Managing National Assessment Report

Queen Elizabeth College

September 2022

FINDINGS OF THIS REVIEW

Queen Elizabeth College

9 September 2022

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 2021.

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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2020.

Actions and considerations

For consideration

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

- reviewing the student and staff handbooks to ensure they are written in language appropriate to the audience
- supporting students to register and use their learner login to access their Record of Achievement and NZQA assessment support tools
- encourage staff to consider digital externals using the NZQA digital assessment platform at the end of the year.

No action required

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

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27 October 2022

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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 17 May 2017 Managing National Assessment Report
The school has addressed the action items from their last Managing National Assessment report. The Principal's Nominee now has a process that has strengthened the monitoring of internal moderation through senior management reconciling internal documentation with actual practice to ensure that all reported results are quality assured.

External moderation processes and response to outcomes   The school have developed effective processes for responding to external moderation. The new Principal's Nominee reads each report and annotates changes required. Teachers provide a written report to her and to their Heads of Department. Where necessary an action plan is developed, monitored and completion signed off in a timely manner.

Digital submission of moderation has continued to increase from 32 percent in 2019 to over 75 percent in 2022.

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)

Improvements to data management and use   The management of assessment data has become more efficient since the Principal and Principal's Nominee decided to switch to KAMAR as their School Management System (SMS) earlier this year, ensuring results reported to NZQA are complete, timely and accurate. The school has strengthened their use of this data to track and support students to attain their achievement goals. The Principal, Principal's Nominee and Poutama groups monitor student academic progress. Interventions are initiated where students are identified at risk of not meeting qualification requirements. The Principal's Nominee and Poutama groups keep staff, students, and parents informed of individual progress towards qualifications.

Principal's Nominee supports teachers to manage assessment and moderation processes more effectively   The Principal's nominee has started to implement a system that allows teachers to further understand and follow school assessment requirements and are developing the confidence to take ownership of assessment practices. Once quality assurance processes are fully embedded, the school can be confident in its ability to provide credible assessment opportunities for all students.

Credible assessment practice to meet student/ ākonga needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Meeting students need a priority   Queen Elizabeth College focuses on providing meaningful pathways leading to relevant qualifications to match the needs of students. The use of a traffic light system and Poutama Groups ensures that the teachers are in a position to know their students and feel that they have the capacity to create individualised learning and assessment opportunities.

A consistent understanding of derived grade processes   Heads of Department were consistent in their understanding of school processes and NZQA expectations for assessment evidence that may be used for a derived and unexpected event grade. All Heads of Department described using appropriate material for assessment to generate evidence for a derived and unexpected event grade. Where more than one teacher taught a subject grade verification was used to verify assessment decisions. The school has continued to network with other schools to help develop moderation practices.

Support students to register and use their NZQA Learner Login   While students can see their results through their KAMAR online portal, it is through their Learner Login that students can check the accuracy of their entries and the results reported to NZQA, order copies of their qualification certificates, request reviews or reconsiderations of external examination papers and print an official copy of their record of Achievement.

In January 2022, less than 50 percent of senior students had registered for their NZQA Learner Login.

Consider digital external examinations at the end of the year   With the implementation of new achievement standards arising out of the NCEA Change programme, external assessment will be a digital first approach from 2024. By engaging in digital exams, the school will be able to create processes that support future assessment opportunities for students. Students have previously participated in digital external exams with success, and this provides some assurance in the school's digital infrastructure to manage these exams.

The school has yet to participate in any of the pilots for the new achievement standards.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Focus on reducing workload by considering sufficiency for grade verification
The school should provide staff with further guidance on how they can strategically select student work to ensure their grade verification sample is sufficient to confirm that grades awarded are at the standard. Strategic selection can reduce verifier workload, without compromising the quality of the assurance process. There is no

fixed, or predetermined, number of pieces of student work that must be verified. Considering factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed, will help to determine sample size

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākonga

Queen Elizabeth College has effective processes and procedures for meeting the assessment needs of their students / ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākonga interests, needs, abilities and aspirations

- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required

- 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 / ākonga can present their best standard-specific evidence of achievement

- assessing students / ākonga when they are ready

- using a range of methods for collecting assessment evidence, to meet student / ākonga needs

- ensuring teachers are aware of individual students / ākonga with special assessment conditions entitlements, and resourcing their support

- providing [expanding] opportunities for digital assessment including digital exams

- engaging in Review of Achievement Standards pilots to prepare for future assessment

- identifying and providing [targeted] support for students / ākonga at risk of not achieving literacy and numeracy or their qualification goals

- implementing strategies to provide [open] opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Queen Elizabeth College has effective processes and procedures for:

- managing missed or late assessment

- managing resubmission and further opportunities for assessment

- investigating student / ākonga appeals of assessment decisions

- investigating possible breaches of assessment rules

- monitoring the authenticity of student / ākonga work using a range of strategies

- reporting Not Achieved for proven breaches of authenticity and where students / ākonga have had an adequate assessment opportunity but have submitted no work

- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades

- safeguarding student / ākonga privacy in the issuing of student / ākonga results.

Effective internal and external moderation to assure assessment quality

Queen Elizabeth 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 / ākonga 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.

Queen Elizabeth College has effective processes and procedures for managing external moderation by:

- ensuring samples of student / ākonga work are available for submission by being adequately stored

- selecting sufficient samples of student / ākonga 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

Queen Elizabeth College effectively uses assessment-related data to support achievement outcomes for students / ākonga by:

- monitoring and tracking student / ākonga progress

- evaluating the effectiveness of assessment programmes to ensure these allow students / ākonga to meet their assessment goals, and inform changes to courses and standards offered

- gathering student / ākonga 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.

Queen Elizabeth 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 / ākonga and teacher / kaiako 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 / ākonga and their families / whānau about assessment

Queen Elizabeth 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 / ākonga receive outlines for courses they undertake

- supporting students / ākonga to monitor their achievement

- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year

- reporting on students' / ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement

- supporting teachers / kaiako new to the school through an induction programme to understand school and NZQA assessment processes

- celebrating students' / ākonga success, [such as the holding of parent gatherings].

Queen Elizabeth College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga
- informing students/ ākonga about suitable learning pathways

- supporting students / ākonga 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 Queen Elizabeth 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 / ākonga and families / 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 2021* (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 (including Examination) Rules for Schools with Consent to Assess 2022* (Assessment Rules).

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
- *National Qualifications Framework Handbook for Senior Students 2022, Queen Elizabeth College*
- Staff Handbook – NCEA Policies and Procedures 2022, Queen Elizabeth College.

The School Relationship Manager met with:

- the Principal's Nominee
- Head(s) of Faculty/Department for:
  - English
  - Mathematics
  - Physical Education
  - Science
  - Social Sciences
  - Technology
- three students / ākonga.

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.