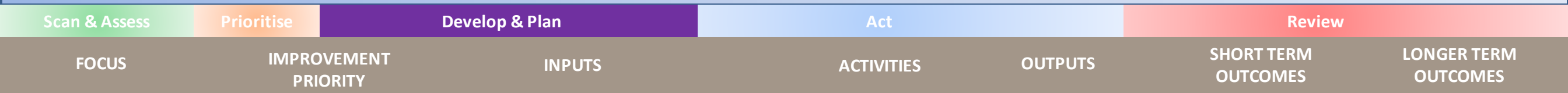


# KELSO SMART TEAM ROLES AND RESPONSIBILITIES



FOCUS	IMPROVEMENT PRIORITY	INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	LONGER TERM OUTCOMES
<p>Analyse student data to create a culture of engaging learning that further develops reading and writing</p> <p>Quality teaching and learning of the Australian Curriculum</p> <p><b>INFORMING EVIDENCE</b></p> <p>Hattie – Collaborative expertise AITSL 1.2, 5.1, 5.3, 5.4, 3.1, 7.2 Fisher and Frey – gradual release of responsibility Sharratt and Fullan – P1 &amp; P14</p> <p><b>PROBLEM OF PRACTICE</b></p> <p>Teachers regularly analysing student data to create engaging and challenging learning opportunities which meet learner needs and improve wellbeing and achievement.</p>	<p>All teaching staff regularly analyse student data to meet learner needs and improve wellbeing and achievement</p> <p><b>INITIATIVE/S &amp; EVIDENCE BASE</b></p> <p>To improve the wellbeing and achievement of all students by regularly analysing student data to meet learner needs.</p> <p><b>INQUIRY QUESTION/ OBJECTIVE</b></p> <p>What impact does regular analysis of student data have on the wellbeing and achievement of all students at Kelso SS?</p>	<p><b>Expert Teaching Teams</b> Even Weeks 3.15-4.15 Leadership Team Mentor Teacher / Coach Teaching Team Teachers SEP Teachers Specialist Teachers</p> <p><b>Collaborative Professional Learning</b> Odd Weeks 3.15-4.15 Capability Development Team Expert Teaching Teams SEP Teachers Specialist Teachers</p> <p><b>Capability Development Team</b> Weekly Period 2 Thursdays</p>	<p><b>Focus A</b> Teachers work collaboratively to analyse identified data sets to build understanding and clarity. Teachers use analysed data strategically to plan for learning opportunities which meet learner needs. Teachers review implementation of effectiveness of learning opportunities</p> <p><b>Focus B</b> Expert Teaching Teams • Work collaboratively to analyse identified data sets to build understanding and clarity. • Teaching Teams present the effectiveness of the implementation of learning opportunities from their data • Teaching Teams actively participate in feedback loops contributing to the whole school data wall</p> <p><b>Focus C</b> Capability Development Team work collaboratively to analyse and identify data sets. Capability Development Team develop SMART goals to build understanding and clarity to focus on improving pedagogy and student learning outcomes</p>	<p>High impact practices evident in daily teaching Established Teaching Teams Engaged Teacher and Students Assessment Literate Teachers and Students</p> <p>Expert Teaching Teams; • providing evidence of implementation and understanding of high impact practices • Utilising feedback loops • Established • Data Literate</p> <p>Identified problems of practice Creation of SMART goals Kelso SS professional learning plan</p>	<p>Students demonstrate assessment literacy through responses to the 5 key questions Teachers use data to inform practice and improve student learning</p> <p>Teachers demonstrate data and assessment literacy through responses to the 5 key questions Teaching Teams actively participating in feedback loops Teaching Teams analysing and sharing data – utilising data walls (PBL, Classroom and whole school)</p> <p>Ongoing and regular data analysis Creation and implementation of SMART goals identified within individual Developing Performance Plans</p>	<p>2018 Sem 2 results; • individual class English Data 100% students achieving C above • 50% reduction per class of students attending better behaviour room • PM Reading Level all students per class achieving benchmark • individual class attendance at or above 95% • Bandscale 1 level increase per student</p> <p>2018 Sem 2 results; • individual cohort English Data 100% students achieving C above • 50% reduction per cohort of students attending better behaviour room • PM Reading Level all students per cohort achieving benchmark • individual cohort attendance at or above 95% • Bandscale 1 level increase per student</p> <p>2018 Sem 2 results; • English Data 100% students achieving C above • 50% reduction in students attending better behaviour room • PM Reading Level (all students achieving age level benchmarks) • Attendance at or above 95% • Bandscale 1 level increase</p>

If teachers regularly analyse student data what impact will this have on the wellbeing and achievement of all students at Kelso SS?

Baseline and comparison measures (and targets)	Input Measures	Interim Indicators	Outcome Measures
<p>2017-2018 Sem2 English Data (100% C above)</p> <p>2017-2018 Sem2 Behaviour Data (50% reduction in students attending better behaviour room for classroom incidents)</p> <p>2017-2018 Attendance Data (95% attendance)</p> <p>2017-2018 Bandscale Level (1 level increase)</p> <p>2017-2018 PM Reading Level (all students achieving age level benchmarks)</p> <p>2017-2018 Student opinion survey items S2042, S2044, S2051</p>	<ul style="list-style-type: none"> <li>Capability Development Team</li> <li>Teaching Team Coaches</li> <li>SEP Teachers</li> <li>Classroom Teachers</li> <li>Teacher Aides</li> <li>Scheduled meetings</li> <li>Data Walls</li> <li>Class Dashboard</li> </ul>	<p>Teachers and students responding accurately to the 5 key questions</p> <p>Teaching teams actively participating in feedback loops</p> <p>Capability and Teaching Teams regularly, analysing data, creating and implementing SMART goals, identified within individual Developing Performance Plans</p>	<p>2018 Sem 2 results;</p> <ul style="list-style-type: none"> <li>English Data 100% students achieving C above</li> <li>50% reduction in students attending better behaviour room</li> <li>PM Reading Level (all students achieving age level benchmarks)</li> <li>Attendance at or above 95%</li> <li>Bandscale 1 level increase</li> <li>2018 Student opinion survey items 95% S2042, S2044</li> </ul>