

Data Plan for implementation in 2024



School name: Manly West State School

Data Plan leader: Robert Bernard (DP)

Data Plan version history: developed 2023

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Data Plan alignment: School Strategic Plan [QSR 2021 - 2024](#)

Annual Implementation Plan: February 2024

Data set	Link to strategic priorities	How data is used (Purpose)	Targets/ Desired outcomes	Source of data / where data is stored	When the data is generated	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
EDUCATIONAL ACHIEVEMENT										
FORMATIVE ASSESSMENTS										
Early Start Literacy and Numeracy	AIP Priority 1: To develop a consistent whole school approach to The Teaching of Reading through the Australian Curriculum V9 to improve student outcomes in reading. SSP: Design for Impact - Promote and embed a school wide culture of high expectations for student achievement.	Informs curriculum planning and resourcing decisions and supports more effective differentiation for students in the early years of schooling.	Teaching staff to build their capacity to analyse data in making informed decisions on students' improvement in reading. By the end of 2024: 60% Prep Students achieving Cluster 4 or above 60% Year 1 Students achieving Cluster 6 or above 60% Year 2 Students achieving Cluster 8 or above (Literacy Continuum: Reading Texts)	OneSchool> Curriculum & Assessment> Assessment> Early Start	Term 1: Prep only Term 4: Prep, Year 1, Year 2	Immediately following data entry into OneSchool	On-going analysis to inform next steps in teaching and learning: f/nightly case management meetings, Year level/Sector teams, PLP meetings, SST meetings, parent teacher interviews	HOD-C Classroom teacher	HOD-C Classroom teacher Inclusion teacher	Leadership team Classroom and Inclusion teachers HOD-C Student Support Team (SLP, GO)
Literacy continuum		Monitor students' literacy development in the curriculum, with a focus on reading and create goals and supportive actions for students to achieve improvement.	Teaching staff to build their capacity to analyse data in making informed decisions on students' improvement in reading. By the end of 2024: 55% Year 3 Students achieving Cluster 9 or above 55% Year 4 Students achieving Cluster 10 or above 50% Year 5 Students achieving Cluster 11 or above 45%Year 6 Students achieving Cluster 12 or above	OneSchool> Curriculum & Assessment> Literacy Continuum	Marker collection set up at the start of each term and students marked off against the relevant clusters and markers throughout or by the end of each term.	Immediately following data entry into OneSchool	On-going monitoring and tracking: f/nightly case management meetings, Year level/Sector teams, PLP meetings, SST meetings, parent teacher interviews	HOD-C Classroom teacher	HOD-C Classroom teacher Inclusion teacher	Leadership team Classroom and Inclusion teachers HOD-C Student Support Team (SLP, GO)

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			(Literacy Continuum: Reading Texts)							
Sounds -Write diagnostic assessments		Monitor student progress with reading, spelling and writing.	60% of students in Prep-Year 2 achieving at or above their age-appropriate cluster on the Literacy Continuum 50% of students in Years 3-6 achieving at or above their age-appropriate cluster on the Literacy Continuum	Student portfolios and entered into OneSchool: PLP as a curriculum focus area	When appropriate according to the Sounds Write program from Prep-Year 3 and as needed for intervention in Years 4-6	As needed	On-going monitoring and tracking: f/nightly case management, Year level teams, PLP meetings, SST meetings, parent teacher interviews	Inclusion teacher Classroom teacher	Inclusion teacher Classroom teacher	Leadership team Classroom and Inclusion teachers HOD-C Student Support Team (SLP, GO)
English and Mathematics Australian Curriculum monitoring tasks		Monitors students' progress towards English and Mathematics summative tasks.	>86% achieving a C or above for English >88% achieving a C or above for Mathematics	Student work samples and teacher monitoring checklists	Once per term within teaching and learning sequence	Once per term as Phase 2 moderation	On-going monitoring and tracking and Phase 2 moderation	Classroom teacher	Classroom teacher	HOD-C Classroom teacher Inclusion teacher
NAPLAN		NAPLAN recognising and identifying students' knowledge and skills in reading, writing, conventions of language, and numeracy for students in Year 3 and Year 5.	Year 3 READING >34% Strong >17% Exceeding Year 5 READING >47% Strong >22% Exceeding	Parent report NAPLAN OneSchool Reports SORD	End Term 1	End Term 2	On-going: case management meetings, Year level teams, PLP meetings, SST meetings, parent teacher interviews	External	External	Leadership team Classroom and Inclusion teachers HOD-C Student Support Team (SLP, GO) Parents
SUMMATIVE ASSESSMENTS										
English and Mathematics Australian Curriculum Summative Tasks	AIP Priority 1: To develop a consistent whole school approach to The Teaching of Reading through the Australian Curriculum V9 to improve student outcomes in reading. SSP: Design for Impact -	Informs student academic reporting against the Australian Curriculum English and Mathematics achievement standards.	>45% achieving A or B for English >86% achieving a C or above for English >55% achieving A or B for Mathematics >88% achieving a C or above for Mathematics	OneSchool academic reporting Student portfolio MWSS SharePoint	Once per term within teaching and learning sequence	Once per term as Phase 3 moderation	End of semester academic reporting	HOD-C Classroom teacher Inclusion teacher	Classroom teacher Inclusion teacher	Leadership team Classroom and Inclusion teachers HOD-C Student Support Team (SLP, GO) Parents

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	Promote and embed a school wide culture of high expectations for student achievement.									
WELLBEING AND ENGAGEMENT										
Student attendance	SSP: Engage and Learn - Parents are productive partners in their student's learning.	Track and monitor attendance of every student from Prep-Year 6 to ensure the maximising of learning days	>89% whole school attendance rate >93% Prep-Year 2 attendance rate >90% Year 3-Year 6 attendance rate <20% of students with a <85% attendance rate	OneSchool SORD Semester Report	Daily	On-going	On-going	CT	CT	CT, P, DP, GO
Behaviour	AIP Priority 2: PBL SSP: Flourish and Belong - Continue to embed the school behaviour expectation framework and associated strategies to further develop a whole-school consistent approach and understanding.	Compare with School Opinion Survey data – parents, students and staff use for intervention and development of Case Management Plan. Analyse suspension data, look for patterns, Implementation of proactive preventative programs in response to patterns eg Positive behaviour /types of incidents	<15 SDA rate <13 students with a SDA <4 students with >1 SDA	OneSchool SORD PBL team	Fortnightly at PBL meeting Yearly SOS As needed via OneSchool and SORD	On-going	Fortnightly at PBL meeting Yearly SOS As needed via OneSchool and SORD	DP, P PBL team	CT, P, DP, GO	CT, P, DP, GO PBL team
School Opinion Survey	SSP: Engage and Learn Design for Impact Flourish and Belong	Analyse all sections and identify key concerns Recognise strengths and celebrate successes. Provide detailed analysis to school community. Discuss with staff and develop response to what the data is indicating. Compare with like school mean and state mean as an indicator of school climate. Compare data with other data sources in the school.	>70% good school >38% staff morale	OneSchool SORD	Term 3	Term 4	On-going	Principal	Parents/Caregivers Students Staff via online or paper surveys	Leadership/region

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CULTURE AND INCLUSION										
NCCD	SSP: Flourish and Belong - Develop a safe and supportive environment and positive culture for teaching and learning.	Identify students with disability who require school to make reasonable adjustments.	Report the NCCD accurately in accordance with the National NCCD Guidelines	OneSchool> Support> Personalised Learning Plan	Yearly national census date in August	As needed	On-going	Inclusion teachers	Inclusion teachers	Leadership team Classroom and Inclusion teachers HOD-C Student Support Team (SLP, GO)
School Data Profile/SORD	SSP: Engage and Learn Design for Impact Flourish and Belong	The School Online Reporting Dashboard (SORD) is an interactive reporting tool which enables users to view and analyse the latest released school data at any time.	Analyse trends to inform direction of school priorities	OneSchool SORD	According to SORD schedule of collections	Continually updated	On-going	Leadership	Collections and Reporting – State Schools (CRSS) team within the Performance, Monitoring and Reporting (PMR) unit.	All school staff and wider school community