

# Data Plan for implementation in 2023



School Name: **Sunshine Beach State School**

Data plan leader: Sascha Steinbeck - HOD Curriculum

Data plan version history: **13/03/2023 Version 5**

Last reviewed: (date)13/03/2023 Shared with LCC: (date)\_

Data plan alignment:

School strategic plan: **2020 – 2023** Annual Implementation plan: **2023**

Student Wellbeing		Collection Points				Source of data / where data is stored	How data is used (Purpose)	Targets/ Desired outcomes	When the data is available	When data is used	Who makes data available /looking after data sets	Who generated the data / who enters the data into the system	Who accesses and uses the data
School Strategic Priority	Data Set	T1	T2	T3	T4								
Priority: A culture that promotes learning	Attendance Data	✓	✓	✓	✓	OneSchool	Duty of care accountability for all students	Attendance rate 93% Unexplained Absences 0%	Daily	Daily	Office Staff	Teachers	Teachers Leadership Team
Priority: A culture that promotes learning	School Disciplinary Absence Data (SDA)	✓	✓	✓	✓	OneSchool	Inform IBSP's, Risk Assessments, Levels of Support Inform teaching and learning / intervention	Sem 1 2023 <b>Target – Sem 1 2023 – less than 3 major incidents per week</b> Sem 2 2023 <b>Target- Sem 2 2023 – less than 3 major incidents per week</b>	End of Semester	End of Semester	Kathryn Cook Sascha Steinbeck	Deputy Principals/Principal	Leadership Team
Priority: A culture that promotes learning	Enrolment Data(Day 4 and 8)	✓	*	*	*	OneSchool	Enrolment management, students with disabilities, Indigenous students.	Maintain current staffing levels	Daily	Daily	Principal, Business Manager, Office Staff	Teachers	Teachers Leadership Team
ACHIEVEMENT		Collection Points				Source of data / where data is stored	How data is used (Purpose)	Targets/ Desired outcomes	When the data is available	When data is used	Who makes data available /looking after data sets	Who generated the data / who enters the data into the system	Who accesses and uses the data
School Strategic Priority	Data Set	T1	T2	T3	T4								
Priority: An explicit Improvement Agenda Priority: Targeted use of school resources Priority: Systematic curriculum delivery	Student A-E DataP-6		✓		✓	OneSchool Academic Reporting	Determine focus areas for differentiation planning, curriculum delivery planning, and effective pedagogy planning.	English, Mathematics, Science 96 % of students achieving C or higher	Reporting data end T2& T4	Twice yearly reporting to parents.	HOD-C	Teachers	Parents Teachers Leadership Team Region
Priority: An explicit Improvement Agenda Priority: Targeted use of school resources Priority: Systematic curriculum delivery	Summative Task Data (All Poles recorded)	✓	✓	✓	✓	OneSchool Markbooks	Evidence of student summative assessment achievement for monitoring and reporting.		As collected	Twice yearly reporting to parents. <b>M4 Moderation Process T2 &amp; T4</b>	HOD-C OneSchool	Teachers	Teachers Leadership Team
Priority: An explicit Improvement Agenda Priority: Targeted use of school resources Priority: Systematic	Report Card Data Behaviour & Effort		✓		✓	One School Academic Reporting	Determine focus areas, inform practice and targeted support	Sem 1 2023 Behaviour – Students receiving D or E – 2.6%. <b>Target 2%</b> Sem 2 2023 Effort – Students receiving D or E – 1.9%. <b>Target 1.5%</b>	Reporting data end T2& T4	Twice yearly reporting to parents.	Sascha Steinbeck	Teachers	Parents Teachers Leadership Team Region
Priority: An explicit Improvement Agenda Priority: Analysis and discussion of data Priority: Differentiated teaching and learning	CASW – Case Management	Week 4 Week 7 Week 10	Week 1 Week 5 Week 10	Week 1 Week 5 Week 10	Week 1 Week 5 Week 10	Student Writing Samples analysed for two Marker Students per class. One Note	Identify and target gaps in learning, and next steps in progressing students to reach the achievement standard. Collegial conversations around data and pedagogy for next steps of learning.	96% of students achieving C or higher in English	Week 1 Week 5 Week 10	Week 1 Week 5 Week 10	Teachers	Teachers / HOD-C	Teachers Leadership Team
Priority: Analysis and discussion of data	PM Benchmark  NB: Students will be Benchmarked regardless of Year Level until they complete a Level 30 PM. Once this has been achieved, students' reading progress will continue to be tracked formatively in class and summatively through English tasks.	Yr 1/2 Week 10	Yr 3/4 Week 5 Prep Week 8 (ongoing)	Yr 1/2 Week 10	Yr 3/4 Week 5	OneSchool	To track independent reading and comprehension level, to inform differentiation, support and/or interventions so that students can meet the literacy demands of the curriculum. <b>PM</b> recorded to level 30.	96% of students achieving a literacy level that allows them to confidently access and engage in the curriculum to meet achievement standard expectations.	Prep – Term 2, Week 8 Ongoing; Yr 1 & 2 – Term 1 and 3, Week 10; Year 3 & 4 – Term 2 and 4, Week 5	Ongoing / Planning	LET Team	Teachers	LET Teachers Leadership Team
Priority: Analysis and discussion of data	Maths Diagnostic Papers	Pre	Post	Pre	Post	Spreadsheet uploaded to One Note	Used as a formative assessment to give information around what needs to be taught or consolidated within the semester for students to be successful.	96% of students achieving a Numeracy level that allows them to confidently access and engage in the curriculum to meet achievement standard expectations.	End of each semester	Ongoing / Planning	LET, HOD-C	Teachers	Teachers Leadership Team

<i>Priority:</i> Analysis and discussion of data	Number Facts Diagnostic	✓		✓		Uploaded into One Note	Tracking student progress – information passed on to following years teacher	96% of students achieving a Numeracy level that allows them to confidently access and engage in the curriculum to meet achievement standard expectations.	As collected	Ongoing / Planning	LET, HOD-C	Teachers	Teachers
<i>Priority:</i> Analysis and discussion of data	NAPLAN		Y3,5			Collected on <a href="https://www.assessform.edu.au">https://www.assessform.edu.au</a> Published on OneSchool	To provide information on how students in Years 3 and 5 are performing in reading, writing, spelling, punctuation, grammar, and numeracy.	All students achieving the NAPLAN national minimum standard or above. Year 3 band 2, Year 5 band 4.	T2	T3	ACARA Deputy (Marc Baker) HOD-C	Students online testing	Parents Teachers Leadership Team
<i>Priority:</i> Differentiated teaching and learning	Learning Profiles for students with additional learning needs	✓	✓	✓	✓	Word Document uploaded to One School	To document, track and monitor adjustments made for students who are not achieving benchmark To maintain continuity of learning for students who need considerable adjustments made.	To enable all students to achieve: <ul style="list-style-type: none"> <li>Supported transitions</li> <li>Continuity of learning</li> <li>Tailored support for students with additional needs.</li> </ul>	End of school year	Beginning of new school year	LET	LET	Teachers Leadership Team
<i>Priority:</i> A culture that promotes learning	Behaviour	✓	✓	✓	✓	One School	Monitor and provide support for students experiencing behaviour challenges in order to support them to be safe and engaged whilst at school	All students accessing the support and intervention individually required to build capacity and their ability to engage in learning and make choices that support their learning.	As collected	Ongoing	Deputy Principal HOD-C	Teacher Classroom Teachers Leadership Team	Parents Teachers Leadership Team

OTHER			Collection Points				Source of data / wheredata is stored	How data is used (Purpose)	Targets/ Desired outcomes	When the data is available	When data is used	Who makes data available / looking after datasets	Who generated the data / who enters the data into the system	Who accessessand uses the data
School Strategic Priority	Data Set		T1	T2	T3	T4								
Priority: Differentiated teaching and learning	Transitions	Transition Statements Kindy -> Prep				✓	QCAA Website Downloaded by Transitions officer and stored in One School	To inform the transition of students beginning school and ensure that they begin in a supportive and informed environment.	Smooth and supportive transition for incoming Prep Students	End of year	On the start of Prep	Transition Officer	Kindergarten Teachers	Parents Teachers Transition Officer Leadership Team
Priority: Differentiated teaching and learning		Transitions – High School Learning Profiles Year 6 -> High School					✓	Document completed in conjunction with SBSS teachers and High School staff	To inform the transition of students into high school and ensure that they begin in a supportive and informed environment.	Smooth and supportive transition for exiting Year 6 Students	End of year	During transition	High School	Year 6 teachers High School staff Christine Baldry (Year 5/6 LET)
Priority: Differentiated teaching and learning	NCCD				Aug		OneSchool	To collect data about students with disability who arereceiving adjustments in school.	All students with disability to receive adjustmentsso they can access and participate at school on the same basis as their peers.	August	As required	OneSchool	Principal	Teachers Leadership Team Region
Priority: Differentiated teaching and learning	Australian Early Development Cencus (AEDC)		Every three years last collected 2021 – next collection year 2024				AEDC Website	To inform teaching, learning and the preparation of such in an everchanging demographic and social climate. The data informs how the school may need to adapt and change to the students learning within our school.	Teachers/School/Transition program informed and supportive of learners and their needs.	Every three years	When received	Australian Gov. Principal	Prep Teachers	Australian Gov. Leadership Team Prep Transitions officer Prep Teachers
Priority: A culture that promotes learning	School Opinion Survey				July		OneSchool	To identify what our school is doing well and how we can improve.	>90% agreement with all statements	T4	T4-T1	Tracy Blandford	Parents/Carers Students Staff	Teachers Leadership Team

DATA ACTIVITIES		Collection Points				Source of data / where data is stored	How data is used (Purpose)	Targets/ Desired outcomes	When the data is available	When data is used	Who makes data available /looking after data sets	Who generated the data / who enters the data into the system	Who accesses and uses the data
School Strategic Priority	Data Set	T1	T2	T3	T4								
<i>Priority:</i> An explicit Improvement Agenda <i>Priority:</i> Analysis and discussion of data	Monitoring or reviewing of School Performance Plans (AIP / Strategic Plan)	✓	✓	✓	✓	Leadership One Note	Determine focus areas for strategic improvement - Review of progress made / areas for attention timelines achieved.	<ul style="list-style-type: none"> <li>Adhere to timelines</li> <li>complete actions</li> <li>achieve targets</li> </ul>					Parents Teachers Leadership Team Region
<i>Priority:</i> Systematic curriculum delivery	Monitoring or reviewing of the three levels of planning	ONGOING				SBSS Curriculum One Note	Continued refinement and line of sight across the three levels of planning	Alignment between documented and enacted curriculum					HOD-C Teachers Leadership Team Region

