

# *Leading Teacher Capability: A whole-school approach to data conversations at Red Hill Special School*

OUR  
STUDENTS



OUR  
STAFF



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In this session:



*Leading Teacher Capability: A whole-school approach to data conversations at Red Hill Special School*

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# Why focus on data? 2021 Review → 2022 AIP → EIA

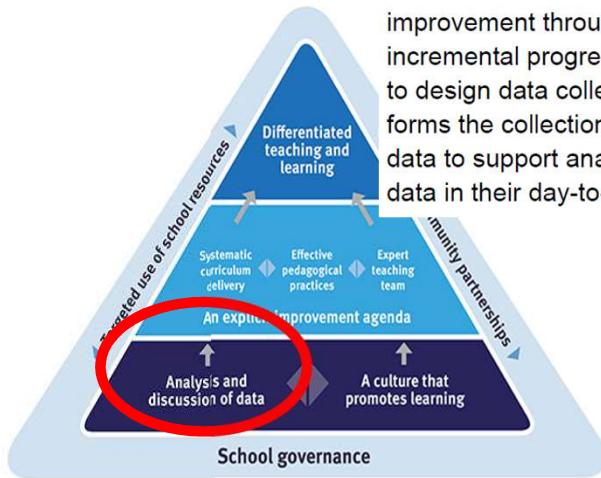
The collection, analysis and interpretation of data is becoming increasingly sophisticated at a whole-school and classroom level.

Leaders reference a range of data sets to inform strategic planning and to support improvement throughout the school. Leaders have selected data sets to effectively measure incremental progress for the school's diverse learners. The school employs a teacher coach to design data collection tools and to build teachers' data literacy. A series of spreadsheets forms the collection point for whole-school and class data. Teachers are learning to filter the data to support analysis and interpretation. They attribute their growing confidence in using data in their day-to-day work to the support of the coach.

Department of Education  
Red Hill Special School Annual Implementation Plan 2022

In 2022 → A school-wide approach to PBL safe – respectful – learner → and → Every student READING every day → so that → 100% of students demonstrate at least one measurable increase in literacy data

Improvement Strategy	Targets	Officer
Collaboratively develop an action plan for implementing the EIA that clarifies the accountabilities of all staff members and provides measurable short, medium and long-term targets.	<b>SOS data:</b> "The school keeps me well informed about things that are important to my work." (Staff – 95% to 100%)	Principal
Review, implement, and regularly monitor the whole-school approach to PBL with a focus on safety and consistency of practice.	<b>SOS data:</b> "The expectations and roles are clear at this school." (Staff- 95% to 100%, Parents/Careers – 95% to 100%) <b>SOS data:</b> Staff state that teaching of behavioural expectations to students has occurred. (100% to 90%)	Deputy Principal (Senior)



Pillar: Our teaching... Engaging individuals through precision in teaching and learning		
Improvement Strategy	Targets	Officer
Refine the analysis and interpretation of data to inform pedagogical practice at a <u>whole-school, cohort and individual teacher level.</u>	100% of students demonstrate at least one measurable increase in literacy data by the end of 2022.	Data Coach
Strengthen teachers' capability to analyse and interpret data to <u>identify gaps in learning and to inform next steps in teaching.</u>	<b>SOS data:</b> "I modify my teaching practice after reviewing student assessment data." (Staff – 100% to 100%)	Data Coach



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# Your reflection:

1 minute



*“On a scale of 1-10, how confident are you in using student data?”*

*“What gets you that high up the scale?”*



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# Exploring our data

WIG

ROCC

Literacy  
Learner

Curriculum

Data Dashboards  
and  
Data Discussions

Deeper Dive  
(into one of the  
four data sets)



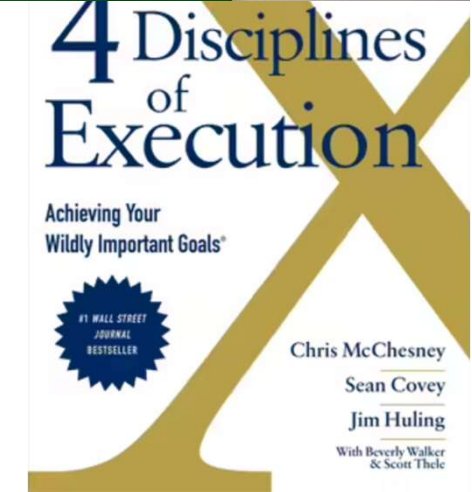
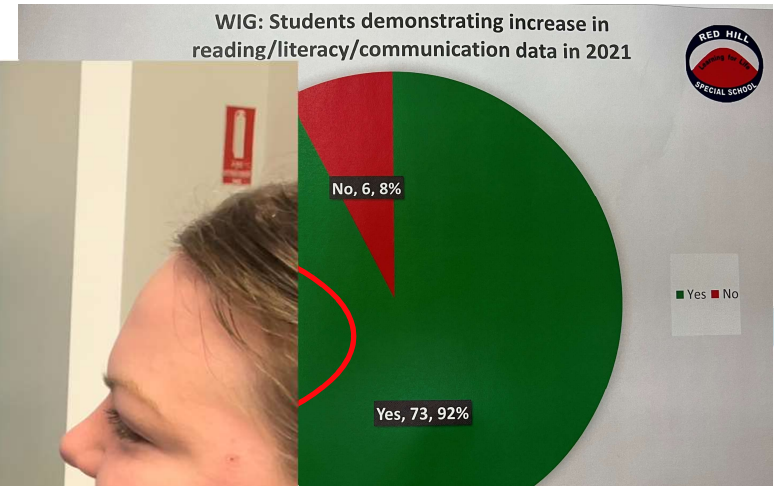
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# WIG Data



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# Literacy Learner Data

Name, M2 (Year 1)



ROCC  
English  
Maths  
DWS

2021				
Sem 2				
2021		1d	PY	
Sem 1				
2020	TC	1d	1a	9
Sem 2				
2020	TC	1d	1a	6
Sem 1				
2019	TC	N	N	5
Sem 2				

Student Literacy Learning Goals						Student Reading Goal (I can statements)	Working with Letters, Sounds, and Words Student knows...	Working with Letters, Sounds, and Words Learning goal...	
Student Name	2022 Class	ROCC Level	Communication Modes (Type in)	Literacy Level	Curriculum Level				
[Redacted]	JS3	IC	PODD	C	DYLP-1	I can recognise familiar and some unfamiliar words in texts.	Many of the first OWL words (read & write)/ Completed SSP	<ul style="list-style-type: none"> <li>Word wall – continue to work through Oxford Word list words</li> <li>Use Making Words – Grades1-4–as appropriate</li> </ul>	
	JS3	TC	PAVS PODD	T	DYLP-P	I will use information from texts to generate a question or complex message.	Most letters - 80%	<ul style="list-style-type: none"> <li>Consolidate the alphabet</li> <li>Explicit alphabet routine script</li> <li>Onset Rime, if student is hearing initial sounds easily then include final</li> </ul>	
	JS4	TC	Verbal	C	DYLP-3	I can read each day for a different purpose - using anchor, read and apply strategy.	All OWL sight words/ Completed making words - Grade 4	<ul style="list-style-type: none"> <li>Nifty, thrifty, fifty</li> </ul>	
	JS4	EC	Verbal/Gestures	E	1d		I can blend letter sounds to read CVC words	Many of the first OWL words (read & write)/ Completed SSP	<ul style="list-style-type: none"> <li>Word wall – continue to work through Oxford Word list words</li> <li>Use Making Words – Grades1-4–as appropriate</li> </ul>
	JS4	IC	Verbal	T	DYLP-1		I can identify what happened in the beginning, middle and end of a story.	(click to select): No letters or a few Many letters - 50% Most letters - 80% Initial letter sounds	<ul style="list-style-type: none"> <li>Systematic Sequential Phonics</li> <li>Word Wall –first 100 Oxford Wordlist words</li> <li>Other activities, e.g. Guess the covered word, as appropriate</li> </ul>
	JS4	IC	Verbal	C	DYLP-1		I can enhance my reading fluency by recognising and decoding words in unfamiliar and familiar texts.	Many of the first OWL words (read & write)/ Completed All OWL sight words/ Completed making words - Grade Nifty, thrifty, fifty/ Reads words above Grade 4 level	<ul style="list-style-type: none"> <li>Word wall – continue to work through Oxford Word list words</li> <li>Use Making Words – Grades1-4–as appropriate</li> </ul>
	JS4	IC	Verbal	C	DYLP-1		I can enhance my reading fluency by recognising and decoding words in unfamiliar and familiar texts.	Many of the first OWL words (read & write)/ Completed SSP	<ul style="list-style-type: none"> <li>Word wall – continue to work through Oxford Word list words</li> <li>Use Making Words – Grades1-4–as appropriate</li> </ul>



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# Data Dashboards



Sample Red Hill Special School Data Dashboard (end of 2021) for M2 in 2022

Student Literacy Learning Goals

Student Name	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Student 1	Met	Met	Met	Met	Met
Student 2	Met	Met	Met	Met	Met
Student 3	Met	Met	Met	Met	Met

Sample Red Hill Special School Data Dashboard (end of 2021) for M2 in 2022

ICP Levels and Grades

Student Name	ICP Level	Grade	Score	Percentage
Student 1	ICP 1	Grade 1	85	85%
Student 2	ICP 2	Grade 2	75	75%
Student 3	ICP 3	Grade 3	65	65%

Literacy Diagnostic Assessment

Student Name	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Student 1	Met	Met	Met	Met
Student 2	Met	Met	Met	Met
Student 3	Met	Met	Met	Met

DWS Comparison

Student Name	2021 Data	2022 Data	Comparison
Student 1	85	85	Stable
Student 2	75	75	Stable
Student 3	65	65	Stable

Sample Red Hill Special School Data Dashboard (end of 2021) for M2 in 2022

Early Start Numeracy

Student Name	2021	2022	Year	Class	CP Level	Early Start Test	Date Tested	Total Possible	Score	Percentage
Student 1	85	85	2021	ICP 1	ICP End of Prep	10/10	10/10/2021	100	100	100%
Student 2	75	75	2021	ICP 2	ICP End of Year 1	10/10	10/10/2021	100	100	100%
Student 3	65	65	2021	ICP 3	ICP End of Year 1	10/10	10/10/2021	100	100	100%
Student 4	85	85	2022	ICP 1	ICP End of Prep	10/10	10/10/2022	100	100	100%
Student 5	75	75	2022	ICP 2	ICP End of Year 1	10/10	10/10/2022	100	100	100%
Student 6	65	65	2022	ICP 3	ICP End of Year 1	10/10	10/10/2022	100	100	100%



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# Data Conversations – Communities of Practice

**Learning Sprint**  
(15 minutes)

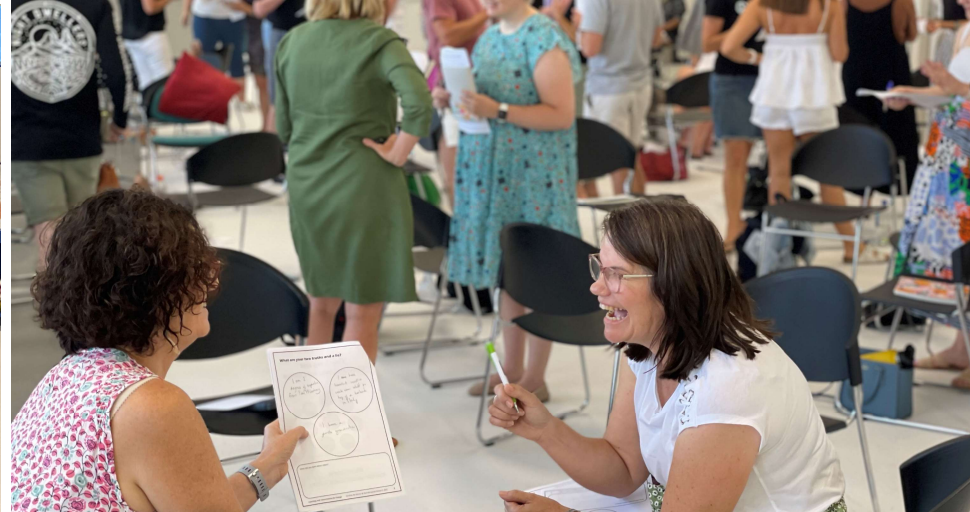
**Presenting**  
(2 minutes)

**Data Dive**  
(4 minutes)

**Questioning**  
(4 minutes)

**Discussing**  
(5 minutes)

**Reflecting**  
(2 minutes)



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# Deeper Data Dive

5 minutes 

**Curriculum**  
**Jacinta**

**ROCC**  
**Steph**

**Literacy Learner**  
**Steve**

**WIG**  
**Rachel**



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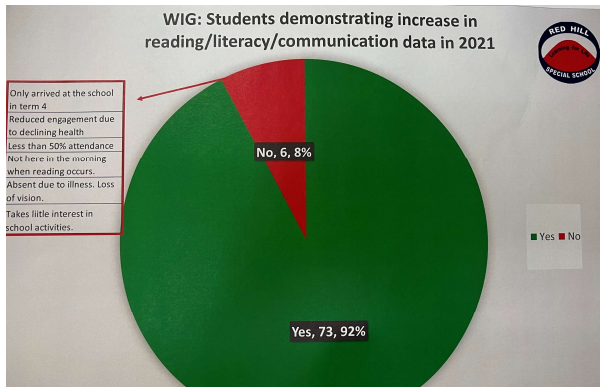
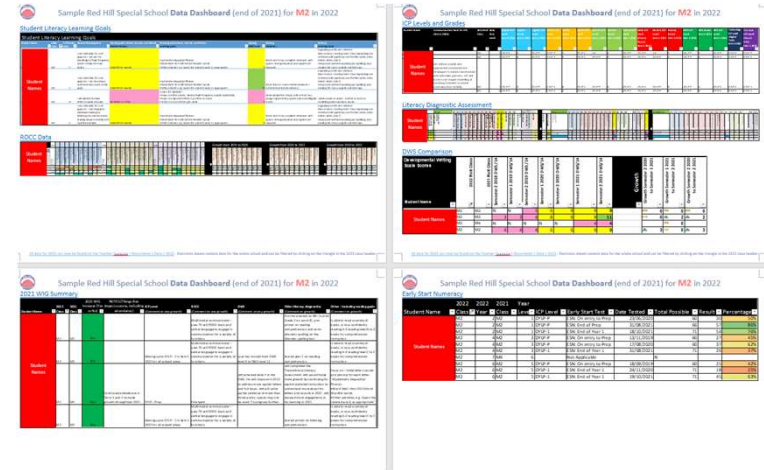






# Our learnings:

Pillar: Our teaching... <i>Engaging individuals through precision in teaching and learning</i>		
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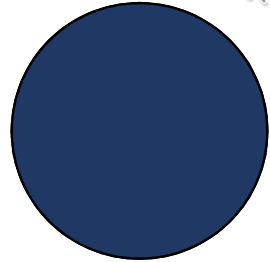
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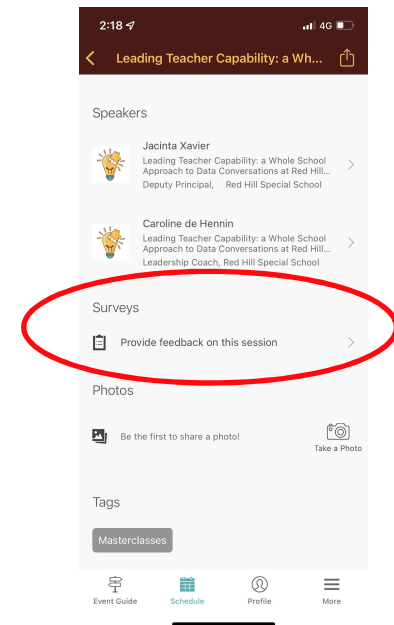
# Reflection

1 minutes 



What connections does this spark for you?

What questions do you have for us?



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