

# **MANAGING NATIONAL ASSESSMENT REPORT**

**Raphael House  
Rudolf Steiner  
School**

**June 2016**

### **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 2016* (Assessment Rules); and
- to confirm 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, in combination with the most recent Education Review Office report.

**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 Acting Principal, Principal's Nominee, Acting Senior School Co-ordinator, Gateway and STAR Co-ordinator, Heads of Departments for English and Mathematics, and teacher of Visual Arts.

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

- *NCEA Assessment in Raphael House: Information for Students*
- *Federation of Rudolf Steiner Waldorf Schools in New Zealand Quality Management System (QMS) Steiner School Certificate (SSC)*
- *SSC Co-ordinators' Manual for Accredited providers of the Steiner School Certificates Levels 1 - 3*
- *Teacher's Guide to the Steiner School Certificate 2015*
- *New Zealand Certificate Steiner Education NZCSE Student handbook 2016 Levels 1, 2 and 3.*

There was a report-back session with the Acting Principal 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**

## **Raphael House Rudolf Steiner School**

**23 June 2016**

### **Background**

Raphael House Rudolf Steiner School provides its students with assessment programmes that reflect and support a Waldorf curriculum. It has consent to deliver programmes for, and award Steiner School Certificate Levels 1 to 3. These secondary school qualifications, which are registered on the New Zealand Qualifications Framework (NZQF), have been developed by the Federation of Rudolf Steiner Waldorf Schools in New Zealand. Graduates of the Level 3 Certificate, with a University Entrance endorsement, are eligible to apply for entry into any university or polytechnic in New Zealand.

As part of their programme of study towards a Level 2 or Level 3 Steiner School Certificate, students can select optional courses. Some of these provide students with the opportunity to be assessed against standards on the NZQF. The school has Consent to Assess against Standards on the Directory of Assessment Standards.

Other NZQF standards, including externally assessed standards, are assessed by outside providers, such as Te Aho o Te Kura Pounamu or local Tertiary Education Organisations. Through a process of credit equivalence, students can use the credits they achieve from these NZQF assessment to gain points towards a Steiner School Certificate.

This review focussed only upon how quality assurance processes are used with assessment of NZQF standards within the school. For Steiner School Certificate assessments, the school uses the quality assurance processes developed by the Federation of Rudolf Steiner Waldorf Schools in New Zealand. These processes are closely aligned with those that NZQA expects would be used in schools with Consent to Assess Against Standards on the Directory of Assessment Standards. NZQF standards are quality assured within the school using these processes as they meet NZQA requirements. Where outside providers are used, these organisations use their own processes.

As students are only assessed against NZQF standards in option courses, no students gain sufficient credits to be awarded an NCEA qualification.

### **Areas of strength**

Raphael House Rudolf Steiner School has processes in place to support credible assessment for national qualifications and to meet the individual academic, vocational or interest needs of students.

The quality assurance processes for the Steiner School Certificate internal assessment are similar to those required for NZQF standards. Staff, therefore, only have to familiarise themselves with the one set of processes. These processes meet NZQA requirements and the review identified that staff use them with confidence.

Internal moderation is an embedded process, and results are only sent to NZQA once the Principal's Nominee has evidence it has been completed robustly. Where

NZQA external moderation identifies issues with internal moderation, the school has processes in place to help staff to address these.

### **Areas for improvement**

The school does not have a system for monitoring the processes it uses with staff to address issues identified by external moderation. A response system needs to be developed that identifies the issue, any support staff will need, the action staff intend to take, and when the issue has been appropriately addressed. Management can then ensure issues are dealt with in a timely and effective manner.

The school intends to have all outside providers, except Te Aho o Te Kura Pounamu, report NZQF results directly to NZQA. Students may only be able to access these results through their NZQA Learner Login. Management have therefore agreed to encourage students to register to use their Login.

The NCEA student handbook needs to be updated, with changes required in NZQA assessment process requirements and staff practice. Management have been provided with detail of the changes required and have agree to make these.

### **Next Steps**

**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*.

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

- develop a process to record how external moderation issues are addressed
- encourage students to register and use their Learner Login
- update the student NCEA handbook as detailed.

**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.

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17 August 2016

**NZQA**

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# 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)*

**Managing National Assessment review 16 May 2013** There were no action items identified in the 2013 Managing National Assessment review.

**External Moderation** The school has a process for following-up on issues identified by external moderation. The process involves discussion with staff and providing them with support to address any issues identified by moderators. Support has included the Principal's Nominee assisting staff to find external verifiers or attend NZQA Best Practice Workshops.

As a next step it is recommended that a more formal response process be introduced, with a written response required from staff where NZQA moderators identify an issue. The process should identify the issue, any action staff intend to take and the support they will need. This will assist management to track progress and assist in providing the appropriate level of support that staff require to resolve any issues in a timely and effective manner.

### 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 processes in place to review its assessment practices and procedures. These are primarily focussed on assessment of Learning Outcomes for the Steiner School Certificate. Changes in assessment practice for assessment have, however, tended to mirror NZQA requirements for assessment of NZQF standards, as evidenced by the school's authenticity and moderation policies. Where issues arise with assessment processes associated specifically with NZQF assessment, the Principal's Nominee reviews the process to resolve the issue.

There are differences, such as those for derived grades, between the Steiner School Certificate and NZQA requirements for examination-based assessment. However, all assessment of external standards over the last three years has been through Te Aho o Te Kura Pounamu and their external assessment processes meet NZQA requirements.

The NCEA information provided to students has not kept current with changes in assessment processes and staff practice. The need to provide students with up-to-date information on assessment policies, procedures and practice is discussed in the communications section of this report.

### 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)*

**Raphael House Rudolf Steiner School has effective processes and procedures for:**

- meeting the academic and vocational assessment needs of its students, including liaising with Te Aho o Te Kura Pounamu and other external providers to provide a wider range of assessment opportunities using NZQF standards
- managing missed and late assessment
- assisting students to present authentic work for assessments
- investigating breaches of the assessment rules
- managing student appeals against assessment-related decisions
- securely storing digitally collected assessment material on the school network.

**Limited students focus on NCEA** Students can select to be assessed against NZQF standards in some optional courses. A set amount of the credits they achieve from these assessments can be converted into points towards a Level 2 or 3 Steiner School Certificate each year. Where the school does not have suitably qualified staff assessment is arranged through Te Aho o Te Kura Pounamu.

Students may also be offered vocational or interest-focussed assessment opportunities through some of the School's STAR and Gateway programmes. These opportunities are provided by local Tertiary Education Organisations.

### **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)*

**Raphael House Rudolf Steiner School has effective processes and procedures for managing:**

- internal moderation
- external moderation

**Internal moderation processes modelled on NZQA requirements** The school's internal moderation processes for NZQF standards are the same as those for Steiner School Certificate assessments and these meet NZQA requirements.

Internal moderation is an embedded process with those staff who assess against NZQF standards. They all follow the required moderation practices of critiquing assessment tasks before use and verifying samples of purposefully selected grade judgements around grade boundaries. As they complete the steps of the moderation process these are recorded on a copy of the NZQA *Internal Moderation Cover Sheet*.

Where another subject expert is available within the school, verification of student grades is completed internally. However, the small size of the school means that most staff assessing NZQF standards have to use colleagues from other local secondary schools to assist with the process. The Principal's Nominee monitors moderation processes by collecting copies of the completed cover sheets. Results are only reported to NZQA once the Principal's Nominee is satisfied that the moderation process has been robust.

### **Staff provided with support to address issues identified by external moderation**

The Principal's Nominee monitors the results of external moderation to ensure that staff are provided with appropriate support to address issues identified by moderators. This support includes assisting staff to attend NZQA Best Practice Workshops and helping them to find appropriate verifiers from other local secondary schools. As noted in the review section of this report, instituting a formal response process would assist management to track staff progress on addressing any external moderation issues.

### **Agreed action**

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- develop a process to record how external moderation issues are addressed.

## Data Quality and Use

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

**Raphael House Rudolf Steiner School manages NZQF assessment-related data by:**

- having students confirm results before they are reported to NZQA
- reporting student results through the web entry process as they are achieved, or as they are received from outside providers
- only reporting results from those outsider providers with which they hold current, signed Memoranda of Understanding.

In 2015 the school reported results using its own provider code for 11 students. A further two students were assessed against NZQF standards by Te Aho o Te Kura Pounamu.

**Reporting of results being clarified with external providers** This year outside providers that assess students as part of the school's STAR and Gateway programmes are being asked to report results directly to NZQA through the Tertiary Pathway. The school will receive copies of any results, so they can keep students fully informed, but will no longer report them. Copies of completed Memoranda of Understanding, established with these providers by the school's STAR and Gateway co-ordinator, are retained by the Principal's Nominee.

**Encourage student Learner Login registration** The number of students being assessed against standards by the school has fallen since the 2013 review. However, students are also assessed by outside providers, who report these results directly to NZQA. The only way that these students can access these results are through their Learner Login. The percentage of students registering to use their Login has also decreased since the 2013 review. The school should encourage and support all students who are assessed against NZQF standards to register for their Learner login so that they can view their results and have access to their Record of Achievement.

### **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:

- encourage and support students to register and use their Learner Login.



## 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)

Raphael House Rudolf Steiner School has effective processes and procedures for communicating assessment policy and procedures to staff, students and their families. The school provides students and staff with two sets of assessment information. One set is for NCEA assessments, the other for the Steiner School Certificate.

**NCEA assessment information requires updating** The information in the NCEA handbook has not been kept up-to-date with NZQA requirements for some assessment processes and does not reflect current staff practice. Areas that require updating include the:

- derived grade process
- resubmission process, and in particular when this could be offered
- timing of applications for special assessment conditions
- requirements of the Privacy Act (1993).

### 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:

- update the NCEA handbook as detailed.