

Data Plan for implementation in 2024



School name: **Rosedale State School**

Data Plan leader: (name, role) **Craig Martin, Principal**

Data Plan version history: **Developed (date) January 2024** Last reviewed (date) **January 2024** Shared with LCC (date) **21 February 2024**

Data Plan alignment: School Strategic Plan (date range) **2023-8** Annual Implementation Plan (date) **February 23 2024**

Data set	Link to strategic priorities	How data is used (Purpose)	Targets/ Desired outcomes	Source of data / where data is stored	When the data is generated	When the data is available	When data is used	Who makes data available / looking after data sets	Who generated the data / who enters the data into the system	Who accesses and uses the data
Attendance	Students who attend school more regularly, are engaged in their learning and are more likely to have better outcomes across their schooling journey	To track student engagement and student commitment to learning	Attendance Rates <i>P – 2 92%</i> <i>ATSI 90%</i> <i>OoHC 90%</i> <i>SWD 90%</i> <i>SDA 0%</i> <i>Yr 3 – 6 90%</i> <i>ATSI 85%</i> <i>OoHC 90%</i> <i>SWD 95%</i> <i>SDA 0%</i> <i>Yr 7 – 9 90%</i> <i>ATSI 90%</i> <i>OoHC 90%</i> <i>SWD 90%</i> <i>SDA Rate 9%</i>	One School ID Attend SORD Track Ed	Fortnightly	Daily	Each fortnight with letters emailed to parents and the next week teacher contact to parents/ Caregivers	Admin Officer – Kylie	Admin Officer – Kylie	All staff Teachers to contact home and use in planning HoDs / Subject Co's in planning sessions and PLC's Exec Leadership to implement support options
TRP Survey	Maintaining engagement in learning is crucial to keeping students at school leading to school retention	To track student level of satisfaction with the enacted curriculum and processes at school	TRP Survey Results <ul style="list-style-type: none"> <i>Resilient Learners increased to 42%</i> <i>Healthy Mind Characteristics 50%</i> <i>Ready to learn 50%</i> 	Receive a report from TRP following each survey	Student Survey	After each Survey	PLC's analysing engagement and also to evaluate the effectiveness of pastoral care programs (TRP /BBL)	Principal and Senior HOD	TRP team	All staff in PLC's
LOA Academic Data	Ensuring that students achieve to their full potential in English and Maths	To determine the effectiveness of agreed pedagogy and our teaching and learning priority	P – 2 <i>English C+ 85%</i> <i>English B+ 45%</i> <i>Maths C + 95%</i> <i>Maths B+ 60%</i> Yr 3 – 6 <i>English C+ 100%</i> <i>English B+ 45%</i>	One School SORD	Following each assessment period PLC's Moderation meetings	Start of each term	PLC's Moderation sessions	Executive Leadership Team	Reporting DP	All teachers and teacher aides

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			<i>Maths C + 100%</i> <i>Maths B+ 55%</i> Yr 7 – 9 <i>English C+ 88%</i> <i>English B + 52%</i> <i>Maths C+ 90%</i> <i>Maths B+ 50%</i>							
Effort and Behaviour results	Support every student to stay on track to attainment and meaningful post school pathways	To determine level of student engagement and commitment	Behaviour A 45% B 35% C 15% Effort A 45% B 35% C 15%	One School	End of reporting periods	Start of next assessment cycle	When determining the level of student engagement and commitment	Leadership Team	Principal	All staff
Walkthrough Data	Strengthen the instructional leadership of key staff to focus on continuous improvement of quality teaching and learning	To determine the effectiveness and implementation of the agreed pedagogy	Completion of 100- 150 Walkthroughs with recorded outcomes available for analysis and further planning	Represented as a box graph	Each week	Individual visits within 24 Hours Box graph at end of term	PLC's and strategic planning sessions	HOD Senior School	HOD Senior School	Individual teachers Sector groups
QCE/ QCIA	Support every student to stay on track to attainment and meaningful post school pathways	To effectively formulate student pathways and to track student QCE/ QCIA credits and eligibility.	100 % QCE / QCIA Data	Track Ed and One School Data Wall	Each 5 weeks	5-week blocks	At the end of each block to determine recovery plans	HOD Senior secondary	HOD DP Secondary	Leadership team. Study Coaches
PLD / Reading Data	Knowing each child's needs to support transitions though school Achievement in English and maths	To develop reading proficiency, supporting literacy growth	Improvement in raw scores per term	G drive	End of each term	Each term	Start of term planning	DP Primary	All primary staff	Leadership team and Primary staff
Transition Statements	Initiate appropriate support and professional learning to strengthen the instructional leadership of key staff to focus on continuous improvement of quality teaching and learning	Ensuring a successful transition to school	100 % Transition Statements for students who attend an early Childhood Centre Engage 100% of children in Rosedale in an Early Years or Kindy program	QCAA	End of Year	Start of year	To support Kindy to Prep Transition	Schools/ EEC's	EEC's	Kindy teacher DP primary

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Behaviour referrals	Maximising Learning Days	To determine appropriate support measures	Average of 5 behaviour referrals per day	One School	Fortnightly	Weekly Wrap	Leadership Meetings	PBL data officer	PBL Data officer	PBL Team and PLC's
SOS	Creating a focus of belonging and a positive environment for teaching and working	To determine whole school well being and satisfaction	<p><i>SOS Results</i></p> <p><i>Student Behaviour well managed</i></p> <ul style="list-style-type: none"> • 70% Parents • 65% students • 65% Staff <p><i>Expectations & Rules</i></p> <ul style="list-style-type: none"> • 80% Parents • 92% Students • 80% Staff 	One School	August	September	From September – February – AIP Planning	Principal	One School	School Community
Next Steps QTAC	Support every student to stay on track to attainment and meaningful post school pathways	To determine who engaged in education or training or employment in the year after students graduated.	<p>For 100% of students to complete the Next Step 2024 Post-School Destinations. Currently 70 % of student engaged – improve to 90% or more.</p> <p>For 100% of students to engage in either education or training (improve from 20% - 30%) or employment (improve from 50% - 70%) in the year after students graduated</p> <p>For students who are not in education, training or employment to decrease from 30% to 10% or less).</p>	Survey results generated and sent by external organisation.	6 months after students completed Year 12.	June/ July each year	Towards the end of Term 3 in comparing student data and pathway options.	Deputy Principal and Principal & Guidance Officer	Next Step: www.qld.gov.au/nextstep	HODs, Deputy Principal and Principal & Guidance Officer
SDA's	Consolidate and strengthen staff understanding of, and commitment to PBL, including quality assuring the enactment of agreed expectations and processes to ensure consistency to support student behaviour.	To determine appropriate support measures	<p>Attendance Rates</p> <p><i>P – 2</i> <i>SDA 0%</i></p> <p><i>Yr 3 – 6</i> <i>SDA 0%</i></p> <p><i>Yr 7 – 9</i> <i>SDA Rate 9%</i></p>	One School	Each Term	At end of term	Planning responses for students	Principal	Principal	All staff