



School Name: **Burrowes State School**

Data plan version history: **Developed V2 March 2023**

Data plan alignment: School strategic plan: **2020 - 2023**

# Data Plan for implementation in 2023

Data plan leader: **BSS Leadership Team (Principal, Deputy Principal, HOSS, HOD/C)**

Last reviewed (date) **March, 2023**

Shared with LCC **Week 10, term 1, 2023**

Annual Implementation plan: **2023**

School Strategic Priority	Data set	What is the purpose for using the data? How the data is used?	What are the targets / desired outcomes associated with using the data set?	What is the data source? Where is the data stored?	Who is responsible for making the data available? Who is responsible for looking after the data set?	Who accesses the data/ who generates (and inputs the data)?	Who uses the data?	Educational Achievement	Wellbeing & Engagement	Culture & Inclusion	Ongoing	Term 1	Term 2	Term 3	Term 4
Educational Achievement: Priority 1: Reading	Oral Reading Check In (Rubric – Attached)	<b>Assessment of/for learning</b> – identify decoding, blending, taught high frequency words, fluency, strands of familiar words and comprehension. Used to gather more detailed information about discrete skills that relate to learning, E.G. literacy capability	<ul style="list-style-type: none"> <li>65% or more at C or above – Term 1 - 75% Term 4</li> <li>Improved <b>targeted reading</b> instruction</li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> <li>Scheduled Diagnostic Testing Mark Book</li> <li>Track Ed</li> </ul>	Teachers	Teachers Leadership	Teachers Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Early Start Literacy and Numeracy	<b>Assessment of/for Learning</b> Systemic Data for <b>Prep beginning of year, and Prep, 1 &amp; 2 end year</b> . Used to gather more detailed information about discrete skills that relate to learning, E.G. literacy and/or numeracy capability	<ul style="list-style-type: none"> <li>Improved targeted <b>teaching and Differentiation</b></li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> </ul>	Teachers	Teachers Leadership	Teachers DOE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	PLD Placement Screening	<b>Assessment for Learning</b> To place students in appropriate learning group as required. <b>In Prep Always Term 1 Week 6</b>	<ul style="list-style-type: none"> <li>Improved targeted <b>teaching and Differentiation</b></li> </ul>	<ul style="list-style-type: none"> <li>Centrally located excel spread sheet – Whole School OneNote</li> </ul>	Teachers	Teachers Leadership	Teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PLD Term Testing, including reading screener (decoding)	<b>Assessment of/for Learning</b> measures the development of PLD phonics & spelling, along with decoding of single word. Used to gather more detailed information about discrete skills that relate to learning, E.G. literacy capability	<ul style="list-style-type: none"> <li>Improved targeted <b>teaching and Differentiation</b></li> </ul>	<ul style="list-style-type: none"> <li>Centrally located excel spread sheet – Whole School OneNote</li> </ul>	Teachers	Teachers Leadership PLD	Teachers Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Literacy Continuum	<b>Assessment of Learning</b> Systemic Data across a range of literacy clusters	<ul style="list-style-type: none"> <li>Improved targeted <b>teaching and Differentiation</b></li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> </ul>	Teachers	Teachers HOD/C	Teachers Leadership DOE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Reading Summative Assessment per Year Level/Band Plan	<b>Assessment of Learning</b> , using a GTMJ and placed within a folio of work for on balance judgement for reporting.	<ul style="list-style-type: none"> <li>75% or more students at C or above – English S1 - 80% English S2</li> <li>Improved <b>targeted reading</b> instruction</li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> <li>Scheduled Mark Book</li> <li>Track Ed</li> </ul>	Teachers	Teachers Leadership	Teachers Leadership	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Educational Achievement	Subject A-E - Summative Tasks as per Year Level /Band Plan	<b>Assessment of Learning</b> , using a GTMJ and placed within a folio of work for on balance judgement at reporting and to collect evidence of student learning against the achievement standards and to inform next steps for teaching and learning.	<ul style="list-style-type: none"> <li>75% or more students at C or above – English S1 - 80% S2</li> <li>80% or more students at C or above – Math S1 - 85% S2</li> <li>75% or more students at C or above – Science S1 80% S2</li> <li><b>NCCD: 50% or more students at C or above – English S1 - 60% S2</b></li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> <li>Scheduled Mark Book</li> <li>Track Ed</li> </ul>	Teachers	Teachers Leadership DOE	Teachers Leadership DOE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Monitoring Tasks as per Year Level /Band Plan	<b>Assessment as Learning</b> , designed to track student progress against the relevant achievement standards	<ul style="list-style-type: none"> <li>Improved targeted <b>teaching and Differentiation</b></li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> <li>Scheduled Mark Book as required via P-12 CARF</li> </ul>	Teachers	Teachers	Teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Case Management/ Learning Review Team (LRT)	Template & Anecdotal, may include Assessment for/of learning already collected in the classroom. Student at a glance referral. May require additional data collections.	<ul style="list-style-type: none"> <li>Improved individual targeted <b>Teaching and Differentiation for Focused and Intensive</b> instruction</li> </ul>	<ul style="list-style-type: none"> <li>OneSchool Support Provisions and LRT Dashboard</li> <li>PLT Minutes</li> </ul>	Teachers HOD/C LRT	Teachers HOD/C LRT	Teachers LRT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NAPLAN	<b>National Assessment Program: Literacy and Numeracy Standardised Assessment</b> Systemic Data Collection	<ul style="list-style-type: none"> <li>Reading above NMS Yr 3 95% - Yr 5 95%</li> <li>Reading U2B's Yr 3 35% - Yr 5 35%</li> </ul>	<ul style="list-style-type: none"> <li>ACARA</li> </ul>	Teachers HOD/C ACARA	Teachers Leadership DOE ACARA/QCAA	Teachers Leadership DOE QCAA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Strategic Priority	Data set	What is the purpose for using the data? How the data is used?	What are the targets / desired outcomes associated with using the data set?	What is the data source? Where is the data stored?	Who is responsible for making the data available? Who is responsible for looking after the data set?	Who accesses the data/ who generates (and inputs the data)?	Who uses the data?	Educational Achievement	Wellbeing & Engagement	Culture & Inclusion	Ongoing	Term 1	Term 2	Term 3	Term 4
		Used to measure the understandings and skills developed over time by teaching the curriculum													
	Moderation	<b>BAAE Model Assessment of Learning</b> Before, After, After, End Moderation practices	<ul style="list-style-type: none"> <li>Improved <b>authentic data</b> with <b>consistent reporting</b> against the Achievement Standards</li> </ul>	<ul style="list-style-type: none"> <li>Student folios per subject –summative: GTMJ</li> </ul>	Teachers	Teachers	Teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Reporting	As per the <b>Whole School Provision of Curriculum</b> , subjects are reported on to parents via on-balance judgement of a folio of work	<ul style="list-style-type: none"> <li>75% or more students at C or above – English S1 - 80% S2</li> <li>80% or more students at C or above – Math S1 - 85% S2</li> <li>75% or more students at C or above – Science S1 80% S2</li> <li><b>NCCD: 50% or more students at C or above – English S1 - 60% S2</b></li> </ul>	<ul style="list-style-type: none"> <li>Individual student folios per subject – summative: GTMJ assessment</li> </ul>	Teachers Leadership	Teachers Leadership	Teachers Leadership DOE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Culture and Inclusion	NCCD	National collection of data relating to disability categories and levels of adjustment provided in school. Data is used at a state level for staffing (RAR).	<ul style="list-style-type: none"> <li>Improved recording of personalised learning and reasonable adjustments for students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>One School PLP</li> <li>One School NCCD tool</li> </ul>	Teachers Support Teachers HOSS Principal	Teachers Leadership DOE	Teachers Leadership DOE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	ICP	<b>Individual Curriculum Plans</b> Use of pre-existing data in most cases to identify the tailored adjustments required for learning at a lower/higher level	<ul style="list-style-type: none"> <li>80% of students achieving C or above at their ICP level</li> </ul>	<ul style="list-style-type: none"> <li>OneSchool ICP – Support Tab with evidence</li> </ul>	Teachers Support Teachers	Teachers Support Teachers Leadership	Teachers Support Teachers Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Kids in Care	Use of pre-existing data in most cases to identify the tailored adjustments required for learning	<ul style="list-style-type: none"> <li>Improved targeted <b>teaching and Differentiation</b></li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> <li>Kids in Care Plan</li> </ul>	Teachers GO, DP	Teachers GO, DP	Teachers GO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	First Nation Australians	A collection of already provided data sets from OneSchool which provides insight to assess learning and progress, including (attendance, behaviour and LOA) in a disaggregated manner with a First Nations focus.	<ul style="list-style-type: none"> <li>Improved targeted <b>teaching and Differentiation</b></li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> </ul>	DP Wellbeing First Nations Champion	DP Wellbeing First Nations Champion	Teachers DP Wellbeing First Nations Champion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EAL/D	<b>Band Scales:</b> Provide a map of EAL/D learners progress across the acquisition of English language. They provide a description of second language acquisition and development. And pre-existing data sets e.g. LOA.	<ul style="list-style-type: none"> <li>Improved targeted <b>teaching and Differentiation</b></li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> </ul>	EAL/D Support Teacher	Teachers Leadership DOE	Teachers Leadership DOE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School Opinion Survey	Student, Staff and Community Data yearly systemic data collection	<ul style="list-style-type: none"> <li>Minimum of &gt;85% of parents, students and staff are satisfied that behaviour is well managed at BSS</li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> </ul>	Staff Students Community	DOE Principal	DOE Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wellbeing and Engagement: Priority 2: Behaviour	Attendance	Tracking of individual students (students at risk etc) Same day notification of absences	<ul style="list-style-type: none"> <li>Attendance Rate 90%</li> <li>% Below 85% = Less than 25%</li> <li>Closing the Gap</li> <li>Less than 10%</li> </ul>	<ul style="list-style-type: none"> <li>One School</li> <li>ID Attend</li> </ul>	Behaviour TA	Behaviour TA	BEAT Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Student Wellbeing Survey	Data will allow the school to monitor climate, engagement and wellbeing in line with the student learning and wellbeing framework across 12 aspects	<ul style="list-style-type: none"> <li>Improved understanding of wellbeing and engagement across the student body</li> </ul>	<ul style="list-style-type: none"> <li>G drive</li> </ul>	Teachers GO Social Worker	GO Social Worker	Teachers GO Social Worker Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Positive Behaviour for Learning	Drives Merit Point reinforcement system PBL/Zones Fortnightly focus Includes SDA reports	<ul style="list-style-type: none"> <li>Less than 100 SDA's for the year.</li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> </ul>	DP Behaviour	PBL Leadership	PBL Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Major Incident Data	PBL/Zone Fortnightly focus	<ul style="list-style-type: none"> <li>Decrease in behaviour incidences across the school, data based focus</li> </ul>	<ul style="list-style-type: none"> <li>OneSchool</li> </ul>	DP Behaviour	PBL Leadership	PBL Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effective Behaviour Survey	Consistency of PBL use across the school – implementation with fidelity	<ul style="list-style-type: none"> <li>Increase of 5% (2022 to 2023) across all school systems via EBS survey</li> </ul>	<ul style="list-style-type: none"> <li>G drive</li> </ul>	DP Behaviour and PBL coach	PBL Leadership	PBL Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

