

# NARANGBA VALLEY STATE SCHOOL ASSESSMENT AND DATA PLAN

## Formative Assessment Data

Purpose: To identify the data to be collected and how it is used at Narangba Valley State School.

Data is collected to inform decision-making. Data directly informs our explicit teaching focus and allows the differentiation of instruction to meet the needs of all students.



### Summative Assessment Data

Summative assessment provides evidence of student learning against the relevant achievement standards for each learning area and/or subject in Prep to Year 6. This data is used to report to parents and is also used to inform our future planning and differentiated instruction.

### Student Behaviour Data

DATA	LOCATION	PURPOSE	YEAR LEVELS	WHO IS RESPONSIBLE
<b>Student Attendance</b>	<ul style="list-style-type: none"> <li>One School Roll Marking</li> <li>Class dashboard</li> <li>Individual Student Dashboard/Profile</li> </ul>	<ul style="list-style-type: none"> <li>To monitor students closely due to the correlation between attendance and academic outcomes</li> <li>To support students and their families around engagement in schooling</li> </ul>	Prep – Year 6	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Specialist teachers</li> <li>Relieving teachers</li> <li>Leadership Team</li> <li>Front office staff</li> </ul>
<b>Behaviour</b> <ul style="list-style-type: none"> <li>Major and minor incidences</li> <li>Positive behaviour records</li> <li>School Disciplinary absences (ADMIN)</li> </ul>	<ul style="list-style-type: none"> <li>Class Dashboard</li> <li>Student Profile</li> <li>Behaviour Reports</li> <li>Parent Contact</li> <li>Diagnostic Assessment Mark books- Levels</li> <li>One School Reports –Reports-Data Exports-Diagnostic Standardised Assessment Data Export</li> </ul>	<ul style="list-style-type: none"> <li>To monitor individual students to enable appropriate support</li> <li>To monitor behaviour trends throughout the school (individual students, groups of students, cohorts, time of day and environments)</li> <li>To identify students who may be at risk (requiring intervention/support)</li> <li>To inform school wide decision making (allocation of resources, provision of programs and professional development)</li> </ul>	Prep – Year 6	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Specialist teachers</li> <li>Teacher aides</li> <li>Leadership Team</li> </ul>

### Other Data

DATA	LOCATION	PURPOSE	YEAR LEVELS	WHO IS RESPONSIBLE
<b>AEDC</b>	<ul style="list-style-type: none"> <li>AEDC report</li> </ul>	<ul style="list-style-type: none"> <li>To identify areas where children and families require additional support to achieve positive outcomes</li> <li>To start conversations that raise awareness of the importance of the early years, develop relationships with local early childhood education services and assist with the understanding of vulnerability and protective factors in the community.</li> </ul>	Prep (Every 3 years)	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Leadership Team</li> </ul>
<b>Student Intervention and Differentiation</b> Individual Curriculum Plans (ICP) Learning Support Plans Education Support Plans Individual Education Plans Individual Behaviour Support Plan (IBSP) Personal Learning Plan	<ul style="list-style-type: none"> <li>Student Profile – Support – Personalised Learning / Support Provisions</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive tracking and documenting of interventions</li> <li>Inform new teachers and teacher aides of previous support</li> <li>So that all parties supporting a student are aware of others work with the student</li> <li>Inform teachers who work with the student of successful and unsuccessful strategies of support in the past</li> </ul>	Prep - 6	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Learning co-teachers</li> <li>SEP teachers</li> <li>GO</li> <li>Leadership Team</li> </ul>

DATA	LOCATION	PURPOSE	YEAR LEVELS	WHO IS RESPONSIBLE
<b>Reading Benchmarks</b>  PM Benchmarks Informal Prose Inventory  Fiction Non-fiction	<ul style="list-style-type: none"> <li>Diagnostic Assessment Mark books</li> <li>Class Dashboard</li> <li>Student Profile-Academic-Diagnostic/Standardised Assessments</li> <li>Collaboratively constructed data walls</li> <li>One School Reports – Reports-Data Exports-Diagnostic Standardised Assessment Data Export</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and analyse the reading strategies and behaviours of students</li> <li>To group students for the purpose of instruction</li> <li>To inform feedback, goals and teaching focus of guided reading groups</li> <li>To inform individual, class and school programs</li> <li>To monitor student progress over time</li> </ul>	PM: Prep – 2 (and further for those students who are not beyond level 25)  Prose: Year 3 – Year 6	Class teachers Learning co-teacher
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>Diagnostic Assessment Mark books</li> <li>Class Dashboard</li> <li>Student Profile-Academic-Diagnostic/Standardised Assessments</li> <li>Sight Word Booklets</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the student progress in sight word and high frequency word recognition</li> </ul>	Prep – Year 2 (or until the student has achieved all 500 words)	Class teachers Teacher aides Trained parents
<b>Letter Identification</b>	<ul style="list-style-type: none"> <li>Diagnostic Assessment Mark books (Term 1 &amp;3)</li> <li>Class Dashboard</li> <li>Student Profile-Academic-Diagnostic/Standardised Assessments</li> <li>Excel Spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the student progress in letter ID</li> </ul>	Prep	Class teacher Teacher aides
<b>Sound Wave Sounds</b>	<ul style="list-style-type: none"> <li>Diagnostic Assessment Mark books (Term 2 &amp;4)</li> <li>Class Dashboard</li> <li>Student Profile-Academic-Diagnostic/Standardised Assessments</li> <li>Excel Spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the student progress in sound awareness and sound knowledge using Soundwaves</li> </ul>	Prep	Class teacher Teacher aides
<b>Phonological Awareness Screener</b>	<ul style="list-style-type: none"> <li>Screener to identify strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and analyse students phonological awareness</li> <li>To group students for the purpose of instruction</li> <li>To inform feedback, goals and teaching focus of intervention groups</li> <li>To inform individual, class and school programs</li> </ul>	Prep  Intervention Year 1 and Year 2	Class teacher Learning co-teachers Teacher aides
<b>Concept of Print</b>	<ul style="list-style-type: none"> <li>Excel Spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the student progress</li> </ul>	Prep	Class teacher Teacher aides
<b>Diagnostic Mathematic Tests</b>	<ul style="list-style-type: none"> <li>Teacher mark books</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the student progress</li> <li>Target teaching and intervention</li> </ul>	Prep-Year 6 ongoing	Class teacher Learning co-teacher

### Standardised Tests

DATA	LOCATION	PURPOSE	YEAR LEVELS	WHO IS RESPONSIBLE
<b>NAPLAN</b>	<ul style="list-style-type: none"> <li>Class Dashboard</li> <li>NAPLAN reports</li> </ul>	<ul style="list-style-type: none"> <li>To compare student achievement to like schools, state and nation</li> <li>To track cohorts and relative gain between Years 3 and 5</li> <li>To identify students who may be at risk (below NMS)</li> <li>To identify students who may benefit from enrichment (U2B)</li> </ul>	Years 3 & 5	Class teachers Learning Co-teachers Leadership Team
<b>Early Start</b>	<ul style="list-style-type: none"> <li>Student Profile Dashboard</li> <li>One School Reports – Reports-Curriculum-Early Start Results by Student</li> </ul>	<ul style="list-style-type: none"> <li>Track progress and measure growth for students, classes and cohorts</li> <li>To inform school wide decision making (allocation of resources, provision of programs and professional development)</li> <li>To group students for the purpose of instruction</li> <li>To inform the development of student and class planning</li> <li>To monitor student progress and inform teaching focus, learning goals and support strategies</li> <li>Links to the Literacy Continuum to inform student goals and group teaching requirements</li> </ul>	Prep	Class teacher Support teachers Leadership Team