

Managing National Assessment Report

Kingslea School

July and August 2023

FINDINGS OF THIS REVIEW

Kingslea School

27 July and 1 August 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.

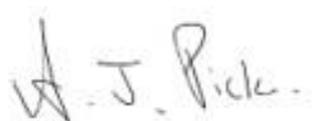
As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

Actions

No action required

The school has no action items relating to the quality of its assessment systems.



Amanda Picken
Manager
School Quality Assurance and Liaison

11 October 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)

Action Items from 14 and 18 June 2019 Managing National Assessment Report

There were no items identified for action to improve the quality of assessment systems and practices for national qualifications in the last review.

The 2019 report identified broadening the evidence-gathering practices of teachers, as appropriate, as an area for consideration. Teachers interviewed described using a range of evidence where possible, to ensure poor literacy skills are not a barrier to achievement and to assist students to present their best evidence.

External moderation response to outcomes and processes Response where an issue is identified through external moderation outcomes is comprehensive with support initiated, as needed. The Principal's Nominee works alongside the relevant Curriculum Leader to develop actions to address an identified issue with the standard. External moderation reports are discussed at curriculum meetings at each campus as well as at the across-school review conference.

The school's external moderation outcomes indicate that teachers' judgements consistently align with the standard.

Teachers suggest standards for moderation that they want feedback on. The school's practice is to request any standard that has required amendment to be moderated in the following year.

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)

Self-review is continuous, purposeful, and embedded practice. Every students' ability to access learning to achieve drives the strategic focus of the school. Collaboration, distributed leadership, and shared ownership across every level of the school supports the inter-connected self-review processes and leads to improvements in practice. At each organisational level, staff meet regularly to discuss student progress, learning and assessment practice and any issues identified.

Positive relationships between students and staff coupled with structured learning and high expectations are integral to student engagement in teaching and learning programmes and assessment achievement. The school has a Te Ao Māori lens with cultural inclusion and practice underpinning daily routines and events and ongoing professional learning on culturally responsive educational approaches. The intent is to support students to build their knowledge base and connection with their culture.

Restructured leadership roles In the past year the school has restructured the leadership roles across the school, expanding the senior leadership team, to improve access to learning and assessment support at each site and information sharing and strategic decision-making across the wider school. To effect this change, each campus has a Deputy Principal and each site within a campus has a Campus Lead.

Curriculum Leads, experts in their subject areas, take responsibility for learning and assessment within their areas while a Kahui Ako Lead participates in a local cluster, focusing on well-being, literacy, and numeracy. Kingslea School employment of more teachers with strengths and experience in NCEA has contributed to the knowledge and understanding of standards-based assessment and quality assurance. The Principal indicated these changes have been effective, increasing school-wide cohesion, sustainable practice, ownership and teacher capability in assessment and quality assurance.

Effective quality assurance processes Kingslea School has a robust school-wide self-review cycle to inform improvements in assessment, to ensure the credibility of reported results. This process is designed to meet compliance but more importantly, build teacher capacity to use best teaching and assessment practice. Traditionally the unpacking of standards, pre-moderation, review and resulting modification to establish the *Record of Standards Assessed (ROSA)* for the current year's assessment has occurred in subject expert teams at the annual school-wide conference. The Principal's Nominee intends to facilitate the review of the ROSA at the end of the year in subject specialist groups, led by Curriculum Leads, to focus expert subject knowledge on specific standards. This change is in response to the increased bank of standards the school is assessing and the annual conference focus moving from pragmatic to strategic foci.

The Principal's Nominee, in the role since 2023, has a thorough knowledge of school assessment processes and manages changes and issues to improve current practice. She effectively leads professional learning and regularly communicates school and NZQA assessment processes to ensure assessment information is available and clear to all staff. She provides clear expectations and promotes responsibility for credible assessment practice across the school, facilitating the development of assessment best practice.

Teachers participating in the review acknowledged the Principal's Nominee's professionalism and responsiveness to their queries. They appreciated her knowledge and willingness to guide and support them. The Principal's Nominee is supported in her work by the senior leaders, and the staff, who collectively support students to achieve.

The Principal's Nominee's effective leadership of assessment processes and the collaborative effort of the staff provides school-wide consistency and ownership of NCEA practice. Senior leaders can be confident that the Principal's Nominee will identify and work alongside staff to resolve any concerns related to assessment practice and data reporting.

Literacy and numeracy are targeted, to meet student need A key focus of the school is to build student literacy and numeracy skills and competencies. Literacy and numeracy are prioritised to enhance students' self-esteem and future opportunities, as Kingslea School is often the last school students attend. Teachers make extensive use of the functional unit standards. This data is analysed for improvements in practice and progress reported to the School Board twice a year.

The school's unique setting, teacher student ratios, unrestricted time and quality teaching continue to be effective with those students who are capable of achieving numeracy and literacy standards, despite the disruptions they have experienced in their schooling. The school retains all evidence of student learning. They forward any evidence collected to other providers and residences so the student can complete their numeracy and literacy after leaving the school. Similarly, these providers also

send the school evidence to enable completion of standards. Other benefits include the sharing of learning and assessment resources and strengthening networks across the school and with other education providers.

Impact of the NCEA Change Programme The school is reviewing teaching and assessment practices with the upcoming changes to the literacy and numeracy requirements of the qualification. They have identified significant challenges with the learning and assessment of the co-requisites, including maintaining student focus, the breadth of their lived experiences and the transient nature of their time at a campus. The school's provision of the New Zealand Certificate in Foundation Skills will provide a recognisable and valued alternative pathway.

Effective use of the Student Management System functionalities The school considers the introduction of a Student Management System has led to a significant improvement in managing and reporting of results and tracking student assessment progress. An example of improved processes is teachers' ability to access a student's historical NCEA results that students have gained prior to being enrolled at Kingslea School. The Principal's Nominee regularly submits data files to NZQA, in keeping with the levels of student discharges across the school.

Since 2022 the school has used the internal moderation monitoring function on the Student Management System to document the completion of critiquing and review processes. The Deputy Principal or Campus Lead completes these processes for assessments undertaken at their site. As a result of this changed approach, the Principal's Nominee has a transparent school-wide view of moderation progress and can query and follow up as needed.

Widened responsibility for internal moderation practice The school has streamlined the monitoring and reporting of results to NZQA through devolving this responsibility to senior leaders at each campus. To further ownership, efficient and sustainable practice, teachers now share verified results documented on the cover sheet with the Deputy Principal or Campus Lead of their site. The senior leader authenticates the results before entering these on the Student Management System and publishing to NZQA. This practice enables senior leaders to identify and resolve any issues. Previously results entry was undertaken by a Data Administrator based at one of the campuses, requiring all coversheets to be shared and arduous tracking through a spreadsheet.

Planned changes to achievement reporting As part of the improvement-focused approach, the Principal's Nominee intends to collate student achievement in subject areas, alongside the twice-yearly sharing of literacy and numeracy outcomes. The purpose of this change is to identify any areas for improvement and to keep the School Board further informed of subject achievement patterns.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

Engaging students Positive relationships between students and teachers are characterised by teachers knowing students' individual needs, which is integral to student engagement and confidence in learning and achievement in qualifications. Teachers are passionate about the possibilities education can effect in changing

students' lives. Each teacher is solutions-focused and uses a repertoire of skills and activities to focus students on their learning

The school's induction process has a significant role in establishing student engagement. When a student starts, the school gathers information from several sources, including Oranga Tamariki, health, previous school records, Ministry of Education ENROL data and NZQA records. The school captures the new student's voice, recording their aspirations, attitudes and needs and assessing their current learning ability. This knowledge enables the school to determine the best learning path for each individual, which may include working towards and being assessed for national qualifications.

Student access to a range of learning and assessment opportunities Over the past two years the school has expanded the scope of standards offered, to meet diverse and changing student need. Students are mostly assessed in unit standards to reconnect their engagement in learning.

Assessment of work and life skills standards has recently been extended to include standards from Level 2 Hospitality, Level 3 Barista, Tikanga and practical Agricultural and Horticulture. Teachers indicated hands-on learning effectively engages students, leading in some cases to students wishing to pursue career opportunities in these fields. Trade or skill standards provide meaningful avenues for learning and assessment through external providers for around a fifth of students. Oranga Tamariki Youth Care Workers have a pivotal role in supporting these learning opportunities.

The school has applied to NZQA for the New Zealand Certificate in Foundation Skills, to provide an accessible and meaningful pathway to help meet student needs. Currently students are already being assessed in a number of the core generic standards that will be included in this certificate.

Comprehensive tracking and evaluation support student achievement

Teachers constantly monitor students' achievement progress. They regularly re-evaluate Individual Learning Plans, informing learning and assessment decisions, to reflect achievable goals for the student. Teachers address barriers to achievement in a restricted environment to enable student needs to be met.

Case leaders are notified when a student gains a result. They produce four-weekly reports which are discussed at the student's Multi-Agency Team meeting and passed onto whānau. Students, case leaders and whānau can access results through the school's Student Management System. Students are awarded a certificate for each standard achieved. They are given their NSN numbers and a copy of their current achievements when they leave.

Assessment practices tailored to meet student need Teachers tailor their assessment methods to best meet their student's needs. Standards are comprehensively unpacked to support students' understanding. Teaching resources and assessment are contextualised, often to students' lived experiences. To maintain motivation in learning, students are assessed when ready. The school has extended the ways in which evidence of achievement is gathered beyond written work. This includes video and audio recordings photographs, observation by another teacher. Evidence for the achievement of one standard is collected from learning across different subjects.

Clear communication enhances school-wide understanding of assessment practice To ensure consistency and understanding the school focuses on effective communication of assessment information, which promotes collective ownership across the school campuses.

All staff have the opportunity for input into the annual review of the staff and student assessment handbooks, with any changes highlighted at the annual conference. To support student engagement and understanding, an accessible pathways handbook has been developed, with a tracking sheet for students to record achievement progress. Teachers new to Kingslea School are inducted in assessment processes and practices. They are supported by the relevant Numeracy, Literacy, Physical Education and Health, and Topic team who act as mentors at their campus, and they are encouraged to participate in the *Teachers New to NCEA* workshop, when offered and using the online resources.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

Effective processes and robust monitoring of internal moderation Internal moderation is effectively quality assured. Campus Deputy Principals manage internal moderation processes at their site. The Principal's Nominee monitors the efficacy of these practices across all school communities, and takes action where issues are identified. The school's internal moderation processes provide assurance that assessor judgements are consistent with the standard within curriculum teams, and across school campuses and the wider school.

Teachers access standards available on the ROSA. These standards have been reviewed for currency and are confirmed as meeting the requirements of the standard. Only the Principal's Nominee can upload new standards, update the ROSA and any other assessment documentation. This has decreased the likelihood of old versions of standards being used or units of work being changed.

Subject specialists verify all samples of students' work. This approach is to maintain the integrity of assessor judgements and to reinforce both assessor and verifier's understanding of the standard, through discussion of borderline grades and evidence gathered. A coversheet is used for the verification process. During curriculum meetings any assessment queries are discussed, providing teachers with the opportunity to ensure their marking is fair and consistent.

Most verification occurs within a site. Internal moderation is undertaken across units when additional expert feedback is sought, and for achievement standards. Internal moderation has been further strengthened with teachers taking students' work to be verified by teachers at other schools. All samples of student work are retained, to be used as exemplars and to ensure availability to be shared with the student's next educator and external moderation, where required.

Senior leadership can be confident that internal moderation procedures carried out across the school are complete and rigorous.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Kingslea School has effective processes and procedures for meeting the assessment needs of its 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
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals

Kingslea School has effective processes and procedures for:

- monitoring the authenticity of student work using a range of strategies.

Effective internal and external moderation to assure assessment quality

Kingslea 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.

Kingslea School 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

Kingslea 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 programmes and standards offered
- gathering student voice to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and School Board an annual analysis of NCEA achievement to inform strategic goals and actions.

Kingslea 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 checks of entries and results at key times during the year
- ensuring low levels of internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

Effective communication to inform staff, and students and their families / whānau about assessment

Kingslea 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.

Kingslea School assists common understanding of assessment practice by:

- communicating assessment information to 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 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 / 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
- *Curriculum and Student Achievement Policy, Kingslea School*
- *NZQA Guidelines and Procedures, Kingslea School (Staff Handbook)*
- *NZQA Student Handbook 2023, Kingslea School*
- *NCEA Pathways at Kingslea School (Student Guide)*
- *Record of Unit and Achievement Standards (ROSA) 2023.*

The School Relationship Manager met with:

- the Principal's Nominee
- Teacher of:
 - Agriculture and Horticulture
 - Hospitality
 - Literacy
 - Literacy and Core Generic
 - Literacy and Numeracy
 - Numeracy
 - Numeracy, Literacy and Physical Education
 - Numeracy, Literacy and Physical Education
 - Numeracy and Te Ao Māori.

There was a report-back session with the Principal / Tumuaki 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.

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 seven Oranga Tamariki residential sites with students being assessed for qualifications at four of these: Korowai Manaaki (Auckland), Te Puna Wai o Tuhinapo (Rolleston), Te Maioha o Parekarangi (Rotorua) and Puketai (Dunedin). Operating on residential sites means collaboration between the school and Oranga Tamariki residential staff is essential. Arahina ki Otautahi is a community school in Christchurch which can assess students for qualifications and Papakura in Auckland is also a community school.

The school draws students from all over New Zealand. Students are placed at the school in the following groups:

Youth Justice

- serving up to a six month-long Supervision with Residence Order under Section 311 of the Children and Young Person's Act 1989, at Te Puna Wai o Tuhinapo, Korowai Manaaki or Te Maioha o Parekarangi
- on remand under Section 238 of the Children and Young Person's Act 1989, at Te Puna Wai o Tuhinapo, Korowai Manaaki or Te Maioha o Parekarangi

Care and Protection

- placed in residential or non-residential care by Oranga Tamariki for Care and Protection issues at Te Oranga (Christchurch), Community Residential Services Tamaki Makaurau or Puketai (Dunedin).

The majority of students being assessed for national qualifications are at Youth Justice sites. In the past most students were sentenced (section 311) whereas currently over 90 percent of young people in Youth Justice residences are on remand (section 238). The more transient nature of students has impacted on many areas of the school, from administrative workload to behaviour management.

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

The school notes that when students first enrol, they have significant gaps in their learning, are neurodiverse, and have special needs as well as other learning difficulties. They generally have a negative attitude towards schooling. This impacts their self-efficacy, which in turn impacts achievement.