

Managing National Assessment Report

KingsWay School

March 2020

What this report is about

This report summarises NZQA's review of how effectively KingsWay 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 2020* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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
- *KingsWay School NCEA Assessment Procedures 2020* (Staff Procedures)
- *KingsWay School NCEA Procedures for Teachers 2020* (Staff Handbook)
- *Kingsway School NCEA Procedures for Students 2020* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Faculty for:
 - Business Studies
 - Geography
 - Hospitality
 - Mathematics
 - Music
 - 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.

SUMMARY

KingsWay School

12 March 2020

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2019.

What the school is doing well

KingsWay School fosters assessment outcomes based on Christian values. It supports students to achieve equitable assessment outcomes and meets the individual needs of each student in a safe and caring environment. Effective review systems ensure that each student's progress is monitored to maximise their achievement outcomes and help them to realise their chosen learning pathway.

The school has made strategic changes to prioritise equity and meet student needs. It has developed new vocational programmes to add to its existing academic programmes. Several faculties have extended their Consent to Assess to provide a broader range of pathways and updated courses so that they better meet student needs. Student needs are met through a range of responsive approaches to differentiated learning, supporting student literacy and equity of outcomes in STEM subjects. Students are supported to use their entitlements to special assessment conditions.

Teachers use effective internal and external moderation processes. These are closely monitored by Faculty Managers and the Principal's Nominee to ensure the credibility of student results reported to NZQA. Teachers engage in professional discussions both within and outside the school and value this feedback to improve their teaching practice.

Data processes are effectively managed at all levels within the school. This results in timely submission of entry and results to NZQA. Student achievement data is closely tracked to ensure they are meeting their qualifications requirements. Teachers contribute to longitudinal data analysis which is reported annually to the Board of Trustees by each Head of Faculty. All students are assisted to use the school's student management system and their Learner Login to monitor the accuracy of their results and track their own progress towards meeting their qualifications goals.

Most communication in the school now occurs through use of digital platforms and tools and this has progressed significantly in an online environment since the last Managing National Assessment Review in 2016. This change ensures that information is accessible to the school's community. The school still values regular face-to-face meetings for staff, students and parents.

There are no agreed action items arising out of this review. Some next steps for the school to consider are detailed in the body of the report.



Kay Wilson
Manager
School Quality Assurance and Liaison

1 May 2020

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

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

Action Items from 1 June 2016 Managing National Assessment Report The school has addressed the one action item from the 2016 report. Most departments now submit external moderation digitally.

Response to external moderation outcomes The school has a comprehensive process to respond to external moderation. Currently this process focuses teachers on strengthening their understanding of grade boundary decisions. Where an issue is identified by the external moderator, teachers must hold a discussion with their Head of Faculty and the Principal's Nominee and document actions they will take to resolve the issue. The Principal's Nominee follows up to ensure required support is provided and holds copies of any changes made to assessment materials. Senior management effectively monitors and documents evaluation of the outcomes to ensure that actions are completed before the standard is assessed again.

Internal review

Evidence for 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)

KingsWay School's experienced leadership team shares the ownership of review processes with all staff. Regular Senior Management, Faculty Management and staff meetings have reviewed progress on school assessment processes. Strategic goals aim to address equity, consistent assessment practice and the consolidation of digital assessment to engage students in learning and assessment.

Changes include:

- supporting teachers to consider and collect evidence in a variety of ways to better meet student needs, for example through digital research, and groupwork rather than one-hour tests
- managing the introduction of new digital tools for internal assessment to provide a better shared view of all assessment materials
- identifying the need to relocate digital examinations within the school and develop technical support capability for digital examinations in both the school's derived grade and external examinations
- purposefully reviewing and checking teacher understanding of data entry and withdrawal processes to ensure all entries have a reported result or are withdrawn
- introducing a shared leadership role in one dispersed faculty to develop more effective communication and improve consistency of assessment practice schoolwide.

The school is effectively managing change to ensure that its community is confident in digital assessment transformation and that this is delivered equitably to meet

student needs. Students interviewed explained that the introduction of digital examinations and varied methods of digital evidence collection is more fully engaging them with their learning and assessment.

As a next step in developing a sustainable review cycle senior management plans to develop a calendar of annual reviews.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2020 5.5)

KingsWay School has effective processes and procedures for meeting the assessment needs of their students by:

- improving the range of assessment opportunities available, both academic and vocational, through the school's Gateway programme, new courses such as applied Marine Science, and the greater use of outside providers
- extending its Consent to Assess to include Hospitality and Outdoor Education
- making portfolio and research-based assessments more manageable by using milestones checks and templates to monitor student progress
- providing more teaching and learning time by reducing the number of standards assessed in courses
- providing individualised learning programmes to meet student needs through differentiated assessment, multi-level courses and optional standards
- using school-based evidence to support applications for special assessment conditions and ensuring those with entitlements are provided with approved resources, as appropriate.

KingsWay School has effective processes and procedures for:

- helping students to present authentic work by using a range of suitable strategies during the assessment and marking process, including an online authenticity checker
- managing missed and late assessments, resubmissions and further assessment opportunities and any appeals of assessment decisions
- investigating and resolving potential breaches of assessment rules
- ensuring the collection of credible evidence to support derived grade applications
- meeting the requirements of the *Privacy Act 1993*
- working closely with the Examination Centre Manager to ensure the smooth-running of examinations.

Encouraging the use of Digital Assessment Senior Management has committed to the introduction of digital assessment and to managing this change for both internal and external assessment. Since the last Managing National Assessment review in 2016 the school has become a Bring Your Own Devices school. In 2019 it offered eight digital examinations sessions and in 2020 plans to double this number. Staff and students interviewed were well informed about digital protocols for internal assessment and spoke about the use of familiarisation activities for external examinations.

Meeting the Needs of Priority Learners The school uses effective strategies to meet the assessment needs of priority learners. Teachers are provided with tools to teach literacy across the curriculum and ensure that any barriers to readiness to be assessed are effectively removed. This has met the assessment needs of the

school's changing student population which includes an increasing number from students from Non-English-speaking backgrounds.

Addressing equity for Māori and Pacific students The school has reviewed equity practices with a view to ensuring equitable student achievement outcomes.

Effective strategies introduced include:

- affirming the values of equity through its leadership team
- considering the nature of courses that will best meet the needs of the students so that all students can achieve
- working with the local Community of Learning to focus on student engagement and the use of technology
- reviewing streaming and prerequisites within the senior school to improve equity of access to courses, participation in these and expectations across the curriculum
- ensuring that each student has access to the Pathways Co-ordinator to seek individualised mentoring where this is needed.

Senior Management have noted the achievement in STEM subjects at Year 13 for Māori and Pacific students is equal to that for students of other ethnicities.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2020 6.4b)

KingsWay School has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- engaging with suitably qualified subject specialists from within and outside the school to verify grades for a purposefully selected sample of student work
- documenting internal moderation processes using digital tools so that all stages are visible to Heads of Faculty and the Principal's Nominee
- the Principal's Nominee monitoring the process for all standards to ensure that all staff are following appropriate processes
- thoroughly reviewing departmental moderation processes during the faculty review cycle and through a Principal's Nominee monitoring visit in December.

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

- encouraging staff to suggest standards to be considered for inclusion in the moderation plan
- selecting samples of student work to meet NZQA requirements
- ensuring that samples of student work are provided by managing and monitoring storage of assessment materials digitally or as hard copy, as appropriate
- digitally submitting over sixty per cent of selected samples of student work for external moderation
- ensuring that moderation follow-up is the same for all standards regardless of the standard-setting bodies.

School reflects on processes for external moderation The school has reflected on its use of grade verifiers to ensure that all teachers, and particularly sole subject teachers have access to suitably-qualified verifiers from outside the school. The Principal's Nominee agreed that next steps for the staff could include closer reading of the standard clarifications documents and more consistent use of the queries and appeals function of the External Moderation Application where agreement between the teacher and the NZQA moderator is inconsistent. This will strengthen credible schoolwide assessment practice.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- checking that all staff use the standards clarifications documents and can access the moderation query and appeals processes on the External Moderation Application to further develop their understanding of standards.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

KingsWay School effectively uses assessment-related data to support achievement outcomes for students by:

- reviewing assessment standard-by-standard as part of teacher inquiry into teaching and to inform assessment programmes
- tracking and monitoring student progress towards gaining their NCEA qualifications or assessment pathways
- identifying students at risk of not achieving an NCEA qualification and providing appropriate support
- using NZQA statistical reports and analysing results comparatively and longitudinally to inform faculty and department decisions about future course content and design
- annually reporting to the Principal and Board of Trustees an analysis of NCEA achievement, to inform strategic goals and actions
- recognising and celebrating student achievement through student awards and recognition.

KingsWay School reports accurate achievement data by:

- using the Key Indicators and data file submission reports to identify and resolve data errors where necessary
- reconciling results from external providers with which they hold a current Memorandum of Understanding, to ensure results are reported with the correct provider codes
- only reporting results to NZQA that have been quality assured on a timely and regular basis
- requiring that students check their results by signing that these are accurate when their work is returned
- encouraging students to check their results and monitor their progress through the student portal to the student management system and the NZQA Learner Login
- ensuring that internal entries are reported with a result or withdrawn, as appropriate
- ensuring a low number of late entries for external examinations.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

KingsWay School has effective processes and procedures for:

- communicating assessment policy and procedure on Sharepoint to make this more accessible
- encouraging use of digital platforms and tools by teachers and students
- ensuring students receive standardised course outlines to help them understand what they need to gain their qualification
- communicating with parents and families online
- ensuring face-to-face communication with students through regular assemblies, conversations with form teachers, deans, and senior managers as appropriate.

KingsWay School assists common understanding of assessment practice by:

- conducting Faculty Manager and Principal's Nominee checks to see whether teachers, students and parents are following processes
- informing teachers about assessment best practice and providing opportunities to discuss changes during daily staff meetings
- supporting teachers new to the school through the New Staff Induction Programme.
- holding regular NCEA information and reporting evenings for students and their families
- surveying student voice regularly throughout the year to receive feedback on the effectiveness of assessment programmes
- encouraging teachers to engage in professional development and take part in their subject associations, local and regional clusters.

Review staff and student assessment handbooks to ensure they are fit for purpose and current school assessment practice Staff and student handbooks require editing to reflect the school's current assessment practice. Senior Managers acknowledge that a full annual review of the teacher and student handbooks would align written process and policy with the school's recent improvements to credible assessment practice.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider

- consolidate and review the material in the staff handbook and staff procedures to ensure they reflect the school's current effective assessment practice.

