



School Name: Upper Mount Gravatt State School

Data plan version history: Developed (date) January 2022

Data plan alignment: School strategic plan (date range) 2019 – 2022

Data Plan for implementation in 2022

Data plan leader: Derek Brady (Principal)

Last reviewed December 2021

Shared with LCC February 2022

Annual Implementation plan 2022

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

School Strategic Priority	Data set	What is the purpose for using the data? How the data is 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
Continue to build on processes that enable teachers to further develop a deep understanding of the Australian Curriculum and Cross-Curricular Priorities.	Student A-E Achievement	To inform school, team, and teacher planning. To cater for the learning needs of the cohort, class, and student.	Development of school based, student centred unit of work in Learning Areas, collaboratively in teaching teams supported by HOD (Curriculum)	Source – Summative Assessments (Criteria) Stored – OneSchool Mark books	Deputy Principal	Access – Principal Deputy Principal Head of Department (Curriculum) Teachers Parents Students Input - Teachers	Teachers Head of Department (Curriculum)	U		G A		G A
	Student A-E Achievement	To reflect on the success of having a writing focus in the classrooms. Monitor the effects on overall English (Learning Area) progress.	Build teachers' capabilities in teaching of writing to enhance student performance. Providing targeted professional development opportunism and coaching. Developed targeted programs/processes around the teaching and learning of writing across the school.	Source – Summative Assessments (Criteria) Stored – OneSchool Mark books	Deputy Principal	Access – Principal Deputy Principal Head of Department (Curriculum) Teachers Parents Students Input - Teachers	Teacher Head of Department (Curriculum)	U		G A		G A

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	Student A-E Achievement	To track the students that are achieving C or above. Monitor student movements in achievement. Identify student that can be lifted to a C or above.	<p>Increase the number of students achieving a C and above in English (Learning Area)</p> <p>Identify students who require support.</p> <p>Provide support programs for students that fall below the C standard.</p> <p>Allocation of targeted physical and human resources.</p> <p>Provision of supported programs in classrooms</p>	<p>Source – Summative Assessments (Criteria)</p> <p>Stored – OneSchool Mark books</p>	Deputy Principal	<p>Access – Principal Deputy Principal Head of Department (Curriculum) Teachers Parents Students</p> <p>Input- Teachers</p>	Teacher Head of Department (Curriculum)	U		G A		G A
	Assessment Criteria Student work samples/ Portfolios of Work	<p>To develop consistency in the work that is needed to be produced by a student to achieve a standard.</p> <p>Consistence in the interpretation of criteria standards</p>	<p>Moderation of selected student's summative assessment task and/or folios.</p> <p>Monitoring and/or reviewing of the three level of planning.</p> <p>Engage in a formal (four step) moderation process in the school.</p>	<p>Source – Summative Assessments (Criteria) Student Work samples Marking guides Moderation Meetings</p> <p>Stored – School File Curriculum OneDrive OneSchool Mark books</p>	<p>Head of Department (Curriculum)</p> <p>Year Level Leaders</p>	<p>Access – Principal Deputy Principal Head of Department (Curriculum)</p> <p>Input- Head of Department (Curriculum) Teachers</p>	Teachers Head of Department (Curriculum)	G U A				



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Build teacher data literacy skills by strengthening processes to interrogate systematic and school-based achievement.	Student A-E Achievement Assessment Criteria Student Portfolios of Work	To develop consistency in the work that is needed to be produced by a student to achieve a standard. Consistence in the interpretation of criteria standards Teachers to use the data to inform school, year level and classroom planning programs.	Increase the number of students achieving a C and above in English (Learning Area)	Source – Summative Assessments (Criteria) Student Work samples Marking guides Moderation Meetings Stored – School File Curriculum OneDrive OneSchool Mark books	Deputy Principal Head of Department (Curriculum)	Access – Principal Deputy Principal Head of Department (Curriculum) Teachers Support Teachers Input – Teachers	Head of Department (Curriculum) Teachers Support Teachers	G U A				
	Diagnostic and Standardised Testing	Monitor and track students' progress in key areas of literacy development. Provide target physical and human resourcing to support identified students.	Ensure that all students meet and are above the national minimum standards. Increase student's literacy levels to ensure that they can confidently assess the curriculum in all Learning areas. Provide InSite as to a student and what they may be missing in their learning.	Source – PAT (R) Literacy Continuum Early Start Reading Levels Stored – OneSchool Mark books	Head of Department (Curriculum)	Access – Principal Deputy Principal Head of Department (Curriculum) Teachers Support Teachers Input –	Teachers Head of Department (Curriculum)	G U				



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			Using this to target support in the classroom. Improve teacher's knowledge around the literacy requirement to access year level curriculum. Teacher have a full understanding of where the students have come from and why they are working towards.			Head of Department Teachers Support Teachers		A				
	Formative assessment tasks	Monitor and track students' progress regarding pre-learning and current teaching. To inform classroom programs.	Increase the number of students achieving a C and above in English (Learning Area) Teachers to understand where their students are and what is required to provide a lift in student outcomes. Classroom planning to be flexible to meet the need of the class group and individual students.	Source – Formative Assessment Tasks Checklist Teacher notes Student Workbooks/samples Stored – Teacher discretion	Teachers Support Teachers	Access – Teachers Support Teachers Input – Teachers Support Teachers	Teachers Support Teachers	G U A				
	Monitoring and/or reviewing school performance plans. Monitoring and/or reviewing the three level of planning.	To developed collective teacher efficacy (Quality Teaching Teams). Scholarly Teachers. Professional conversations.	Establish Professional Learning Communities (PLC) to focus on data analysis that supports school-based priorities and identifies the implications	Source – Action Research Stored – SharePoint (School OneDrive)	Staff Meetings (Deputy Principal) Year level teams (Teachers) Sector Meeting (P-2: Head of	All Staff	All Staff	G				



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	School Data Sets Meeting Minutes Action Plans Resources	Supporting, coaching, and mentoring colleges.	for teaching and improved student outcomes.	Team OneNote – Linked to SharePoint (School OneDrive)	Department 3-6: (Deputy Principal) Working Groups (IT Crowd, Quality Teaching and Learning Team, Inclusive Education Team)			U A				
Develop and implement a school wide Collegial Engagement Framework for regular and timely feedback to teaching staff and education assistants.	ATSIL Self Evaluation Tool. My Hr Performance Development Plan Monitoring and/or reviewing of School Performance Plans.	Supporting teachers in progressing through the stages of teaching from Graduate, Prurient, Highly Accomplished and Lead Monitoring and/or reviewing of School Performance Plans.	Align Annual Performance Review Process with Australian Professional Standard for Teachers. Improve staff capabilities. Provided target professional development opportunities that align with school improvement agenda. Provide staff with the opportunity to reflect on their performance in their role and plan for improvement/growth.	Source – ATSIL Toolbox (Individual Teacher) CFL (Public Service) Leadership Framework (Principal, Deputy Principal and Head of Department Curriculum) Deputy Principal (Education Assistance and BSM) My Hr Performance Development Plans Stored – OnePortal (MyHR)	Principal (Teaching Staff, Deputy Principal and Head of Department Curriculum) Deputy Principal (Education Assistance and BSM) BSM (Administration, Officers, Cleaners, Ground Staff)	Access – Leadership Teachers Administration Support Staff Input – Leadership Teachers Administration Support Staff	Leadership Teachers Administration Support Staff	U U	G A			
	Classroom Walk throughs 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.	Source – Checklist Notes Classroom Profile Face to face discussion	Principal Deputy Principal Head of Department Teacher Colleges	Access – Teachers Input – Principal	Teachers	G U				



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				Stored - Provided to individual teaches for their own records. <i>(Not to be stored by other staff)</i>		Deputy Principal Head of Department		A				
	Staff Induction Checklist Mandatory Training Modules ICT Coaching Timetable Term Staff Professional Development Schedule Student Free Day programs	To ensure that all unfamiliar staff to the school are aware of school policy and procedures. To ensure that all beginning teachers are provided support around classroom planning, teaching, assessing and management. Also understand department and school-based policy and procedures. To support teachers to have a successful start to their careers.	Formalise indication processes for new and beginning teachers.	Source – Checklist Professional development Schedules Student Free Day programs Certificates of Completion Learning Place Stored – SharePoint (School OneDrive) OneSchool (Staff) School Paper Files	Principal Deputy Principal Head of Department Business Services Manager	Access – All Staff Input – All Staff	All Staff	G U A				
Build teacher and student capabilities with digital and Information Communication Technologies.	School Opinion Survey (Student) Report card data (Effort)	To assistance how the student body see the use of 'computers' in their education at school.	SOS data (S2054) – 100T% of students to respond that 'I use computers and other technologies at my school for my learning'	Source – School Opinion Survey OneSchool – Student Reports	Department of Education – Performance Branch Head of Department (Curriculum)	Access – Principal, Deputy Principal and Head of Department Input – Students Years 5 and 6	Principal Deputy Principal Head of Department (Curriculum)	U		G		G



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				Use of ICT in teacher planning and teaching. Stored – SORD								
	School Opinion Survey (Staff)	To assistance how the staff feel about access to technologies when required.	SOS data (S3216) – 100% of students to respond that 'I can access necessary information and communication technologies to do my job at my school'	Source – School Opinion Survey OneSchool – Student Reports Use of ICT in teacher planning and teaching. Stored – SORD	Department of Education – Performance Branch Head of Department (Curriculum)	Access – Principal Deputy Principal Head of Department (Curriculum) Input – Staff	Principal	U			G	A
Continue to develop teacher capacity to utilise technologies to support teaching and learning of the Australian Curriculum across the school.	ICT General capabilities ICT overview P-6 UMG Learning Area Unit Plans	To ensure the ICT are considered in all level of school planning to ensure that ICT are used in appropriate teaching and learning.	ICT General capabilities are embedded in curriculum plans.	Source – Australian Curriculum Unit Planning Stored – SharePoint (School OneDrive)	Head of Department (Curriculum) Teachers Specialist Teachers Inclusive Education Teachers	Access – All Staff Input – Teachers Specialists Teachers Inclusive Education Teachers	All Staff	G A				
	ICT overview P-6 UMG	To provide consistency and timely induction of skills for students that are	Develop school-based scope and sequence to ensure vertical alignment of skills in the use of ICT's	Source – Australian Curriculum	Head of Department (Curriculum)	Access Teaching Staff	Teaching Staff					



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		appropriate to age and curriculum needs.		Stored – SharePoint (School OneDrive)		Input – Head of Department (Curriculum)		G				
	ICT staff use surveys ICT coaching timetable	To provide targeted coaching for teachers based on individual need, to improve the use of a varied range of ICT 'products' in teaching and learning, to improve student outcomes.	Expand the role of the ICT coach to support school priorities.	Source – IT Crowd (OneNote) Stored – SharePoint (School OneDrive)	IT Crowd	Access – All Teaching Staff Input – IT Crowd	All Teaching Staff	G U A				
Support students to become assessment literate learners.	Year level achievement standards for learning areas. Learning Area Unit Plans. Assessment criteria Student SMART goals	Student have a greater understanding on what is required to archive in learning areas. Student able to articulate their learnings and what they need to work on to improve outcomes. Based on individual student needs	Teacher engage students as assessment literate learners by providing opportunities for student's self-assessment, goal setting, feedback processes and deconstruction of success criteria,	Source – Assessment Criteria Stored – SharePoint (School OneDrive) Student Workbooks/Desks Learning Walls	Head of Department (Curriculum) Year Level Leaders	Access – All Teaching Staff Input – Head of Department (Curriculum) Teachers Specialist Teachers Inclusive Education Teachers	All Teaching Staff	G U				



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Staff have understanding, ownership and capacity to explicitly teach and integrate thinking skills and routines.	Monitoring and/or reviewing of the three levels of planning UMG thinking skills programs Learning area unit plans	Students able to develop thinking strategies/skills that can be applied to their learning and life skills.	Develop a school Thinking Framework and implementation plan, including the provision of staff development opportunities, through Learning Area specific thinking frames and cross-curricular priorities.	Source – School Curriculum Plan Unit Planning Stored – SharePoint (School OneDrive)	Head of Department (Curriculum) Year Level Leaders	Access – All Teaching Staff Input – Head of Department (Curriculum) Teachers Specialist Teachers Inclusive Education Teachers	All Teaching Staff	G U A				
Continue to implement the You Can Do It Education Program P – 6 & Kids Matter Framework	School Opinion Survey (Student) Attendance Queensland Engagement and Wellbeing Survey	Develop students' social and emotional capabilities by explicitly teaching them the five keys of: Confidence, Persistence, Organisation, Getting Along and Resilience.	SOS data (S2056) – 95% of students respond that 'I feel accepted by other students at my school'	Source – School Opinion Survey (Students) School Opinion Survey (Parents) Stored – SORD	Principal	Access – Principal Input – Students Parents		U			G	A



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Ensure grand expectations for staff and students using inclusive practices and differentiation.	Monitoring and/or reviewing the three levels of planning. UMG Differentiation strategies.	To improve student outcomes and ensure that the curriculum is relevant and engaging. To ensure the curriculum is targeted at the needs of the individual learner. Every Student Succeeding Every day in Every Classroom	Teachers use an agreed planning process and model to plan and deliver differentiated learning experiences for the range of learners.	Source – School Curriculum Plan Unit Planning Stored – SharePoint (School OneDrive)	Head of Department (Curriculum) Year Level Leaders	Access – All Teaching Staff Input – Head of Department (Curriculum) Teachers Specialist Teachers Inclusive Education Teachers	All Teaching Staff	G U A				
	Nationally consistent collection of data on students with disabilities (NCCD) Support Plans Case Management meeting minutes. Records of contact	To record support provided to the individual learner. This record is reviewed to ensure optimal students' outcomes and success of the programs for targeted students.	Develop and implement a school-based case management approach to provide support to teachers to differentiated for all students.	Source – Referrals Parents Medical Professionals Therapy OneSchool (Student Plan) OneSchool (AIMS) OneSchool (Support Provisions) OneSchool (Personal Learning Records) Unit Planning	Support Teachers	Access – All Teaching Staff Input – Support Teachers	All teaching staff	G U A				



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				Stored – SharePoint (School OneDrive) OneSchool OneNote (Management)								
Maintain PLC to inform school practices which support indigenous students and their families.			Review school processes and analyse data to inform school-based strategies to support student learning outcomes.									
Maintain authentic partnerships with the community.												

