

Managing National Assessment Report

**Wainuiomata High
School**

May 2025

FINDINGS OF THIS REVIEW

Wainuiomata High School

15 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 years.

Actions and considerations

Agreed actions

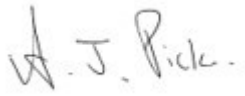
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Actions taken to address issues raised in external moderation need to be evaluated.	As assessment of standards with the changes made, is completed.
Credible assessment practice to meet student needs	
Improve students' understanding of requirements for the University Entrance award and NCEA qualifications.	Immediate.

For consideration

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

- developing a system to ensure the staff assessment handbook is regularly reviewed, current and fit-for-purpose
- requiring moderated material to be stored digitally where appropriate
- having work moderated by external verifiers in subjects where there is a pattern of inconsistency.



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24 June 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 17 October 2024 Managing National Assessment Report

Wainuiomata High School has made progress to resolve the significant issues from the previous review. Actions taken to address the issues identified are either complete or are in progress.

- The school has implemented a system to document and monitor all responses to external moderation.
- Assessment procedures are targeted and discussed at assessment meetings with Leaders of Learning.
- There is a clear internal moderation system in place and an expectation that all steps must be completed before results are reported.
- There is a clear expectation of where moderated materials will be stored so they are accessible for external moderation.

The school's leadership and the Principal's Nominee have implemented changes to ensure that reported results are quality assured and that their credibility is validated through external moderation.

Actions taken to resolve each of these issues are discussed in more detail within the report.

External moderation response to outcomes and processes Enhancements to internal and external moderation processes have strengthened the credibility of assessments, increasing confidence in the quality assurance of grades. These processes align with the expectations of senior leadership and NZQA.

Wainuiomata High school has established a process for responding to external moderation feedback, which is documented and monitored by the Principal's Nominee. This ensures that steps are being taken to address identified issues with assessment practice. This represents a significant improvement since the last review. Leaders of Learning record the actions required to enhance the effectiveness of assessment within their respective areas. There is evidence that this process has been followed for those standards which returned Not Yet Consistent and Not consistent outcomes in 2024. The final step in the moderation cycle – evaluating the effectiveness of proposed actions - still needs to be implemented and actioned.

Leaders of Learning are expected to discuss the outcomes of external moderation with teachers in their teams. From these initial discussions, agreed upon actions are developed, which serves to foster confidence and shared ownership in the moderation cycle. With consistent implementation of this process, an understanding of the importance of the moderation cycle in the review and evaluation of assessment practice will continue to grow.

The Principal's Nominee has taken steps to ensure that standards selected for external moderation are readily available, and there are clear expectations of how and where moderated material is stored. Teachers report they store marked student work in secure digital formats or in physical spaces as requested. This is monitored as part of the internal moderation process. Where appropriate, the school should, require teachers to digitise all moderated material so that it is able to be accessed by

a wider range of staff, should it need to be submitted for external moderation. This would also provide another monitoring option for the Principal's Nominee as part of the internal moderation process where they could reconcile completion of moderation with the reporting of grades.

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)

As a result of the Managing National Assessment review in 2024, Wainuiomata High School's senior leaders have set very clear expectations for teachers that align with the school's strategic priorities for assessment, focussing primarily on improvement in student engagement and achievement. Policy has been reviewed to suit the needs of the school, and this has been widely discussed with teachers resulting in a challenge for some teachers to meet new benchmarks and goals. However, the new expectations have been set to strengthen the credibility of NCEA through more robust quality assurance processes that clearly describe expected practice, procedures and timelines.

Teachers at Wainuiomata High School continue to participate in an annual professional growth cycle aligned to the professional teaching standards, incorporating student results and feedback. This process encourages staff to create and reflect on their personal teaching, learning and assessment goals.

The Faculty Management checklist allows the school to identify areas requiring improvement. Key areas for improvement are identified in the list which includes checkpoints for internal moderation and responses to external moderation. All Leaders of Learning are expected to complete the document. This coupled with the moderation application on the school's Student Management System (SMS) allows the Principal's Nominee and senior leaders to monitor progress in all areas including internal moderation.

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)

Consistent, accurate communications A completed review of the staff NCEA handbook means the most up-to-date assessment information is readily available to staff in physical and digital formats. In addition, the Principal's Nominee has used this review as an opportunity to work through its contents with teachers in order to ensure their understanding is sound and to strengthen expectations and consistency of practice. The school's next step is to consider how it will ensure that the document is regularly reviewed so that it remains up to date.

The school also needs to ensure that information about the qualification is effectively communicated to students, so they have clarity about how to achieve each level of NCEA and University Entrance. Students interviewed were able to give some information about achieving the qualification but there were gaps in some of their basic knowledge.

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)

Improved internal moderation processes Consistency of the moderation process is evident across all learning areas as a result of the clear guidelines provided and the expectations that are in place. The Principal's Nominee monitors internal moderation through the assessment calendar and internal moderation tools on the school's Student Management System. (SMS) Leaders of Learning populate the assessment calendar which the Principal's Nominee checks regularly in order to follow up any outstanding assessment and/or moderation. Teachers consistently reported that the Principal's Nominee communicates with them if moderation is outstanding according to the calendar deadlines. They must also complete all parts of the internal moderation process as clearly set out in the SMS before results can be reported. This includes the verification of grades by another subject expert. The Principal's Nominee also requires Leaders of Learning to submit all assessment tasks by the end of Term 1 with evidence they have been critiqued or pre-moderated, and the SMS form completed. This process holds Leaders of Learning accountable by ensuring they are organised, well planned and are actively thinking about their assessment programme timelines.

In areas where there are long term patterns of external moderation inconsistency, the school should ensure work is moderated by external verifiers. This practice will reduce insularity and improve assessment outcomes.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Wainuiomata High School 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
- 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.

Wainuiomata High School 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

Wainuiomata High School 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
- 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.

Wainuiomata High School 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.

Effective management and use of assessment-related data

Wainuiomata High School 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.

Wainuiomata High School 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 whānau about assessment

Wainuiomata High School 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
- celebrating students' success.

Wainuiomata High School 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.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Wainuiomata High School:

- 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
- Staff Handbook, Managing National Assessment, Wainuiomata High School 2025.

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Learning for
 - Arts
 - Careers
 - English
 - Mathematics
 - Science
 - Social Sciences
 - Wharekura
- three students.

There was a report-back session with the 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.