

# **Managing National Assessment Report**

**Campion College**

**September 2025**

# FINDINGS OF THIS REVIEW

## Campion College

16 September 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 two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

#### External and internal review

Complete timely submission of external moderation materials to NZQA.	When internal moderation is complete for each standard.
Strengthen the follow-up actions for inconsistent external moderation outcomes.	Immediate and ongoing.

#### 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 moderation outcomes with external verifiers
- strengthening identification and support for students eligible for special assessment conditions.

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11 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 August 2018 Managing National Assessment Report

There were no actions to complete in the 2018 report. The school has continued to refine its systems and assessment policies through regular self-review, professional learning, curriculum meetings and updates.

**External moderation response to outcomes and processes** External moderation feedback indicates that the school has accurate assessor judgements against the standard for most subjects. The feedback and the school's response via the query and appeal process reflects the effectiveness of their processes for internal moderation and responding to external moderation.

There are ongoing inconsistent outcomes in two learning areas that haven't been resolved yet. While the school has clear processes to address issues identified by external moderators, the school should strengthen the follow-up actions for inconsistent external moderation outcomes, to ensure these are effectively resolved. This practice will support the credibility of results reported to NZQA.

**Timely submission of materials** The school must submit external moderation materials to NZQA when they are due. At the time of the review there were standards with outstanding materials to be uploaded for external moderation, even though results had been reported. It is recommended that the Principal's Nominee sets up a tracking system using the school's Student Management System. This would ensure that Heads of Curriculum have timely reminders to address this as soon as possible following the completion of internal moderation.

### 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)*

**Culture of self-review** Champion College has an embedded culture of self-review across all levels of the school. This is maintained by clear review and reporting requirements by the Senior Leadership Team, expectations to deliver on identified areas of improvement set as strategic directions from the Board of Trustees, and regular follow-up by senior leaders to ensure required actions are undertaken. The Heads of Curriculum, alongside the Principal's Nominee and the Senior Leadership Team, work together to set the strategic direction for credible assessment practice. Analysis of variance of results and achievement is completed, and each subject area reports this analysis of to the Board of Trustees annually. Leadership is evident and assessment is a shared responsibility. The Heads of Curriculum meet twice a term and go over the assessment protocols to ensure that everyone is familiar with expectations. The school will be undergoing a change of leadership for 2026. The current Principal Nominee has been appointed as the new Principal. The school leadership team is confident that succession planning will cohesively support the effective assessment practice at Champion College.

## Credible assessment practice to meet student/ ākonga 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)*

**Māori achievement** Leadership and ownership of Māori achievement is embedded across the school, with strong support from the Board and active partnership with iwi, including Te Rūnanga. Staff-led initiatives have been informed by feedback and professional learning based on Russell Bishop's "Teaching to North-East" educational approach to relational pedagogy. These initiatives have helped address gaps in cultural knowledge and build staff capability. Heads of Curriculum have taken ownership by integrating local narratives, such as that for the awa behind the kura, into curriculum areas like Science and Religious Education. Projects for environmental te taiao sustainability and planting link environmental and social justice issues to assessment, making learning more relevant and contextualised for Māori students.

Through these efforts, Māori learners are more engaged, see themselves reflected in the curriculum, and are better supported to achieve academic success. Since introducing the 2022 strategy to raise Māori achievement, success has increased – especially at Level 1. While progress has plateaued at Level 2 and 3, the gap has narrowed. Students said that strong mentor-home relationships, targeted career education, and tracking their progress have been key factors.

**Pathways** Campion College provides flexible, confidence-building programmes that support students to experience success and prepare for meaningful post-school transitions. Traditional academic routes, such as university, are not always the preferred or most suitable option for all students at Campion. The school has implemented a range of programmes including the Otago Health Science Pathways, university liaison initiatives, and community engagement through liaison officers and work experience. Vocational options are also available. Each student has a meaningful curriculum geared towards supporting successful transitions, monitored by Learning Mentors who connect regularly with students and their whānau. Students say they feel well prepared for high-stakes assessments and future pathways, whether academic or vocational.

**Targeted support** The school tracks student progress through classroom-based assessments, readiness checks, and ongoing teacher observations. Collaboration between classroom teachers, Heads of Curriculum, and whānau ensures that students receive tailored support. Monitoring includes evaluating literacy and numeracy development and identifying students who require additional scaffolding or accommodations. These initiatives have led to increased student confidence, improved engagement, and successful achievement of key milestones such as completing the co-requisite literacy and numeracy requirement by Year 12.

**Improving Access to Fair Assessment** To ensure equitable access to assessment, Campion College could strengthen how it identifies and supports students by using school-based evidence when applying for Special Assessment Conditions (SAC). This approach would help more students receive the assistance they need, such as reader and/or writer support. Although the number of students accessing specialist support has nearly doubled, the percentage of students receiving SAC through school-based evidence is declining. This suggests a gap in identification or application processes that may be limiting access for some students.

The 2018 Campion College Managing National Assessment report highlighted improvements in identifying students eligible for SAC. More recently, the 2024 Education Review report emphasized the importance of strengthening techniques to support diverse learning needs through the Universal Design for Learning (UDL) framework. Current collaboration between teachers, Heads of Curriculum, whānau, and students ensures appropriate support is in place, including SAC where needed.

**Artificial Intelligence (AI) and authenticity concerns** The school has reviewed and strengthened its assessment practices to meet the challenge that AI presents to authentic assessment. The school is constantly adapting its practice and reframing assessment policies to assist students to maintain authenticity. The Senior Leadership Team has also reached out to NZQA and the Ministry of Education to check best practice and theory. The school has introduced processes to minimise potential opportunities for students to access AI. It remains an ongoing concern that is mitigated by staff knowing their students well. The school's small class sizes and the use of checkpoints contribute to maintaining the integrity of student work. Subject areas conduct most assessments in class time under supervision so that teachers can constantly monitor student work. Students are required to include all their notes and references in their final submissions, allowing them to demonstrate how they developed their work. Messaging about maintaining authenticity, breaches and academic integrity are reinforced throughout the year in class discussions, newsletters, and assemblies. Students said assessment conditions are consistent across the school and that they clearly understand what is acceptable, showing the school's assessment policy is working well as it becomes established.

## **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)*

**Internal moderation ensures robust quality assurance** Heads of Curriculum have oversight of internal moderation for subjects in their curriculum areas, leading to robust moderation processes that are well embedded across the school. The staff regularly use Pūtake to develop their practice and engage in cross-curricula conversations around assessment best practice. Most subject areas have experienced verifiers on staff, but an external verifier is used when one is not available in the school, or when an external point of view is needed. The school uses a spreadsheet and shared drive to track all standards that the school is assessing. Teachers are required to provide a completed internal moderation coversheet when reporting results for a standard. The Head of Curriculum carries out quality control checks, following up with staff as required. All documentation is handed to the Principal's Nominee for final checking.

**External verification** The school should consider routinely sharing external moderation feedback with external verifiers. This would strengthen internal moderation by ensuring that more teachers have access to the recommendations provided and thereby promote accurate assessor judgements. In cases where an alternative verifier is required for internal moderation, the school can request a list of schools with relevant expertise from the School Relationship Manager.

## **Appendix 1: Effective Practice**

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

**Campion 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 targeted 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.

**Campion 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**

### **Campion 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.

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

- 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**

### **Campion 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.

### **Campion 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 families about assessment**

### **Campion 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, through awards and newsletters

### **Campion 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 Campion 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 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
- *Campion College Policies and Procedures for Assessment* – staff handbook 2025.
- *Campion College Assessment Guidelines for Students 2025*.

### The School Relationship Manager met with:

- The Acting Principal and Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Curriculum for:
  - Arts
  - Mathematics
  - Physical Education
  - Religious Studies
  - Science.
- three students.

There was a report-back session with the Acting Principal/ 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.