

Managing National Assessment Report

**Raphael House Rudolf
Steiner School**

May 2024

FINDINGS OF THIS REVIEW

Raphael House Rudolf Steiner School

22 May 2024

Consent to assess confirmed

Although Raphael House Rudolf Steiner School maintains Consent to Assess against Standards on the Directory of Assessment Standards, it has not assessed NCEA standards since the last Managing National Assessment Review, 2016. As a result, this report focuses on the school's capability to meet the requirements of the CAAS guidelines except where the use of external providers allows a direct review of current practice.

Actions and considerations

Agreed actions

The school and NZQA agreed that the following action will improve the quality of their assessment systems and practice for national qualifications:

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure staff and student handbooks for NCEA assessment provide a clear understanding of the following: <ul style="list-style-type: none">• Memorandum of Understanding requirements for results reported using external providers• Fees for international students• Resubmission and further assessment opportunity rules• Requirements for return of student results under the Privacy Act• NZQA login information.	Ongoing



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20 July 2024

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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 23 June 2016 Managing National Assessment Report

Raphael House Rudolf Steiner School has responded appropriately to the request to record how external moderation issues are addressed from the previous report. This allows senior leadership to have confidence that assessment judgements are consistent with the standard. Although the school has verbally communicated NZQA's required follow up to actions arising from the previous Managing National Assessment review, the school must document how it resolved the actions, so they are verifiable upon request.

External moderation response to outcomes and processes Raphael House has not undertaken assessment against standards on the NZQCF since the last report. Consequently, there have been no recent external moderation outcomes reported. However, the school's process for how to respond to external moderation is documented and has been updated to meet current requirements.

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)

The school uses its internal review processes to ensure that assessment practices are credible and to provide appropriate opportunities for students to achieve their qualification goals. The Principal works closely with each teacher to analyse assessment and outcomes together with regular student feedback to drive improvement through curriculum and assessment design. Through this process, Raphael House is effectively growing its teacher capability and fostering ownership of assessment outcomes.

Continual updates on student progress As a result of a substantial review of its reporting practices, Raphael House Rudolf Steiner School has implemented an effective practice of continual narrative reporting since the last Managing National Assessment review. A driving factor for this internal review was that senior leadership did not feel that caregivers were kept sufficiently informed of individual student progress and achievement. Following an upgrade of its reporting tools, the school now conveys student progress on learning outcomes on a regular basis. Senior leadership now has increased confidence that caregivers are kept informed of the learning journey of students and has enhanced the collaboration between the school and home.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

External providers support student pathways through NCEA Assessment

Raphael House has engaged in some NCEA assessment through the use of external providers. Since the last report, the school has accurately reported results to NZQA using the correct provider codes. External providers supplement qualifications pathways with internal or externally assessed standards when student interests, needs or qualification goals lies outside of the school's ability to deliver. The school holds Memoranda of Understanding with all these providers, which the Principal's Nominee checks to ensure they are current and fit for purpose. In this way, the school can be confident that results reported using these providers come from credible assessment practices.

Provide written communications for staff and students on NCEA assessment practice and procedures

The school needs dedicated NCEA staff and student handbooks to provide a readily accessible, consolidated, and complete source of information on NCEA practices. This would ensure that students and staff are aware of the different assessment and quality assurance requirements between the NCEA and NZCSE. The school should retain this information to safeguard against the risk to credible assessment practice arising from changes in personnel. The following aspects of the school's assessment practice should be documented and align with NZQA's guidelines and terminology:

- Follow memorandum of understanding requirements for results reported using external providers
- Follow the required fees collection process for international students
- Monitor Resubmissions and any Further Assessment Opportunity to ensure the rules are understood and followed
- Ensure the requirement to safeguard students' results under the Privacy Act 2020 is understood and practised by all staff
- Support students to create their NCEA Learner Login so they can check their entries and results reported to NZQA.
- Review the staff and student handbooks annually to maintain currency.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Raphael House Rudolf Steiner School is not currently assessing against internally assessed standards. However, the school has satisfactorily met NZQA's requirement to document NCEA assessment and moderation processes so it can deliver credible outcomes if assessment against NCEA standards takes place in the future.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Raphael House Rudolf Steiner 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 to offer courses the school is unable to offer.

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

- managing missed or late assessment
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies.

Effective management and use of assessment-related data

Raphael House Rudolf Steiner 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 courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards.

Raphael House Rudolf Steiner School reports accurate achievement data by:

- conducting student and teacher checks of entries and results at key times during the year
- 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 about assessment

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

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff and providing updates throughout the year.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Raphael House Rudolf Steiner 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
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

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 NCEA Co-requisite Standards, and Candidates 2024*.

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
- *Teacher's Guide to the New Zealand Certificate of Steiner Education, Raphael House Rudolf Steiner School 2024* (Staff Handbook)
- *Academic Policy Documents, Raphael House Rudolf Steiner School 2024*
- *New Zealand Certificate of Steiner Education* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- the New Zealand Certificate of Steiner Education Coordinator
- Heads of Department for:
 - English
 - Maths
 - Science
- three students.

There was a report-back session with the Principal 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

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 New Zealand Certificate in Steiner Education (NZCSE) 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 to any tertiary institution in New Zealand.

As part of their programme of study towards a Level 2 or Level 3 NZCSE, students can select optional courses. Some of these provide students with the opportunity to be assessed against standards on the NZQCF. Although the school has Consent to Assess against Standards on the Directory of Assessment Standards, these optional standards, which include standards, externally 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 any NCEA assessment to gain a maximum of 5 credits (which equates to 8 NZCSE points) toward a New Zealand Certificate in Steiner Education.

This review focussed only on quality assurance processes used to assess against NCEA standards within the school.

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