ASHMORE STATE SCHOOL
2025 Data Plan

School Name: Ashmore State School

Data Plan version history: November, 2024

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Annual Improvement Plan: 2025   **Next Review:** July, 2025

School Priority *School Performance Plan*		Assessment Tool	PURPOSE FOR COLLECTION AND TIMING	Year Level	DATA COLLECTED BY *FRIDAY* OF THE SPECIFIED WEEK *(unless otherwise documented)*				Responsibility
					Term 1	Term 2	Term 3	Term 4	Quality Assurance
Student Wellbeing	Attendance and Student Engagement	**Attendance**	✓ 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	*P-6*	Ongoing	Ongoing	Ongoing	Ongoing	*All staff*
		School Disciplinary Absences (SDA)	✓ 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						*All DPs/Principal*
		Behaviour Incident Reports	✓ Examination of school/cohort/student behaviour data to assist in triaging of student support to ensure appropriate application of resources ✓ Data analysis supports case management focus of the Engagement Teacher Aide and the inclass support provided ✓ Monitor of support processes such as: PLPs, ISBPs and Wellbeing Support Plans and Risk Assessments to allocate resources appropriately ✓ OneSchool reports used for analysis are '*Students with Multiple Incidents*' and '*Behaviour Summary Graphs*'						
	Attendance and Student Engagement	**Switch4Schools**	✓ Switch4Schools is an innovative program designed to enhance students' personal and social skills while addressing their emotional wellbeing. ✓ Identifies vulnerable children and specific areas of need within different groups or year levels, allowing for targeted support and continuous monitoring of progress and instructional effectiveness. ✓ Provides real-time data on students' emotional states and offers tailored strategies—referred to as "switches"—for both teachers and students to use in response to this information. ✓ Through regular check-ins, students self-report their emotions and access practical strategies to manage them more effectively, fostering lifelong emotional resilience and self-regulation skills.	*P-6*	Ongoing Yr 4-6	Ongoing Yr 4-6	Ongoing P-6	Ongoing P-6	*All Teachers*
	Communication and Engagement	**Parent Teacher Interviews**	✓ Parents/carers are offered the opportunity to discuss their child's achievement and progress with their child's teachers **twice** a year ✓ Within the Semester 1 Report Card, class teachers will have the option to request a Parent Teacher Interview in Term 3 ✓ During the Parent Teacher Interviews, students will showcase their learning by responding to the 5 learning questions on the learning they have completed ✓ IET and Specialists Staff will also be present for parent/carers to access twice per year ✓ Student goals and areas of improvement are shared to build a collaborative working relationship between students, parents/carers and teachers	*P-6*		*Week 3*	Week 3		*All Staff* *All DPs*
		School Opinion Survey	✓ 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	*P-6*			Week 7-10		*All Staff* *DP2*
		Nationally Consistent Collection of Data *NCCD*	✓ 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	*P-6*		Week 9			*All Teachers/ IET* *HOSSS/ All DPs/ Principal*
		Active School Travel	✓ Teachers collect data on how students travelled to school ✓ Teachers input data onto the active school travel link	*P-6*	Weekly	Weekly	Weekly	Weekly	*Classl Teachers*

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				Term 1	Term 2	Term 3	Term 4	
Student Learning and Achievement — *English and Mathematics*	**Academic Reporting**	✓ Parents/carers are provided a plain language academic report, *twice* a year (end of Semester 1 and Semester 2) ✓ Academic Reports report on what was taught and assessed in the reporting period (semester) ✓ Teachers complete academic reports using OneSchool and following the Ashmore SS Reporting Guidelines that are consulted on with staff and agreed to via LCC ✓ Achievement scale is reported on as A, B, C, D and E (or an equivalent reporting scale) ✓ Report on English as an additional language or dialect (EAL/D) students who are provided intensive Standard Australian English (SAE) language teaching within their first 12 months of schooling in Australia, as determined by the school ✓ On request from a parent/carer, the HODC can provide comparative reporting for each learning area and/or subject provided to the student while maintaining individuals' privacy ✓ Collaborative team discussions based on student growth aligned to the Data Walls ✓ 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 8		Week 8	
	Moderation	✓ Alignment to the four phases of moderation (before, after, after, end) ✓ Calibrate and confirm judgements of student achievement based on the Australian Curriculum and relevant five-point marking guide ✓ Moderation portfolios completed and shared at 'end' moderation at the end of each semester ✓ Support the planning of teaching and learning in the future through Before Moderation PLTs in Week 8 of each term	*P-6*	Week 6 *After Moderation* / Week 9 *After After Moderation*	Week 6 *After Moderation* / Week 8 *After After/End Moderation Portfolio*	Week 6 *After Moderation* / Week 9 *After After Moderation*	Week 6 *After Moderation* / Week 8 *After After/End Moderation Portfolio*	***All Teachers*** / ***All DPs/HODC/HOSSS***
	Professional Learning Teams/ Case Management	✓ Developing teachers shared understanding and accountability of all students ✓ Analysis of student data, achievement and growth aligned to School Performance Plan ✓ Investment of an additional 30 minutes NCT which equates to 1 hour per fortnight to conduct PLTs ✓ Be knowledgeable of the data provided and capable of interpreting the data of their students ✓ Attend Case Management meetings with their Deputy Principal and/or Head of Curriculum during Week 4 and 6 PLTs and if required at a SST Meeting ✓ Reflect on students' academic achievement and implement intervention strategies to further improve students' level of achievement ✓ Celebration of student growth (Week 10 PLT) 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***
	Student Support Team (SST)	✓ 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 and Psychologist	*P-6*	Weekly *Tuesdays*	Weekly *Tuesdays*	Weekly *Tuesdays*	Weekly *Tuesdays*	***All Teachers/ IET*** / ***HOSSS/ All DPs/ Principal***
	EAL/D Bandscales *Data included on Semester Report Cards*	✓ 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 awareness of the English language ✓ Monitoring of student progress supports the allocation of resources and intervention for those who require intensive support (Tier 3)	*P-6 (EAL/D Students)*		Week 9		Week 9	***EAL/D Teacher Aide/Teacher*** / ***DP2***
English and Mathematics	**NAPLAN**	✓ 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 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	*Year 3 & 5*	Week 8-9				***Year 3 and 5 Teachers*** / ***HODC/DP2/DP3***
	Literacy Continuum *Data uploaded to Oneschool*	✓ 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 ✓ The continuum supports teachers to provide feedback to students about their literacy progress and inform them of the skills and strategies they need to develop further in order to move along the learning sequence ✓ Internal monitoring for Reading for P-6	*P-6*	Week 10 *Ongoing*	Week 10 *Ongoing*	Week 10 *Ongoing*	Week 10 *Ongoing*	***Class Teachers*** / ***All DPs***
	P–2 Literacy Continuum Monitoring Tasks	✓ Literacy continuum monitoring tasks provide a point-in-time snapshot of students' literacy knowledge and skills across key junctures in the early years. ✓ used to support teachers using the updated P–10 Literacy continuum ✓ Literacy continuum monitoring tasks are aligned to the Australian Curriculum Version 9.0 and can be used in parallel with other classroom monitoring to provide teachers with data that supports teaching and learning	*P-2*	Week 10 *Prep (Task 1)*		Week 9-10 *Prep (Task 2) Year 1-2*		***All Teachers*** / ***DP1***
	Sounds Write	✓ An expertly structured synthetic phonics programme based on the science of reading. ✓ Used to support students to be explicitly taught phonics in a systematic and vertically mapped way for Prep to Year 2 ✓ Used as an intervention program for students in Years 3-6 to support in building their foundational skills and closing the gap in literacy understanding ✓ Draws on well-established theories of learning and teaching, and focuses first and foremost on developing teacher knowledge, as this is the single greatest factor in improving student outcomes ✓ Pre and Post tests included for students and teachers at the end of each phase to monitor progress and provide formative feedback on areas of strength and areas for improvement	*P-3*	Ongoing	Ongoing	Ongoing	Ongoing	***Class Teachers*** / ***All DPs***