

# **Managing National Assessment Report**

**Māruawai College**

**June 2025**

## **FINDINGS OF THIS REVIEW**

### **Māruawai College**

**26 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 years.

#### **Actions and considerations**

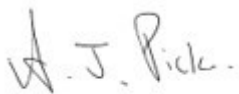
##### **No action required**

The school has no action items relating to the quality of their assessment.

##### **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 process for the timely submission of material for external moderation as part of the school assessment cycle
- encouraging teachers to utilise NZQA supports for improving assessor judgements
- ensuring external examination entries are made on time to guarantee personalisation of student papers.



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7 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 Māruawai College.**

#### **External moderation response to outcomes and processes**

The school has an effective system in place to ensure that feedback from external moderators is used for reflection and the generation of action plans to resolve identified issues. Staff respond to feedback from external moderation by discussing reports with relevant teachers within their subject areas. A standardised template is used to record identified issues and how these will be addressed. Responses are monitored by the Leaders of Learning. There is also consideration of internal moderation processes undertaken, as it is recognised that external moderation reflects the decisions previously agreed on by at least two people. In one subject area, their review of internal moderation saw a change in the verifier used. When verifiers from outside the school are used, teachers are encouraged to pass on the external moderation feedback to ensure it is shared with all involved in the quality assurance process.

It is acknowledged that in 2024, the new Level 1 standards were in some cases challenging to implement and the external moderation consistency rates were well below what was expected by the school. While teachers spoken to during the review expressed frustration, they remain committed to using feedback from moderation and utilising other supports, as discussed further in this report, to strengthen and improve assessor judgements.

**Ensure timely submission of external moderation** The school should submit materials for requested standards for external moderation as soon as they are ready. At the time of the review, several standards had reported results, but student evidence had not yet been sent for external moderation. Delaying the submission of work for moderation means teachers may not receive feedback until very late in the current year or after the start of following school year. This impacts on the relevance of the moderation reports and timeliness of subsequent review. External moderation is intended as a key part of professional review within the assessment cycle. Timely submission and timely responses to external feedback, will help ensure teachers are familiar with current guidance on the standard and have sufficient time to access professional learning and review courses and assessments as required.

**Utilise NZQA supports for improving assessor judgements** There are a number of NZQA assessor supports available to assist teachers to develop their NCEA standards assessment capability and help to improve consistency with the standard. These include:

- the query and appeal functions of the external moderation application. These functionalities enable a two-way interaction with the moderator to gain further clarification or feedback where needed.
- the *Request Clarification of an Internally Assessed Standard* form available on the NZQA website can be used by teachers to ask a specific question of the moderator prior to assessment. This could include interpretation of grade boundaries and the appropriateness of task design and/or assessment schedules.

- self-guided tutorials on the NZQA Learning Management System, Pūtake, which further clarify for teachers how to assess some of the internally assessed standards, tutorials for teachers new to standards-based assessment, and how to use NZQA's digital assessment platform.

## 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)*

Self-review at Māruawai College is data driven and focused on the questions: What does the data show? So, what does that mean? and What now? This guides teachers in identifying areas for improvement and provides evidence to make informed changes to course design and delivery. Learning Area Leaders and Teachers in Charge reflect on student achievement through:

- an annual review of NCEA results from the previous year undertaken early Term 1
- mid-year achievement data which is collated and shared with the Senior Leadership Team
- biennial presentation to the Board of Trustees.

This approach supports the continued development of an inclusive learning environment that meets the needs of their students. Teachers are empowered to take ownership of credible assessment and moderation practices.

**Role of Principal's Nominee** The school has taken the opportunity to look at the role, expectations and workflow of the Principal's Nominee. This followed the Deputy Principal - Curriculum taking on the role of Principal's Nominee towards the start of 2025 following the resignation of the previous Principal's Nominee. This has enabled the identification of areas for review with the aim of strengthening and clarifying understanding of assessment processes and expectations for teachers. An example is updating communication documentation for both staff and students to make it more succinct and relevant for the intended audience. The intention is to eventually appoint the role of Principal's Nominee outside of Senior Leadership with direct line to the Deputy Principal.

**Literacy and Numeracy** A number of initiatives are supporting the improvement of literacy and numeracy outcomes for students. A key area of focus that has been enhanced by the merger with the intermediate school, is the development of a focused literacy and numeracy programme with the aim of improving outcomes for students and completion of the NCEA co-requisite requirement. The appointment of Curriculum Practitioner Leaders for Years 7 – 10 has been key for leading the implementation of a structured approach across the junior school. This is giving a greater capacity to streamlining and coordinating tracking and progression, as well as the identification of students requiring further support. There is a developing use of projected data from diagnostic testing to predict readiness. The senior school through the Learning Area Leads is investigating the introduction of literacy and numeracy-rich courses to support a curriculum-wide approach. These initiatives ensure the school is well placed to support students.

## **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)*

**Ensure external exam entries are made on time** All entries for external examinations should be finalised by the 1 September data file submission to safeguard the printing of personalised examination papers. In 2024, the school had a higher number of requests for late external examination entries compared to national data. Non-personalised examination papers mean the Exam Centre Manager must manage the individual labelling of papers manually. This can lead to errors and missing papers in the marking and result reporting process with potential additional stress for students.

## **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)*

**Internal moderation processes strengthened through online application** The school has introduced an online process through its Student Management System, where documentation of internal moderation for each internal standard is completed and saved before results can be published. This has been met with enthusiasm by teachers spoken to during the review. The online process enables a centralised storage and reference point and supports a consistent approach to the completion of quality assurance. Examples of internal moderation cover sheets were sighted during the review. These showed evidence of the sufficient and purposeful selection of student material for verification, reinforcing the importance placed on internal moderation for professional learning discussions for assessors. Noting discussion, especially for borderline evidence, provides a useful resource to refer to when making decisions in the future as it shows why the assessor and verifier gave the grades they did, and why the final result was awarded. The strengthening of the system confirms to Learning Area Leads and Senior Leadership that only quality assured results are reported to NZQA.

## **Appendix 1: Effective Practice**

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

**Māruawai College 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 support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Māruawai 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
- 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**

**Māruawai 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.

**Māruawai 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**

**Māruawai 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.

**Māruawai 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 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**

### **Māruawai 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.

### **Māruawai 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 Māruawai 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 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
- Māruawai College policy documents including:
  - *Academic Authenticity*
  - *Curriculum and Student Achievement Policy*
  - *Providing Learning Support*
- *Māruawai College Staff Guide to Assessment Practices NCEA Years 11 – 13*
- *Māruawai College NZQA Student Information NCEA Levels 1 2 & 3.*

### The School Relationship Manager met with:

- the Principal's Nominee
- Learning Area Lead for:
  - Health and Physical Education
  - Social Sciences
  - Technology
- Acting Learning Area Lead for
  - Mathematics
  - Science
- Teacher in Charge of:
  - Agriculture / Horticulture
- 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

Māruawai College was consented and opened at the start of the 2024 academic year following the merger of Gore High School and Longford Intermediate. The school currently operates across two campuses – a Year 7 to 8 junior campus and a Year 9 to 13 senior campus. Māruawai College was born from extensive community consultation over many years involving local iwi, students from both schools and parents.