Data Plan for implementation in 2024

School name: Redcliffe Special School

Data Plan leader: Marcus Donaldson Principal

Data Plan version history: developed 2025

Last reviewed (date) 2025 _ **Shared with LCC** 18/2/2025

Data Plan alignment: School Strategic Plan 2023 - 2026

Annual Implementation Plan: 2025

Data set	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
Summative Assessments										
Report card data (A-E achievement)	Educational Achievement	Provides information to parents/carers about student learning and achievement within the current semester Informs Curriculum Level decision and ICPs	100% of teachers engaged in analysis of student achievement data 85% students achieve C or above in English	OneSchool	Term 2, 4	Term 1 Term 3	Term 1 Term 3	HODC	Teachers	Teachers Leadership Team
Report card data (Behaviour)	Wellbeing & engagement	Provides information to parents/carers about student engagement in the school PB4L expectations within the current semester	85% students require only Tier 1 PB4L supports	OneSchool	Term 2, 4	Term 1 Term 3	Term 1 Term 3	Deputy Principal	Teachers	Teachers Leadership Team
Report card data (Effort)	Culture & Inclusion	Provides information to parents/carers about student engagement and participation in learning within the current semester	All students engaged in learning through diverse pedagogical practices	OneSchool	Term 2, 4	Term 1 Term 3	Term 1 Term 3	Deputy Principal	Teachers	Teachers Leadership Team
Yr 7 – 10 Student Assessment Folio	Educational Achievement	Provides evidence of student learning outcomes for moderation and reporting Informs Curriculum Level decision and ICPs	100% of teachers engaged in analysis of student achievement data 100% students achieve C or above in English 100% students who progress to new curriculum level to achieve at standard	OneSchool	Ongoing	Ongoing	Ongoing	Year 7 -10 Teachers	Year 7 – 10 Teachers	Teachers Leadership Team
QCIA Assessment Portfolio	Educational Achievement	Evidence of achievement in relation to individual QCIA Curriculum Plan, informs reporting and evidence for QCIA	100% of teachers engaged in analysis of student achievement data	G:/Drive/Student management	Ongoing	Ongoing	Ongoing	Year 11 & 12 Teachers	Year 11 & 12 Teachers	Teachers Leadership Team
Formative Assessments										
Communication Profile	Culture & inclusion	Track student progress Inform communication and use of appropriate supports in lessons	Reduction of students on a Highly Individualised Curriculum plan with 5 or more behaviour incidents from 65% to 50 %	Oneschool	Term 2 Term 4	Term 2 Term 4	Ongoing	Teachers	Teachers	Teachers Support staff Leadership team

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RoCC	Culture & inclusion	Track and implement communication change Shared understanding of working toward student communication competence	Communication group trained, procedure developed. Identified classes to complete ROCC	ROCC	Ongoing	Ongoing	Ongoing	Communication group	Teachers	Teachers Leadership team
Literacy Hub Phonics Screener	Educational Achievement	Track student improvement and increase engagement and learning through streaming timetable.	100% students assessed using SSP screener and data analysis	Oneschool	At the end of teaching each Phase	Ongoing	Ongoing	HODC	Teachers	Teachers Leadership team

Outcome Data

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Queensland Certificate of Individual Achievement (QCIA)		Queensland Certificate of Individual Achievement (QCIA)	100% of Year 12 students received a QCIA Statement	QCIA plans to be completed within the Curriculum Plan Builder via the School Portal	Ongoing	Ongoing	Ongoing	HODC Senior Leader	Year 12 Teachers	Year 12 Teachers
Vocational education and training (VET)		Vocational education and training (VET)	VET moderation	VET Mark books submitted to SETA Week 5	Ongoing	Ongoing	Ongoing	HODC Senior Leader VET Coordinator	Year 12 Teachers	VET Teachers

Student Wellbeing Data

Data set	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
Attendance	Wellbeing & engagement	Monitor and identify trends to support student attendance	Attendance rate 85% or above all students	OneSchool	Ongoing	Ongoing	Ongoing	Student Engagement Team	Leadership Team Teachers	Leadership Team Teachers
Behaviour Statistics: • Major/minor incidents • SDA • Monthly behaviour statistics • SET referrals	Wellbeing & engagement	Identify whole-school or phase trends, and appropriate Tier 1 supports. Identify individual student needs and appropriate student and staff supports.	85% Students require only Tier 1 PB4L supports.	OneSchool	Ongoing	Ongoing	Ongoing	SET Team PBL Team	Teachers Teacher Aides	Leadership Team PB4L team Teachers
Student Protection Data	Wellbeing & engagement	Identify individual student and family needs to provide appropriate support. Cross reference with behaviour and attendance data.	All students linked to appropriate support networks.	OneSchool	Ongoing	Ongoing	Ongoing	Principal Guidance Officer Deputy Principal	Principal Guidance Officer Deputy Principal	Principal Guidance Officer Deputy Principal

Community Data

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School Opinion Survey (SOS)		Identify trends and area for improvement across parent, staff and student cohort	Parents and community members are welcomed and valued – 95% or greater agreement in key SOS items	OneSchool	Term 3	Term 4	Term 4	Principal	All Staff Parents Students	All Staff
Nationally consistence collection of data on students with disability (NCCD)		Align with departmental priorities and processes Inform national data collection	Students required adjustments are recorded with evidence	Oneschool	Term 3	Term 3	Ongoing	Principal	Principal	Leadership Team Teachers

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Data Activities										
Classroom Observations / Instructional Rounds	Culture & Inclusion	Reflecting upon student engagement and pedagogical practices to increase engagement	All students engaged in learning through diverse pedagogical practices	SharePoint	Term 1 Term 3	Term 1 Term 3	Ongoing	Deputy Principal	Deputy Principal HODC	Teachers Leadership Team
Monitoring / reviewing of School Performance Plans (Strategic Plan, AIP)		Tracking of progress towards strategic goals and targets	Refer to AIP	OneSchool	Term 1	Ongoing	Ongoing	Principal	Principal	Leadership Team Teachers Teacher Aides
M1 – Moderation Before assessment takes places, at the planning stage	Educational Achievement	Inform teaching and learning	100% of teachers engaged in ongoing collaborative planning sessions	Teams	Term 4 (year prior) Term 2	Ongoing	Ongoing	HODC	Collaborative Planning Teams	Collaborative Planning Teams
Moderation 1.5 – co-constructing data cards, student achievement and case management for prevention and intervention	Educational Achievement	Track trends in student achievement and learning and undertake focused analysis of student data at cohort and individual student level	100% of teachers engaged in analysis of student achievement data 100% students access English at appropriate curriculum level supported by communication and literacy data	Teams	Term 1 Term 3	Term 1 Term 3	Term 2 Term 4	HODC	Teachers	Collaborative Planning Teams
M2 – Moderation After assessment takes place but before it is graded	Educational Achievement	Develop consistency of teacher judgement about student achievement	100% of teachers engaged in analysis of student achievement data	Teams	Term 2 Term 4	Term 2 Term 4	Term 2 Term 4	HODC	Teachers	Collaborative Planning Teams
M3 – Moderation After assessment is graded	Educational Achievement	Develop consistency of teacher judgement about student achievement	100% of teachers engaged in analysis of student achievement data	Teams	Term 2 Term 4	Term 2 Term 4	Term 2 Term 4	HODC	Teachers	Collaborative Planning Teams
M4 – Moderation At the end of the reporting period	Educational Achievement	Improve performance implementing AC	20% of student who identify as ATSIL achieving an A in English	Teams	Term 2 Term 4	Term 2 Term 4	Term 2 Term 4	HODC	HODC	Leadership team
			95% of students achieving C or above in English							
Year 7 - 10 Individual Curriculum Plans (ICPs)		Informs individual teaching, assessment and reporting focus for Australian Curriculum Learning Areas	100% of teachers engaged in data analysis of student achievement data	OneSchool	Term 1 Term 3	Term 1 Term 3	Ongoing	HODC	7-10 Teachers	Learning & Teaching teams
Year 9 PATH		Inform SET plan	100% of students to be involved and complete PATH plan	OneSchool	Term 3	Term 3	Ongoing	HODC Year 9 Teachers	HODC Year 9-10 Teachers	Year 10,11,12 teachers
Year 10 – 12 SET Plan PATH Review		Inform individual teaching, assessment and reporting focus for QCIA Curriculum Plan	100% of students to have SET plan end of year 10	OneSchool	Term 4	Term 4	Ongoing	Year 10- 12 Teachers SET and PATH reviews Year 11-12 Teachers (QCIA)	Yr10 (Initial SETP) Teachers Yr 11 and Year 12 Teachers	Year 10, 11 and 12 teachers

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Monitoring or reviewing of the three levels of planning - CARP	Educational Achievement	Develop a shared understanding of alignment between curriculum, pedagogy and assessment	Whole school engagement in teaching and learning age equivalent contexts	Teams	Ongoing	Ongoing	Ongoing	HODC	HODC	Teaching Staff Leadership Team

Reporting On	Term 1	Term 2	Term 3	Term 4
Individual Curriculum Plan (Australian Curriculum) SET Plan (GIL)	ICP parent teacher interview by week 7 ICP / SET Plan endorse by week 9	Semester 1 Report	ICP parent teacher interview by week 7 ICP / SET Plan endorse by week 9	Semester 2 Report
Curriculum – Value Added Programs		**Semester 1 Report Card** Effort rating		**Semester 2 Report Card** Effort rating
Queensland Curriculum Individual Achievement (QCIA)	15th March all QCIA plans to be completed within the Curriculum Plan Builder via the School Portal preparation for moderation/approval.	Curriculum Plan Builder via the School Portal	QCIA folders to be given to Senior Co-ordinator in preparation for external moderation Week 5	QCIA Certificates posted to parents/ carers late December through QCAA
VET Data	Students enrolled in VET qualifications through SETA	VET Mark books submitted to SETA Week 5	Internal VET moderation Week 5	VET Mark books submitted to SETA Week 1 External moderation Week 5&6 Certificates / SOAs produced by SETA and posted to schools Week 5 Competency rating and comment

Behaviour and Absences	Term 1	Term 2	Term 3	Term 4
	✓	✓	✓	✓
ODRs and Positive Behaviours	Week 4, 9 Data Downloads Week 5, 10 Data Analysis	Week 4, 9 Data Downloads Week 5, 10 Data Analysis	Week 4, 9 Data Downloads Week 5, 10 Data Analysis	Week 4, 9 Data Downloads Week 5, 10 Data Analysis
Absences 5,9	Week 5, 9 (daily basis to day 8)	Week 5, 9	Week 5,9	Week 5,9