

# Croydon Community School & OPTIONS

## Data Analysis and Use Policy



### PURPOSE

To ensure Croydon Community School & OPTIONS purposefully analyses and utilises data to set goals and targets for improved outcomes, including for students at risk.

### SCOPE

Data collection and analysis provides information about what students know and can do, and enables the school to make recommendations for their future learning.

This policy is intended for staff and parents/carers.

### DEFINITION

Data means statistical information on student achievement that is systematically collected by the school and used to inform teaching and learning.

### POLICY

Croydon Community School & OPTIONS recognises each student has individual and varied capacity to engage and participate in site-based learning due to a diversity of physical and mental health and life experiences. We aim to promote the maximum level of participation possible for each student. OPTIONS programs are designed to cater for these diverse needs and provide a structured, stepped support to reach fulltime attendance.

As applicable, the school will use data from a range of sources to provide a clear understanding of student progress. This includes teacher assessment against the Victorian Curriculum, school collected Big Picture Education data including ILP, Portfolio & Exhibition data, NAPLAN – literacy and numeracy – (Years 7 & 9) data, feedback provided through the Student Attitude to School Surveys, Staff and Parent Satisfaction Surveys and regional and state outcome comparisons if available. The school also will select from the range of assessment tools available on the Insight Assessment Platform.

The School Information Portal & Panorama will be a prime reference point because it provides the Principal with a single point of entry to current and historical school data and allows data to be sorted to best suit their needs.

Professional Learning Team meetings (eg. PLTs, SIT & B@B) are used to discuss individual student (and cohort data across year level teams and the school). Strategies to improve student outcomes are discussed and Individual Education Plans (IEP's) may be written for students identified at risk. Parents/carers will be involved in the IEP process.

SIT team meetings are used to analyse cohort data and teaching and learning programs are reviewed to see that all students are engaged in achieving to the best of their capabilities.

Although data analysis will be driven by the School Leadership Team, all teachers have a responsibility to understand the implications for driving teaching and learning and to utilise data when planning units of work.

Teachers are expected to develop and utilise a range of tools for use in different contexts that allow individuals, groups or the whole class to give feedback at appropriate stages about what has been learnt.

The school will determine the schedule for formal analysis of data as it becomes available and advice of this through its Annual Implementation Plan. As a minimum, this will be twice per term.

The school will utilise a range of strategies such as moderation of outcomes to better ensure consistency of data generated.

The school will report student learning outcomes twice yearly to parents/carers in the Student Reports and will be reported to the community through School Council, newsletter items, school website and the annual report.

Outcomes are reported annually to DET or as required.

## FURTHER INFORMATION AND RESOURCES

Please refer also to the school's:

- Assessment, Student Policy
- Curriculum Framework Policy
- Engagement of Students in Timetabled Classes (Attendance) Policy
- Engagement of Students in Timetabled Classes (O@B) Policy
- Reporting Student Progress and Achievement Policy
- Student Wellbeing and Engagement Policy
- Teaching and Learning Policy

## REVIEW PERIOD

This policy, first developed in this format in March 2019 and will be reviewed as part of the school's three-yearly review cycle or if guidelines change (latest DET A-Z Index reference mid-April 2018 as part of the Student Engagement Policy guidelines).