

# **Managing National Assessment Report**

**Christ's College**

**April 2025**

## FINDINGS OF THIS REVIEW

### Christ's College

1 April 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2023.

## Actions and considerations

### Agreed actions

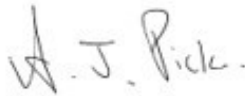
The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Ensure a process is in place to check the school has a Memorandum of Understanding when assessment is through an external provider.	Before assessment occurs this year.

### **For consideration**

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

- encouraging staff to use the function in the external moderation application to query external moderation reports where they need further clarification
- reviewing the recording and monitoring of moderation processes to see if a single system could meet the needs of all departments and be more efficient for the Principal's Nominee.



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26 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 15 May 2019 Managing National Assessment Report** There were no action items from the 2019 report.

**External moderation response to outcomes and processes** The school has a clear process led by the Principal's Nominee to follow up issues raised in individual moderation reports. Where a report needs follow up the teacher responsible for the standard shares an action plan, including an implementation timeline, with the Principal's Nominee who checks on the effective completion of the action.

The school's moderation history highlights very few areas of concern and has shown their actions usually resolve issues with a standard and/or in a subject area. The Principal's Nominee is aware of where further support is required and reviews the situation and alters strategies accordingly.

Staff should consider making use of the function in the moderation application to query reports to enable a two-way interaction with the moderator to gain further clarification or feedback, as they have not used this facility in the past.

Some staff have accessed Pūtake, NZQA's learning management system, to use the assessor practice tool but no one has enrolled in any of the online courses. These are useful support tools that more staff may benefit from engaging with.

### 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)*

Christ's College has a strong focus on self-review to identify required change and evaluate the outcomes of those changes.

**Removing NCEA Level 1 as a target qualification for Year 11 students** A major change since the last MNA review has been removing NCEA Level 1 as a target qualification and replacing it with a two-year school diploma at Years 10 and 11. This was in response to concerns around assessment fatigue for both staff and students and to ensure students are given the best preparation to succeed at NCEA Level 2. The intent is to focus more on teaching and learning and less on assessment. The school-based programme is based on learning progressions with students completing some exams and internal pieces of work. This ensures they are prepared for NCEA assessment tasks at Level 2.

The school has engaged external reviewers to evaluate the change and determine how successful it has been and decide on any next steps.

**Coordinated approaches to review** Review is supported by the college's Centre for Teaching Excellence and Research (CTER). This initially had an assessment focus but has moved to a greater emphasis on teaching and learning, and teacher development. This can support individual teacher self-review and aspects of the Professional Growth Cycle. The CTER, alongside the Deputy Principal, also

undertakes a cycle of department review which intends to cover three or four departments a year.

Each department reviews its own practice. Many subject areas review throughout the year as topics are completed. For annual reviews they have access to preprepared data but they can also use their own analysis. This focuses on looking for outliers, such as individual standard or student outcomes, and they then investigate the reasons behind any anomalies to understand the causes and see if any changes are needed.

Student and family voice is included in review processes with several annual surveys and the academic prefect being included in Heads of Department meetings.

**Ensuring assessment and the related processes meet student need** The school has made various changes to help ensure assessment and the related processes meet the needs of their students. This includes:

- creating a Building and Construction course using vocational based BCITO standards
- introducing Analytics, a programme that has been added to the learning management system to ensure students, their families and staff can more easily access results and track progress towards the completion of a NCEA qualification
- increasing support for students to be extended through assessment in New Zealand Scholarship subjects.

**Principal's Nominee-led changes** The Principal's Nominee has been in the role for two years and has started to review NCEA practice. To give him better oversight and assurance of internal moderation processes he has moved from a high trust model where departments monitored the completion of internal moderation to one where he monitors and intervenes in the process when necessary. He plans to make further improvements to moderation processes this year which are covered in the moderation section of this report. He has updated college policy for the use of artificial intelligence allowing departments to consider the best way to manage its use in their context. His next area of focus is considering how to better support Heads of Department in their role. His initial plans include highlighting the support materials available to them and how they might use further sources of data in their own self-review such as the derived grade profiles NZQA creates annually.

The school's self-review processes provide assurance to senior management that concerns and potential improvements relating to assessment practices will be effectively identified and appropriately addressed. It also helps ensure that the school utilises the flexibility of the NCEA model to best meet the needs of its students.

## 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)*

### **Strong support for students to complete the literacy and numeracy co-requisite**

The school has already reviewed and refined when it assesses students for the literacy and numeracy co-requisite to ensure their students are best prepared for success. This is reflected by the reversal of a minor dip in attainment at Year 11 and maintaining a very high level of success by Year 12. Processes are in place to determine if a student is ready to be assessed. Further diagnostic testing is undertaken if a student does not achieve an assessment to help identify what additional learning will support them to succeed.

**Ensure a process is in place to check the school has a Memorandum of Understanding when assessment is through an external provider** The school must have a Memorandum of Understanding in place before undertaking assessment through an external provider. Currently there is not a robust process to ensure this is happening. The school should review what assessment is undertaken through external providers and put in a process that checks an appropriate Memorandum of Understanding is signed with the external provider before assessment occurs and results are reported to NZQA. The new process to submit the documents to NZQA may help with this.

## 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)*

**Staff engage in effective internal moderation practice** Professional discussion is central to the school's internal moderation process. The amount of verification is appropriate for the experience of the assessor with most focused on student material at grade boundaries. Many staff utilise teachers within the school with in-depth experience of making assessor judgements, but staff also take time to make connections with colleagues in other schools. This means they have access to a wide knowledge base to effectively inform the critiquing of assessments and task design, and for verification of grades.

The school's processes allow for a range of practice in recording discussions using an internal moderation cover sheet. These are all shared with the Principal's Nominee who follows up any concerns he has with departments as necessary. Assessment practices are also discussed in Heads of Department meetings as required and form part of the regular cycle of department reviews.

**Self-review of moderation processes** The Principal's Nominee has reflected on moderation processes and is keen to develop within the school the concept of moderation being a continual cycle, and more closely link external moderation outcomes and actions with internal moderation processes. Any review and changes should also consider if a single system could be created and adopted by all departments for the recording and monitoring of internal moderation processes and external moderation actions. This could create efficiencies for the Principal's Nominee with monitoring the processes.

## **Appendix 1: Effective Practice**

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

**Christ's 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.

**Christ's 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**

**Christ's 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.

**Christ's 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**

**Christ's 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.

**Christ's 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.

## **Effective communication to inform staff, and students and their families / whānau about assessment**

### **Christ's 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.

### **Christ's 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 Christ's 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 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
- *Christ's College Canterbury, New Zealand Qualifications Framework, Taumata Matauranga a-Motu Kua Taea, Assessment Procedures NCEA Levels 1-3, Version 2025* (Staff Handbook)
- *Christ's College Canterbury Student guidelines in brief, NCEA Levels 2-3 Assessment Procedures* (Student Handbook)
- various assessment related policies.

### The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal Teaching and Learning
- Heads of Department for:
  - Biology
  - Chemistry
  - Design and Design Technology
  - English and Media Studies
  - History
  - Mathematics and Statistics
- three students.

There was a report-back session with the Deputy Principal Teaching and Learning 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.