

# Data Plan for implementation in 2024



School name: Tamborine Mountain State High School

Data Plan leader: Graeme Locastro – Deputy Principal

Data Plan version history: January 20<sup>th</sup> 2024

Last reviewed: 8<sup>th</sup> December 2023

Shared with LCC: October 2023

Data Plan alignment: School Strategic Plan 2023 – 2026

Annual Implementation Plan: 2024

(Code for entering data A = available, G = generate, U = used)

School Strategic Priority	Data set	What is the purpose for using the data? How will the data be used?	What are the targets / desired outcomes associated with using the data set?	What is the data source? Where is the data stored?	Who is responsible for making the data available? Who is responsible for looking after the data set?	Who accesses the data/ who generates (and inputs the data)?	Who uses the data?	Ongoing	Term 1	Term 2	Term 3	Term 4
<b>Curriculum:</b> Improving educational achievement by supporting implementation & review of innovative research-based pedagogical practices and increased rigor in feeder school links/transitions.	Australian Tertiary Admission Rank (ATAR)  Student Assessment Folio	<ul style="list-style-type: none"> <li>Facilitate Subject specific teaching programs.</li> <li>Collaborate with HOD's regarding Improvement Strategy &amp; programming.</li> <li>Identify pre &amp; post testing results – targeted teaching to accommodate learning gap of cohort/individual.</li> <li>Undertake explicit teaching strategies/plans with relevant HOD's.</li> </ul>	<ul style="list-style-type: none"> <li>ATAR Target – 80% of eligible students to attain a result between 75 – 99.9.</li> <li>Utilise 80% of line days as learning opportunities – exams, tutorials, excursions, extended teaching blocks.</li> </ul>	<ul style="list-style-type: none"> <li>SORD</li> <li>QCAA Portal</li> <li>TrackEd</li> <li>ID Attend</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	U	G  A	G  A	G  A	G  A
	Post School Destination	<ul style="list-style-type: none"> <li>Use data to track students post school destination.</li> <li>Track indigenous students post school destination in conjunction with Regional Office.</li> </ul>	<ul style="list-style-type: none"> <li>80% return on post-school destinations.</li> <li>Improve retention &amp; post school destinations for Indigenous students.</li> </ul>	<ul style="list-style-type: none"> <li>Sord</li> <li>TrackEd</li> <li>Regional QATSIF Secretariat Director</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Officer</li> <li>Administration</li> <li>Indigenous School Coordinator</li> <li>Regional QATSIF Secretariat Director</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	U	G  A				
	Queensland Certificate of Education (QCE)  Queensland Certificate of Individual Achievement (QCIA)	<ul style="list-style-type: none"> <li>Track QCE, QCIA &amp; VET points &amp; entry details through the QCAA portal.</li> <li>Use Individual learning accounts to track results.</li> <li>Ongoing tracking of students QCE points &amp; ensure they have a buffer of points as backup for unforeseen circumstances.</li> <li>Identify students at risk of not receiving a QCE and advising of options and subject selection choices to accommodate.</li> <li>To maximise effectiveness of feedback &amp; data to plan &amp;</li> </ul>	<ul style="list-style-type: none"> <li>100% of students awarded a QCE.</li> <li>All Year 12 students to receive a QCE, VET Qualification or QCIA.</li> <li>100% of QCIA are awarded a certificate.</li> <li>Build the capacity of all staff to implement the requirements of the AC/QCAA.</li> <li>Persist in cultivating an innovative school culture focused on continual improvement that is open &amp; responsive to research-based strategies,</li> </ul>	<ul style="list-style-type: none"> <li>SORD</li> <li>QCAA Portal</li> <li>TrackEd</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> <li>Head Of Departments</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	U  G  A				

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		<p>implement the delivery of a whole school curriculum in response to emerging AC &amp; QCAA programs including maximising effectiveness of feedback.</p> <ul style="list-style-type: none"> <li>To develop an ongoing review process to map and support the implementation or all aspects of the school-developed pedagogical model.</li> </ul>	<p>anecdotal informant &amp; data analysis.</p> <ul style="list-style-type: none"> <li>Persist in implementing consistent whole school Quality Assurance protocols to ensure that curriculum planning &amp; assessment are aligned with the AC and/or QCAA documents.</li> </ul>									
	Vocational Education & Training (VET)	<ul style="list-style-type: none"> <li>Track student VET progress and accreditation.</li> <li>Ensure VET provider enters details into the QCAA portal before students graduate or leave.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students credited with a Certificate 11 or better qualification.</li> <li>Strategic pathway options to Tertiary studies and career pathways.</li> </ul>	<ul style="list-style-type: none"> <li>QCAA portal.</li> <li>TrackEd</li> <li>Oneschool</li> <li>Onedrive</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> <li>Head Of Departments.</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Head Of Departments.</li> </ul>	U	G A	G A	G A	G A
	Student A-E Achievement  NAPLAN  Assessment Criteria	<ul style="list-style-type: none"> <li>Identify students' level of ability from the outset &amp; stream classes accordingly (English/Maths/Science).</li> <li>Identify relative gain by comparing A-E achievement data set &amp; triangulation of data.</li> <li>Identify students who are at risk, require learning support &amp;/or modification &amp; extend students who are achieving very high results.</li> <li>Teachers to use the data to inform cohort/class/year level gaps and create targeted classroom strategies/plans to improve outcomes.</li> <li>Use data to support and improve certain demographics e.g., Indigenous students.</li> <li>To further develop consistency in the work that is needed to be produced by a student to achieve a standard.</li> <li>Consistency in the interpretation of criteria standards.</li> </ul>	<ul style="list-style-type: none"> <li>60% of students achieving an A or B in English, Science or Mathematics (Year 7-10).</li> <li>95% of students achieving a C or above in English, Science &amp; Mathematics (Year 7-10).</li> <li>Capture students who are at risk &amp; assign case managers were appropriate.</li> <li>95% of students meeting NMS in Reading, Writing, Spelling, G&amp;P &amp; Numeracy in Year 7 &amp; 9.</li> <li>Improvement in students achieving at an "exceeding" proficiency level by 5% in all categories (Year 7 &amp; 9).</li> </ul>	<ul style="list-style-type: none"> <li>SORD</li> <li>Oneschool</li> <li>NAPLAN</li> <li>ACER OAR (PAT)</li> <li>ACARA platform</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Head Of Departments</li> <li>Administration</li> <li>Student Support leaders.</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	U	G A	G A	G A	G A

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	Diagnostic & Standardised Testing (PAT M & R)	<ul style="list-style-type: none"> <li>Feeder Primary schools Year 6, PAT M &amp; results assists in future student class placements, accurate streaming of English/Maths/Science classes, subject selections choices &amp; class/student combinations.</li> <li>Identify future &amp; current DDA students who require extra support.</li> <li>Year 8 students undertake PAT M &amp; R towards the end of semester 1 &amp; 2.</li> <li>Results are used to structure classes accurately &amp; for teachers to create targeted plans for improvements at all levels.</li> <li>Monitor &amp; track students progress in key areas of literacy &amp; numeracy development.</li> <li>Provide target physical &amp; human resourcing to support identified students.</li> </ul>	<ul style="list-style-type: none"> <li>Use data to assess cohort/class/individuals results &amp; Teachers create targeted, practical plans to improve results &amp; accommodate learning gaps.</li> <li>Accurately place students in subjects, streamed classes.</li> <li>Data contributes towards A/B 60% Target (Year 7-10).</li> </ul>	<ul style="list-style-type: none"> <li>PAT R, M, P&amp;G &amp; S</li> <li>Oneschool</li> <li>ACARA Platform</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> <li>Head Of Departments</li> <li>Student Support Leaders</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	U	G A		G A	G A
<b>Culture:</b> Implement effective practices to support & prioritise engagement & wellbeing for staff & students.	Student A-E Achievement	<ul style="list-style-type: none"> <li>Promoting a consistent focus on the explicit behaviour required for success within curriculum &amp; pedagogical planning.</li> <li>Supporting teacher to explicitly &amp; consistently teach expected behaviour in a curriculum context.</li> <li>Explicit teaching of respect &amp; responsibility to student to address issues of fairness, sexual harassment &amp; consent or other cultural concerns utilising respectful relationship resources.</li> </ul>	<ul style="list-style-type: none"> <li>60% of students achieving an A or B in English, Science or Mathematics (Year 7-10).</li> <li>95% of students achieving a C or above in English, Science &amp; Mathematics (Year 7-10).</li> <li>Capture students who are at risk &amp; assign case managers where appropriate.</li> <li>95% of students meeting NMS in Reading, Writing, Spelling, G&amp;P &amp; Numeracy in Year 7 &amp; 9.</li> </ul> Improvement in students achieving at an "exceeding" proficiency level by 5% in all categories (Year 7 & 9).	<ul style="list-style-type: none"> <li>SORD</li> <li>Oneschool</li> <li>NAPLAN</li> <li>ACER OAR (PAT)</li> <li>ACARA platform</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Head Of Departments</li> <li>Administration</li> <li>Student Support leaders.</li> </ul> Teachers	All Staff	U	G A	G A	G A	G A
	Attendance	<ul style="list-style-type: none"> <li>Identify and monitor student attendance.</li> <li>Identify high rates of individual absences, reason for absences and create action plans for improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Improve student attendance across all year levels.</li> <li>Whole school attendance target 90% +.</li> </ul>	<ul style="list-style-type: none"> <li>SORD</li> <li>TrackEd</li> <li>ID Attend</li> <li>OneSchool</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> </ul>	<ul style="list-style-type: none"> <li>Head of Departments</li> <li>Administration</li> <li>Student Support Leaders.</li> </ul>		U		G A		G A

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		<ul style="list-style-type: none"> <li>Assign case management to support improvements of attendance.</li> </ul>				<ul style="list-style-type: none"> <li>Teachers</li> </ul>						
	School Opinion Survey	<ul style="list-style-type: none"> <li>Assess the overall satisfaction of all school stakeholders.</li> <li>Use the SOS data to identify specific areas of concern in SOS statistics &amp; create action plans for improvements.</li> <li>Use the data to develop strategies for teachers to work with students to monitor their own learning through a school-wide goal setting process.</li> <li>Investigate opportunities to extend high achieving student in junior secondary across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>85% attendance rate for all students.</li> <li>95% staff satisfaction on SOS.</li> <li>95% student satisfaction on SOS.</li> <li>95% parent satisfaction on SOS.</li> <li>Continue to work with feeder schools to improve transition processes &amp; providing a clear, supportive &amp; positive transition to TMSHS.</li> <li>Improve the student satisfaction regarding "Culture – I like being at my school".</li> </ul>	<ul style="list-style-type: none"> <li>School Opinion Survey</li> <li>Oneschool</li> <li>SORD</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Head Of Departments</li> </ul>	U		G A		
<b>Capability:</b> Empowering maximised learning engagement through clear expectations; differentiated pedagogical practices & targeted support & use of data to ensure no student "falls through the cracks".	Behaviour Incident Reports	<ul style="list-style-type: none"> <li>Identify students with a high number of behavioural incident numbers/patterns and/or to identify those students emerging displaying uncharacteristic behaviours.</li> <li>Identify specific behaviour issues e.g., which class, teacher, student combination etc &amp; assign a case manager to support student where appropriate.</li> <li>Create an action plan to support the student and reduce/improve behavioural incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Improve Case Management capture process.</li> <li>Reduce the number of Behavioural incidents across the school.</li> <li>To ensure no student falls through the cracks.</li> </ul>	<ul style="list-style-type: none"> <li>SORD</li> <li>TrackEd</li> <li>ID Attend</li> <li>Oneschool</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Head of Departments</li> <li>Administration</li> <li>Student Support Leaders.</li> <li>Teachers</li> </ul>	All Staff	U	G A		G A	
	Report Card Behaviour											
	Report Card Effort											
Student A-E Achievement	<ul style="list-style-type: none"> <li>Proactive, differentiated strategies and/or program to coach identified students with regard to expected and respectful behaviour.</li> <li>Identify students' level of ability, class structure &amp; related subject choices.</li> </ul>	<ul style="list-style-type: none"> <li>Less than 60 short suspensions.</li> <li>Less than 10 Exclusions.</li> <li>0 Cancellation of Enrolments.</li> <li>100% of local feeder school Year 6 – Year 7 enrolment retention.</li> </ul>	<ul style="list-style-type: none"> <li>Sord</li> <li>Oneschool</li> <li>TrackEd</li> <li>ID Attend</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Head of Departments</li> <li>Administration</li> <li>Student Support Leaders.</li> <li>Teachers</li> </ul>	All Staff	U	G A	G A	G A	G A	
Student Disciplinary	<ul style="list-style-type: none"> <li>Informs practice towards a full review of TMSHS program of</li> </ul>											

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	Absences (SDA)	utilising Saturday Community Service instead of SDA's. <ul style="list-style-type: none"> <li>Provide innovative ways of supporting student behavioural improvements.</li> </ul>										
	National consistent Collection of data on students with disability (NCCD)	<ul style="list-style-type: none"> <li>Assist staff with identifying students that require learning support &amp; curriculum modifications.</li> <li>Identify students who may require an ICP and/or modifications to assessment.</li> <li>To record support provided to the individual learner.</li> <li>Review to ensure optimal students outcomes &amp; success of the programs for targeted students.</li> <li>Use data to accurately allocate classing, learning support, classroom teacher Aide (where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>Access to required Departmental funding to support NCCD students.</li> <li>Effectively support NCCD students &amp; create future pathways.</li> <li>Continually strive to improve the school-based case management approach to providing support to teachers to differentiate for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Oneschool</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Junior &amp; Senior Personalised Learning HOD.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Head Of Departments</li> </ul>	All Staff	A				
	Monitoring or reviewing of School Performance Plans	<ul style="list-style-type: none"> <li>To further support &amp; develop the TMSHS "Knowing by Seeing" program for Teachers.</li> <li>Encourage Professional Discussions.</li> <li>To inform relevant updates to the "Student Code of Conduct" policy to support the school staff &amp; students.</li> <li>Create innovative ways &amp; programs to support students &amp; staff.</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in overall student behavioural incidents.</li> <li>Review school processes &amp; analyse data to inform school-based strategies to support student learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Oneschool</li> <li>ID Attend</li> <li>TrackEd</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> </ul>	All Staff	A	A			
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