Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Managing National Assessment Report

Takapuna Grammar School

October 2025

FINDINGS OF THIS REVIEW

Takapuna Grammar School

16 October 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 highly 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.

Considerations

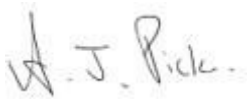
No action required

The school has no action items relating to the quality of their assessment systems.

For consideration

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

- sharing of assessment and quality assurance good practice amongst Heads of Faculties, Teacher's in Charge and staff
- embedding the new internal moderation process, to reflect verification requirements using the school's student management system.



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6 November 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 29 July 2021 Managing National Assessment Report The school has addressed both identified actions from the previous report, including completion, documentation and evaluation of external moderation action plans.

External moderation response to outcomes and processes Takapuna Grammar School has a well-established and effective external moderation process, underpinned by strong leadership, clear systems, and a culture of continuous improvement. While 2024 presented challenges with the introduction of new Level 1 standards, the school's response has been both timely and strategic, resulting in improved outcomes in 2025 in comparison to 2024. Historically, the school has achieved excellent external moderation outcomes, with 2024 being an outlier due to the introduction of new Level 1 standards. In response, the school has taken deliberate steps to strengthen internal processes, they continue to provide targeted support for staff and closer monitoring of moderation practices. Where outcomes have been 'Not Yet Consistent' or 'Not Consistent', the Principal's Nominee meets with the relevant Head of Faculty or Teacher in Charge to unpack the feedback and agree on next steps. These are documented in the 'Response to External Moderation' form and discussed with senior leaders, ensuring accountability alignment and the continued monitoring to ensure the effectiveness of the proposed actions. The effectiveness of these actions is evident in the 2025 moderation results, where the majority of standards have returned with 'Consistent' outcomes to date.

The school's ability to respond constructively to the challenges of 2024 demonstrates a strong internal culture of reflection and improvement. Heads of Faculty and Teachers in Charge receive regular reminders of key dates from the Principal's Nominee. New staff are supported through structured onboarding conversations with the Principal's Nominee, where expectations and best practices are clearly outlined. The implementation of a new moderation model within the school's Student Management System has improved the timeliness of submissions. Continued focus on embedding these practices will ensure sustained success in external moderation and reinforce the integrity of assessment across all learning areas ultimately supporting equitable and high-quality outcomes for students.

Outlier Report In 2024, Takapuna Grammar School had one Internal External comparison outlier report. The Principal's Nominee has discussed this outlier with the Head of Faculty with regards to the high number of achieve grades in internal assessments and higher excellences in the external assessments. The Principal's Nominee and Head of Faculty stated that staff placed a high emphasis on the external assessment standards in 2024 which resulted in higher number of excellences.

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)

Self-review at Takapuna Grammar is an ongoing, multi-faceted process. It occurs organically through informal, reflective conversations among staff and departments

following the delivery of units, and formally through structured, recorded Professional Learning sessions held fortnightly. These sessions provide a dedicated space for staff to engage in discussions around assessment, student achievement, and pedagogical best practice. Additionally, weekly meetings alternate between the Senior Leadership Team and various staff groupings (Heads of Faculty, Teachers in Charge, Deans/Pastoral), ensuring regular minuted dialogue around effective curriculum delivery and assessment to ensure positive outcomes for students. These meetings also provide an opportunity for staff to share good practice,reviewing current processes as well as experiences with writing panels and moderation.

Annual faculty reviews form a cornerstone of the school's evaluative framework. These reviews are comprehensive, drawing on data, staff voice, and student feedback, and are submitted to both the Senior Leadership Team and the Board of Trustees. Heads of Faculty also meet with the Deputy Principal responsible for Curriculum and Assessment, alongside their Senior Leadership Team liaison, to discuss findings and next steps. In some cases, Heads of Faculty present directly to the Board, strengthening transparency and shared understanding. The positive and collaborative relationship between the Board and school leadership further reinforces the school's commitment to help direct the schools strategic plan, further self-review and continuous improvement.

This culture of reflective practice ensures that teaching and learning at Takapuna Grammar remains responsive, evidence-informed, and aligned with national expectations. By embedding self-review into the fabric of school life, the school is well-positioned to identify and address areas for growth, celebrate successes, and maintain high standards of educational delivery.

Literacy and Numeracy Takapuna Grammar School takes a proactive and differentiated approach to supporting literacy and numeracy. Early identification, targeted interventions, and cross-curricular collaboration form the foundation of its strategy. Students requiring additional support in literacy and numeracy are identified early, with some students recognised as early as Year 8. In response, the school has established numeracy specific classes in Years 9 and 10 focused on foundational mathematical skills for lower-ability learners. In English, students are placed in classes that best match their support needs, with a strong emphasis on early intervention rather than reactive measures.

Both the English and Mathematics faculties regularly review their practices to ensure alignment with student needs. Each year, literacy and numeracy specialists engage with all teaching staff, providing professional development and involving them in assessment activities to build shared understanding and capability across the curriculum. For students who do not meet the literacy or numeracy requirements through the Common Assessment Activities (CAA) there is a clear and structured process in place. Heads of Faculty and Learning Services collaborate to develop individualised plans, which may include targeted support during study periods, additional numeracy sessions, or placement in academic support classes.

ESOL students are also well supported, with tailored strategies and the use of additional standards proving particularly effective. These interventions have contributed to a high rate of achievement, particularly among students in the learning support area. The school's commitment to early support and ongoing review is contributing to strong achievement outcomes, particularly for priority learners.

Management of authenticity and generative AI Takapuna Grammar School has developed a robust and transparent approach to managing assessment authenticity, with clear processes, building staff capability, and student accountability at the core. The school's systems are well embedded and continue to evolve in response to emerging challenges. Regular academic and Heads of Faculty meetings reinforce expectations and feedback, and feedforward checkpoints are discussed and aligned.Staff implement multiple layers of verification, including staged checkpoints prior to final submission and a final authenticity check using digital tools such as Google Docs version history and AI-detection tools. Professional learning and development are provided for staff to build confidence in identifying inauthentic work and understanding the tools and trends that may impact assessment integrity.

Students receive proactive education on the use of generative AI within the bounds of each individual subject areas in addition to mentions in assemblies. Form Teachers discuss the importance of academic honesty with their students, and all students are required to sign an annual authenticity declaration. Staff play a key role in gathering and presenting evidence of potential breaches discussing this with both the student and family. The collated evidence including student and family response is then presented to the Principal's Nominee and Associate Principal to ensure a fair and transparent outcome. The school is also in the process of embedding a formalised authenticity policy, further strengthening its commitment to academic integrity.

By embedding authenticity management into both staff practice and student culture, the school is ensuring that assessment outcomes are credible and aligned with NZQA expectations. The school has pledged to continue investing in staff capability and digital tools which will further enhance the school's ability to uphold academic integrity in an evolving educational landscape.

Review of supporting students at Year 11 Takapuna Grammar School demonstrates a responsive and future-focused approach to student achievement monitoring. Through the strategic use of data, personalised guidance, and a clear understanding of student pathways, the school ensures that all learners are supported to achieve meaningful outcomes. During 2024 a review of the Year 11 assessment programme took place where the school examined the feasibility of reducing the number of assessments being offered at Level 1 and how support and tracking was to be monitored. They have now intentionally shifted away from intensive tracking at Year 11, recognising that few students leave school at this level. Instead, the focus is on preparing students for success at Levels 2 and 3, where qualifications have greater long-term value. Faculties now offer a limited number of assessments at Year 11, using this year as a foundation to build assessment literacy and academic confidence.

Students at risk of not meeting the literacy and numeracy co-requisites, or those intending to leave school at the end of Year 11, are identified early and prioritised for support. For these learners, the emphasis is on ensuring they leave with a meaningful qualification and are well-prepared for vocational pathways, supported by wraparound services and targeted planning. This approach ensures that all learners are supported to succeed and demonstrates the schools understanding of learner profiles and a commitment to future focused learner 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)

Special Assessment Conditions Takapuna Grammar School practices a student-centred and evidence-informed approach to supporting learners with Special Assessment Conditions (SAC), ensuring equitable access to assessment and enabling students to perform to the best of their ability. From entry at Year 9, the school is committed to identifying and supporting students who may benefit from SAC, with a strong emphasis on understanding individual learning needs. Early identification is prioritised, with staff engaging in robust processes to gather evidence, conduct appropriate testing, and make informed decisions about the most suitable support for each learner. The PN meets individually with all students with SAC to ensure their needs are understood and that the support provided is tailored and effective. This personalised approach is supported by HoFs, Learning Services, and classroom teachers who collaborate with each other. Data indicates that students receiving SAC are achieving at similar levels to those students who are not on the SAC register. This reflects the effectiveness of the school's systems and the positive impact of targeted support.

Tracking and Monitoring of student achievement Takapuna Grammar School has a strong commitment to tracking student achievement and using data to inform timely, targeted interventions. Through a combination of robust systems, personalised, and collaborative review processes, the school ensures that every student is supported to reach their full potential whether on an academic or vocational pathway. Assessment data is used strategically to identify students at risk of not meeting NCEA and University Entrance requirements. This enables the timely implementation of support programmes, including targeted interventions such as individualised learning plans which result in tailored academic planning. For students pursuing alternative pathways, a wraparound approach is employed. Careers, Pastoral, and the senior leadership team work collaboratively to provide guidance that explores both academic and vocational opportunities. A key initiative is the annual "Future Education Discussions", where every Year 10–13 student meets one-on-one with a school leader in Term 3. These conversations focus on academic progress, subject selection, engagement, and post-school aspirations, providing a meaningful opportunity to connect and plan for success.

The school community values the rigour of assessment, and the introduction of Common Assessment Activities (CAAs) has helped formalise expectations and signal the seriousness of academic study providing a clear "stake in the ground" for students. Faculty and leadership teams maintain a strong grasp of student progress, particularly at Years 12 and 13, where tracking is rigorous and responsive.

The school's comprehensive approach to monitoring ensures that no student is left behind. By combining data analysis, student voice, and collaborative planning, the school can provide meaningful, future-focused support that empowers students to succeed whether through academic qualifications or vocational pathways.

Raising Māori achievement Takapuna Grammar School is committed to fostering a culturally responsive environment where Māori students are supported to thrive. While the Māori student population is small, the school ensures these learners are visible, valued, and well-supported through targeted initiatives and strong community connections with whānau and iwi. A key part of this support is the Tu Tangata rōpū, which offers a culturally affirming space for both Māori and non-Māori students to

connect, lead, and grow. Participation is voluntary, and the group is supported not only by kaiako but also by a kaumātua and kuia who play an active role in monitoring student attendance and achievement. Senior students in the rōpū take on tuakana roles, serving as positive role models and mentors to younger members, reinforcing the importance of tuakana-teina relationships. This structure nurtures leadership and a strong sense of belonging. Despite the small number of Māori students, the school is intentional in its efforts to ensure they achieve at the same high levels as their peers. The presence of whānau and iwi voices, alongside staff commitment, contributes to a learning environment where Māori students are encouraged to succeed as Māori.

By embedding cultural identity, leadership, and academic support into the Tu Tangata framework, Takapuna Grammar is creating a space where Māori students feel seen, supported, and empowered. This approach not only strengthens student learning outcomes but also reinforces the school's commitment to equity and bicultural partnerships.

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)

Faculties have clearly demonstrated a strategic and purposeful approach to selecting student work for moderation. The next step in strengthening this process is to ensure that the rationale for selection is clearly recorded in the verification sheet within the SMS, rather than solely in shared digital drives. This will further embed consistency and traceability across departments.

The school has strengthened its internal moderation processes through the use of digital systems, resulting in improved accountability, efficiency, and consistency across faculties. In 2025, the school transitioned to using its Student Management System (SMS) to manage internal moderation processes. This shift has had a positive impact, streamlining the moderation workflow and increasing accountability and consistency across departments. The new system allows for more practical and timely completion of moderation, with Heads of Faculty now able to track progress directly within the school's SMS. A complementary spreadsheet, managed by the Principal's Nominee, provides an additional layer of oversight, ensuring that all moderation is completed and recorded systematically. This dual-layered approach has improved transparency and enabled more effective follow-up where needed. The school continues to support staff through professional learning and clear communication of expectations, reinforcing a culture of quality assurance and shared responsibility. This has ensured that the Senior Leadership Team is confident that all results reported to NZQA have been quality assured.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Takapuna Grammar School has effective processes and procedures for meeting the assessment needs of its student 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 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.

Takapuna Grammar School 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

Takapuna Grammar School 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.

Takapuna Grammar School 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

Takapuna Grammar School 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.

Takapuna Grammar School 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

Takapuna Grammar School 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.

Takapuna Grammar School 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 Takapuna Grammar School:

- 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
- *2025 Assessment Manual for Faculties* (Staff Handbook)
- *2025 Takapuna Grammar School NCEA assessment procedures* (Student Handbook)
- *BOT Assessment Policy*
- *2025 Academic Honesty Policy*

The School Relationship Manager met with:

- the Principal's Nominee
- Associate Principal
- Head(s) of Faculty for:
    - Careers and Gateway
    - Languages
    - Mathematics
    - Physical Education and Health
    - Technology
    - Visual Arts
- three students.

There was a report-back session with the Associate 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.