

The St Michael High School

Students'
Handbook

2016 - 2017

The St Michael Steiner School

Park Road
Hanworth Park
London
TW13 6PN

Tel: 020 8893 1299

Email: info@stmichaelsteinerschool.co.uk

Website: www.stmichaelsteiner.hounslow.sch.uk

I look into the world,
Wherein there shines the Sun,
Wherein there gleam the stars,
Wherein there lie the stones;
The plants they live and grow,
The beasts they feel and live,
And Man to spirit gives
A dwelling in his soul.

I look into the soul
That living dwells in me;
God's spirit lives and weaves
In light of Sun and soul;
In heights of world without,
In depths of soul within.
To thee, O spirit of God,
I seeking turn myself,
That strength and grace and skill,
For learning and for work,
In me may live and grow.

Rudolf Steiner

Contents

The Background of Waldorf Education	5
The High School at The St Michael Steiner School	5
The school's commitment and what is expected of students	6
The Code of Conduct	6
Students' Work	7
Equipment and Materials	7
Tutors	7
Punctuality and Attendance	7
Absences	8
School Trips & Extra Curricular Activities	8
Detention	8
School Hours	9
Term Dates	9
School Rules	10
Clothing	10
Hair, piercings, tattoos and Make-up	10
Food	10
Mobile Phones, iPods, MP3 players etc.	10
Scooters, Skateboards, Bicycles etc.	11
Smoking, Alcohol, Drugs and Weapons	11
Leaving school premises	11
Equal Opportunities	11
Bullying	11
Exclusion and Suspension of pupils	12
Safeguarding	12
Assessment and Certification: The Steiner School Certificate	13
Appeals	17
Appendix: various forms	

The Background of Waldorf Education

In the chaos of Europe after the first World War, many people hoped for and believed in the possibility of a better future. For them, it was the whole structure of society, its outdated and decadent forms and traditions, that had led to this catastrophe, and something new was urgently needed. Among these hopeful and determined people were the industrialist, Emil Molt, owner of the Waldorf Astoria cigarette factory in Stuttgart, and his friend, philosopher and scientist, Rudolf Steiner.

Steiner had written many books and given lectures about the need for social reform. He felt that, if education could enable people to think clearly, to take a deep interest in the world and to take action wherever they saw a need for it, then this would change the world. As well as intellectual knowledge, he said, people in the future would need to be able to *do* many things - they would need many skills - and, perhaps even more importantly, they would need to be able to recognise what needed to be done and be able to take the initiative themselves.

“Those people who do not allow the current crisis of civilisation to pass by in a kind of soul sleep, but fully experience it, will see that it did not originate in institutions that simply missed their goals and that simply need improvement. Those people will look for the cause deep in human thinking, feeling and will. They will also acknowledge that through the education of the coming generation, we can revitalise our social life.”

RUDOLF STEINER

Molt asked Steiner to found a school out of these ideas for the children of the workers in his factory. Steiner agreed, trained twelve teachers in his method and philosophy, and ‘The Waldorf School’ opened in Stuttgart September 1919.

Steiner was invited to speak all over Europe about this new form of education and teachers and educationalists were inspired to open ‘Waldorf’ schools. Steiner had lectured in England before the war and he was invited back in 1922 to speak about the founding of a Waldorf School in England.

The first Waldorf – or Steiner – school in the English speaking world opened in south London in 1925. There are now around 1000 Waldorf schools worldwide. The St Michael Steiner School opened in Wandsworth in 2001 and moved to Hanworth

Park in 2012.

The High School at The St Michael Steiner School

Our aim is to offer a curriculum that will both enable our students to play their part in the world when the time comes, and also develop to a high level their own individual aspirations and interests. We believe that the early specialisation, prescriptive, exam-led teaching and emphasis on memorising, that characterise mainstream education in this country, will not develop in our young people the range of skills and personal qualities they will need to meet the challenges of adult life in the 21st century.

Generally, we want to develop in our students independence, resourcefulness, responsibility, initiative and an active interest in their own education and in the world. With these things in mind, the programme includes a broad range of subjects with a balance between experiential and intellectual learning. We recognise the need for academic subjects, practical work, arts and a scientific approach to be integrated across the curriculum.

The particular resources that London has to offer, such as art, theatre, music, architecture, museums, libraries, sports facilities and easy transport to Europe and the rest of Britain, are an integral part of our plans for the development of the school.

Alongside development of their own interests, there is a social need for young people to engage with the community and environment in which they live. The cultivation of interest in and a feeling of responsibility towards their fellow human beings will have far-reaching effects

for themselves and the people around them throughout their lives. Projects of service to the community, either local or wider, are an essential part of our plans.

The school's commitment is

- to provide a high quality education to all students.
- to uphold the principles, aims and procedures that support the healthy life of the school, as outlined in this handbook and in the Parents' Handbook.

... and the school expects students

- to work hard and participate in all aspects of school life
- to attend school every day and on time
- to come to school prepared for every lesson
- to complete all assignments on time and to the best of their ability
- to consult teachers and other students if they need help with their work
- to speak to a class guardian or tutor if they need support with anything else
- to respect and abide by the school rules and Code of Conduct

Code of Conduct

- Our code of conduct is based on the principle that there should be as few rules as possible and that those we have are there for good reasons and must be respected by everyone.
- **Everyone has the right to be treated with respect:**
 - Be courteous towards everyone you meet
 - Do not endanger others through your actions
 - Respect other people's belongings
 - Do not use bad language or insult others
 - Do not bully others
 - Strive to be honest and truthful at all times
- **School is a place where students come to work and learn:**
 - Come to school regularly and on time
 - Come to school properly equipped
 - Come to school ready to work
 - Do not disrupt lessons
 - Do not disturb lessons in other classes
 - Do not wear or bring anything to school which might distract you or others from your work.

Students' Work

Lessons in the High School are taught by people who have specialist knowledge of their subject. Some of them will be teachers from the school and others will come just to teach a block or two during the year.

We expect students to complete all assignments on time. Tutors and teachers will check regularly that work is up to date and of good quality. Work is assessed and discussed with students and records are kept of progress, achievement, engagement and effort in all lessons. Students and their parents will receive annual reports.

The St Michael High School has been assessing and certificating students' work through The Steiner School Certificate (SSC) since September 2013. The SSC was developed in New Zealand, where it is already accredited as a national qualification and, under the Lisbon Recognition Agreement, is valid for university entrance in EU and other signatory countries, including the UK.

More information can be found on our website at www.stmichaelsteiner.hounslow.sch.uk/steiner_education/upperschool.html

Students are eligible to be registered for the SSC when they enter Class 10, provided that they were 16 by 31st August of that year.

Equipment and Materials

The school provides basic materials such as paper, art and craft materials and eurythmy shoes. There will be some things that students are expected to provide for themselves, for example, pens, coloured and lead pencils, rubbers, sharpeners and rulers. You will receive a list of what you need at the beginning of the year, and you will be advised if you need other things during the year.

It is your responsibility to ensure that you have everything you need for every lesson. Please be aware of the negative social implications that constant borrowing has on the class.

Tutors

In Classes 9 and 10, students are assigned a tutor who meets with them as part of a tutorial group once a week, as well as individually, as needed. In Classes 11 and 12, students may choose their tutor from those available and arrange individual weekly meetings.

Tutorial Group meetings are to discuss lessons, homework, assignments and practical and social issues that may arise in the class as a whole. Individual meetings are to discuss progress, work, conduct and anything else that may affect students' school work. Students may make an appointment to meet with their tutor at other times whenever they have something they need to discuss.

Punctuality, Attendance and Registration

High school students should sign in at reception when they arrive and record the time of arrival. ***All pupils should be in the classroom with everything required for the lesson by 8.25am.*** If you are habitually late, this will be addressed with you in one of your individual tutorial sessions.

At 8:30am, all High School students meet briefly in Class 11's room for registration and to say the morning verse together. If you arrive after it has started, you should wait quietly outside until it is over.

High School students must sign out, recording the time, if they leave school earlier than 3:45 pm on any day.

Students who need to stay at school later than 3:45pm should let their tutors know and sign out when they leave.

Absences

All students are required to attend school unless an absence is authorised. Authorised absences include: illness, family emergencies, medical appointments that cannot be scheduled during school holidays, and work experience/other educational visits, or at the discretion of a class guardian in consultation with other staff and the pupil's parents.

It is your responsibility to catch up on the content and homework of missed lessons.

Absences from scheduled assessment activities will result in a 'Not Achieved' being recorded.

Absences on scheduled assessment deadline/test days, or on the previous day, even when the deadline is met, may be interpreted as unauthorised extra time taken for the assessment task and work will be marked accordingly.

If the absence is due to serious illness, injury or family emergency, and the student wishes this to be taken into account, full documentation will need to be submitted.

Authorised absences should be kept to a minimum and require a note, email, text message, or telephone call from a parent or guardian explaining the reason for the absence on or before the day the absence occurs.

Unauthorised absences are marked when the reason for the absence is not given, is unacceptable, or when it does not follow the criteria for an authorised absence. Unauthorised absences should be avoided and, if they occur, will result in a meeting with your individual tutor. Repeated unauthorised absences may lead to exclusion from the high school.

ATTENDANCE IS A QUALIFYING FACTOR IN THE SSC; IF YOU DO NOT ATTEND REGULARLY AND PUNCTUALLY, YOUR CERTIFICATE MAY BE WITHHELD, REGARDLESS OF THE POINTS ACHIEVED THROUGH ASSESSMENTS.

School Trips and Extra Curricular Activities

There are some activities that take place outside school hours, during half term and on Saturdays, but which are an essential part of the curriculum. These include trips, performances and presentations, festivals, lectures, short courses and workshops.

These things are an integral part of the curriculum and students are expected to take part in them. You will be notified in advance whenever possible, but sometimes opportunities present themselves at short notice, and we need to be able to be spontaneous.

Detention

Under some circumstances, students may be required to stay after school for detention in order to complete work that was not done on time or for disregarding school rules.

High School Hours 2016 - 2017

8:25am - 3:45pm Monday - Friday

Students are required to attend school every day between these hours unless otherwise informed.

Term dates 2016 - 2017

Michaelmas Term 2016

5 September (Monday) – INSET DAY (no school)
6 September (Tuesday) – INSET DAY (no school)
7 September (Wednesday) – First Day of Term
20 October (Thursday) – School Ends for Half-Term
21 October (Friday) – INSET DAY (no school)
31 October (Monday) – Back to School
16 December (Friday) – End of Term

Spring Term 2017

9 January (Monday) – INSET DAY (no school)
10 January (Tuesday) – First Day of Term
9 February (Thursday) – School Ends for Half-Term
10 February (Friday) – INSET DAY (no school)
20 February (Monday) – Back to School
31 March (Friday) – End of Term

Summer Term 2017

24 April (Monday) – INSET DAY (no school)
25 April (Tuesday) – First Day of Term
1 May (Monday) – May Day Bank Holiday (no school)
25 May (Thursday) – School Ends for Half-Term
26 May (Friday) – INSET DAY (no school)
5 June (Monday) – Back to School
7 July (Friday) – End of School Year

Any changes to these times and dates will be published on the school website and in the newsletter.

School Rules

In order to learn, we need an environment that allows us to concentrate without unnecessary distractions. We have kept this principle in mind in preparing the timetable and the aim of the following rules is to support that. We ask for your participation in maintaining this learning environment. **DISREGARD FOR ANY OF THESE RULES MAY RESULT IN SUSPENSION OR EXCLUSION FROM SCHOOL.**

Clothing

Students are expected to come to school appropriately dressed for the activities of the day. Clothing should be practical, inoffensive and modest. While High School students are free to choose what they wear, this is allowed because we think they are old enough to judge for themselves what is and is not appropriate in an environment where there are very young children, impressionable younger pupils and parents. **IF STAFF FEEL THAT A STUDENT IS WEARING SOMETHING INAPPROPRIATE, HE/SHE WILL BE EXPECTED TO CHANGE.**

All students are expected to have trousers and/or shorts, a T-shirt, spare socks and a pair of trainers for P.E. lessons. **These cannot be the clothes you will go home in.** This is important because P.E. lessons take place in all weathers; you need some dry clothes to change into. P.E. lessons will take place on Friday afternoons this year, so please bring your gym kit in on Mondays and take it home to be washed on Fridays.

Hair, piercings, tattoos and Make-up

Make-up is allowed in the High School.

In Classes 9 and 10, students' hair may not be dyed unnatural colours. For students in Classes 11 and 12, hair dye of any colour is allowed, but the same considerations apply as for clothing. Staff will advise students if necessary.

Long hair must be tied back in P.E. lessons and in any situation where tools, machinery, fire or chemicals are used, such as craft or science lessons.

Tattoos and body piercings, other than in the ears, must not be visible.

Food

Energy drinks and chewing gum are not allowed at school. Otherwise, there are no restrictions on what High School students eat or drink at school, but be aware that other children in the school do not have this freedom and also that food can affect your health and your ability to participate fully in lessons. Staff will advise students if necessary.

A kettle is provided, but students must bring their own tea, coffee, milk etc. and are expected to clean up after themselves - rubbish put in the bin, cups and cutlery washed, surfaces wiped, floor swept etc.

Mobile Phones, iPods, MP3 players, iPads etc.

Electronic devices severely disrupt the working environment and are not to be used during lessons without express permission in each case, i.e. because you are allowed to have it in one lesson does not mean that you are automatically allowed to have it in any other lesson.

Students may be asked/allowed to bring iPads or laptops for some lessons, and may be allowed to listen to music with earphones during breaks and some morning modules, but this is at the discretion of teachers in each case.

At the beginning of each lesson, ensure your mobile phone is switched off and in your bag, together with any other electronic device you have with you. These must also be switched off during lessons.

IF YOU USE ANY ELECTRONIC DEVICE DURING A LESSON WITHOUT PERMISSION, OR FOR ANY PURPOSE THAT IS NOT ALLOWED AT SCHOOL OR FOR WHICH YOU HAVE NOT BEEN GIVEN PERMISSION, IT WILL BE CONFISCATED AND RETURNED TO YOU AT THE TEACHER'S DISCRETION.

Photographs of people are considered to be their own personal data according to the law, in the same way as their address and phone number. They can be misused to compromise privacy and safety. The school has a duty to protect its students and its reputation.

PHOTOGRAPHS AND VIDEOS MUST NOT BE TAKEN ON SCHOOL PREMISES EXCEPT AS PART OF A LESSON, IF EXPLICITLY REQUIRED, (e.g. to record craft work or processes) AND ABSOLUTELY MUST NOT BE POSTED ON SOCIAL MEDIA SITES.

Scooters, Skateboards, Bicycles etc.

Within the school grounds, scooters and skateboards may not be used during the school day except at break time, with express permission. Bicycles may not be ridden in the school grounds at any time.

Leaving school premises

Students in Class 10 and under are not allowed to leave school premises during the school day without express permission in each case. Students in Class 11 may leave school premises during lunch breaks, on the understanding that they return in good time for afternoon lessons. **FOR SAFETY REASONS, ANYONE LEAVING SCHOOL PREMISES DURING SCHOOL HOURS MUST SIGN OUT AT RECEPTION AND SIGN IN WHEN THEY RETURN.**

Smoking, Alcohol, Drugs and Weapons

It is against the law to smoke anywhere on school premises. The use or possession of alcohol, illegal substances or weapons will not be tolerated and will result in suspension or permanent exclusion from the school and police involvement.

Bullying

The ethos behind our education aims to foster an atmosphere of mutual understanding and respect among staff and pupils. These qualities can take some time to develop and incidents of bullying do arise. The aim of the school's anti-bullying policy is to contribute to providing an environment in which all pupils feel supported, safe and valued and where they can learn, work and mix socially with their peers without fear.

We acknowledge that a certain amount of physical interaction and banter between children is a normal and healthy part of the process of learning what is and is not acceptable social behaviour. Children will test themselves against each other and sometimes they will get hurt or hurt others, but this, in itself, is not bullying.

Bullying is defined as deliberate and persistent hurtful behaviour, where those towards whom this behaviour is directed find it difficult to defend themselves. It is the use of superior strength, age or social status deliberately and repeatedly to subjugate, hurt or humiliate someone younger, smaller or, in some way, weaker. It is anti-social behaviour that can destroy the social fabric of the school. It affects everyone and it cannot be ignored or tolerated.

Bullying can take many forms, but three main types are:

- physical (hitting, kicking, pushing, spitting, theft)
- verbal (name-calling, racist or other remarks designed to humiliate)
- indirect (spreading rumours, excluding someone)

Staff try to make the school a place where pupils feel they can and should report incidents of bullying whether they themselves, or someone else, is the victim.

Students should also examine their own behaviour from time to time and ask themselves whether anything they do or say could be experienced by someone else as bullying.

What will happen if someone is being bullied?

If a member of staff witnesses or has reported to him/her, an incident of bullying, the following steps will be taken:

- If possible, the incident will be dealt with immediately by the member of staff who has witnessed it or been approached
- Inform the Tutor(s) of the student(s) involved who will then:
- Listen to the people involved.
- Consider the individuals involved with regard to age and personal circumstances.
- Make an assessment of the situation, for example, is it an isolated incident?
- Assess what steps need to be taken, for example whether parents need to be informed.
- Initiate the action required including, if appropriate, informing parents, recording the incident and planning a strategy to prevent further occurrences.

Support for students

Students will be supported by their tutors in the first instance. Sometimes another teacher or member of staff will help. Action taken and the form of support given will vary depending on the pupil affected and the nature and circumstances of the bullying. Other members of staff will be made aware at High School or College meetings of any difficulties pupils are experiencing.

Sanctions

The school's first responsibility in cases of bullying is to protect the victim. Perpetrators of bullying will be spoken to and warned to stop the behaviour and staff will be vigilant and supportive to guide 'bullies' away from what may be habitual behaviour and towards more constructive and acceptable ways of interacting with their peers. If the bullying does not stop, the steps that may then be taken are as given under the heading "Exclusion and Suspension of pupils."

Exclusion and Suspension of Pupils

Under circumstances where the school no longer feels able to support a pupil, for example in cases of serious or repeated acts of vandalism, violence, disruptive, defiant, dangerous or abusive behaviour, or for any of the reasons given under the 'Exclusion' section below, a pupil may be suspended or permanently excluded from school.

The length of a period of suspension will depend on the age of the pupil and the details of the situation and will be decided by the Class/Guardian in consultation with at least one other colleague.

Students and their parents will be informed by phone (if the suspension is immediate) and in writing of the period of suspension and the reasons for it.

Tasks or conditions may be set which must be completed before the pupil returns to school. These will be made clear to the pupil and his/her parents.

In extreme circumstances, in cases of repeated disregard for school rules, or if a situation cannot be resolved, a student may be excluded permanently.

Child Protection

We seek to nourish the emerging individuality of each student in various ways. One of these is by protecting them from abuse and neglect - physical, emotional, psychological and sexual - and to help them maintain faith in our common humanity. It is the responsibility of each of us to be alert to the possibility of abuse or neglect and to acknowledge and alleviate, where possible, any suffering a student may experience through these things.

If you are suffering in this way, or know or suspect that someone else is, and would like to speak confidentially to someone, contact one of the designated staff below.

The school's Child Protection Policy is available on the website and in the office, together with procedures to be followed by staff, parents and pupils.

Contact

If you would like to speak confidentially with someone other than your tutor or Class Guardian, you can contact one of the designated Child Protection teachers, Katie Sharrock or Dorothea van Breda.

Childline - a national helpline for children; calls are free 0800 1111

Assessment and Certification

The St Michael High School offers assessment and certification through the Steiner School Certificate (SSC). The following information comes from the Federation of Rudolf Steiner Waldorf Schools in New Zealand.

Overview of the Steiner School Certificate

This is a programme of secondary school qualifications, owned and quality-managed by the Federation of Rudolf Steiner Waldorf Schools in New Zealand Inc, who accredit schools to deliver the programme, and award the Steiner School Certificates at Levels 1, 2 and 3.

The Steiner School Certificates were approved in December 2010 by the New Zealand Qualification Authority (NZQA) and are now registered as quality-assured qualifications on the New Zealand Qualifications Framework. This means that there is a public profile of the qualifications, which assures the users of the certificates that the qualifications meet the National Qualifications Framework levels (1, 2, and 3).

Internationally, the SSC Level 3 certificate is recognised for university entrance in all countries that have ratified the Lisbon Recognition Convention, i.e. all EU member states (except Greece and Monaco) plus UNESCO members including Australia, New Zealand and Israel. USA and Canada have also signed but have not yet ratified the treaty.

A detailed, rigorous and credible external moderation system to provide and ensure consistency and robustness to this qualification has been established and approved; it describes the requirements and processes of standardising, controlling, managing and assuring the quality of assessment against NQF levels, as well as assessment procedures, coherence and consistency between the schools.

The qualifications are necessarily based on what a teacher can see, read or hear – sometimes touch or taste - that produces evidence of the student's understanding, knowledge or skills in nominated areas that represent the curriculum. The assessment is

objective, represents external agreed levels of achievement, and is externally checked, both before and after a task leading to formal assessment is given.

Where the curriculum is based on developing personal qualities, or is more reflective or developmental in intent, a school may offer some other form of attestation to the teachers' assessment or impression of the student's achievement, if that is what is wished to be summarised and captured in a document. That document could take the form of a testimonial, personal profile, single school Record of Achievement, or single school certificate. What must be clear is that the Steiner School Certificates themselves are formal and official documents confirmed only by the Federation as meeting the national, quality assured requirements, which are based on the quality of the evidence provided by the student and collected by the teachers to support achievement at each level.

Steiner School Certificate (SSC) Level 1

The Level 1 student is primarily, but not exclusively, a Class 10 student who has moved through 2 years (Classes 9 & 10) of the Steiner High School curriculum, and wishes to have certified his/her achievements in the whole of the year's learning programme, which is made up predominantly of compulsory courses.

Graduates of the Steiner School Certificate Level 1 will have a firm foundation for the final two years of Steiner education (Classes 11 & 12). They will have engaged in a very broad range of activities and subject matter, have learnt to balance and reflect on what comes towards them, and have sensitivity to independent, alternative or creative views of the world.

Graduates at SSC level 1 will have demonstrated the ability to work at directed activities, solve familiar problems in supervised contexts, and to transfer learning across a range of situations. They will typically have developed the ability to express their own beliefs, feelings and opinions clearly and with openness to the views of others.

The SSC Level 1 qualification is assessed across a mix of compulsory, broad and interdisciplinary courses, with some also being assessed through additional non-core areas.

6 compulsory core courses:

English
Social Sciences
General Sciences
Mathematics
Visual Arts/Crafts/Technology
Drama/Music/Movement

1 non-core course:

Second Language

All courses are delivered and assessed at a level 1 standard. There are literacy and numeracy requirements integrated within the SSC Level 1.

Steiner School Certificate (SSC) Level 2

This certificate is primarily, but not exclusively, for Class 11 students who have moved through 3 years (Classes 9 - 11) of the Steiner High School curriculum. Graduates of the Steiner School Certificate Level 2 will have a firm foundation for the final year of Steiner education (Class 12).

The SSC Level 2 qualification is assessed across a mix of compulsory broad and interdisciplinary courses, as well as additional, narrower subject areas:

6 compulsory core courses:

English
Social Sciences

General Sciences
Mathematics
Visual Arts/Crafts
Music/Movement

And additional subjects:

Second Language
Mathematics
Physics
Chemistry
Biology
Product Art: Art/Craft/Technology
Performance Art: Music/Movement/Drama

Limited number of BSAS NQF subjects (**NB The St Michael Steiner School does not offer these**)

The compulsory core courses comprise at least one third of the year's programme. The additional courses may comprise up to two-thirds of the year's programme. All courses are delivered and assessed at a level 2 standard.

The Steiner School Certificate (SSC) Level 3

The Level 3 student is primarily, but not exclusively, a Class 12 student who has moved through 4 years (Years 9-12) of the Steiner High School curriculum, participating in a range of compulsory components, and who wishes to have certified his/her achievements in the whole of the final year's learning programme, which includes compulsory courses.

The SSC Level 3 qualification is assessed across a mix of compulsory, broad and interdisciplinary courses, as well as elective and narrower subject areas:

4 compulsory core courses:

The Humanities
The General Sciences
The Arts
Independent Research (Class 12 Project)

And elective subjects:

English
Second Language
Calculus
Statistics and Modelling
Physics
Chemistry
Biology
Social Sciences (Geography/History)
Product Art: Art/Craft/Technology
Performance Art: Music/Movement/Drama

Limited number of BSAS NQF subjects (**NB The St Michael Steiner School does not offer these**)

The elective courses comprise two-thirds of the year's programme, and are delivered and assessed at a level 3 standard. The school offers a set of assessments that reflect their capacities and previous subject programmes, and students choose to be assessed in these courses through interest, future directions, and capability, and are guided to do so through pathway support from teachers and qualified transition staff.

The compulsory core courses comprise one third of the year's programme. Students are required to pursue elements of the humanities, arts, sciences, mathematics, movement, drama, etc, through to the Class 12 graduation.

Graduate Statement

Graduates of the Steiner School Certificate Level 3 will have a comprehensive foundation for leaving school as independent life-long learners who are able to be self-reflective and take initiative when required. It is our aim that they have openness and connectedness to the world and its peoples, demonstrate tolerance and respect for others, and have a curiosity about all aspects of life.

As part of their studies, Steiner School Certificate graduates have undertaken a year-long independent study which will have demonstrated the ability to plan, organise, research, produce, write and present their findings to meet a high level of public and educational expectation. Graduates will have demonstrated the ability to problem-solve and apply learning across a broad range of contexts. They take action to follow things through to their conclusion.

Graduates will have persisted in a very broad range of activities and subject matter, have sensitivity to independent, alternative or creative views of the world, and have developed a strong sense of personal responsibility and ambition.

Students whose certificates have been awarded at Highly Commended or Distinction will be well-prepared to continue higher level study in the relevant subject areas.

How the Certificates are Attained

The qualification is awarded based on the collection of evidence required to support the decision of the teacher against detailed assessment criteria specified for each Learning Outcome. Each Learning Outcome has been approved as at the "correct" (NQF) level, has an individual weighting against the whole qualification, and is described in terms of Assessment Criteria.

Assessment decisions are made against requirements within 4 bands: Achieved, Merit, Excellence and Not Achieved.

It is important to note that Learning Outcomes are just the (preferably small) assessable part of any teaching and learning. They are not the course; they are not the content; they should not drive what is taught; ideally courses or blocks of learning should be descriptive of what is taught/learnt, not what is assessed. From what is taught, an appropriate Learning Outcome (or more) is selected because that will be the best context in which to find the evidence.

Assessment can generally occur any time during a course, is integrated with learning, and, where practicable, with other assessment events. Assessment events include activities or tasks such as a project, assignment, essay, report, test, examination, product (eg art, writing portfolio) or performance (eg laboratory experiment, tool or materials handling, drama, speech, music and movement demonstrations).

A student will qualify for the award of the Steiner School Certificate Level 3

upon attainment of a total of 50 SSC points (18 points in compulsory subject areas and 32 SSC points in elective areas of the Class 12 programme). Achievement is confirmed by the Federation's Qualifications Committee after the end of the school year and certificates are awarded early the following year and posted to the students. The certificates may be awarded with two levels of endorsement:

- For level 3, a certificate will be endorsed with the words "Highly Commended" when the student has gained 35 SSC points or more at Merit or Excellence (maximum of 10 points of these from compulsory Learning Outcomes).

- For level 3, a certificate will be endorsed with the words “with Distinction” when the student has gained 35 SSC points or more at Excellence (maximum of 10 points of these from compulsory Learning Outcomes).
- For evidence of literacy to University Entrance standard, at least 5 SSC points must come from specified literacy Learning Outcomes and achievement criteria.
- For evidence of numeracy to University Entrance standard, at least 5 SSC points must come from specified Learning Outcomes in either the SSC Level 2, or SSC Level 1

A student will qualify for the award of the Steiner School Certificate Level 2

upon attainment of a total of 50 SSC points (30 points in compulsory subject areas of the Class 11 programme plus a further 20 SSC points in additional areas of the Class 11 programme). Steiner School Certificates at Level 2 may be awarded with two levels of endorsement:

For Level 2, a certificate will be endorsed with the words “Highly Commended” when the student has gained 30 SSC points or more, at the level or higher, at Merit or Excellence.

For Level 2, a certificate will be endorsed with the words “with Distinction” when the student has gained 30 SSC points or more, at the level or higher, at Excellence.

A student will qualify for the award of the Steiner School Certificate Level 1

upon attainment of a total of 50 SSC points at level 1 or higher, including 30 in compulsory subject areas of the Class 10 programme. The certificate can be awarded with two levels of endorsement:

For Level 1, a certificate will be endorsed with the words “Highly Commended” when the student has gained 30 SSC points or more, at the level or higher, at Merit or Excellence.

For Level 1, a certificate will be endorsed with the words “with Distinction” when the student has gained 30 SSC points or more, at the level or higher, at Excellence.

For evidence of minimum literacy and numeracy requirements for completion of the Level 1 qualification, at least 10 points must come from the specified Literacy and Numeracy foundation requirements nominated in the Learning Outcomes and achievement criteria.

Appeals

Students may appeal against a moderation decision.

Where a student believes he/she has grounds for appeal against a decision of the internal moderator (i.e. the moderator at the school), he/she should do so by filling in the ‘Request for review of an assessment decision’ form (appendix B) and handing it to the school’s SSC co-ordinator within 3 days of receiving the moderation decision.

The SSC co-ordinator for The St Michael High School is Brian Jacques

The SSC co-ordinator will acknowledge receipt immediately and then refer the appeal to the external moderator within 3 days.

The External Moderator will acknowledge the appeal immediately and provide an answer within 14 days of receipt of the appeal.

If the SSC co-ordinator or the student is not satisfied with the answer, they may appeal to the FRSWSNZ Qualifications Committee in writing, within 14 days of the response.

The Qualifications Committee will acknowledge the appeal immediately and provide an answer within 14 days.

The Qualifications Committee will take all documentation into account.

The Qualifications Committee’s findings will be final.

Appendix A

Application for Extension of Assessment Deadline

(Give this completed form to the SSC Coordinator)

Student's name	
Today's date	
Date of Assessment deadline	
Subject name and Learning Outcome	
Name of Assessment Task	
Why do you need this extension and how many days' extension are you asking for?	
Student signature	
<u>Office Use only:</u>	
Extension deadline approved	<input type="checkbox"/> Yes – the new deadline/assessment arrangement is: <input type="checkbox"/> No
Reasons for declining	
SSC Coordinator's signature	

Copies of this form to student, teacher and file

Appendix B

Request for Review of an Assessment Decision

(Give this completed form to the Steiner School Certificate Co-ordinator no later than 3 working days after receipt of your result)

Student's name	
Today's date	
Date (or deadline) of Assessment	
Subject Name and Learning Outcome	
Type of Assessment Task to be reviewed:	<input type="checkbox"/> Examination or formal test <input type="checkbox"/> Oral presentation <input type="checkbox"/> Assignment <input type="checkbox"/> Essay or report <input type="checkbox"/> Performance <input type="checkbox"/> Portfolio <input type="checkbox"/> Other (specify)
Why I feel this result should be reviewed	
Student signature	
<u>Office Use only:</u>	
Reviewer's decision	
Reviewer's comments	
Reviewer's signature	

Appendix C

Assignment Cover Sheet

This document is to be signed and attached to all assessment work which has been done under unsupervised conditions

Student name:	Subject name:
Assessment task (essay, assignment title, learning outcome, etc):	

I declare that:

- **This is an original assignment and is entirely my own work.**
- **I have read the *SSC Regulations on Assessment Misconduct* and understand what plagiarism is.**
- **I am aware of the penalties for plagiarism as laid down by the Federation of Rudolf Steiner Waldorf Schools in New Zealand.**
- **Where I have made use of the ideas and/or words of other writers, I have acknowledged the source in every instance.**
- **Where I have used any diagrams or visuals I have acknowledged the source in every instance.**

STUDENT SIGNATURE _____

For Office Use:

Time and Date received:	Grade/Mark
Comments	
Teacher/Assessor signature:	

(Optional)

----- (tear off)

Acknowledgement of receipt of submission for _____ (name of student and subject).

Time and Date received:

Signed: