

# **MANAGING NATIONAL ASSESSMENT REPORT**

## **Kelston Deaf Education Centre**

**March 2015**

### **Managing National Assessment Review**

**The purpose of reviewing the management of national assessment is:**

- 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 2015* (Assessment Rules); and
- in combination with the most recent Education Review Office report, to ensure 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.

**The review has three components:**

- The annual external moderation of assessment materials and of teacher grade judgements for student work selected by the school's random-selection process.
- A random sampling of aspects of assessment systems and data for review or audit on an annual basis.
- A visit to review each school's assessment systems at least once every four years.

### **Managing National Assessment Report**

**This report summarises NZQA's evaluation of how effectively the school:**

- has addressed issues identified through the three components of 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
- manages and makes use of assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

In preparing this report, the School Relationship Manager met with the Head of School, Principal's Nominee and senior teachers based in the partner schools.

The school also provided pre-review information and the following documents:

- *Assessment Procedures* (Staff Handbook)
- The KDEC School Curriculum Delivery Plan 2015
- Te Rautaki Maori Strategic Plan 2014 -2019
- a selection of individual education plans
- a selection of information progressively distributed to students throughout the year

There was a report-back session with the Head of School and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies and next steps and to agree on any action required.

# OVERVIEW

## Kelston Deaf Education Centre

**27 March 2015**

Kelston Deaf Education Centre is commended for its commitment to promoting the participation of its students in assessment for qualifications and ensuring the credibility of their internally assessed results.

Teachers assess students in appropriate ways so that their best achievements can be recognised. They have a good understanding of the school's assessment procedures and their practice is consistent across the centre.

Internal and external moderation is effectively managed and the school reports only results that have been subject to the school's internal moderation procedure.

Student entries are closely managed to ensure they are accurate and complete. Assessment information and procedures are kept up to date and communicated effectively. The centre, in conjunction with Van Asch Deaf Education Centre, are to operate under one board of trustees and will be consolidating and developing comprehensive written communication for all stakeholders.

**No significant issues** This review did not identify any significant issues that would prevent the school from meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

## Next Steps

### Agreed action

NZQA and senior management agree on the following action to further refine assessment practices. Senior management undertakes to:

- review data related procedures as a result of the recent merger
- review the development of assessment documentation and communication processes to create a sense of unity and common purpose centred on meeting student needs.

**Next Managing National Assessment review** Based on the outcome of this assessment systems check, it is anticipated that the next Managing National Assessment review will be conducted within three years.

Ian Munro  
Manager  
School Quality Assurance and Liaison

June 2015

# FINDINGS OF THIS REVIEW

## Response to External and Internal Reviews

### Previous external reviews

*Evidence was sought that external review recommendations and findings have been appropriately and effectively addressed. (CAAS Guidelines 3v)*

The 2011 MNA review action item identified was addressed.

That there is only one action item resulting from the 2015 review provides evidence of an improving capacity on the part of the school to undertake its own review of the effectiveness of its assessment practice for its senior secondary students.

### Internal review

*Evidence was sought that the school was effectively using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)*

The school has established self-review mechanisms that are robust and complete. Teachers are committed to acting on the results of self-review and can show clear evidence of improvement based on actions they have taken. Evidence was tabled to confirm that self-reflection on assessment is well embedded in the school and supports the diverse needs of students.

Outcomes of self-review included:

- developing a national database, which will include the location of students across the country, the levels of achievement and mode of communication.
- aligning assessment practices and development of reporting processes for student achievement from the centres to the combined Board of Trustees
- development of five strategic aims, which included language access and acquisition and student achievement
- implementation of the school's Pasifika Plan to help raise Pasifika student achievement
- development of Rautaki Māori to help raise Māori student achievement
- development of the E-Learning plan to improve assessment outcomes for students
- development of achievement standards for New Zealand Sign Language.

### No action required

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

## Assessment Practice

*How does the school's assessment practice allow for the effective management of assessment for national qualifications? (CAAS Guidelines 2.5v-vii, 2.6, 3)*

### **Kelston Deaf Education Centre has effective processes and procedures for:**

- managing assessment
- managing the Individual Education Plan process that allows each student's individualised programme to be reviewed and changed to reflect their needs and aspirations
- special assessment conditions
- authenticity
- breaches of the rules
- literacy and numeracy.

**The centre makes use of New Zealand sign language** The student cohort includes new immigrant students and students for whom New Zealand Sign Language is their first language. Prior to this review the development of the English for Speakers of Other Languages (ESOL) programme provided students at Kelston Deaf Education Centre with a potential two-year pathway towards gaining a National Certificate of Educational Achievement (NCEA) Level 1. The school identified that there will be students who followed the ESOL programme who would be unable to meet the literacy requirements for NCEA Level 1 using the literacy unit standard pathway. This would become a barrier to achieving the NCEA qualification. However, as a result of a national review of the literacy standards, a successful outcome has been that students can be assessed using New Zealand Sign Language. This has made the qualification accessible to students.

### **No action required**

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

## **Moderation**

*How effectively does school internal and external moderation assure assessment quality? (CAAS Guidelines 2.6, 3)*

**Kelston Deaf Education Centre has effective processes and procedures for managing:**

- internal moderation including monitoring
- external moderation and responding to its outcome.

**Practice across centres and partner schools** Internal and external moderation is effectively managed and the centre reports only results that have been subject to the school's internal moderation procedure. Teachers moderate collaboratively and the Principal's Nominee attends moderation meetings and monitors each programme. When required for external moderation, partner schools submit student work for which they report results.

The centre acknowledges that during the merger into a cohesive and nationally coordinated network, they must maintain their effective moderation practice to ensure they continue to comply with the Assessment Rules.

One of the strategies arising out of the review of ESOL external moderation feedback was to change to tasks and permit the students to read or sign (in English word order) their piece of writing. This has improved the quality of work produced.

### **No action required**

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

## Data Quality and Use

*How effectively does the school manage and make use of assessment-related data?*  
(CAAS Guidelines 2.6, 2.7, 3)

**Kelston Deaf Education Centre effectively:**

- **manages assessment-related data by:**
  - systematically recording student achievement
  - having appropriate checks to ensure reported results are accurate
  - reporting results to NZQA on a regular and timely basis.
- **makes use of the following assessment-related data:**
  - Key Indicators
  - attainment of qualifications by cohort
  - to inform learning and review courses
  - to monitor student progress towards attaining qualifications.

**Results for on and off-site students are reported to NZQA by KDEC** The centre maintains relationships with Principal's Nominees and data entry personnel at three different schools. Each has their own processes around data gathering, entry, analysis and reporting. The senior teachers meet regularly with heads of departments and mainstream teachers where students are enrolled with KDEC. There has been an improvement in ensuring that the results are up to date and accurate due to the regular tracking and communication for data generated on and off site.

Evidence sighted, confirmed that comprehensive analysis of results data enables the school to effectively identify areas for improvement. In 2014, the number of students achieving literacy in any one year and the number of senior students leaving with NCEA Level 2 or higher increased.

### **Agreed action**

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- review data-related procedures as a result of the merger to ensure both centres continue to comply with the Assessment Rules.

## Communication

*How effectively does the school maintain the currency of assessment policy and procedures, and communicate them to staff, and students and their families?*  
(CAAS Guidelines 2.4i(f), 2.4v, 2.6, 2.7ii, 3)

### **Kelston Deaf Education Centre has effective processes and procedures for:**

- reporting appropriately and regularly to staff, the school community, students and their families
- providing accurate and sufficient information to students
- maintaining the currency of assessment policy and procedures
- regularly collecting feedback from students, caregivers and other stakeholders to confirm the effectiveness of the school and to further improve performance
- communicating assessment policy and procedures to staff, students and their families.

Day to day management involves and relies on the senior teachers building strong relationships within the school they are working at.

**Consolidation and review of communication recommended** The centre recognised as a result of this review that, in order to present a coordinated and cohesive approach with Van Asch Deaf Education Centre, both centres would need to consolidate and review all communication in order to reduce the risk of inconsistencies to meet student needs and support the wider deaf community.

### **Agreed action**

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- review the development of assessment documentation and communication processes to create a sense of unity and common purpose centred on meeting student needs.

# APPENDIX – SCHOOL PROFILE

## Kelston Deaf Education Centre

**Consent to Assess (formerly Accreditation) granted** 01/05/1996

**Last MNA review** 30/08/2011

**Background** Kelston Deaf Education Centre (KDEC) is a special school for deaf and hearing-impaired students. In addition to the students onsite, some of their senior secondary students are in Deaf provisions in three partner schools with senior teachers employed by KDEC and working within the partner school. The teachers operate under the assessment policies and procedures of those schools, as do the teachers of students mainstreamed in schools throughout the North Island.

Since the last MNA review KDEC and Van Asch Deaf Education Centre, which provides services for students that live in the lower half of the North Island and the South Island, are operating under one board of trustees. The merger is intended to promote greater national consistency in services to deaf and hearing impaired learners.

<b>Number of NCEA candidates*</b>	2012	<b>34</b>
	2013	<b>24</b>
	2014	<b>27</b>
<b>Number of participating NCEA candidates*</b>	2012	<b>19</b>
	2013	<b>12</b>
	2014	<b>19</b>
<b>Number of results reported by school</b>	2014	<b>358</b>
<b>Number of external entries made by school</b>	2014	<b>70</b>
<b>Number of results reported with an external provider code</b>	2014	<b>233</b>
<b>Signatory to the Code of Practice for the Pastoral Care of International Students</b>		<b>No</b>

\*NCEA candidates are those Year 11-13 students who the school entered in at least one standard in the particular year.

Participating NCEA candidates are those Year 11-13 students who, in conjunction with credits gained in previous years, have been entered in sufficient credits in the particular year to achieve an NCEA qualification by the end of that year.