

Managing National Assessment Report

Queen Margaret College
September 2022

FINDINGS OF THIS REVIEW

Queen Margaret College

28 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 highly 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 2021.

Actions and considerations

No action required

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



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01 December 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 03 September 2018 Managing National Assessment Report

School leaders have comprehensively addressed the agreed action items from the previous review. The Principal's Nominee conducts an audit of each department which includes following up on and evaluating the outcomes of external moderation reports.

The assessment handbook for teachers is fit for purpose and up to date.

External moderation processes and response to outcomes The school has highly effective systems in place to ensure that all external moderator feedback is reviewed by teachers and responded to. Where any issues are raised, or there is any inconsistency with the standard noted by moderators, an action plan is documented and shared with senior leaders. This document becomes part of a reflective and effective review - including being updated for completion and assessed for effectiveness by teachers and senior leaders. Effectiveness is evaluated by a variety of methods including:

- submitting again for external moderation,
- monitoring for changes to subsequent assessment activities and schedules and
- utilising verifiers to check that future assessment grading incorporates expected change

This thorough approach ensures that any issues arising from external moderation are addressed promptly and purposefully.

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)

Senior leaders provide effective review systems The school has a wide-spread and effective culture of self-review. Extensive analysis of achievement data is supported by the provision of digital analysis tools and professional development for data analysis. Senior leaders work with leaders of learning areas to evaluate NCEA outcomes for the current year, and longitudinally, to ensure that courses of learning are meeting student needs. All review systems identify where change is required and the on-going follow up and evaluation expected to ensure changes are effective.

Teacher-led review supports high rates of achievement Review of assessment practice and student achievement outcomes is embedded across the school. Teachers and subject leaders set goals for their classes and learning areas and evaluate these against assessment outcomes and formal student feedback collected biannually. Dedicated review time in the fourth term for all learning areas complements this review. Formal results analysis is completed by teachers in the department and decisions about future course design are made in response. This has led to excellent assessment and qualification outcomes for all students. Māori and Pacific learners have the same rates of success for qualifications as other learners.

School internal review systems ensure continued student success The school's capacity for review is demonstrated in its effective response to the COVID pandemic.

Teachers shared their review of the management of their programmes, including the order of learning and collection of student assessment evidence to support best practice across the school. Senior leaders, with the Principal's Nominee, reviewed assessment practice including for managing remote and blended assessment, deadlines, and authenticity to ensure that credible assessment continued through the disruption.

Digital assessment for internal assessment has become the norm and is increasing rapidly for external assessment. The school conducted a significant review of the requirements for and benefits of digital external examinations before committing to a staged implementation of digital external assessment. A senior leadership group thoroughly investigated the capabilities of their digital systems and their student preference and readiness for digital assessment prior to making changes.

Credible assessment practice to meet student 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)

Dual pathway system supports student choice Students at Queen Margaret's College all complete NCEA Level One and then have a choice about continuing with NCEA or switching to the International Baccalaureate qualification. Most students choose to continue with NCEA. The school offers students a broad range of senior subjects. This supports student agency over course design and some choice over the contexts and standards used for assessment, provide opportunities for students to follow individual pathways.

Effective monitoring of student progress and support requirements The school has strong processes for leaders and teachers to work with students and their families to identify, and make progress towards, qualification goals and assessment priorities. Deans meet with all Year 11 students to discuss and understand their individual pathways. They use achievement data throughout the year to monitor student progress towards qualifications and other assessment goals. Students requiring additional support including Special Assessment Conditions are identified. The Learning Support Register ensures that all staff know the assessment conditions students are entitled to and supports staff to provide entitlements for all assessment activity.

Effective management of authenticity of student assessment The school has effective systems for monitoring the authenticity of student submissions for assessment. These systems provide senior leaders with assurance that credible assessment is taking place in all learning areas. Teachers actively review student work at set checkpoints and digital tools support checking of work for plagiarism. Students at the school can clearly describe the importance of authenticity to them and their assessment and the processes the school uses to monitor their work.

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)

Comprehensive department review supports consistent high-quality moderation practice The Principal's Nominee, supported by senior leaders, completes an annual in-school audit of all aspects of moderation for every department. This is a highly effective quality management system giving senior leaders confidence in the reporting of credible grades to NZQA. High levels of assessment decisions consistent with the standard, as reported through external moderation, provide confirmation of the robustness of the school's processes.

The audit check evaluates the critiquing and verification processes to ensure they are completed effectively and documented to meet expectations. Storage systems are checked to ensure that assessment materials are readily available for external moderation if required and that the department is retaining suitable exemplars to support future grading. Additionally, the methods used by teachers in the department for ensuring the authenticity of student assessment work are reviewed and noted. Any improvements to practice that are required form next steps for the department leaders to implement with their teams. Senior leaders monitor these actions in their regular review meetings with Heads of Departments.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

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

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- 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 expanding 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
- implementing strategies to provide open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Queen Margaret 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
- 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Queen Margaret 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.

Queen Margaret 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

Queen Margaret 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.

Queen Margaret 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 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 families about assessment

Queen Margaret 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.

Queen Margaret 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 Queen Margaret 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 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
- *Queen Margaret College – NCEA Assessment Procedures* (Staff Handbook)
- *NCEA Assessment and Procedures* (NCEA presentation to students).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Teaching and Learning
- Heads of Learning Area for:
 - English and Media
 - Languages
 - Physical Education and Health
 - Science
 - Technology
- Teacher in Charge of:
 - Visual Art
- 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.