

Upper Mount Gravatt State School Data Plan alignment with System Imperatives

Our purpose is to use actionable data to inform teaching and learning

Success for all					
Achievement		Engagement	Wellbeing	Transition	
Measures	<ul style="list-style-type: none"> ▪ A - E English and Maths 		<ul style="list-style-type: none"> ▪ Attendance ▪ Student Disciplinary Absences ▪ Kindy Participation 	<ul style="list-style-type: none"> ▪ AAP embedded in practice ▪ School Opinion Survey 	<ul style="list-style-type: none"> ▪ Transition Statements ▪ Transition across the early phase of learning ▪ Year 6 – 7 transition
Targets	<ul style="list-style-type: none"> ▪ >90% A - C English ▪ >60% A-B English ▪ >90% A to C Maths ▪ >70% A to B Maths 		<ul style="list-style-type: none"> ▪ Increase attendance greater than 90% ▪ Increase full time attendance for students on part time plans with 10 week monitoring ▪ Decrease the number of SDA across all year levels ▪ Maintain consistent low SDA in Prep ▪ Improve attendance rates for Aboriginal and Torres Strait Islander students by 3% (identified students) ▪ 72% of teaching staff feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas. Target for 2024 85% 	<ul style="list-style-type: none"> ▪ Continue AAP in the early years ▪ Overall rating for school culture (SOS) >95% (UMGSS 2023 94%) ▪ School well being >90% (UMGSS 2023 90%) ▪ Staff Morale > 90% (UMGSS 2023 91%) ▪ Behaviour is well managed >85% (2023 - Students – 67% agreement 2023 - Staff – 82% agreement) 	<ul style="list-style-type: none"> ▪ 100% use of transition statements ▪ 100% year 6 students have a known destination for year 7
Monitoring	<ul style="list-style-type: none"> ▪ Use Early Start and Literacy Continuum to plan targeted teaching ▪ ICPs reviewed every 6 months ▪ 100% participation in internal moderation ▪ Key staff engaged in external moderation ▪ Termly student progress in English against A-E data to inform next steps 		<ul style="list-style-type: none"> ▪ Attendance data collected weekly 	<ul style="list-style-type: none"> ▪ AAP monitoring ▪ Case management 	<ul style="list-style-type: none"> ▪ Use of transition statements ▪ Use school case management based on enrolment information
Ways of Working	<p>Teachers</p> <ul style="list-style-type: none"> ▪ Collaboratively plan effective tailored support and reasonable adjustments. <p>School Leaders</p> <ul style="list-style-type: none"> ▪ Co-construct local achievement, engagement safety and well being targets with their staff for shared ownership of the improvement agenda. ▪ Work alongside teachers to place the faces on the data and monitor improvement through case management termly. ▪ Work alongside teachers and support staff to lead effective case management within the three tiers of support. 				
Governance and Management	<p>Monitoring of</p> <ul style="list-style-type: none"> ▪ MAST (Mandatory Training) and / or completion of Management Foundations for school and region ▪ Completion of Student Protection ▪ Compliance with Blue Card requirements ▪ Annual Safety Assessment completion by the end of Term 4 (Term 3 preference) ▪ Asbestos Training ▪ Compliance with the schedule of collections – 100% submitted on time ▪ Health checks and Audits completed by all schools ▪ Health, Safety and Wellbeing –upload HWS meeting minutes in the term of the meeting ▪ Evacuation and Lockdown – schools complete once per term with details uploaded to MyHR 				
<p><i>Building a culture of clear expectations and support to empower everyone to be the best they can be in all aspects of life.</i></p>					