

# **Managing National Assessment Report**

## **Rototuna Junior High School**

**June 2025**

# FINDINGS OF THIS REVIEW

## Rototuna Junior High School

25 June 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.

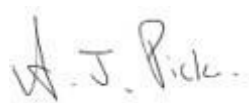
As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

### Actions

#### 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
<b>External and internal review</b>	
Document, monitor and evaluate the effectiveness of action plans in response to external moderation outcomes.	To support the 2025 moderation round and ongoing.
Clarify assessment review processes and how they will be embedded.	Immediate.
<b>Credible assessment practice to meet student needs</b>	
Provide consistent course assessment information to students.	Immediate.
Create a student handbook outlining NCEA and school processes and procedures.	Immediate.



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22 July 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)*

This is the first Managing National Assessment Report for Rototuna Junior High School, and as such there are no prior actions to address.

**External moderation response to outcomes and processes** The school needs to develop a robust process to document, monitor and evaluate the effectiveness of action plans developed in response to external moderation outcomes. The Principal's Nominee should provide a template to the teacher in charge of the assessed standard, enabling a comparison between the external moderation report and the assessor's judgements. This process supports the development of a plan to address any identified issues and serves as a reference for future assessments of the standard.

The next step should be to evaluate the effectiveness of the action plan implemented in response to external moderation. This ensures any changes made have led to improved assessor judgements. It is recommended that this evaluation is not carried out by re-submitting the same standards for external moderation in subsequent years. Instead, assessors should make use of existing support mechanisms, such as subject associations, the 'Request for Clarification of a Standard' form, collaboration with subject experts from other schools, Pūtake short courses, and the Assessor Practice Tool. Completing this evaluation step helps ensure that necessary improvements are embedded before the standard is assessed again.

### 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)*

**Enhancing self-review processes for achievement standards** Self-review processes, particularly in relation to the delivery and assessment of achievement standards, need to be strengthened to ensure they are consistent, transparent, fit for purpose, and aligned with the school's strategic direction. This includes evaluating the effectiveness of current approaches, identifying areas for improvement, and ensuring that both staff and students understand the rationale for offering these standards at Year 10.

Whilst discussions among staff regarding the appropriateness of assessing Level 1 standards occur, these conversations should be formally documented. Students, whānau and the wider community should be consulted to determine whether offering achievement standards at the junior high school level is appropriate. Gathering student voice is essential to evaluate course design, assessment workload, and to inform changes to programmes, contexts and standards.

Although there is evidence of self-review, particularly in relation to the literacy and numeracy NCEA co-requisite Common Assessment Activities (CAAs), further work is needed to review the internal and external assessment of achievement standards effectively. These reviews should also be reviewed by the Board to support informed strategic decision-making.

## 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)*

**Tracking and monitoring progress** Upon arrival at Rototuna Junior High School, students are assessed to determine their current understanding of reading, writing and numeracy concepts. The results, along with on-going progress, are regularly reviewed and reported to both whānau and teaching staff to ensure transparency and support. Student progress is closely monitored through the Hapū Roopū, which plays a key role in tracking achievement. This includes ensuring students are prepared to log in for the Common Assessment Activity (CAA), trial the use of Polly and engage in practice assessments, contributing to achievement rates above national averages. Alongside this, the Poutikanga team focuses closely on a small number of at-risk students, where targeted support is expected to make the biggest difference.

**Supporting student achievement in literacy and numeracy NCEA co-requisite assessments** To ensure each student successfully completes the NCEA co-requisite requirement before transitioning to high school, the school integrates Advisory time as part of the timetable. This time is dedicated to strengthening student achievement in literacy and numeracy, with sessions supported by resources supplied by dedicated literacy and numeracy co-ordinators.

Students are assessed when they are ready, allowing for a flexible and student-centred approach. Additionally, some students may opt into 'Flight time', which provides further support to help them complete the co-requisite or extend their learning. This may lead to opportunities to engage in internal or external assessments.

**Assessment information for students** Students should be provided with semester course outlines that clearly indicate whether assessment for Achievement Standards is available. The option to enrol in a course offering Level 1 standards must be transparent from the outset. These outlines should also include assessment deadlines and specify whether a further assessment opportunity is available.

Currently, there is no student handbook that effectively communicates essential information in clear, student-friendly language. Such a resource is needed to help students and their whānau understand and navigate school and NZQA processes, including the requirements to obtain a qualification. While it is acknowledged that students at Rototuna Junior High School do not participate in a full NCEA programme at any level, a well-designed handbook would still support informed decision-making, including the ability to understand the implications of participating, or choosing not to participate in specific standards, particularly in relation to future goals such as gaining course endorsement at the high school they transition to.

## 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)*

**Robust processes and monitoring of internal moderation** The Principal's Nominee has established a process for monitoring internal moderation to ensure the quality assurance of results reported to NZQA. Student work is strategically selected

and verified by external providers, with teachers choosing samples for grade verification, particularly around grade boundaries, and where judgements warrant a review, to ensure decisions are consistent with the standard.

This approach reinforces the intent of internal moderation that supports teachers to make assessor judgements consistent with the standard. Given that only a few standards are assessed each year (fewer than 10) the Principal's Nominee maintains full oversight of all aspects of the moderation process. This enables efficient review and discussion of procedures requiring clarification, facilitated by the limited number of staff involved.

## **Appendix 1: Effective Practice**

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

**Rototuna Junior 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 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
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy.

**Rototuna Junior 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
- 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**

**Rototuna Junior 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
- 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.

**Rototuna Junior High School 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.

## **Effective management and use of assessment-related data**

**Rototuna Junior High School effectively uses assessment-related data to support achievement outcomes for students / ākonga by:**

- monitoring and tracking student progress
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Rototuna Junior 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
- 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**

**Rototuna Junior High School has effective processes and procedures for:**



- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- 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.

**Rototuna Junior 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

## Appendix 2: Overview

### What this report is about

**This report summarises NZQA's review of how effectively Rototuna Junior 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
- Curriculum and Student Achievement Policy
- *RJHS NCEA Assessment Policies & Procedures* (Staff Handbook)

### The School Relationship Manager met with:

- the Principal's Nominees
- Specialist Curriculum Leaders for:
  - Food technology
  - Maths
- Teacher of:
  - Science
- two students.

There was a report-back session with the Principal and Principal's Nominees 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.

## Background

Rototuna Junior High School was granted Base Scope in November 2022. In addition to offering the Common Assessment Activity to their students, the school provides a selection of internal standards designed to complement their semester-based courses.