



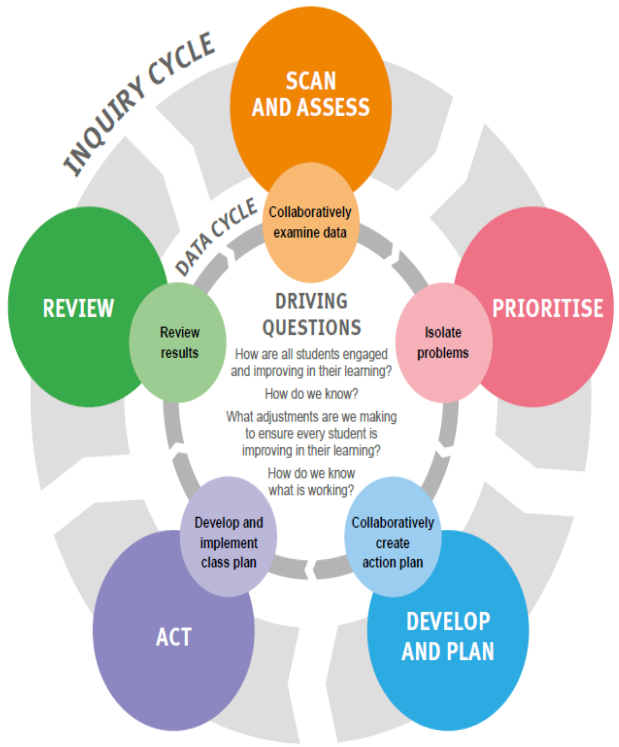
Queens Beach State School Data Plan 2024

Next School Review 2024

Our Data How

Let's jump the curve and improve our students learning and outcomes.

“The first parameter is that all educators should have a shared belief and understanding that all students can learn. Teachers need high expectations of what students can achieve”. **Lyn Sharratt**



DATA	Prep		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Student Attendance	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily
Behaviour PBL	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily
Letter Recognition	Sem 1	Sem 2												
	Term 2	Term 3 Term 4												
Phonics	Sem 1	Sem 2												
	Term 2	Term 3 Term 4												
PLD Spelling Screener	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
	End Term 1 End Term 2	End Term 3	Beg Term 1 End Term 1 End Term 2	End Term 3	Beg Term 1 End Term 1 End Term 2	End Term 3	Beg Term 1 End Term 1 End Term 2	End Term 3	Beg Term 1 End Term 1 End Term 2	End Term 3	Beg Term 1 End Term 1 End Term 2	End Term 3	Beg Term 1 End Term 1 End Term 2	End Term 3
NAPLAN	NAPLAN alignment Identify differences between NAPLAN and LOA data in English to inform moderation and assessment practices.						Term 1				Term 1			
Learning Journeys			P-2 Collaborative build, aligned to the marking guide, use of NY/G/B/B, sample tasks, 2-year growth, sample of marker student work, monitoring Venn diagram					3-6 Collaborative build, aligned to the marking guide, use of D/C/B/A, sample tasks, 2 year growth, sample of marker student work, monitoring Venn diagram						

Our Data Why

In order to achieve **Equity and Excellence: realising the potential of every student**, we must continually review the Student Learning and Wellbeing data and place our evidence-informed decisions with students at the heart of all we do. We recognise the importance of putting faces to names and deeply knowing our students' needs. Once we have done this, we must then lead our classes to strategically and intentionally plan for improvement.

Improvement for our students is the consistent monitoring of their learning, identifying their next steps to continually strive for quality within the teaching and learning of all curriculum.

As courageous leaders and teachers we need to lead our school and class with clear conviction for improvement and achievement to:

- **KNOW OUR STUDENTS** and use evidence-informed decision making (Data – Numbers – Names of Students)
- **KNOW OUR CURRICULUM** and ensure the curriculum is accessible and engaging for every student
- **KNOW OUR STRATEGIES** and meet the needs of our learners through asking ourselves **“How do I know?”**


When we pay attention to the explicit areas of need and improvement, together we can achieve great results.

Spotlight on data is for leaders and teachers to look at how each student is travelling in terms of growth and progress. And to ask ourselves together: ‘how do we move this student to the next level?’ Data is not an end in itself but rather the starting point for review and reflection and explicit next steps.


Putting FACES on the Data examines how Queens Beach Leaders and Teachers can improve instruction in the classroom. Student data provides valuable beginnings and opportunities for rich conversations about what assessment and instructional strategies are needed for all students: those that are not yet, working towards and those who need extending.


These will demonstrate the ‘precision-in-practice’ that empowers Leaders, Teachers and Students to own their own learning and maximise their potential. The Spotlight on data process will guide our interactive conversations, our thinking and commitment to taking ‘Next Step Actions’ and drive improvement in learning outcomes.

- Unpack your data to know the FACES and take action to ensure growth and achievement.
- Promote the thinking that ‘everyone’s a leader’ in school improvement work.
- Know the ‘look-fors’ to embed a culture of learning to improve practice and elevate students’ learning.
- Use and analyse student achievement data to stimulate professional dialogue.
- Monitor and track student progress and performance so that adjustments can be evaluated and reviewed.
- Plan individual learning goals for students in key aspects of literacy and numeracy.
- Maximise the school’s resources to meet the prioritised need of students and staff.
- Acknowledge, align and consolidate effective approaches to curriculum, pedagogy and assessment.
- Celebrate individual and whole school success around student learning outcomes and achievement.

Equity and Excellence Focus	DATA	LOCATION	PURPOSE	TARGETS	YEAR LEVELS	WHO IS RESPONSIBLE
<p>Focus 1: Educational achievement</p>  <p>Improved <i>English A-C and B-A data</i></p> <p><i>A reduction in N assessment results</i></p> <p>Knowing your Students, know your Curriculum and know your Strategies.</p>	5 Q's for Students	One Note	Walk through to check for student understanding on their work and next steps. Feedback for the class teacher to explore next steps with student voice at the forefront of their actions.	100% of students asked can confidently engage with the 5 Q for Students	P-6	Leadership Team and Teachers
	Report Card Data (A-E achievement)	OneSchool: Academic Reporting Dashboard/Profile	Identify trends in achievement, within and across year levels and identified groups. Leadership team reviews and discusses strategies with staff. Informs next steps in capability development	P-6 English A-B LOA: 50% P-6 English A-C LOA: 90%	Prep – Year 6	Class teachers
	Literacy Continuum (Critical Aspects)	Diagnostic Assessment Mark books, Class Dashboard, Student Profile- <i>Academic-Diagnostic/Standardised Assessments</i> , Data Wall, One School Reports – <i>Reports-Data Exports-Diagnostic Standardised Assessment Data Export</i>	<ul style="list-style-type: none"> * To monitor and analyse the reading strategies and behaviours of students * To monitor student progress over time * To group students for the purpose of instruction * To inform feedback, goals and teaching focus of guided reading groups * To inform individual, class and school programs 	Refer to Cluster Tracking By end of 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	Years 3 – 6	Class teachers Curriculum Coach Principal
	PLD Foundation Pre-Reading Screener	Diagnostic Assessment Mark books, Class Dashboard, Student Profile- <i>Academic-Diagnostic/Standardised Assessments</i> One School Reports – <i>Reports-Data Exports-Diagnostic Standardised Assessment Data Export</i>	<ul style="list-style-type: none"> * To monitor student progress in naming upper and lower case letters * To monitor student progress in phonics * To link to the Literacy Continuum clusters and provide information for targeted teaching and intervention 	Progress clusters and build 100% of staff engaged with explicit teaching strategies from the continua.	Prep	Class teachers Teacher aides Curriculum Coach Principal
	PLD Early Reading Screener	Diagnostic Assessment Mark books, Class Dashboard, Student Profile- <i>Academic-Diagnostic/Standardised Assessments</i> One School Reports – <i>Reports-Data Exports-Diagnostic Standardised Assessment Data Export</i>	<ul style="list-style-type: none"> * To monitor student progress in early reading behaviours * To gain a starting point for decodable readers * To link to the Literacy Continuum clusters and provide information for targeted teaching and intervention 	100 & Improve teacher data literacy and how to use to progress learning	Prep - 6	Class teachers Teacher aides Support Teachers Curriculum Coach

	PLD Spelling Screener	Diagnostic Assessment Mark books Class Dashboard, Student Profile-Academic-Diagnostic/Standardised Assessments One School Reports – Reports-Data Exports-Diagnostic Standardised Assessment Data Export	<ul style="list-style-type: none"> * To monitor and analyse student progress in phonics and spelling * To group students for the purpose of instruction * To know specific next steps for students learning 	100 & Improve teacher data literacy and how to use to progress learning	Year 1 - 6	Class Teachers Support Teachers Curriculum Coach
	NAPLAN	Class Dashboard, NAPLAN reports, SORD	<ul style="list-style-type: none"> * To compare student achievement to like schools, state and nation * To track cohorts and relative gain between Years 3 and 5 * To identify students who may be at risk (below NMS) or may benefit from enrichment (U2B) 	NAPLAN alignment Identify differences between NAPLAN and LOA data in English to inform moderation and assessment practices	Years 3 & 5	Class teachers Support Teachers Leadership Team
	Reading Plan	OneDrive – Curriculum 2023 – Year Level - Each Term	<ul style="list-style-type: none"> * To align student achievement to Literacy Continuum clusters to the current unit of work * To groups students to provide explicit teaching and learning opportunities to move students towards success in summative assessment * To consider tailored supports for all students * To monitor student progress against Australian Curriculum Achievement Standards 	Map cluster movement and see students operating in target areas. 100% of teachers using data to explicitly teach reading	p-6	Classroom teachers Curriculum
	Spotlight Marker Students	OneDrive Venn Diagram, SPOTLIGHT, quadrant tracking	<ul style="list-style-type: none"> * Identify trends in achievement, within and across year levels specific to English: Listening, speaking & creating, Reading & viewing, and Writing & creating and identified groups. <p>Leadership team and classroom teachers review and discuss strategies and support for identified students. Informs next steps in teaching and learning and capability development</p>	Moving Towards Zero Increase each class data set by 6%	P-6	Class teachers Curriculum Coach Principal HOI
	Moderation	One Drive	To ensure fidelity of Level of Achievement within the school and cluster	Increase by 6 %	P-6	Curriculum Coach Classroom Teachers Leadership
	Cluster Moderation	One Drive	Protocols agreed between schools Sharing of Planning and collaboratively agreeing on conditions. P-2 Teachers aligning and quality assuring grading.	Quality assure An A is an A Building staff data literary 100%	P-2	Curriculum Coach Principal Teachers P-2

Equity and Excellence Focus	DATA	LOCATION	PURPOSE	TARGETS	YEAR LEVELS	WHO IS RESPONSIBLE
<p>Focus 2: Culture and inclusion</p>  <p>Increase SWD LOA A-C data</p> <p>Spotlight on specific student groups</p> <p>collaboratively reviewing and refine inclusive practice structures, approaches and processes.</p> <p>Embedding NCCD evidence</p>	NCCD Moderation	One School	Moderate NCCD marker students for clarity of practice.	100% PLR with correct evidence	P-6	HOI Principal
	NCCD Cluster Moderation	Once School	Moderate NCCD marker students for clarity of practice between Bowen schools. Supporting transition and understanding.	Quality assure An A is an A Building staff data literary 100%	P-6	HOI Principal
	Student Intervention and Differentiation	Student Profile – <i>Support – Personalised Learning / Support Provisions</i>	<ul style="list-style-type: none"> * Legal Accountability * Comprehensive tracking and documenting of interventions * Inform new teachers of previous support * Regular Case Management Meeting held with all stakeholders * Inform and document successful and unsuccessful strategies of support in the past 	Improve signpost Stages. 100 PLR	Prep - 6	Class Teachers Support teachers Guidance Officer HOI Principal
	AEDC Australian Early Development Census FN/SWD Lens	AEDC report	<ul style="list-style-type: none"> * To identify areas where children and families require additional support to achieve positive outcomes * To start conversations that raise awareness of the importance of the early years, develop relationships with local early childhood education services and assist with the understanding of vulnerability and protective factors in the community 	100 % of Students involved.	Prep (Every 2 years)	Class teachers P-2 Support Teacher Curriculum Coach Support
	Inclusion Marker Students	OneDrive Venn Diagram, SPOTLIGHT, quadrant tracking	<ul style="list-style-type: none"> * To ensure fidelity of Level of Achievement within the school and cluster * ACM process and explicit next steps 	100 % of staff using ACM as evidence and planning next steps.	P-6	Class teachers Curriculum Coach Principal HOI
	Inclusion Forum	One Drive and ACM folios	<p>Principals collaboratively develop the agendas across the Whitsundays. Creating Professional learning, sharing of best Practice and the Council approach when presenting students work to guide possible next steps for improvement. Spotlight of school practices and celebrations.</p> <p>Reduce the dip from Prep to Year 1 and give our students a great start.</p> <p>Continue to closely track year 4 students as marker year level from Prep driving improvement.</p>	ACM movement and narrowing of the dip	Year 1 Year 4	Curriculum Coach Principal Teachers Year 1 and Year 4 Head of Inclusion

Equity and Excellence Focus	DATA	LOCATION	PURPOSE	TARGETS	YEAR LEVELS	WHO IS RESPONSIBLE
<p>Wellbeing and Engagement</p>  <p>Maximise student learning days and student wellbeing</p> <p>Introducing a Wellbeing and PBL Coach</p>	<p>Behaviour (PBL) Major and minor incidences / Positive behaviour records / School Disciplinary absences</p>	<p>Class Dashboard Student Profile Weekly Behaviour Reports</p>	<ul style="list-style-type: none"> * To monitor behaviour trends throughout the school (individual students, groups of students, cohorts, time of day and environments) * To monitor Tier 1 moving in and out of Tier 2 * To identify students who may be at risk (requiring intervention/support) * Positive shout outs * Drama Club student voice in unpacking school rules <p>Classroom Profiling To provide feedback to teachers around classroom management and student engagement. Implement a consistence observation and feedback model to provide regular feedback to all teachers on classroom practice in school priority areas</p>	<p>Increase Positive behaviour records</p> <p>100% of PBL Team complete training</p>	<p>Prep – Year 6</p>	<p>PBL Coach Deputy Principal PBL Team</p>
	<p>Student Wellbeing</p>	<p>One Drive</p>	<p>Queensland Engagement and Wellbeing Survey</p> <p>Develop students' social and emotional capabilities by explicitly teaching YCDI Keys and Wellbeing Conversations during ART</p>	<p>SOS</p>	<p>Year 4-6</p>	<p>PBL Coach HOI Artist in Residence guided wellbeing conversations. Curriculum Coach Deputy Principal</p>
	<p>Staff Wellbeing</p>	<p>One Drive</p>	<p>Staff Wellbeing Roadmap SWELL Committee Collaborative Planning of AIP , Curriculum in PLC</p>	<p>Improve SOS</p>	<p>All staff</p>	
	<p>Student Attendance</p>	<p>Class dashboard Individual Student Dashboard/Profile</p>	<p>An attendance process that supports families to maximise learning days</p> <ul style="list-style-type: none"> * To monitor students closely due to the correlation between attendance and academic outcomes * To support students and their families around engagement <p>Duty of care A great start for all.</p>	<p>95%</p>	<p>Prep – Year 6</p>	<p>Class teachers Specialist teachers Relieving teachers Front office staff Deputy Principal</p>