

Managing National Assessment Report

Bream Bay College

May 2025

FINDINGS OF THIS REVIEW

Bream Bay College

30 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 and considerations

Agreed actions

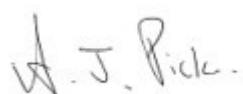
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Strengthen the documentation of external moderation follow-up.	Immediate and ongoing.
Credible assessment practice to meet student needs	
Strengthen data management and use, including the reporting of derived grades.	Immediate and ongoing.
Moderation to ensure assessment quality	
Strengthen internal moderation processes and clarify NZQA selection requirements.	Immediate and 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:

- monitoring course credit count to reduce over-assessment
- clarify NZQA's requirements for internal moderation, that is, *every standard, every teacher, every year*.



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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 15 June 2021 Managing National Assessment (MNA) Report.

There were no actions items from this report.

External moderation response to outcomes and processes Bream Bay College has an established process for ensuring that grade judgements that are found to be *Not Consistent* or *Not Yet Consistent* with the standard by external moderators are followed up. However, this review found that for the period prior to 2024, follow-up Action Plans were not consistently documented, stored, nor made accessible to future assessors of the standard. To ensure the college's follow-up processes are transparent and verifiable, Action Plans need to be documented and ideally stored in an accessible online location. This will support NZQA quality assurance checks and be available for future assessors of those standards.

Following the 2024 external moderation round, every external moderation report requiring further action was reviewed by the Head of Department (HOD) responsible, together with the Deputy Principal–Curriculum. This robust process provides assessors with an opportunity to reflect on the effectiveness of their action plans, and for senior leadership to ensure that these plans will resolve the issues identified by NZQA moderators and that they are implemented. A requirement of every school's Consent to Assess requirements is to evaluate whether the follow-up to external moderation has "achieved the desired outcomes" (CAAS Guidelines 3iv). The Deputy Principal–Curriculum could use their external moderation follow-up meetings with HODs to complete and document the evaluation step and close the moderation cycle for affected standards.

Teachers are aware of the Query and Appeal functions available to them and some have used the process. The Query function is probably under-utilised at the present time and teachers should be encouraged to use this process to unpack and clarify any parts of their feedback that they still have questions about.

Resolving longitudinal patterns with a lack of consistency Since 2020 and excluding 2024 outcomes from the moderation of the new Level 1 Achievement Standards, the college's overall external moderation outcomes have been more than 60 percent consistent. Where a lack of consistency persists over time in a small number of subjects, the Principal's Nominee and the Deputy Principal–Curriculum, should investigate whether one or more of the following actions could resolve the issue:

- consider whether there is a problem with the verification process or choice of verifier, and where appropriate, request a change of verifier
- check whether all of the available assessor support on the Ministry of Education's NCEA site, NZQA's subject resources page and Pūtake has been accessed prior to assessment
- consider whether additional Professional Learning and Development is required, and check the assessor is part of a subject related network/cluster and/or subject association.

Additional moderated standards The college has had positive feedback on one of the two additional standards requested with it being found Consistent with the standard. Submission of the second standard was underway at the time of writing 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)

Bream Bay College's process of self-review is based on detailed data analysis and staff, student and community voice. There is a strategic alignment of purpose and action across all levels to address student achievement goals. College leaders and staff have created a reflective, responsive, inclusive culture and act collectively to ensure that improvement to systems, processes and equitable outcomes for students is a constant. Since the last Managing National Assessment (MNA) review, there has been a change of Principal and this together with planned changes to national curricula and changes to NCEA, has resulted in a shift in strategic direction.

Change in the junior school The college's former Junior Diploma for Years 7 to 10 based on competency and knowledge credits, will give way to new programmes aligned to the new curricula. The work for mapping this change is underway and will be ongoing, while the new curriculum documents are being implemented and embedded. A structured literacy approach is embedded across the junior curriculum, supported by several years of professional learning with a well-known specialist in this field. In Mathematics, students are using the newly launched Oxford University Press programme, which aligns with the refreshed New Zealand Curriculum and supports the development of key numeracy skills.

Reducing barriers to success for Māori students The college continues to be a strong Te Tiriti o Waitangi partner and has created a biculturally capable staff and school community. The college enjoys an enduring and meaningful relationship with its mana whenua, Patuharakeke. It has a purpose-built whare wānanga and a Māori medium department *Te Rerenga Kōtuku*, offering classes from Year 7 to Year 10. Te Rerenga Kōtuku has specific qualifications goals for its students, including:

- strengthening bi-lingual literacy in an immersion setting, and
- improving outcomes in external assessment through improved exam preparation and support.

All tracking of Māori student achievement and reporting by departments to the Board of Trustees, includes a disaggregated analysis of achievement for Māori boys and Māori girls at each level of NCEA, by each department. This enables the college to identify students *at risk* of not gaining a qualification and to enable early intervention.

Since 2020, the NCEA attainment of Year 11 Māori girls has dipped below that of Year 11 Māori boys. Unpacking the reasons behind this decline and redressing the disparity is a priority for the college. The college believes that strengthening practices and systems that support a positive home/school partnership is key to improving attendance, engagement and outcomes for all students.

Monitoring over-assessment Senior leaders have requested departments further reduce the number of credits offered in courses to support a focus on quality credits. College leaders believe reducing the number of credits undertaken in Achievement Standard courses could potentially boost Course and Certificate Endorsements, so they better meet students' pathway goals and reduce assessment fatigue. Although the number of credits offered in courses was reduced at the last MNA review, the college is still assessing more credits than comparable schools.

Strengthened academic support Bream Bay College offers a range of academic supports designed to lift achievement across year levels, including:

- Subject Tutorials: Held after school and during holidays across a variety of subject areas
- End-of-Year Revision Programme: Instead of traditional study leave, students attend intensive revision sessions in core subjects (English, Maths, Science) and additional sessions for other subjects
- Homework Club: A structured, supportive environment available after school to help students complete assignments and stay on top of their workload with specific support for literacy and numeracy leading up to the Common Assessment Activities (CAAs)
- Te Rerenga Kōtuku has identified that students need better support to engage with and succeed in external assessment. They plan to develop and implement a robust exam preparation and study programme to better support students, including structured revision sessions, teaching effective study strategies, and providing opportunities for practice assessments.

Strengthening engagement and performance in external assessment in the college as a whole will also support improved endorsement outcomes.

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)

Strengthen data management and use The college has a very good history of reporting accurate data to NZQA in a timely fashion. In 2024, there were a small number of changes to the effectiveness of the data reported. Processes that need to be better managed in 2025 and beyond include:

- resolving the late reporting of results from identified external providers to avoid having to use the Late Result process
- reducing the number of internal entries without a result prior to the 1 December Data File Submission to enable more accurate tracking of student progress
- recording and reporting derived grades to ensure they are submitted to NZQA before the beginning of end of year examinations in November, so they are available if needed for unexpected or adverse events.

From 2025, the college is using a new Student Management System (SMS), which should enable some of these improvements to be expedited more easily.

Communications for staff and students/whānau strengthened The staff qualifications handbook is up-to-date and fit-for-purpose. Since the last review, a more user-friendly digital version of the handbook has been created. This is now a “living” document with links to relevant NZQA pages. This change has significantly reduced the number of questions and helped staff gain a clearer understanding of processes. The updated digital handbook has proven highly effective in streamlining communication and promoting consistent assessment practice across the school. When staff now have queries, they are directed to the handbook first and advised to contact the Principal’s Nominee if they require further clarification.

Similarly, the student handbook, available on the school website for families and caregivers, includes links to resources written in “student speak” to explain key NCEA/NZQA requirements, such as authenticity, deadlines, and extensions. However, the students seem to respond more positively to information delivered through seminars during study periods. These sessions have been well received and effectively reinforce key messages in a format that suits students’ preference for aural and visual learning. All slides and information are also shared digitally with families and caregivers. In addition, special themed assemblies have been held in preparation for the CAAs, and with regard to plagiarism in the era of Generative Artificial Intelligence.

Comprehensive induction for new staff Induction and support for new staff is an ongoing process, with the teacher qualifications handbook serving as the baseline for this training. Staff transitioning from primary to secondary teaching are also supported to adjust to the school environment. Meetings are held weekly by the Specialist Classroom Teacher with an agenda to ensure ongoing support for new staff and Provisionally Registered Teachers for all school matters.

Strengthening foundational literacy and numeracy across all levels The college effectively uses readiness data and tracks students at risk of not completing their NCEA co-requisite. Year 12 and 13 *at risk* students are currently offered additional standards to meet this requirement. The college is working with other agencies to monitor, manage and report on the number of senior students gaining the NCEA co-requisite. This intervention includes regular Professional Learning and Development to improve the capability of teachers leading literacy and numeracy initiatives across the college. The college has undertaken a number of initiatives to strengthen literacy and numeracy skills for its target groups, including:

- encouraging and supporting all teachers to integrate effective literacy strategies, including explicit vocabulary teaching, scaffolded writing, and reading comprehension
- introducing weekly numeracy lessons for Year 11 students during their study periods, designed to reinforce key skills and improve NCEA readiness
- introducing a new numeracy class for Year 12 students who have not yet met the numeracy co-requisite, providing targeted and practical support
- strengthening the Mathematics Department’s curriculum delivery to ensure a consistent and targeted approach is in place to aid students’ numeracy learning. This involves three trained teacher coaches who observe mathematics teachers and provide feedback
- familiarising students with the online CAA format from Year 9 onwards to build student confidence and capability

- enhancing whānau engagement by hosting parent seminars to help families understand the expectations of the literacy and numeracy CAAs and how they can support their children at home.

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 processes are generally compliant, and the completion of the end to end process is monitored effectively by the Principal's Nominee through a centrally held spreadsheet. NZQA requires that every standard is internally moderated, every year, including at least one piece from every teacher who assessed the standard. Although the majority of assessor grade judgements are found to be consistent from external moderation, some teachers interviewed need to:

- access more of the available assessor support
- avoid over verification
- ensure student work selected is strategic, purposeful and sufficient.

Selection of student work for internal moderation needs to be strategic, purposeful and sufficient The temptation to submit more pieces of student work than NZQA requires could become a workload issue for the verifier. Therefore, the selection of student work for internal moderation should be *strategic, purposeful* and *sufficient*.

Strategic selection is mindful of the number and type of pieces selected.

There is no pre-determined number of pieces required. An assessor should select a *sufficient* number of pieces of student work to provide confidence in their grade judgements. The number will depend on their experience in assessing the standard, as well as their rate of consistency from external moderation. The more proficient and experienced an assessor is, and the more reliable their assessor grade judgements, the fewer pieces they need to submit for verification.

Regarding the type of pieces selected, NZQA currently requires a *purposeful* selection around grade boundaries or any grades that need review.

Access all the available assessor support A common issue in the college's external moderation feedback was the need for assessors to check available assessor support. Heads of Department need to ensure that assessors know where to find each of the following assessor support tools prior to assessing a standard.

During this review, Heads of Department were shown where to locate a range of assessor support materials on both the Ministry of Education's NCEA platform and NZQA's subject resources pages, including:

- the *Assessor Practice Tool* on NZQA's learning management platform, *Pūtake*
- the location of *clarifications* for internal standards and the *assessment specifications* for external standards on the NZQA website subject pages
- the National Moderator's Report (for internal standards) and the Assessment report (for external standards) on the NZQA website subject pages

- the *Request Clarification of an Internally Assessed Standard* form on the NZQA website subject pages
- Assessment Schedules for the new Level 1 standards on the Ministry of Education website.

An additional expectation is that meaningful verification discussions are recorded on the *Internal Moderation Cover Sheet* and that evidence of the moderation of each standard is stored for two years. This good practice was evident in many of departments' shared documentation.

In 2026, the college will trial the moderation tool in the SMS to manage and monitor internal moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Bream Bay 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
- 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.

Bream Bay 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 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
- 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

Bream Bay 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 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.

Bream Bay College has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored.

Effective management and use of assessment-related data

Bream Bay 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.

Bream Bay 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
- 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 / whānau about assessment

Bream Bay 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.

Bream Bay 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 Bream Bay 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 / 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
- a selection of additional communications documents created for students, families and caregivers
- a selection of assessment related policy documents
- a selection of departmental reports to the Board of Trustees
- 2024 - 2025 Strategic Plan Bream Bay College
- *Bream Bay College Student and Caregiver Handbook* (Student Handbook).
- *Senior Qualifications Assessment Handbook 2025*. (Staff Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Heads of Department for:
 - Business and Tourism
 - English
 - Mathematics
 - Music
 - PE/Health
 - Science
- three students.

There was a report-back session with the Principal, Principal's Nominee and two Deputy Principals 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.