Mary MacKillop
Catholic Regional College

Collecting and Managing Student Data Policy

1. INTRODUCTION

Using school data to inform student learning

2. RATIONALE

The purpose of the policy is to give guidance to Teaching Staff at Mary MacKillop Catholic Regional College (**MMCRC**) in the use of data collected by the College in order to ensure individual needs are met and all students reach their potential.

The policy is underpinned by Australian Professional Standards for Teachers (AITSL, 2011). The standards are a public statement the describes the *professional knowledge*, *professional practice*, and *professional engagement* required by teachers.

Standard 5 '*assessing, providing feedback and reporting on student learning'* is the focus of this policy, particularly Professional Standard 5.4, ***Interpret student data* (See Table 1 below).**

Standard 5 – Assess, provide feedback and report on student learning (Table 1)				
Focus area	Graduate	Proficient	Highly Accomplished	Lead
5.4 Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

In addition, Victorian Curriculum and Assessment Authority provides further guidance for VCE teachers. These standards outline a set of approaches and strategies across senior secondary levels around VCE data use and classroom practice to achieve optimum outcomes for all VCE students.

VCE Continua of Practice: Data analysis and evaluation of student learning growth over time (Table 2)				
Focus area	Emerging	Evolving	Embedding	Excelling
School	The school has a staff member who analyses some sources of data. i.e. VCE Data Service, External Assessment Results Service etc.	The school has a data team that analyses a range of data. i.e. VCE Data Service, External Assessment Results Service, Statistical Moderation Reports, Examination reports etc.	The school as a cross-disciplinary team that analyses and evaluates a wide range of data sets. i.e. VCE Data Service, External Assessment Results Service, Statistical Moderations Reports, Examination Reports, VCAA School-based Assessment Audit etc	The school has a cross-disciplinary and strategic team that interrogates qualitative and quantitative data from a wide range of sources, investigates longitudinal patterns, makes links between different sets of data and identifies opportunities for new sources of information outcomes for all VCE students.
Teachers	Teachers seek opportunities to improve their individual capacity to analyse and interpret VCE study performance data to improve student outcomes. They are aware of the needs of all students in their classes	Teachers work in teams to explore the VCE data available to them and share professional learning and informed approaches to improving outcomes in VCE teaching and learning. They evaluate their teaching practice to inform curriculum and assessment development and to ensure the needs of all students are met.	Teachers regularly collaborate to analyse the VCE data available to them to review their teaching practice and to inform curriculum and assessment development. They identify and address areas of improvement in individual classroom practice to achieve improved outcomes for all VCE students.	Teachers engage in professional and collegiate discussion using VCE data available to them to effectively evaluate their teaching practice and to inform curriculum and assessment development. They work in teams to identify and address areas of improvement in individual classroom practice to achieve optimum

3. DEFINITIONS & RESEARCH

Related to the professional practice, Standard 5.4, the policy attempts to incorporate VIT, AITSL and VCAA Standards, school executive and teacher understandings of how to collect, analyse, interpret and use systemic and classroom data to support and improve students' learning, which is of particular importance to teachers in an age of increasing accountabilities for student outcomes.

4. GUIDING PRINCIPLES

Teachers play a critical role in shaping how and why data is used and what counts as data.

In guiding data use, the purpose for using school-based data includes:

- Tracking individual student achievement, progress and 'value-add' over time;
- Highlight weaknesses and strengths in specific topics for the class and/or cohort;
- Highlight weaknesses and strengths for individual students;
- Provide guidance to support decisions as to where to focus resourcing and teaching; and
- Facilitate adjustment in instruction and curricular programs as necessary.

5. DATA SYSTEM – LEARNING MANAGEMENT SYSTEM (SIMON)

The warehousing and capture of student educational data is located in one central location called SIMON. The SIMON dashboard displays simplified data with a particular focus on student achievement and displays data types (see *types of data*) for the purpose of:

- Identifying needs;
- Determining '*point-of-readiness*';
- Adjusting instructional plan; and Evaluating to determine effectiveness.

6. TYPES OF DATA

The types of data displayed on the data system (SIMON) include:

Data Type (Table 3)	Source of Assessment	Use
NAPLAN data	External	School-wide analysis
PAT Testing	School-Wide	Class analysis & diagnostics
Exam data	Year-Level-Wide	Consolidation of multiple topics
Victorian Curriculum & Classroom-based assessment	Individual Teacher	Quick and flexible feedback
Learning Support data	Individual Teacher	Opportunistic adjustments in instruction and targeted assistance
Attendance data	School-Wide	Cohort/class analysis

Responsive to the needs of all students, MMCRC Teaching Staff have a responsibility to:

- Create a mindset that describes the decisions are made on data, not instinct;
- Offer professional learning for teaching staff on the effective use of data;
- Ensure that regular formative and summative assessment are given to monitor student progress and to facilitate the adjustment of instruction and curricular programs as necessary;

- Ensure that an individual student's data will remain confidential and only be used for the purposes of planning instruction and communication with the student's parents or guardians;
- and Fostering a culture of inquiry that supports the use of data at all levels leading to a culture of continuous improvement.

Responsive to the needs of all students, MMCRC has a responsibility to:
- Ensure the data-sets captured & contained within the data system (SIMON) provide real-time, up-to-date accounting of daily school function;
- Ensure the data-sets contained within the data-warehousing system (SIMON) provide access to historic data of all types;
- Provide opportunities for coaching and mentoring conversations which are informed by school-based data (Peer Coaching and Staff Reviews);
- Providing on-going professional learning and the support of 'data teams' within each learning area to identify accomplishments and gaps in student learning.

7. MODERATION PROTOCOL

If there is *more than one class in a study* (i.e. English, Mathematics, Psychology, Biology), Teaching Staff should engage in consultation to arrive at consistent school assessment (i.e. benchmarking/moderation/cross-marking). Such practices involve making consistent and comparable judgements around student assessment and should include:
- Teachers meet to discuss assessment criteria, topics, marking schemes and the approaches used for the task;
- Teachers grade the work from their own classes;
- Teachers swap samples and carry out blind marking as required;
- If necessary, teachers mark further work or reassess their own class work;
- Difficult cases are further discussed with the relevant Learning Leader before results are entered/released on SIMON and VASS.

These approaches should not be limited only to VCE subjects but used as a *guide* across all year levels within the College.

If there is *only one class in a study*, teachers of those subjects should engage in consultation with another colleague, Teaching and Learning Leader or consider partnerships with another school of their choosing to ensure consistency of decisions are made around student assessment. This could include the exchanging of sample student work for cross marking with a colleague or working in partnership with another school.

8. REVIEW

This Data Policy has been reviewed and ratified by the Principal

Implementation Date: **December 2023**
Reviewed:
Next Review Date: **December 2025**