

School Report – KingsWay School 432

KingsWay School is a state-integrated, non-denominational school with a special Christian character. It is situated on two campuses in Red Beach and Silverdale, Auckland, and caters for students in Years 1 to 13.

The school's mission is to partner with families as a Christian community of learning that nurtures young people towards their full potential as servant leaders in the kingdom of God. The vision for a KingsWay graduate is to be confident, connected, actively involved, and a *lifelong learner growing in faith, hope, and love in Jesus*.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, and overview and a full report and our School Reports focus on the following areas:

- **Achievement** and progress including reading, writing and mathematics
- **Engagement** and belonging
- **Equity**
- **Attendance**
- **Leadership** and school improvement
- The **curriculum** and **quality of teaching**
- **Assessment**
- Provision for students with **additional needs**
- **Governance** and the school board
- **Health and safety**

What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance; aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

KingsWay School: Snapshot

ERO makes judgements on 16 areas. The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgements are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas														
Excelling															
Doing well															
Working towards															
Improvement required															
Student health and safety	Meets expectation. KingsWay School is taking reasonable steps to ensure student health and safety.														

KingsWay School: Overview

The Overview below shows for each of the 16 areas ERO's judgements on whether this school is Excelling, Doing well, Working towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

Student achievement	Excelling	Most students achieve well and meet or exceed year-level expectation. Achievement outcomes are strong and sustained over time.
Student progress	Excelling	Most learners, including those who need extra support, make expected or more than expected progress. Progress is sustained across year levels.
Mathematics	Doing well	A large majority of students meet or exceed curriculum expectations for their year-level.
Reading	Doing well	Most students meet or exceed curriculum expectations for their year level.
Writing	Doing well	A large majority of students meet or exceed curriculum expectations for their year-level.
Foundational literacy and numeracy	Excelling	Almost all students achieve literacy and numeracy requirements for NCEA by the end of Year 11.
Attendance	Doing well	The school is making good progresses towards the target of 80% regular attendance.
Engagement and belonging	Excelling	The school supports all learners to take part in learning and experience success. Staff identify and respond to barriers that may affect learning.
Equity	Excelling	The school consistently identifies and addresses barriers so that all learners' experience success.
Leadership	Excelling	School leadership is strategic and focused on student wellbeing and achievement, using evidence to drive improvement.
Teaching	Excelling	Teaching practice is consistently high quality and grounded in high expectations for all learners, supporting strong progress and high achievement.
Curriculum	Excelling	Students have rich opportunities to learn across the breadth and depth of the curriculum, with consistent focus on foundational skills.

Assessment	Excelling	Systems for tracking and evaluating progress and achievement are robust and inform planning for improvement.
Provision for students with additional needs	Excelling	Strong support systems ensure all students progress in their learning goals and experience success.
School improvement	Excelling	School planning is purposeful and based on evidence. Leaders and teachers use it consistently to support excellent school performance.
Governance and the school board	Doing well	Governance practices are well established, support ongoing improvement, and enable effective monitoring of progress against strategic goals.

How do we report percentages?

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Further information about this school and report can be found on the last page.

KingsWay School: Full Report

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa. We acknowledge the collective effort, responsibility, and commitment by all to ensure that the child remains at the heart of the matter.

Outcomes for students

Achievement

Achievement is consistently high across year-levels and learning areas. Most learners meet or exceed year level expectations. Learners requiring additional support achieve positive outcomes.

Senior achievement is very strong. Almost all students gain National Certificate of Educational Achievement (NCEA) Level 2 and 3. University Entrance (UE) outcomes are supported through pathway tracking, targeted support, ongoing attention to increasing excellence, and strong retention of students through to school leaving age.

Progress

Almost all students make sustained progress over time. Leaders and teachers use increasingly detailed assessment information to monitor individuals and groups, identify patterns, and respond with teaching, support, extension, and pathway planning.

In the senior school, leaders and teachers closely monitor progress towards qualifications and future pathways, with continued focus on excellence and University Entrance.

Achievement in reading, writing and mathematics and literacy and numeracy

Outcomes in reading, writing, mathematics, and foundational literacy and numeracy are consistently positive. Reading is the strongest area, and mathematics achievement is secure overall. The school has identified boys' writing as an area for ongoing focus and strengthening.

Leaders understand achievement patterns and use assessment information to identify learning needs early. They increasingly focus on measuring progress over time and accelerating learning for individuals and groups, including students new to the school.

Attendance

Attendance is improving and chronic absence remains very low. Regular attendance is variable across the year; attendance is highest in term one and is lower across other terms.

The school is making good progress towards the government's 2030 regular attendance target. Its Attendance Management Plan is well developed. It sets out clear roles, regular monitoring, communication with whānau, responses when attendance drops, action plans, and steps for escalating concerns. These systems support early identification and targeted intervention.

Engagement and belonging

Learners experience a positive and inclusive school culture, underpinned by clear values, high expectations, strong relationships and proactive pastoral leadership. Leaders use wellbeing surveys, regular check-ins, student feedback, staff observations and whānau input to identify needs and respond early. Well-established pastoral systems, peer support, counselling pathways, whānau engagement and external agency partnerships support students' belonging, engagement, wellbeing and inclusion. Ongoing review and staff guidance support consistent and appropriate responses.

Equity

Equity outcomes are highly positive. Māori and Pacific learners achieve very well compared with other groups in the school, particularly in senior qualifications. In the junior years, Māori learners generally achieve at similar or higher levels than other groups.

Staff work well to identify needs, reduce barriers and monitor progress. They use comprehensive tracking systems that provide rich information about learner progress, achievement and wellbeing to support informed decision-making and targeted responses. Learners at risk of not achieving receive classroom and targeted interventions. Students working above expected levels are increasingly identified for extension and pathway support.

School conditions for success

Leadership

Leadership is highly effective and focused on improvement. Leaders set a clear strategic direction, maintain high expectations, and use information about achievement, wellbeing, attendance and teaching to support ongoing improvement. Clear leadership structures, roles, responsibilities, and decision-making processes support clarity, accountability and consistency across the school.

Leaders work collaboratively through schoolwide, campus, curriculum, pastoral and assessment teams to monitor progress, identify priorities, strengthen practice, and respond to learner needs. Planning, review and evaluation are well embedded and aligned to strategic goals.

Leadership is coherent, informed by evidence, shared across the school, and clearly supports learner success, wellbeing, and sustained school improvement.

Teaching

Teaching is consistently high quality and has a clear impact on engagement, progress and achievement. Lessons are calm, purposeful and well structured. Teachers explain learning clearly, model new learning, ask questions, give feedback, provide opportunities to practise, and adapt teaching so students can access learning, be challenged and experience success.

Teachers use assessment information, student feedback and observations to adapt teaching and help learners take more ownership of their learning. Professional learning is planned and based on evidence. Coaching, observations, collaborative planning and external expertise help teachers build consistent practice across the school.

Students are well supported to access learning and prepare for next steps through academic tracking, pathway planning, careers learning, workplace experience opportunities, and targeted support for qualifications and future pathways.

Curriculum

The curriculum is coherent, rich and highly responsive. It provides broad and deep learning across Years 1 to 13. Curriculum design and teaching are strongly connected through curriculum mapping, assessment tracking, consistent planning and careful monitoring. This helps leaders and teachers identify gaps, respond to learner needs and support continuity across year levels.

Students are well prepared and equipped through foundation learning in reading, writing and mathematics, explicit literacy and numeracy support, and pathways that connect learning to qualifications, tertiary study and work.

Participation and achievement in science, technology, engineering and mathematics (STEM) provide meaningful future-focused opportunities. Curriculum priorities align well with government expectations to strengthen reading, writing and mathematics.

Assessment

Assessment practices are well-connected, reliable and highly useful for improving teaching and learning. Assessment is well embedded and based on evidence. Teachers use it consistently to improve outcomes.

Across the school, teachers use a well-balanced range of assessment tools. This includes classroom observations, learning conversations, student work, assessment schedules, year-level trackers, progress descriptors, moderation processes, curriculum-aligned assessments, *Progressive Achievement Tests (PATs)*, *Common Assessment Activities (CAAs)*, and senior qualification data.

Assessments approaches are appropriate for students' ages, stages of learning and assessment purposes. They support reliable overall teacher judgements. Teachers use assessment information effectively to identify strengths, needs and progress. They use this information to adapt teaching, plan support, report to whānau, and monitor progress over time.

Provision for students with additional needs

Provision for students with additional needs is highly inclusive and responsive. Leaders identify learners' needs from the time they enter the school. They use comprehensive tracking systems to understand needs, monitor progress and reduce barriers to learning.

Students are very well supported to access the curriculum. Support includes classroom adaptations, learning assistant support, individual education and behaviour plans, assessment accommodations, English language support, and targeted literacy, numeracy, social, emotional and behavioural interventions.

These supports align with learning goals, curriculum pathways and senior qualification requirements. They enable learners to participate, make progress and experience success. The school works closely with parents, whānau, teachers, Special Educational Needs Coordinators and external specialists to plan, review and refine provision over time.

Governance

The KingsWay School Board provides effective oversight and sets the school's strategic direction. Regular school reporting keeps board members well informed about learner achievement, progress, wellbeing and attendance, and supports improvement and resourcing decisions.

Board members use school recommendations to respond to identified needs, including learning support, counselling, staffing and learning areas. Board committees, policy review cycles, and consultation with the community and local Māori advisory groups support effective governance.

The board leads policy development, and the school leads procedures. Legal advice supports the board to strengthen compliance. Strong reporting systems, board capability and a shared commitment to improvement for all students reflect the school's Christian values.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Action within six months	Annually	Expected outcomes
Strengthen boys writing in Years 1 to 8	Leaders and teachers implement targeted writing support for boys in Years 1 to 8.	Leaders evaluate boys' writing progress and adjust support.	Boys' writing progress and achievement improve.
Increase Excellence endorsements to support future pathways.	Leaders and teachers identify and extend students with Excellence potential.	Leaders review Excellence endorsement outcomes and strengthen extension pathways.	More students achieve Excellence endorsements.
Strengthen consistent bicultural practice across the school.	Leaders review progress, decide next steps and implement new initiatives.	Leaders and teachers review consistency of bicultural capability and plan next steps.	Bicultural practice is more consistent across the school.

Regulatory and legislative requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

Board administration	Yes
Curriculum	Yes
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

Action for compliance

ERO has identified the following areas of non-compliance during the board assurance process:

- Fire evacuation scheme must be approved by Fire and Emergency New Zealand
[Fire and Emergency New Zealand Act (Fire Safety, Evacuation Procedures and Evacuation Schemes) Regulations 2018, Part 2, section 18]

The KingsWay School Board has since addressed the areas of non-compliance identified.

Provision for international students

The school is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 established under section 534 of the Education and Training Act 2020. The school has attested that it complies with all aspects of the Code and has completed an annual self-review of its implementation of the Code.

At the time of this review there were 80 international students attending the school, and no exchange students.

Overall, KingsWay School provides highly effective provision for international students. Students are well supported through strong pastoral, academic, orientation and homestay systems, and report feeling welcomed, safe and able to participate in school life. Self-review is systematic and improvement focused, with clear evidence of student, parent, agent and homestay feedback informing next steps. Provision is well integrated into board reporting, strategic planning and operational processes, supporting positive wellbeing, engagement and achievement outcomes for international students.

School Improvement

ERO has confidence that KingsWay School has effective leadership, monitoring, evaluation and planning systems that guide well-considered actions for improvement and support sustained positive outcomes for learners.

The next public report on ERO's website will be within four years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

4 September 2026

Further information about the school

Type of school	State-integrated school Co-educational
Year levels	Years 1 to 13
School roll	2017
Student population	European/Pākehā 57%, Asian 34%, Middle Eastern, Latin American or African (MELAA) 4%, Māori 3%, other ethnic groups 3%
Equity Index (EQI)	This school's EQI is 388 which places it in the lowest range. This means very few students at this school face more socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	KingsWay School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report May 2023

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones educationcounts.govt.nz/home.

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.