**DOMAIN: Student Achievement and Progress 2021 DOMAIN TEAM MEMBERS: Leader: Tracey Boreham**

| Foci & Indicators | Improvement Identified | Strategies | Responsibility | When | Resources | Success Criteria |
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| Plans demonstrate a commitment to improve student achievement and progress | Data drives teaching and learning programs.  Staff can input Common Assessment Task (**CAT**) data | Staff meetings have dedicated sessions to unpack data  Staff are provided with specific DOTT to input data into specified school spreadsheets.  Performance Management (PM) supports teachers | Principal and teachers | T1 | CAT excel files | 3 months: PM process for staff. Include data analysis  6 months: Teachers put CAT data into school spreadsheets  12 Months: Teachers provide evidence that data influences teaching and student progress. |
| Systemic and school-based data are used to assess student progress | On Entry data used to demonstrate student progress. | ECE trained to transfer on entry to the main CAT spreadsheet.  T1 and T4 test student  ECE meetings unpack data to modify teaching programs. | Principal and ECE teachers |  | On Entry boxes  CAT excel files AEDC data | 3 months: ECE meetings discuss and plan with data.  6 months: ECE meetings discuss and modify plans with data.  Staff compare previous years with current trends  12 Months: ECE teachers make recommendations with Aust. Early Devel Census (**AEDC)** data.  Evident that data is driving student learning. |
| Student achievement and progress aligns with contextually similar schools | Create direct connection between teacher judgement and data. | Network with like schools  Teachers recognise connection between CAT data and grade allocation and apply to Reporting To Parents (**RTP**). | Principal and teachers |  | CAT data | 3 months: Identify like schools to participate in moderation  6 months: RTP grades reflect CAT data  12 Months: Teachers discuss grades and CAT data connection at handover in T4 |
| Levels of student achievement and progress align with grade allocation | Staff use DoE data to inform their RTP.  Teachers input their data in line with the school templates. | Staff are provided with professional learning to understand First Cut Progress and Achievement.  1. Data is available by due dates listed on assessment calendar.  2. PAT Testing for moderation in science, all strands of mathematics and reading comprehension.  3. 1st Steps Number Diagnostic Tasks semester 1 & 2.  4. Data entered for integrin by teacher.  5. Staff use data collection schedule for PATs Spelling Mastery, Brightpath, Letters & Sounds, CARS & STARS, Talk 4 Writing, NAPLAN, OET and SAIS.  6. Reading Eggs/ Reading Eggspress data collated | Principal and teachers |  | DoE online Staff handbook  Whole school Operational plan  PATs Maths, 1st Steps Number Tasks | 3 months: Additional DOTT to train fellow teacher.  PATs data collection modified in Assessment Calendar to reflect teacher responsibilities  6 months: PM indicates teachers applying 1st Cut  Staff moderation in number  12 Months: Student data show teacher application of 1st Cut. Teachers competent in PATs for RTP  Staff engaged in analysing data that informs planning (Ongoing)  Reading Eggs/ Reading Eggspress data is used to create invertvension pathways. |
| Students attain their respective achievement standard in literacy and numeracy | Increase staff data literacy skills. | 1. Assessment Calendar distributed to teaching staff.  2. Timeline for contributions to data wall.  3. Spelling Mastery/Di Rig will resume for students who have completed Phase 5 in Letters and Sounds; Year 3 students and above. | Teachers EAs and principal |  | Staff Handbook | 3 months: IEP/ GEP submitted before due dates (T1 & T3 Wk3)  6 months: Teachers contribute data spreadsheet for each student.  Process for setting up data wall finalised  12 Months: Staff engaged in analysing data that informs planning.  All teaching staff analysing data for T4 Handover data. |

| **Achieved** | **Developing** | **Not Achieved** |
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