



Assessment and Reporting

Project Business Plan

Information Resources
Office of E-Business Development
Department of Education

Version 0.g (14 Jun 2002)

Author: Kris Klasen

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DOCUMENT AMENDMENT AND RELEASE REGISTER

1. BUILD STATUS

The most recent amendment first

DATE	VERSION	AUTHOR	SECTIONS
14 Jun 2002	0.g	Kris Klasen	Risks
13 May 2002	0.f	Kris Klasen	Introduction, outcomes, key project dependencies.
30 April 2002	0.e	Kris Klasen	All
24 Apr 2002	0.d	Kris Klasen	Scope and budget.
16 Apr 2002	0.c	Kris Klasen	All
15 Apr 2002	0.b	Kris Klasen	All
05 Apr 2002	0.a	Kris Klasen	All

1. AMENDMENTS IN THIS RELEASE

REFERENCE	Amendment Summary
0.g	Changes following feedback on risks.

Acknowledgments

This document has been derived from a template prepared by the Corporate Information Projects Unit (CIPU). The structure is based on a number of methodologies including the Information Strategy Unit's *Guidelines for Project Management 1996*, Rob Thomsett's project management methodologies as described in *Third Wave Project Management: a handbook for managing the complex information systems of the 1990's*. Rob Thomsett. Prentice-Hall, Inc. 1993 and John Smyrk's ITO methodology as outlined in his *Business Case Development* courses.

Note: Except where otherwise stated text in italics quotes from the CIPU Project Business Plan template.

OVERVIEW

Introduction

Over the past few years, the Department of Education has deployed the SACS application to all 218 schools and colleges. Since January 2000 a Data Warehouse has been in place to facilitate:

- Collection of student personal details
- Student transitioning
- Submission of census data
- And the collection of school financial data

The SACS system did offer an assessment module that proved to be very flexible, and integrated from an information perspective very closely with SACS. It did however suffer from significant technical issues, and as a result widespread adoption has not been achieved. The lack of strategic assessment policy for the DoE K-12 sector also hindered this early implementation.

SAM is currently used for teachers to record assessments against the Kindergarten Development Check (KDCheck).

Currently no efficient universally adopted process or system exists to manage the aspects of recording assessment by teachers against students electronically.

DoE has the desire to investigate the possibility of an assessment and reporting framework that covers the K-12 year levels, and deals with parent and corporate reporting requirements.

This initiative recognises that students more and more are engaging in learning opportunities at a variety of educational facilities, due mainly to mobility in the compulsory years and for course access reasons in the post-compulsory years. In the latter instant it is becoming increasingly likely that students will be enrolled concurrently at different sites.. This implies that a learner centric as opposed to school centric approach needs to catered for.

The LeaP initiative will identify projects in four distinct phases that related to the teaching and learning model identified by the Quadrant Group.¹

1. Planning
2. Delivery
3. Assessment
4. Reporting

This project aims to address phases 3 and 4 of the LeaP initiative.

Purpose of the Business Plan

The Business Plan is the high level management document for the project. It is owned, maintained and utilised by the project's Steering Committee to ensure the delivery of defined project outcomes.

The document will be reviewed and amended to meet changed conditions or objectives during the project's life span.

Project Title

This project is referred to as the "School Assessment and Reporting System (SARS)".

¹ Report commissioned by the Learning Federation, prepared by the Quadrant group. See appendix 3 for diagram of generic teaching an learning models.

Project Initiation

This project has been initiated by the DoE business owner for Assessment and Reporting, Jenny Gale (Director – Office for Educational Review). It is being initiated within the Learning Architecture Project (LeaP) framework.

Project Classification

This project has been classified as a business initiative. In accordance with John Smyrk's Input-Transform-Outcome (ITO) model:

- *A Business initiative derives and utilises a number of outputs (deliverables) to achieve agreed project outcomes (benefits). An Infrastructure project delivers the agreed project outputs. There is no utilisation component.*

Note: The business owner will be responsible for developing an outcomes realisation plan.

OBJECTIVES AND SCOPE

Outcomes

The SARS Project aims to:

1. Promote efficient recording of assessment and/or comments, to be reused for reporting
 - a. to parents
 - b. for corporate purposes (DoE and national)
2. Support effective teaching and learning through the recording of student achievements
3. Accommodate emerging curriculum needs, and aid in their implementation
4. Meet Learning Together and Tasmania Together goals (see Appendix 2)
5. Promote the use of ICT in the assessment recording component of the Teaching and Learning process.
6. Provide a continuous student assessment record.
7. Support the recording of achievements against the Essential Learning outcomes and standards, as part of the Essential Learnings Framework.

Outputs

The outputs will be delivered in 9 distinct phases

The outputs from the SARS project that will help to achieve the outcomes listed above are:

Assessment

Phase 1

1. Analysis of existing DoE K-12 assessment methods² to:
 - a. provide central repository of methods, terminology and processes and management practices
 - b. identify opportunities for leveraging under LeaP³ to promote an interoperability agenda
 - c. incorporate DoE policy requirements
 - d. ensure future flexibility to deal with future curriculum requirements

Phase 2

1. Identify functionality required by teachers and others to record assessments and comments efficiently and effectively:⁴
 - a. In workbook (formative)
 - b. For reporting (summative)

Phase 3

1. Analysis of marketplace both nationally and internationally to identify opportunities for purchasing system compliant with phase 1 and 2 requirements.

² An assessment method is any hierarchically structured framework used to assess learners achievement against outcomes.

³ Do the methods identified under Phase 1, 1.a offer enough similarity to pursue the option of 1 system to meet all of DoE's **assessment recording** needs.

⁴ It is intended that these recorded assessments be available for parent and corporate reporting.

Phase 4

1. Seek approval for system purchase or development, including the implementation and training components.
2. Purchase or develop such a system.

Reporting

Phase 5

1. Analysis of existing DoE K-12 reporting to parents requirements.
2. Analysis of existing DoE K-12 corporate and national reporting requirements.

Phase 6

1. Identify functionality required by teachers and others to report assessments and comments efficiently and effectively to parents.
2. Identify functionality required by DoE to report assessments efficiently and effectively to its corporate and national stakeholders.

Phase 7

1. Analysis of marketplace both nationally and internationally to identify opportunities for purchasing system compliant with phase 5 and 6 requirements.

Phase 8

1. Seek approval for system purchase or development, including the implementation and training components.
2. Purchase or develop such a system.

Implementation

Phase 9

1. The implementation, training and support of the systems of phases 4 and 8 as part of a coherent whole to support outcomes realisation, given approval.

Scope

No	Part of the Project (Inside Scope)	Not Part of the Project (Outside Scope)	Uncertain or Unresolved
1	Facilitate the recording and storage of teacher assessments and comments, both formative and summative against approved DoE assessment frameworks.	Reporting of assessment results to students and parents online.	
2	Provision of enrolment data for certification authorities.	Certification of student results, for those sectors where certification applies. (ie: TCE and VET)	
3	Mechanism to manage and maintain approved DoE assessment frameworks.	Formulation of new DoE assessment frameworks.	

4		Development of system for performance measurement and management to inform Learning Together.	
5		Storage and management of key performance indicators against educational outcomes.	
6	Funding and development of actual parent reports for limited agreed templates.	Other school based results reporting.	
7		Development of supporting policy assessment and reporting.	
8	The implementation, training and support of the systems of phases 4 and 8 jointly.		
9	Providing an assessment and reporting application for the public school system, K-12.	Providing an assessment and reporting application for the catholic and independent schools, K-12.	
10	Mechanism to implement custodianship guidelines from a security perspective. ⁵	Formulating policy and custodianship guidelines and procedures for information access.	
11	Provision of the assessment record store.		
12	Membership of the project manager in the 'Assessment and Reporting' reference group.		
13	Resolution of the ownership of assessment data in the assessment record store.		
14		Student self assessment.	
15			
16			
17			

⁵ This will be implemented via vKey.

Assumptions and Constraints

Assumptions

These include:

1. The business owner will develop an outcomes realisation plan.⁶
2. Professional Learning will be funded and provided where appropriate.
3. Assessments will be collected once from teachers etc. and reused numerous times:
 - 3.1. for reporting to parents
 - 3.2. for reporting corporately
 - 3.3. as basis for external certification
4. Given the significance of the project and interest shown in it, adequate resources will be made available over the life of the project.
5. IMB will provide infrastructure support for the life of the project.
6. OER will provide business support for the life of the project. See phase 9
7. DOE staff will be made available, on a reasonable needs basis, to provide advice, participate in project and reference group activity.
8. There will be a clearly defined number of assessment / reporting periods per calendar year. These will be standard within sectors. (in line with current policy)
9. There will be a clearly defined number of parent reporting formats. These will be standard within sectors.
10. Resources will be made available in the form of a 1 FTE for phases 1-8 of the project to act as project officer.
11. The assessment framework / methods will be stored centrally, but it will be possible for individual business owners to manage their methods (Result of phase 1)

Constraints

These include:

1. Confidentiality of personal data will be maintained and access to personal detail restricted to officers working on the project.
2. The Business Owner will determine how material is used and reported, by seeking advice from the Steering Committee where appropriate.
3. The Steering Committee will set the parameters for the form in which information is issued to stakeholder and interest groups. The impact on schools and colleges in terms of requests for assistance in advice to the project must be minimised.
4. The Project will operate within the constraints of an approved budget.

⁶ This will be covered as part of phase 3.

Relevant Government Policy, Legislation and Rules

- The Department of Premier and Cabinet's *Information Privacy Principles (2000)* and the guidelines for their use issued in the Information Management Branch's *Information Privacy Principles (2000)* will be observed.
- Learning Together, especially the identified reporting framework, forms the basis for the department's desire to proceed with this initiative to meet its reporting and management responsibilities and to promote lifelong learning.
- Education Act as it pertains to Tasmanian Secondary Assessment Board (TASSAB)
- Relevant Information Provision Agreements (IPA's) to formalise protocols for information exchange and usage in line with privacy and custodianship principles.

Key Performance Indicators

The success of the project will be measured by:

- To be developed.

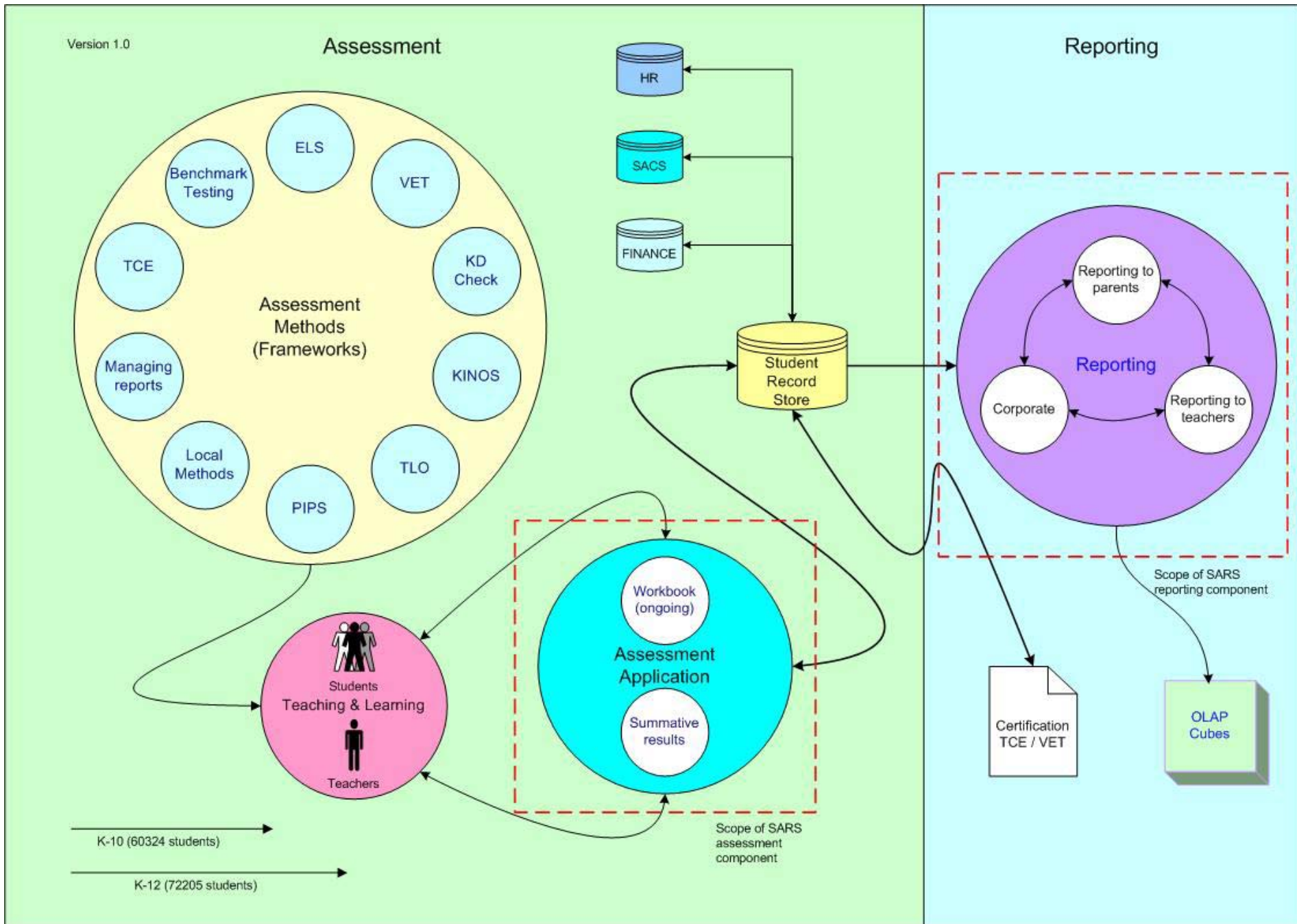


Figure 1: Business flow diagram

Project Management Summary

Governance

The project's governance structure is based on the document "Guidelines for Project Management Version 4, November 2000" prepared by the eServices Group, Department of Premier and Cabinet (DPAC).

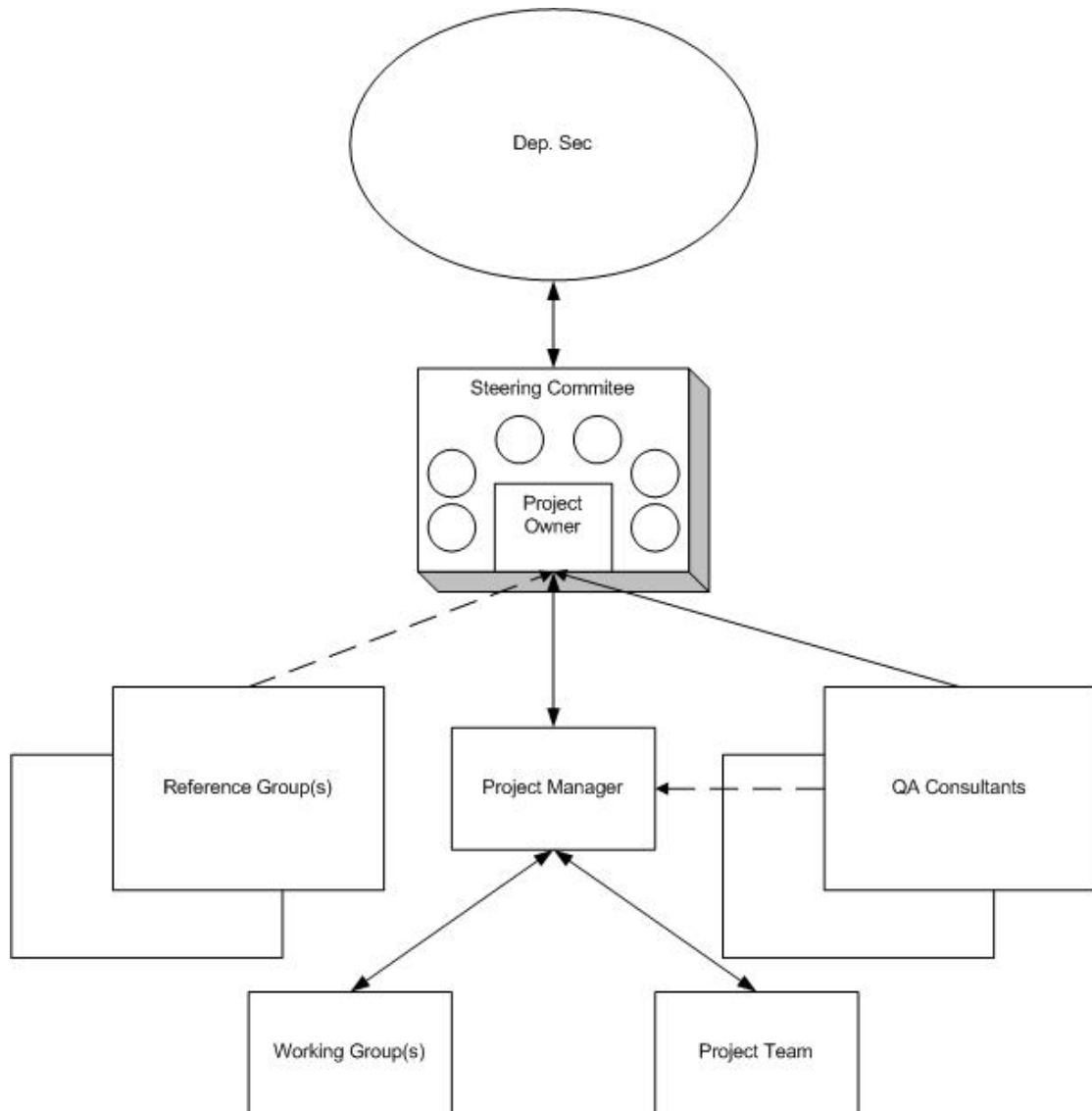


Figure 2: Governance structure

Project Sponsor

The Project Sponsor has delegated authority from the Steering Committee to assist with business and project management issues.

The Project Sponsor is Alison Jacob, Deputy Secretary (Education Strategies).

Business Owners / Corporate Client

The Business Owners are responsible for utilising the project outputs and realising the agreed project outcomes. Business Owners are accountable to corporate management for the delivery of project outcomes and for assisting the project team from a business knowledge perspective to enable the delivery of the project outcomes.

The Business Owner is Jenny Gale, Director (Office for Educational Review).

Steering Committee

A Steering Committee is responsible for policy and major resourcing decisions essential for the delivery of project outputs and attainment of project outcomes. It is also responsible for ensuring appropriate management of the project components outlined in the Business Plan.

The Steering Committee shall consist of:

- Jenny Gale, chair, Director (Office for Educational Review).
- Max Gentle, Director (Information and Communication Technology Services)
- Greg Glass, Director (Finance Facilities and Planning Services)
- 3 x K-10 principal representatives - Shane Frost, Scottsdale Primary; Keith Boyle, Burnie High; Anne Hay, Kingston Primary
- 11/12 representative - Janet Sims, AP (Newstead College)
- Kris Klasen, Senior Consultant
- Mike Willie, District Superintendent
- Andrew Mahoney, Manager School Improvement and Performance Measurement

The Steering Committee shall meet according to the major milestones of the SARS Project (eg review and sign off this Business Plan, review and sign off the proposed functional specification, review prior and post implementation of the pilot).

Project Manager

The Project Manager is contracted to the Steering Committee to deliver the defined project outputs and is responsible for organising the project into one or more sub-projects, managing the day-to-day aspects of the project, developing project execution plans, resolving planning and implementation issues, and monitoring progress and budgets.

The IT Project Manager for phases 1-8 will be Kris Klasen, Senior Consultant.

The Business Project Manager for phases 1-8 will be Andrew Mahoney, Manager School Improvement and Performance Measurement.

Working Parties

Working parties consist of small work groups, each dedicated to producing a well defined output within a specific time frame. A working party has no life beyond the delivery of that output.

The Project Managers will form small Working Parties to provide advice on how to proceed with particular components of the project as the need arises. Such Working Parties may draw members from all business units within the Department.

Project Team

The Project Teams are led by the Project Manager, working for the successful delivery of the project outputs as outlined in the Project Execution Plan(s). (to be developed)

The Project Manager will report through existing management arrangements to their appropriate Steering Committee representative.

Reporting Requirements

Project reports for the Steering Committee, Project Sponsor and representative of the Business Owners shall be developed according to an appropriate (to be resolved) schedule and will be required to concentrate on the management issues of the project.

Quality Management Requirements

Appropriate quality management activities will be undertaken according to the ongoing nature of the project and outputs that are hence delivered. Such quality processes will include:

- This Business Plan will be reviewed by the Steering Committee to ensure that the intent of the SARS Project aligns with stakeholder expectations and that an appropriate project management framework is in place.
- The analysis and functional specifications will be reviewed and signed off by the Steering Committee.

FINANCIAL SUMMARY

Budget for Pilot Project

Figures are indicative only.

The budget (to be funded centrally) for the delivery of phases 1-9 of the project is provided in the table below:

Phase	Staffing	Dollars
Phase 1: Analysis of existing DoE K-12 assessment methods.	1 FTE / 1 mth	none
Phase 2: Identify functionality required.	1 FTE / 2-3 mths	none
Phase 3: Analysis of marketplace.	Existing resources	Unknown (Interstate based travel)
Phase 4: Purchase or develop such a system.	unknown	unknown
Phase 5: Analysis of existing DoE K-12 reporting for parents and corporate requirements.	1 FTE / 2-3 mths	Unknown (State based travel)
Phase 6: Identify functionality required by teachers and others to report assessments and comments efficiently and effectively to parents. Identify functionality required by DoE corporate to report assessments efficiently and effectively to its stakeholders.	1 FTE / 1 mth	Unknown (State based travel)
Phase 7: Analysis of marketplace.	Existing resources	Unknown (Interstate based travel)
Phase 8: Purchase or develop such a system.	Unknown	Unknown
Phase 9: Implementation, training and support.	Unknown	Unknown
Recurrent support role in OER to Mechanism to manage and maintain approved DoE assessment frameworks.	0.2 fte	Unknown

RISK MANAGEMENT PLAN

The risks for the project will be managed using CIPU risk management methodology and a detailed risk analysis is presented in Appendix 1. Risk assessment will be undertaken on a regular basis following approval of the Business Plan.

A full identification of risk factors is included as Part A in Appendix 1, along with pre-emptive actions. Part B in Appendix 1 is an assessment of the likelihood and seriousness of those risks.

Appendix 1: RISK ANALYSIS

A. Risk Assessment Summary

Risk Management Plan

The purpose of the Risk Management Plan is to provide the IRM Steering Committee and the Project Manager with a document outlining all the risks identified and a strategy for their management.

The risk assessment method is that detailed in the CIPU draft “Guidelines for Risk Management”. Those Guidelines are based on the methodological approach to risk management developed by John Smyrk. The Guidelines also draw from the risk management methodology of Rob Thomsett. The risk assessment matrix is yet to be completed.

This initial risk management review has been undertaken by selected staff from IMB. Following the initial review of this Business Plan by the Steering Committee, the Project team will undertake a subsequent risk review and communicate any changes, additions, or alterations to the Steering Committee through the Project Manager.

Part A: Risk Identification Table

The following table identifies risks and summarises the action required to pre-empt or modify the occurrence of that risk. A risk assessment table is then used to assess the importance of taking pre-emptive action.

	Identified Risk	Pre-emptive action
1	Poor data quality and maintenance of SACS SSS data.	<ul style="list-style-type: none"> Monitor quality issues.
2	ED ID's not unique.	<ul style="list-style-type: none"> Develop comprehensive business/IT processes to deal with these issues.
3	Lack of support for this project by school principals and staff.	<ul style="list-style-type: none"> Provide policy framework and develop comprehensive communications strategy.
4	Project (initial phase) not completed in time.	<ul style="list-style-type: none"> Manage governance and analysis phases in line with whole of Government project management guidelines and methodology.
5	Risk of technology not being able to support the process. (ie: bandwidth)	<ul style="list-style-type: none"> Implement bandwidth booking on an application by application basis ie: guaranteed throughput for administrative / educational web traffic. Implement quota management if required.
6	Adequate project management of business factors.	<ul style="list-style-type: none"> Development of Business Plan through consultation with key stakeholders.
7	Performance issues: Individual assessment entry taking too long.	<ul style="list-style-type: none"> Extensive performance testing.
8	Scalability issues: Problems arising with increasing usage.	<ul style="list-style-type: none"> Extensive scalability testing.
9	Robustness issues: Assessment application not producing consistent results.	<ul style="list-style-type: none"> Extensive robustness testing.
10	Resourcing: <ul style="list-style-type: none"> provision of staff for phases 1,2,5,6 provision of funds for purchase / development after phase 3 	<ul style="list-style-type: none"> Ensure Resourcing from upper management before project commencement.
11	Industrial disputes du to perception of increase of workload.	<ul style="list-style-type: none"> Involve union in communication strategy.
12	Base IT skills for teachers not adequate.	<ul style="list-style-type: none"> Perform audit, identify the need for training regime.

Part B: Risk Assessment Table

The following table explains the Risk Assessment methodology used.

		<i>SERIOUSNESS</i>		
		<i>Low</i>	<i>Medium</i>	<i>High</i>
<i>LIKELIHOOD</i>	<i>High</i>	C	B	A
	<i>Medium</i>	D	C	B
	<i>Low</i>	E	D	C

The five grades of risk have been assigned the following action responses:

Grade A: Risk management strategy and countermeasure to be identified prior to the project receiving approval. These risks must be monitored closely and the Project Manager will report on these risks in all regular reports to the Steering Committee, as well as on a continual verbal basis to the Project Sponsor

Grade B: Risk management strategy and countermeasure identified and implemented during project planning. Updates of these risks will be made regularly to the Steering Committee

Grade C: Risk management strategy identified and costed for possible action if funds permit.

Grades D and E: To be noted. No action is planned.

SARS Project Risk Assessment Table.

Explanation of table:

- Column **L**: Likelihood - L for Low, M for Medium, H for High
- Column **S**: Seriousness - L for Low, M for Medium, H for High
- Column **R**: Rating - A for most serious to E for least

	Identified Risk	L	S	R
1	Poor data quality and maintenance of SACS SSS data.	M	M	C
2	ED ID's not unique.	M	H	C
3	Lack of support for this project by school principals and staff.	M	H	B
4	Project (initial phase) not completed in time.	L	H	C
5	Risk of technology not being able to support the process. (ie: bandwidth)	M	H	B
6	Adequate project management of business factors.	M	H	B
7	Performance issues: Individual assessment entry taking too long.	L	H	C
8	Scalability issues: Problems arising with increasing usage.	M	H	B
9	Robustness issues: Assessment application not producing consistent results.	L	H	C
10	Resourcing: <ul style="list-style-type: none"> • provision of staff for phases 1,2,5,6 • provision of funds for purchase / development after phase 3 	L	M	D
11	Industrial disputes due to perception of increase of workload.	M	H	B
12	Base IT skills for teachers not adequate.	M	H	B

Key project dependencies

1. Assessment and Reporting Policy
2. LeaP architecture from a standards provision point of view
3. Students in vKey
4. Student profile
5. School profile
6. TQA project
7. Development of Essential Learning Outcomes and Standards

Appendix 2: Learning Together goals

Goals

1.5 Reinforce the Department of Education as a quality, high-performance organisation

The Department of Education embraces a large and diverse range of learning organisations. In order to be a world-class education system, it must be committed to quality and high-level performance through world-class management. The Department will need to lead by means of firmer focus on internal performance, educational leadership, strategic planning, achievement of performance goals, provision of high-quality services and partnerships with stakeholders. It must blend high-performance challenges with excellence in leadership and management.

Commit to quality and high-level performance

To achieve this, we will:

- Provide quality management, including a review and accountability framework.
- Set and report upon benchmarks and targets across the Department of Education, including the use of e-solutions to improve quality and performance.

2.4 Link skills development and training to Tasmanian economic opportunities

Training is a substantial investment for both Government and those industries that form the foundation of Tasmania's future economy. We need to ensure that our investment in training will target both statewide and more localised developments. We also need to ensure that training investment will target employment growth areas and that students actively consider those areas for potential employment.

Support training that will lead to increased employment

It is important that Government funding for training specifically targets industries where there are opportunities for growth and development. We will:

- Provide a 50% fees exemption in TAFE Tasmania for a quota of students enrolled in courses identified through the Industry Development Plan and by the Government Skills Response Unit for growth and development.

Assist students in identifying career options

Young Tasmanians need accurate and up-to-date advice on potential labour market trends in order to determine future career opportunities. Career planning advice should be available in all schools and colleges, based on freely accessible labour market information. We will:

- Provide accurate and timely labour market information to career counsellors.
- Ensure that all school students have access to career planning tools and up-to-date labour market advice via the Internet.

3.2 Ensure that students who are ‘at risk’ have the opportunity to participate

For education and training to promote lifelong learning, it needs to be both accessible and inclusive. Many young people, for a range of reasons, require significant support in order to participate in schooling and training and utilise the opportunities our system offers.

3.3 Ensure that our learning organisations successfully target the acquisition of literacy skills

Literacy is fundamental to learning. It is critical in building our confidence and self-esteem. It enables us to participate in our society and enter the world of others. It impacts on all aspects of children’s lives and supports learning in fundamental ways.

Ensure literacy intervention programs for students at risk

We recognise the importance of intervention with children known to be at risk of developing learning difficulties. We will:

- Implement an intensive literacy intervention program for children who are not achieving expected standards of literacy in the early childhood years.
- Establish a program where the ultimate aim is to have a trained teacher with ‘reading recovery’ skills in every primary school.

Learning Together Key Performance Indicators (KPI’s)

Goal 1 Responsive and continually improving services

Indicators to be used in respect of this goal include:

- Performance against quality benchmarks.

Goal 2 Enriching and fulfilling learning opportunities

Indicators to be used in respect of this goal include:

- Level of availability of information for Year 10 students about the ongoing formal and informal learning options that are open to them;
- The number of students who are undertaking courses identified by our Industry Development plan;

- Number of students who participate in post-compulsory education;

Goal 3 Safe and inclusive learning environments

Indicators to be used in respect of this goal include:

- The percentage of students who have reached expected national literacy and numeracy benchmarks;

Appendix 3: Quadrant Group report

The objective of the report was to *“To develop a generic architecture that illustrates the processes and information used in the school learning environment.”*

In the context of the objective, the information used in the school learning environment is considered to be ‘the data and resources used by teachers to plan, implement, monitor and report on student learning’.

The project covers all information used to support learning in the school environment, including:

- e-learning management systems, eg: learning experiences, learning resources
- library management systems, eg: curriculum resources
- curriculum systems, eg: student outcomes
- administration systems, eg: student records
- personnel systems, eg: teacher details
- online curriculum resource services
- copyright management systems
- distance education systems

The project collected information at the education system level, rather than individual school levels, and will focus on the future, not the current environment.

Source: ‘School Learning Information Architectures Project’, Quadrant Group, 6 August 2001, Version 1.0

Wider Community

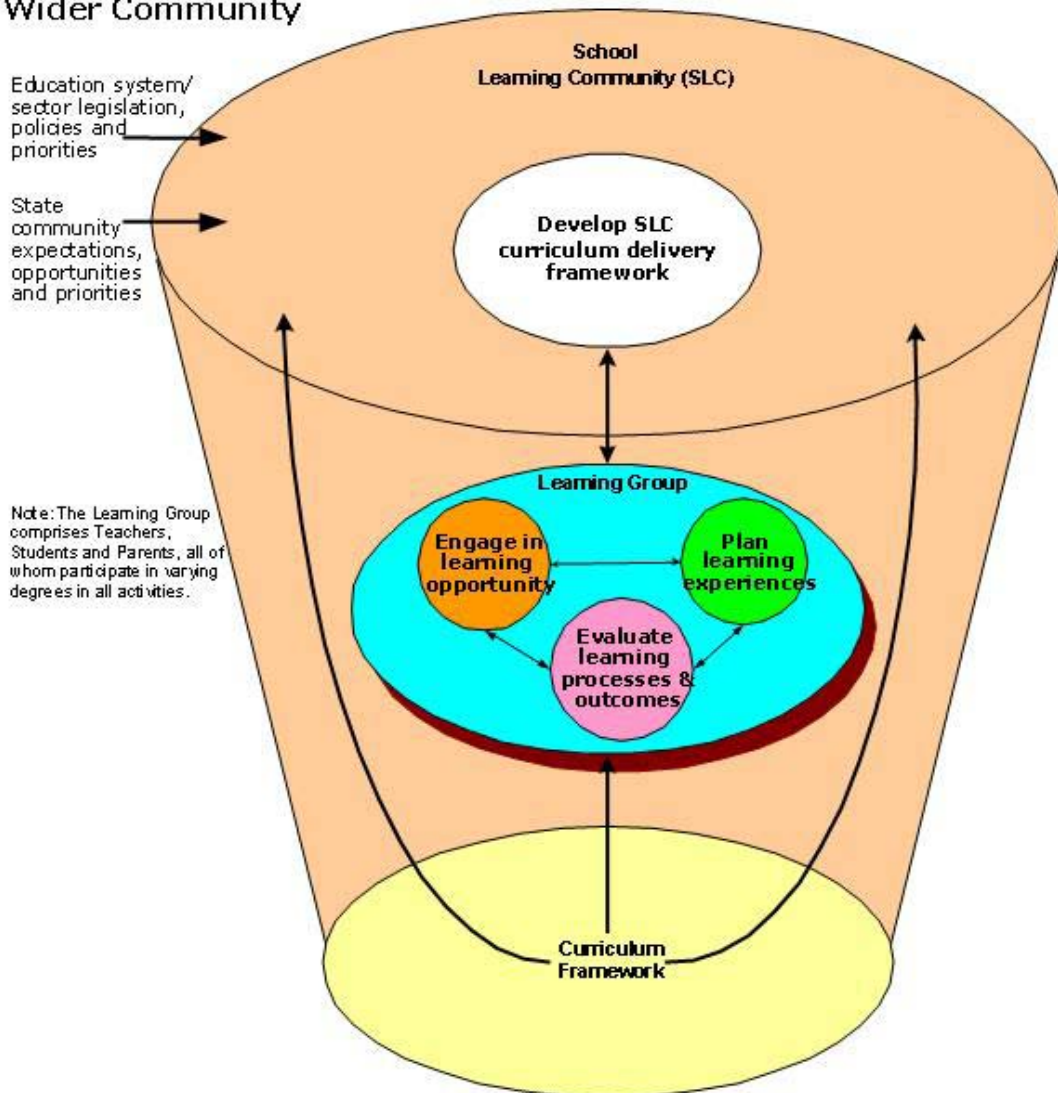


Figure 3: Quadrant Group Teaching and Learning model

Source: 'School Learning Information Architectures Project', Quadrant Group, 6 August 2001, Version 1.0