**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 data  Where the data stored | Data purpose  How is data used | Desired outcomes  Targets / Benchmarks | Who accesses and uses the data |
| --- | --- | --- | --- | --- | --- |
| What data is collected |
| Attendance Data | DP | OneSchool | Duty of care – Progress monitoring  All students succeeding  Support students and families | Attendance 93%  <15% of students attending <85% | Classroom Teachers  Leadership Team  Support Staff |
| P-6 Student A-E Data | Prep to Year 6 Classroom Teachers | OneSchool Academic Reporting  OneSchool 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’ growth  U2B Writing 50% | Leadership Team  Classroom Teachers  Support staff  Students  Parents and Carers |
| Student Assessment folios/Profiles | Prep to Year 6 Classroom Teachers | Summative task responses are stored in students’ Assessment Folios  Green Folder: English, Maths, HaSS & Science  White Folder: Banded subjects – Technology, The Arts, Music, HPE, Languages  English and Maths recorded on student assessment profiles (English and Maths) | Assessment ***of*** Learning  Moderate Learning Area using summative assessments and student and class profiles | Consistency of teacher judgement in English and Mathematics academic achievements | Leadership Team  Classroom Teachers  Support staff  Students  Parents and Carers |
| PROBE 2 | HODc to maintain schedule of diagnostic assessments  Year 3-6 Classroom Teachers  Year P-2 Classroom teachers for identified students. | OneSchool Markbook | Assessment ***for*** Learning  To 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’ growth  Refer to year level table for benchmarks and targets | Leadership Team  Classroom Teachers  Support staff  Students |
| Yr P-3  Phonics Screener | Prep to Year 3 teachers | Excel Spreadsheets | Assessment ***for*** Learning  To 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 Team  Classroom Teachers  Support staff |
| Phonics Screener  Y4-6 | Year 4-6 teachers | Excel spreadsheets | Assessment ***for/of*** Learning  To 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 Team  Classroom Teachers  Support Staff  Student |
| P-6 Summative reading tasks | Prep to Year 6 Classroom Teachers | English semester student folio & assessment book  OneSchool Markbook | Assessment ***of*** Learning  To 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 Team  Classroom Teachers  Support staff  Students  Parents and Carers |
| South Australian Spelling Test | Year 1-6 classroom teachers | South Australian Spelling Test  Semester 1: Form A  Semester 2: Form B | Assessment for Learning  To identify the spelling age of students | Age appropriate spelling age. | Leadership Team  SST |
| NAPLAN | Year 3 and 5 | OneSchool Reports / Class Dashboard / Student Profile/Academic | Assessment ***of*** Learning - National Compulsory Assessment | 30% U2B  U2B writing 50% | Leadership Team  Teachers  Students  Parents and Carers |
| Writing Pre-test | Prep to Year 6 Classroom Teachers | Written responses stored in students’ assessment book/OneNote  Adjustments recorded – OneNote, Teacher unit and daily plans | Assessment ***for*** Learning  To inform teaching and learning cycle | U2B Writing 50% | Leadership Team  Classroom Teachers  Support staff  Students |
| Case Management | Prep to Year 6 Classroom Teachers | SharePoint: Student Data Card  Adjustments recorded – OneNote, Teacher unit and daily plans | Assessment ***of*** and ***for*** learning  Lift LOA data in English | English A-C 90%  English A-B 50%  U2B Writing 50% | Leadership Team  Classroom Teachers  Support staff |
| NCCD  National Consistent Collection of Data | Facilitated by HOIL and IETs  Prep to Year 6 Classroom Teachers | OneSchool | Assessment ***of*** and ***for*** learning  Identification of SWD and levels of student support  To collect data for students with disability where adjustments have been made in the delivery of curriculum | To inform State Government resourcing | Classroom teachers  HOIL and support staff  Executive 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 Bandscales  OneSchool | TO assess students identified through the SST process.  Identified macro skills | Identify specific learning difficulties | Classroom Teachers  SST  Learning 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 – SharePoint  Each 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** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Diagnostic  Task | **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 Tasks  Enter in Student Profile Sheets |  |  |  |  |  |  |  |  |  | · |  |  |  |  |  |  |  | · |  |  |  |  |  |  |  |  |  |  |  | · |  |  |  |  |  |  | · |  |  |  |
| PROBE (3-6) |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |
| Writing Pre-test (Y1-6) | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SAST  (Y1-6) | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |
| I/EALD Bandscales  Writing, Speaking |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | · | · | · | · | · |  |  |  |  |  |  |  |  |  |  |  |

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| **Whole school Moderation PREP to Year 6** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Diagnostic  Task | **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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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, 3  Phase 3: Skill 1, 2, 3  HFW (from list) | All Phases/skills from previous terms  Phase 1: Skill 5  Phase 2: Skill 4, 5  Phase 3: Skill 4, 5 | All Phases/skills from previous Terms  Phase 4: Skill 1 | Blending  VC  **CVC - minimum**  CCVC |
| Year 1 | Phase 1: Skill 1, 2, 3, 4, 5  Phase 2: Skill 1, 2, 3, 4, 5  Phase 3: Skill 1, 2 3, 4, 5  Phase 4: Skill 1 | Any previous phases not yet achieved  Phase 4:  Phase 5: |  |  | Blending:  VC  CVC  CCVC CVCC  Endings: -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.*

|  |  |  |  |
| --- | --- | --- | --- |
| [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. |