Data Plan for implementation in 2025

School name: Murray River Upper State School   **Data Plan leader:** Megan Brimelow (Principal)

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Data Plan alignment: School Strategic Plan (date range): 2022-2025   **Annual Implementation Plan (date):** 2025

(Code for entering data A = available, G = generate, U = used)

School Strategic Priority	Data set	What is the purpose for using the data? How will the data be 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?	Ongoing	Term 1	Term 2	Term 3	Term 4
School priority 1: WAYS OF WORKING FOR FEEDBACK AND WOW 8.0 Enhance the capability of the teaching team to utilise an agreed range of high impact teaching strategies, through coaching, observation and feedback and WOW processes.	-5 questions for teachers. -5 questions for students. -Pre and post high impact practices survey.	-To monitor teachers clarity of the curriculum to create assessment literate learners. -To monitor if students are assessment literate. -To decide on the individual DPP goals for each teacher. -To monitor growth of DPP goals from coaching, observation and feedback and WOW processes.	-90-95% of students able to answer all 5 questions in English by the end of 2025. ->85% of students able to answer the 5 questions in English (2024). >80% C or higher for English LOA data each semester. >85% C or higher for English LOA data by the end of 2025. Targets to be set for Maths for 2025. -Develop the response to the 5 questions what	-Word document with the 5 questions from L.Sharratt. -Original copies to teachers. A photocopy stored in the Principal's office.	-Principal	-Individual teachers access own answers and DPP goal growth on HIP surveys. -Teacher Aides, Teachers and Supervisors can view data grouped together on staff learning wall. -Megan to record answers to the 5 questions on Learning Walks/Talks.	-Teachers -Principal	X Fortnightly	X English	X English	X English Maths (e.g., strand).	X English Maths (e.g., strand).

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			expect answers to be. -90-95% of cluster schools have High Impact Practices in 'circle of practice' by 2025.									
School priority 2: FULL MODERATION CYCLE 6.0 Further develop teacher capability in planning, teaching and assessing the AC, engaging with the four phases of moderation and enhancing the rigour when allocating student levels.	-Level of Achievement (LOA) English data. -NAPLAN data – Literacy and Numeracy. -Continuum data for students below a C standard in English LOA data.	To find out the achievement of students in English. -To find out results in an independent test of transfer of skills (e.g., NAPLAN).	-100% summative assessments have accurate judgements. -Triangulated data aligns (e.g., NAPLAN, Level of Achievement and continuum data) by end of 2025. -90 – 95% of schools have HIPs in Circle of Practice.	-Summative marks in OneSchool reporting periods. -SORD data. -QCAA website – NAPLAN portal. -Early Start testing and literacy continuum tracking in OneSchool.	-Teachers -Principal -Principal -Principal -Teachers -Principal	-Teachers, Teacher Aides and Supervisors can access all data sets. -Teachers input summative LOA results and literacy continuum markers. -Students complete NAPLAN tests.	-Teachers -Principal -Supervisors -DET		X NAPLAN 2024	X Data meeting		X Data meeting
School priority 3: INTENTIONAL COLLABORATION 1.0 Monitor the effectiveness of programs and initiatives to measure their impact on the	-High impact practices teacher pre and post surveys. -Summative results for Level of Achievement data for English. -Daily and weekly work samples of marker students. -5 questions for students and teachers.	-To monitor the effectiveness of the high impact practices on student achievement. -To inform focus areas on individual Developing	->85 % C or higher for English and Maths LOA data for 2025. >80% C or higher for English LOA data each semester (2024). -90 – 95% of practices	-Survey results are on a word document in the Principal folder in Gdrive. Original survey results are provided to the teacher. -Developing Performance Plans are stored in the	-The Principal is responsible for collecting the data for teachers and students. -Teachers complete	-Data from both classes is tracked on a table on the staff learning wall. Classes are not identified. The Principal inputs the	-Principal -Teachers	X Fortnightly ask the 5 Qs.	X Marker student meeting once a term.	X Marker student meeting once a term.	X Marker student meeting once a term.	X Marker student meeting once a term.

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improvements on the LOA. A - Design collaboratively an agreed process for professional development that ensures staff have evidence that teaching is resulting in learning.	-QKLG phases and work samples, observations etc.	Performance Plans. -To monitor the growth of the implementation of the high impact practices.	implemented across the school by 2025. ->85% of students can answer the 5 questions for students. -All Kindy students at an exploring phase of QKLG outcomes for Literacy and Numeracy in personally meaningful ways by the end of 2024.	department's online system. -Teacher surveys are provided back to teachers and copies are kept in the Principal folder.	pre and post surveys. -Students answer the 5 questions.	data for the 5 questions (Learning Walks and Talks). -Teachers complete summative assessment results and Report Cards. -K-2 teacher and Kindy TAs plan, monitor and track progress for kindy students for the QKLG phases.		x				
Data Triangulation	**Report Cards** -A-E achievement data and Summative Folios.	-Provides evidence of student learning against targeted aspects of the relevant achievement standard (P-6).	>at least a C standard or higher in all Level of Achievement areas each term.	-Summative assessment tasks each term. -Summative assessment tasks stored in summative student folios in filing cabinets.	-Teachers mark summative assessment tasks.	-Teachers input summative results for all subject areas.	-Staff use the data to monitor whole school trends for EIA.			X Report Card for all subjects.		X Report Card for all subjects.
Improve the LOA data in English	-Heggerty Screeners (Phonemic Awareness)	To diagnose specific needs in phonological and	->80% of students to achieve year level benchmarks by Term 4 (2024).	-Heggerty screeners saved in GDrive – Coredata, curriculum, data driven practices.	Teachers and teacher aides (data available)	Principal and/or Teacher Aides for	-Staff (EIA) -Specialist staff.	X Sparkles each term.	X New students	X Heggerty		X Heggerty

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	-Sparkle Screeners (Phonic knowledge and blending skills)	phonemic awareness.	-All students below a C standard to have intervention goals in PLPs.	-Store screeners all in student folders (bound ones).		entering data into spreadsheet.			(Heggerty) and Sparkles)			
Improve the LOA data in English	-Literacy Continuum (not required for all students) -Early Start Data	-To investigate student needs who require support (e.g., students who have achieved below a C or WW standard in English). -To track student literacy progress and generate purposeful data to inform teaching and learning in Prep to Year 2.	> 80% C or WW or higher in English. **Literacy Continuum benchmarks by the end of Term 4 2024:** **Prep** – Cluster 4. **Year 1** – Cluster 6. **Year 2** – Cluster 8. **Year 3** – Cluster 9. **Year 4** – Cluster 10 **Year 5** – Cluster 11 **Year 6** – Cluster 12.	-Early Start Data – One School online platform -Literacy continuum data: Evidence from observations and/or work samples entered into OneSchool.	-Teachers -Teacher Aides -Principal	-Teachers and teacher aides input data.	-DET -Teachers, teacher aides, specialists and Principal (access)	x		X Data meeting		X Data meeting
Equity for all	-EAL/D Bandscales	-To identify the level of Standard Australian English of students to inform focus teaching and learning for students to	-Individual goals set for students who are below a C standard in English.	-OneSchool (Bandscale). -Daily/weekly English work samples, observations etc.	-Teachers	-Teachers	-Staff			x		x

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		access the curriculum.										
Equity for all	-NCCD data -OneSchool entered data based on categories and evidence.	-Access to funding for students that require additional support to access learning based on their category of needs. -Students with a verified disability have a support plan in place that is reviewed once a semester with staff and families.	-All students with a disability have a support plan in place. -All students with a disability are entered into an NCCD category based on at least 10 weeks of evidence and/or medical reports. -Progress notes are recorded and PLPs are reviewed to provide support.	-Work samples, observations and medical letters. -OneSchool.	-Principal -Teachers -HOSES	-Principal and HOSES review the data with staff. Principal inputs and submits the categories for NCCD data.	-DET -Principal -Teachers	X PLPs monitored each term.	X PLP set up.			
Transitioning into school	-Kindy Transition Statements -Ongoing evidence of learning at school (SDK)	-Reports on student learning and achievement against the Queensland Kindergarten Learning Guidelines. -Informs next steps for teaching and learning for Kindy students.	>at least exploring phase in Literacy and Numeracy in personally meaningful ways on a child's Transition Statement.	-All different forms of gathering evidence of learning. -Teaching plans.	-Teachers -SDK Teacher Aides	-Teacher completes a Transition Statement. -Teacher monitors Kindy learning.	-Teacher -Teacher Aides -SDK HOD -Principal	X				X Transition Statement
Transitioning into school School planning	-AEDC Data	-Analyse changes in vulnerability of children in the school community over	-Use school's AEDC data and/or community data to inform all	-AEDC data is completed in the AEDC system	-Principal -K-2 Class Teacher and nominated	-K-2 Class teacher	-DET -Teachers -Principal	Held every 3 years.				

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	-Refer to information on the AEDC website: https://www.aedc.gov.au/data	time and address, where necessary needs, such as increases in vulnerability.	aspects of planning.	-Paper copy of records is to be kept in the admin filing cabinet. A paper copy is needed due to information needed in the past.	person who is First Nations (e.g. Girramay and/or Jirrbal) (AEDC data) -AEDC online platform			Due in 2024.				
Student Engagement and Wellbeing	-Qld Engagement and Wellbeing Survey -PBL data, including daily observations. -OneSchool behaviour reports (positive and negative).	-To monitor school culture, school engagement and student wellbeing in line with the Student Learning and Wellbeing Framework (PDF, 535KB)	-Planning the 'what' to teach for fortnightly whole school behaviour focus topics. -Identifying students with needs that require support plans and referrals to specialists.	-QEWS online platform. -Results in Principal folder. -OneSchool behaviour data.	-QEWS -Principal -Teachers and Principal	-Year 3-6 students -All staff input behaviour records into OneSchool.	-All staff. -DET.	X PBL Data				X QEW Survey
EIA	School Opinion Surveys	-Monitor whole school areas of improvement and celebrate successes. -Reviewed in staff meetings and P and C meetings.	-Plan for improvements based on data. -Set targets on a focus area linked to AIP.	-Parents complete government survey. Stored online.	-DET -Principal	-Government inputs the data and uploads onto OneSchool.	-DET -All staff. -P and C.		X Data discussion.		X Survey	X Data discussion.

Queensland Government