

Managing National Assessment Report

Te Kāpehu Whetū

June 2025

FINDINGS OF THIS REVIEW

Te Kāpehu Whetū

12 June 2025

Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a school that is not yet effective in aspects of self-review, credible assessment and quality assurance, it is anticipated that the next Managing National Assessment review will be conducted within one year to check that these issues are being addressed.

Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
External and internal review			
3v	<i>Follow-up external review recommendations and findings.</i>	The school is required to respond to external review findings in the previous MNA report.	Immediate and ongoing
3iv	<i>Use new or existing self-review and evaluation processes to identify areas for on-going improvement and then action.</i>	Measure achievement outcomes against annual goals at pouako, department and whole school levels and identify ongoing actions required for continuous improvement.	Immediate and ongoing
Credible assessment practice to meet ākongā needs			
2.7i	<i>Systematically record achievement.</i>	Introduce annual checkpoints to ensure external entries are accurate for the 1 September data file submission and remove internals without a result by 1 December annually.	Immediate and ongoing
2.4i	<i>Provide accurate and sufficient information to ākongā about assessment processes.</i>	Ensure ākongā and their whānau can access NCEA data through the Student Management System (SMS).	Immediate and ongoing

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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 1 September 2022 Managing National Assessment Report

The school has partially addressed the 2022 action, requiring “*external moderation follow-up actions resolve identified issues.*” Although the school created a form to respond to external moderation, at the time of the review these were not verifiable. Follow up Action Plans for standards reported as *Not Consistent* or *Not yet Consistent* need to be consistently documented, stored and made accessible to future assessors of the standard.

External moderation follow up Action Plans should be stored in an accessible location, preferably online, by subject and year. This change would enable NZQA quality assurance checks and ensure that benchmark grade judgements are accessible to future assessors of those standards. NZQA will return within 12 months to ensure that the school’s actions are appropriate, documented and have resolved issues identified in any relevant external moderation reports.

External moderation response to outcomes and processes As above, the Principal’s Nominee needs to document their follow-up to external moderation to become fully compliant with NZQA’s requirements.

An additional requirement of every school’s Consent to Assess is to evaluate whether the follow-up to external moderation has “*achieved the desired outcomes*” (CAAS Guidelines 3iv). The Principal’s Nominee could use the Action Plan template to document the evaluation step once the standard is next assessed and close the moderation cycle for affected 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)

Te Kāpehu Whetū has an Annual Implementation Plan, which articulates the kura’s goals for the 2024 - 2025 period. If the Tumuaki and Board of Trustees could develop performance criteria for each of the goals, then they would have a means to evaluate the success of ākonga outcomes against them. Te Kāpehu Whetū’s mission is to enable its young people to “*Tū ki te marae...Tū ki te ao.*” To achieve this, the backbone of the kura’s curriculum is shaped by Te reo Māori, Tikanga and Mātauranga Māori, with additional attributes such as, global citizenship and leadership woven through the school’s planning and programmes.

To enable the kura to become fully compliant with its Consent to Assess requirements, it needs to formally document how it is “*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).*” A next step for the school could be to develop a graduate profile for each ākonga and/or school leaver against which to measure their success against the kura’s goals.

Establish sustainable self-review process Pouako need to report to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions. The Tumuaki discusses NCEA pass rates with the Board of Trustees, but there was no documented evidence provided from pouako or the school on how it is meeting each of the goals stated in its Annual Implementation Plan. The Board of Trustees should receive an annual analysis of NCEA achievement and the school leadership needs to enable, support and document this process.

Guidance on how to do this can be found in Parts C and D of the *CAAS Guidelines*. Most schools do this by presenting a summary of NCEA achievement data to the Board of Trustees at the start of the year, offering a detailed overview of student performance. Teachers in Charge analyse their data and prepare reports, which are then reviewed by senior leadership and presented to the Board of Trustees. Based on these findings, improvement actions can be identified, and action plans can be implemented. The school is encouraged to gather ākongā voice and community feedback to evaluate courses and assessment workloads and inform changes to programmes, contexts, and standards.

Building leadership capacity The size of the school creates a challenge with regard to leadership capacity and capability. The Principal's Nominee has a teaching load and limited ability to delegate any of their responsibilities. The appointment of an Assistant/Deputy Principal with the right combination of skills, experience and mana would be beneficial to support the changes this review requires. The development of a cohesive self-review process over the next 12 months will provide NZQA with more confidence in the school's ability to effectively deliver the NCEA qualification and meet its obligations under the Consent to Assess rules.

Credible assessment practice to meet ākongā needs

Evidence of assessment practice meeting 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 2024)

Strengthen support for ākongā to monitor their own progress towards qualifications and pathway goals Although the Principal's Nominee effectively tracks the progress of individual ākongā at each level, it was clear from this review that ākongā do not have ready access to their achievement data in the Student Management System, nor do they fully understand what they need to gain a NCEA, an endorsement, or the University Entrance award. To enable ākongā to monitor their own progress toward NCEA qualifications and pathway goals, the school needs to develop systems and processes that provide clear, timely, and personalised progress tracking. The school could improve visibility of progress towards qualifications and pathway goals for ākongā and their whānau by:

- **Creating an Ākongā/Whānau portal to the Student Management System (SMS):** Currently, the school has not enabled access to the Ākongā/Whānau portal to the SMS. Enabling this function would give ākongā and whānau greater agency for monitoring progress towards qualifications and reduce reliance on staff for updates.
- **Timetabling regular academic coaching and mentoring:** Currently, the school does not allocate weekly ako/form time for personalised academic and pastoral check-ins. Creating regular ako/form time would enable ākongā to

receive more timely feedback on their progress and enable the school to provide earlier interventions, if required. The allocation of time for ako/form time would strengthen the support ākonga currently receive by providing a forum for unpacking NCEA processes, including how to use the NZQA Learner Login.

- **Developing Personal Learning Plans (PLPs):** Currently, Year 11 ākonga participate in the same programme of learning and assessment, whereas personalised learning programmes are planned for use with Year 12 and 13 ākonga to better meet their individual qualifications and pathway goals. Well-managed individual learning plans would provide ākonga and whānau with better visibility of progress towards their intended outcomes.

Encourage pouako and ākonga to engage with external assessment Currently, across all levels of NCEA assessment, there are low levels of entries into external assessment and a relatively high percentage of those entered into external assessment are absent from the examination. Ākonga and whānau feedback may shed some light on why there is a pattern of absenteeism in the end of year examinations and enable the school to apply the right solution once the underlying cause/s have been identified.

A possible barrier for ākonga may be the fact they have to sit their examinations at another high school. The school should consider applying to become an examination centre in its own right. This might encourage more ākonga to sit their examinations if they are among their own, in a familiar setting, where they feel comfortable.

Another ramification of ākonga not engaging with external assessment is that they lose the opportunity to gain Course Endorsement. Ākonga seeking a university pathway do benefit from accruing Course and Certificate Endorsements in their Record of Achievement, as this can support their entry to restricted courses.

Ensure NZQA requirements are shared through a regular meeting cycle As the key knowledge holder with respect to NZQA's requirements, the Principal's Nominee is responsible for disseminating any updates to NCEA practices and procedures and for monitoring assessment practice to ensure it meets NZQA's requirements. The sharing of that information is key to ensuring that pouako assessment practice is credible, consistent and compliant.

The school needs a regular meeting cycle where new and existing information can be shared. Although pouako and ākonga handbooks are current and fit for purpose, some pouako understanding of the resubmission process was not current and is potentially a risk to the credibility of the school's assessment. A regular senior syndicate meeting would provide the Principal's Nominee with an opportunity to discuss updates from the NZQA newsletter, *EmailLink*, emails sent from NZQA teams directly to the Principal's Nominee and updates from any of the online workshops the Principal's Nominee attends.

Strengthen data management and use Processes that need to be better managed in 2025 and beyond include:

- reducing the number of internal entries without a result prior to the 1 December Data File Submission to enable more accurate tracking of student progress
- removing external entries before 1 September, if required

- recording and reporting quality assured derived grades to ensure they are submitted to NZQA before the beginning of end of year examinations in November, so they are available if needed for unexpected or adverse events.

Very good progress was made from 2023-2024 with a significant reduction in the reporting of Late Results.

Internal moderation to ensure the reporting of credible results

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 2024)

Internal moderation processes are generally compliant, and the completion of the end to end process is monitored effectively by the Principal's Nominee through a centrally held spreadsheet. The school ensures that every standard is internally moderated, every year, including at least one piece from every teacher who assessed the standard. Although the majority of assessor grade judgements are found to be consistent from external moderation, some teachers interviewed need to:

- access more of the available assessor support
- ensure student work selected is strategic, purposeful and sufficient.

Reminder of available assessor support During this review, some Pouako were shown where to locate various assessor support materials on both the Ministry of Education's NCEA platform and NZQA's subject resources pages, including:

- the *Assessor Practice Tool* on NZQA's learning management platform, *Pūtake*
- the location of *clarifications* for internal standards and the *assessment specifications* for external standards on the NZQA website subject pages
- the National Moderator's Report (for internal standards) and the Assessment report (for external standards) on the NZQA website subject pages
- the *Request Clarification of an Internally Assessed Standard* form on the NZQA website subject pages
- Assessment Schedules for the new Level 1 standards on the Ministry of Education website.

An additional expectation is that meaningful verification discussions are recorded on the *Internal Moderation Cover Sheet* and that evidence of the moderation of each standard is stored for two years.

In 2026, the college will trial the moderation tool in the SMS to manage and monitor internal moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākongā

Te Kāpehu Whetū has effective processes and procedures for meeting the assessment needs of its ākongā by:

- broadening assessment opportunities by engaging with external providers to offer courses the kura is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākongā can present their best standard-specific evidence of achievement
- assessing ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet ākongā needs
- ensuring pouako are aware of individual ākongā with special assessment conditions entitlements, and resourcing their support
- providing expanding opportunities for digital assessment including digital exams
- identifying and providing targeted support for ākongā at risk of not achieving literacy and numeracy or their qualification goals.

Te Kāpehu Whetū has effective processes and procedures for:

- managing missed or late assessment
- investigating ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākongā have had an adequate assessment opportunity but have submitted no work
- safeguarding ākongā privacy in the issuing of ākongā results.

Effective internal and external moderation to assure assessment quality

Te Kāpehu Whetū 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 ākongā 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.

Te Kāpehu Whetū has effective processes and procedures for managing external moderation by:

- ensuring samples of ākongā work are available for submission by being adequately stored
- selecting sufficient samples of ākongā work to NZQA requirements
- moderation outcomes and providing support for assessors where appropriate.

Effective management and use of assessment-related data

Te Kāpehu Whetū effectively uses assessment-related data to support achievement outcomes for ākongā by:

- monitoring and tracking ākongā progress.

Te Kāpehu Whetū 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
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

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

Te Kāpehu Whetū has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākongā receive outlines for courses they undertake
- reporting on ākongā progress towards qualifications by providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement.

Te Kāpehu Whetū assists common understanding of assessment practice by:

- informing ākongā about suitable learning pathways.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Te Kāpehu Whetū:

- 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, ākongā 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 *Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024*.

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:

- a sample of course outlines
- information on their actions and self-review since the last Managing National Assessment report
- *Staff Assessment Handbook* (Staff Handbook)
- *Whānau and ākonga NCEA Handbook 2025* (Ākonga Handbook)
- *Te Kāpehu Whetū Strategic Plan 2024 - 2025*.

The School Relationship Manager met with:

- the Principal's Nominee
- Pouako in Charge of:
 - English
 - Mathematics
 - Physical Education
 - Te Reo Māori
- three ākonga.

There was a report-back session with the Tumuaki 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.