

Managing National Assessment Report

**Mangakōtukutuku
College**

July 2025

FINDINGS OF THIS REVIEW

Mangakōtutuku College

24 July 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 and considerations

Agreed actions

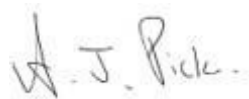
The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure that valid, verifiable and standard-specific evidence is collected for derived grades, and that these grades are reported to NZQA.	Before the start of external examinations.

For consideration

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

- reviewing the suitability of current verifiers to aid in the reporting of credible results to support continuous improvement
- exploring opportunities for the Senior Leadership Team to take a more active role in assessment-related matters as outlined in this report.



Amanda Picken
Manager
School Quality Assurance and Support

21 August 2025

NZQA

0800 697 296

www.nzqa.govt.nz

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 Mangakōtukutuku College and as such there are no prior actions to address.

There was a pre-Managing National Assessment Report conducted on 19 September 2024, which had 6 action items.

- Submit samples of student work for external moderation for each Learning Area
- Develop a process to ensure external moderation action plans have effectively addressed issues identified
- Develop an induction plan for new teachers to the school
- Develop a robust student monitoring and tracking process
- Update NCEA documentation for teachers and students
- Ensure a process is developed where Senior Leadership monitor the completion of internal moderation for internal standards before results are reported.

Each of these has been addressed and will be discussed in more detail later in the report.

External moderation response to outcomes and processes

Mangakōtukutuku College has implemented an effective system to ensure that feedback from external moderation informs teacher reflection and the development of targeted action plans to address identified issues. For each standard that does not receive 'Consistent' feedback, teachers are required to complete a Response to External Moderation form. The completion of these forms is monitored by the Principal's Nominee. While the form includes best practice guidance and prompts, such as checking whether the standard has been through the Review and Maintenance Programme, using the Assessor Practice Tool in Pūtake, or submitting a Request for Clarification of an Internally Assessed Standard, there could be some improvements.

Specifically, consideration could be given to the appropriateness of the verifiers being used and how the Senior Leadership Team might be more actively involved in evaluating the effectiveness of the actions taken to resolve the issues. These steps would strengthen the moderation process, ensuring that assessment outcomes are both credible and are consistently aligned with the national standards.

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)

Since the school opened at the beginning of 2024, Mangakōtukutuku College has experienced considerable changes in leadership and teaching staff. Following the appointment of the current Principal's Nominee at the end of 2024, significant review and reflection have led to the development of robust assessment and moderation processes which are documented in a comprehensive NCEA staff handbook. To support a diverse and evolving teaching team, including overseas-trained teachers,

teachers new to the profession, and staff from other New Zealand schools, the school's Quality Assurance Cycle was developed. This guide outlines the key stages of course design, delivery, moderation, and evaluation. It also includes structured reflection tools, including gathering student voice, review of the data, and a SWOT (strengths, weaknesses, opportunities and threats) analysis. These reflections inform departmental reporting and contribute to the annual review for discussion by the Board of Trustees and Senior Leadership Team.

Each Learning Area Leader meets fortnightly with their Deputy Principal, with assessment-related matters regularly discussed. To enhance the effectiveness of these meetings, consideration should be given to implementing formal agendas and recording minutes to ensure timely communication of key information and reminders. These meetings could also serve as a platform for sharing best practices across departments, reviewing the content of internal moderation cover sheets, and evaluating external moderation action plans.

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)

Courses cater for students' needs and interests Students at Mangakōtukutuku College can be confident they are engaging in programmes that are thoughtfully designed with students' achievement at the centre of decision-making. With clear structures in place to ensure course coherence, the previously reported high number of unassigned unit standards in 2024 is no longer an issue. Students interviewed during this review felt that their learning and assessment experiences met their needs and aspirations. Those identified by the school's Learning Facilitators as being at risk of not achieving a qualification are supported through targeted tracking and monitoring within their extended whānau time.

Practice examinations and derived grades The school must ensure that valid, verifiable and standard-specific evidence is collected for derived grades and that these grades are accurately reported to NZQA. While a clear process is now in place, ongoing monitoring is needed to ensure the development of appropriate practice examination tasks, adherence to assessment conditions, and the quality assurance of grades. It is also essential that grades are recorded under the correct set in the school's student management system to ensure they are reported to NZQA. Teachers must document their quality assurance processes, which should be monitored to provide senior leaders with confidence that all grades submitted to NZQA are credible. When derived grades are generated with these expectations, students who are unexpectedly unable to attend an examination are not disadvantaged.

Student-centred breach response process Whilst there is already a thorough and documented process in place for managing suspected breaches of assessment requirements, such as authenticity, a new system is being trialled. The system introduces a single form that captures both evidence and student voice. Students will be guided through the process, and they will be given the right to be heard. The form will provide transparency by outlining the concern and offering space for clear dialogue and possible student responses. This approach ensures that students remain at the centre of decision-making and that the mana of all of those involved is respected and upheld.

Equitable support systems Students at Mangakōtukutuku College are supported to meet the literacy and numeracy co-requisite requirements of NCEA through a coordinated approach led by the Literacy and Numeracy group and the Learning Facilitators. Strategies and tasks are delivered via whānau teachers within vertically structured whānau groups, complemented by dedicated classes for students requiring additional support. Assessment readiness for students in Years 9 and 10 is based on teacher observation and available data. All Year 11 students are expected to attempt the Common Assessment Activity (CAA), with targeted support provided as needed to ensure equitable access and achievement.

Since the recent appointment of a new Special Education Needs Co-ordinator, the provision of Special Assessment Conditions (SAC) has significantly improved across the school. The focus on removing barriers and ensuring equitable access to assessment has led to more widespread implementation of SAC. Student needs are now identified using school-based evidence, and teachers are kept well informed of students who receive SAC and their specific requirements. Notably, the number of SAC learning applications has doubled over the past year, reflecting the school's commitment to inclusive and supportive assessment practices.

Enhancing sustainability through shared leadership While the current system, where the Principal's Nominee oversees the administration of the Common Assessment Activities (CAAs), including scheduling sessions and managing the digital platform, has worked well, consideration should be given to redistributing these responsibilities. Delegating aspects of the CAA administration to members of the Senior Leadership Team, the Literacy and Numeracy group or the Learning Facilitators could enhance sustainability and promote shared ownership of processes across key roles. This approach would not only reduce reliance on a single role but also build leadership capacity across the school and ensure continuity in the organisation and delivery of the CAAs.

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)

The Senior Leadership Team can now be confident that all standards with results reported to NZQA have undergone a thorough quality assurance process. The Principal's Nominee has taken a proactive role in overseeing internal moderation, with her detailed and systematic approach playing a vital role in maintaining the credibility of reported results. Before any results are submitted to NZQA, the Principal's Nominee reviews the Internal Moderation Cover sheet to ensure all steps have been completed. Each department can expect to engage in detailed discussions around selected standards, guided by the Quality Assurance Cycle. This evaluation promotes transparency and supports consistency, helping to uphold the high standards of moderation practice across the school.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Mangakōtuketuku College has effective processes and procedures for meeting the assessment needs of its students / ākonga 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 support for students at risk of not achieving literacy and numeracy or their qualification goals.

Mangakōtuketuku 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

Mangakōtuketuku 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.

Mangakōtutukutuku 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

Mangakōtutukutuku 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.

Mangakōtutukutuku 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 about assessment

Mangakōtuketuku 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.

Mangakōtuketuku 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 Mangakōtukutuku 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 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
- Mangakōtutukutuku College, NCEA Handbook for Teachers (Staff Handbook)
- Mangakōtutukutuku College, NCEA Handbook for Students (Student Handbook)
- Mangakōtutukutuku College Quality Assurance Guide.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal
- Learning Area Leaders for:
 - Arts
 - Physical Education / Health
 - Science
 - Social Studies
- Teacher in Charge of:
 - English for Speakers of Other Languages
- Teacher of:
 - Mathematics
- 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.

Background

Mangakōtutukutuku College was established at the beginning of 2024 following the closure of Melville High School and Melville Intermediate. Over the past 18 months, the college has experienced several changes in its leadership team. The Principal's Nominee commenced her role at the end of 2024, and a new Principal was appointed commencing the role at the start of Term 3 2025.