

Managing National Assessment Report

Queen's High School

June 2022

FINDINGS OF THIS REVIEW

Queen's High School

17 June 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 2021.

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 NCEA information available to students to support their understanding of the details of the requirements of the University Entrance award
- verifying only a purposefully selected sample of student grades for internal moderation
- strengthening the internal moderation process as outlined in the report.

No action required

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



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8 August 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 23 March 2018 Managing National Assessment Report The school has developed a robust process to ensure that all internal assessment entries reported to NZQA have a corresponding result attached or are withdrawn. Teachers, senior leaders and the Principal's Nominee all have roles in checking student assessment programmes, monitoring entries and results, and students and whānau are kept up to date with entries and results through live reporting. Ongoing monitoring informs course design and enables timely interventions for individuals and groups of students to meet their qualification goals.

External moderation processes and response to outcomes Queen's High School's response to external moderation feedback contributes to ongoing improvement in internal moderation processes. The school's external moderation feedback is very positive and provides them with an assurance that assessor judgements are consistent with the requirements of the standards being assessed.

The school responds to external moderation outcomes effectively, including submitting queries and appeals when appropriate. Any external moderation feedback that indicates assessment judgements are not yet consistent or not consistent with the standard is followed up with a reflection and review process involving Learning Area Leaders and the Senior Leadership Team. The process can include a range of strategies to address identified issues, such as finding support from other schools and teachers of that standard, accessing NZQA assessor support, and subject association resources.

Learning Area Leaders and the Principal's Nominee track action plans to address issues identified in external moderation for their completion and effectiveness. Senior Leaders include internal and external moderation processes in their end of year review conversations with Learning Area Leaders, informed by the Principal's Nominee's external moderation tracking spreadsheet. Teachers request standards for the school's Assessment Plan, which ensures that moderation feedback is timely and relevant to current assessment programmes.

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's High School has clear and sustainable systems for the leadership of assessment in the school. This clarity has assisted in the school maintaining and improving student achievement results despite the challenges of the last few years.

At the start of each year, the Principal, senior team and Board of Trustees create school-wide goals that include senior student achievement goals based on the analysis of student results and feedback from annual and triennial Learning Area reviews. There are clear roles and responsibilities within the school's review cycles

that allow for ongoing professional and course development at subject, Learning Area, and whole-school levels, with clear alignment between each level.

All teachers have been involved in reviewing assessment practices and responding to the challenges of hybrid learning, both at subject and whole-staff levels. Their thorough approach gives teachers and leaders confidence that the credibility of assessment outcomes remains strong. Teacher professional learning sessions have supported development in digital assessment procedures that support students who are working at home, as well as contributed to the school's plan for implementing the changes to the NCEA. The school has embedded effective hybrid digital assessment practices into learning programmes, including authenticity measures and feedback at checkpoints.

The school's ongoing review processes include monitoring the equity of access to assessment and subsequent outcomes for all students. Individual student progress is tracked and monitored through form time, the weekly Form Level Programme, by Deans, and through the Whānau class for Māori and Pasifika students, resulting in significant improvements in results for most groups of students at most levels. In response to a previously low level of applications, the new school SENCO is proactively testing students to ensure that all who may be eligible for special assessment conditions receive their entitlements. Applications are made with school-generated evidence where possible.

The school's embedded review processes ensure that staff at all levels are well placed to identify and respond to any issues as they arise. Appraisal cycle conversations include discussion of student progress and support for priority learners, as well as courses and assessment programmes, and contribute to annual reporting. Student and teacher feedback forms an important part of this analysis.

Credible assessment practice to meet student / ākongā 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)

Assessment practices that meet student needs Teachers assess students when they are ready, where appropriate. They negotiate assessment opportunities within programmes for students who are working either in advance of or more slowly than their peers, adapting them to ensure that they have equitable opportunities to reach their academic and pathway goals.

Teachers also adapt assessment methods and procedures to meet student learning needs and preferences. Assignment checkpoints are used to ensure that students are ready to be assessed and that their work is authentic, especially during periods of extensive absence from school due to sickness and isolation. Students are increasingly communicating with their teachers online to seek feedback and improve their understanding of their assessments. Students spoken to for this review confidently described appropriate levels of guidance given by teachers that ensure that assessment remains fair for all students. They were pleased with the increased flexibility in deadlines that the school has allowed as a result of recent student illness and absences from school.

Supporting students to understanding what they need to achieve in order to gain a qualification The school could consider reviewing the information they make readily available to teachers and students about the details of the requirements of the University Entrance award, to support students' understanding of their assessment programmes. Students spoken to for this review said that they would appreciate receiving more detailed information about NCEA and University Entrance, yet they were confident that they could approach staff to clarify qualification requirements and ask about their individual programmes.

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)

Verifying grades awarded on a purposeful selection of student work The school should consider ensuring that teachers have a common understanding of the purpose of strategic selection for grade verification. All teachers spoken to for this review described using subject specialists to verify grades awarded on a purposefully selected sample of student work at grade boundaries. In some cases, teachers were also verifying a wider selection of student work to reach a predetermined number. This could lead to unnecessary workload for teachers. Strategic selection considers factors such as experience with the standard and assessment activity, subject expertise and external moderation history to determine an appropriate sample size. Teachers value the verification process for its professional learning component, as well as the support available from colleagues at other schools and through subject associations.

Monitoring internal moderation processes Ongoing tracking of the completion of internal moderation processes would help to identify and respond to any issues as they arise and ensure more consistent documentation of the end-to-end process. A digital monitoring system would also complement the increasingly digital storage of student work and assessment materials within Learning Areas, and the digital submission of external moderation. Internal moderation records are currently retained within department files and checked annually through the Principal's Nominee's assessment and reporting review.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākongā

Queen's High School has effective processes and procedures for meeting the assessment needs of their students / ākongā by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākongā 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 / ākongā can present their best standard-specific evidence of achievement
- assessing students / ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākongā needs
- ensuring teachers / kaiako are aware of individual students / ākongā 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 / ākongā 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's High School has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students / ākongā 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 / ākongā privacy in the issuing of student / ākongā results.

Effective internal and external moderation to assure assessment quality

Queen's 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 / ākongā work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes

Queen's High School has effective processes and procedures for managing external moderation by:

- ensuring samples of student / ākongā work are available for submission by being adequately stored
- selecting sufficient samples of student / ākongā 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's High School effectively uses assessment-related data to support achievement outcomes for students / ākongā by:

- monitoring and tracking student / ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākongā voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Queen's High School 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

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

Queen's High School has effective processes and procedures for:

- 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's 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 / ākonga
- informing students/ ākonga about suitable learning pathways

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Queen's 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 / 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
- *Assessment Procedures for Students 2022* – Queen’s High School
- *Queen’s High School Subject Guide 2022*
- *Queen’s High School Staff Handbook 2022*

The School Relationship Manager met with:

- the Principal’s Nominee
- Assistant Principal – Curriculum/Assessment
- Learning Area Leaders
 - Arts
 - English
 - Mathematics
 - Physical Education
 - Science
 - Social Sciences
- 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.