

# **Managing National Assessment Report**

**Pukekohe High School**

**May 2025**

## **FINDINGS OF THIS REVIEW**

### **Pukekohe High School**

**29 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.

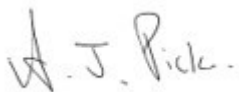
No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

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**

##### **No action required**

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



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21 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 14 April 2021 Managing National Assessment Report** There were no actions from the previous report.

**External moderation response to outcomes and processes** While teachers at Pukekohe High School have a clear understanding of the purpose of moderation and use external moderation reports to inform their future assessment practice, there are some subjects which may need closer monitoring and evaluation. These subjects have patterns of inconsistency of external moderation outcomes. Through the consistent application of the process of reflection, response and evaluation, more positive outcomes in all areas will be achieved. Senior leaders can be confident that teachers are ensuring that grades reported are credible.

As Kaihautuu receive reports, they collaborate with their teams and discuss the results. From this professional discussion, actions are decided on if required. Action plans are documented and collected by the assessment team so that the Principal's Nominee can monitor that actions have been taken and also that Kaihautuu and teachers evaluate whether these actions have effectively addressed the concerns raised in the reports. Where it is identified that teachers may need support to ensure their judgements are at the standard, a number of supports are put in place and include mentoring, membership of subject associations, and Pūtake modules.

### 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)*

Pukekohe High School's management systems and reporting mechanisms provide a framework that encourages reflection and review at all levels. The school has clear lines of reporting between senior leaders, Kaihautuu, Heads of Department and classroom teachers. The ongoing analysis of standard results after each assessment, initiates collaborative and professional discussions at each level focused on identifying any issues and seeking solutions as needed. The outcomes and any actions taken are summarised by Kaihautuu in Evaluative Reports. These are updated after every assessment event and are kept in a digital folder that can be accessed by all Kaihautuu and senior leaders. Some Kaihautuu report that they have read other reports to compare practice and analyse data. Kaihautuu are constantly interacting with their teams and each other to ensure that assessment in their departments is fit for purpose and can be easily accessed by students.

The school's practice of ongoing review, reflection and discussion is building and supporting the capability and confidence of teachers in their assessment practice. All teachers are encouraged to reflect and report on results within a safe framework where they can expect to receive mentoring and support, such as targeted professional learning, if needed.

## 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)*

**Internal review informs course development to meet student needs** Pukekohe High School uses data analysis and reflection to develop courses, and to provide effective support systems to meet the many and diverse assessment needs of its students, so that they have the best opportunities to achieve their goals.

Analysed achievement data has led to targeted support to raise the achievement of Māori students. The Niho Taniwha inquiry model has been implemented where teachers are expected to examine their pedagogy in relation to how it impacts Māori and Pasifika learners. It is hoped that this will challenge teachers to consider different modes of teaching and assessment. Additionally, the school is offering more kaupapa Māori courses to allow students to achieve as Māori. Prior to the Common Assessment Activity window, the school ran a one-day wānanga for Māori students to help prepare them for the assessment as there was some concern that students would not attend the assessment event. It was successful in getting more Māori students to sit the assessment. The school continues to explore ways to ensure that Māori students can achieve their aspirations and have appropriate pathways to achieve the qualification.

Pathways courses are being offered to meet student needs and data indicates high rates of achievement and attendance. Learning and assessment opportunities are contextualised to suit course work. The goal for the school and the students is that they gain apprenticeships that meet their aspirations for the future, whilst gaining NCEA qualifications. The school ensures the students have access to balanced academic and pathways courses.

Well organised learning support systems provide equitable access to assessment for students who are identified as needing Special Assessment Conditions (SAC). The school has identified that there has been an increase in the number of neurodiverse students and the Learning Support team has been working to ensure that these students receive support as appropriate. All staff are kept up to date with conditions students are entitled to, starting with a presentation by the Kaihautuu Learning Support early in Term 1. Dedicated support is provided for students with learning needs in foundation classes and strong connections with whānau, outside agencies and teachers ensure that students have access to assessment opportunities that support their learning goals and achievement.

## 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)*

**Clear internal moderation processes and practice** Teachers at Pukekohe High School consistently follow the internal moderation processes and understand how moderation, both internal and external, is needed to ensure that they are assessing at the required standard. The system and discussions with senior leaders encourage review and reflection of assessment practice to ensure that students receive valid, credible grades.

Embedded moderation processes ensure that all steps in the moderation cycle are recorded, tracked and monitored through the school's Student Management System (SMS). This includes documented evidence of the pre-moderation of tasks and any feedback received from internal and external verifiers and moderators. The Principal's Nominee and his team are able to monitor all moderation and follow up if there are gaps in the documentation. They also keep a historical record of all external moderation outcomes so that they can request that standards be externally moderated where there have been identified issues or where the learning area has not had standards requested for some time. This data collection allows the team to ensure that all learning areas regularly participate in external moderation so they can be assured that they are assessing to the required standard.

## **Appendix 1: Effective Practice**

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

**Pukekohe High School 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 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.

**Pukekohe High 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 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
- 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**

**Pukekohe High 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.

**Pukekohe High 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**

**Pukekohe High 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.

**Pukekohe High 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**

### **Pukekohe High 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.

### **Pukekohe High School assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies
- 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 Pukekohe High 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
- Assessment Policy, Pukekohe High School 2025
- Student NCEA and Assessment Handbook 2025, Pukekohe High School
- Pukekohe High School Task Calendar 2025

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

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Kaihautuu / Heads of Learning Area for:
  - English
  - Mathematics
  - Physical Education and Health
  - Science
  - Social Science
  - Te Wahanga Whakaako
- three students.

There was a report-back session with the Principal, senior leadership team 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.