

# **Managing National Assessment Report**

**Waiuku College**

**June 2025**

## FINDINGS OF THIS REVIEW

### Waiuku College

4 June 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 the action below will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Report 'Not Achieved' where students have had an adequate assessment opportunity but have submitted no work or withdraw them from the standard.	Ongoing.

### For consideration

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

- encouraging teachers to engage with learning modules on Pūtake to support their assessment practice.



Amanda Picken  
Manager  
School Quality Assurance and Support



Wikitoria Osborne  
School Relationship Manager  
School Quality Assurance and Support

14 July 2025

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## 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 11 August 2021 Managing National Assessment Report**

Waiuku College has addressed the action items from the last report. Reporting, data analysis and evaluation of courses informs course design to meet the assessment needs of students. Students have access to courses, assessment and appropriate support networks that allow them to achieve their aspirations and the qualification. The process of evaluating the effectiveness of responses to external moderation has been developed and is being implemented.

**External moderation response to outcomes and processes** External moderation feedback for the college is viewed as an integral part of the moderation cycle to ensure results reported are valid and credible. When moderation reports are received, Heads of Learning Areas lead collaborative reviews of assessment tasks and marking schedules with teachers in their respective teams. They also discuss any other issues raised and come to an agreement about what next steps are needed to address them. Once they have agreement, the action plan is documented and is submitted to the Principal's Nominee who then monitors that it is followed through.

The evaluation of the effectiveness of the action plan happens within learning areas and/or departments once the standard is assessed again. Additionally, Heads of Learning Areas use external moderation outcomes to ensure their internal moderation steps are in order, for example using another verifier if results are inconsistent. Currently there are learning areas with patterns of inconsistency in external moderation results. The newly implemented cycle of moderation, if effective should improve results in those areas. The Principal's Nominee will focus on these subjects to ensure improvements in outcomes are achieved. As a result of external moderation feedback from 2024, pre-assessment checks are more structured and include alignment with the standard, making instructions clearer and ensuring authenticity measures are in place.

Support for teachers includes mentoring by experienced teachers, or external subject specialists to build capacity and confidence in assessment judgement. For smaller departments key relationships have been established with other schools. The college should consider encouraging more teachers to engage in learning modules on Pūtake to support their assessment practice.

### 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)*

Support systems and targeted programmes of learning at Waiuku College have been developed and introduced as a result of the systematic, evidence-based self-review cycle. Analysis of achievement data is reported by Curriculum Leaders through annual plans and reviews to the Senior Leadership Team and the Board of Trustees. Curriculum leaders then meet with the Principal and Senior Leaders to evaluate performance and from that develop action plans which are reviewed and updated mid-year for the remainder of the year. Data from self-review at all levels informs the

Strategic Implementation and Annual Plan which is focused on raising achievement and improving equity in achievement of the qualification.

The college complements data analysis with student voice about their assessment experience, which is regularly gathered. Other qualitative data is gathered from whānau and student surveys, focus groups and learning conferences. Teachers are also encouraged to participate in giving feedback and suggesting improvements in processes and practice. The gathering of feedback from all members of the college community provides context to the data.

**Targeted co-requisite strategy** To prepare for the removal of tagged standards to achieve the co-requisite, and in response to the increasing number of students enrolling who need support, the college has developed a targeted strategy to strengthen foundational skills. This includes additional teaching and learning time for numeracy at Year 9, and the introduction of a digital writing programme for all junior students. Literacy and Numeracy co-ordinators monitor these programmes and manage interventions, such as providing additional support where needed. All teachers participate in professional learning focused on literacy and numeracy to ensure they effectively contribute and support the co-requisite strategy. It is hoped that the strategy will prepare all students for the co-requisite with the overall goal being to achieve the qualification.

**Use of Artificial Intelligence (AI)** Waiuku College has identified policy and procedures around the use of AI is a priority due to the wide range of understanding and use of it by staff and students alike. The college has a policy in development that will include all members of the school community. Discussion is taking place about how AI could be used as part of learning and assessment by staff and students and how to ensure authenticity.

## **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)*

**Monitoring student achievement** Students can be assured they have the most up to date results as they monitor their progress towards achieving the qualification. The expectation is that marking, moderation and the publication of results is completed in three weeks or less. Individual student progress towards achieving the qualification is tracked by teachers and deans and informs interventions such as mentoring, tutorials, and course adjustments. After the college's data file has been submitted, the Principal's Nominee gives feedback on achievement statistics for year levels. This feedback gives an overall picture of progress on a regular basis and prompts teachers to think about their own timelines and progress with assessment. To further strengthen the accuracy of the data, teachers need to ensure that all students either have a recorded grade for standards or are withdrawn if they have not had an adequate assessment opportunity as there is a small percentage of results not being recorded in some areas.

**Equitable access to the qualification for all students** Waiuku College has a range of targeted programmes and interventions to ensure all students have equitable access to assessment opportunities at all levels. Achievement data for Māori and Pasifika is specifically tracked to enable timely and tailored support where needed. All teachers are expected to have developed culturally responsive teaching strategies to effectively engage and support these learners. Kaupapa Māori courses, activities and Iwi support affirm students' identity, language and culture.

The college has also identified an increase in the number of neuro-diverse learners enrolling. In response, targeted support for these students includes

Literacy/Numeracy support classes and learning support provision. As the need is identified, Special Assessment Conditions are documented and provided. Teachers are encouraged to use Universal Design for Learning strategies to create inclusive learning environments. Through these supports and interventions, students are better positioned to access meaningful assessment opportunities and achieve credible qualification outcomes.

## **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)*

**Internal moderation policy and processes consistently followed** Clearly documented moderation expectations and processes ensure consistency in moderation outcomes in most learning areas so that grades reported are authentic, valid and credible. Heads of Learning Areas take full ownership of ensuring moderation as required is completed. Internal moderation outcomes are recorded in moderation logs which are reviewed by the Principal's Nominee. Cross-marking occurs where possible, especially in larger subjects, to increase the consistency of judgments. Smaller departments engage in cross-school or regional moderation networks to provide external reference points and professional dialogue.

The Principal's Nominee's role in the moderation process reinforces greater consistency in practice by all teachers in the college. A school-wide register is used to track all moderation. Issues are followed up with Heads of Learning Areas, including those identified from external moderation. The Principal's Nominee cross-checks entered results against moderation samples, attendance records, and signed assessment cover sheets to confirm validity and authenticity before submission to NZQA.

**Targeted investigations of outliers from data** A regular cycle of data analysis is in place to monitor for outliers and trends in achievement and includes comparing internal and external results to ensure consistency. Outliers from 2024 data led to internal reviews of assessment practices and moderation evidence in the learning areas identified. Review outcomes included the re-design of tasks and additional internal moderation coverage.

## **Appendix 1: Effective Practice**

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

**Waiuku 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 and extending the school's Consent to Assess if required
- 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
- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Waiuku 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
- ensuring teachers and students are aware of authenticity requirements including the use of Generative AI
- 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**

**Waiuku 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.

**Waiuku 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**

**Waiuku 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 / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Waiuku 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
- 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**

### **Waiuku 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.

### **Waiuku 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 Waiuku 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
- Waiuku College Assessing Student Learning Policy 2025
- Waiuku College Curriculum and Student Achievement Policy 2025
- NCEA Policy and Procedures Staff Handbook Waiuku College 2025
- NCEA Student Booklet Waiuku College 2025

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

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Learning Areas for:
  - Design and Visual Communication
  - Drama
  - English
  - Food Technology
  - Health and Physical Education
  - Social Sciences
- three 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.