

Managing National Assessment Report

Huanui College

May 2025

FINDINGS OF THIS REVIEW

Huanui College

23 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 the delivery of a small number of selected NCEA standards, it is anticipated that the next Managing National Assessment review will be conducted within three years, with a return visit within 12 months to ensure the following actions have been effectively resolved

Actions and considerations

Agreed actions

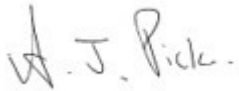
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Ensure materials requested for external moderation are sent to NZQA and send all completed Te Reo Māori standards for external moderation in 2025.	Immediate and ongoing.
Create, monitor, document and evaluate action plans for all standards requiring follow-up from external moderation.	As reports are received.
Credible assessment practice to meet student needs	
Review the school's end-to-end quality assurance process for creating, collecting, and reporting derived grades to ensure that they are credible and reported to NZQA within the required timeline.	Before the beginning of external exams in November.
Develop a process to ensure that all internally assessed entries have a result or are withdrawn.	Prior to 1 December annually.
Ensure staff and student handbooks are current and fit for purpose.	Before the commencement of the 2026 school year and ongoing.
Moderation to ensure assessment quality	
Ensure the selection of student work for internal moderation is strategic, purposeful and sufficient	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:

- allowing students to enter multi-level standards to meet their learning needs and/or future pathway goals
- creating endorsable courses for the purpose of awarding Course Endorsement.



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1 July 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 17 August 2021 Managing National Assessment Report The following issues from the 2021 Managing National Assessment report are still ongoing:

- the school still needs to develop a sustainable process for responding to feedback given from external moderation and address any issues identified, and
- monitor whether changes have occurred, and how effective they have been in addressing the issues identified by the external moderation feedback, and
- ensure student and staff handbooks continue to be reviewed for currency, readability and consistency, and that they clearly outline school processes and NZQA requirements.

The remaining action requiring a clarification of the internal moderation process to ensure practice is consistent, has been implemented, and meets NZQA's requirements. The sole assessor of Te Reo Māori has a good network of external verifiers for internal moderation and has a support network for both internal and external assessment.

External moderation response to outcomes and processes Huanui College is currently assessing only a limited number of Te Reo Māori standards. However, for the past two years, none of the Te Reo Māori standards requested have been sent to NZQA for external moderation. Consequently, there has been a lack of clear feedback to the assessor of this subject and no evaluation of the accuracy of the school's reported results from internal assessment. As a result, the school is required to send all internally assessed Te Reo Māori standards, with a result reported in the 2025 school year, to NZQA for external moderation by 20 October.

Following this review, a template was shared with the Principal's Nominee for documenting, monitoring and evaluating action plans required for standards found to be *Not Consistent* or *Not Yet Consistent*. These need to be completed and stored centrally, preferably online, where they can be accessed by future assessors of the standard to inform their grade judgements. It would be advisable for the school to routinely store student work once it has been moderated, in case it is required for External Moderation in two years following assessment. The work should be stored according to NZQA's selection requirements for External Moderation, which can be found on the NZQA website.

The final step in the moderation cycle for the Principal's Nominee is to ensure that the action plan is implemented appropriately and to evaluate the effectiveness of the actions in resolving the issue/s identified by the NZQA moderator.

Progress on actions arising from external review will be followed up within 12 months.

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)

To honour the principles of Te Tiriti o Waitangi and better meet the needs of students from this Tai Tokerau community, Huanui College offers NCEA Te Reo Māori standards from levels 1 to 3. Following its annual review process, the school elected to offer only Te Reo Māori NCEA standards and no longer intends to offer standards from any other NCEA subject domains.

Currently, Level 1 Te Reo Māori standards are delivered over two years to students in Years 10 and 11. This change ensures students can build the necessary language skills and cultural understanding at a sustainable pace. The language is also meaningfully embedded in school life through activities and events, such as, participation by the school kapa haka group in Te Tai Tokerau Festival 2025.

Enabling students to be extended and/or gain NCEA Course Endorsement It is possible for students from any year group, who are highly proficient in the language, to attempt standards at higher levels. Multi-leveilling can also enable the school to offer courses of 14 credits or more, so that students enrolled in Te Reo Māori can gain a Course Endorsement. Standards may be added to existing courses from outside the Te Reo Māori domain, or from a related domain, for the purpose of enabling students to gain a Course Endorsement.

If a student completes all, or most of the available Te Reo Māori standards by the end of Year 12, they can attempt the New Zealand Scholarship award in Year 13. However, a capable student from any level can enter New Zealand Scholarship if they choose and are supported to do so.

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)

Ensure staff and student handbooks are up-to-date and fit for purpose This review identified that assessment-related staff and student handbooks need to be reviewed to ensure they remain current, accurate and fit for purpose. This will better support teachers and students new to NCEA and ensure the handbooks are a reliable reference for both staff and students. The Principal's Nominee or their delegate needs to:

- strengthen relevant sections of these documents to provide better guidance on assessment matters and update information on NCEA processes, qualifications and awards, and
- remove contradictory, out-of-date content and address any gaps identified.

The Principal's Nominee uses a range of other channels and additional documentation to keep staff and students informed and maintain the credibility of the NCEA qualification.

Review of derived grade quality assurance processes needed The school needs to review its process for collecting, quality assuring and reporting derived grades to NZQA now that it is assessing against externally assessed standards. The quality assurance process needs to be rigorous to ensure that only credible results are reported. Aspects that the school should review include:

- critiquing the practice exams to ensure that they assess the standards
- documenting verification decisions to provide evidence of the process and for future reference and evaluation
- recording and reporting of grades to ensure they are submitted to NZQA before the beginning of external exams in November.

Reporting derived grades before the beginning of the external exams ensures they are available in case they are needed for unexpected or adverse events. It will also generate a report comparing them to the grades achieved from the exam. This will give assessors feedback on the accuracy of their judgements. In conjunction with the examiners' reports and their documented verification decisions, staff, if required, can adjust their marking the following year. Templates are available on the NZQA website to assist schools to review and document their Derived Grade quality assurance process.

Withdraw internal entries without a result before 1 December The school had a higher number of internal entries with no result recorded in 2024 compared with previous years. Due dates for some internal assessments are fluid, guided by a student's readiness to be assessed. The school needs to strengthen its checks on students' NCEA internal entries at designated points in the NCEA calendar year and withdraw any internal standards that will not be assessed. These standards should be withdrawn prior to the submission of the 1 December data file. Similarly, adding NCEA Te Reo Māori entries in by 1 May will give students and parents a more accurate view of each student's Te Reo Māori programme and progress towards a possible Course Endorsement, where applicable.

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 compliant and the sole assessor of NCEA is well-supported by their chosen external verifier. Evidence was provided during the review of the completed internal moderation process.

Selection of student work for verification needs to be strategic, purposeful and sufficient Once the school has some feedback from external moderation, the assessor of Te Reo Māori should move from moderating every sample of student work to verifying a *strategic* selection. The temptation to submit every piece currently could become a workload issue for the verifier. Student work selected for internal moderation should be *strategic, purposeful* and *sufficient*. *Strategic* selection is mindful of the number of pieces selected and the type of pieces selected.

Regarding the number of pieces selected, an assessor should select a *sufficient* number of pieces of student work to provide confidence in their decisions, but the number will also depend on the assessor's experience in assessing the standard, as well as the 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 verified through internal moderation.

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

Accessing available assessor support The addition of due dates for NCEA internal assessment in the school's assessment calendar would also contribute to a better flow of assessment over the year, providing more certainty for students, and more timely feedback on the standards assessed to inform future assessment practice.

During the review, the assessor was familiarised with both the NZQA and Ministry of Education websites and the availability of assessor support materials on each of these sites, 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.

This information on how to find support materials for assessing NCEA would be a valuable addition to the staff handbook. There are also 10 NCEA Myths which could be hyperlinked within the staff handbook to inform assessment practice.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Huanui 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
- 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.

Huanui 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
- 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

Huanui 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.

Effective management and use of assessment-related data

Huanui 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA assessment results to inform strategic goals and actions.

Huanui College reports accurate achievement data by:

- conducting student and teacher checks of entries and results at key times during the year.

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

Huanui College has effective processes and procedures for:

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- celebrating students' success.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Huanui 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 sample of assessment policy documents
- Huanui College NZQA NCEA Qualification STAFF Guide 2025 (Staff Handbook)
- Huanui College NZQA NCEA Qualification STUDENT Guide 2025 (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Teacher in Charge of:
 - Te Reo Māori
- two students.

Background

Huanui College is a private Cambridge examination college, maintaining small class sizes, which enable personalised attention and strong academic support. Since its last Managing National Assessment review, the school has reduced the level of its engagement with NCEA by offering standards from only one subject domain.

At the time of this review, the school was assessing a small number of students in Levels 1 - 3 Te Reo Māori, providing them with the opportunity to enhance their capability as speakers of Te Reo Māori and to support their future pathway goals. All Te Reo Māori students are timetabled into one class with the assessor managing differentiated programmes for individual students.