

School Name: Ashmore State School

Data plan leader: Jason Harvey, Head of Department- Curriculum

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School Improvement Plan: 2023

Next Review:

School Priority <i>School Performance Plan</i>	Assessment Tool	PURPOSE FOR COLLECTION AND TIMING	Year Level	DATA COLLECTED BY <i>FRIDAY</i> OF THE SPECIFIED WEEK (<i>unless otherwise documented</i>)				Responsibility Quality Assurance
				Term 1	Term 2	Term 3	Term 4	
<i>Attendance and Student Engagement</i>	Attendance	<ul style="list-style-type: none"> Monitoring of student attendance/SDAs ensures students are receiving a right to education Through weekly analysis of attendance/SDAs data, a proactive approach to student/family support is identified during the Student Support Services meetings Monitor of support processes such as: PLPs, IBSPs, Wellbeing Support Plans, Crisis Plans, Risk Assessments to allocate resources appropriately for each individual 	<i>P-6</i>	Weekly	Weekly	Weekly	Weekly	<i>All staff</i>
	School Disciplinary Absences (SDA)	<ul style="list-style-type: none"> Disciplinary absences include suspensions, exclusions and cancellations of enrolment. These can only be used by a Department of Education school principal as a last resort for addressing serious behavioural issues 						<i>All DPs/Principal</i>
	Behaviour Incident Reports	<ul style="list-style-type: none"> Weekly examination of school/student behaviour data during student Support Services meetings to triage student support to ensure the appropriate application of resources Data analysis supports the case management focus of the Engagement Teacher Aide Monitor of support processes such as: PLPs, IBSPs and Wellbeing Support Plans and Risk Assessments to allocate resources appropriately for each individual OneSchool reports used for analysis are 'Students with Multiple Incidents' and 'Behaviour Summary Graphs' 						
<i>Wellbeing</i>	Personal and Social Capabilities (Checklist)	<ul style="list-style-type: none"> Track and monitor students against the Australian Curriculums Personal and Social Capabilities in the 4 elements (Self-awareness, Self-management, Social awareness and Social Management) Informs and supports the development of student wellbeing at Ashmore SS through strategic planning and targeted intervention 	<i>P-6</i>	Week 6	Week 6	Week 6	Week 6	<i>All Teachers</i>
	Rumble's Quest Student Wellbeing Measurement Tool	<ul style="list-style-type: none"> Rumble's Quest is a tool to measure the key indicators of wellbeing and executive functioning to gain unique insights into a child's capacity for learning and social interaction. The tool is used to: Identify vulnerable children, identify areas of need prevalent in particular groups of children, plan strategies and tailor programs, monitor change over time and measure effectiveness of programs Rumble's Quest will be conducted by all year levels during Term 1 and Term 4 and on enrolment for new students Pre and post-test for specific support and intervention programs: Psychologist - 10-week intervention; Chaplain; Guidance Officer – small group programs and the Engagement Support programs 	<i>P-6</i>	Week 2			Week 5	<i>All Teachers</i> <i>All DPs</i>
<i>Communication and Engagement</i>	Student Led Conferences Parent/Carer Open Afternoon	<ul style="list-style-type: none"> Informs parents/carers of student progress and is an opportunity to provide feedback on all aspects of their schooling Students showcase their learning through examples of work they have completed and utilise the 5 Learning Questions to articulate their learning to their parents/carers Student goals and areas of improvement are shared to build a collaborative working relationship between students, parents/carers and teachers Provides an opportunity for parents to meet their child's teacher Provides an opportunity for teachers to provide students with additional information regarding classroom practise 	<i>P-6</i>	<i>TBC</i>			Week 2-3	<i>All Staff</i> <i>All DPs</i>
<i>Communication and Engagement</i>	School Opinion Survey	<ul style="list-style-type: none"> Canvass the views of parents/caregivers, students and school staff from every state school on what our schools do well and how they can improve All staff, Year 5-6 students and all parents are encouraged to complete the School Opinion Survey each year School Opinion Survey provides evidence to support policy, planning and action for all aspects of the school community Information received from the School Opinion Survey supports the review of the School Performance Plan annually and related school priorities 	<i>P-6</i>				Week 7-10	<i>All Staff</i> <i>DP2</i>
<i>Differentiated Teaching and Learning</i>	Australian Early Development Census (AEDC)	<ul style="list-style-type: none"> AEDC provides a national measurement to monitor Australian children's development in the domains of physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based) and communication skills and general knowledge AEDC provides evidence to support policy, planning and action for health, education and community support AEDC occurs every three years and is completed by Prep classroom teachers 	<i>Prep</i>	<i>Triennially</i> <i>Next collection in 2024</i>				<i>Prep Teachers</i> <i>DP1</i>
	Nationally Consistent Collection of Data NCCD	<ul style="list-style-type: none"> NCCD on School Students with Disability based on the professional judgement of teachers, Deputy Principals, HOSSS and the Inclusion Teachers Recorded evidence of student adjustments covering a minimum 10-week period of school education Informs school of allocation of support from Inclusive Education Team 	<i>P-6</i>			Week 9		<i>All Teachers/ IET</i> <i>HOSSS/ All DPs/ Principal</i>
	Active School Travel	<ul style="list-style-type: none"> Teachers collect data on how students travelled to school Teachers input data onto the active school travel link 	<i>P-6</i>	Weekly	Weekly	Weekly	Weekly	<i>Class Teachers</i>

School Priority School Performance Plan		Assessment Tool	PURPOSE FOR COLLECTION AND TIMING	Year Level	DATA COLLECTED BY FRIDAY OF THE SPECIFIED WEEK <i>(unless otherwise documented)</i>				Responsibility
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Student Learning and Achievement Data	Differentiated Teaching and Learning	A-E Data Collection/Report Cards <i>(English and Mathematics)</i>	<ul style="list-style-type: none"> Track and monitor student achievement at the end of each term (Semester reporting data used for Term 2 and 4) Reflection of 'at risk' students identified during mid-point moderation and creation of PLPs Collaborative team discussions based on student growth aligned to the Data Walls during PLT sessions in Week 10 of each term Informs planning and pedagogy for the term ahead Semester Report Cards completed on OneSchool for all Key Learning Areas, inclusive of students on an Individual Curriculum Plan (ICP) and EAL/D students 	P-6	Week 10	Week 10	Week 10	Week 10	All Teachers All DPs/HODC
		Professional Learning Teams <i>(fortnightly)</i>	<ul style="list-style-type: none"> Developing teachers shared understanding and accountability of all students Utilising the Lyn Sharrat's 'Clarity' research as an underpinning focus for pedagogy development Focussed professional learning aligned to the Leading Learning Collaborative action plan Analysis of student data, achievement and growth aligned to School Performance Plan priorities Investment of an additional 30 minutes NCT which equates to 1 hour per fortnight to conduct PLTs Celebration of student growth and tracking this progress on the Data Walls 	P-6 Specialists/ IET/ Teacher Aides/ Leadership	Fortnightly	Fortnightly	Fortnightly	Fortnightly	All Teachers/ Teacher Aides/ Leadership All DPs/ HODC/ HOSSS/ Principal
		MODERATION	<ul style="list-style-type: none"> To ensure teachers' judgements of standards achieved by students are comparable within the school and the Australian Curriculum achievement standards To complete moderation portfolios prior to moderation session To review and sort relevant evidence from student work To make judgements on agreed criteria and come to a consensus To plan for future teaching 	P-6	Week 6 Midpoint- Formative	Week 5 Midpoint- Formative	Week 6 Midpoint- Formative	Week 5 Midpoint- Formative	All Teachers All DPs/HODC/HOSSS
		Data Discussion	<ul style="list-style-type: none"> Teachers record diagnostic assessment data (PAT Reading, PAT Maths, PM/PROBE and Words Their Way) within the relevant Quadrant tables Students record reflection of student data on the 4-Square Model table Teachers plot students using their initials within the columns of the table (below expected level, achieving at expected level or achieving above expected level). Be knowledgeable of the data provided and capable of interpreting the data of their students Attend the Data Discussion meeting with their Deputy Principal and Head of Curriculum Reflect on students' academic achievement and implement intervention strategies to further improve students level of achievement Utilise the Maker Model to support strategies for intervention for individual students 	P-6	Week 9-10			Week 3-4	All Teacher HODC Principal
		Personalisation	<ul style="list-style-type: none"> To plan differentiated pathways and targeted teaching to cater for student needs Track and celebrate student progress based on individual goals and student achievement 	P-6	Week 3	Week 3	Week 3	Week 3	All Teachers HODC/All DPs
		Student Support Team <i>(SST)</i>	<ul style="list-style-type: none"> Student Support Team (SST) meetings occur weekly on a Tuesday focusing on Tier 3 students Analysis of student data and intervention, tracking of Tier 1 and 2 supports/adjustments that have limited to no impact resulting in students moving into Tier 3 Tier 3 support includes but is not limited to external agencies, intensive adjustments, behaviour support plans, academic support plans (ICPs) and further testing/assessments Key stakeholders who attend SST meetings include Principal, Deputy Principal/s, HOSSS, HODC, GO, IET and Class Teacher, Speech Language Pathologist 	P-6	Weekly Tuesdays	Weekly Tuesdays	Weekly Tuesdays	Weekly Tuesdays	All Teachers/ IET HOSSS/ All DPs/ Principal
		SAGE Testing <i>(Gifted and Talented)</i>	<ul style="list-style-type: none"> SAGE Test (Screening Assessment for Gifted Elementary and Middle School Students) is an aptitude and achievement test, geared towards identifying gifted students in Primary schools All students in Year 1 and Year 4 engage with the SAGE Test. Students are not tested outside of these years The data informs the types of differentiation and intervention required for different groups of students 	Year 1 and Year 4	Week 9-10				IET/ Year 1 and 4 Teachers HOSSS/ DP1/ DP2
		EAL/D Bandscales <i>Data included on Semester Report Cards</i>	<ul style="list-style-type: none"> Bandscales State Schools (Queensland) data helps construct a comprehensive profile of EAL/D students providing a basis to build on strengths and target language learning needs Focus is to develop proficiency in SAE, and are able to learn and demonstrate their achievement against the Australian Curriculum concepts taught for their age Data analysis identifies EAL/D students progress and their growing awareness of the English language Monitoring of student progress supports the allocation of resources and intervention for those who require intensive support (Tier 3) Bandscales are completed each semester by the EAL/D Team leading up to the Semester 1 and 2 reporting period and shared with class teachers prior to Report Cards being completed 	P-6 <i>(EAL/D Students)</i>		Week 9		Week 9	EAL/D Teacher Aide/Teacher DP2
		English and Mathematics	NAPLAN	<ul style="list-style-type: none"> External National Standardised Testing Completed online (exception of Year 3 Writing) NAPLAN helps governments, education authorities and schools to see whether young Australians are reaching important literacy and numeracy goals. It provides information 	Year 3 & 5	Week 8-9			

			<ul style="list-style-type: none"> about how education programs are working, areas for improvement, and which schools need support in the teaching and learning of literacy and numeracy ✓ It can support school improvement by enabling teachers to monitor their students' progress over time against the national measure, to identify strengths and areas to improve in teaching programs. It provides additional information to support teacher judgement about progress in a child's level of literacy and numeracy attainment ✓ Supports school improvement against national measures ✓ Student achievement triangulated with A-E and Diagnostic data to support whole school priorities and intervention approaches 							HODC/DP2/DP3
		Early Start Oneschool	<ul style="list-style-type: none"> ✓ Generate purposeful data about Literacy and Numeracy achievement through the tracking of student progress and measuring growth for P-2 students ✓ The data informs curriculum planning and resourcing decisions and supports more effective differentiation for students in the early years of schooling ✓ Data shared and strategies for improvement identified and achievement tracked on Data Wall (Numeracy component) 	P-2	Week 1-6 Prep			Week 4-10 Prep- 2		All Teachers DP1/DP2

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Student Learning and Achievement Data (Diagnostic)	WORDS THEIR WAY <i>Spelling</i> Data uploaded to Oneschool	<ul style="list-style-type: none"> ✓ Internal monitoring for spelling ✓ Data shared and strategies identified against diagnostic assessment benchmarks during Term 1 and 4 Data Discussion meetings ✓ Strategies for improvement developed and implemented based on aspects of the maker model and 4 Square reflection to influence targeted teaching and learning ✓ Students growth and achievement celebrated in Term 4 Quadrant Data meeting 	P-1	Week 8 Data Discussions: Week 9- 10		Week 9	Data Discussion: Week 3-4	Class Teachers All DPs
			Year 2-6	Week 2 Data Discussions: Week 6-7		Week 1-2		
	Literacy Continuum Data uploaded to Oneschool	<ul style="list-style-type: none"> ✓ Continual collection of student's abilities to independently complete aspects of key literacy tasks ✓ Provides a set of benchmarks to support teachers in monitoring students' literacy development in the curriculum ✓ School focused intervention in response to data trends over a period of time ✓ Utilise data to determine student groups for Link It intervention across a cohort at the beginning of each term ✓ Students complete a post assessment at the end of each term to determine progress and next area of focus ✓ Data shared and strategies identified against benchmarks during Data Discussions meetings ✓ Strategies for improvement developed and implemented bason on aspects of the marker ✓ Students growth and achievement celebrated during Data Discussion meetings ✓ Internal monitoring for Reading for P-6 	P-6	Week 10 Ongoing	Week 10 Ongoing	Week 10 Ongoing	Week 10 Ongoing Data Discussions: Week 3-4	All DPs
	PAT Mathematics Data uploaded to Oneschool	<ul style="list-style-type: none"> ✓ Internal Monitoring for Maths ✓ Data shared and strategies identified against diagnostic assessment benchmarks during Term 1 and 4 Data Discussion meetings ✓ Strategies for improvement developed and implemented based on aspects of the maker model and 4 Square reflection to influence targeted teaching and learning ✓ Students growth and achievement celebrated in Term 4 Data Discussion meeting ✓ Student progress tracked on cohort Data Walls 	Year 3-6	Week 3 Data Discussions: Week 9-10			Week 1-2	3-6 Class Teachers DP2/DP3
	PAT Science Data uploaded to Oneschool	<ul style="list-style-type: none"> ✓ Internal Monitoring for Science ✓ Pre-assessment (Term 1) data shared and strategies identified to support focussed teaching and learning to further improve students' knowledge and understanding ✓ Distance travelled (Term 3) data shared to celebrate student success and high impact teaching and learning strategies ✓ Data Discussion meeting 	Year 3-6	Week 3			Week 1-2	Science Teacher HODC

For more detail on specific diagnostic assessments, please refer to the 'Diagnostic Testing Standard of Practice'. G:/Drive/Coredata/Planning 2023/Diagnostic Assessments