



# Data Plan for implementation in 2026



**School name:** *Woolooga State School*

**Data Plan leader:** *Greta Worner – Principal*

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**Data Plan alignment: School Strategic Plan (date range) :** 2023 - 2026

**Annual Implementation Plan (date):** 13 / 3 / 26

Data set	Year Level	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
<b>CURRICULUM - SUMMATIVE</b>											
A – E Summative Assessment Tasks	Prep to 6	<b>School Priority 1</b> <b>Implementation of Version 9 of the Australian Curriculum English P-6, supported by the development of rigorous moderation processes and evidence-based reading strategies delivered across all learning areas.</b>	Inform parents Moderation discussion w/- staff and other small school. Comparison of previous year data progression Identification of inconsistencies	100% students Maintaining C or Better in English and mathematics	Excel Mark Book on Sharepoint	Week 9 of each term	Week 10 of each term	Throughout the year	Principal	Teachers	Principal, Teachers, T-Aides, Parents
English Focus Whole School Data Wall	Prep to 6		Narrow focus for individual students Provide an easy 'at a glance overview' of all students for staff planning discussions	Identify areas of growth -	Principals office walls	Start of Term 2,3,4	Start of Term 2,3,4	Planning discussion and planning during staff meetings	Principal / Teachers / TA	Principal / Teachers / TA	Principal / Teachers / TA
Formative writing samples	Prep to 6		Demonstrate tangible and visible growth	Visually see use of – capital letters, finger spaces, full stops.	Learning Walls	During the term	All term	Through out the term	Teachers, TA and students		
<b>CURRICULUM - FORMATIVE</b>											
Whole School PLD Spelling Screener	Prep to 6	<b>School Priority 1</b> <b>Implementation of Version 9 of the Australian Curriculum English P-6, supported by the development of rigorous moderation processes and evidence-based reading strategies delivered across all learning areas.</b>	Diagnostic assessment linked to Phonics & Spelling knowledge that informs reading progression. Supports differentiated explicit instruction	Competence in age appropriate encoding. Movement to the next stage after one full term of explicit instruction in current stage	Excel Mark Book on Sharepoint	week 9/10 in each term	1 week post testing	to inform groups and targeted phonics concepts for the following Term	Teacher and TA	Teacher and TA	Teachers and TA
Whole School PLD Reading Screener	Prep to 6		Diagnostic assessment linked to Reading knowledge that informs reading progression. Supports differentiated explicit instruction	Competence in age appropriate decoding and fluency. Movement to the next stage after one full term of explicit instruction in current stage	Excel Mark Book on Sharepoint	week 9/10 in each term	1 week post testing	to inform groups and targeted phonics concepts for the following Term	Teacher and TA	Teacher and TA	
Phonics Check	Year 1		Identify cohort and student-level decoding strengths and instructional needs Identify student candidates for phonics-based intervention Track effectiveness of phonics instruction across time	Students meeting year level expectations	One School	Term 3 Week 8-10	Term 3 Week 10	Informs Tier 2 & 3 Interventions & Targeted Resourcing	Principal	Principal	Principal

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			Monitor decoding ability trends across years.								
Reading Benchmark Assessment (Dibels)	Prep to 4		MTSS Measure and identify student progress and risk of difficulty for reading	Competence in age appropriate Phonemic awareness, alphabetic principle, fluency, comprehension	One School	Term 1 Week 3-5 Term 2 Week 7-10 Term 4 Week 6-9	One week post-testing	Alignment of Data Informs Tier 2 & 3 Interventions & Targeted Resourcing	Principal, Teachers	Principal, Teachers	Principal, Teachers
NAPLAN assessments	Prep to 6		Inform parents. Identification of specific content class performance. Compare writing data to Nation and curriculum response. Identification any focus group Identification of bottom 2 bands for intervention. Directing Support Teacher intervention supports.	Year 3 and Year 5 to be above National Mean in all areas	OneSchool ACARA Student and School Summary Reports downloaded from QCAA	Week 8 Term 1	Term 4	Term 4 Year 3 and 5 cohort NAPLAN Analysis sessions	Principal	ACARA	Classroom Teachers, Support Teachers, Principal
Student Personal Goals	Prep – 6		Target focus of learning focus for individual students for students, families, support staff	Provide simple, direct areas for the 'next step' to improve student outcomes	With families and in the classroom for support staff to access easily  On sharepoint – 'Reporting'	Alternate terms to reporting  End term 1 End term 3	Start of term 2 and term 4	Parent teacher interviews for start of term 2. Reviewed and resent home start of term 4	Teachers	Teachers	Teachers, Support staff, Parents, Students
Learning Walks and Talks	Prep to 6		Inform embeddedness of pedagogical approaches and inform next steps.	100% students successfully answering the 5 Questions	Share Point - Admin	Every term	Week of each term	Immediately	Principal	Principal	All staff
Number facts -basic skills screener Year 1-6 (Learning Through Doing)		<b>School Priority 1</b> <b>Implementation of Version 9 of the Australian Curriculum</b>	Inform teaching Monitor student performance.	Yearly relative gain	Excel Mark Book on Sharepoint	Each term – start and end	Ongoing	Ongoing	Teaching team	Teaching team	Teaching team
<b>OTHER STUDENT DATA</b>											
Student Behaviour Data	Prep to 6	<b>School Priority 2</b> <b>Create a positive and inclusive teaching and learning environment where all staff and students feel confident, resilient and supported to thrive.</b>	Inform whole school behaviour management plan – code of conduct.  Inform individual student support requirements	No more than 2 Major behaviour incidents per term	Oneschool	Ongoing throughout each term	Ongoing	Data Checks Data wall refresh	Principal	Principal	Classroom Teachers, Support Teachers, HOSES, Principal
Student Attendance Data	Prep to 6		Inform cohort and individual student support requirements	90% attendance	Oneschool	Ongoing throughout each term	Ongoing	PBL meetings Student support meetings Data Health Checks	Deputy Principal	Class Teachers	Classroom Teachers, Support Teachers, HOD-C, DP, Principal
<b>NATIONAL DATA</b>											
Australian Early Development Census (AEDC)		Prep Transition	The Australian Early Development Census (AEDC) instrument is used as a population-based measure of child development.	Inform areas for support across cohort		Term 2		Biannually in Prep	Class teacher	class teacher	Principal

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Nationally consistent collection of data on students with disability (NCCD)		Inclusive education and staff capability with data literacies and responsive teaching	The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.	Ongoing collection and analysis of data to identify needs of individual students and groups of students – from the beginning of the year and year to year	OneSchool	Annually	August census date for data to be available in October	Ongoing	Principal	Principal	Principal Teachers
<b>COMMUNITY DATA</b>											
School Opinion Survey Data	Parent Body	<b>School Priority 2</b> <i>Create a positive and inclusive teaching and learning environment where all staff and students feel confident, resilient and supported to thrive.</i>	To inform progress on all Explicit Improvement Agenda items and develop plans for improvement	100% of questions above like schools. Specific questions highlighted and targets in Action Plans	To inform AIP for following year	Term 3	Term 4	Term 4	Department of Education	Department of Education	All staff
Parent/Teacher Interviews		Parent community engagement in student learning	Feedback/communication with parents and building the school-parent partnership to improve student learning.	100% of parents attend either face-to-face or via telephone. This includes informal and impromptu meetings due to small student population.	Parent contact One School	Informal or at Parent or teacher request	Informal or at Parent or teacher request	Informal or at Parent or teacher request	Teaching staff	Teacher / Principal	Teaching staff
<b>STAFF DATA</b>											
Teacher Annual Professional Development Plan	Staff	Teacher capabilities and expert teaching team	To review and refine the professional development opportunities and access for teachers as aligned to the AIP and annual school needs	All school staff have a current SPG	My HR and Staff folders		End of Term 1	Check-ins mid term 3 and end of term 4	Principal	Principal	Principal Teachers Teacher Aides
WHS Incident Data	WHS Team	<b>School Priority 2</b> <i>Create a positive and inclusive teaching and learning environment where all staff and students feel confident, resilient and supported to thrive.</i>	To inform actions to be undertaken to maintain safety of all students and staff.	Reduction in staff and student WHS reported incidents.	MYHR	Week 9 each term	All times	Week 9 each term	Department of Education	Staff involved in an incident and 1st aide staff	Principal
Staff Opinion Survey Data	Staff	<b>School Priority 2</b> <i>Create a positive and inclusive teaching and learning environment where all staff and students feel confident, resilient and supported to thrive.</i>	To inform progress on all Explicit Improvement Agenda items and develop plans for improvement	100% of questions above like schools. Specific questions highlighted and targets in Action Plans	To inform AIP for following year	Term 3	Term 4	Term 4	Department of Education	Department of Education	All staff