



The St Michael Steiner School

High School
Student Handbook
2025-26

The St Michael Steiner School

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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

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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 For them, it was the whole structure of society, its outdated and decadent forms and traditions, that had led to this catastrophe, and something new was urgently needed.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.

"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

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.

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 our students to develop 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 need for people to engage with the community and environment in which they live. The cultivation

of interest in and a feeling of responsibility towards our fellow human beings will have far-reaching effects for all of us. Projects of service to the community, both local and 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 engage with their lessons, work hard and participate in all aspects of school life
- to attend school every day, 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 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.

Too many rules and too much adult intervention can encourage students to rely on them and can inhibit the development of independent judgement. We recognise that High School students need to be given the opportunity to regulate their own behaviour.

With this in mind, our Code of Conduct outlines our expectations and gives guidance about what is ideal, what is expected, what is acceptable and what is not.

Everyone has the right to be treated with respect:

- Be considerate towards everyone you meet
- Do not use language that may offend, insult or harm anyone who may hear it
- Do not hurt other people; either physically or emotionally
- Respect other people's right to personal space
- Do not interfere with, take or use other people's belongings without their permission
- Strive to be honest and truthful at all times

School is a place where students come to work & learn

- Come to school on time every day
- Come to school properly equipped for the lessons you have each day
- Come to school ready to work
- Do not disrupt lessons in your own or other classes
- Do not prevent others from working
- Do not bring anything to school that might distract you or others

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.

Formal Assessment (Classes 10 - 12)

The St Michael High School has been assessing and certifying students' work through The New Zealand Certificate of Steiner Education since September 2013. The NZCSE was developed in New Zealand, where it is a national qualification and provides access to university courses in many other countries, including the UK.

More information can be found in the 'Assessment & Certification' part of this document.

Students will be registered for the NZCSE when they enter Class 10 unless other arrangements have been agreed.

Submission of Work for Assessment (Classes 10 - 12)

All work must be legible with no obtrusive errors. Written work may be handwritten or typed, but *you should not rely on printing your work at school, so it will need to be finished and printed out by the beginning of the school day or emailed **and acknowledged as received** by the teacher/assessor by the due time and date.*

- You must not copy anything directly from books or the internet unless it is clearly quoted and referenced. Your work will be checked for plagiarism.
- Separate pages must be numbered and **attached to each other**.
- Printed or emailed work must have **your name, the date and the LO number** at the top of the first page. For unsupervised work, cover sheets are provided at the back of this handbook.
- Portfolios should contain all of the work to be assessed and must have your name, the date and the LO number clearly indicated. 3D work should be photographed and the photographs included in the portfolio.

Deadlines for assessed work (Classes 10 - 12)

The dates and times of submissions are important and are set so that you have enough, but not too much, time to produce your final work and so that you are not distracted by this assessment during other lessons later in the day. For this reason, we will be very strict and collect work—finished or not—at the time specified, on the given dates.

The deadlines given for the submission of work for assessment are final. Students may apply for an extension **in exceptional circumstances only**, using the form in appendix A of this handbook. 'Exceptional circumstances' could be illness or injury, supported by a doctor's note, or a serious family emergency. Unsupported absence and excuses, such as forgetting work at home or not having enough time because of social activities, will not be accepted and a 'Not Achieved' will be recorded.

If you are ill or unable to attend school on the day before an assessment deadline or test, you must provide a doctor's note or other evidence of a legitimate reason for your absence. Otherwise, absence on the day before an assessment deadline, even when the deadline is met, may be interpreted as unauthorised extra time taken for the assessment task and work will be marked accordingly.

ATTENDANCE IS A QUALIFYING FACTOR IN THE NZCSE; IF YOU DO NOT ATTEND LESSONS REGULARLY AND PUNCTUALLY, YOU MAY NOT BE ALLOWED TO TAKE AN ASSESSMENT.

Absence

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, as far as is practically possible, on the content and homework of missed lessons; but do not expect your classmates to let you copy their work.

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 or is unacceptable. Unauthorised absences should be avoided and, if they occur, will result in a meeting with High School teachers. Repeated unauthorised absences may lead to exclusion from the High School. ***NB See note above about absences and assessment deadlines.***

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 geometry equipment etc. You will receive a list of what you need before the beginning of the year, and you will be advised if you need other things during the year.

All students will need a laptop with a word processor such as Word or Pages, and internet access capability. Please let your class guardian know at the beginning of the year if you are not able to get one.

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, and that some of the materials you will use in the High School are expensive and it is unfair to expect your classmates to let you use them.

Classrooms

Each class has a base, but rooms will be shared for lessons, i.e. rooms will be allocated according to suitability for each lesson. You must therefore ensure your classroom is kept tidy.

There is a library with desks in the first cabin outside reception. When available, this can be used during study periods or after school for project work, essays etc. You must not chat, play music or disturb others working in this room. Teachers may sometimes also use this room for 1:1 lessons.

Storage and personal belongings

Each student is allocated a space for storing current work and personal belongings, as well as a portfolio for art work, which should be stored in your classroom. Other equipment can be kept in a bag and hung up. Finished work will be collected and kept by teachers and may be shown at Open Days.

Please do not leave anything at school unless it is absolutely necessary. Clothes or personal belongings found lying around the rooms will be put into lost property and will be sent to a charity shop if not claimed promptly.

Housekeeping

- Students are responsible for the care and cleaning of their classrooms.
- 15 minutes are allocated for cleaning each day.
- You are expected to leave your classroom and any common areas used, clean and tidy with no food, containers, bags, rubbish etc. left around.
- Surfaces should be wiped daily and walls, skirtings, windows and blackboards cleaned as needed.
- Cleaners will only mop the floors once a week. You are expected to sweep the rooms daily and mop when necessary.
- Any personal belongings left in the classrooms by teachers should be put onto the table in the staff kitchen.
- Personal belongings left in your classroom by other students should be returned to them.

Class Guardians

Each class is assigned a guardian who oversees the general wellbeing of the class, and visits on a regular basis. You can also meet with them individually, on request.

Guardians this year are:

Class 9: Peter Brewin (peterbrewin@stmichaelsteiner.com)

Class 11: Sarah Houghton (sarahhoughton@stmichaelsteiner.com)

Class 12: Amanda Bell (amandabell@stmichaelsteiner.com)

Punctuality, Attendance and Registration

All High School students meet in the courtyard between 8.20-8.25am for registration and to say the morning verse. If you arrive after it has started, you should wait quietly until it is over. If you miss registration, you must sign in at reception when you arrive.

If you are habitually late, this will be addressed with you by your class guardian and, if necessary, the other High School teachers.

If you leave school premises earlier than 3:45pm on any day, you must go to reception and sign out, recording the time, and sign in again if you return.

Students who need or want to stay at school later than 3:45pm should let their class guardian know and sign out when they leave. This is so that we know who is on site in case of fire and so that you don't get locked in.

Leaving school premises

Students in Classes 9 and 10 are not allowed to leave school premises during the school day without express permission in each case. Students in classes 11 and 12 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.

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. You are expected to make every reasonable effort to attend.

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 2025-26

8:25am-4:00pm Monday-Friday.

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

Occasionally school may end early; when possible, students and parents will be given advance notice. In the case of unforeseen circumstances, parents of class 9 and 10 students will be informed as quickly as possible. Students in classes 11 and 12 are responsible for making their own arrangements.

Term Dates 2025-26

Michaelmas Term 2025

Mon 1 Sept *INSET Day*

Tue 2 Sept *INSET DAY*

Wed 3 Sept First Day of Term

20-31 October – Half Term Break **[TWO WEEKS]**

Mon 3 Nov *INSET Day*

Tue 4 Nov Back to School

Fri 19 Dec Last Day of Term / End of Term Festival

22 December-9 January – Christmas Holidays

Spring Term 2026

Mon 12 Jan *INSET Day*

Tue 13 Jan First Day of Term

Fri 20 Feb *INSET Day*

23-27 February – Half Term Break

Mon 2 Mar Back to School

Fri 27 Mar Last Day of Term / End of Term Festival

30 March-17 April – Easter Holidays

Summer Term 2026

Mon 20 Apr First Day of Term

Mon 4 May *May Day Bank Holiday*

Fri 22 May *INSET Day*

25-29 May – Half Term Break

Mon 1 Jun Back to School

Fri 10 Jul Last Day of Term / End of Term Festival

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. As a general rule for all ages, the blue area in the diagram (right) should be covered at all times. While High School students are free to choose what they wear, this is allowed because we think you are old enough to judge for yourselves what is and is not appropriate in an environment where there are very young children, impressionable younger pupils and parents. **IF STAFF FEEL THAT YOU ARE WEARING SOMETHING INAPPROPRIATE, YOU 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.

Hair, piercings, tattoos and make-up

Make-up is allowed in the High School.

Tattoos and body piercings inappropriate for school must not be visible.

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

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.

Food

No chewing gum at school. No eating during lessons (unless specified permission is granted). 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 and may impose restrictions if necessary.

Students may 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.

Other prohibited items

Students are not permitted to use aerosol deodorant, body spray, perfume etc. on school premises.

Electronic Devices

Students are not permitted to use mobile phones anywhere on school premises at any time (unless explicit permission is given by a teacher). Before students come through the school gate, they must ensure phones (and any other electronic devices) are switched off. Phones, smartwatches etc., will be collected before registration and can be retrieved at the end of the day.

Class 11 and 12 students may retrieve their devices from reception if leaving the premises at break times, and must return them upon arrival back at school.

Students are expected to bring and use their own laptops or tablets for research and writing in lessons. Students have limited access to the internet via the school wifi in some parts of the school.

Use of headphones, playing music etc. during lessons may be permitted at the discretion of individual teachers. Students must ask.

UNAUTHORISED USE OF ANY DEVICES WILL LEAD TO DEVICES BEING confiscated and returned to you at the teachers' discretion.

Photography and filming

Photographs and videos of people should be considered the subjects' personal property, in the same way as their address and phone number. They can be misused to compromise privacy and safety, and the school has a duty to protect its students and its reputation. Photographs and videos must not be taken on school premises except if explicitly required as part of a lesson, (e.g. to record craft work or processes) and absolutely must not be posted on social media sites or otherwise made available to other people.

Scooters, Skateboards, Bicycles etc.

Within the school grounds, skateboards may be used at break time if care is taken not to endanger others. Bicycles and scooters may not be ridden in the school grounds at any time.

Smoking, Alcohol, Drugs and Weapons

It is against the law to smoke anywhere on school premises. Students must not smoke anywhere near the school boundary, where smoke could drift onto the 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)
- 'cyber' bullying (using text messages, social networks etc. to spread rumours, threaten or make remarks designed to humiliate or intimidate)

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 receives a report of an incident of bullying, the following steps will be taken:

1. If necessary, they will intervene to stop the current incident immediately and then:
2. Inform the Class Teacher(s) or guardian(s) of the child(ren) involved who will then:
3. Listen to the people involved. The victim should be allowed to speak first, privately if it seems best.
4. Consider the individuals involved with regard to age, temperament, history and personal circumstances.
5. Make an assessment of the situation, for example, is it an isolated incident? How serious is it? What was the attitude of the perpetrator? Of the victim?
6. Assess, in consultation with at least one other member of staff, what steps need to be taken, for example whether parents need to be informed, whether other pupils should be involved, whether exclusion is appropriate.
7. Initiate the action required including, if appropriate, informing parents, planning a strategy to prevent further occurrences.
8. Sanctions will be used as appropriate and in consultation with other staff and, if appropriate, other pupils and the child's parents.
9. Record the incident in the Incident book, including sanctions and further steps taken.

For more information please see the school's [**Anti-Bullying Policy & Procedure**](#).

Reporting and Support for students

- Pupils should speak to their Guardian if they are being bullied or know someone else who is.
- If they prefer, they may speak to any other member of staff. All staff are aware of the procedure for dealing with bullying and have a duty to take action when incidents are reported to them.
- Pupils will usually be supported by their Class Teachers in the first instance, because of the relationship that is already established.
- Sometimes another teacher or member of staff will help, for example, a girl who has a male Class Teacher may need the support of a female member of staff.
- Sometimes the pupil's class or other pupils will be involved either in advocacy, support for the victim or in helping to plan a strategy to improve the situation.
- 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 faculty or College meetings of any difficulties pupils are experiencing, although sensitivity will be exercised about what details are given.

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.

For more information please see the school's [**Exclusion and Suspension of Pupils policy**](#).

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 guardian, you can contact the Designated Safeguarding Lead, Amanda Bell, or the Deputy Safeguarding Lead, Mara da Costa.

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 New Zealand Certificate of Steiner Education (NZCSE). The following information comes from the Federation of Rudolf Steiner Waldorf Schools in New Zealand.

Overview of the Certificate of Steiner Education

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 Certificate of Steiner Educations at Levels 1, 2 and 3.

The Certificate of Steiner Educations 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 NZCSE 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 Certificate of Steiner Educations 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.

New Zealand Certificate of Steiner Education (NZCSE) 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 their achievements in the whole of the year's learning programme, which is made up predominantly of compulsory courses.

Graduates of the New Zealand Certificate of Steiner Education 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 NZCSE 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 NZCSE 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
- Natural Sciences
- Mathematics
- Practical Art & Technology
- Performing Arts (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 NZCSE Level 1.

New Zealand Certificate of Steiner Education (NZCSE) 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 New Zealand Certificate of Steiner Education Level 2 will have a firm foundation for the final year of Steiner education (Class 12).

The NZCSE 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
- Natural Sciences
- Mathematics
- Practical Art & Technology
- Performing Arts (Drama/Music/Movement)

And additional subjects:

- Second Language
- Mathematics
- Physics
- Chemistry
- Biology
- Practical Art & Technology
- Performing Arts (Drama/Music/Movement)

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.

New Zealand Certificate of Steiner Education (NZCSE) 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 their achievements in the whole of the final year's learning programme, which includes compulsory courses.

The NZCSE 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 Class 12 Project
- The Humanities
- The Sciences
- The Arts

And elective subjects:

- English
- Second Language
- Calculus
- Physics
- Chemistry
- Biology
- Social Sciences
- Practical Art & Technology
- Performing Arts (Drama/Music/Movement)

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 New Zealand Certificate of Steiner Education 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, New Zealand Certificate of Steiner Education 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/learned, 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 Certificate of Steiner Education Level 3

upon attainment of a total of 50 NZCSE points (18 points in compulsory subject areas and 32 NZCSE 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 NZCSE points or more at Merit and/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 NZCSE 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 4 NZCSE points must come from specified literacy Learning Outcomes and achievement criteria.
- For evidence of numeracy to University Entrance standard, at least 9 NZCSE points must come from specified Learning Outcomes in either the NZCSE Level 2, or NZCSE Level 1.

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

upon attainment of a total of 50 NZCSE points (including minimum 18 points in compulsory subject areas of the Class 11 programme). Certificate of Steiner Education 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 NZCSE 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 NZCSE points or more, at the level or higher, at Excellence.

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

upon attainment of a total of 50 NZCSE points at level 1 or higher. 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 NZCSE 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 NZCSE 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

According to the guidelines in the NZCSE Coordinator's Manual (2020), all students have a right of appeal if they believe their work has been marked unfairly. All students are made aware of this right at the beginning of the school year, during orientation, and the appeal form is Appendix B of the High School Student Handbook.

If a student wishes to appeal a decision, they must submit a completed 'Request for Review of an Assessment Decision' form (Appendix B), along with the marked work and marking schedule, to the NZCSE coordinator **within 3 days** of receiving the assessment result.

Procedure for work that has not been externally post-moderated:

1. Upon receipt of these materials, the coordinator must review the appeal. If it is clear that there is not sufficient grounds for re-marking, the coordinator must uphold the original mark and inform the student. *N.B.: if the coordinator is the teacher who assessed the work, the coordinator should not review the appeal at this stage but instead pass the materials to a colleague with relevant expertise.*
2. If the coordinator suspects there are sufficient grounds for re-marking, the coordinator must hand the materials to the assessor and/or assessment moderator (or another colleague with relevant expertise) for review.
3. The reviewer(s) must look at the materials and consider whether the appeal is justified.
4. If the decision (either to uphold the original mark or to change the mark) is clear, proceed to point 9.
5. If the decision is still unclear, the reviewer can consult another colleague with relevant expertise.
6. When a decision has been made, the reviewer must complete the 'reviewers' part of the appeal form and return all materials to the coordinator. The coordinator must then inform the student and teacher of the final result, and update records accordingly.

A final decision must be made within 14 days of the appeal being submitted.

Procedure for work that has been externally post-moderated:

1. Upon receipt of these materials, the coordinator should inform the teacher and moderator that such a process is underway.
2. All materials must then be sent to the external moderators in New Zealand, within 3 days of the assessment result being returned to the students, for review.
3. When the external moderators return their decision, the coordinator must inform the student and teacher of the final result, and update records accordingly.

All paperwork should be kept on file. Once a final decision has been made, the student cannot appeal the decision again.

Coordinator

The St Michael Steiner School NZCSE coordinator is: Stella Ottewill

(stellaottewill@stmichaelsteiner.com)

Appendix A:

Assessment Extension Application

Complete and submit to the CSE Coordinator at least 3 days before the due date.

DE TAI LS	Student Name			
	Subject			
	Learning Outcome			
	Assessment Task			
	Due Date		Today's Date	

EXPLANATION – why is an extension being requested, and how many days are requested?

SUPPORTING EVIDENCE ATTACHED – e.g. medical certificate, counsellor or parent letter etc.

STUDENT SIGNATURE

OF FIC E US E	Extension Approved (tick)		Extended Date	
	Extension Declined (tick)		Due Date	
	Reasons			

**CSE COORDINATOR
SIGNATURE**

Completed copies to student, teacher and CSE Coordinator file.

Appendix B:

Assessment Appeal Application

Complete & submit this application to the CSE Coordinator within 3 days of receiving your results.

DE TAI LS	Student Name			
	Subject			
	Learning Outcome			
	Assessment Task			
	Due Date		Today's Date	

EXPLANATION – explain why you believe this result should be reviewed. (You may add extra pages to this form.)

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STUDENT SIGNATURE	
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OF FIC E US E	Reviewer's Name		
	Reviewer's Comments		Reviewer's Grade

REVIEWER'S SIGNATURE	
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Completed copies to student, teacher and CSE Coordinator file.

Appendix C:

Assessment Authenticity Cover Page

This document is to be completed and attached to the front of the assessment.

DE TAI LS	Student Name			
	Subject			
	Learning Outcome			
	Assessment Task			
	Due Date		Word Count	

DECLARATION

- ✓ I declare that this is an original assignment and is entirely my own work.
- ✓ Where I have made use of the ideas, words, or work of others, I have acknowledged the source in every instance.
- ✓ Where I have used any diagrams (including modifications) prepared by others, I have acknowledged the source in every instance.
- ✓ I am aware of what constitutes cheating, and the penalties for plagiarism and cheating as described in NZCSE Regulations on Assessment Misconduct.
- ✓ I am aware that the content of this written work may be checked against an electronic database.
- ✓ I have supplied the correct word count and have taken no steps to cause disclosure of an incorrect word count for the assessment.
- ✓ I have made and retained a copy of this original assignment.

STUDENT SIGNATURE

OF FIC E US E	Date Received		Time Received	
	Assessor Name			
	Assessor Comments			Grade

ASSESSOR SIGNATURE

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