

MHSSC



DATA PLAN

2023



REAL learning for tomorrow

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Introduction

A school data plan outlines the ethical use of data to inform practice that is aligned with student learning, wellbeing, school improvement and strategic planning. It is developed collaboratively and endorsed by the Local Consultative Committee (LCC), and enables the school community to have a shared understanding of how data will be used to inform practice.

The MHSSC Data Plan is developed in line with the College Explicit Improvement Agenda, including that which is outlined in planning documents such as the Strategic Plan and Annual Improvement Plan (AIP). This ensures data sets are relevant to teaching and learning, wellbeing and the school improvement agenda.

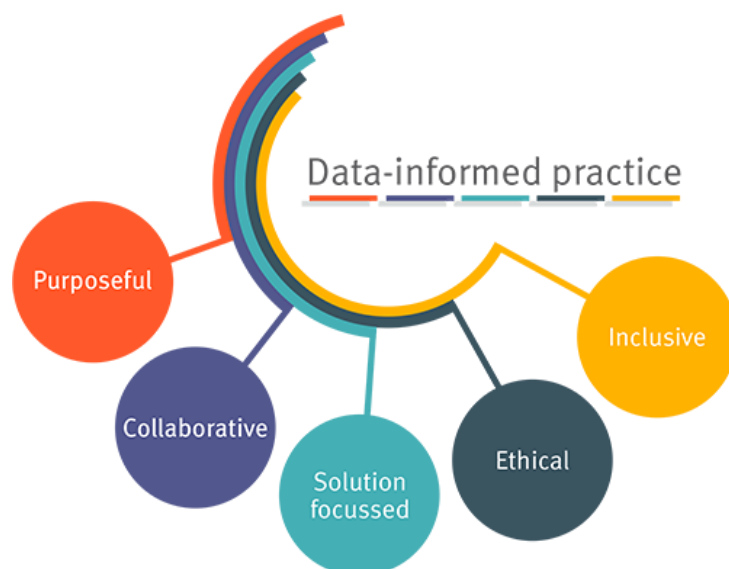
The purpose and use of data in Queensland Schools

The departments [Data Literacy Framework](#) and the [joint statement from the Department of Education and the Queensland Teachers Union](#) informs the purpose and use of data in Queensland schools. These policies provide guidance about the purpose and use of data within schools, to ensure that work associated with the use of data represents an effective use of teachers, heads of programs, school leaders and other school staffs' time in terms of its impact on student outcomes to support every student succeeding. Using and responding to data ethically is an important part of the work that we do every day to support [A great start for all children](#) and the education strategy – [Equity and Excellence: Realising the potential of every student](#).

Data Informed Practice

As outlined in the Data Literacy Framework, Data-informed practice is enabled by taking a purposeful, collaborative, solution focused, ethical and inclusive approach to engaging with both using, and learning about the use of, data. Plans for the collection of and engagement with data should ensure that:

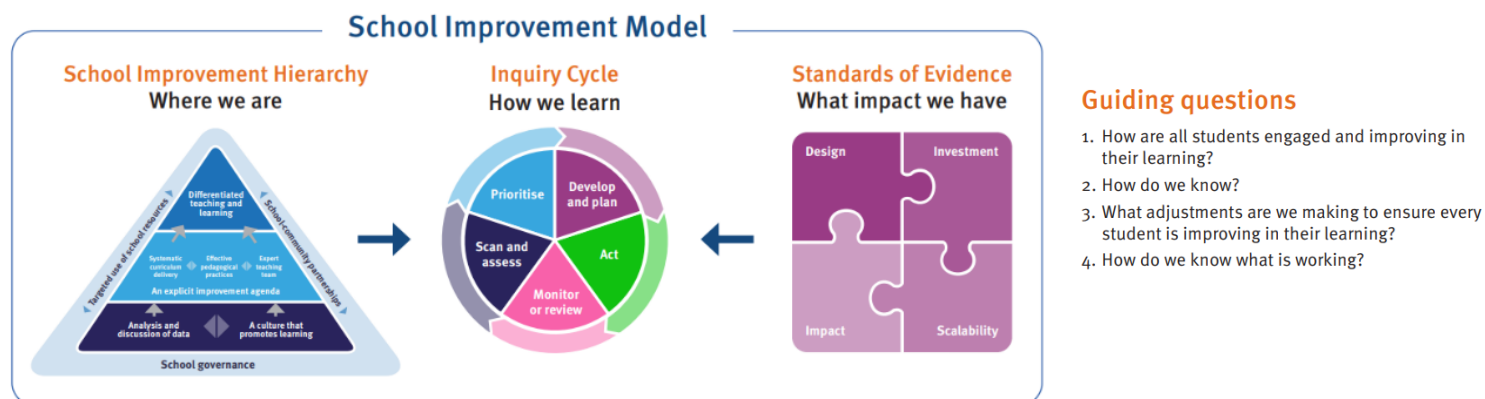
- Data use is planned to meet the needs of our College community;
- Data builds understanding, challenges our assumptions and informs decisions and actions;
- Data informs our practice.



The School Improvement Model guides processes to support evidence-informed school improvement. This includes:

- The School Improvement Hierarchy
- The Inquiry Cycle
- The Standards of Evidence

The Inquiry Cycle provides a guide to support the use of data to inform practice.



Implementation of the Inquiry Cycle is resourced with a range of tools to support each phase of the process. These act to guide the process, supporting individuals and teams to review the guiding questions. These include those outlined in the [School improvement planning A guide for the effective evaluation and improvement of school performance](#) and via the [Evidence Hub](#).

Data Literacy

Data literate educators work ethically with data, and apply their knowledge, skills and dispositions to:

- **Manage data** so that it is available as planned, and in a format suitable for the intended use
- **Secure data** according to its security classification and in ways that public trust and confidence is maintained
- **Access and generate the right types and right combinations of data** for the intended purpose
- **Evaluate and interpret data to draw accurate conclusions** from an understanding of the limitations of the data sets, and the context in which the data was generated
- **Communicate findings clearly, accurately, ethically** in a way that facilitates conversations about every student
- **Collaborate to transform their data and build commitment** to the agreed actions, and share the impact of their learning from data.

Data literacy is developed in the context of our everyday work. Activities that involve data at the College will be planned for, and supported by, the development of the skills needed to use data to inform practice. Data literacy development will be incorporated in planned data activities, as well as the College PD Plan and PD opportunities for individuals as requested through the PD application process. This will be done with a focus on supporting teachers to access, understand, reflect and respond to evidence of student learning, including data.

Included in the Data Plan

As directed by guiding policy, a Data Plan outlines the data activities that take place by defining:

- Which data, when and by whom
- How data is stored, shared, accessed, presented, tracked, monitored and reported.

Data plans also inform:

- Resourcing in relation to supporting learning and wellbeing and ongoing school improvement
- Capability building in data literacy in the contexts connected to teaching and learning, wellbeing and school improvement.

Data **included** in the data plan includes:

- The mandatory data sets associated with teaching and learning
- Data sets mentioned as part of the College AIP
- Data gathered as part of national or state requirements
- Data gathered as part of school-based initiatives about student learning and wellbeing and school improvement

This includes:

- Learning and achievement data
- Outcome data
- Wellbeing data
- Community data
- Data activities

The Data **not outlined** in the data plan includes:

- Finance and budget information
- Human resourcing and physical resourcing
- Staff professional development plans
- Data required as part of the departments Schedule of Corporate Data Collections that are not directly linked to student learning and wellbeing or school improvement
- Confidential data sets that are not generally made available to teaching staff
- Data activities that take place as part of individual teachers' or leaders' roles, that are generated, used and communicated as part of that role
- Data activities that teachers choose to do within their own classroom.

The role of the Data Plan in College Strategic Plans

The College Data Plan outlines the range of data sets collected and reviewed at the College. These data sets are used within an inquiry cycle at the College to review WOC strategic plans including the AIP, four-year Strategic Plan, and associated yearly targets. Specific data sets are utilised by a range of teams within the College to set targets, monitor and review and inform next steps with regards to strategic agendas.

The Role of Data Walls

Building a data wall is a practical and powerful way to focus the work of every teacher and leader on the growth and achievement of every student.

WOC Data Walls will:

- Align the data focus to a school improvement goal(s). This may be different for different year levels.
- Be developed with whole of College norms and protocols that support ethical and responsible data use and set out the purpose of the data, expectations for its use by teams, including how and when data is updated.
- Act to support data literacy of teams
- Build collective responsibility for all students

Data walls will be evaluated to confirm their impact on student learning outcomes. This should aim to review if College Data Walls:

- Prompt rich conversations about teaching and learning
- Generate questions that lead to changes in classroom practice
- Lead to the building of a new, more precise data wall
- Build a collaborative professional culture
- Impact teaching practice and student learning

The Role of Class Dashboard (OneSchool)

The OneSchool Class Dashboard is accessible for Teachers to review class specific data related to attendance, achievement, NAPLAN and other College data. The Dashboard supports teachers to have a holistic view of their class, including specific data related to individual students. Teachers are encouraged to utilise the Class Dashboard when reviewing their class data each term, and determining next steps.

The Role of TrackEd

TrackEd is an application built specifically for Queensland Schools to collate and track student progress. At MHSSC, TrackEd is utilised to track student progress and support case management of students.



TrackEd is used to generate student specific data cards to be utilised in year level Data Walls, supporting case management. A review of student profiles also supports case management of students at risk and the utilisation of TrackEd supports teachers to review class data.

Student data is uploaded each Term, with data sets updated including:

- Attendance (number of absences)
- Behaviour (number of negative incidents)
- A-E data for all KLAS (Term 1, 3 taken from Compass; Term 2, 4 from OneSchool Semester Reporting)
- NAPLAN
- PAT-R, PAT-M data
- Student details data related to NCCD, EAL/D, ATSI, SDA

TrackEd is projected to have a significant role in the case management of students across 7-12, including in Year 10-12 for tracking QCE attainment.

The Role of Formative Assessment

At MHSSC, teachers use a wide range of methods to determine student understanding and to gauge learning throughout the course of a unit. Formative assessment plays an integral role in supporting teachers to differentiate in the classroom and focus learning on particular key skills or content. Formative assessment 'for' and 'as' learning supports teachers to monitor student progress and inform next steps for teaching and learning prior to assessment 'of' learning (summative assessment).

Formative assessment will be conducted in Year 7-10 at least once per unit, following the **MHSSC Formative Assessment Expected Common Practice Year 7-10** guide. This document outlines what when and how formative assessment will be used to support teachers and HODs to monitor student progress and identify next steps for learning.

Key: G(Generated) A(Available) U(Used)

	Link to	
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Data Set		Link to Strategic Priorities	Intent and Purpose	Targets / Desired Outcomes	Responsible Officer(s)	Audience	Source	T1	T2	T3	T4	Specific Data Activities	Storage and Disposal
Student learning and achievement data	Task Specific Achievement Data	Curriculum	<ul style="list-style-type: none"> - Reporting on achievement results for individual summative tasks within a curriculum area by dimension (criteria) and overall, and associated feedback. - Informs students and parents of progress with learning. - Informs next steps for learning. 	<ul style="list-style-type: none"> - As directed by AIP and Faculty Targets and individual student targets for Case Managed students. 	<ul style="list-style-type: none"> - Teachers - HoDs 	<ul style="list-style-type: none"> - Teachers - HODs - DPs - Principal - Students - Parents 	<ul style="list-style-type: none"> - Compass (Learning Tasks) - TrackEd 	G	G A U	G A U	G A U	<p>Teachers</p> <ul style="list-style-type: none"> - mark and moderate assessment aligned to marking guide, and report on Compass (2-week turnaround) - review student academic progress to know each learner and identify next steps for teaching and learning. - Use data to inform Parent Teacher Interviews Term 2, Term 4. <p>HODs</p> <ul style="list-style-type: none"> - Quality assure assessment and learning task publication in Compass - Lead moderation and marking practices - Review cohort data by subject to identify patterns and trends - Lead Faculty discussions regarding unit/assessment reviews and review of faculty targets across the year. - Engage in data conversations with teachers to support next steps for learning in their classrooms. - Use data to identify top of subject for academic awards Sem 1 and 2. <p>Deputy Principals</p> <ul style="list-style-type: none"> - Review cohort data by subject to identify patterns and trends - Engage in data review conversations with HODs regarding faculty trends and progress towards targets - Review individual student data to identify at risk students and implement appropriate supports 	<ul style="list-style-type: none"> - For each uploaded learning task - HOD downloads individual student tasks to support marking. Stored on G Drive in faculty folders. - For multimodal tasks, teachers save student work on G drive in faculty folder. - Teachers enter results and Feedback input into Compass Markbook. - HOD publishes finalised marks and feedback via Compass. - End of Semester/Year – HOD downloads markbook and stores in G Drive. - Compass archives automatically at end of year. - Paper tasks stored as per retention and disposal schedule requirements.

	Formative Assessment Data	Curriculum	<ul style="list-style-type: none"> - Feedback on student outcomes in formative assessment tasks within a curriculum area using a 3-scale achievement, with feedback on WWW and EBI - Informs Teachers, HODs and students of progress with learning. - Informs next steps for learning. 	<ul style="list-style-type: none"> - Targets directed by Teacher review of data with support from HOD where appropriate. 	<ul style="list-style-type: none"> - Teachers - HODs 	<ul style="list-style-type: none"> - Teachers - HODs - Students - Executive Team - Leadership Team 	<ul style="list-style-type: none"> - Compass (Learning Tasks) 	G A U	G A U	G A U	G A U	<p>Teachers</p> <ul style="list-style-type: none"> - Administer faculty directed formative assessment and record data in Compass as the ‘Formative Assessment Checkpoint’ by week 5-6 of each term. Student outcomes will be recorded as: <ul style="list-style-type: none"> o Above Level o At Level o Working towards level - Provide written feedback against at least one piece of formative assessment per unit which includes comments which focus on cognitions using the What went well (WWW...) and Even better if (EBI...) format. - Review data, implement intervention strategies to support student learning and seek HOD support where appropriate. <p>HODs</p> <ul style="list-style-type: none"> - Ensure at least one consistent formative assessment juncture for each subject and year level is implemented and recorded. At least one formative assessment piece must align with the achievement standards and mirror summative assessment skills and cognitions. - Quality assure and track student progress by ensuring that by week 5-6, all students will have their progress recorded for each subject in Compass as the ‘Formative Assessment Checkpoint’. - Quality assure teachers’ written feedback against formative assessment which includes comments which focus on cognitions using the What went well (WWW...) and Even better if (EBI...) format. <p>Executive and Leadership Team</p> <ul style="list-style-type: none"> - Review data to identify trends and reflect on progress towards AIP goals - Use data to inform WOC next steps for professional development. 	<ul style="list-style-type: none"> - For each uploaded learning task - HOD downloads individual student tasks to support marking. Stored on G Drive in faculty folders. - For multimodal tasks, teachers save student work on G drive in faculty folder. - Teachers enter results and Feedback input into Compass Markbook. - End of Semester/Year – HOD downloads markbook and stores in G Drive. - Compass archives automatically at end of year. - Paper tasks stored as per retention and disposal schedule requirements.
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	Semester Reporting Data → Achievement → Effort → Behaviour	Curriculum	<ul style="list-style-type: none"> - Reporting results for semester achievement, effort and behaviour. - Informs students and parents of progress with learning. - Informs next steps for learning. 	<ul style="list-style-type: none"> - As directed by AIP and Faculty Targets and individual student targets for Case Managed students. 	<ul style="list-style-type: none"> - Teachers - HODs - DP (SP) 	<ul style="list-style-type: none"> - Teachers - HODs - DPs - Principal - Students - Parents 	<ul style="list-style-type: none"> - OneSchool - TrackEd 	U A	U G A	U A	U G A	<p>Teachers</p> <ul style="list-style-type: none"> - mark and moderate assessment aligned to marking guide, and report on OneSchool - review student academic progress to know the learner and identify next steps for teaching and learning. - Use data to inform Parent Teacher Interviews Term 2, Term 4. <p>HODs</p> <ul style="list-style-type: none"> - Review cohort data by subject to identify patterns and trends - Lead Faculty discussions regarding unit/assessment reviews and review of faculty targets across the year - Lead faculty discussions regarding the review of three levels of planning - Engage in data conversations with teachers to support next steps for learning in their classrooms - Review data to inform subject selection processes. <p>Leadership Team and Exec Team</p> <ul style="list-style-type: none"> - Review data by year levels and subject including Achievement, effort and behaviour, to identify trends and reflect on progress towards AIP goals - Use data to set AIP targets <p>Deputy Principals</p> <ul style="list-style-type: none"> - Review cohort data by subject to identify patterns and trends - Engage in data review conversations with HODs regarding faculty trends and progress towards targets - Review individual student data to identify at risk students and implement appropriate supports - Update year level data walls - Identify students to receive positive recognition 	<ul style="list-style-type: none"> - Not disposed - Stored in OneSchool
	Bandscales for EAL/D	Curriculum	<ul style="list-style-type: none"> - Used to determine level of proficiency and monitor language development for students learning Standard Australian English (SAE) as an additional language. 	<ul style="list-style-type: none"> - Student specific targets to support growth in bandscale scores. 	<ul style="list-style-type: none"> - STLaN - DP (SP) - HOD SEW 	<ul style="list-style-type: none"> - STLaN - HOD SEW - Teachers of relevant students - Students - Parents 	<ul style="list-style-type: none"> - OneSchool - Developmental Maps Markbook - Sem 1 / 2 Reports for individual students 	A U	G A U	A U	G A U	<p>STLaN:</p> <ul style="list-style-type: none"> - implements bandscale testing throughout each semester and records this in OneSchool Developmental Maps Markbook. - Reports bandscales in Sem 1 and 2 to support communication to parents and carers. - Provides advice to teachers regarding individual student bandscales and supports relevant to the classroom, and an understanding of individual student language needs. - Provide individual and small group targeted teaching to support improved language proficiency and tracks student progress. 	<ul style="list-style-type: none"> - Not disposed - Stored in OneSchool - Paper tasks stored as per retention and disposal schedule requirements.

												Teachers: - use information about language needs to differentiate for individual students for teaching, learning and assessment. HOD SEW: - develop a whole school approach to support the language learning needs of EAL/D students - support the STLaN to monitor individual and cohort EAL/D student progress and measure the effectiveness of agreed practices on inclusion, language learning and academic achievement. - engage in an inquiry approach to measure school performance and identify opportunities – across all domains of the school improvement hierarchy – to enhance learning and achievement for EAL/D students - Use data to inform targeted resources for improvement.	
PAT-R (Reading)	Curriculum	- Progressive Achievement Test in Reading assessing reading comprehension (retrieve, interpret implied, interpret explicit, reflect)	- As directed by the AIP and Literacy and Numeracy Plan	- HOSES	- HOSES - STLaN - Executive and Leadership Team - Literacy and Numeracy Team	- Online test through ACER - OneSchool - TrackEd	U A8 A9 A 10	G7 U A7	U	G7 G8 G9 U	HOSES and I&E Team - Use data to identify students with need for individualised or small group intervention - Use to inform next steps for diagnostic testing for individual students - Use to track student progress for case managed students Literacy and Numeracy Team - Analyse data to identify trends – triangulate data with subject results and NAPLAN to inform and reflect on WOC targets and initiatives - Use to inform targeted resources for improvement of literacy and/or numeracy foci Executive and Leadership Team - Review data to identify trends and reflect on progress towards AIP goals - Use data to set AIP targets.	- Not disposed – Stored in One School	
Pat-M (Maths)	Curriculum	- Progressing Achievement Test in Mathematics, measuring ability across content strands of Number and Algebra, Measurement and Geometry, Statistics and Probability.	- As directed by the AIP and Literacy and Numeracy Plan	- HOSES	- HOSES - STLaN - Executive and Leadership Team - Literacy and Numeracy Team	- Online test through ACER - OneSchool - TrackEd	G7 U A7 A8 A9	U A7	U	G7 G8 G9 U	HOSES and I&E Team - Use data to identify students with need for individualised or small group intervention - Use to inform next steps for diagnostic testing for individual students - Use to track student progress for case managed students Literacy and Numeracy Team - Analyse data to identify trends – triangulate data with subject results and NAPLAN to inform and reflect on WOC targets and initiatives - Use to inform targeted resources for improvement of literacy and/or numeracy foci Executive and Leadership Team	- Not disposed – Stored in One School	

												<ul style="list-style-type: none"> - Review data to identify trends and reflect on progress towards AIP goals - Use data to set AIP targets. 	
	SAST South Australian Spelling Test	Curriculum	<ul style="list-style-type: none"> - Standardised test of spelling achievement for students aged 6-16 years. Determines spelling ability of students based on age. 	<ul style="list-style-type: none"> - As directed by the AIP and Literacy and Numeracy Plan 	<ul style="list-style-type: none"> - HOSES 	<ul style="list-style-type: none"> - HOSES - STLaN - Executive and Leadership Team - Literacy and Numeracy Team 	<ul style="list-style-type: none"> - Paper based test. - OneSchool - TrackEd 	G7 U A8 A9 A 10	U A7	U	G7 G8 G9 U	<ul style="list-style-type: none"> HOSES and I&E Team - Use data to identify students with need for individualised or small group intervention - Use to inform next steps for diagnostic testing for individual students - Use to track student progress for case managed students <p>Literacy and Numeracy Team</p> <ul style="list-style-type: none"> - Analyse data to identify trends – triangulate data with subject results and NAPLAN to inform and reflect on WOC targets and initiatives - Use to inform targeted resources for improvement of literacy and/or numeracy foci <p>Executive and Leadership Team</p> <ul style="list-style-type: none"> - Review data to identify trends and reflect on progress towards AIP goals - Use data to set AIP targets. 	<ul style="list-style-type: none"> - Not disposed – Stored in One School - Paper tasks stored as per retention and disposal schedule requirements.
	Writing Samples	Curriculum	<ul style="list-style-type: none"> - On demand raw writing sample completed under timed conditions. - Provides feedback on student progress with the mechanics of writing - Supports WOC writing initiatives 	<ul style="list-style-type: none"> - As directed by the AIP and Literacy and Numeracy Plan 	<ul style="list-style-type: none"> - HOSES 	<ul style="list-style-type: none"> - HOSES - HOD ENG/HUM - STLaN - Executive and Leadership Team - Literacy and Numeracy Team 	<ul style="list-style-type: none"> - Compass 	G7 U A7	U	U	U	<ul style="list-style-type: none"> HOSES - Use samples to identify students with need for individualised or small group intervention - reviewed for case managed students as point of comparison over time <p>HOD ENG/HUM</p> <ul style="list-style-type: none"> - Reviewed to identify support needs of Year 7 cohort regarding mechanics of writing <p>Literacy and Numeracy Team</p> <ul style="list-style-type: none"> - Analyse data to identify trends – triangulate data with subject results and NAPLAN to inform and reflect on WOC targets and initiatives - Use to inform targeted resources for improvement of literacy and/or numeracy foci 	<ul style="list-style-type: none"> - HOD ENG/HUM downloads individual student responses - Stored on G Drive. - Archived in Compass
	NAPLAN	Curriculum	<ul style="list-style-type: none"> - Annual national assessment for students in Year 7 and 9, testing skills in reading, writing, spelling, grammar and punctuation, and numeracy. - Completed online in March for Year 7 and 9 only. - Data sets released T3 	<ul style="list-style-type: none"> - As directed by the AIP and Literacy and Numeracy Plan 	<ul style="list-style-type: none"> - DP-SP - HOD LI 	<ul style="list-style-type: none"> - Exec Team - Leadership Team - Teachers - Parents - Students 	<ul style="list-style-type: none"> - QCAA NAPLAN Portal - OneSchool (Class Dashboard, SORD, and via Reports tab) - TrackEd 	G A U	A U	A U	A U	<ul style="list-style-type: none"> Executive and Leadership Team - Review to compare College wide results in comparison to regional, state and national data - Identify College-wide trends, strengths and areas for improvement - Identify groups of students that need targeted support. - Review data to identify trends and reflect on progress towards AIP goals - Use data to set AIP targets. - Use to inform targeted resources for improvement of literacy and numeracy <p>Literacy and Numeracy Team</p>	<ul style="list-style-type: none"> - Not disposed – Stored in One School - Individual writing samples downloaded for portal before end of year, stored on G drive.

												<ul style="list-style-type: none"> - Used to inform, monitor and review WOC literacy and numeracy strategies and progress towards targets <p>Teachers</p> <ul style="list-style-type: none"> - Engage with WOC review to gain an understanding of College trends, strengths and weaknesses - Access data via the class dashboard to supplement class data and inform teaching and learning 	
Student wellbeing and engagement data	Attendance	Culture	<ul style="list-style-type: none"> - Data related to WOC, Year, class and individual student attendance used to inform trends and patterns and support proactive strategies to address compulsory schooling, school refusal and truancy. 	<ul style="list-style-type: none"> - As directed by the AIP - Individual student targets for Case Managed students. 	<ul style="list-style-type: none"> - Teachers (roll marking) - Attendance Officer - DP (SP) 	<ul style="list-style-type: none"> - Executive and Leadership Team - SEW Team - BASE Team - Teachers - Parents - Students 	<ul style="list-style-type: none"> - Compass (Daily) - OneSchool (Daily) - Track-Ed 	G A U	G A U	G A U	G A U	<p>BASE Team</p> <ul style="list-style-type: none"> - analyse cohort and student specific data sets using Compass reports to identify patterns of non-attendance. - Implement case management for students with at risk attendance / chronic attendance concerns. - communicate attendance concerns with parents and carers. - Celebrate year level, class and individual student attendance <p>Teachers</p> <ul style="list-style-type: none"> - monitor patterns of student attendance in their lessons and make contact regarding concerns in line with the SCOC. <p>HODs</p> <ul style="list-style-type: none"> - support teachers regarding patterns of non-attendance in subjects in line with the SCOC <p>Executive Team</p> <ul style="list-style-type: none"> - Monitor WOC attendance data and trends, and implement strategies to address chronic absences - Review data to identify trends and reflect on progress towards AIP goals - Use data to set AIP targets. - Use to inform targeted resources for improvement. 	<ul style="list-style-type: none"> - Not disposed – Stored in One School - Archived yearly in Compass
	<ul style="list-style-type: none"> - School Disciplinary Absences (SDA's) 	<ul style="list-style-type: none"> - Culture 	<ul style="list-style-type: none"> - Corporate data set showing count of incidents of SDAs 	<ul style="list-style-type: none"> - Reduction of SDAs year on year as per school data profile 	<ul style="list-style-type: none"> - Exec Team 	<ul style="list-style-type: none"> - Exec Team - SEW Team - Behaviour Team 	<ul style="list-style-type: none"> - OneSchool 	G A	G A U	G A	G A U	<p>Executive Team</p> <ul style="list-style-type: none"> - Review SDA trends twice a year to identify patterns over time - Ensure support plans are in place or being developed for students with repeated patterns of SDAs / Tier 3 students - Review data and triangulate with other data sets to reflect on College culture <p>Behaviour Team</p> <ul style="list-style-type: none"> - Identify areas of focus for support and intervention for the next year through a yearly review of data to inform AIP targets and strategies - Review as part of the regular cycle of behaviour data if identified as a data point of concern. 	<ul style="list-style-type: none"> - Not disposed – Stored in One School

	- Behaviour Data (Minor/Major) and Positive Data	- Culture	- OneSchool Data sets related to negative behaviour incident records and associated strategies, and Admin Follow up. - OneSchool Data sets related to positive behaviour records -	- Informed by Behaviour Team cycles of data review	- Teachers - HODs - DP (SP)	- Behaviour Team - Executive Team - Leadership Team - SEW Team	- OneSchool - TrackEd	G A U A U	G A U A U	G A U A U	G A U A U	Behaviour Team - Analysis of WOC data to identify trends and inform/review WOC targeted intervention for Tier 1 supports, in line with team activity cycle - Communicate WOC data trends - Support staff to ensure accurate and timely reporting of behaviours in line with the SCOC - Identify areas of focus for support and intervention for the next year through a yearly review of data to inform AIP targets and strategies. - Celebrate student positive engagement with rewards and student recognition activities Executive, Leadership Team, SEW Team - Identify students who may require subject/Whole program intervention - Identify subjects and year levels for support and intervention - Identify staff for additional support - Review to support WOC strategic planning and targeted resourcing	- Not disposed – Stored in One School
	- Semester Reporting – Behaviour and Effort	- Culture	- Reporting results for semester behaviour and effort	- As directed by AIP	- Teachers - HODs - DP (SP)	- Teachers - Leadership Team - Exec Team - SEW Team - Parents - Students	- OneSchool via Semester Reporting Period - TrackEd	A U	G A U	A U	G A U	Executive Team, Leadership Team, SEW Team - Review to identify trends and areas for targeted improvement - Identify year levels that may require support and intervention - Review to support WOC strategic planning and targeted resourcing DPs - Use to identify students to receive positive recognition - Review individual student data to identify at risk students and implement appropriate supports - Engage in data review conversations with HODs regarding faculty trends and progress towards targets.	-
Community Data	- School Opinion Survey Data (SOS)	- Culture - Collaboration	- Data collected annually by the Department regarding the opinion of staff, students and parents/carers regarding the College.	- Year on Year review as per school data profile	- Executive Team	- Executive Team - Leadership Team - Staff - Parents - Students	- OneSchool - Annual Report (Website)	A	A	G A	A U	Executive Team - Lead the leadership team in a review of the data - Lead engagement with the data WOC - Respond to trends in the data over time - Publish the data to the community through the Annual Report (website)	- Not disposed – Stored in One School
	- Nationally consistent collection of data on students with disability (NCCD)	Curriculum Culture	- Annual collection of information about students with a disability to better understand the needs of students and how they can be supported at school.	- NA	- HOSES - STLaN, - SWD Teachers - GO - DPs - Teachers	- Teachers - HOSES - Staff I&E - Executive Team	- OneSchool NCCD Data Collection Tool - Class Dashboard	A U	G A U	G A U	A U	Teachers - Use NCCD data via Class Dashboard to know their learners and inform supports and adjustments for individual learners - Use Student Notes in Class Dashboard to record strategies and adjustments for learners. HOSES - Lead the team to reflect upon and plan supports in place across the College for students	- Not disposed – Stored in One School – data superseded yearly

												<ul style="list-style-type: none"> - Identify gaps in support resources - Review alongside complex case management 	
												<p>Executive Team</p> <ul style="list-style-type: none"> - Review to identify trends and areas for targeted improvement - Identify year levels that may require support and intervention - Review to support WOC strategic planning and targeted resourcing 	
Staff Wellbeing Data	<ul style="list-style-type: none"> - HPT Pulse Data 	<ul style="list-style-type: none"> - Culture 	<ul style="list-style-type: none"> - Weekly survey completed by staff regarding work satisfaction, peer feedback, work life balance and peer support. 	<ul style="list-style-type: none"> - Self-directed and faculty targets 	<ul style="list-style-type: none"> - All Staff 	<ul style="list-style-type: none"> - Teachers - Leadership Team - Executive Team 	<ul style="list-style-type: none"> - HPT Monthly Reports 	G A U	G A U	G A U	G A U	<p>Executive and Leadership Team</p> <ul style="list-style-type: none"> - Review WOC and faculty monthly reports - Work collaboratively to review data within the leadership team and WOC, and set goals/strategies to improve collective teacher efficacy <p>HODs</p> <ul style="list-style-type: none"> - Review WOC and faculty monthly reports - Lead a review of faculty data and set goals/strategies to improve collective teacher efficacy <p>Teachers</p> <ul style="list-style-type: none"> - Reflect on WOC and faculty monthly reports - Work collaboratively to set faculty goals/strategies to improve collective teacher efficacy. 	<ul style="list-style-type: none"> - G drive

Collaboration Period: Week 5 and 6, Term 4, 2021
Endorsement Meeting: LCC Week 8, Term 4, 2021
Reviewed Term 2, 2023
Endorsed for 2023 LCC Week 9, Term 2 2023

