

Managing National Assessment Report

Queen Charlotte College

April 2023

FINDINGS OF THIS REVIEW

Queen Charlotte College

4 April 2023

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 2021.

Actions and considerations

Agreed actions

The school agreed that one action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
External and internal review	
Monitor that effective actions have been taken in response to external moderation feedback.	Within the school's external moderation cycle.

For consideration

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

- Monitoring the completion of internal moderation during the year, to alleviate workload pressures at the end of the year
- Including the location of stored materials on the internal moderation cover sheet, to ensure access to digital and physical materials.



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11 May 2023

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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 1 May 2018 Managing National Assessment Report All action items from the previous review have been addressed effectively. School assessment documentation has been updated to include clear expectations about ensuring student privacy, and documenting and selecting work for internal moderation grade verification. The Principal's Nominee runs annual sessions with teachers to explain moderation processes, contributing to a sound understanding of their purpose and school procedures.

External moderation response to outcomes and processes The school should introduce a process to evaluate whether effective actions have been taken in response to external moderation feedback. Evaluating the effectiveness of these actions in improving assessor judgements will strengthen the link between internal and external moderation processes in the school and create confidence in the credibility of reported results.

Heads of Learning currently create action plans to address any issues identified in external moderation reports, in liaison with the Principal's Nominee. These plans include a range of strategies such as working with subject advisors, changing verifiers and accessing resources on NZQA's learning management system Pūtake. Teachers in smaller departments in particular may benefit from discussions with their senior leadership line managers about their action plans, to assist them in accessing any assessment support required.

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)

Queen Charlotte College has effective systems to identify areas for review that align with the school's priorities and staff who are experienced in using evidence and working together to implement change as required. The school has recently focussed on ongoing review of pathways and courses to promote student achievement and engagement as this is an existing area of strength. The school prioritised maintaining school culture and wellbeing during the COVID pandemic.

Senior leaders intend to reflect curriculum changes in a new school strategic plan and reassess how they set achievement targets. The intention is to identify goals that are specific to the needs of each cohort of students within coherent pathways. The annual reviews and achievement analysis completed by Heads of Learning will be used to assist with formulating new areas for review.

The majority of staff are actively engaged in preparing for the implementation of the NCEA Change Programme. Heads of Learning have been discussing the integration of Literacy and Numeracy into each subject area, as the school prepares to offer these new assessments for some students this year. Teachers are reflecting on the implications of the new achievement standards for evidence-gathering and differentiated programmes within their learning areas.

An ongoing review of how the school meets the pastoral, curriculum and assessment needs of students has encompassed the clarification of assessment-related staff roles and responsibilities, including the Principal's Nominee and Data Manager. Arising out of this review the school has decided to change its student management system. The expectation is that this will enable better tracking of engagement and achievement as the school rebuilds from the disruption of the last few years and prepares to support students through the implementation of the NCEA Change Programme.

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)

Teachers have a considered understanding of how the flexibility of NCEA can be used to provide options that meet the pathway and achievement needs of their students. The school offers courses that are vocationally focussed and adaptive to the changing needs of their students and offer a coherent mix of unit and achievement standards. Innovation is ongoing in the school's existing Aquaculture Academy, where students have the opportunity to work with both local industry and research centres, while the school looks to expand opportunities for students in hospitality, digital technologies, construction and tourism.

This student-centred, flexible approach to assessment is evident in teachers' review of their courses. Where possible, students are offered opportunities to engage in both internal and external assessments digitally. Teachers make adaptations to assessment tasks to allow for a range of contexts and diverse student programmes, whilst ensuring authenticity requirements are met. The experienced Principal's Nominee, assisted by senior leaders, leads conversations with staff to encourage further review of assessment practices and professional learning in specialist areas as needed.

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)

The school could consider introducing a system for the ongoing monitoring of internal assessment processes throughout the year. This could help alleviate workload pressures at the end of the year for the Principal's Nominee as well as giving senior leaders certainty that quality assurance has been completed before any results are submitted to NZQA. Internal moderation is currently monitored by Heads of Learning during the year and checked by the Principal's Nominee in Term 4. Evidence of completion is also sighted by the Deputy Principal Curriculum and reported on in annual reports.

The Principal's Nominee intends to develop new procedures for the digital storage of student work, to assist with an increasing volume and variety of internal and externally submitted digital assessment. The location of stored materials would be recorded on a revised internal moderation cover sheet that is submitted to the Principal's Nominee as results are reported to NZQA. This would help to ensure that student work is readily accessible when required for external moderation and for

reference in internal moderation It will also assist in monitoring the completion of internal moderation as results are reported.

Heads of Learning value internal and external moderation for its professional learning opportunities as well as to ensure that their assessor judgements are consistent with the standard. Teachers engage with subject-specific verifiers both within and beyond the school, including experts from other standard setting bodies as required.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Queen Charlotte 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
- 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 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 opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Queen Charlotte 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 Charlotte 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.

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

- 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

Queen Charlotte 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 Charlotte 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 Charlotte 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 Charlotte 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 Charlotte 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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023*.

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 Charlotte College Assessment for National Qualifications – Staff Procedures 2023*
- *Queen Charlotte College Qualifications and Assessment – Student Information Booklet 2023*
- *Queen Charlotte College – Quality Management System Update 2023.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal Curriculum
- Heads of Learning for:
 - Humanities
 - Mathematics
 - Physical Education
 - Science
 - Technology
 - Visual Arts
- 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.