

Evaluating the Queensland Certificate of Education system

The new Queensland Certificate of Education (QCE) system

Began with Year 11 students in 2019.

Introduced subject-based external assessments and new quality assurance processes for internal assessment.

Evolved from a long-standing system of externally moderated school-based assessment.

Aims to **deliver high-quality senior secondary curriculum and assessment** that prepares students for post-school pathways by:

- Improving learning outcomes for students
- Improving credibility of subject results
- Improving support for quality learning and assessment, and providing educational leadership and support to schools
- Maintaining an agile, responsive and efficient Queensland Curriculum and Assessment Authority
- Ensuring transparency and consistency within the system
- Maintaining stakeholder and public confidence

Independent evaluation of the QCE system

Conducted by the University of Melbourne's Assessment and Evaluation Research Centre and funded by the Queensland Government.

Focuses on five key dimensions:

- **Design** - To what extent is the design of the new QCE system evidence-informed, fit-for-purpose, and responsive to contextual changes?
- **Implementation** - What is the degree of implementation of the new QCE system, across all contexts? What is the fidelity of implementation across all contexts?
- **Effectiveness** - To what extent has the new QCE system achieved its intended goals?
- **Sustainability** - To what extent is the new QCE system sustainable?
- **Value for money** - To what extent has the investment in the QCAA and the new QCE system provided value for money?

The evaluation report will be delivered in 2025. Results from the evaluation will be used to improve the implementation and effectiveness of the QCE system.



Evaluation design



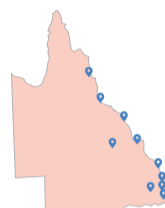
Wide **range of methods** and stakeholder perspectives support triangulation of data and high quality findings



Specially-designed **surveys** and interview questions tailored to each participant cohort.

Data collection and analysis

- 1 **Online data collection** activity undertaken during QCAA School Leader Forums held at:



- | | |
|---------------|-------------------|
| a. Emerald | f. Mackay |
| b. Hervey Bay | g. Rockhampton |
| c. Toowoomba | h. Sunshine Coast |
| d. Cairns | i. Gold Coast |
| e. Townsville | j. Brisbane |

- 2 **10 school case studies** involving interviews/focus groups with principal, principal's delegate, heads of department, teachers, students, parents & community members. School selection criteria include:



At least 4 **State** schools and at least 2 schools from each of the **Independent** and **Catholic** sectors



Schools from **all four location types** (major cities, inner regional, outer regional, remote/very remote)



One school from **Far North Queensland**



A range of **school sizes**, types and indexes of community socio-educational advantage



At least one school with a high proportion of **Aboriginal** or **Torres Strait Islander** students



At least one school with a high proportion of **Language Background other than English** students

- 3 **General survey**



Open to school staff, past QCE students, parents/carers, employers and community members

- 4 **Targeted surveys**



For endorsers, confirmers, external assessment markers & invigilators, common internal assessment moderators, professional development participants, QCAA staff

- 5 **Written submissions**



Open to any individual or organisation within Queensland

- 6 **Observations, focus groups & interviews**



Observations of assessment events

Focus groups and interviews with QCAA board & staff, QTAC, teacher unions, principal and parent associations

- 7 **Document analysis**



Review of all relevant QCAA project and process documentation, policies, guidelines and reports

- 8 **Analysis of existing QCAA data (deidentified)**



- Internal assessment data
- External assessment data
- ICT development and usage data
- Student enrolment and achievement data
- Human resource and finance data
- Professional development attendance and satisfaction data
- Communication data