KELSO SMART TEAM ROLES AND RESPONSIBILITIES

Scan & Assess | Prioritise | Develop & Plan | Act | Review

FOCUS

Analyse student data to create a culture of engaging learning that further develops reading and writing

Quality teaching and learning of the Australian Curriculum

INFORMING EVIDENCE

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 & P14

PROBLEM OF PRACTICE

Teachers regularly analysing student data to create engaging and challenging learning opportunities which meet learner needs and improve wellbeing and achievement.

IMPROVEMENT PRIORITY

All teaching staff regularly analyse student data to meet learner needs and improve wellbeing and achievement

INITIATIVE/S & EVIDENCE BASE

To improve the wellbeing and achievement of all students by regularly analysing student data to meet learner needs.

INQUIRY QUESTION/ OBJECTIVE

What impact does regular analysis of student data have on the wellbeing and achievement of all students at Kelso SS?

INPUTS

Expert Teaching Teams
Even Weeks 3.15-4.15
Leadership Team
Mentor Teacher / Coach
Teaching Team Teachers
SEP Teachers
Specialist Teachers

Collaborative Professional Learning
Odd Weeks 3.15-4.15
Capability Development Team
Expert Teaching Teams
SEP Teachers
Specialist Teachers

Capability Development Team
Weekly Period 2 Thursdays

ACTIVITIES

Focus A

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

Focus 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

Focus C

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

OUTPUTS

High impact practices evident in daily teaching

Established Teaching Teams

Engaged Teacher and Students

Assessment Literate Teachers and Students

Expert Teaching Teams;
- providing evidence of implementation and understanding of high impact practices
- Utilising feedback loops
- Established
- Data Literate

Identified problems of practice

Creation of SMART goals

Kelso SS professional learning plan

SHORT TERM OUTCOMES

Students demonstrate assessment literacy through responses to the 5 key questions

Teachers use data to inform practice and improve student learning

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)

Ongoing and regular data analysis

Creation and implementation of SMART goals identified within individual Developing Performance Plans

LONGER TERM OUTCOMES

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

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

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

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
2017-2018 Sem2 English Data (100% C above) 2017-2018 Sem2 Behaviour Data (50% reduction in students attending better behaviour room for classroom incidents) 2017-2018 Attendance Data (95% attendance) 2017-2018 BandscaleLevel (1 level increase) 2017-2018 PM Reading Level (all students achieving age level benchmarks) 2017 -2018 Student opinion survey items S2042, S2044, S2051	• Capability Development Team • Teaching Team Coaches • SEP Teachers • Classroom Teachers • Teacher Aides • Scheduled meetings • Data Walls • Class Dashboard	Teachers and students responding accurately to the 5 key questions Teaching teams actively participating in feedback loops Capability and Teaching Teams regularly, analysing data, creating and implementing SMART goals, identified within individual Developing Performance Plans	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 • 2018 Student opinion survey items 95% S2042, S2044