Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Managing National Assessment Report

Papanui High School

August 2026

FINDINGS OF THIS REVIEW

Papanui High School

5 August 2026

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 2026.

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 four years.

Actions and considerations

Agreed actions

The school agreed that three actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Evaluate external moderation responses for their effectiveness in addressing identified issues.	Before each standard is assessed again.
Credible assessment practice to meet student needs	
Monitor the quality assurance of school practice examinations.	Before the start of external examinations.
Implement consistent processes for missed assessments and extensions.	Immediate.



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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 10 June 2022 Managing National Assessment Report
There were no action items arising from the previous review.

External moderation response to outcomes and processes Papanui High School needs to make better use of external moderation feedback to strengthen its internal moderation processes. Current processes involve the Head of Department completing a response sheet and action plan in consultation with the Principal's Nominee and discussing them with department members. A further step is required to assure the Principal's Nominee and senior leaders that each plan is appropriate, have been completed, and have been effective in improving teachers' assessment practice. This could be completed within existing school systems such as noting discussion in senior leader meetings with Heads of Department and reporting in annual Department reviews. Closer monitoring of external moderation feedback loops would also give senior leaders a clear view of assessment practice strengths and professional learning needs across the school.

The process outlined above needs to be followed most closely where external moderation outcomes show patterns of ongoing inconsistency in some subject areas. These patterns may be attributed in part to teachers learning to assess the new Level 1 standards, and in a number of cases a misunderstanding of the amount of evidence or the range of answers required for a standard. Moderators have recommended that teachers become familiar with all assessor support material available for each standard, including explanatory notes, modules on NZQA's learning management system Pūtake, the Assessor Practice Tool, and other resources available on NZQA's subject pages. Ensuring that teachers make use of assessment guidance will strengthen internal assessment and improve assessment outcomes for students.

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)

Effective assessment leadership Papanui High School has embedded processes to evaluate and improve assessment practices and outcomes. The school's ongoing self-review processes are aligned to its strategic plan and responsive to operational needs. This alignment is evident in department annual reports that include evidence-based reflection on class and department outcomes, noting the variance against department and school-wide goals. Heads of Department also participate in an annual audit with the Principal's Nominee that includes reviewing markbooks, student entries, and internal moderation records. These audits result in agreed steps to improve the quality of department processes that are followed up in subsequent meetings. Deputy Principals also meet with allocated Heads of Department on a regular basis to discuss department matters including teaching, learning and assessment. These meetings vary according to the needs of the individual and department. The Principal's Nominee and the Deputy Principal for Curriculum and Assessment meet weekly to discuss assessment matters and anything that requires

senior leader support. Clear lines of support and accountability enable the school to identify risks early and implement strategies to improve assessment practices if required.

Robust analysis of outcomes for ākonga Māori Papanui High School's response to disparities in outcomes for ākonga Māori is thorough, ongoing, and strategic. Approaches are being implemented to address concerns about attendance and attainment in comparison to other Papanui High School students and are based on analysis of powerful feedback from a Hui Ākonga, and an analysis of student learning and pathway needs. There is a deep commitment to challenging the efficacy of previous responses and resolving structural and relational barriers to the success of ākonga Māori. At department and classroom levels this is exemplified in the introduction of contexts that meet disciplinary as well as cultural needs. These include a Taonga Puoro course that involves students exploring the tīkanga of traditional Māori instruments and crafting their own, and students studying the business case of installing solar panels on a marae while considering all the implications of this for their stakeholders. Evaluation of new initiatives is ongoing. Papanui High School takes a strategic and culturally responsive approach to improving outcomes for ākonga Māori.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment and Examination for NCEA and New Zealand Scholarship Rules 2026)

Effective support for students to access assessment Papanui High School has embedded effective processes to ensure that barriers to fair assessment are removed where possible. The experienced co-ordinator of Special Assessment Conditions for the school generates and retains extensive evidence on student requirements, updates it regularly with student and staff feedback, and assists teachers to understand how adapting the conditions of assessment for internal assessment can assist students to demonstrate their learning. This includes the increasing use of digital tools, accompanied by verbal conferencing that has the added benefit of mitigating any concerns about the unauthorised use of generative Artificial Intelligence to present work for assessment. Information on student requirements for fair assessment and on their progress is readily available for teachers in the school's student management system and in an online Learning Register. The school's assessment practices in this area are effective in meeting both student needs and NZQA requirements for evidence-based decision-making.

Promoting assessment integrity The school is well placed to maintain assessment integrity in an evolving digital environment through a principled and student-led approach to authenticity. Decision making is guided by whether assessment practices are fair to students, fair to the wider cohort, and preserve assessment credibility. Staff are expected to know students well and remain actively engaged throughout the assessment process, with authenticity concerns addressed through evidence such as revision histories, in-class work and student discussions. Some teachers have queried whether to continue with digital assessment for internal assessments due to concerns about the unauthorised use of generative Artificial Intelligence. A useful next step would be to ensure students can provide evidence of the authenticity of their own work when required. While handwritten assessment may be appropriate in some contexts, the application of authenticity principles should include both that the evidence produced by students is their own, and also that it accurately represents what they know and can do. For this reason, handwritten assessment will not be suitable for all students or all conditions of assessment.

Quality assurance of school practice examinations Papanui High School must monitor that all practice exams used to generate derived grades have undergone an appropriate quality assurance process. This will result in students having credible results available if they require them due to an unexpected disruption to their external examinations. While this process may be managed within departments, it must be documented and monitored so that the Principal's Nominee is able to attest to the validity of the grades reported. The school now has a template that will be used to document this process.

Missed and late assessment processes The school should strengthen the consistency and transparency of its processes for managing missed and late assessments. Current practice varies across teachers and departments, which can create uncertainty for students and perceptions of unfairness where decisions about extensions are not clearly communicated. Reviewing assessment guidelines in staff and student documentation would support a more consistent and equitable approach. Ensuring these expectations are well understood and implemented by all staff would further strengthen confidence in the fairness and credibility of assessment decisions.

Moderation to ensure assessment quality

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment and Examination for NCEA and New Zealand Scholarship Rules 2026)

Transparent quality assurance of internal assessment Papanui High School has strengthened its monitoring and oversight of internal moderation through the implementation of tracking through its student management system, following a successful trial in two departments in 2025. The system has now been rolled out across the school and shared with all staff, with most teachers involved in internal moderation having access to the monitoring tools. The introduction of this digital system provides greater visibility of moderation processes, including the ability to identify any concerns as they occur. In addition, the Principal's Nominee maintains oversight of external verification practices, with a centralised record of departments using verifiers outside the school. These measures support an increasingly consistent approach to ensuring moderation requirements are completed and appropriately documented.

Planned next steps to improve the robustness and efficiency of internal moderation processes will prevent assessment results from being reported until the documenting of all moderation steps has been checked. The school has also identified opportunities to strengthen consistency by reinforcing expectations with teachers around the completion of selection and verification comments. Internal moderation will be included as a regular discussion point in senior leader meetings with individual Heads of Department, providing additional accountability and support where required.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Papanui High School 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 and extending the school's Consent to Assess if required
- 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.

Papanui High School has effective processes and procedures for:

- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- 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

Papanui High School 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
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Papanui High School has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting samples of student work to NZQA requirements
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Papanui High School 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
- reporting to the Principal and School Board an annual analysis of NCEA achievement to inform strategic goals and actions.

Papanui High School reports accurate achievement data by:

- ensuring that data is submitted to NZQA in a timely manner so that NZQA holds up-to-date entries and results
- 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 whānau about assessment

Papanui High School has effective processes and procedures for:

- 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.

Papanui High School 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 Papanui High School:

- 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 2026* (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 and Examination for NCEA and New Zealand Scholarship Rules 2026.

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
- *2026 NZQA Manual for HODs*, Papanui High School
- *NCEA Assessment Information – Assessment in the senior school*, Papanui High School.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum and Assessment
- Heads of Department for:
    - Commerce and Digital Technologies
    - Mathematics
    - Science
    - Social Sciences
    - Technology
- three 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.