

Managing National Assessment Report

Te Kōpuku High

July 2025

FINDINGS OF THIS REVIEW

Te Kōpuku High

30 July 2025

Consent to assess confirmed

This review found that the kura 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 kura's management of national assessment were found. The kura's own review mechanisms allow them to identify and respond to most issues.

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

Action	Timeframe
Credible assessment practice to meet mokopuna needs	
Strengthen data management by <ul style="list-style-type: none">reporting quality assured practice external grades for use as derived gradescompleting external examination entries by 1 Septemberensuring internal entries have a result recorded or are withdrawn by 1 December.	Immediate and ongoing

For consideration

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

- reviewing the external moderation action plan to strengthen kaiako alignment of assessor judgements with the standard
- encouraging wider use of NZQA's learning management system, Pūtake, to inform assessor grade judgements.

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29 August 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 24 September 2021 Managing National Assessment Report

The kura has completed the two agreed actions identified in the previous review. Responses to external moderation are addressed promptly, and internal moderation practices have been strengthened through consistent monitoring, with documentation accurately reflecting current practice.

While the external moderation action plans are robust, several refinements, as outlined in the following section, will further support the consistency and quality of assessor judgements.

External moderation response to outcomes and processes Te Kōpuku High has implemented effective processes to ensure feedback from external moderation informs teacher reflection and guides the development of targeted action plans to address identified issues. For each standard that receives a Not Consistent or Not Yet Consistent report, the teacher is required to complete an action plan which is then monitored by the Principal's Nominee.

Internal review

Evidence of the kura 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)

Embedding reflective practice to support mokopuna success Self-review at Te Kōpuku High is a continuous and responsive process, guided by the needs of its mokopuna. This reflective practice occurs across all levels of the kura, including poutaahu, individual pouako, pouārahi and poumarumarū.

Pouako engage in regular reflection on their teaching practices, assessment outcomes and mokopuna progress. This enables them to adapt their approaches and provide targeted support aligned with the learning pathway for each of their mokopuna. Curriculum teams meet weekly to design, moderate and review assessments collaboratively, ensuring consistency, fairness and the sharing of effective pedagogical strategies.

Pouārahi gather insights from poutaahu, pouako, whānau and mokopuna alongside data on achievement, attendance and wellbeing. This comprehensive view informs decisions about appropriate learning pathways and standards to be offered throughout the year.

In 2025, mokopuna in Years 9 to 11 have been engaged in a learning structure known as a 'tripod' which integrates Rūamoko, Tāwhirimātea and Tāwhaki. Each tripod includes a staff member with expertise in NCEA assessment, and these 'tripod' teachers meet regularly to share work from mokopuna, discuss effective practice and identify next steps for improvement.

Te reo Māori remains a compulsory subject for all mokopuna, as does atuaatanga, an inquiry-based learning approach grounded in ancestral knowledge and the influence

of Atua on Te Taiao. For example, in Term 3, mokopuna investigated wayfinding through the lens of atuatanga, connecting this exploration to the concepts within tāwhirimātea, rūamoko and tāwhaki as an extension of the tripod learning. The integration of the tripod model and atuatanga not only strengthens academic achievement but also deepens connection to te ao Māori for mokopuna. This holistic, adaptive and reflective framework prioritises kaupapa Māori ensures mokopuna are deeply grounded in their identity, language and culture. From this foundation, academic success, including NCEA achievement, is supported as part of a broader journey of lifelong learning and wellbeing. By honouring who mokopuna are and where they came from, the framework nurtured confident, connected learners who can navigate both te ao Māori and te ao whānui.

Credible assessment practice to meet mokopuna needs

Evidence of assessment practice meeting mokopuna needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Kuras, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2025)

Flexible learning pathways Level 2 is the desired minimum qualification for mokopuna at Te Kōpuku High. To support this, the kura offers three flexible pathways, kura matāho (Level 3 and University Entrance), hau matāho (industry-focused), and aho matāho (work-ready programme). This allows mokopuna to tailor their NCEA journey to suit interests, needs, and career aspirations. Mokopuna are supported by a flexible timetable and can move between pathways as their aspirations or needs change. This adaptability also applies to compulsory te reo Māori classes, where mokopuna can move between matarea and matarau classes as their confidence and proficiency increases. The flexibility ensures mokopuna are empowered to succeed in a way that is meaningful and relevant to them.

Comprehensive tracking and monitoring of achievement for mokopuna The kura systematically monitors mokopuna using achievement data. This helps direct targeted support for mokopuna to achieve their academic goals and qualifications. A school-wide emphasis on timely assessment verification ensures that progress for mokopuna is tracked accurately and in real time. This tracking is comprehensive, with pouako, pouarahi, and nga rau (senior deans) regularly reviewing and discussing mokopuna achievement. Mokopuna are also actively involved in monitoring their progress through mahere ako (learning documents). These documents are shared by hui or electronically with whānau and allow mokopuna to reflect on their learning, set goals and take ownership of their next steps in partnership with their whānau and kaiako. As a result, no mokopuna is overlooked, and all are supported in reaching their full potential.

Practice examinations and derived grades The school must collect valid, verifiable, and standard-specific evidence for derived grades and ensure these grades are accurately reported to NZQA. To meet NZQA requirements, any grade submitted as a potential derived grade must come from a school-managed assessment that mirrors the external examination format and conditions for that standard. This ensures the credibility of the grade and allows mokopuna to present their best evidence for assessment.

To maintain accuracy and integrity, teachers must follow a documented quality-assured process. This process should be monitored to provide assurance to the Principal's Nominee and pouārahi that all reported grades are credible.

By submitting grades generated through this process, schools help ensure that mokopuna who are unexpectedly unable to attend an examination are not disadvantaged.

Reporting accurate data Te Kōpuku High must ensure that all entries for internally assessed standards have either a reported result or are withdrawn by 1 December. Improving the accuracy of the results enables the school to:

- confirm whether mokopuna are entered into enough standards to achieve a qualification or endorsement
- monitor student progress effectively across entered standards
- identify and follow up on any missing results from assessed standards.

To ensure the personalisation of examination papers, the kura must submit entries for external examinations by 1 September. Late entries require the Exam Centre Manager to manually label examination papers, increasing the risk of errors and missing papers during marking and results reporting.

Personalised success for the NCEA co-requisite requirement Mokopuna at Te Kōpuku High are supported to meet the literacy and numeracy co-requisite requirements of NCEA through a co-ordinated approach led by a specialist within each tripod group, or through matarea and matarau with a focus on te reo matatini me te pāngarau. Assessment readiness is determined through teacher observation, available data and discussions with mokopuna and their whānau. This personalised and culturally grounded approach ensures mokopuna are assessed when they are genuinely ready. As a result, Te Kōpuku High has consistently achieved te reo matatini me te pāngarau results that surpass both national and equity groups over the past two years.

Moderation to ensure assessment quality

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Kuras, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2025)

Established moderation practices Pouārahi can be confident that all standards with results reported to NZQA have undergone a robust quality assurance process. The Principal's Nominee plays a proactive and systematic role in overseeing internal moderation, ensuring the credibility of reported results. Before any results are submitted to NZQA, pouako within the same subject area meet weekly to review completed work and discuss marking decisions. This collaborative moderation helps maintain consistency and fairness.

The Principal's Nominee checks the Internal Moderation Cover sheet to confirm that all required steps have been completed. Additionally, the Principal's Nominee monitors data entry for NCEA standards and works closely with pouako to ensure results are accurately recorded and aligned with NZQA requirements.

Whilst some staff had heard of Pūtake and its resources, such as the Assessor Practice Tool and the subject pages, these had not been accessed in either 2024 or 2025. Encouraging use of these tools, including among staff not directly involved in the writing or moderation of standards, would further consolidate assessor knowledge and the consistency of professional judgments.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of their mokopuna

Te Kōpuku High has effective processes and procedures for meeting the assessment needs of its mokopuna by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on mokopuna interests, needs, abilities and aspirations
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so mokopuna can present their best standard-specific evidence of achievement
- providing credible opportunities for mokopuna to complete the NCEA co-requisite
- assessing mokopuna when they are ready
- using a range of methods for collecting assessment evidence, to meet mokopuna needs
- ensuring kaiako are aware of individual mokopuna with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing support for mokopuna at risk of not achieving literacy and numeracy or their qualification goals.

Te Kōpuku High has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating mokopuna appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of mokopuna work using a range of strategies
- ensuring kaiako and mokopuna are aware of authenticity requirements including the use of Generative AI
- safeguarding mokopuna privacy in the issuing of mokopuna results.

Effective internal and external moderation to assure assessment quality

Te Kōpuku High 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 mokopuna work
- using grade verifiers from outside the kura
- 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 Kōpuku High has effective processes and procedures for managing external moderation by:

- ensuring samples of mokopuna work are available for submission by being adequately stored
- selecting sufficient samples of mokopuna 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

Te Kōpuku High effectively uses assessment-related data to support achievement outcomes for its mokopuna by:

- monitoring and tracking mokopuna progress
- evaluating the effectiveness of assessment programmes to ensure these allow mokopuna to meet their assessment goals, and inform changes to courses and standards offered
- gathering mokopuna voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Te Kōpuku High 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 mokopuna and kaiako checks of entries and results at key times during the year.

Effective communication to inform staff, mokopuna and their whānau about assessment

Te Kōpuku High has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring mokopuna receive outlines for courses they undertake
- supporting mokopuna to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on mokopuna progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the kura through an induction programme to understand kura and NZQA assessment processes
- celebrating mokopuna success.

Te Kōpuku High assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for whānau and NCEA assemblies for mokopuna
- informing mokopuna about suitable learning pathways
- supporting mokopuna 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 Te Kōpuku High:

- has addressed issues identified through NZQA's Managing National Assessment review and through the internal review of the kura
- 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, mokopuna and whānau.

Why we review how kura 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 kura 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 kura achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *NZQA Assessment Rules for Kura, 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 kura review processes, assessment practice and quality assurance
- requiring action from the kura where an issue is identified that significantly impacts on the kura meeting the requirements of their *Consent to Assess*
- agreeing action with the kura where an issue has been identified that could become significant if not addressed
- making suggestions for the consideration of the kura to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the internal assessment of the kura.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the assessment systems of the kura 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 kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- Curriculum and Mokopuna Achievement Policy
- *Te Kōpuku High New Zealand Qualification Framework Assessment Procedures, Poutaumahi Handbook 2025* (Kaiako Handbook)
- *Mokopuna 2025 NCEA Handbook, Kia rite ki te hau o te nikau* (Mokopuna Handbook)
- NCEA workflow and moderation guide.

The Kura Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
 - Pangarau
 - Physical Education
 - Reo Rangitira
 - Tikanga / Ao Haka
 - Science
- three mokopuna.

There was a report-back session with the Tumuaki, Presiding Member 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.