

Managing National Assessment Report

**Elim Christian College
Mt Albert**

October 2025

FINDINGS OF THIS REVIEW

Elim Christian College Mt Albert

22 October 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 actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Strengthen the derived grade processes by: <ul style="list-style-type: none">• establishing a process to ensure potential derived grades are quality assured and submitted to NZQA each year• clarifying understanding of derived grades with students and whānau.	Prior to end of year external examinations in 2026.
Update staff and student handbooks.	For start of 2026 academic year.

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3 December 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 Elim Christian College Mt Albert.

External moderation response to outcomes and processes The school is developing and embedding processes to ensure feedback from external moderators is valued, reflected upon, and used to ultimately improve assessor outcomes. Teachers respond to feedback from external moderation and complete a response which is discussed with the Principal's Nominee as appropriate. Identified issues and planned actions are recorded so that their effectiveness can be monitored. When verifiers from outside the school are used, teachers are encouraged to pass on the external moderation feedback irrespective of outcome. This shares the professional learning and helps build collective understanding.

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 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 to strengthen and improve assessor judgements.

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)

The school has welcomed this Managing National Assessment review as a timely opportunity to reinforce good practice and support next steps. Established as its own entity in January 2024, Elim Christian School Mt Albert refers to itself as an urban area school. It enjoys small class sizes and is based on its framework of developing students' achievement, responsibility, inspiration, skills and Elim character. A number of the previous school's systems and processes were brought across and used in the school setup. This was not without its challenges particularly with separating student pastoral and academic records from the Student Management System. The school is continuing to develop its own independent processes such as results analysis as year-on-year data information is collated. Secondary teachers meet regularly to review and discuss programmes and assessment systems.

Review of Year 11 programme Self-review has contributed to the decision to move away from NCEA Level 1 in 2026. Factors impacting this decision include a desire to develop a more cohesive academic progression to Level 2 and Level 3. Staff spoken to feel they will be better placed to implement the new curriculum and prepare for possible changes in qualifications. There was also frustration expressed by staff, with poor external moderation outcomes contributing to a lack of confidence in the Level 1 standards.

Unpacking Artificial Intelligence (AI) and authenticity The school has identified the need to update its authenticity and AI policy and review procedures including how these expectations are communicated to students and whānau. This has become a key area of professional discussion and review. Resources and guidelines from the

Ministry of Education, NZQA, and other schools have been shared and unpacked with teachers and students, and staff have participated in online webinar learning. The focuses have been on what authentic work looks like, and the role of AI in teaching and in supporting learning. The school currently uses an authenticity statement to reinforce the message and has implemented an AI tracker to record incidents to help identify emerging patterns. By establishing clear guidelines, building staff capability, and embedding AI awareness across the school and its community, Elim Christian School Mt Albert is well placed to navigate not only how students and teachers can benefit from AI, but also to ensure the authenticity and integrity of assessments.

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)

Clarify expectations and processes for derived grades The school must strengthen processes relating to derived grades to include:

- establishing a process for monitoring and documenting that all school-based evidence has been quality assured and then submitting results to NZQA prior to the start of the external examinations
- updating the communication with students and whānau outlining the derived grade process.

The school is required to ensure that all grades that are provided to NZQA for use as a derived grade are quality assured. In line with expectations for internal moderation, this process must be documented and monitored to provide senior leaders with assurance that all grades submitted to NZQA are credible. Quality assurance for derived grades can include either verification or justification as part of the process. Further guidance can be found on *The derived grade process / Quality assurance processes* pages of the NZQA website.

The school must ensure derived grades are sent to NZQA prior to the commencement of the exam period to ensure these are available in the event that a student is prevented from sitting their exam. At the time of the review the school is in the process of ensuring results from the Term 3 'mock exams' are recorded in the appropriate mark book. While the school did submit some results in the previous year the percentage was below the national average of all schools.

The school should reinforce with students and whānau that if a derived grade is required, it must come from authentic, standard-specific evidence of a student's work taken from an event that mirrors the external assessment conditions, such as the formal practice assessment undertaken in the school's 'mock exams'. It does not involve prediction of a possible outcome or the extrapolation from a student's previous effort or result.

Update staff and student handbooks The school has acknowledged the need to update its assessment documentation for teachers and develop its own student handbook. Currently, assessment information for national qualifications is an appendix within the broader Staff Handbook, while the student handbook is a copy of the *Elim Christian College Senior Student Subject Handbook*. These resources provide a strong foundation to build on. However, while they contain valid information, they currently may not accurately represent the school's unique

processes or language. As a result, there is a risk of inconsistent understanding and application of assessment procedures across the school.

It is recommended that the school develop separate, centralised and fit-for-purpose staff and student handbooks that are personalised to reflect its own identity and assessment approach. Centralising the documents through an internal online portal or the school's website will ensure that staff and students are referencing the same document and are working with the most accurate and up-to-date information. Online access allows for timely updates and version control, thereby strengthening communication and reinforcing consistent assessment practice across the school.

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)

Considerations to strengthen internal moderation Elim Christian School Mt Albert can be confident in the credibility of internally assessed results due to effective internal moderation practices evident during the review. The school is encouraged to continue to embed its systems to ensure a consistent approach throughout all teaching areas. Suggested areas of focus include;

- encouraging all teachers to regularly engage with NZQA's Pūtake learning management system
- clarifying sufficient and purposeful selection of material for internal moderation.

The Assessor Practice Tool in Pūtake gives assessors valuable opportunities to refine their judgment skills by reviewing authentic student samples and comparing their decisions with moderation feedback. In addition, Pūtake provides access to *Bite-Sized Modules, Short Courses, and Best Practice Workshops* across subjects. These include courses such as *Making Assessor Judgements* and *Transforming Assessment Praxis*, all designed to build assessment capability and deepen understanding of standards. Regular use of these tools supports consistency in assessment decisions, strengthens understanding and helps build confidence in applying national standards.

The school is encouraged to confirm expectations and understanding of the strategic selection requirements of student work for verification. In some areas, teachers were verifying a fixed number of samples, or all examples within their class, which is not required by NZQA. Strategic selection should be purposeful and sufficient. Assessors should select a sufficient number of samples to provide confidence in their decisions. This will depend on factors such as the experience of the teacher assessing the standard, previous external moderation history and the student cohort. Purposeful selection involves selecting examples for a specific reason, such as student work around grade boundaries, benchmarks examples, or grades that need review. It gives assessors confidence that their decisions are consistent with the standard.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Elim Christian College Mt Albert 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.

Elim Christian College Mt Albert has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- 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

Elim Christian College Mt Albert 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 grade verifiers from outside the school
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Elim Christian College Mt Albert 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.

Effective management and use of assessment-related data

Elim Christian College Mt Albert 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.

Elim Christian College Mt Albert 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Elim Christian College Mt Albert has effective processes and procedures for:

- 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.

Elim Christian College Mt Albert 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 Elim Christian College Mt Albert:

- 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
- *Staff Handbook 2025 Elim Christian College Mt Albert*
- *Senior Student Subject Handbook Elim Christian College.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal
- Heads of Learning Area for:
 - Humanities
 - STEM
- Teachers in Charge of:
 - Music
 - Physical Education
 - Visual Arts
- Teacher of:
 - Chemistry and Digital Technologies.
- two students.

There was a report-back session with the Principal, Deputy 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

Elim Christian College Mt Albert was previously a campus as part of Elim Christian College Botany. It was consented and opened as a school in its own right on 1 January 2024. The school is a Year 1-13 state integrated Christian College under the Elim Christian College network banner and Elim Proprietor Trust Special Character. The Foundation Principal was appointed in Term 3 2023. Following elections in September the Board of Trustees took over governance from the Establishment School Board.