



LEONORA
DISTRICT HIGH
SCHOOL
ASSESSMENT FOR
IMPROVEMENT

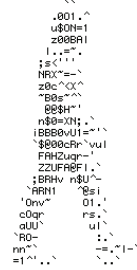
*"Measure what we value, so we can
value what we measure"*

Purpose

**To enable our school, staff, students, parents and
community make informed judgments about
performance and to properly administer and use
data to ensure improvement for all students.**

Management of Information System (MIS)

"Measure what we Value"



Questions we must asked in order to make data become information!

- **What are the issues and potential improvements to be made?**
- **Who are the stakeholders and therefore members of our team**
- **What information is needed to be collected, how should it be communicated and to who?**
- **What are the tools, resources, knowledge, skills needed to acquire this data to make it information?**
- **What action planning needs to be put in place and what are the priorities?**
- **How can we review our success of action and ensure sustainability?**

Our Responsibility is to make the information:

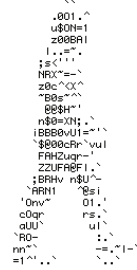
- **Ultimately, about and for our students and community**
- **clear and informative (*of and for assessment*)**
- **Valued by stakeholders**
- **Linked to the Curriculum Framework**
- **seamless**

Foundations & Pillars

- **Preview, Planning, Passion and Performance**
- **Literacy and Numeracy are foundation skills**
- **We need to look at the parts as well as the whole**
- **Some aspects are more necessary in certain phases of development**
- **We have system, school and individual targets that are challenging but achievable but "maybe" not identical. (Achievement Targets)**
- **Early Intervention comes from early collection and early analysis of information**

Management of Information System (MIS)

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Tools of the trade

The following tools are essential elements in our information cycle:

- **WALNA**
- **MSE (3,5,7,9 term 3)**
- **Literacy Net (K-3: wk 5, tm 1/ wk 10, term 2/ wk 3, tm 3/ wk 6, tm 4)
(4-7: wk 8, tm 1/ wk 6, tm 4)**
- **First Steps English**
- **Numeracy Net and First Steps Mathematics**
- **Surveys for Parents, Student & Staff (School Effectiveness)**
- **Teacher Judgments**
- **Values/Attitudes Surveys**
- **ICT surveys**
- **School Achievement Target reviews**

The development of the Whole Child

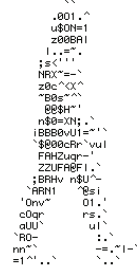
Leonora District High School endeavors to provide an education that develops the child as set out by the Department of Education & Trainings 13 Overarching Outcomes from the Curriculum Framework.

Overarching Learning Outcomes

The development of knowledge, skills and values is a lifelong process, and occurs in many places besides school. This section of the Overarching Statement describes the outcomes which all students need to attain in order to become lifelong learners, achieve their potential in their personal and working lives and play an active part in civic and economic life. These outcomes apply across all learning areas and are the responsibility of all teachers. The outcomes for each learning area contribute to the achievement of the Overarching learning outcomes, and each learning area statement includes a description of the links between the learning area outcomes and the overarching learning outcomes. The statement of each outcome is accompanied by a more detailed description of that outcome. Each description includes a number of examples of the ways in which students might demonstrate progress towards the outcome at different stages in their schooling from kindergarten to year 12.

Management of Information System (MIS)

"Measure what we Value"



1. Students use language to understand, develop and communicate ideas and information and interact with others.

Students read, view, listen, speak and write with an awareness of and responsiveness to different cultural conventions and interpretations. They understand the ways in which language is structured and use language effectively to deal with everyday situations. Their command of language includes an ability to use Standard Australian English appropriately. This ability is built upon and in addition to their home languages and dialects. They use language as a means of learning across the curriculum and are aware of the special ways language is used in each of the learning areas. Students know the specialist vocabulary for particular disciplines, the typical text types used in a subject area and the conventions of these text types. They understand and use visual images and symbolic forms, such as numbers, musical notation, diagrams, graphs and tabular information: for example, students may ask directions from someone; contribute appropriately to a discussion; describe an experience using Auslan (sign language); explain a mathematics operation to another student; prepare a chart which explains a scientific phenomenon; write a set of directions for using a machine; write a letter requesting information from an organisation; explain why people vary their language in different social situations; critically analyse the language in a newspaper article; or present the findings of a project on the Internet and call for comment.

2. Students select, integrate and apply numerical and spatial concepts and techniques.

Students deal easily with everyday situations which require the use of quantitative and spatial concepts and skills. These may involve such tasks as mentally calculating the discount for a sale item, reading an article on best buys for computers, adjusting and measuring the ingredients for a recipe, making and laying out a shirt pattern, interpreting a scale drawing or weather map, or calculating the likelihood of success in a game. In doing so, they ask and answer questions about such things as the cheapest, best, biggest, quickest or most likely. Students also draw on their quantitative and spatial knowledge to understand new information and situations, solve problems not previously encountered, and judge the reasonableness of particular uses of mathematics: for example, they may use their knowledge to assist them to plan a new garden bed; choreograph a dance; calculate the travelling time to a destination; understand a new economics concept; design an unusual cupboard; work out how to calculate monetary exchange rates for the first time; or question a claim in the media about the costs and benefits of higher education.

3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.

Students frame and clarify questions, collect information, organise it and represent it in ways suited both to the type of information and to their purposes. They analyse and interpret information, judge its quality and decide what conclusions or inferences might reasonably be drawn, taking into account the element of chance involved in its collection: for example, students may find out a fact about an animal; search the Internet for information on the effect of a recent volcanic eruption on weather patterns; integrate information from several brochures to plan a trip; reorganise data about favourite foods to answer new questions; investigate immunisation practices in Australia and prepare a poster to communicate conclusions to peers; produce statistics and graphs to compare responses of students and parents to a survey on the age of transition to secondary school; review the evidence in a foreign newspaper article on the impact of industry on the environment; or use the Internet to work with and share information with students in other schools.

4. Students select, use and adapt technologies.

Students have the motivation and confidence to develop and use technological solutions to meet needs. They apply or operate a specific technology and choose between or integrate various technologies for a purpose. They adapt familiar or existing technologies to meet the demands of new tasks or situations. As confident and capable users of a wide range of technological applications and processes, they critically appreciate the consequences of technological innovation. They have the skills to acquire and evaluate information in order to take ethical advantage of technological change: for example, students may use a concept computer keyboard; word-process a document; design and make a stage lighting system; make an ethical judgement about the school's choice of using scheme or bore water; use a computer package to understand a science idea; make a skateboard ramp; produce a multimedia presentation; or use a range of communication technologies to establish relationships with others outside the school.

5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.

One of the main ways in which we make sense of the world is by observing similarities and connections between objects and events and making generalisations about them. Students recognise, describe, explain and project patterns in a wide range of phenomena. They also classify things, recognising, developing and using structures and forms. They reason logically about these regularities, making predictions and drawing conclusions: for example, the patterns and structures they explain and use may include spelling rules and their exceptions; the relationship between seasonal vegetation and survival in the outback; classifications of food types; metrical form in poetry and rhythms in music; a network representing kinship; the effect of doubling linear dimensions on the surface area and volume of things; the relationship between exercise, diet and health; or the relationship between molecular structure and the properties of substances.

6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.

In approaching issues and problems, students think laterally, offer possibilities, explore and evaluate new ideas, and generate a range of positions and solutions. They are often stimulated by curiosity and see opportunity and potential in developing and extending ideas, including those based on intuition, insight or speculation. They investigate alternatives, visualise consequences and implications and are willing to change direction when necessary: for example, students may apply their language knowledge in unfamiliar contexts; collaborate to solve a mathematical problem in an unorthodox way; identify alternative solutions to a local environmental problem; visualise their future beyond school and explore work opportunities; experiment with the ingredients in a recipe; or develop and market their own products, such as novelties for festivals or celebrations.

7. Students understand and appreciate the physical, biological and technological world and have the knowledge, skills and values to make decisions in relation to it.

Students have the confidence, knowledge and skills to satisfy questions about the workings of the physical, biological and technological world and recognise that cultural preconceptions influence their understanding. They are able and willing to participate in community debate and decision making and can make informed decisions about sustainable development and its impact on people and the environment. They show concern for the environment, understand the consequences of choices in using natural resources and the environment, and have the knowledge and skills to look after both. Students understand that the connection of Aboriginal people to the environment is profoundly significant to their identity and well-being. They devise solutions to problems arising from their own needs and have methods for testing the validity of their observations and assumptions in relation to the natural and built worlds: for example, students may pose questions about the habitat of an animal; experiment with mixing colours to find out what happens with various combinations; investigate the causes of water salinity; recognise the consequence of reducing wetlands in the urban environment; investigate housing designs which minimise energy use; or use landscapes for inspiration in the arts.

8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.

Students use historical, geographical, political, sociological and economic knowledge to analyse and understand local, national and international events. They participate actively and responsibly in democratic processes within the school and wider community. They understand and value the cultural experiences and contributions of Aboriginal people. They understand and value differing world views and perspectives and the contributions that various cultural and religious groups make to life in Australia: for example, students may explore the diverse cultural backgrounds of fellow students; recognise that the land has different meanings and uses for different groups; explain the different roles of State and Federal governments; recognise the

impact of a technology on social relationships; research the historical experiences of Aboriginal people; describe how scientific theories influence and are influenced by world views; understand the role the arts play in societies; investigate the relationship between gender, work and income distribution; or actively participate in decision making within the school.

9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.

Students are able to communicate effectively with people from other cultural groups and countries. They understand the relationship between language and its social and cultural contexts and the importance to all people of their own linguistic heritage. They are able to apply this knowledge to communicate effectively. They have a broad worldview which sees Australia in a global context and appreciate their obligations as global citizens. They appreciate the common humanity of all people and understand the interdependence of countries in many areas, including the environmental and economic spheres: for example, students may communicate in a language other than English; use culturally appropriate behaviour when greeting people from another culture; read a literary work in the original language or in English translation; participate in cross-cultural projects; describe how economic developments in another country will affect the exchange rate of the Australian dollar; explain the reasons for global warming; experiment with painting techniques from other cultures; access media in other languages; use e-mail or video conferencing through the Internet to communicate with students in another country; or take part in a reconciliation activity.

10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.

Students have a broad understanding of the contribution of cultural heritages to creative endeavours. They have the knowledge, skills and understandings to appreciate the achievements of others, particularly socially-significant achievements and creations: for example, students may appreciate a poem, a novel, a dance, sporting achievement, street theatre, a symphony, a violin, a dot painting, a quilt, the concept of zero, origami, the calculus, an invention such as the silicon chip or the development of a scientific theory. They have the confidence and capacity to produce their own creative works: for example, students may produce a painting; compose a poem; solve a design problem; write a song; role-play a story; make a sculpture from junk material; or offer an original and well-crafted explanation or argument.

11. Students value and implement practices that promote personal growth and well-being.

Students have the knowledge and skills to make informed decisions that lead to a balanced, managed, active, enjoyable and productive lifestyle. They internalise values and implement practices that reflect the importance of all dimensions of health - social, emotional, spiritual, mental and physical - and understand the interconnectedness of these dimensions.

They critically analyse factors in consumer society which impact on health, well-being and family relationships. They understand the effect that idealised images of the self can have on developing self-concept and individual and community health. They explore value and belief systems as a means of personal growth: for example, students may identify potential hazards in the home or workplace; design a balanced diet; plan a weekly regimen which balances physical activity, social activity and study; play a team sport with skill and confidence; discuss the influence of the media on health decisions; work to improve communication in a relationship; or explore issues of personal meaning.

12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.

Students plan, reflect on and direct their own learning. When needed, they seek help from adults, peers, print resources and technology. They have available a range of strategies to help them get started, work through, persist with and learn from problems independently. They also recognise when collaboration will enhance their work. They work well with others and contribute in various ways, sometimes leading and sometimes following, accepting, sharing, integrating or adapting ideas from others and building on various positions flexibly and responsively: for example, students may prepare their own work plan for completing a project; cooperate in small groups to make a construction from blocks; conduct a class meeting; play in a team; undertake cycles of problem posing, conjecture and justification to investigate a mathematical situation; help produce a newsletter or play; negotiate with potential "clients" regarding a design; work with community members on a local issue; or use the Internet to work collaboratively on a project with students in another school.

13. Student recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

Students respect the rights of others to equal access to resources and to a work and leisure environment which is non-threatening and free from harassment such as teasing, sarcasm or remarks that stereotype or denigrate others or their efforts. They understand the rights and responsibilities associated with living in a democratic society. They cooperate with their peers and try to understand those whose backgrounds, experiences or values differ from their own. They show by their actions that they recognise and appreciate differences between people. They are aware of the impact of their behaviour on others, take responsibility for their own actions, and reflect on the effects of their actions in order to learn from their experiences. They recognise a collective obligation to assist others to be respected and safe and accept that they must take some personal responsibility for their own emotional and physical safety. Students are aware of and understand the need for policies and laws which provide redress for, and sanctions against, certain forms of unacceptable behaviour: for example, students may show concern for the welfare of other students; explain the reasons for a classroom rule; share limited resources; welcome new students to the school; work cooperatively with a wide range of other students; or show respect for the feelings of others.

Recorded Student Information

2006	K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
English	Literacy Net OLO 1 First Steps Continuum	Literacy Net OLO 1 First Steps Continuum	MSE 3 term 4 Speaking & Listening Literacy Net OLO 1 First Steps Continuum	WALNA 3 —term 3 OLO 1 & 6 Literacy Net Achievement Target reporting First Steps Continuum	Literacy Net	WALNA 5 — term 3 OLO 1 & 6 Literacy Net	Literacy Net	WALNA 7 — term 3 OLO 1 & 6 Literacy Net
Maths			MSE 3— working mathematically term 4 OLO 2,3,5,6 Achievement Target reporting	WALNA 3 —term 3 OLO 2,4,5 & 6 Achievement Target reporting		WALNA 5 — term 3 OLO 2,4,5 & 6 Achievement Target reporting		WALNA 7 — term 3 OLO 2,4,5 & 6 Achievement Target reporting
Science					MSE L&L term 1 OLO 2,3,5,7		MSE E&B term 1 OLO 2,3,5,7	
SOSE								
Health & PE								
T & E					MSE term 2		MSE term 2	
Arts								
LOTE				SIDE	SIDE	SIDE	SIDE	SIDE

Recorded Student Information

2007	Kindy	Pre primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
English	Literacy Net OLO 1 First Steps Continuum	Literacy Net OLO 1 First Steps Continuum	Literacy Net OLO 1 First Steps Continuum	MSE 3 term 4 Speaking & Listening Literacy Net OLO 1 First Steps Continuum	WALNA 3 — term 3 OLO 1 & 6 Literacy Net Achievement Target reporting First Steps Continuum	Literacy Net	WALNA 5 — term 3 OLO 1 & 6 Literacy Net Achievement Target reporting	Literacy Net	WALNA 7 — term 3 OLO 1 & 6 Literacy Net Achievement Target reporting
Maths				MSE 3— working mathematically term 4 OLO 2,3,5,6 Achievement Target reporting	WALNA 3 — term 3 OLO 2,4,5 & 6 Achievement Target reporting		WALNA 5 — term 3 OLO 2,4,5 & 6 Achievement Target reporting		WALNA 7 — term 3 OLO 2,4,5 & 6 Achievement Target reporting
Science						MSE NPM Term 1 OLO 2,3,5,7	Achievement Target reporting	MSE E & C Term 1 OLO 2,3,5,7	Achievement Target reporting
SOSE				MSE Term 3 OLO 5,7,8,9		MSE Term 3 OLO 5,7,8,9			
Health & PE									
T & E									
Arts									
LOTE									

Recorded Student Information

2008	Kindy	Pre primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
English	Literacy Net OLO 1 First Steps Continuum	Literacy Net OLO 1 First Steps Continuum	Literacy Net OLO 1 First Steps Continuum	MSE 3 term 4 Speaking & Listening Literacy Net OLO 1 First Steps Continuum	WALNA 3 — term 3 OLO 1 & 6 Literacy Net Achievement Target reporting First Steps Continuum	Literacy Net	WALNA 5 — term 3 OLO 1 & 6 Literacy Net Achievement Target reporting	Literacy Net	WALNA 7 — term 3 OLO 1 & 6 Literacy Net Achievement Target reporting
Maths				MSE 3— working mathematically term 4 OLO 2,3,5,6 Achievement Target reporting	WALNA 3 — term 3 OLO 2,4,5 & 6 Achievement Target reporting		WALNA 5 — term 3 OLO 2,4,5 & 6 Achievement Target reporting		WALNA 7 — term 3 OLO 2,4,5 & 6 Achievement Target reporting
Science						MSE L&L term 1 MSE NPM Term 3 OLO 2,3,5,7	Achievement Target reporting	MSE E&B term 1 MSE E & C Term 3 OLO 2,3,5,7	Achievement Target reporting
SOSE			MSE Term 3 OLO 5,7,8,9			MSE Term 3 OLO 5,7,8,9	Achievement Target reporting		Achievement Target reporting
Health & PE						MSE term 2 OLO II	Achievement Target reporting	MSE term 2 OLO II	Achievement Target reporting
T & E						MSE term 2	Achievement Target reporting	MSE term 2	Achievement Target reporting
Arts					MSE term I OLO 10		Achievement Target reporting		MSE term I OLO 10 Achievement Target reporting
LOTE					MSE term I OLO 9		Achievement Target reporting		MSE term I OLO 9 Achievement Target reporting

Targets for students—primary

2007	Kindy	Pre primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Literacy Net & First Steps	100% Phase 2 Oral Language Continuum	50% Phase 3 or better Oral Language Continuum	100% Phase 2 First steps writing continuum	70% not at risk using Lit net for year group	70% not at risk using Lit net for year group	70% not at risk using Lit net for year group	70% not at risk using Lit net for year group	70% not at risk using Lit net for year group	70% not at risk using Lit net for year group
MSE — Speaking & List. Working Mathematically Society & Environment Technology & Enterprise Arts (Visual Arts)				75% Level 2 or above / 20% Level 3 or above		70% Level 2 or above / 20% Level 3 or above		75% Level 3 or above / 30% Level 4 or above	
WALNA Reading					88% above benchmark		84% above benchmark		67% above benchmark
WALNA Spelling					68% above benchmark		68% above benchmark		60% above benchmark
WALNA Writing					76% above benchmark		75% above benchmark		61% above benchmark
WALNA Numeracy					77 above benchmark		75% above benchmark		62% above benchmark
Achievement Targets WAGSAT (standards)					36% Numeracy 40% Reading 32% Writing		40% Numeracy 46% Reading 75% Writing		40% Numeracy 40% Reading 66% Writing

Targets for students—secondary

2007	Year 8	Year 9	Year 10
Non Govt based assessments			
MSE — Speaking & List. Working Mathematically Society & Environment Technology & Enterprise Arts (Visual Arts) Science			<i>100% Level 3 or above / 50% Level 4 or above</i>
WALNA Reading			67% above benchmark
WALNA Spelling			60% above benchmark
WALNA Writing			61% above benchmark
WALNA Numeracy			62% above benchmark
Achievement Targets (standards)			40% Numeracy 40% Reading 66 % Writing