

Managing National Assessment Report

Fraser High School

May 2023

FINDINGS OF THIS REVIEW

Fraser High School

11 May 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 2022.

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 2022.

Actions and considerations

Agreed actions

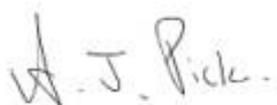
The school agreed that this action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
External and internal review	
Strengthen external moderation follow-up to ensure actions resolve issues	Immediate, and to support the 2023 moderation round

For consideration

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

- providing consistent course assessment information
- digitally storing internally moderation
- digitally submitting external moderation.



Amanda Picken
Manager
School Quality Assurance and Liaison

24 July 2023

NZQA

0800 697 296

www.nzqa.govt.nz

External and internal review

External review

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

There were no action items from the 16 August 2017 Managing National Assessment Review report.

External moderation response to outcomes and processes The Principal's Nominee continues to strengthen the process for monitoring the completion and effectiveness of action plans, to address issues raised by external moderators so that the school can be confident in the validity of reported results.

External moderation outcomes and planned actions are discussed with each Leader of Curriculum. A system of review is being implemented to evaluate the impact of changes made.

To ensure alignment of assessor judgements with the standard, the school must submit moderation materials to NZQA for all standards on their moderation plan. In recent years, certain standards could not be moderated due to the unavailability of materials for submission. Maintaining a consistent submission process to NZQA is crucial to support accurate assessor judgments. Furthermore, improving storage protocols and implementing end-to-end monitoring of the process is crucial in safeguarding the integrity of results reported.

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 Strategic Plan and School Charter are the school's guiding documents and identify the priorities for implementation and review. Fraser High School reviews its assessment systems, curriculum delivery and course relevance regularly and deliberately, with a focus on achievement outcomes for students. The school's evaluation of quality assurance procedures encompasses meeting student needs and engagement in learning, assessment, and achievement. This has identified areas for improvements in practice, including providing assurance to senior leaders of the credibility of reported results. Additionally, both Senior Leaders and Leaders of Curriculum consistently evaluate teaching and learning programmes that analyse student attainment to address identified student requirements. This evaluation enables them to develop and implement targeted actions that effectively address these requirements.

The Principal's Nominee is committed to a school-wide consistent approach and ownership of NCEA processes. She effectively leads changes to assessment and quality assurance processes, provides teachers with support, and resolves issues to improve current practices. The Principal's Nominee is well supported in her role by the senior leadership team and both staff and students acknowledged the work she has undertaken to meet the school and NZQA expectations.

Hei Taniwha kaupapa grounded in tikanga me mātauranga Maaori To strengthen the schools mentoring program and improve student engagement and achievement for Māori students, Hei Taniwha is a kaupapa that exists within the mainstream system. It was acknowledged by those spoken to, that this approach was beneficial to students as kaiako are willing to commit the time and energy that it takes to build whanaungatanga and mātauranga that supports its philosophy.

NCEA Change Programme preparation The school is extensively involved in piloting both the New Zealand Curriculum subjects and the Literacy and Numeracy corequisite, including in 2022.

The school is well placed to implement the changes to NCEA and has the capability to ensure student access and address arising issues promptly and efficiently. The school has devised its own online digital assessment tool to enable students to build confidence, consolidate learning and garner the knowledge required for successful outcomes. This innovation was developed from a desire to replicate the way students will be assessed and to extend access to computer use.

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 2022 6-11)

Introduce common templates for course outlines The school has an expectation that students are provided with consistent information on their courses at the start of each year. This information aims to provide a comprehensive overview of the learning and assessment programme for each subject throughout the year, including assessment deadlines and the opportunity for further assessment opportunities. Using a standardised template is recommended to make course outlines recognisable and easy to understand for students and parents. The use of a common format does not preclude different departments including subject-specific information. The school is encouraged to review the material issued to students and use a common template for course information.

Increase the level of Learner login As was recommended in the last review, Fraser High School has marginally increased student use of the NZQA Learner login, to just over a third of its eligible student population, and this is still encouraged. The school should support students to create their NZQA Learner login. Using this will allow students to check their entries and results reported by the school, access digital examinations and links to functions available, such as ordering certificates and requesting reviews and reconsiderations for externally assessed standards.

Consistent assessment information The school has recently updated its assessment information for both staff and students, supporting school-wide consistent practice and fair assessment. The assessment information for students is presented in written and visual formats, tailored to match their individual learning preferences, to provide best access. This approach promotes inclusivity and accommodates diverse needs.

Comprehensive tracking and monitoring supports student achievement The school uses achievement data to monitor student progress and offer necessary support for students to accomplish their academic goals and qualifications. There is school-wide recognition of the importance of timely assessment verification which enables up-to-date tracking of student progress.

Staff members identify students who may be at risk of not completing their qualifications, and these students receive personalised academic counselling. If

needed, assessment programmes are adjusted to align with their specific learning needs and aspirations. Moreover, parents are also engaged in decisions around course changes. Male students, in particular, have benefitted from this targeted approach especially at Level 3. Feedback from students during the review noted the valuable support provided by their teachers in helping them succeed.

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 2023 11a)

The Principal's Nominee effectively oversees internal moderation, and her processes play a vital role in quality assurance, helping maintain the credibility of results reported to NZQA. The Principal's Nominee conducts audits of moderation processes which encompasses the completion of each moderation step, the storage of student work, the adequacy and purposefulness of the *Internal Moderation Cover Sheet* and the quality of the verifier judgement statements. This evaluation ensures transparency in moderation completion, effectiveness, and the resolution of identified issues which all contribute to maintaining a high standard of moderation practices within the school.

To avoid further misplacement of student work, it is advised that the work is stored digitally. The Principal's Nominee should have access to this work, for monitoring purposes and if there is a turnover in staff, digital storage enables the Principal's Nominee to check that appropriate samples of graded student work is available, should it be required for submission for external moderation. This will provide the school with an item bank of internally moderated samples and help avoid *Materials Not Received* reports if the standards are on the external moderation plan. Digital submission also results in more timely feedback from moderators, relative to physical submissions.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Fraser High School 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
- 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 targeted support for students at risk of not achieving literacy and numeracy or their qualification goals

Fraser High School 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

Fraser 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 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.

Fraser High School has effective processes and procedures for managing external moderation by:

- 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

Fraser High School 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.

Fraser 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 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

Fraser High School 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
- celebrating students' success.

Fraser 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
- 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 Fraser 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 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 2022* (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
- *Fraser High School Staff Manual, Assessment and Reporting Procedures (2023 – 2025)*
- *Student Handbook, NCEA Assessments, Fraser High School (2023)*
- Board of Trustees' policies and procedures.

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Curriculum for:
 - English
 - Languages
 - Mathematics
 - Science
- Leaders of Learning for:
 - Media
 - Social Studies
- 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.