

Managing National Assessment Report

Te Aute College

May 2025

FINDINGS OF THIS REVIEW

Te Aute College

7 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

Agreed actions

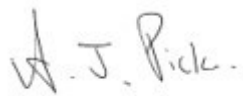
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Strengthen monitoring of external moderation follow up	Immediate and ongoing
Moderation to ensure assessment quality	
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades	Prior to the beginning of the 2025 end of year examinations
Strengthen management and monitoring of internal moderation	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:

- strengthening reporting on assessment outcomes by each department
- sharing assessment information electronically with students
- strengthening identification of students eligible for Special Assessment Conditions.
- including an assessment component in the staff induction programme and integrate it with ongoing staff professional learning



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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 29 July 2022 Managing National Assessment Report

The school has addressed the one agreed action by introducing a tracking system for internal moderation and standardising the use of the school's internal moderation cover sheet. As discussed later in this report, the monitoring of teachers' responses to external moderation should be part of this process.

External moderation response to outcomes and processes Teachers at Te Aute College value the feedback from external moderation. The school has a process for teachers to reflect on the feedback, especially for any standard reported as Not Consistent and Not Yet Consistent by producing an action plan to resolve issues identified by NZQA moderators. To complete the moderation cycle and strengthen the quality of the school's response to external moderation, the Principal's Nominee should develop a process for following up on the action plans that have been developed to check that identified issues have been resolved before the standard is assessed again.

Most subjects at Te Aute College are sole charge with teachers having developed relationships with external verifiers. Heads of Department demonstrate ownership of the monitoring of external moderation follow-up by sharing the outcomes with their verifiers. Part of the follow-up by the Principal's Nominee should include evaluation of the suitability of the verifiers used.

Outcomes from additional moderated standards The school had two additional standards requiring work from 2024 to be sent for external moderation. One was found to be Consistent and the other Not Consistent. For the Not Consistent outcome, the school's change of operating system meant that some student work stored digitally was unable to be accessed. This highlights the need for better communication regarding the storage of student work to ensure that the school can send all required materials for external moderation.

Internal review

Strong and embedded tracking of students At Te Aute College all teachers contribute to a strong and embedded student tracking process so that they are informed about each student's progress towards their qualifications and pathway goals. This approach to pathways planning means that courses and assessment are matched to student needs and aspirations, leading to high achievement and striving for excellence.

The school culture of striving for better and aiming high in all aspects of education has resulted in an increase of merit and excellence grades and NCEA certificate endorsements. Students are supported to think about how they engage with assessment to produce their best possible work and ask questions about how to reach the higher merit and excellence levels.

As identified in the recent Education Review Office review, Te Aute College is focused on using achievement data, including reading, writing and numeracy for years 9 and 10 students, to show student progress and to prioritise professional learning that improves curriculum delivery. This is to be reviewed annually.

Student success in completing the NCEA co-requisite Te Aute College prides itself on its high attainment rates for the NCEA co-requisite. The school continues to engage with external providers to enhance teacher practice to provide year 9 and 10 students with the skills they need to be successful in the Common Assessment Activities (CAAs). Staff capacity is supported by in-house leadership of literacy development. As the Head of English Department teaches all senior students, it is easy to identify which students will need targeted support for the literacy component.

The school is considering giving students access to Te Reo Matatini me te Pāngarau in addition to literacy and numeracy in English. Many students have high levels of proficiency in Te Reo Māori but there is also an expectation from whānau that their sons are highly literate in English as well.

Strengthen department reporting on assessment outcomes To strengthen the work done by teachers in tracking student progress towards achievement and qualifications goals, departments should include reporting on assessment outcomes, for example, what has been successful, what should be changed, and what are the outcomes for students? A required next step is to document an evaluation of any action plans and reflect on how well they achieved the desired outcome.

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)

Effective pathway planning and communication Te Aute College's pathway planning is built on an effective careers and student support programme. The curriculum teachers meet fortnightly in the Senior Syndicate Advisory to discuss each student's needs, analyse achievement data and develop individual education plans. There is a strong relationship between the Trades co-ordinator and the local tertiary institute, the only external provider used by the school, to give students access to courses that build on their interests and careers aspirations. Students who are aiming for a university course are supported to work towards appropriate NCEA Level 2 and 3 courses that will support them gaining entrance to their intended university disciplines and for applications for scholarships and to halls of residence.

Decisions about pathway choice and course structures are communicated with whānau through regular emails from learning advisers. At the end of Terms 1 and 3, meetings are scheduled for each student involving teachers, students and whānau. Following these meetings there are planned careers conversations for all students. The school also uses the regional Kapa Haka competition to schedule meetings with parents.

To further support students to make informed decisions about assessment, the school is encouraged to develop a shared drive for the school's student assessment documentation. Having better access to forms for students to request extensions and make appeals would ensure that assessment practice is more equitable, consistent and credible.

Student behaviour in assessment embodies authenticity The students interviewed during this review clearly expressed how authentic assessment practice is constantly discussed and is embodied in the actions of the students. Students are very conscious of the need to produce work that represents what they have learned

and how they have developed their own ideas. Teachers constantly reinforce this understanding in classes, especially in the lead-up to, and during, assessments. The use of checkpoints is widespread, meaning that teachers experience the authentic voice of their students.

Strengthening identification of students' eligibility for special assessment conditions The school has good processes in place to support individual students in each class. The school is encouraged to further develop its identification of students' specific learning needs starting in years 9 and 10. This will build a body of evidence to decide the best support for identified students for addressing any barriers they might encounter. There is strong RTLB and transition support in the school which should support planning to embed the processes around the provision of appropriate special assessment conditions in both internal and external assessment.

Effective management of assessment data Te Aute College reports accurate and timely data to NZQA. Teachers ensure that achievement data is used to inform practice and that results reported to NZQA have been quality assured and checked for accuracy. Teachers are aware that internally assessed standards should either have Not Achieved where adequate opportunity to be assessed has been made available or where there has not been an adequate opportunity to be assessed, the standard entry can be withdrawn prior to the 1 December data file submission.

This will support accurate tracking of student progress towards their qualifications goals.

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)

Shared understanding of internal moderation processes Each teacher at Te Aute College is effectively the leader of their subject. They are capable assessors who have a strong understanding, and demonstrate ownership, of the internal moderation process. Because the school is small and reasonably remote, most professional subject specific discussion around assessment occurs remotely through subject association groups. This highlights the importance of the school's fortnightly senior subject teacher meetings where processes are made clear and where external moderation outcomes are discussed.

Senior subject teacher meetings are crucial in developing new teachers at the school who may also be new to NCEA, ensuring that staff induction promotes strengthening assessment practice and is part of ongoing staff professional learning and development. The Principal's Nominee supports teachers to use the assessor practice tool Pūtake in NZQA's learning management system and making use of the facility to request clarifications of standards and query or appeal external moderation outcomes.

With the Principal's Nominee having introduced an electronic drive for moderation, her ability to track completion of moderation has been enhanced. She is considering introducing the moderation tool in the student management system to further support digitising the process. The school leaders can be confident that all reported grades for internal assessments have been quality assured.

One aspect of the school's moderation cycle that should be updated to match NZQA's advice is the selection of student work for external moderation. Rather than

selecting all student work at grade boundaries, four of the six pieces of work submitted should be firm examples of N, A, M and E grades, with two pieces only from around a grade boundary.

Reinforcing the processes used to gather derived grade evidence While the school has a derived grade process; it is not widely used. This is because the tracking of students and the development of individual plans generally means that students have completed the requirements for their NCEA qualifications before the end of year external examinations. Often students who are entered for external standards do not attempt the assessment, but with the school's "aiming high" attitude it is essential that the Principal's Nominee ensures that the derived grade process is used effectively by teachers and publicised to students. Students who are intending to go to university must be confident that an unexpected event in their NCEA examinations does not impact on them gaining University Entrance. The school must ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades. Ensuring that the derived grade coversheet is used across subjects that offer standards assessed in the end of year exams would support this.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Te Aute College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- 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
- 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Te Aute 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 kaiako and student are aware of authenticity requirements including the use of Generative AI
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Te Aute 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 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.

Te Aute College has effective processes and procedures for managing external moderation by:

- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Te Aute 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.

Te Aute 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 kaiako 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

Te Aute 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
- celebrating students' success.

Te Aute 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 to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Te Aute 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:

- information on their actions and self-review since the last Managing National Assessment report
- Board assessment policies and procedures, and other supporting documents
- *NCEA Student Information Booklet, Te Aute College 2025*
- *NCEA Teacher Information Booklet, Te Aute College 2025.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal
- Heads of Department for:
 - English
 - Te Ao Haka
 - Te Reo Māori
- Kaiako of:
 - Mathematics
 - Te Ao Tangata
- three students.

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