

Managing National Assessment Report

Kingslea School

June 2019

What this report is about

This report summarises NZQA's review of how effectively Kingslea 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 2019* (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
- *NZQA Student Handbook 2019, Kingslea School*
- *NZQA Guidelines and Procedures 2019, Kingslea School (Staff Handbook)*
- *New Zealand Qualifications Authority Quality Assurance Standard for Secondary Schools, Kingslea School*
- *Curriculum, Kingslea School.*

The School Relationship Manager undertook the review at the Korowai Maanaki and Te Puna Wai ō Tuhinapo sites and met with the:

- Principal's Nominee
- A Lead Teacher
- Curriculum Community of Practice Leader
- Pastoral Community of Practice Leader / STAR Gateway Co-ordinator
- four Home Room teachers with literacy expertise
- three Home room teachers with numeracy expertise
- a Home Room teacher with Physical Education expertise.
- two students.

There was a report-back session with the Principal and 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

Kingslea School is a composite, special school that educates severely at-risk students up to the age of 18 years. The school delivers education to students within Oranga Tamariki residential sites across New Zealand for youth justice and/or care and protection students. It operates on six Oranga Tamariki residential sites with students being assessed for qualifications at four of these: Korowai Manaaki (Auckland), Te Puna Wai ō Tuhinapo (Rolleston), Te Maioha ō Parekarangi (Rotorua) and Puketai (Dunedin). Operating on residential sites means collaboration between the school and Oranga Tamariki residential staff is essential. Arahina ki Ōtautahi is a community school in Christchurch which also has students being assessed for qualifications.

The school draws students from all over New Zealand. Students are placed at the school because they are:

- serving up to a six month-long Supervision with Residence Order under Section 311 of the Children and Young Person's Act 1989

- on remand under Section 238 of the Children and Young Person's Act 1989
- placed in residential or non-residential care by Oranga Tamariki for Care and Protection issues.

While it has a notional roll of 176 students, actual roll numbers are highly dynamic and change on a daily basis. It is common for those students placed within a Youth Justice homeroom to be there on average for only twenty-one days.

The school notes that when students first enrol, they generally have a negative attitude towards schooling. This impacts their self-efficacy, which in turn impacts achievement.

SUMMARY

Kingslea School

14 and 18 June 2019

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 issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Kingslea School's vision is a community of excellence delivering education to some of New Zealand's most vulnerable young people. Effective strategic and team leadership emanates from the Principal and supports the growth of leadership capacity and succession planning across and within the campuses. This dynamism ensures the school remains resolute in its commitment to hold the student and their learning and assessment needs at the heart of their practice. Students are engaged in quality assessment experiences to support a positive transition to vocational training or employment.

Self-review appraises the effectiveness of the "one school" philosophy of best assessment practice across the multiple nationwide sites to meet the needs of their students, who are priority learners. School-wide collaboration, a culture of continuous learning and high expectations, and ownership of effective NCEA practice helps ensure the credibility of assessment and the robustness of quality assurance.

The school's practices maximise the opportunities for students to engage and gain positive outcomes. Developing strong relationships between students and teachers is an important component. Individual Learning Profiles are drawn up to develop relevant assessment programmes and are regularly re-evaluated in response to the changing needs of the student. Programmes are individualised, realistic and responsive, and underpinned by valid and consistent assessment practice. Students are assessed when ready from an inventory of purposefully selected standards, with a focus on meeting the qualification requirements of literacy and numeracy.

Robust processes for internal moderation are embedded practice. Auditing throughout the year by the Principal's Nominee confirms that actual practice reflects documentation and ensures that only credible results are reported to NZQA. Teachers address all issues or discrepancies identified by external moderators by making changes to tasks and assessor schedules. Senior leaders monitor the completion of changes and evaluate their effectiveness.

Student progress is continually re-evaluated against the goals outlined in Individual Learning Profiles. Support and interventions assist students to achieve. Assessment data is managed effectively to ensure results reported to NZQA are complete, accurate and timely. Data is used to report achievement outcomes to the Board of Trustees and to inform the school's strategic direction and staff professional learning.

Staff have developed shared ownership of assessment practice through regular discussion of school assessment policies and NCEA best practice. Opportunities to clarify expectations and changes to assessment procedures occur at face-to-face meetings, through video conferencing and online communications between staff. These interactions are valued for professional learning and help ensure assessment practice is robust and current. School documentation of NCEA practices for national qualifications is reviewed and updated annually and provides clear direction of best practice.

The Principal's Nominee, acting in this role in 2019, has maintained the school's commitment to a consistent understanding and application of NCEA processes. She is supported in her role by the Principal, senior leaders and teachers. All staff set high expectations and they effectively manage changes and issues to support student achievement and improve current practice. The school can be confident that any concerns related to assessment practice will be identified and addressed.

Areas for improvement

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

Kay Wilson
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10 August 2019

NZQA

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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 12 and 14 October 2016 Managing National Assessment Report There were no items to be actioned from the 2016 report. The recommendations of the 2016 report of assessing a broader range of standards and strengthening the internal moderation document have been followed.

Response to external moderation outcomes There is a high level of agreement between school assessors and NZQA moderators.

Response to issues identified in external moderation occurs at all levels of the school. The Principal's Nominee informs the relevant Curriculum Community of Practice leader of the issue, who develops an action plan with input from the campus subject team. Resulting changes are evaluated for their effectiveness by senior leaders. In some instances the school selects the standard for external moderation in the following year to confirm changes have led to the expected improvement. Subject teacher groups examine all moderation reports for professional learning to assist with the understanding of the standard and to inform changes to assessment tasks.

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)

Kingslea School is committed to continuous improvement to best meet the needs of their priority learners. The collective effort of dedicated staff working collaboratively across the school community enhances student engagement and achievement. Assessment practices are evaluated at all levels of the school to ensure assessment opportunities maximise support for students while ensuring credible assessment.

Effective leadership and a culture of continuous professional learning has resulted in a number of initiatives, including:

- expanding the scope of standards being assessed, including Supported Learning standards as appropriate and Achievement Standards
- enhancing the *Record of Standards Assessed (ROSA)* including listing expert teachers and the verification status for standards, to support credible assessment across all sites
- embedding effective teaching and learning through the leadership provided by Communities of Practice: Curriculum and Pastoral at each site
- extending partnerships with other schools to reduce professional isolation and valuing these relationships for the professional learning gained
- fully engaging with the Ministry of Education NCEA Review, by providing feedback to support Kingslea School students' inclusion and access to the NCEA

- leading the revision of a memorandum of understanding with a provider to align the agreement with expected practice and to enhance understanding of sub-contracting arrangements
- individual and school-wide teacher inquiries to reflect on teaching and learning practice, including the school's strategic focus of supporting success for Māori achieving as Māori and strengthening Māori students' writing skills to enhance achievement contributing to qualifications
- offering opportunities for integrated project-based learning in STEAM (Science, Technology, Engineering, Mathematics and the Arts) at Korowai Manaaki through the proposed development of multi-purpose hospitality and design technology facilities
- pioneering the development of a Prince's Trust New Zealand programme, to provide a meaningful, internationally recognised life skills pathway for younger students to transition to NCEA assessment, as appropriate, and aligning this with a New Zealand Certificate programme.

An example of the effectiveness of the school's distributed leadership is the strengthening of assessment systems and information sharing across all teachers in response to the increase in the number of campuses. This ongoing evaluation, communication and support, reinforces teacher proficiency with the assessments across the school, leading to students experiencing achievement success.

These developments reveal the school's capacity to strategically plan for assessment programmes to continue to meet students' needs. The school's culture of high levels of student re-engagement in learning is due to the shared responsibility for student achievement and continuous monitoring of individual student progress. Robust quality assurance ensures the credibility of the qualifications attained.

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 2019 5.5)

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

- increasing the number of options available to students by using external providers through Gateway and STAR programmes including on-site vocational and trade-based courses
- using formative assessments, student feedback and feedforward to help determine student readiness for assessment
- assessing students when they are ready, through thorough preparation
- storing evidence collected for assessment not yet completed and forwarding this to the student's next learning placement
- adapting the conditions of assessment as appropriate, and applying for resourcing for teacher aide support
- motivating students by celebrating success, such as issuing certificates for the attainment of Level 1 literacy and numeracy requirements in an award ceremony, as appropriate.

Kingslea School has effective processes and procedures for:

- monitoring the authenticity of student work by gathering written evidence under the supervision of a teacher
- meeting the requirements of the *Privacy Act 1993*.

Meeting students' needs prioritised Kingslea School's philosophy and success centres on meeting the learning and assessment needs of each student.

Re-engagement of the students into learning is the priority. Students undergo a comprehensive evaluation and induction to establish their curriculum level and readiness for learning and assessment on arrival at the residence. A multi-agency approach involves collating information from Oranga Tamakiri, the student's previous school, NZQA and other relevant professionals.

Student voice is integral to developing the best learning and achievement pathway. Students are expected to take an active role in setting personal and learning goals based on self-assessment of their strengths, interests and aspirations.

An Individual Learning Profile arises from the induction process and student agency. Expected outcomes are linked to literacy and numeracy targets, the Key Competencies and school values.

While students are highly motivated to gain credits, teachers ensure programmes are meaningful for the individual student rather than focus on credit accumulation. The success of this approach is evident in the very high rate of achievement in the assessments undertaken by students.

Quality and varied assessment offers authentic contexts and experiences where possible and embraces culturally inclusive practice. This allows authentically occurring evidence to be gathered 'in the moment,' across subject areas and using students' experiences. The school could consider using a broader range of methods to gather evidence. This may also include the use of digital tools as appropriate within the security limitations.

Teachers have high expectations of the quality of work students will produce and belief in their students' capability. Teachers are 'trusted significant others', who set clear boundaries and are a constant in student lives. Students interviewed recognised this and identified that teachers are there to help them.

For consideration

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

- continue to broaden the evidence gathering practices of teachers, as appropriate.

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 2019 6.4b)

Robust internal moderation processes ensure credible results Kingslea School has effective moderation systems embedded across all communities, which provide senior leadership with confidence that all reported results are credible.

Teachers assess only those limited number of standards available on the ROSA. Most ROSA standards are purposefully chosen for foundation and life skills and focus on literacy and numeracy. The Principal's Nominee ensures currency and version control by managing the shared digital folders of assessment materials. Teachers are required to undertake a quality assurance process and gain approval from the Principal's Nominee to assess new or to reintroduce 'parked' assessment standards.

Assessment materials are critiqued in teams at the school's annual conference. This strengthens understanding of assessment requirements and ensures tasks are fit-for-purpose.

Verification of assessor grade judgements occurs within curriculum teams, either by a designated expert teacher or in subject marking meetings. Clarification documents, benchmark exemplars of past student work, documented discussions on grade judgements and professional learning are used to inform assessment decisions.

Where further assurance of the reliability of grades awarded is needed, clarification is sought from the Curriculum Community of Practice leader at the school or another site. Teachers also regularly engage with colleagues in other schools who have subject expertise to provide further support.

Strategically the school has introduced a three-tier system for the number of samples of student work required to be verified, based on teacher experience assessing the standard. This strengthens teacher capability to verify grade judgements and addresses teacher workload.

Monitoring of internal moderation processes is systematic and thorough The Data Administrator checks the cover sheet of every piece of assessed student work for sign-off by the assessor and the moderator before results are reported to NZQA. During the regular visits to each campus, the Principal's Nominee reconciles stored samples of student work with the *Internal Moderation Cover Sheet*, including the documented verification discussions, for a random selection of standards. Any identified issues are addressed, and practice reviewed and strengthened, as needed.

The school has moved beyond compliance to valuing internal moderation and external moderation feedback for building teacher capacity and informing review of the tasks and the standards offered. The robustness of this approach is evident in the long-standing very high agreement rates between teachers and NZQA moderators.

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

- ensuring samples of student work are stored securely, using a centralised system at each campus

- using a method to select samples of student work that meets NZQA requirements
- encouraging teachers to recommend standards to be included for external moderation
- digitally submitting all student work through the moderation tool.

No action required

No issues with the school's internal and external moderation were identified during this review.

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)

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

- collaboratively reviewing the school's annual achievement goals and developing ongoing strategic direction.

Kingslea School reports accurate achievement data by:

- supporting students to use their NZQA Learner login to track reported results and NCEA progress, as appropriate
- timely reporting to NZQA of all results that have been checked for accuracy, via web entry by the Data Administrator as recommended in the 2016 review
- using the Key Indicators to identify and resolve data issues
- ensuring entries submitted to NZQA have a reported result
- reporting results against the correct provider codes of external providers with which the school holds a current Memoranda of Understanding, centrally held at Te Puna Wai ō Tuhinapo.

Effective use of data to support achievement The tracking of student achievement evidence is individualised, continuous and comprehensive. Teachers monitor achievement progress as integral parts of their daily interaction. Timely changes to teaching and learning priorities respond to the changing needs of the student. Individual Learning Profiles are formally reviewed every four weeks by teachers, and adjustments made as needed.

At the school-wide level, the senior leader of each community produces a newsletter highlighting student achievement each month for the Board of Trustees. Achievement information is collated from Individual Learning Profiles for planning and reporting against the school's goals. This data informs an analysis of variance against strategic targets, which is undertaken twice a year, at both site and whole school levels. These reports also identify the next steps in staff professional learning.

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))

Kingslea School has effective processes and procedures for:

- ensuring all students receive a handbook with NZQA assessment information
- annually reviewing staff and student handbooks to maintain current best practice and to support consistency of practice school-wide
- reporting on students' progress, including NCEA attainment to whānau and relevant stakeholders.

Kingslea School assists common understanding of assessment practice by:

- sharing newly developed assessment resources between sites
- supporting teachers new to the school through an induction programme on the school's assessment and moderation processes, including encouraging attendance at NZQA Teachers New to NCEA workshops.

School-wide communication promotes clarity and consistency in understanding of assessment procedures and practice Teachers' professional collaboration on NCEA practice across the seven nationwide campuses is a strength of the school. Senior leaders deliberately facilitate opportunities for teachers to discuss changes and clarify expectations of assessment to ensure school cohesion, grow leadership capability and build teacher confidence.

At the start of each year all staff from all sites attend a residential conference, affectionately named Kingslea by the Sea. This year the Internal Moderation Cover Sheet was reviewed. Any recommended changes in assessment documentation resulting from a review at each campus are also discussed, and improvements made to support best practice. Staff feedback indicates that the assessment workshops are useful for their practicality and for upskilling of assessment practice.

Collaboration across all levels of the school occurs regularly in formal meetings alongside ongoing informal professional conversations using face-to-face and digital means. Examples of collegial sharing of practice include staff co-teaching arrangements, and collaboration across specialist teams. Similarly, the Principal is readily accessible to support staff, including being on site at each campus every fortnight. In addition, teachers and curriculum teams often share practice through video conferencing between campuses.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.