

# **Managing National Assessment Report**

## **Waihi College**

### **April 2026**

# FINDINGS OF THIS REVIEW

## Waihi College

30 April 2026

### 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 2026.

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.

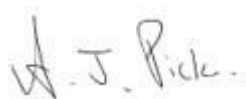
As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

## Actions

### Agreed action

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

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Review processes to ensure that all internal entries have a result or are withdrawn if the student has not had an adequate opportunity to be assessed.	By the end of year close off for internal entry results.



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26 May 2026

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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 23 August 2022 Managing National Assessment Report

Waihi College has addressed the action item from the previous report. Robust monitoring of internal moderation is in place and is discussed in more detail later in the report.

### External moderation response to outcomes and processes

Waihi College has embedded robust processes for managing external moderation outcomes, with the Principal's Nominee discussing all reports directly with Heads of Department and ensuring all required steps are followed. Where moderation feedback is identified as *Not Yet Consistent* or *Not Consistent*, a Moderation Action Plan and Response to External Moderation form are completed collaboratively with the subject teacher, retained with the assessed evidence, and reviewed by the Principal's Nominee. Improving external moderation outcomes indicate that action plans are being effectively completed to improve assessor judgements.

The same robust process is applied to externally moderated standards where an Industry Skills Board is the standard-setting body, ensuring consistency of expectations and practice.

Moderation feedback is driving shifts in assessment practice that has improved staff confidence in making assessment judgements. The school can demonstrate credible, sustained improvement in the quality, consistency, and integrity of its assessment processes. In 2026, this process has been further strengthened through the addition of a reflective section. Teachers will evaluate the effectiveness of the actions taken prior to any further assessment of the standard.

### Exam Centre Quality Assurance Check

The 2025 Quality Assurance check of the school's examination centre identified no issues with the running of the external examinations. The school demonstrated that they have robust processes in place to support the students and the exam centre manager.

### 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)*

With changes to middle leadership structure capacity, leadership and ownership has been strengthened. Middle leadership has been streamlined, with Leaders of Learning disestablished and Heads of Department (HODs) empowered to lead all aspects of departmental performance. This includes credible assessment, quality assurance, departmental review, and the consistent application of school strategies and policies. This has clarified leadership roles, strengthened professional accountability, and repositioned HODs as instructional leaders rather than coordinators.

### **Review of communication to ensure that all stake holders are well informed**

A comprehensive and purposeful review of school communications has improved the accessibility and user-friendliness of the information for staff, students, and whānau. This includes:

- consolidating key messages through a Principal's Nominee staff newsletter
- digitising quality assurance documentation
- strengthening whānau engagement through newsletters and an informative video on NCEA
- a streamlined student handbook
- introducing targeted supports such as a senior NCEA student hub
- a dedicated NCEA information board in the staffroom.

Improved coherency and timeliness of school communications have increased staff confidence with regards to credible assessment and quality assurance. Students are now better supported to navigate NCEA requirements successfully.

**Comprehensive Department Reviews** The introduction of structured departmental reviews has strengthened professional reflection and improvement at both individual and departmental levels. HOD's lead comprehensive analyses of department performance, with every teacher completing a success, challenges, next steps reflection. In 2025, this was extended to a full review of every Achievement and Unit Standard taught, ensuring that all teachers engaged in consistent, evidence-based evaluation of outcomes, delivery, and assessment design. These reviews have informed course and timeline adjustments by HODs and Teachers in Charge and have supported more focused, constructive conversations at senior leader level about course refinement and clarity. While initially demanding and challenging, staff reflections indicate that the process has become highly valued, particularly the opportunity for peer review and collective inquiry. Regular reflective discussions with the Principal and Principal's Nominee further reinforce a coaching-focused approach centred on improving practice and student achievement. HODs report increased confidence, ownership, and positivity toward change.

**Targeted literacy and numeracy to support all learners** The introduction of targeted literacy and numeracy classes from Year 10 onwards has created a clear, supportive pathway for students to achieve the required credits for literacy and numeracy. The school uses both the Common Assessment Activity and additional tagged standards pathways to help students gain the corequisite. This approach represents a deliberate shift in mindset from 'panic and deficit' thinking to purposeful preparation and exploration of alternative pathways helping students see achievement as attainable. By preparing students early, reinforcing that "not yet" is temporary, and celebrating success when milestones are met, student motivation and agency have increased, with learners clearly aware of what they need to do to succeed. Collaboration between English and Mathematics departments has further strengthened support of literacy and numeracy skills to be woven across learning areas, so that students are better supported to achieve the corequisite, make positive subject choices, and access a wider range of future pathways with confidence.

## Credible assessment practice to meet student needs

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment and Examination for NCEA and New Zealand Scholarship Rules 2026)*

### **Support programmes to further enhance student engagement and pathways**

At Waihi College a range of targeted programmes have been established to enable students to learn at their own pace, with a deliberate focus on achieving Level 2 across extended two-year pathways. Alongside traditional programmes, the Pathways and Transition team have significantly broadened vocational and applied learning opportunities, including WINTEC Trades Academies, PCTI Food and Manufacturing Academy, a Level 3 Building Academy, Agriforestry Academy, and Te Ara Hou/Senior Hub, where students can complete study through specified unit standards. Students who were previously in mainstream classes now have access to foundational skills programmes and pathways developing skills in work-readiness preparation, particularly supporting those likely to leave school at the end of Year 12. There are strong community partnerships with local industries. Support includes cadetships, sponsorship, health and safety training, and practical assistance such as a vehicle for driver-licensing. Internal programmes such as practical agriforestry on the school farm and a school-based trade academy have strengthened authentic learning. This has resulted in students staying at school for longer, developing stronger foundational and vocational skill sets, and being better prepared for employment, training, or further study, particularly those for whom traditional academic pathways have not previously led to success.

**Increasing access to digital assessment** Waihi College continues to increase the number of external assessments completed digitally to better meet the assessment needs of its students. Students are offered the opportunity to be entered into digital external assessments where available and close to 90 percent of students completed an external exam digitally in 2025. The school supports students to prepare for digital assessment, emphasising the need for them to proactively organise their devices to minimise issues during an assessment.

**Report a result for all internal entries or withdraw entries as appropriate** The school should consider reviewing its entry checking processes to ensure that all internal entries have a result or are withdrawn if the student has not had an adequate opportunity to be assessed. Over the last few years, the percentage of internal entries without results has improved, but some subject areas are still an issue. Accurate and up to date entries assists students and whānau with planning and tracking their progress towards a qualification.

## Moderation to ensure assessment quality

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment and Examination for NCEA and New Zealand Scholarship Rules 2026)*

Waihi College has undertaken a thorough review of its internal moderation processes, resulting in a more systematic, transparent, and reliable approach to assessment quality assurance. The school now uses its Student Management System to record all stages of internal moderation. All standards are uploaded to the school drive, including cover sheets, exemplars, clarification documents, student work, assessment tasks and schedules and checked by the Principal's Nominee to

ensure moderation requirements are fully met, with results not reported to NZQA until quality assurance is complete. Moderation documentation is regularly monitored by the Principal's Nominee, who confirms completion and formally signs off the process once all requirements have been met and before grades are reported. In 2026, this process has been further strengthened through the introduction of an assessment tracking system, enabling closer monitoring of assessments, due dates, moderation progress. As a result, assessment practices are more consistent and credible, staff accountability is strengthened, and students and whānau can have increased confidence in the accuracy, fairness, and integrity of reported achievement.

## **Appendix 1: Effective Practice**

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

**Waihi 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 student 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

**Waihi 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**

**Waihi College has effective processes and procedures for managing internal moderation by:**

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

**Waihi College has effective processes and procedures for managing external moderation by:**

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

## **Effective management and use of assessment-related data**

**Waihi 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.

**Waihi College reports accurate achievement data by:**

- ensuring that data is submitted to NZQA in a timely manner so that NZQA holds up-to-date entries and results

- 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 whānau about assessment**

### **Waihi 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.

### **Waihi 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 Waihi 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 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 2026 (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 Assessment and Examination for NCEA and New Zealand Scholarship Rules 2026.

### 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
- *Quality Assurance Handbook Waihi College 2026* (Staff Handbook)
- Principal's Nominee Newsletters
- *NCEA Student Handbook 2026*
- The Explainer NCEA Guide (video for Whānau and students)
- Waihi College Policies:
  - *Academic Authenticity*
  - *Assessing Student Learning*

### The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
  - Health and Physical Education
  - Mathematics
  - Science
  - Technology
  - Visual Arts
- Teacher in Charge of:
  - Geography
- three students.

There was a report-back session with the 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.