



**Independent Schools
Queensland**

choice & diversity

Educational Data Plans

A WHOLE-SCHOOL APPROACH TO DATA



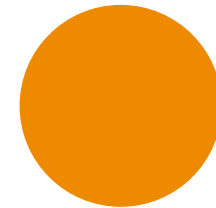
**Independent Schools
Queensland**

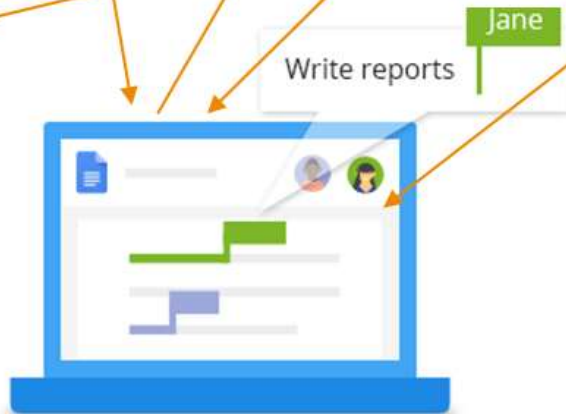
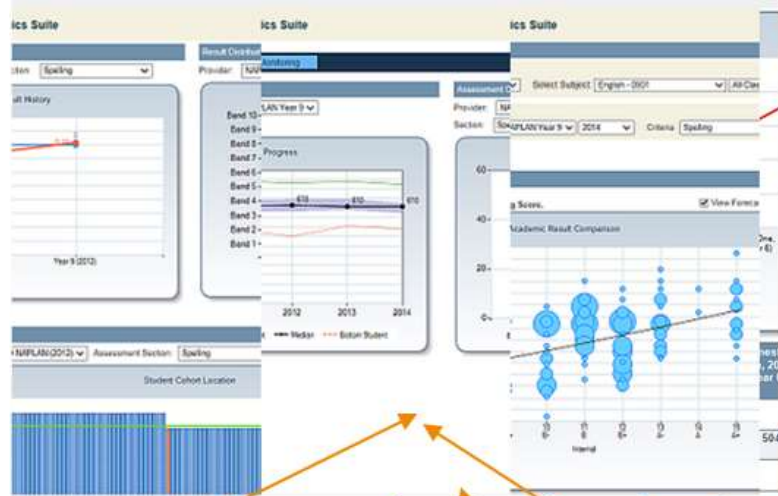
choice & diversity

Independent Schools Queensland is the peak body representing Queensland's independent schooling sector. Our more than 200 member schools are a vital part of the state's education system.

“There is little dispute that educators’ effective use of school data is a hallmark of improving schools.”

Data literacy for
teachers





How did we get here?



WE LISTENED TO
SCHOOLS



WE EVALUATED
OTHER PROJECTS



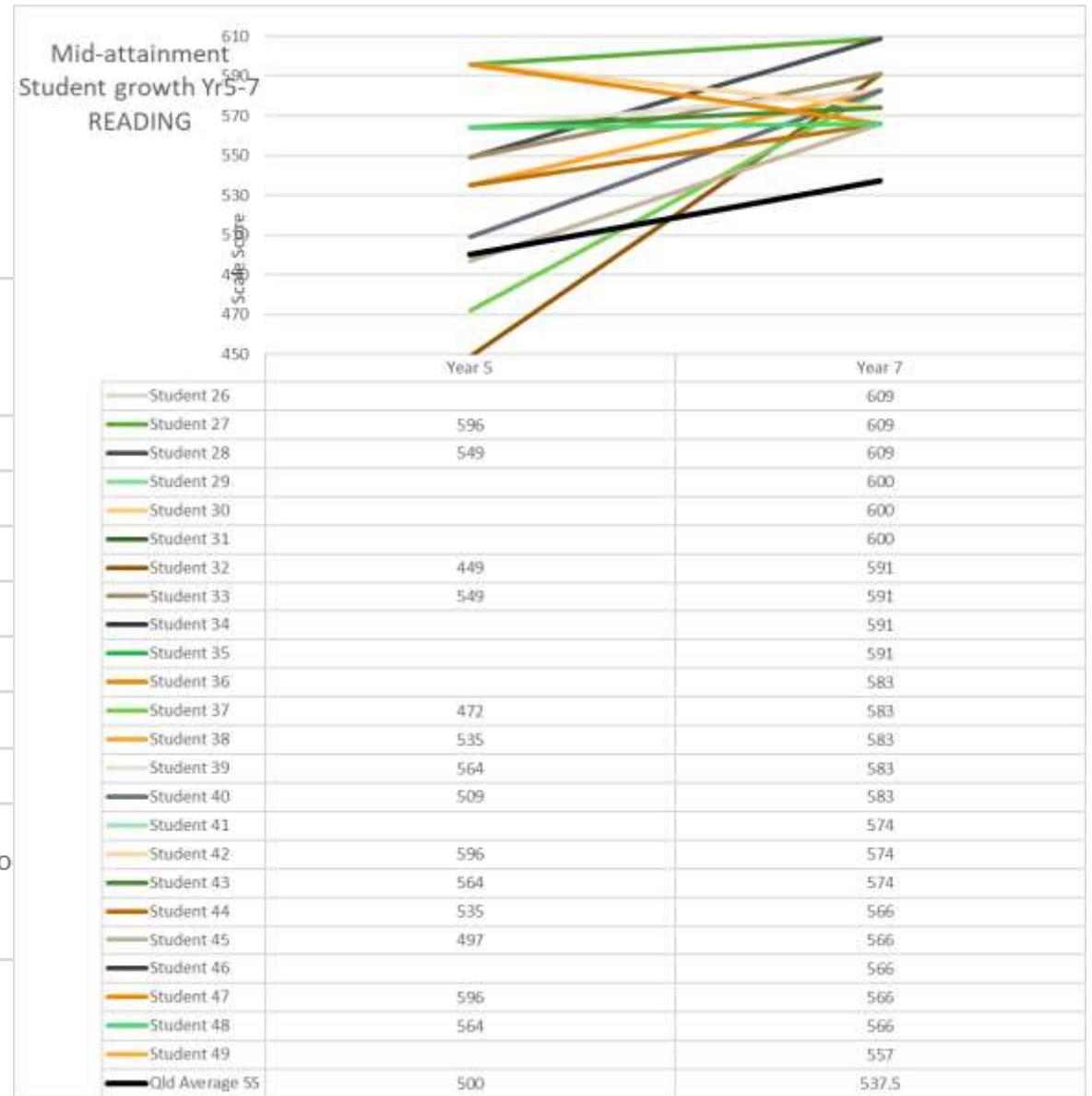
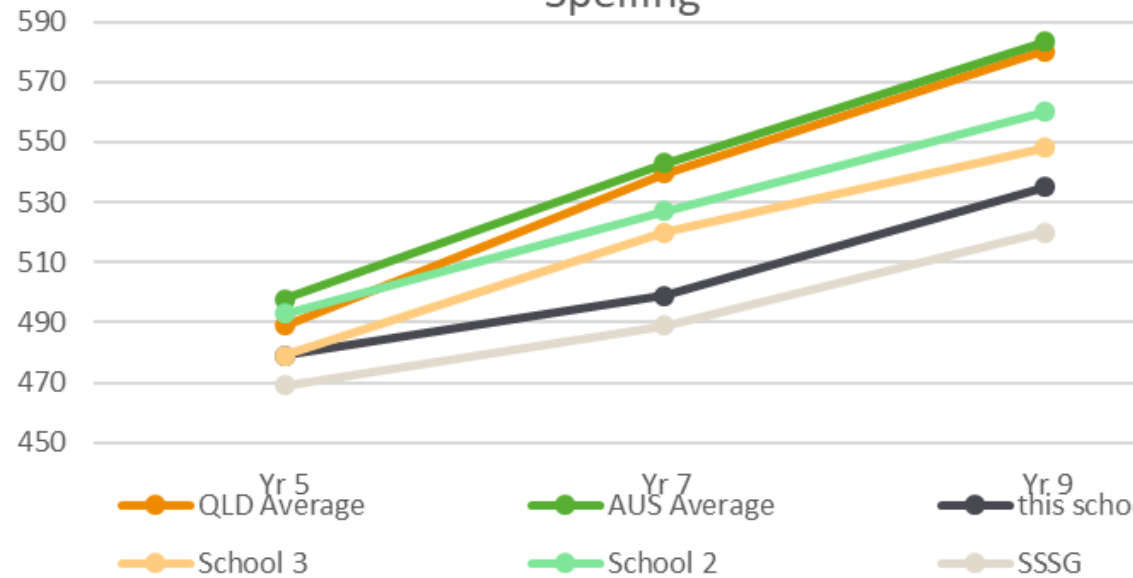
WE LISTENED TO
SOME EXPERTS

National School improvement tool

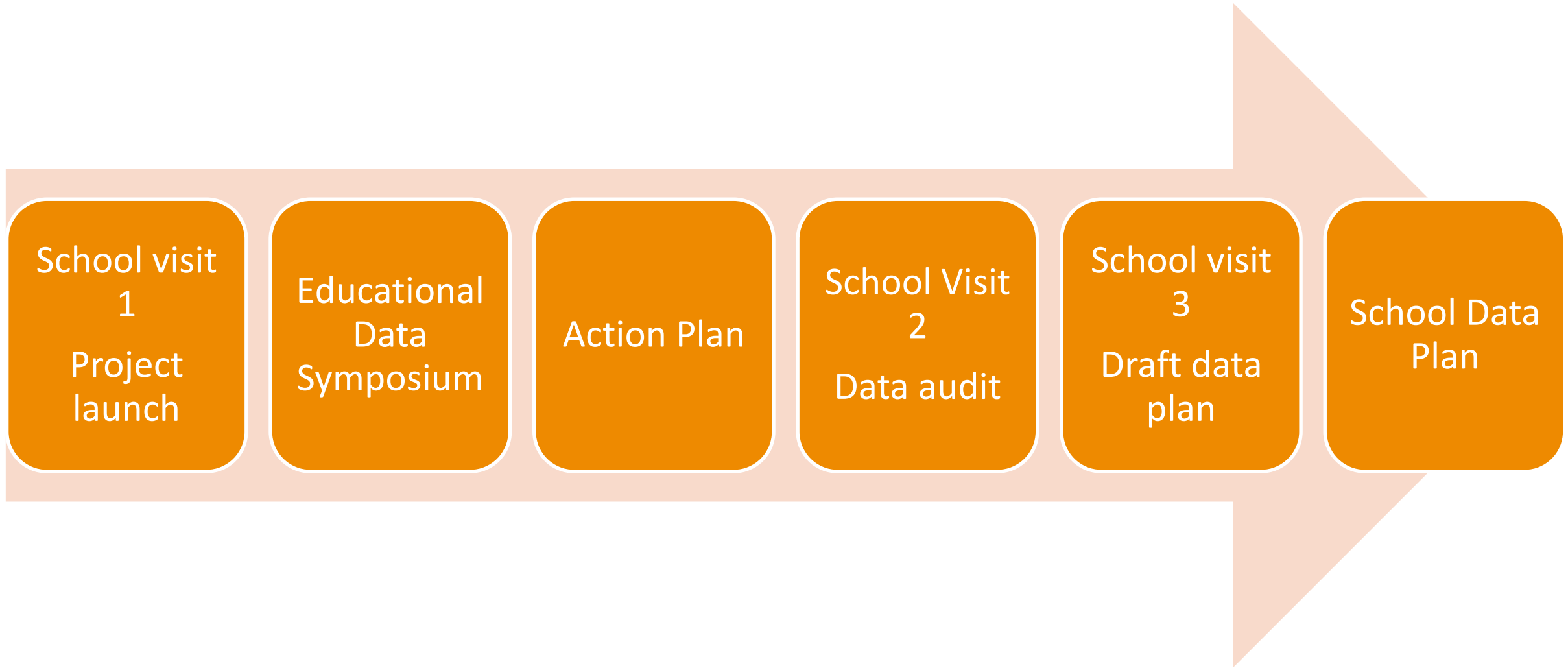
Analysis and discussion of data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

2018 Year 9 Cohort Spelling



The project



Expectations for teachers

Teachers and leaders do not have to be data experts or statisticians to make effective use of data.

But they do need:

- The ability to make use of multiple sources of information
- To interpret available data accurately
- To engage in productive inquiry with colleagues
- To make sound judgements
- Establish learning goals
- Tailor teaching to meet identified need
- Track progress

The school data plan

Should articulate

- how the school is collecting evidence of student learning;
- how the data will be used to support targeted teaching and track progress over time;
- how teachers and leaders will be supported with time, including tools and training in the use of the data;
- how the data links to school priorities;
- existing data resources and plan for addressing any gaps;
- expectations for roles within the school to collect and use data and communication for evaluative outcomes.

Sample data plan

XX Students

Year level, NCCD, etc

Timing When is the data gathered and available and ready to be used?

e.g start of year, term 1,etc

Data Source

(assessment item/
behaviour records/
attendance/Allwell/NAP
LAN/ PAT)

Purpose

What question
about students
does this help us
answer?

Analysis

Who will be responsible
for analysis of data at
different levels? Eg head
of year cohort analysis/
teacher individual student
assessment criteria

Distribution

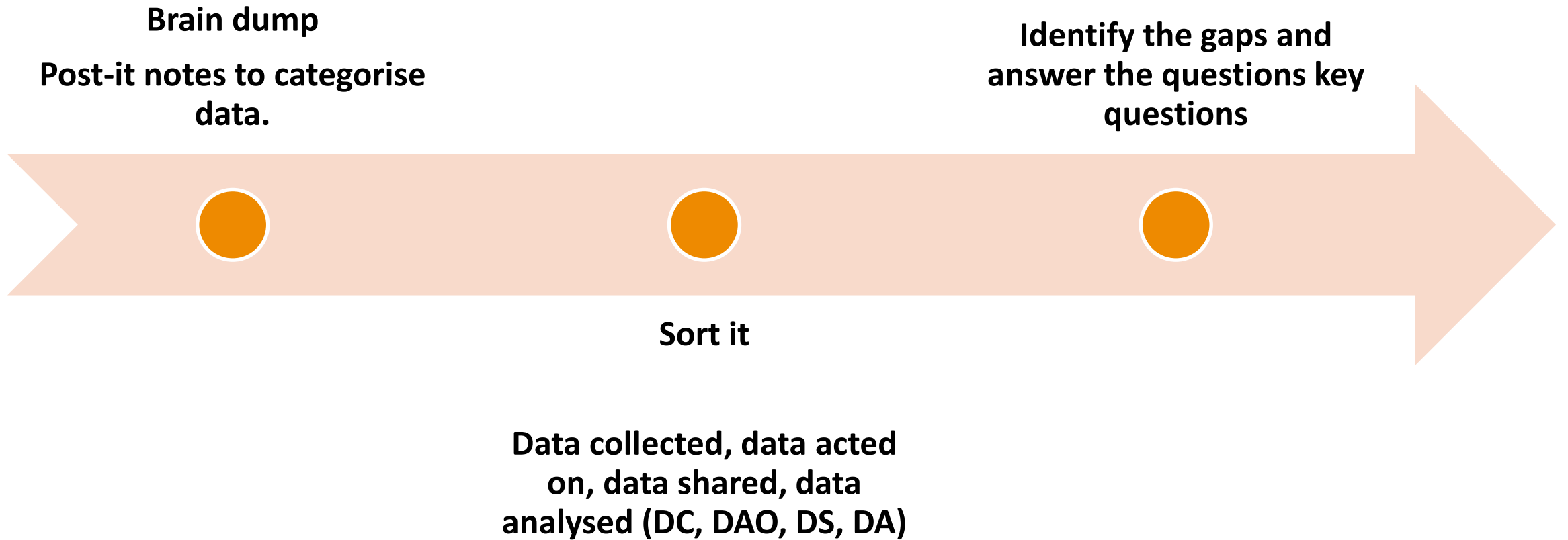
- How will results of analysis be shared?
- How will it inform planning?
- When will teachers come together to discuss their findings?

Storage

Where can this
be found for all
to access?

What data, when, for what purpose?

XX Students



What does your school capture?



Bands



Scale Scores



Stanines



Assessment
criteria

Grades

XX Students



What do you currently collect that works?



How is it used?



Does this need to be extended for impact on student performance?

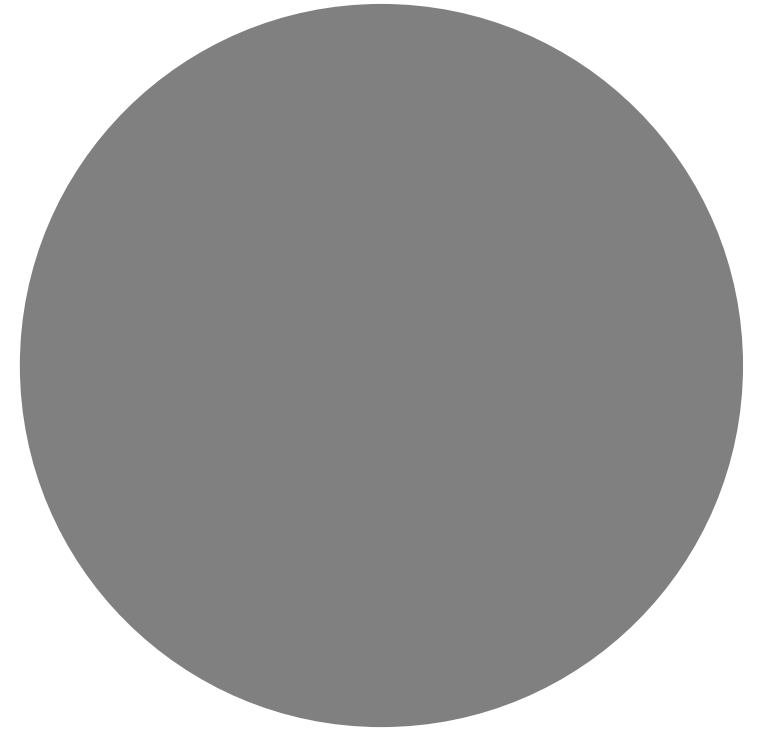


Are there gaps in your data collection?



Is there data being collected that is not useful?

In order to make more effective use of data schools need systems that are simple to use, are well supported and therefore quickly build levels of confidence and familiarity.



Schools' Use of Data in Teaching and Learning

All schools wanted data management systems that:

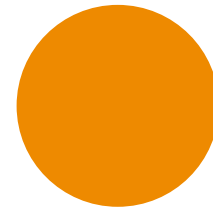
- are easy to use
- produce outcomes that are easy to interpret
- allow flexibility of input
- have compatible school management and assessment components
- offer comprehensive training and support
- are accessible to staff
- encourage engagement and ownership.

For pupils with special educational needs it was considered particularly important to record achievements at a much finer level of detail, in order to demonstrate and celebrate progress.

“You can’t import data culture and you can’t impose it. Most of all, you can’t segregate it. You develop a data culture by moving beyond specialists and skunkworks, with the goal of achieving deep engagement, creating employee pull, and cultivating a sense of purpose, so that data can support your operations instead of the other way around.”

Why data culture matters

McKinsey Co Quarterly September 2018



A close-up photograph of a white bowl filled with a variety of breakfast items. The bowl contains several fresh raspberries, sliced banana pieces, blueberries, and a portion of granola. The bowl is placed on a light-colored wooden surface. In the background, more raspberries and granola are visible, slightly out of focus. The overall scene is bright and appetizing.

Culture eats strategy for breakfast



MORE INFORMATION

KATE CROWE

EDUCATION SERVICES OFFICER (EDUCATIONAL DATA)

07 3228 1509 | 0422 286 902

www.isq.qld.edu.au