen learning, generate efficiencies and enhance creativity. This open approach ensures that students are well aware of how these tools may be used appropriately, and when their use may compromise the authenticity of assessment and is therefore unacceptable. This understanding is supplemented by teachers ensuring that assessment conditions enable them to observe the authentic development of student work over time, whether student evidence is generated physically or digitally.

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 review of internal and external moderation Senior leaders' evaluation of 2024 moderation processes determined that two actions could support further improvement. Facilitators have now received further guidance from the Principal's Nominee on how to organise their digital moderation folders to support seamless storage and uploading of materials for external moderation. They are also now aware of how they can use the external moderation application query function to request further clarification of moderation outcomes from NZQA moderators. The reflection described above will serve the school well as it engages with a wider range of internal assessment.

Critiquing internal assessment materials Facilitators of senior subjects that use NCEA assessment work effectively as a team to not only support the quality assurance of individual standards but also develop their assessment capabilities. Critiquing of assessment tasks is completed by teachers within the school who may or may not have expert knowledge of the standard being assessed. This is acceptable practice and has led to valuable in-depth conversations between teachers about the standard, clarifications, exemplars, conditions of assessment, and other resources available to support internal assessment.

One area that requires strengthening in this process is critiquing assessment tasks to ensure that students receive sufficient guidance to support them to attain each level of achievement. This could involve clarifying the difference in evidence required to achieve a Merit or Excellence grade, available in the explanatory notes of the standard. Some assessment task instructions require further development in this area, although teachers have guided students to access online support materials such as exemplars. Clearer task instructions will assist students to understand requirements as the school offers a wider range of standards for assessment.

Robust verification recorded The internal moderation records for each standard assessed so far at the school include valuable detailed comments from verifiers. This is effective practice that will support future assessor judgements. It indicates that teachers value the verification process for the purpose for which it is intended, that is to support the credibility of assessment processes and reported grades. With the recording of these comments, senior leaders can be confident that teachers are not only submitting accurate grades, but are also deepening their knowledge of the standard, the task used, and of relevant student evidence.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Liger Leadership Academy has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are focussed on student interests, needs, abilities and aspirations
- 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.

Liger Leadership Academy 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

Liger Leadership Academy 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.

Liger Leadership Academy 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

Liger Leadership Academy 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.

Liger Leadership Academy reports accurate achievement data by:

- ensuring that entries and results 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.

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

Liger Leadership Academy 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 to understand school and NZQA assessment processes.

Liger Leadership Academy assists common understanding of assessment practice by:

- communicating assessment information to parents and 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 Liger Leadership Academy:

- 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
- *Assessing Student Learning*, Liger Leadership Academy, 2025 (School policy)
- *Collecting Evidence of Learning Procedures*, Liger Leadership Academy, 2025 (Staff handbook)
- *2025 Liger Leadership Academy Handbook*, Liger Leadership Academy (Student handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Facilitators of:
 - Communications
 - Mathematics
 - Physics and Chemistry
 - Science and Biology
- 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.

Background

Liger Leadership Academy is an independent school located in Frankton, Queenstown. It currently has a roll of students in years 9 - 12. Learning is based on the four 'Es' of the Liger Learning Model – *Essentials, Explorations, Expertise, and Extensions*.

All year 11 and 12 students are engaged in Communications, Mathematics, and Science studies, with optional Business Studies and specialist Science subjects available for year 12 students. Both year 11 and 12 students work towards Level 2 NCEA, with the expectation that all students will complete both the Liger Leadership Academy certificate and the requirements of Level 3 NCEA and University Entrance, including the NCEA co-requisite