

# Managing National Assessment Report

**Zayed College for Girls**  
September 2022

# FINDINGS OF THIS REVIEW

## Zayed College for Girls

29 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 2021.

### Actions and considerations

#### Agreed actions

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

Action	Timeframe
<b>Credible assessment practice to meet student / ākongā needs</b>	
Update assessment related communications to reflect current practice and NZQA requirements.	Prior to the start of 2023



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21 November 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 5 July 2018 Managing National Assessment Report** Zayed College for Girls have addressed the required actions from the previous review. They now report all results in the year the students sit the assessment. The three action items have also been addressed with the school having removed reference to resubmissions in their course outlines as well as ensuring all internal entries to NZQA have a result reported or are withdrawn by 1 December. They have reviewed student access to assessment information to ensure all students have the required information whether this is through NCEA meetings or the comprehensive student handbook.

**External moderation processes and response to outcomes** The school's process to respond to external moderation has been strengthened with the implementation of the 'Review of External Moderation Outcomes for a Standard' form supplied by NZQA. This, alongside a tracking sheet and discussions, has given the Principals Nominee assurance that staff are following up on the external moderation reports and any action plan developed is responding to the issues identified.

The Principal's Nominee alongside the Middle Leaders of Learning (MLL) discuss every external moderation report with staff analysing the comments to support a greater understanding of the standard. Additional support is provided with the use of NZQA's learning management system, Pūtake, through subject associations and experienced buddy teachers as well as subject specialists from other schools. The school's consistency between assessors' judgements and the national standard reported by external moderators continues to improve, indicating the effectiveness of the school's processes.

### 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)*

The school has restructured their management and now has three Middle Leaders of Learning who work closely with not only their subject teachers, but also with the Senior Leaders of Learning. As a small school where all teachers are in charge of subjects it was seen as essential for them not to work in silos. The changes to the structure have provided more scope for teachers to collaborate with each other to critically analyse and communicate their ideas on teaching pedagogies, assessment challenges, integration of topics (where applicable) and to keep up to date with the NCEA changes and NZQA updates.

The restructured management system has increased the capability, ownership, and leadership of quality assurance and assessment practices within the school.

**Reporting and tracking of students** Previously tracking and reporting was only for priority learners, but it has now been extended to all students. The school feels that this inclusive approach benefits all learners so that fewer students will fall through the

cracks and become at risk of not achieving their academic goals. They use assessment tracker to ensure students who are at risk are identified early and are being well supported. As a result of thorough tracking and reporting, the school has identified that individual students results have improved.

**Review of teaching, learning and assessments** Review of teaching, learning and assessment practices has led the school to place greater emphasis on using localised contexts and integrating curriculum areas. Teachers are encouraged to bring their experiences and culture into the curriculum as well as giving students greater opportunities to widen learning experiences and experience education outside the classroom. This has included market days, visiting galleries and other local activities around the area. These changes have seen an increase in engagement from students, with teachers working more collaboratively and creatively to improve student outcomes.

## **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)*

**Engagement with digital examinations** The school is increasingly using digital assessments for internal assessments and end-of-year examinations. As part of the NCEA Change Programme they are also piloting Level 1 Religious Studies and Level 1 Mathematics and Statistics.

Uptake in external digital assessment reflects students and teachers becoming more confident in the use of the NZQA's Assessment Master platform. The school has identified that the use of digital platforms will support students be ready for the digital first delivery of future assessments.

**Supporting achievement in STEM subjects** The school is providing opportunities to encourage and grow the engagement of students in STEM subjects as along with parents they feel there are greater career opportunities for students who participate and achieving in STEM. A number of initiatives begin in the junior school to encourage greater participation in the subjects. Initiatives include project-based learning and assessment opportunities such as Rocket Challenge where students build of their own rocket, and the Aquabot underwater robotics programme. Teachers are also involved in professional learning for implementing digital technology across all curriculum areas.

To further support participation in STEM subjects teachers offer differentiated learning and individualised programmes. These initiatives provide students with learning programmes which are relevant to their learning needs and future pathways which has led to successful outcomes and engagement. With all these initiatives the school has found the number of students wishing to participate in STEM subjects in the senior school has increased over recent years.

**Ensure the staff and student handbooks reflect current practice** The current staff and student handbooks need to be updated to be fit for purpose and reflect current practice to ensure school-wide understanding and consistency. This includes information and clarification of the assessment processes and practices, plus reference to the Privacy Act 2020, and the NZQA Learner Login. This will help ensure the school is meeting NZQA requirements for the assessment for qualifications and providing students with relevant information.

## **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)*

**Robust internal moderation processes** The monitoring of the internal moderation process by Middle Leaders of Learning and the Principal's Nominee ensures that all internal results reported to NZQA are credible.

Internal moderation cover sheets are completed by teachers for all standards where internal results are reported. These are checked for completion by the Middle Leaders of Learning and stored with student work in a central drive, so they are visible to the Principal's Nominee who checks the process has been completed for all standards before results are reported. The Principal's Nominee also provides extra support to find appropriate external verifiers from other schools to provide the subject expertise required especially for single subject teachers.

The selection of student work for internal moderation is purposeful with the focus being on grade boundaries or a greater number of standards if the teacher is not confident or, has a new task or is assessing the standard for the first time.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Zayed College for Girls 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 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
- 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.

**Zayed College for Girls 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**

### **Zayed College for Girls 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.

### **Zayed College for Girls 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**

### **Zayed College for Girls 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.

### **Zayed College for Girls 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**

### **Zayed College for Girls has effective processes and procedures for:**

- 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
- celebrating students' success.

### **Zayed College for Girls 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

## Appendix 2: Overview

### What this report is about

This report summarises NZQA's review of how effectively Zayed College for Girls:

- 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
- *ZCG Staff Handbook 2022* (Staff Handbook)
- *ZCG Student Assessment and NCEA information Booklet 2022* (Student Handbook).
- *ZCG Assessment policies 2022*

The School Relationship Manager met with:

- the Principal's Nominee
- Middle Leader of Learning/ Hola
  - Science
- Head of Learning Area of:
  - Mathematics
  - Religious Studies
- Teacher(s) in Charge:
  - ESOL/ English
  - Science
  - Social Sciences
- three students / ākonga.

There was a report-back session with the 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.

## Background

Zayed College for Girls is a faith based Islamic school. They are guided by Islamic teaching pedagogies. The majority of the students who attend Zayed College have a migrant or refugee background and one third of all students have English as a Second Language.