**Hambledon State School**

**Our Vision:** To Value, Support and Champion Every Child

**Our Values:** Be Safe, Be Respectful, Be a Learner, Be Resilient

**Data Plan for implementation in 2024**

**Version 1 January 2024**

**School Name**: Hambledon State School **Data plan leader**: Finn Buckley (Principal)

**Data plan version history**: Developed January 2024 **Shared with LCC:**  \_\_\_\_\_\_\_\_\_\_\_2024

**Data plan alignment:** School strategic plan 2024 - 2028 **Annual Implementation plan:** 2024 - 2028

| **DATA SET** | Who generated data /Who enters data | Source of dataWhere the data stored | Data purpose How is data used | Desired outcomesTargets / Benchmarks | Who accesses and uses the data |
| --- | --- | --- | --- | --- | --- |
| What data is collected |
| Attendance Data | DP | OneSchool | Duty of care – Progress monitoringAll students succeeding Support students and families | Attendance 93%<15% of students attending <85%  | Classroom TeachersLeadership TeamSupport Staff |
| P-6 Student A-E Data | Prep to Year 6 Classroom Teachers | OneSchool Academic ReportingOneSchool Class Dashboard | Assessment ***of*** Learning | English A-C 90%English A-B 50%Maths A-C 95%Reading, writing and Math100% of students progressing at least 1 years’ growthU2B Writing 50% | Leadership TeamClassroom TeachersSupport staffStudentsParents and Carers  |
| Student Assessment folios/Profiles | Prep to Year 6 Classroom Teachers | Summative task responses are stored in students’ Assessment FoliosGreen Folder: English, Maths, HaSS & ScienceWhite Folder: Banded subjects – Technology, The Arts, Music, HPE, LanguagesEnglish and Maths recorded on student assessment profiles (English and Maths) | Assessment ***of*** LearningModerate Learning Area using summative assessments and student and class profiles | Consistency of teacher judgement in English and Mathematics academic achievements | Leadership TeamClassroom TeachersSupport staffStudentsParents and Carers |
| PROBE 2 | HODc to maintain schedule of diagnostic assessmentsYear 3-6 Classroom TeachersYear P-2 Classroom teachers for identified students. | OneSchool Markbook | Assessment ***for*** LearningTo track students’ progress in reading fluency, decoding and comprehension, to inform classroom reading program and groupings for differentiation | 100% of students progressing at least 1 years’ growthRefer to year level table for benchmarks and targets | Leadership TeamClassroom TeachersSupport staffStudents |
| Yr P-3Phonics Screener | Prep to Year 3 teachers  | Excel Spreadsheets | Assessment ***for*** LearningTo track students’ progress in reading fluency, and decoding to inform classroom reading program and groupings for differentiation | To monitor the progress of all students (P-3) until they can fluently use all code. | Leadership TeamClassroom TeachersSupport staff |
| Phonics ScreenerY4-6 | Year 4-6 teachers | Excel spreadsheets | Assessment ***for/of*** LearningTo track students’ progress in reading decoding, and fluency, and to inform classroom reading program and groupings for differentiation | To monitor progress of identified students (Y4-6) in word recognition skills. | Leadership TeamClassroom TeachersSupport StaffStudent |
| P-6 Summative reading tasks | Prep to Year 6 Classroom Teachers | English semester student folio & assessment bookOneSchool Markbook | Assessment ***of*** LearningTo track students’ progress in reading fluency, decoding and comprehension against Australian Curriculum achievement standards, to inform classroom reading program and groupings for differentiation | English A-C 90%English A-B 50%Reading 100% of students progressing at least 1 years’ growth | Leadership TeamClassroom TeachersSupport staffStudentsParents and Carers |
| South Australian Spelling Test | Year 1-6 classroom teachers | South Australian Spelling TestSemester 1: Form ASemester 2: Form B | Assessment for LearningTo identify the spelling age of students | Age appropriate spelling age. | Leadership TeamSST  |
| NAPLAN | Year 3 and 5 | OneSchool Reports / Class Dashboard / Student Profile/Academic | Assessment ***of*** Learning - National Compulsory Assessment | 30% U2BU2B writing 50% | Leadership TeamTeachersStudentsParents and Carers |
| Writing Pre-test | Prep to Year 6 Classroom Teachers | Written responses stored in students’ assessment book/OneNoteAdjustments recorded – OneNote, Teacher unit and daily plans | Assessment ***for*** LearningTo inform teaching and learning cycle | U2B Writing 50% | Leadership TeamClassroom TeachersSupport staffStudents |
| Case Management | Prep to Year 6 Classroom Teachers | SharePoint: Student Data Card Adjustments recorded – OneNote, Teacher unit and daily plans | Assessment ***of*** and ***for*** learningLift LOA data in English | English A-C 90%English A-B 50%U2B Writing 50% | Leadership TeamClassroom TeachersSupport staff |
| NCCDNational Consistent Collection of Data | Facilitated by HOIL and IETsPrep to Year 6 Classroom Teachers | OneSchool | Assessment ***of*** and ***for*** learningIdentification of SWD and levels of student supportTo collect data for students with disability where adjustments have been made in the delivery of curriculum | To inform State Government resourcing | Classroom teachersHOIL and support staffExecutive Team |
| AEDC | Every 3 years  | Government database  | To guide decision making & planning for resources and services targeted to wellbeing of children and families (policies, planning & service delivery)  |  |  |
| School Opinion Survey  | All staff |  | Garner opinions of all stakeholders about delivery of school services  | 90% staff respond | Whole school community |
| I/EALD Bandscales | P-6 Teachers for identified Students | IEALD BandscalesOneSchool | TO assess students identified through the SST process.Identified macro skills | Identify specific learning difficulties | Classroom TeachersSSTLearning Support |

**HAMBLEDON STATE SCHOOL ASSESSMENT, DIAGNOSTICS & MONITORING SCHEDULE**

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|  | Administer task / Collect data |
|  | OneSchool entry to be completed & saved by end of week |
|  | Excel spreadsheet – SharePointEach class, entry to be completed and saved by end of last week. |
|  | Graded and entered into Student and Class (English) Profile |
|  | Monitoring Task |
|  | Moderation Processes |

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| **Whole school data collection PREP to Year 6**  |
| DiagnosticTask | **TERM ONE** |  | **TERM TWO** |  | **TERM THREE** |  | **TERM FOUR** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Attendance |  |  |  |  | · |  |  |  |  | · |  |  |  |  | · |  |  |  |  | · |  |  |  |  | · |  |  |  |  | · |  |  |  |  | · |  |  |  |  | · |
| A-E Data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · |  |  |
| Summative Assessment TasksEnter in Student Profile Sheets |  |  |  |  |  |  |  |  |  | · |  |  |  |  |  |  |  | · |  |  |  |  |  |  |  |  |  |  |  | · |  |  |  |  |  |  | · |  |  |  |
| PROBE (3-6) |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |
| Writing Pre-test (Y1-6) | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SAST(Y1-6) | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |
| I/EALD BandscalesWriting, Speaking |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |

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| **Whole school Moderation PREP to Year 6**  |
| DiagnosticTask | **TERM ONE** |  | **TERM TWO** |  | **TERM THREE** |  | **TERM FOUR** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Before**Planning Stage |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **After**Monitoring task during the unit(*for* learning) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **After**Moderate Student Work Samples(English) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **End**Moderate student folio A&C English & Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **End** Class Profiles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **PREP**  |
|  | **TERM ONE** |  | **TERM TWO** |  | **TERM THREE** |  | **TERM FOUR** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Sparkle Screener** |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |
| **Summative**Reading & Viewing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | All students· |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | All students |  |  |  |
| **Writing:** Monitoring Task |  |  |  |  |  |  |  |  |  | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Year 1**  |
|  | **TERM ONE** |  | **TERM TWO** |  | **TERM THREE** |  | **TERM FOUR** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Sparkle Screener** | Identified/new Students |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |
| **Summative** Reading & Viewing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | All students· |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | All students· |  |  |

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| **Year 2**  |
|  | **TERM ONE** |  | **TERM TWO** |  | **TERM THREE** |  | **TERM FOUR** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Sparkle Screener** | Identified/new Students |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |
| **PROBE 2**(identified Students only) |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |
| **Summative** Reading & Viewing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | All students· |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | All students· |  |  |

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| **Year 3** |
|  | **TERM ONE** |  | **TERM TWO** |  | **TERM THREE** |  | **TERM FOUR** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Sparkle Screener**To be administered to any student who does not have the basic and extended code. | Identified/new Students |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  | · | · |
| **PROBE 2** |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |
| **Summative** Reading & Viewing |  |  |  |  |  |  | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · |  |  |  |  |  |  |  | · |  |  |

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| **Year 4** |
|  | **TERM ONE** |  | **TERM TWO** |  | **TERM THREE** |  | **TERM FOUR** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Sparkle Screener**Identified Students only | · | · |  |  |  |  |  |  | · | · |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  | · | · |  |  |
| **PROBE 2** |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |
| **Summative** Reading & Viewing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · |  |  |

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| **Year 5** |
|  | **TERM ONE** |  | **TERM TWO** |  | **TERM THREE** |  | **TERM FOUR** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Sparkle Screener**Identified Students only | · | · |  |  |  |  |  |  | · | · |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  | · | · |  |  |
| **PROBE 2** |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |
| **Summative** Reading & Viewing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Year 6** |
|  | **TERM ONE** |  | **TERM TWO** |  | **TERM THREE** |  | **TERM FOUR** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Sparkle Screener**Identified students only | · | · |  |  |  |  |  |  | · | · |  |  |  |  |  |  | · | · |  |  |  |  |  |  |  |  |  |  | · | · |  |  |  |  |  |  | · | · |  |  |
| **PROBE 2** |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |
| **Summative** Reading & Viewing |  |  |  |  |  |  | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · |  |  |  |  |  |  | · |  |  |

**DRA Sparkle Screener Testing Schedule**

Focusing on Reading

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|  | **End of Term 1** | **End of Term 2** | **End of Term 3** | **End of Term 4** | **Comments** |
| Prep | Phase 1: Skill 1, 2, 3, 4 HFW (from list) | Phase 1: Skill 1, 2, 3, 4 (missed from T1)Phase 2: Skill 1, 2, 3Phase 3: Skill 1, 2, 3HFW (from list) | All Phases/skills from previous termsPhase 1: Skill 5Phase 2: Skill 4, 5Phase 3: Skill 4, 5 | All Phases/skills from previous TermsPhase 4: Skill 1 | BlendingVC**CVC - minimum**CCVC |
| Year 1 | Phase 1: Skill 1, 2, 3, 4, 5Phase 2: Skill 1, 2, 3, 4, 5Phase 3: Skill 1, 2 3, 4, 5Phase 4: Skill 1 | Any previous phases not yet achievedPhase 4:Phase 5: |  |  | Blending:VCCVCCCVCCVCCEndings: -ed, -s/es, -ing |
| Year 2 |  |  |  | All phases and skills not yet achieved.Phase 8: All skills | Students should have all been taught and assessed on ALL the code by the end of Year 2, and can use it to read and write words. |
| Year 3 |  |  |  |  |  |
| Year 4 |  |  |  |  |  |

**Disposal of Student Assessment Records**

*The Department of Education is currently under a disposal freeze issued by the Director-General.*

*ANY documents your school or office has* ***cannot be destroyed*** *at any time and must be stored in an appropriate manner.*

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| [The Education and Training Sector retention and disposal schedule specifies](https://www.forgov.qld.gov.au/information-and-communication-technology/recordkeeping-and-information-management/recordkeeping/retention-disposal-and-destruction-of-records/search-for-a-retention-and-disposal-schedule/education-and-training-sector-retention-and-disposal-schedule) on pages 46-48:   | ***What does this mean for the retention period of assessment records for schools?***  |
| **Disposal authorisation** | **Description of records** | **Retention period & trigger** | **Disposal authorisation** |
| 2344  | **Academic record**  | Permanent   | BWSS Academic reporting is stored in *OneSchool.  The overall level of achievement awarded to students for reporting purposes for each learning area and/or subject at the end of each semester are****permanently retained***  |
| 2345  | **Assessment – completed**  | 5 years after business action completed   | *HSS****retains for 5 years after summative assessment is implemented****a master copy of the:*• *year and/or band plan that records an overview of summative assessment (including the range and balance of assessment conventions) used to effectively gather evidence of student achievement for each learning area and/or subject* • summative assessment task and related marking guide for each unit. **N.B.** Stored in SharePoint and OneNote |
| 2346  | **Assessment – results**  | 1 year after the assessment is validated   | *HSS****retains for 1 year after the summative assessment is reported on:**** *all summative assessment task responses stored in student’s assessment book &/or OneNote and kept by current classroom teacher*
* *student folios for each KLA stored in SharePoint*

*Teachers maintain and retain an assessment book &/or OneNote for each student. An* ***assessment book*** *&/or* ***OneNote*** *contains student responses to summative assessments, including the task, as specified in the year and/or band plan.* *Teachers maintain and retain a digital copy of student folios for each KLA (English, mathematics, science, HASS, HPE, The Arts) saved to SharePoint in current year level folder and saved under student name (Smith Everleigh). Teachers record A-E level of achievement on Student folios for each summative assessment task completed.* *Student folios and assessment book of student responses are used:** *at the end of each reporting period, to determine the overall level of achievement in each learning area and/or subject provided using the appropriate reporting scale*
* *at moderation events to make on-balance judgments about student performance for each assessable element*

***N.B.****Assessment data, including mark books and class lists should be held by the individual teacher*June of the following year: Student profiles of the past year will be collected and stored in archived boxes. |