Data Plan for implementation in 2025

School name: Beerwah State School

Data Plan leader: Matthew Deady, Head of Curriculum

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Data Plan alignment: School Strategic Plan (date range) 2022 – 2025

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
ON ENTRY (PREP)										
Parent information sheet	2. *Review, refine whole school processes to support social and emotional wellbeing of students and staff*	Identify potential adjustments that may be required	100% of students with identified learning needs have adjustments in place by end of term 1.	Student folio (OneSchool)	Upon enrolment	Upon enrolment	On Enrolment	Admin	Admin	Prep teachers And possibly SS Co-ordinator and SEP teachers/HOSES
Transition statements	2. *Review, refine whole school processes to support social and emotional wellbeing of students and staff*	Identify potential adjustments that may be required	100% of students with identified learning needs have adjustments in place by end of term 1.	Student folio (OneSchool)	Previous year by early education centres	Uploaded to one school early in term 1	Early in term 1	Admin	admin	Prep teachers SS Co-ordinator
Quick test of language	1. *Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.*	Identify areas of oral language development for explicit teaching and/or intervention.	100% of students with identified learning needs have access to support-a-talker program provided by TA by mid term 1.	OneSchool	Testing takes place from Term 1 week 2	By mid term 1	On entry to prep and at the endo of T4 prep	SS Co-ordinator	SS Co-ordinator	Prep teachers
AEDC Data	2. *Review, refine whole school processes to support social and emotional wellbeing of students and staff*	Identify areas of development need for schoolwide planning.	Establish relationship with all local Kindergartens - visits and network. Identify and establish a trial partnership with one local kindergarten.	One School and AEDC reports	Every 3 years (next collection 2027)	Reports available at the end of year of collection and after that on Oneschool	As required for schoolwide planning	Student Services Co-ordinator	Class teachers	Leadership team
WHOLE SCHOOL MONITORING										
NCCD	1. *Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.* 2. *Review, refine whole school processes to support social and emotional wellbeing of students and staff*	To identify students with a disability / an imputed disability and inform levels of adjustments & category for addressing the disability	Adjustments & focused / intensive intervention identified & implemented for all students with a disability as defined by the DDA.	OneSchool: Students Notes PLRs Support Provisions (Programs, IBSPs, RAs) SSR Referrals & Reports	Ongoing Aug Download	On going	Ongoing Aug download RAR	HOSES NCCD team	HOSES SEP Ts Students Services T Class Teachers	HOSES SEP Ts Students Services T Class Teachers GO
Monitoring/review of school performance plans	1. *Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.* 2. *Review, refine whole school processes to support social and emotional wellbeing of students and staff*	To drive school improvement through systematic monitoring process to ensure staff are supported to meet targets.	Performance plans reviewed each term and feedback given to staff to ensure termly measurable outcomes are met.	SharePoint	At the end of each Term	At the end of each term	Termly review	Leadership Team	Leadership Team	All staff

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Monitoring/review of three levels of planning	*1. Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.*	Identify effective and compliant application of the 3 levels of planning	All administered summative tasks align with Level 1 and 2 plans All intended tasks are delivered.	Teams documents	Throughout Term – ongoing updates	End of each term	Beginning Terms Beginning of semesters	HoD – C	Level 1 – HoD-C Level 3 - Class teachers	HoD-C Curriculum team
School Opinion Survey	*2. Review, refine whole school processes to support social and emotional wellbeing of students and staff*	To drive school improvement through systematic feedback process to ensure students/staff/parents are supported to meet measurable outcomes.	Strategies identified through review to inform strategic planning.	One School	Term 4	Term 4	Term 1 & 4	Leadership Team/ Culture Team	DET	Leadership Team/ Culture Team

WELLBEING

Behaviour incident reports	*2. Review, refine whole school processes to support social and emotional wellbeing of students and staff*	To determine PBL directions within the school: • Solution planning • To plan PBL focus topics • To identify strategies to address areas of concern	Students demonstrate expected behaviours (reduced behaviour entries) Specific goals set through solution planning.	OneSchool. Reports to staff are on teams in the PBL folder	Generalised behaviour data - fortnightly to show how we are tracking across the school. Behaviour specific data - at PBL meetings to determine areas of need	Via email when the PBL update if published weekly During PBL meetings	During PBL meetings During leadership meetings	PBL team leader PBL team data manager	Entered – all staff (as per flowchart) Generated - PBL team leader	PBL team Culture team Leadership team All staff at PFD's
EBS TFI	*2. Review, refine whole school processes to support social and emotional wellbeing of students and staff*	To determine PBL directions within the school: • Solution planning • Identify and review whole school systems	Specific goals set through solution planning.	EBS and TFI surveys	Term 3	Term 3	Term 4 – strategic planning	PBL team	PBL team	PBL team Leadership team
Superstar days and Kandoo tally *New systems currently under trial for 2026	*2. Review, refine whole school processes to support social and emotional wellbeing of students and staff*	To monitor positive student behaviour	Students demonstrate desired behaviours. *Specific goals set in the Superstar Days system.*	Recorded by teachers	Daily by teachers	When shared with admin by teachers – students have reached a level	Ongoing	Class teachers Principal – on assembly weekly	Class Teachers Admin (reminds to send in data)	Class Teachers
Attendance	*2. Review, refine whole school processes to support social and emotional wellbeing of students and staff*	Reviewed in 5 week cycles	Attendance monitored and Parent contact where required. To reach attendance target of 95%	Office	Week 5 & 10 each term	Week 5 & 10 each term	At review meetings in Week 5 & 10 each term	Admin	Admin	Admin Class teachers
Pulse survey	*2. Review, refine whole school processes to support social and emotional wellbeing of students and staff*	To inform planning, implementing and evaluating Staff wellbeing action plan. Informs culture & leadership team for staff wellbeing planning.	To achieve 85%+ collective team efficacy. To achieve 22 responses (Teaching & Non-Teaching staff)	Monthly Pulse data G Drive	Weekly by staff	Monthly	Strategic team – twice per term Line management and leadership meetings - monthly	HOSES	Pulse HPT Schools	Culture & Leadership Team WPH& S committee
Staff wellbeing survey	*2. Review, refine whole school processes to support social and emotional wellbeing of students and staff*	To inform Staff Wellbeing Action plan To inform Leadership team of wellbeing needs	To achieve 80% + somewhat satisfied & satisfied, somewhat agree, agree & strongly agree	G Drive	Term 4	Term 4	T4 & T1 planning	HOSES	NCR Wellbeing Officer	Culture & Leadership Team WPH& S committee

ACADEMIC										
Marker student analysis	1. Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.	Identify learning needs and pedagogy for 'representative samples' of students in current English unit of work.	More than 75% of marker students reach their goal. Specific content and pedagogy identified is enacted within class teaching.	Formative analysis of existing written work.	T1 – Week 3 T2/3/4 – Week 2	T1 – Week 3 T2/3/4 – Week 2	Ongoing throughout term. Formally revisit Week 5 (during mod)	Data available through - HoD-C Copies kept by class teacher	Generated - teacher	Access and used - teacher
During moderation	1. Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.	Monitor progress of marker students towards achievement standard. Identify content and pedagogies needed for student progress.	More than 75% of marker students reach their goal. Specific content and pedagogy identified is enacted within class teaching.	Formative analysis of existing work from classroom practice.	Week 5 every term	Week 5 every term	Week 5-10 to inform	Data available through - HoD-C Copies kept by class teacher	Generated - teacher	Access and used - teacher
A-E outcomes – tasks (assessment folio) Data overview (English)	1. Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.	Inform planning via: Monitor student progress towards achievement standard. Identify students for further investigation of learning needs.	90% students achieve C+ in English 60% of students achieve A or B in English	Assessment folio OneSchool markbooks	Stored in folios and entered on OneSchool - by end of each term	Overview – T1 - by start week 2 T2, 3, 4 – by start week 1	T1 – week 2 T 2, 3, 4 – Week 1	Overview – HoD-C email to teacher prior to data analysis meeting	Enter – Teacher Generated – HoD-C	Access and used – HoD-C, leadership team, class teacher
Report card – A-E data	1. Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.	Monitor student progress against achievement standard. Identify trends in class/school wide data.	90% students achieve C+ in English 60% of students achieve A or B in English	OneSchool	End of reporting period	S1 - by beginning T3 S2 - before end T4	Data meetings – beginning of terms Review of school/class wide practice.	HoD-C email to leadership. HoD-C and Principal share with whole staff.	Enter – class teacher Generated – HoD-C	Access and used – HoD-C, leadership team, class teacher
NAPLAN	1. Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.	Identify content and pedagogies needed for student progress. Identify students requiring additional support.	100% students with 'needs additional support' have documented adjustments and/or intervention in place.	Student and School Summary Report (SSSR)	Upon receipt of SSSR information.	within 2 weeks of SSSR information received.	Data analysis meeting Class teacher – ongoing to inform content selection and intervention.	HoD-C	Data entered via SSSR and OneSchool	Teachers HoD-C Leadership team.
Show me tests	1. Deliver an engaging curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.	Identify content and pedagogies needed for student progress. Identify students requiring additional support.	Specific content and pedagogy identified is enacted within planning and teaching.	Class teacher unit planning.	T1 – by end Week 2 T2/3/4 – by end Week 1	T1 – by end Week 2 T2/3/4 – by end Week 1	Ongoing throughout planning of Maths curriculum	Teachers	Teachers	Teachers
BSS literacy – phonics, decoding and HFW	1. Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.	Identify learning needs, pedagogy, differentiation and intervention Monitor progress toward achievement standard	Specific content and pedagogy identified is enacted within planning and teaching. All students more than 6 months behind AC standard have documented adjustment and/or intervention in place.	Class tracking folders	Ongoing	Ongoing	Ongoing	Teachers	Teachers Teacher-aides	Teachers HoD-C/C Student services team
STUDENT SERVICES										
Brigance Screener	2. Review, refine whole school processes to support social and emotional wellbeing of students and staff	Use as an additional too to support/ reject requests for early entry into prep.	N/A	Oneschool	As required/ requested	After screening	determine whether early entry to prep is appropriate / identify when	SS Co-ordinator / GO	SS Co-ordinator / GO	Student Services Team Early years Teachers

							further testing is required			
Sound Scouts	2. *Review, refine whole school processes to support social and emotional wellbeing of students and staff*	Use as a screening tool for students with suspected hearing difficulties	Identify students who may require further auditory testing	Reports uploaded to one school + copy sent to parent	As required/ requested	Report generated Immediately after screening	when student services team identifies need	SS Co-ordinator	Externally generated assessment	Parents / medical professionals
Speech screener	2. *Review, refine whole school processes to support social and emotional wellbeing of students and staff*	Use as a screening tool to identify students requiring speech assessments	Identify students who may require speech assessments by SLP	SLP generates report and uploads to one school	As requested	After SS meeting	To determine if speech assessment is appropriate	SS Co-ordinator / SLP	SS Co-ordinator	SLP Student Services Team

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