

Data Collection and Analysis Plan



Rationale

At St John's College, we ensure that the information we gather on each student is used to further our knowledge and understanding of each child's progress.

- We are student focused in our response to data.
- We act deliberately on the evidence we gather.
- We are committed to continuous improvement that is guided by the explicit collection, analysis and discussion of data.
- Our teaching reflects a deep belief in deliberate practice.
- We closely monitor student achievement and map our learning experiences to ensure each student is provided with an opportunity to maximise their achievement.
- We monitor student learning at the individual, class, cohort and group level.

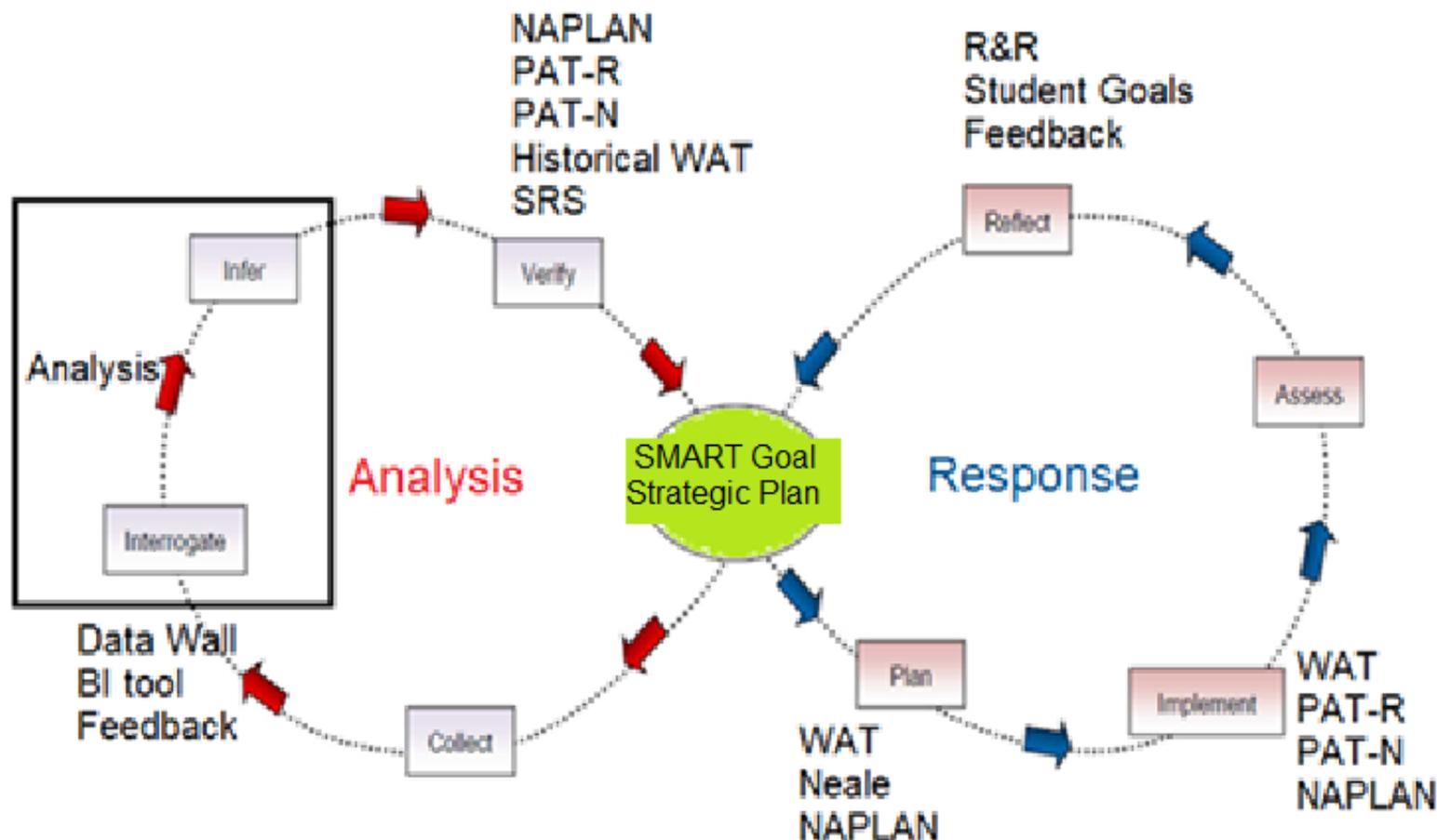


A Model for Data Analysis – Using student data to inform teaching & learning

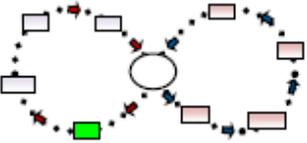
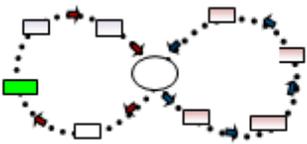
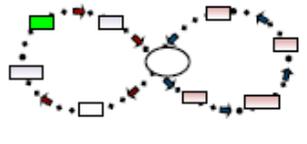
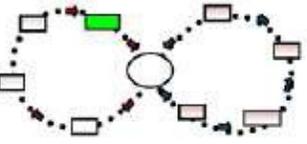
At St John's College we actively participate in the analysis, discussion and response to data to deliver excellent learning and teaching.

Data Analysis involves teachers **collecting** data, **interrogating** this data for meaning, **inferring** implications for practice and **verifying** this information by looking at multiple data sources.

Teachers then respond to this analysis by **planning** a pathway for improvement, **implementing** these actions, **assessing** the effect of these actions (formative assessment) and then **reflecting** on the success of the plan. This is an evolving model of practice.



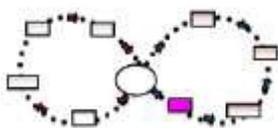
DATA ANALYSIS

Process <i>What do I do?</i>	Contributing questions <i>What do I ask of the data?</i>	Classroom application <i>What do I ask as a teacher?</i>
Collect		
Gathering the Data 	Where do I find the data? <input type="checkbox"/>	<input type="checkbox"/> Which data sets are relevant for the literacy and numeracy improvement of my students? <input type="checkbox"/> Will I need to refer to past reports, assessments, anecdotal records? <input type="checkbox"/> Will I need to administer additional diagnostic measures?
Interrogate		
Understanding the Data 	What did I find? <input type="checkbox"/> What is this data telling me? <input type="checkbox"/> Does this align with what I already know? <input type="checkbox"/> Which patterns have emerged? <input type="checkbox"/> What doesn't the data tell us?	<input type="checkbox"/> What is this data telling me about this student and/or class? <input type="checkbox"/> Does this align with what I already know? <input type="checkbox"/> How does my class data compare to the rest of the year level? <input type="checkbox"/> How do they compare with state and national data sets? <input type="checkbox"/> What are the patterns <input type="checkbox"/> Are there any particular students with irregular responses
Infer		
Making Meaning of the Data 	What do I think is happening here? <input type="checkbox"/> Which pattern in the data is most significant for the school? cohort? individual student? <input type="checkbox"/> Which aspect of the curriculum does it relate to? <input type="checkbox"/> Has this been explicitly taught in class?	<input type="checkbox"/> What are the main messages in my class data? <input type="checkbox"/> Which aspects of literacy/numeracy do they relate to? <input type="checkbox"/> Are there gaps in my curriculum/program? <input type="checkbox"/> Are there students who have gaps in their learning?
Verify		
Identify support methods 	Which data will I consult to support my actions? <input type="checkbox"/> Do the patterns identified in this data set correlate with those found in other data? <input type="checkbox"/> Is there supplementary data to support the inferences being proposed? <input type="checkbox"/> Is the evidence strong enough to warrant a modification of current teaching and learning?	<input type="checkbox"/> Have I seen these patterns in other data sets? <input type="checkbox"/> Is the individual student data on NAPLAN similar to A-E Academic grading and WAT score? <input type="checkbox"/> What are the implications here for my planning and pedagogy? <input type="checkbox"/> Who could offer support?

DATA RESPONSE

Plan

Formulate Data Plan



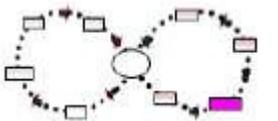
What are my goals ?

- What aspects of learning have been identified in the data?
- Do they align with the overarching goals and targets?
- Who will make up the student sample?
- What will be the steps in my action plan?
- Are there organisational aspects to consider (personnel, timetabling, data collection and collation)?
- What are the time frames for the action plan?

- In which area(s) of learning to I want to see improvement?
- Do these align with the school's overall goals and targets?
- For which children is this intervention relevant?
- How will I go about it?
- Will I need to reorganise my timetable, specialist personnel, material resources?
- How will I gather the data? Collate? Record?
- Will I need any assistance?
- Will this be a short-term or long-term intervention?

Implement

Implement planned response



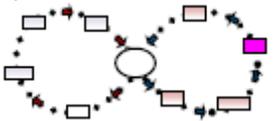
What action will I take?

- Are there modifications that can be made immediately?
- Do I require professional development?
- Are modifications to teaching required?

- Can I start my intervention/research straight away?
- Is there any professional learning I need to undertake?
- Will I need to adjust my pedagogy?
- How will my daily classroom routines be affected?

Assess

Test the impact and results of implementation.



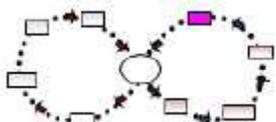
How will I test my attainment of goals ?

- Were quality assessment measures used?
- How well did the student sample perform?
- Were the targets met?

- How am I going to assess for improved learning outcomes?
- How did my students perform?
- Is this what I was expecting?
- Did I meet my goals and targets?

Reflect

Map back to the initial goals and targets. Engage in professional dialogue (PLC).

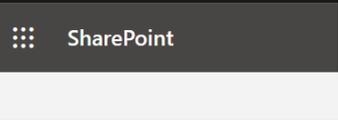
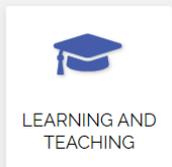
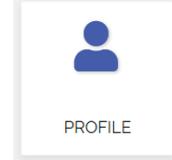
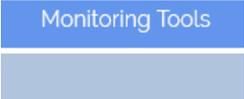
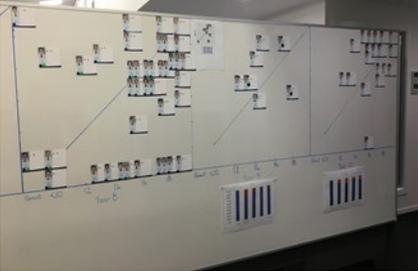
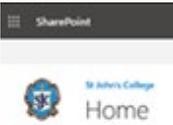


Did the data confirm success of my action plan? Where to from here?

- Was the intended purpose achieved?
- If completing this cycle again, what could be done differently?
- What did analysis of data reveal?
- Has there been any change in the major focus or goals and targets as a result of the activity?
- Are there curriculum implications?
- Do outcomes require a new direction?
- What is the next step to achieve major goals and targets?

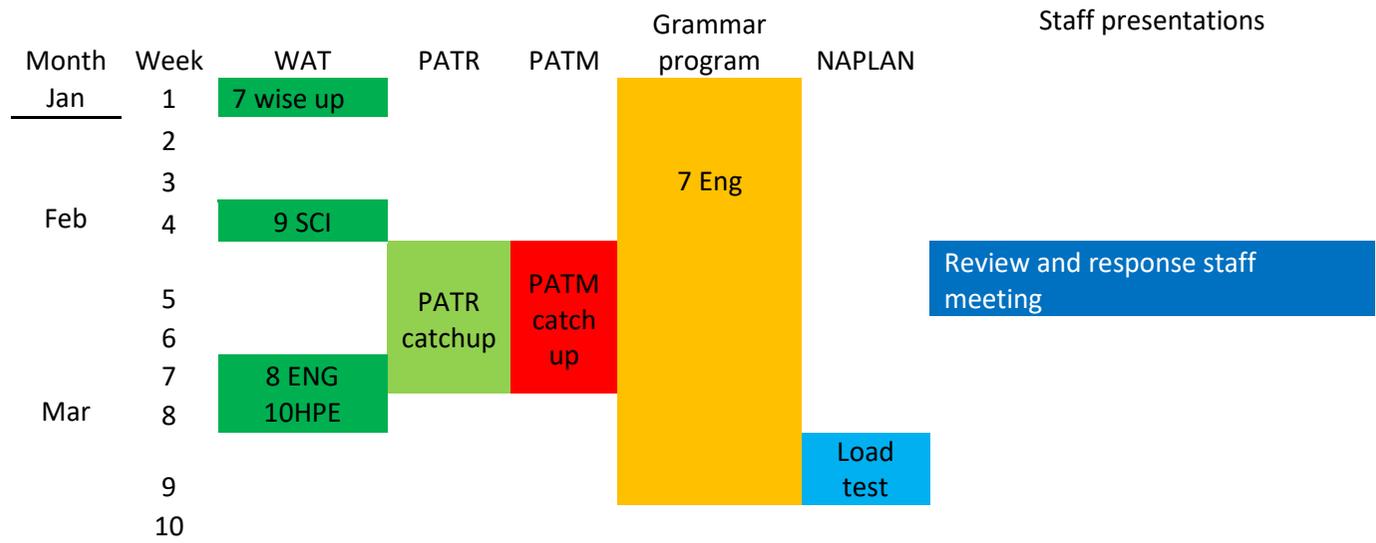
- What have I learned from this intervention/research cycle?
- Would I follow the same processes next time?
- Has the student response data changed? If so, how?
- Are there messages here for curriculum review?
- Has this new data changed my teaching focus
- What would I do differently next time?

Accessing Data

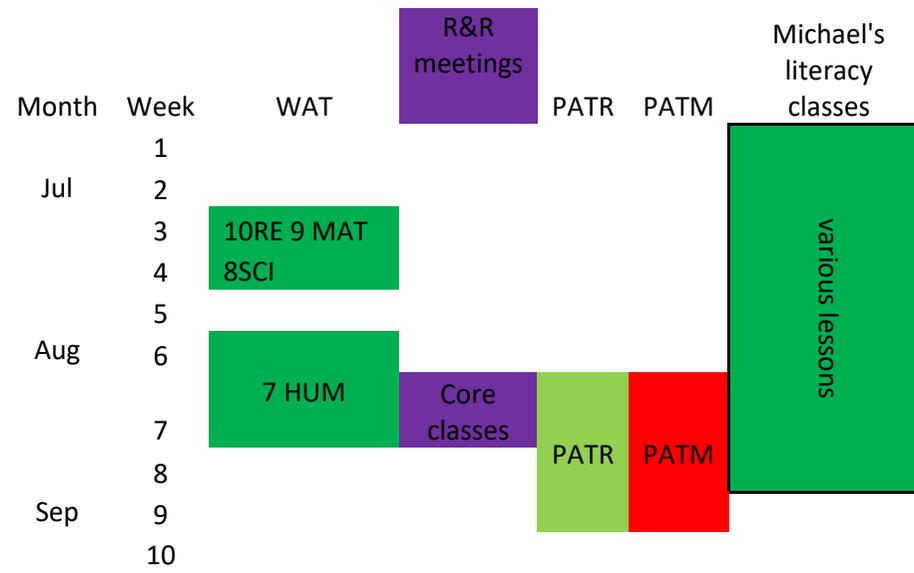
 		WAT	  
		NAPLAN	  
		PAT-R	  
		PAT-N	
DATA WALLS	Staff Room Benedict Building 	SRS	 
STUDENT GOALS & HISTORICAL WAT DATA	Storage Cupboard Room 21 	R&R	 Staff – Curriculum – Literacy and Learning – R&R Meetings
FEEDBACK		 Staff – Curriculum – Literacy and Learning – Writing Analysis Task – Year __ WAT 20__ Feedback	

ANNUAL OUTLINE

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Access	Responsibility	
Monitoring and Data Collection	WAT	7WISE	9SCI	8HPE 10RE	7&9ENG 8SCI	10ENG	9MAT 10RE	9Maths 8SCI 10RE	9HUM		9HUM 10RE	7SCI 8HUM		BI tool	ML Literacy
	PAT R		7-10						7-10					BI tool	ML Literacy
	PAT M		7-10						7-10					BI tool	ML Literacy
	Neale		7							7			Literacy Folders	ML Learning Support	
	Wellbeing		7-12										Pastoral staff share	ML pastoral/wellbeing	
	Attendance												eMinerva	PC teacher, PML, Admin	
	Behaviour												Engage	PC teacher, PML/CML/GC	
	SRS												BI tool	Class teachers	
	NAPLAN		Practice test			7, 9								BI tool	ML Literacy /Prin.
Staff Preparation	WAT meetings		9	8, 10			9 MAT						minutes	ML Literacy	
	Grammar refresher												emails	Literacy Coach	
	NAPLAN		Test administrator training											Spire	ML Literacy/ Prin.
Analysis	NAPLAN												BI tool	ML Literacy/ ML Data/ APAC	
	SRS												BI tool	ML data/ APAC	
	R&R												minutes	ML Literacy/ Core class teachers	
	VET							10 SET Plan			Acquittal 10-12		Voc Ed	Voc Ed/ APAC	
	QCE		Last year's 12s							Mock exams					APAC Subject teachers
	year 12 Outcomes			VET QCE											Voc Ed/ APAC
Student Implementation	7 Literacy walk throughs												Shareshare/literacy	ML literacy, Literacy coach	
	8 Literacy classes												Shareshare/literacy	ML literacy, Literacy coach	
	9 Literacy classes												Shareshare/literacy	ML literacy, Literacy coach	
	R&R							8	7, 8	7				minutes	Class teacher
	NAPLAN		7 and 9 English and Maths classes											English and Maths	ML English and ML Maths



Month	Week	WAT	NAPLAN	Michael's 8 literacy classes	Staff presentations
Apr	1				
	2	7 Eng			
	3			various lessons	Staff meeting
May	4				
	5	8 Sci	writing, reading, COL, Numeracy		
	6				NCCD Twilight
	7	9ENG 10 ENG			
Jun	8				
	9				
	10				



Month	week	WAT	Michael's literacy classes	
Oct	1	9 HUM	Various lessons	
	2			
	3			
	4	10 RE		
Nov	5	8 HUM 7 SCI		NCCD strategies and documentation
	6			
	7			
	8			
	Dec	9		
		10		