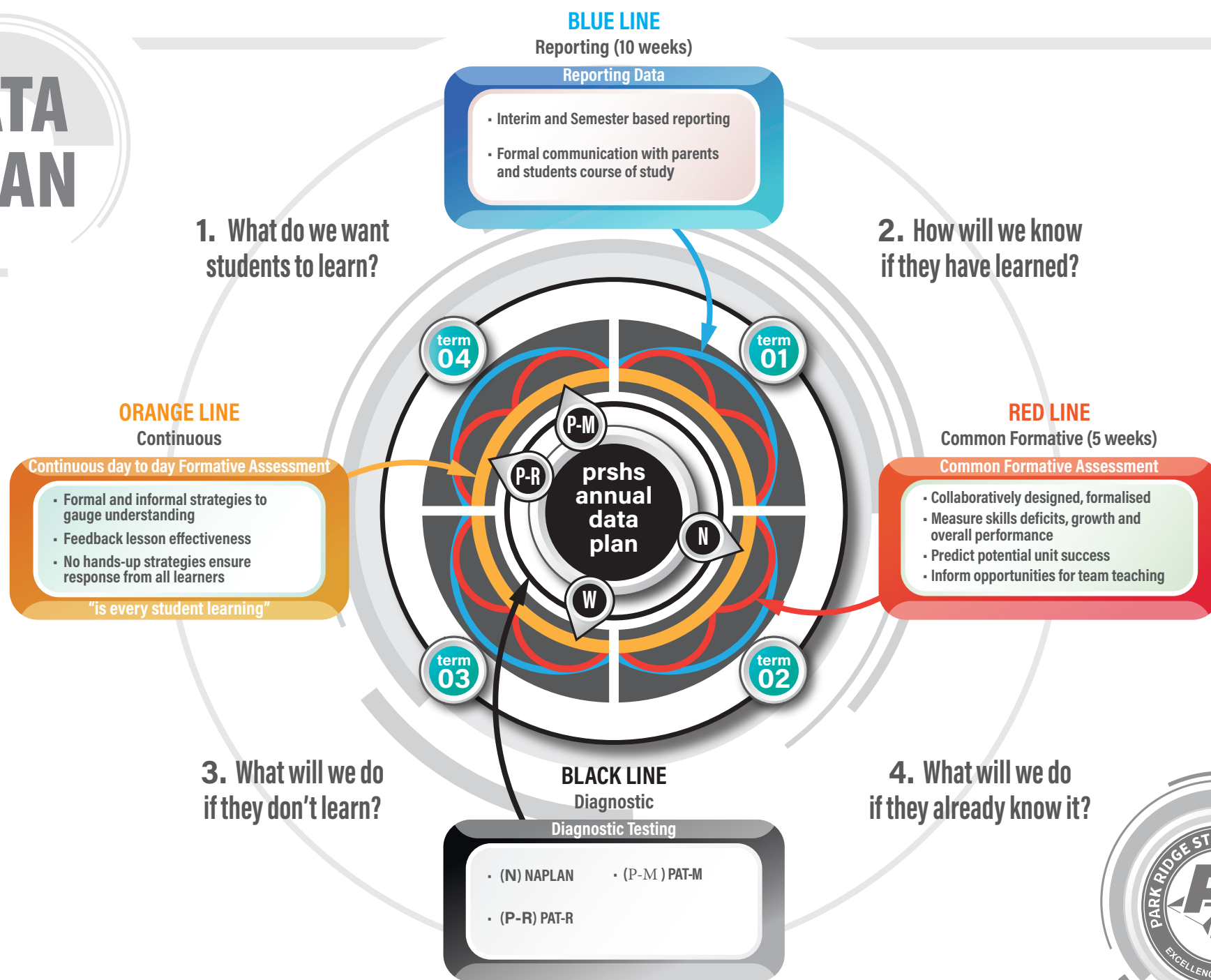


DATA PLAN



1. What do we want students to learn?

2. How will we know if they have learned?

3. What will we do if they don't learn?

4. What will we do if they already know it?

4 Critical Questions



DATA INFORMED PRACTICE

Park Ridge SHS utilises data driven decision making at all levels supporting strong professional conversations about student achievement based on quality data. Data is constantly used to inform planning and students are taught to understand their data to plan for improvement.

	Start of Term/Year	Throughout Term	End of Term/Year
Whole School Data Cycles Executive Team Tools AIP, School Data Profile	• Communicate Strategic Plan AIP • Communicate previous year's major data sets • Set school goals based on AIP in the areas of: • Attendance • QCE Attainment • LOA attainment • Develop action plans	• Analyse whole school data • Analyse faculty data in line with faculty goals • Identify developing issues • Communicate progress towards goals • Celebrate Success	• Update AIP • Communicate status of goals • Review action plans • Review whole school data • Celebrate Success
Faculty Data Cycles Heads of Department and collaborative Teaching Teams Tools Faculty AIP, Classroom Placemat, Faculty Data review, APR	• Analyse previous years data • Develop AIP • Set cohort specific targets • Develop PLT's • Ensure Common Formative assessment cycles • Facilitate and monitor Classroom Placemat creation.	• Facilitate moderation, unit and task reflection • Implement student improvement strategies identified by teachers • Ensure formative assessment and intervention strategies are occurring. • Review Faculty common Formative and Reporting Data against targets • Review PLT efficacy • Engage teachers in reflection of results as part of the Annual Performance Development Plan. • Celebrate Success	• Review Faculty Reporting Data against targets • Supervise accurate updating of OneSchool reporting (end of each semester). • Review AIP faculty performance against AIP goals and targets. • Celebrate Success
Engagement Data Cycles (Curriculum, Behaviour, wellbeing) Engagement Team, Executive Team, Heads of Department, Teachers,	• Analyse previous year/term data • Develop AIP • Set cohort specific targets • Compile data on cohorts • Compile data on complex students	• Attendance Check-in • Analyse and present data on cohorts • Analyse and present data on complex students	• Review action plans • Review whole school data • Communicate status of goals • Celebrate Success

DATA IN THE CLASSROOM

Successful teaching requires a thorough knowledge of the curriculum and the student. Teachers analyse a range of data to understand a student's starting position and plan teaching accordingly. Teachers employ a series of data cycles to check for understanding, inform reteaching, measure student mastery of skills and evaluate effectiveness of teaching and assessment.

Class Data Cycle

Teachers
Professional Learning Teams

Tools

OneSchool class dashboard
Classroom Placemat
Professional Learning Team Framework

Getting to know your students:

Use data on your class to identify the following on your **Classroom Placemat**:

- 3 student groupings (high, mid, low) with corresponding improvement strategies
- students at risk of failing/disengaging
- Indigenous students, English as Additional Language/Dialect (EALD), Out of Home Care, Disability, Support and/or Personalised Learning Plan
- students with a medical condition which may affect their learning
- high Achieving students
- irregularities between data sets (eg. High NAPLAN, low LOA)
- threshold students (students who results indicate that they are close to moving up or down a band)

Start of Term

Throughout Term

End of Term

Cycle of planning: Implementing and reflecting should be repeated for each unit of work.

- Use data to determine student starting position
- Identify students at risk (Academic and engagement)
- Plan with PLT for the collection of formative data and devise appropriate interventions
- Group students on placemat and document specific improvement strategies

- Collaboratively collect and analyse formative data about student learning to inform teaching and re-teaching opportunities and student feedback
- Interrogate orange and red line data to investigate the learning needs of individual students and implement strategies to meet these needs
- Collaboratively measure effectiveness of teaching strategies employed
- Predict potential academic success
- Reflect on results as a part of the APR
- Review effectiveness of placemat strategies

- Report on student progress against the relevant achievement standard/syllabus
- Provide feedback to students based on their summative assessment
- Engage in department moderation processes
- Engage in department data cycle meetings and reflect on success of action plans
- Review effectiveness of placemat strategies

Students

Tools

Classroom OneNote
Organiser

- Reflect on previous learning

- Respond to formative assessment feedback
- Log attendance data

- Evaluate achievement in line with response to formative assessment feedback