

Managing National Assessment Report

Reporoa College

July 2025

FINDINGS OF THIS REVIEW

Reporoa College

24 July 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

Agreed actions

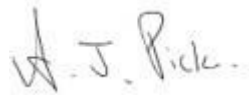
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Report a result for all internal entries or withdraw entries as appropriate.	Before the 1 December data file submission.
Ensure that quality assured grades based on standard specific evidence are reported to NZQA for use as derived grades.	Prior to external assessment opportunities.

For consideration

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

- further develop departmental self-review of internally assessed standards and encourage the sharing of good practice through improved collaboration between departments.



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19 August 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 and significant issues from 22 May 2024 Managing National Assessment Report The four significant issues that the school needed to address to meet the requirements of its *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* have been satisfactorily resolved by:

- following up on external review recommendations and findings
- complying with external moderation requirements of NZQA and SSBs
- reporting to parents and the community appropriately and regularly on student achievement
- providing accurate and sufficient information to students about assessment processes.

Reporoa College has effectively addressed all but one of the 2024 agreed actions by:

- applying and embedding the new external moderation system
- updating the staff handbook to ensure information is current and that teachers use it
- changing verifiers to improve assessor judgements, in subjects with trends of Not Yet Consistent and Not Consistent external moderation outcomes
- ensuring that teachers share a common understanding of the purposeful selection of a sufficient sample of student work for grade verification
- strengthening the monitoring of internal moderation.

One agreed action, *to 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* is still on going and is discussed in the body of this report.

External moderation response to outcomes and processes Reporoa College has reviewed its external moderation processes and has established a rigorous and responsive follow-up process that aligns with NZQA guidelines and is closely monitored by the Principal's Nominee.

All external moderation outcomes are reviewed in detail, with particular attention given to emerging trends and any standards marked as *Not Yet Consistent* or *Not Consistent*. These are prioritised for action, with the Principal's Nominee working alongside Curriculum Leaders to develop and implement targeted improvement plans within clear timeframes. This includes changing verifiers where appropriate and engaging in professional learning through subject associations and assessor support platforms such as Pūtake, or through collaboration with other schools. With the close monitoring of internal and external moderation the Principal's Nominee has addressed the area of materials not received to ensure that all standards required for moderation are in the subject folders ready for uploading for moderation.

The completion of all actions is tracked to ensure accountability and continuous improvement. By combining structured moderation systems with a strong emphasis

on professional learning and collaboration, Reporoa College is not only improving its moderation outcomes but also building long-term assessment capability and confidence across the teaching staff.

As part of its ongoing commitment to assessment integrity and NZQA compliance, the next phase in the school's external moderation process will focus on further detailing NZQA's external moderation requirements to all teaching staff. Specifically, staff will be supported to understand the importance of presenting a range of student work, where available, that clearly demonstrates achievement at each grade level: *Not Achieved*, *Achieved*, *Merit*, and *Excellence*, plus another two pieces from around a grade boundary. Clear guidance and exemplars will be provided to assist teachers in selecting and preparing moderation samples.

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)

Building assessment leadership, ownership and capability Reporoa College continues to strengthen its assessment leadership through the proactive work of the Principal's Nominee, who is committed to fostering school-wide understanding, consistency, and ownership of NCEA processes.

Supported by the Principal and Deputy Principals, the Principal's Nominee has introduced a range of credible and transparent assessment processes that are now consistently applied across the school. The school now has regular meetings with staff to support the implementation of these new systems and to ensure all staff are now following school processes and procedures. These include clear protocols for managing missed and late assessments, appeals, resubmissions, and further assessment opportunities. These processes ensure fairness and clarity for both students and staff.

Literacy and numeracy plan to support students to gain their NCEA

qualification In 2024, Reporoa College implemented a targeted approach using a sample cohort to assess progress toward NCEA literacy and numeracy co-requisites through the Common Assessment Activities (CAAs). This data-driven strategy informed planning for 2025 and highlighted key areas for intervention and development. A comprehensive plan has been put in place to support all students to gain the NCEA co-requisite, including:

- the use of diagnostic tools such as e-asTTle, to assess readiness of Year 7-10 students for the NCEA co-requisite assessments
- identifying Year 10 students "at risk" and providing daily literacy/numeracy support.
- engagement with the Ministry of Education(MoE) *Te Manu Ka Rere* programme to support literacy and numeracy achievement
- specialist teaching interventions for small groups in Mathematics and Statistics.

Developing AI integration and digital capability across the school Reporoa College is taking a proactive and future-focused approach to digital transformation by prioritising the responsible integration of Artificial Intelligence (AI) across all staff

roles. They are currently developing a school-wide AI policy addressing the ethical use of generative AI tools, detection and management of authenticity breaches, student guidelines, and staff responsibilities. Alongside this, a professional development programme is building staff capability in using educational software, the school's Student Management System (SMS), and recognising AI-related authenticity concerns. Assessment policies are being reviewed to embed clear protocols for detecting AI-generated content, with staff training, authenticity checks, and defined response pathways. These initiatives are not only strengthening digital literacy and assessment integrity but also positioning the school to confidently navigate the evolving educational landscape and ensure equitable, future ready learning for all students.

Ongoing development of department self-review The school will continue to enhance departmental review processes by incorporating structured internal standards reviews and reflective practices. This approach is designed to foster a culture of continuous improvement, encourage the sharing of effective practices, and promote greater collaboration across departments. By embedding reflective analysis into regular review cycles, the school aims to identify strengths, address areas for development, and support the dissemination of successful strategies. This initiative will not only strengthen interdepartmental relationships but also contribute to a more cohesive and high-performing organisational culture.

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)

Monitoring and tracking student achievement Reporoa College has established a robust and responsive system for monitoring student progress, demonstrating a strong commitment to early identification and targeted support for students at risk of underachievement. Each department contributes to a centralised data sheet that feeds into personalised student trackers, with weekly priority updates shared among staff to enable timely, collaborative interventions. The Deputy Principals and Senior Dean work together to develop individualised programmes for identified students, supported by detailed tracking per standard and teacher commentary on issues such as attendance and engagement. Attendance is closely monitored, with whānau engaged in goal-setting discussions to reinforce shared accountability. Students with learning difficulties, as well as students with Special Assessment Conditions, receive independent learning plans, and teachers adapt classroom programmes to ensure inclusivity, supported by additional tutorials which take place as needed. These tutorials are organised by the school in consultation with student and whānau. Positive communication with whānau is prioritised, strengthening relationships and reinforcing achievement. This comprehensive approach ensures that no student is overlooked, and that every learner is supported to reach their full potential in a responsive and inclusive learning environment.

Ensure all internal entries have a reported result or are withdrawn The school needs to strengthen its processes to ensure that internal assessment entries without grades are appropriately withdrawn. Where students have had adequate assessment opportunity, a *Not Achieved* grade should be reported. In cases where no opportunity was provided, the entry should be withdrawn. The Principal's Nominee, in collaboration with Curriculum Leaders will oversee this process to ensure that all assessment entries accurately reflect student engagement and outcomes. Implementing this practice will improve the accuracy of student progress tracking, support qualification attainment monitoring, and ensure that assessment data reported to NZQA is both valid and reliable.

Report quality assured results for use as derived grades Reporoa College has taken decisive and strategic action to resolve previously identified inconsistencies in the provision and expectation of student engagement in practice external examinations. A thorough review of derived grade practices led to the implementation of a school-wide process, led by the Senior Leadership Team, ensuring that all curriculum areas now provide quality-assured assessments for every external standard. These assessments are collected from all students entered for external exams and are verified or justified to meet NZQA requirements. This system is critical to ensure that all students have access to valid derived grades should their participation in external examinations be disrupted. As a result, the school has strengthened its assessment credibility, improved equity of access, and reinforced its commitment to supporting student achievement through improved assessment practices.

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)

Reporoa College has established a centralised and structured approach to curriculum documentation and internal moderation to ensure consistency, transparency, and compliance with NZQA requirements.

Each subject maintains an Assessment and Moderation (AA) folder that includes all relevant documentation for internal moderation. These folders are stored in a digital centralised location to ensure accessibility and consistency across departments. These folders include both internal and external moderation exemplars and benchmark samples, to provide guidance in making assessment judgments and ensure alignment with national standards.

Moderation processes are regularly discussed in staff meetings and are outlined in the staff handbook. This includes pre-moderation of tasks, assessment specifications, schedules, and key assessment dates. Clarification documents and NZQA specifications are also included to support staff understanding.

In response to external moderation trends of Not Yet Consistent and Not Consistent, the school has made strategic changes to verifiers, ensuring that subject specialists are appropriately matched to support improved moderation outcomes.

The Principal's Nominee plays a key role in quality assurance by checking the completion of all internal moderation coversheets and conducting departmental audits. This ensures that moderation systems are consistently followed and that all assessment results reported to NZQA are credible and quality assured.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Reporoa 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 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.

Reporoa 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Reporoa 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.

Reporoa 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

Reporoa 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.

Reporoa College 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 whānau about assessment

Reporoa 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.

Reporoa 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 Reporoa 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 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:

- a selection of Moderation Plans
- information on their actions and self-review since the last Managing National Assessment report
- Reporoa College MNA mini audit Reporoa College School Wide Numeracy and Literacy Strategy 2025
- *Reporoa College NCEA Assessment Procedures* (Staff Handbook)
- *Student Survival Guide* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Teacher in Charge of:
 - English
 - Maths
 - Music
 - Physical Education and Health
 - Science
 - Social Sciences
- three students

There was a report-back session with the Principal, Deputy Principal Curriculum, Deputy Principal Pastoral 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.