Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Managing National Assessment Report

Chanel College

March 2026

FINDINGS OF THIS REVIEW

Chanel College

25 March 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 effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three years.

Actions and considerations

Agreed actions

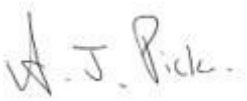
The school agreed that four actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Formalise the process to respond to external moderation to ensure action plans effectively address identified issues and are implemented	Immediate for the 2026 external moderation round and then ongoing
Credible assessment practice to meet student needs	
Review school documentation for staff and students to ensure it is accurate and reflects current NZQA and school practice	Within the 2026 calendar year
Document the school's quality assurance process for derived grades to provide assurance that grades are credible	For the 2026 practice exams and then ongoing
Moderation to ensure assessment quality	
Implement NZQA guidelines for the selection of student evidence for verification, so that samples are strategically selected.	Immediate for all 2026 internal assessments and then 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:

- further encouraging staff to offer digital exams at NCEA Levels 2 and 3 to meet student needs
- encouraging staff to use the query and appeal functions in the external moderation application and the resources found on Pūtake to further support their assessing of standards.



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12 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 18 May 2022 Managing National Assessment Report
There were no action items from this report.

External moderation response to outcomes and processes
The school has experienced low overall external moderation agreement rates since the last report, below 50 percent for the last three years. Formalising the response process will strengthen the process and provide better support to assessors to improve their judgements. Action plans should specifically address the issues identified in the report and be developed and implemented in a timely manner on receipt of the report. Using a standard template for recording the plans would assist the Principal's Nominee to monitor progress and implementation. The Principal's Nominee's fortnightly catchups with Heads of Learning are well positioned throughout the school year and should include a regular review and discussion of external moderation outcomes and progress to responding to them. Further support that staff may require could also be identified through these meetings. Few staff have used the query and appeal functionality of the external moderation application and encouraging more staff to use it will also support them to clarify issues, if necessary. Likewise, teachers would benefit from using the resources that are available on NZQA's Learning Management System, Pūtake.

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)

Pastoral model supports student achievement Chanel College has a sound structure for self-review that effectively identifies areas for improvement. Staff are well supported by Senior Leaders to effect change and produce positive outcomes for students. Since the previous report, the school has strengthened its student-centred approach to support them reach their qualification goals, with their Atawhai pastoral model being the cornerstone. The school believes this model has been the most effective change in creating positive outcomes. Atawhai teachers work closely with students and families to help ensure they are informed about courses, programmes, and appropriate pathways, which are then mapped to meet the student's goals. They also work closely with Heads of Learning Area and subject teachers to track and monitor student progress. Students have learning journals that they use to track their own progress and have mentoring discussions with their Atawhai teacher. The Atawhai model is effectively preparing students for their chosen pathway when leaving school and has greatly attributed to the increase in NCEA pass rates across all three levels since the last report.

Special assessment conditions support student achievement Students requiring provisions for special assessment conditions are being well supported through a strengthened learning support system. The school identified that improvement was needed in their systems for identifying students who may need special assessment conditions and how they are supported on their learning journey. Students are identified using school-based evidence as early as possible, so that

plans to support them are in place well before beginning NCEA assessments. Each student has a learning passport for the support they require, to help teachers ensure the correct assessment conditions are provided. This also assists discussions with Atawhai teachers and in department meetings, to ensure individuals are receiving appropriate support. The number of students with special assessment conditions provisions has more than doubled since the last report, contributing to the improved achievement rates and equitable outcomes for those students who may otherwise have struggled to gain a qualification.

Qualification pathways meeting student needs Chanel College has effectively used curriculum review and community feedback to identify student qualification needs and appropriate qualification pathways. The school has increased the diversification of the courses they offer, so that students have a range of opportunities and pathways that include University Entrance subjects, Gateway courses, and courses through Private Training Establishments. Year 13 students also leave with First Aid certificates and their beginner driver licence. The school is also placing a greater emphasis on subject areas to offer external exams and encouraging students to attempt them. Beginning in 2026, all Level 1 subjects will offer at least one exam and build the expectation for students to sit them. Sitting external exams, starting at Level 1, can build student confidence and prepare them better for exams at higher levels, including tertiary study. It also helps to ensure that course endorsement and University Entrance opportunities are available and achievable.

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)

Review of staff and student handbooks required Some information contained in the school's staff and student handbooks are inaccurate or out of date. The school needs to review the staff and student handbooks so that the information is accurate and reflects current NZQA and school practice. This will help to ensure correct processes are followed and that students are not inadvertently disadvantaged. Key areas to review for the student handbook are the:

- number of credits needed to gain a qualification
- numeracy requirement for University Entrance
- processes for applying for special assessment conditions
- processes for deadlines, lateness and extensions applications.

The key areas for the staff handbook are the:

- procedures for selecting and storing samples for internal and external moderation
- eligibility rules for further assessment opportunities.

Documenting the quality assurance process for derived grades Schools must be able to provide assurance that all derived grades submitted to NZQA have been quality assured. The school needs to develop an attestation process that provides Senior Leaders with this assurance. Learning Areas source their practice exam materials from subject associations and use the verification method to quality assure grades. Just as for internal moderation, this process needs to be documented to provide Senior Leaders with confidence that only credible grades are reported. Templates are available on the NZQA website that the school could use to perform this function.

School readiness for digital exams The school's readiness for digital exams is still developing. The 2022 Managing National Assessment report suggested the school consider encouraging staff to enter students into digital exams at the end of year. Since this report, there has been little further uptake. Students are though attempting the Common Assessment Activity digitally. This year staff are adjusting their Level 1 programmes to enter students for digital exams, in line with NZQA's digital first policy for Level 1 NCEA. Staff could be further encouraged to enter students for Levels 2 and 3. Students interviewed for this report commented that they would like to have the option to attempt the exams digitally. The school is considering a Bring Your Own Device policy, and this may support further uptake if implemented.

Moderation to ensure assessment quality

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

Chanel College is strengthening its process for internal moderation. The low overall external moderation outcomes since the last report prompted a review of the robustness of internal moderation. It is now the school's expectation that 20 per cent of the moderation will involve verifiers at other schools, with higher expectations for some identified learning areas. This ensures that at least one standard per subject is externally verified and will help to strengthen the credibility and consistency of assessment decisions.

Strengthening the verification process required The selection of student evidence for verification does not meet NZQA guidelines. Samples of student work should be strategically selected, rather than being randomly sampled or a set number of scripts. Teachers should seek verification of grades awarded including samples of work around grade boundaries, as well as any grades that need review, to satisfy themselves that their decisions are consistent with the standard. The number of samples selected for verification will depend on factors such as the experience of each teacher, previous external moderation history and the student cohort. This will give greater assurance that assessor judgements are accurate and reliable while reinforcing a culture of improvement in assessment practice.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Chanel 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 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- expanding 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.

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

Effective internal and external moderation to assure assessment quality

Chanel 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.

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

- ensuring samples of student work are available for submission by being adequately stored
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Chanel 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.

Chanel 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 / whānau about assessment

Chanel College has effective processes and procedures for:

- 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.

Chanel 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 Chanel 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 / 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
- *Chanel College NZQA Moderation 2026* (Staff Handbook)
- *Chanel College NZQA Guidelines 2026* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- the Assistant Principal
- Heads of Learning for:
    - English
    - Mathematics
    - Physical Education
    - Religious Education
    - Science
    - Social Sciences
- 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.