

Managing National Assessment Report

Christchurch Rudolf Steiner School

July 2023

FINDINGS OF THIS REVIEW

Christchurch Rudolf Steiner School

19 July 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 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.

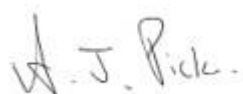
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

Actions

Agreed actions

The school agreed that this action will improve the quality of its assessment systems and practice for national qualifications. It is:

Action	Timeframe
Credible assessment practice to meet student needs	
<ul style="list-style-type: none">provide a handbook for staff of NCEA information	Immediate



Amanda Picken
Manager
School Quality Assurance and Liaison

12 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 26 July 2018 Managing National Assessment Report The two items identified for action to improve the quality of assessment systems and practices for national qualifications have been addressed.

The Principal's Nominee has clarified for teachers the management of resubmission, to help ensure that correct and consistent processes are being followed school-wide, preserving the credibility of the qualification. She used the *NCEA Myth on Resubmission* to reinforce NZQA's requirements, including that a resubmission must occur as soon as possible after the assessment and in a supervised, limited time period, without over-guidance.

The Principal's Nominee's monitoring of internal moderation processes is robust and confirms that documentation reflects actual practice. This improvement is outlined in the Internal Moderation section of the report.

External moderation response to outcomes and processes The school has an effective process to follow up issues in individual moderation reports where assessor judgements are not consistent with the standard.

The Principal's Nominee reviews each external moderation report. She works alongside the teacher responsible for the subject on any concerns that have been identified. Together they create a plan of action.

The Principal's Nominee is aware of where additional change is required and works to provide the necessary support to further the teacher's understanding of the standard and to inform changes to assessment tasks and grade decisions. This includes changing the grade verifier, using the query and appeal function in the moderation application, requesting a clarification, using Pūtake, NZQA's Learning Management System, and support from subject associations or best practice workshops. Teachers also regularly suggest standards for moderation they want feedback on.

The Principal's Nominee checks on the completion of the action and continues to evaluate the impact of changes for expected improvement, also drawing on the strengthened monitoring of internal moderation.

The school's moderation history indicates high levels of teacher judgements consistent with the standard, evidence of the efficacy of both internal and external moderation processes. This provides assurance that results submitted to NZQA are credible.

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)

Christchurch Rudolf Steiner School centres self-review on evaluating the development of the whole person in an inclusive and responsive learning

environment that provides opportunities for the community's high expectations of student achievement to be realised. Teachers work collaboratively to respond to the aspirations, and cultural and learning needs of all students.

The Principal's Nominee, new to the role this year, is committed to school-wide understanding, consistency, and ownership of NCEA processes. She is developing effective leadership of changes to assessment and quality assurance processes, provides teachers with support, and resolves issues to improve current practice. The Principal's Nominee regularly discusses assessment information at staff professional learning meetings or with individuals and follows up discussions by email. Teachers appreciate her knowledge and willingness to answer questions and guide them.

Strengthened reflection on student achievement and data analysis The Principal's Nominee produces an annual *NCEA Variance Report* of comparative academic achievement, to review and inform changes to teaching and assessment practice, supporting student achievement outcomes. The School Board strategically reviews this achievement data, to reflect on actual outcomes against school-wide goals and targets, and the effectiveness of changes made to learning pathways.

In 2023 the Principal's Nominee initiated individual Heads of Department contributing to this report with an analysis of performance outcomes, identification of gaps in achievement, challenges faced and strategies for improvement in engagement and attainment. The Principal's Nominee has produced a template for Heads of Department to use and encourages each standard to be reviewed as it is completed.

Effective tracking to inform teaching and assessment interventions to support student achievement The school uses achievement data effectively to track and provide support for student academic goals and qualification completion, reviewing courses, standards and contexts where required to meet students' needs. Whānau are kept fully informed of student progress, to provide support as needed.

The Principal's Nominee produces a monthly progress report on attendance, credit, literacy and numeracy attainment for each year level. Subject and Sponsor teachers, together with pastoral staff and the Principal's Nominee / Academic Dean review this student achievement progress and where concerns are raised, collaboratively devise strategies to support individual student engagement in learning and assessment.

All teachers across the school in their respective roles discuss progress with individual students, listen to their input and are active in their support. Students interviewed said the Principal's Nominee / Academic Dean is the go-to person for NCEA assessment matters. She is readily available to students in the senior school and regularly meets one on one with them. Students acknowledged the support provided by their teachers for them to achieve their academic goals and career pathways.

Support for Māori student achievement The school continues their strategic focus on Māori achieving success as Māori and on overall achievement, to enable students to have equitable access to future opportunities. Evidence of the success of the individualised support for engagement in learning and assessment comes from the positive outcomes at NCEA Level 2 and 3 and in University Entrance, achieved equitably by students over recent years.

Teachers' focus includes developing strong relationship with students and their whānau, Manaakitanga and providing culturally inclusive practices and contexts. The school will continue to evaluate the effectiveness of their approach to ensure barriers

to learning and assessment are addressed and areas for improvement are identified and actioned.

Preparation for delivery of the NCEA Change Programme To support student assessment preferences and the transition to the digital-first approach of the changed qualification, the school has participated in digital practice and end-of-year exams. In 2022 about one-fifth of exam results were digital. The school has identified that the use of the NZQA digital platform will support students' familiarity with digital external assessments and test the school's IT infrastructure, with time to resolve any issues that arise.

The school prioritises the development of literacy and numeracy competencies for their Class 10 (Year 11) students. This cohorts' participation in the NCEA is to attain this requirement of the qualification, through assessing a suite of English and Mathematics and Statistics achievement standards. While the current approach using tagged literacy and numeracy standards is highly successful, a group of students will engage in the new co-requisite assessments at the end of the year. Findings from these assessments will assist teachers' understanding of what student readiness looks like, inform review of these skill components in Main Lessons, and build teacher confidence in running assessments on the digital platform. Teachers of English and Mathematics and Statistics are also familiarising themselves with the new Level 1 standards, to take advantage of the tagged status for the next two years.

Memoranda of understanding are being centrally stored The Principals' Nominee recognises the need for senior leaders to be aware that the nature of school relationships with external providers are appropriate and current. The school has implemented digital, centralised storage of *Memoranda of Understanding* this year. Previously copies were held by the department responsible for reporting results of the external provider.

This good practice allows the school to reconcile these agreements more easily annually with the results reported by external providers, which meets NZQA requirements.

The effectiveness of the school to review its processes to deliver credible assessment and respond to students' learning and assessment needs is evident. Senior leaders can be confident that any concerns relating to assessment practices and quality assurance will be identified and addressed.

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)

Clarification of the use of exemplars for internal assessment The Principal's Nominee has clarified the appropriate use of exemplars for staff, to ensure consistent and accepted practice. The Principal's Nominee has emphasised to all staff that the credible use of exemplars is to illustrate for teachers key aspects of grade levels, and to support assessment judgements, teacher understanding and student achievement. School processes now clearly enable teachers to identify student use of another student's work as plagiarism, which could result in a Not Achieved grade being awarded

Special assessment provision is well supported Christchurch Rudolf Steiner School has extensive systems to identify and assess students to support applications

for entitlement to special assessment conditions, thereby removing barriers to fair assessment and achievement.

The effectiveness of the school's approach is evident in the higher proportion of students accessing entitlements relative to similar schools. Financial barriers are removed by using school-based evidence to support all applications. Staff are well informed of student entitlements and appropriate assistance is provided for internal assessment, and external examinations.

Provide staff with a handbook of assessment information Providing clear and comprehensive information about school and NZQA processes to staff would ensure each teacher has access to the same information. While the Principal's Nominee is very accessible to NCEA teachers and regularly shares assessment information face to face or through emails, reinstating the staff handbook will further support consistent practice and provide a useful independent reference for teachers, building ownership and capability of assessment procedures. The school agreed that reintroducing a handbook would be a useful staff resource and plans to make this information available digitally.

Students show a good understanding of NCEA and school assessment procedures Students could clearly articulate how NCEA works. They understand school processes such as extensions to assessment submission dates, moderation, dealing with authenticity, derived grades and appeals. This shows that communication to students about the qualification and assessment practices is effective.

The school also intends to reinstate the NCEA information evenings held pre-Covid for students and their families, to provide further opportunity for parents' understanding and involvement. This year the Principal's Nominee met with students as a group during class time to share NCEA information.

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 by the Principal's Nominee.

Heads of Department take responsibility for ensuring all steps in the internal moderation process are completed and documented on the *Internal Moderation Cover Sheet*. These sheets are stored digitally, and a hard copy is provided to the Principal's Nominee to store with the student work.

The Principal's Nominee tracks and thoroughly reviews the moderation processes of each department, including the quality of verifier judgement statements. Where issues are identified, the Principal's Nominee supports teachers to meet school internal moderation expectations, thereby ensuring school-wide consistency. Senior leadership can be confident that internal moderation procedures carried out in all departments are methodical and complete.

The school will submit the majority of its external moderation material digitally this year, an increase from around ten percent in previous years. This approach enables

teachers to receive feedback in a more timely manner and there is less likelihood of moderation materials being misplaced in transit.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Christchurch 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 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
- 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Christchurch Rudolf Steiner School has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Christchurch Rudolf Steiner 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.

Christchurch Rudolf Steiner 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

Christchurch 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
- reporting to the Principal / Tumuaki and Board an annual analysis of NCEA achievement to inform strategic goals and actions.

Christchurch Rudolf Steiner 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 student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries, and 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

Christchurch 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 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.

Christchurch Rudolf Steiner School assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA meetings for 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 Christchurch 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
- 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
- *Te Kura o Rudolf Steiner i Ōtautahi | Christchurch Rudolf Steiner School Strategic Priorities 2023 - 2025 and Policy and Procedure Curriculum Statement*
- *Te Kura o Rudolf Steiner i Ōtautahi | Christchurch Rudolf Steiner School Parent and Student Handbook.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - English and Classical Studies / Special Education Needs Co-ordinator
 - Mathematics
 - Science
- Teachers of:
 - Biology and Mathematics
 - English and Drama
 - Music
- three students.

There was a report-back session with the Acting 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

Christchurch Rudolf Steiner School offers literacy and numeracy standards at Level 1 NCEA and a full NCEA programme at Levels 2 and 3.

Senior classes are offered the Christchurch Rudolf Steiner School Certificate in Year 11, 12 and 13.