

Managing National Assessment Report

**St Paul's Collegiate
School**

May 2025

FINDINGS OF THIS REVIEW

St Paul's Collegiate School

14 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 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2024.

Actions and considerations

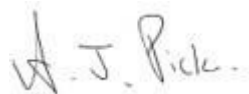
No action required

The school has no action items relating to the quality of its 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:

- Encourage wider use of NZQA's learning management system, Pūtake.



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21 May 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 June 2021 Managing National Assessment Report There were no action items to be addressed from this Managing National Assessment Report (MNA).

External moderation response to outcomes and processes The school has established robust and effective follow-up processes for addressing issues identified through external moderation outcomes, as demonstrated by the high number of Consistent outcomes since 2021. Upon receiving external moderation reports, the Principal's Nominee or the Deputy Headmaster – Curriculum meets with the Leader of Curriculum or the teacher in charge to develop an action plan. This plan addresses the identified issues and outlines steps for implementing necessary improvements.

Reports are carefully reviewed against the relevant standard and assessor judgements to accurately identify issues. While many staff are subject experts, often involved in developing, writing and marking standards, they are also encouraged to consult with colleagues from other schools and subject associations when appropriate. This collaborative approach is further supported by the provision of staff having release time to visit other schools to observe best practice and engage in professional discussions around learning programmes and assessment. Leaders of Curriculum meet fortnightly with either the Principal's Nominee or Deputy Headmaster – Curriculum, with progress on action plans forming part of the agenda. This clear and comprehensive process, dedicated to improving quality assurance, ensures the credibility of results is upheld.

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)

St Paul's Collegiate demonstrates highly effective internal review practices, underpinned by a strong commitment to continuous improvement. The school prioritises adapting to the evolving needs of its students through ongoing evaluation and development. Empowered by strong leadership, teachers take ownership of robust assessment and moderation processes. Student engagement and academic achievement are key priorities and are clearly reflected in the school's NCEA results.

Following a thorough consultation involving the wider community, the school made the strategic decision to introduce the St Paul's Diploma at Year 11 to support students pursuing higher-level qualifications. The diploma has been subject to ongoing review throughout the year, and adjustments have been made in response to both quantitative data and qualitative feedback. The students interviewed reported they are benefitting from the change, with a deeper understanding of subject content contributing to their improved academic performance. The school is committed to evaluating the long-term impact of this change and will continue to monitor its effectiveness over the coming years.

Commitment to continuous improvement The school has rigorous review processes that embed accountability and transparency, ensuring continuous

improvement in assessment practice. Teachers and staff engage in a reflective review of each standard after results are reported to NZQA, incorporating student voice to inform improvements. These insights feed into a more formal annual analysis, which is then discussed by the Leaders of Curriculum and the senior management team. Following this, a comprehensive summary is produced for each curriculum area that not only evaluates student achievement but also aligns findings with the school's strategic goals, such as authenticity, literacy and numeracy and support for priority learners. These summaries are then presented to the Education Committee, chaired by an experienced educationalist, before findings are disseminated to the wider Board.

The school's partnership with Niho Taniwha, further enhances assessment practices by embedding kaupapa Māori principles, fostering culturally responsive practices, reflective teaching, and stronger connections with whānau and the wider community.

Internal/External outlier reports The school has a clear process in place to address any outlier reports received from NZQA. When such a report is identified, the teacher in charge of the relevant subject area is required to conduct a thorough analysis and submit a written report to the Principal's Nominee. This report must include findings, recommendations, and any proposed actions to address the issues raised.

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)

Strategies to ensure student work is authentic The school takes a proactive approach to integrating technology into its teaching, learning and assessment practices. Such practices enhance student engagement, personalise learning experiences, and equip both students and teachers with the digital skills needed to thrive in a modern, future-focused education environment. In support of its Academic Authenticity Policy, the school has developed a clear and accessible guidance system that categorises academic behaviour into three zones – red, orange and green – to help students understand expectations around academic integrity, identify possible risks and make informed, ethical decisions.

- Red: Actions considered academic misconduct
- Orange: Practices that require referencing or further checking
- Green: Acceptable and encouraged academic behaviours.

A key strength of this system is its adaptability. As technology evolves, for example, the emergence of artwork generated by Artificial intelligence (AI), the framework can be updated to address new challenges and maintain clarity around academic expectations.

A wide range of tools is available to support students in maintaining academic integrity. The school is transparent about the purpose and appropriate use of each tool, helping students understand, not just how, but why they are used. Above all, staff recognise that knowing their students well is the most effective strategy for identifying academic malpractice. Ongoing professional development in this area is provided, and academic integrity remains a regular topic of discussion in the fortnightly meetings between the Leaders of Curriculum and senior leadership.

School-wide approach to literacy and numeracy supports success Students at St Paul's Collegiate are well supported in achieving the literacy and numeracy co-requisite requirements for NCEA. In Year 9, students receive one period a week of Literacy and Numeracy, taught by a specialist teacher in these fields. The lead teachers also support staff by delivering structured professional development sessions, equipping them with strategies to embed literacy and numeracy into their subject teaching.

During the 18-week Tihoi Venture School programme - an outdoor education experience unique to St Paul's Collegiate, Year 10 students, literacy and numeracy remain a focus. These skills are integrated into both the outdoor challenges and dedicated lessons, ensuring continuity of learning. This ensures that students are well-prepared to meet the digital literacy and numeracy requirements of the co-requisite.

Comprehensive tracking and monitoring of student achievement The school effectively uses achievement data to monitor student progress and provide targeted support to help students reach their academic goals and attain qualifications. A school-wide emphasis on timely assessment verification ensures that student progress is tracked accurately and in real time. At its lowest level, Academic Mentor teachers are the first point of support, working closely with students to address any emerging concerns. If challenges persist, the matter is escalated to the House Masters and, where necessary, senior leaders, ensuring a responsive and layered approach to student achievement and wellbeing.

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)

Established moderation practices The school's internal moderation process is effectively managed and monitored by the Principal's Nominee and Data Analyst, ensuring each step is carried out with consistency and oversight. This robust system underpins the strong track record of consistent outcomes in external moderation. Senior leaders can be confident that all standards with results reported to NZQA have been subject to quality assurance.

All staff were able to articulate the purpose of moderation, and all had engaged in collaboration with assessors from other schools to incorporate best practices into their teaching. Staff also demonstrated their awareness of the need to consult both NZQA and Ministry of Education websites for assessor support.

Whilst staff were familiar with Pūtake and its resources, such as the Assessor Practice Tool and the subject pages, these had not been accessed in 2025. Encouraging wider use of these tools, particularly among staff not directly involved in the writing or moderation of standards and those provisionally registered or from overseas, would further consolidate assessor knowledge and the consistency of professional judgments.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

St Paul's Collegiate 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
- 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.

St Paul's Collegiate 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

St Paul's Collegiate 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.

St Paul's Collegiate 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

St Paul's Collegiate 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.

St Paul's Collegiate 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
- 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

St Paul's Collegiate 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.

St Paul's Collegiate 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 St Paul's Collegiate 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
- *Board of Trustees Curriculum/Assessment policy*
- *Summary of Assessment Policy 2025*, (Staff copy)
- *Summary of Assessment Policy 2025* (Student copy)

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Assessment
- Leader of Curriculum for:
 - Arts
 - English
 - Mathematics
 - Physical Education
 - Social Studies
- Head of Department of:
 - Chemistry
- three students.

There was a report-back session with the Headmaster 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.