High School Transition in Sydney Region

using STEMS

A High School Perspective

What we'll cover…

- How we used to do high school transition
- What's STEMS? – *What's the difference?*
- Consistency of Data Collection and the STEMS data collection form
- What Can High Schools do with STEMS?
- What High Schools Should do to help
- The 2006 STEMS Timeline
- Privacy of student data
- Questions and Answers session

High school transition:

What's STEMS?

- **S**chool **T**ransition **E**nterprise **M**anagement **S**ystem
- Standardised software to assist with the electronic collection and transfer of high school transition information
- Was first used in St George District schools from 2002-2004
- Was adopted by Sydney Region in 2005 with all but 20 K-6 schools participating
- Will run again in 2006 hopefully with all K-6 schools participating

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The Data Collection Form

- The STEMS data collection form is only two pages long and is the same for all high schools
- Primary schools will photocopy the form onto both sides on one piece of paper. One for each year 6 student
- While they could enter data directly into STEMS, using the printed forms to collect data first is more effective
- The form is divided into four sections, mirroring the STEMS data entry screens

STEMS Data Collection Form:
Student Profile

Write the year 6 student's name first. STEMS will have the name entered automatically from OASIS

When the high school is confirmed, write it in here.

Surname: _____ Given Names: _____ Preferred Name: _____

Selected High School Region: _____ Selected High School: _____

(tick, highlight and complete the forms as appropriate – any field listed as "OASIS" can be ignored)

| Student Profile | Academic Profile | Support Profile | Issues/Comments |

This section is to highlight outstanding talent it is not expected that all students will have ticks in these categories

Only tick these if the student shows strong talent

Background:

All of this will come from OASIS automatically

Country of Birth: [Auto-entered by OASIS]
Language Spoken at Home: [Auto-entered by OASIS]
Nationality: [Auto-entered by OASIS]
Religious Instruction: [Auto-entered by OASIS]
Interpreter Req'd: [YES / NO] for Parents or Student
Aboriginal or Torres Strait Islander?: [OASIS ▼]

Use a highlighter pen or just circle Yes or No

Gifted and/or Talented Categories:
☐ Team Sports ☐ Swimming
☐ Athletics ☐ PSSA Region/State
☐ Leadership ☐ Public Speaking
☐ Computers ☐ Music
☐ Dance ☐ Musical Instrument
☐ Drama ☐ Visual Arts

Roll Class: [Auto-entered by OASIS]

Primary School Teacher's Name: _____

Write the main Year 6 teachers name(s) here.

Attendance at Primary School: [_____ ▼]

Number of Primary Schools Attended (from Student Record Card): [▼]

The Record Card has this information

Attendance Notes: (highlight the appropriate option)
Explained means unsatisfactory attendance, but covered by parent notes
Unexplained means unsatisfactory attendance, without parent explanation

• Excellent
• Satisfactory
• Explained
• Unexplained
• HSLO Involvement

Just use a highlighter pen here or circle the appropriate item

Look out for helpful notes like these on the form

What the Primary Schools are Doing for their High Schools...

STEMS Data Collection Form:
Academic Profile

Most of the Academic Profile is best completed using a highlighter pen

If the student is classified ESL, select "New Arrivals Program" or the Phase

| Student Profile | Academic Profile | Support Profile | Issues/Comments |

English/Literacy/Writing/Computer:

BST Results should be looked up from the student's records. If any BST results are unavailable, just leave those ones blank

English Achievement: [▼]
Year 3 BST Literacy Band: [▼]   Year 5 BST Literacy Band: [▼]
Year 3 BST Writing Band: [▼]   Year 5 BST Writing Band: [▼]
Reading Recovery Level: [▼]   Computer Skills: [NOT AVAILABLE]

Ranges: 1 to 6
Range: 0 to 30+

ESL Phase (if applicable):
ESL Phase: [▼]
Date of Arrival in Australia: [from OASIS]
LOTE Studied in Primary School: [▼]

• NAP
• Phase 1
• Phase 2
• Phase 3

Does your school teach and LOTE in year 6? Write the language here

Mathematics:
Maths Achievement: [▼]
Year 3 BST Numeracy Band: [▼]   Year 5 BST Numeracy Band: [▼]
Scheduled Early Number Assessment (SENA): [▼]

Behaviour/Attitude:
Classroom Behaviour: [▼]
Playground Behaviour: [▼]
Independent Worker? [Y / N]

• Needs Supervision
• Good
• Excellent

Circle Y or N here

• Needs Supervision
• Good
• Excellent

High Schools have asked specifically for English and Maths assessments rather than other KLAs. According to the Primary Curriculum, highlight the appropriate assessment for each student

• Achieved Stage 4
• Progressing Towards S4
• Achieved Stage 3
• Progressing Towards S3
• Achieved Stage 2
• Progressing Towards S2
• Achieved Stage 1
• Progressing Towards S1
• Early Stage 1
• Individual Education Prg

• Achieved Stage 4
• Progressing Towards S4
• Achieved Stage 3
• Progressing Towards S3
• Achieved Stage 2
• Progressing Towards S2
• Achieved Stage 1
• Progressing Towards S1
• Early Stage 1
• Individual Education Prg

• Emergent
• Perceptual
• Figurative
• Counting On
• Fascile

SENA is more relevant for tracking K-6 using STEMS

Highlight the appropriate behaviour assessments for Classroom and Playground

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STEMS Data Collection Form:
Support Profile

GET HELP FROM THE COUNSELLOR TO COMPLETE THIS SECTION!

| Student Profile | Academic Profile | Support Profile | Issues/Comments |

The School Counsellor should be booked in specifically to assist with the STEMS data collection process

Guidance:
☐ Guidance File
Guidance File Number: [_____]

Health Issues:
☐ On Medication
☐ Asthma
☐ Diabetes
☐ Epilepsy
☐ Allergy(s)
☐ Anaphylactic Allergy(s)

Access Issues:
☐ Wheelchair/Walker

Select all that apply

Diagnosed Disorders:
☐ Attention Deficit
☐ Attention Deficit/Hyperactivity
☐ Autism/Aspergers
☐ Mental Health
☐ Mild Intellectual Disability
☐ Moderate Intellectual Disability
☐ Severe Intellectual Disability
☐ Physical Disability
☐ Vision Disability
☐ Hearing Disability
☐ Language Disability

Special Placements:
☐ Reading   ☐ ED
☐ Language   ☐ Physical
☐ IM/IO   ☐ Other

Itinerant Support:
☐ Hearing
☐ Language
☐ Vision
☐ Behaviour
☐ Integration

Last Year of Itinerant Support: [▼]

In-School Support:
☐ Learning Support Team
☐ Funding Support
☐ School Behaviour Modification
☐ Support Teacher Learning Difficulties
☐ School Counsellor

Therapy:
☐ Occupational Therapist
☐ Speech Therapist
☐ Other Agency

Over the past four years of STEMS being run in St George and Sydney Region schools, the Support Profile section has been the most poorly completed. This is mainly because the School Counsellor has not typically been involved in the STEMS data collection process. In 2006, the Student Services group have requested that School Counsellors take a more active roll in the STEMS process.

STEMS Data Collection Form:
Issues / Comments

PLEASE DON'T LEAVE THIS SECTION BLANK FOR ANY YEAR 6 STUDENT

PLEASE INCLUDE SOME COMMENTS ABOUT THIS STUDENT TO ASSIST WITH HIGH SCHOOL TRANSITION. ALSO ELABORATE ON ANY SELECTED GIFTED AND/OR TALENTED CATEGORIES AND ANY LEARNING RECOMMENDATIONS.

General Comments (350 characters max.) : _____
_____
_____
_____
_____
_____
_____
_____

An Interview with the Year 6 Teacher about this student is recommended to the High School: YES / NO (circle one)

There is something that is relevant to the high school that can be said about every student:
• Any learning/support recommendations?
• What should the high school focus on with this student?
• Was the student in the SRC or the Captain/Prefect?
• Elaborate on gifted/talented and attendance history
• Other students of interest going to the same High School?

"Put the ball in the High School's court". Notify them of the students where you can provide them more details that you would rather not (or cannot) add to the database
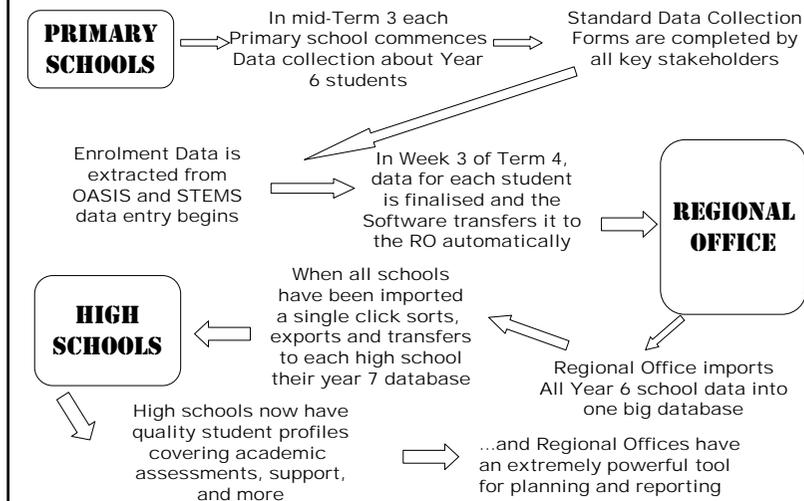
The Importance of Student Comments

- High schools were surveyed in Term 2 on how they found the STEMS system in 2005
- Almost all high schools said relevant student comments were extremely valuable for effective transition
- Unfortunately, many K-6 schools chose to not supply any student comments in 2005
- With extra time available in 2006 to complete data collection, it is hoped that a relevant comment can be made for every student

Consistency & Quality of Data Collection

- In 2005, STEMS provided transition information for almost 6,000 year 6 students
- Because there was no real information session about data collection last year, consistency and quality of data in some cases was not great
- e.g. the Gifted / Talented section is to identify outstanding students in each of the categories. Only some students should get ticks in those boxes
- Some schools put at least one tick on every year 6 student's record in 2005
- Consistency across all schools is very important

How the Transition System Works…

PRIMARY SCHOOLS

In mid-Term 3 each Primary school commences Data collection about Year 6 students

Standard Data Collection Forms are completed by all key stakeholders

Enrolment Data is extracted from OASIS and STEMS data entry begins

In Week 3 of Term 4, data for each student is finalised and the Software transfers it to the RO automatically

REGIONAL OFFICE

When all schools have been imported a single click sorts, exports and transfers to each high school their year 7 database

HIGH SCHOOLS

Regional Office imports All Year 6 school data into one big database

High schools now have quality student profiles covering academic assessments, support, and more

…and Regional Offices have an extremely powerful tool for planning and reporting

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Running STEMS

READ THROUGH THE SUPPLIED 7-12 STEMS USER MANUAL

IF YOU HAVE A SPARE 45mins, GO THROUGH THE ON-LINE TRAINING

The High Schools Menu has useful functions.

There are many useful reports that can be created using this menu. All reports are exported to MS-Excel!

A powerful data query filter is included in STEMS so you can quickly find all students matching specific search criteria

For students arriving from K-6 schools that didn't use STEMS, you can send out a paper STEMS data collection form then manually enter the details into the High School STEMS package

NOTE: A STEMS 7-12 TRACKING FORM WILL BE DEVELOPED FOR FUTURE VERSIONS OF STEMS

In the current version of STEMS, the data supplied to the High School is in Read Only format and cannot be changed. It is a snapshot of each student as at the end of Year 6

Roles & Responsibilities:
How High Schools can Help

- DON'Ts:
  - **Don't** send your old paper transition forms to Sydney Region Primary Schools
    - *They will complete the STEMS data entry for you*
    - *They have been told to throw out other forms to avoid doubling up data collection and entry*
    - *It's a bad look for your school and highlights poor communication*
  - **Don't** visit Year 6 Teachers to talk generally about the students
    - *You'll get better information from STEMS for most student that are coming to your school in less time*

Roles & Responsibilities:
How High Schools can Help

- DOs:
  - **Do** send <u>STEMS</u> Data Collection Forms to non-Sydney Region schools
    - *If you have students coming from another Region or from a non-govt school, send them the STEMS forms*
    - *When the forms come back, manually enter the data into STEMS*
  - **Do** promptly install the STEMS software and import the STEMS data when it arrives in Week 5 of Term 4
    - *The data will come as an attachment to the School Email account – Get it and import it!*

Roles & Responsibilities:
How High Schools can Help

- DOs:
  - **Do** promptly start evaluating the STEMS data
    - <u>STEP 1</u>: *Search for and identify all students where the Year 6 Teacher has asked to be contacted*
    - <u>STEP 2</u>: *Contact the Year 6 Teacher promptly to get the extra details you need about those students*
  - **Do** use STEMS to categorise students based on academic skills, support needs and special interests
    - *Share the information with Year 7 teachers/executive*
    - *Use the information to help provide each student with a relevant and smooth transition to high school*

Setting Up STEMS

- You may have STEMS 2005 installed already. You need to download and install STEMS 2006
- STEMS can be downloaded from the website:
  - *http://stuhasic.com/stems*
- Installation requires an Administrator logon
  - *If you need assistance with installation, ask sooner rather than later*
- STEMS can be installed on a Server and shared by multiple staff
  - *Again, ask if you need help with this*

The 2006 STEMS Timeline

Week 4 T3	Weeks 8-9/T3	Week 11 T3	Week 3 T4	Week 5 T4
• K-6 schools attend STEMS inservice. • Download STEMS Data Collection Form, duplicate and commence data collection for year 6 students only. • Download STEMS User Instructions and read through. If there are concerns, raise them now.	• Download STEMS K-6 software and install. • Run through Self-Paced Training • Continue Data Collection process. • Forms should be checked by appropriate staff, Year 6 teacher, Counsellor, SAM, Principal etc.	• Commence data entry process into STEMS software. Select High Schools as nominated by students.	• Verify data entered for each student, change high school selected if changes have occurred. • Transmit Year 6 Data to Regional Office before the end of the week. • All primary schools should have completed the STEMS process by the end of week 3.	• Regional Office to check data entry by primary schools, then distribute Year 6 data to each high school and supply the High School version of the STEMS software. • High Schools to install STEMS 2006 and import their data and start evaluation of STEMS data

Privacy of Student Data

- Maintaining privacy of data entered into STEMS is paramount
- STEMS is subject to the guidelines and conditions of the Privacy and Personal Information Act 1998 and the Education Act 1990.
- Authorised STEMS users are responsible for maintaining the private nature of STEMS data
- Data entered into STEMS is also subject to *Freedom of Information*, therefore, be diplomatic about comments re students

The STEMS Website

The **STEMS 7-12 Installation Guide and User manual**. Please print and read through the instructions for a better understanding of the process	**http://stuhasic.com/stems/STEMS-HS.pdf**
The **STEMS Year 6 Data Collection Form**. This two-page form should be printed and photocopied back to back. One copy is required for each year 6 student	**http://stuhasic.com/stems/STEMSform.pdf**
The **STEMS installation program**. Follow the instructions in the Installation Guide to install STEMS at your school, extract student data from OASIS and commence data collection and entry	**http://stuhasic.com/stems/stemssetup.exe**
The **STEMS Self-Paced Training System for Primary Schools**. This 45 minute on-line interactive guide explains how data collection and entry works with STEMS.	**http://stuhasic.com/stems** • Click *Instructions* then the self-paced training option.

Questions & Answers

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