



Assessment and Reporting Policy

(Ratified by School Council: October 2022)

1. PURPOSE:

Assessment and Reporting is an integral part of teaching and learning. As a high-performing, CIS school, Glen Waverley Primary School conducts assessment and reporting that is timely, evidence based and taken from multiple sources.

The 'Practice principles for excellence in teaching and learning' developed by the Department of Education and Training (DET), present a theory of action indicating that when multiple forms of assessment and feedback inform teaching and knowledge practices, student engagement and achievement are enhanced.

An explanation of rigorous assessment practices and feedback that inform teaching is presented as follows;

'Professionals use assessments to better understand the presenting situation or problem, to identify starting points for action, to decide on appropriate evidence-based interventions, to monitor progress, and to evaluate the effectiveness of the decisions they make.' - Geoff Masters, 2013

2. GUIDELINES:

2.1- Assessment and Reporting practices of the School are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.

2.2- Formal written reports are provided to students and their families on a whole-school basis at the conclusion of each semester.

2.3- Reporting on student progress shall be constructive, positive and informative with an emphasis on student growth as they develop their skills, abilities and attitude to learning. Every child's report will also include commentary on their success working towards personal learning goals.

2.4- Formative and Summative testing is supported by ongoing qualitative and quantitative assessment throughout a unit of teaching and learning and is guided by the Whole School Approach to Data Literacy and the Data and Assessment Schedule.

2.5- Students will receive frequent, constructive feedback that supports further learning.

2.6- The teacher will make learning intentions and success criteria explicit, and where possible include student voice and input.

2.7- Assessment practices of the school encourage self-reflection and facilitate individual goal setting when examining "Where to next?"

2.8 – The teacher will track student goals throughout the year using a template that is agreed by their level team. This template will track all the Reading, Writing, Mathematics and Personal Learning Goals each student has worked on throughout the year.



2.9- The teacher triangulates evidence from assessments and student learning samples to inform planning, teaching and further learning.

2.10- All students are assessed against the set of achievement standards set out in the eight learning areas and four capabilities of the Victorian Curriculum F-10, consistent with the whole school scope and sequence documentation.

2.10.1- Students for whom English is an additional language are assessed against standards of the Victorian Curriculum F-10 EAL standards, as well as a school developed 5-point scale.

2.11- Students with additional learning needs, such as those students funded under the Program for Students with Disabilities (PSD) will receive assessment and reporting which is judged against their Individualised Learning Plan (ILP). At the conclusion of each semester these students will receive a Narrative Report.

2.12- The families of students on the PSD will be provided with the opportunity to attend a Student Support Group (SSG) Meeting each term. A handover meeting will also be held at the conclusion of each year.

2.13- Students who will potentially not be assessed at the expected standard (against the Victorian Curriculum), are below the expected standard or are at risk of low or no growth (against the Victorian Curriculum) will be provided with an Individual Learning Plan (ILP). Assessment and reporting which is judged against their ILP will be utilised to individualise end of Semester reports. An SSG Meeting will be held with the student's family to determine personalised learning goals and appropriate levels of learning support required to achieve these goals.

2.14- In accordance with DET Guidelines, The National Assessment Program- Literacy and Numeracy (NAPLAN) will be administered annually to students in Years 3 and Year 5.

2.15- In accordance with DET Guidelines, the English Online Interview will be administered to all new Prep and Year One students during the Term One assessment Periods.

2.15.1 The 'Term One assessment periods' is updated and communicated annually through the English Online Interview guidelines -

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/pages/default.aspx>

3. IMPLEMENTATION:

3.1- Student Files and Records

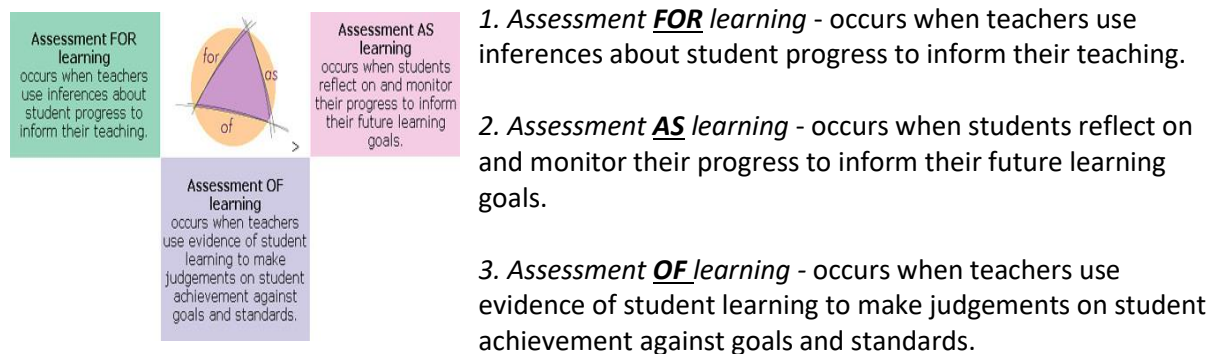
Each student has a 'Student File' in which relevant assessment and reporting documentation is placed in accordance with the GWPS Data Transition Guidelines. This file contains documented evidence of the student's learning which is passed on to the teacher for the following year.

All 'Student Files' are to be archived in accordance with DET Guidelines and the Public Record Office of Victoria (PROV). These guidelines surrounding these records are based upon the life-spans that are determined by standards issued under the 'Public Records Act 1973'.

3.2- The Assessment Process

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes, being:



1. **Assessment FOR learning** - occurs when teachers use inferences about student progress to inform their teaching.

2. **Assessment AS learning** - occurs when students reflect on and monitor their progress to inform their future learning goals.

3. **Assessment OF learning** - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Reference:

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>

At Glen Waverley Primary School, the assessment process is supported by the Whole School Approach to Data Literacy document.

3.3- Parent Teacher Interviews and End of Semester Reports

In addition to documented 'End of Semester' reports, families are offered two formal opportunities to meet with their child's teacher:

1- A 'Getting to Know You' meeting early in Term One; at which the child's preferred learning styles, areas of strengths and scope for improvement are discussed and documented.

2- A mid-year 'Student Led Conference' at the end of Term Two; at which the student presents a portfolio of their work and reflects upon their learning in an open discussion with their family and the teacher. The family is also offered the opportunity to seek clarification and discuss progression points and written comments contained within their child's 'End of Semester Report'.

In addition to the above-mentioned formal meetings, teachers are available to meet with families as required throughout the year.

At the end of the year, an 'End of Semester' written report and a 'Student Portfolio' are provided to the family via the student management program Compass. A copy of this report is then filed on the school server.



3.4- Student Tracking Database

The School utilises an electronic student assessment tracking, analysis and reporting tool known as GradeXpert. (ref: <http://www.gradexpert.com.au/>) which is used to track all student results and has the capacity to produce detailed reports which can be broken down into domains, standards, student cohorts and individualised growth.

In addition to tracking student assessment and reporting, GradeXpert is utilised to track students' welfare and wellbeing.

3.5- Assessment and Reporting SSP Team

The Assessment and Reporting Committee will be formed each year, known as the 'Data Literacy Vertical Team'. It will consist of at least seven members of teaching staff, ranging from Foundation to Year 6 and include a member of the Specialist Subject Teaching Team. The Team Leader will be a member of the School Executive Team. The Data Literacy Team will meet on a regular basis to discuss curriculum matters and monitor progress against goals outlined in the School Strategic Plan (SSP) and the Annual Implementation Plan (AIP).

3.6- Assessment and Reporting Timeline

Each year the Assessment and Reporting Team will consult with staff to assure that the 'Assessment and Reporting Timeline' is relevant, up to date and meets the current teaching and learning needs of the School.

As part of the Assessment and Reporting Timeline, at least two sessions of whole-school moderation will occur each year in the domains of English and Mathematics.

RELATED LEGISLATION:

'Public Records Act 1973'.

[http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt3.nsf/DDE300B846EED9C7CA257616000A3571/BD40624FF1104271CA257761002AAA5C/\\$FILE/73-8418a035.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt3.nsf/DDE300B846EED9C7CA257616000A3571/BD40624FF1104271CA257761002AAA5C/$FILE/73-8418a035.pdf)

DET Practice principles for excellence in teaching and learning

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx#link63>

DET Assessment in Principle

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-principle.aspx>

Records Management — School Records Policy

<https://www2.education.vic.gov.au/pal/records-management/policy>

DET Records and Archives Management

[Human resources: Records Management \(education.vic.gov.au\)](http://www.education.vic.gov.au/humanresources/recordsmanagement)

English Online Interview Guidelines



<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/pages/default.aspx>

Victorian Curriculum

<http://victoriancurriculum.vcaa.vic.edu.au/>
[Victorian Curriculum F-10 EAL standards.](#)

Department of Education and Early Childhood Development (DET)

<https://www.education.vic.gov.au>

Victorian Curriculum and assessment Authority (VCAA)

<http://www.vcaa.vic.edu.au/Pages/index.aspx>

Australian Curriculum and Assessment and Reporting Authority (ACARA)

<https://www.acara.edu.au/>

Council of International Schools (CIS)

<http://www.cois.org/>

RELATED POLICIES:

Curriculum Policy

POLICY EVALUATION:

Evaluation will be conducted every two years by the Data Literacy Vertical Team.

DUE DATE FOR REVIEW:

Due for review in November 2024.

Appendix 1: GWPS Data Literacy Whole School Approach

Data Literacy Whole School Approach

Mission Statement

Glen Waverley Primary School (GWPS) is committed to providing a high quality learning environment where all students are learning at their Zone of Proximal Development. To enable this, we recognise that a robust whole school approach to Data Literacy is required, which will be implemented as outlined within this document.

Purpose

To ensure that all members of Glen Waverley Primary School focus on maximising impact on student learning, through the ability to analyse, understand and action data sets in order to implement effective data driven decision making.

The inquiry approach to data literacy at GWPS has been designed to help teachers and leaders navigate the inherent human psychological biases and heuristics that inhibit accurate analysis of student learning data. Through an inquiry model, educators can develop the skills, language and behaviours that will act as enablers for accurate data analysis and improve decision making that is in the best interest of our learners.

Aims

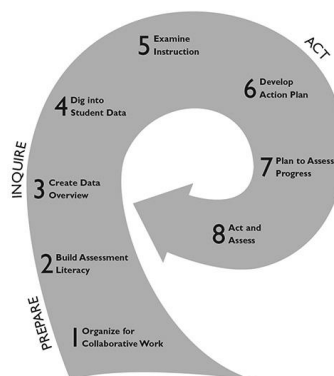
- To ensure that all students receive a challenging learning program that promotes academic growth.
- To ensure that student learning needs are addressed at point of need.
- To ensure that data drives all teaching and learning decision making at Executive, Cohort, class and student levels.
- To build teacher capacity for understanding the psychological biases inherent within decision making and the utilisation of tools and approaches that support data driven decision making.

Definition

Definition of Data Literacy in the context of Glen Waverley Primary School.

To effectively analyse, interpret and utilise learning evidence to measure impact and direct future actions.

Glen Waverley Primary School Data Literacy Inquiry Model – based on the Data Wise Improvement Process.



Building Staff Capacity

To align with our school's guiding statements, the school will ensure that staff Data Literacy is strategically developed in the following ways:

- Data Literacy professional learning will be strategically developed through the school's Professional and Learning Schedule.
- The Data Literacy Vertical Team will work with the school's Data Literacy leader to develop collective efficacy through Vertical Team meetings and be provided the opportunity to lead Data Literacy within their level teams.
- 1:1 Data Literacy Coaching will provide targeted support for teachers of all skill and experience levels to deepen the connection between the school's WSA to Data Literacy and students learning at a school, cohort, classroom and/or individual level.
- The Daily Bulletin will be used to disseminate key Data Literacy information and provide bit sized Data Literacy learning throughout the year.

GWPS Data Literacy Norms

The GWPS Data Literacy Norms are a field tested set of norms that guide low inference, data focussed conversations that were chosen by the staff of GWPS in 2019. They are designed to stimulate genuine curiosity and facilitate data analysis through collaborative conversations. It is recommended that these norms are referred to every time you analyse student learning data.

Data Literacy Norms

- Take an inquiry stance
- Ground statements in evidence
- Assume positive intentions
- Stick to protocol

5. Use data in a timely and effective manner

6. Be present

Teacher Actions

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Daily Data Literacy and Analysis

First and foremost, assessment data belongs to the student and should be used to inform us of what they **can** do as well as determining next steps for their learning. Data can be in the form of;

- Anything a student says, does, makes or writes
- Social and emotional information:
 - You Can Do It lesson noticings and learning samples
 - Names of friends, sports played on the weekend, family information, etc.
 - Interactions with learners in the playground and during play times.
- Individual and group conference notes
- Teacher/level defined checklists
- Noticings from Maths talks or misconceptions identified in mini-lessons
- F&P scoring, assessment tacking and comprehension conversations
- Essential Assessment scoring, goal setting and proficiencies/content conversations
- Agreed moderated assessment tasks
- Pre and post testing
- NAPLAN results
- Student Perspective Survey and the Attitudes to School Survey results
- Twice yearly teacher judgement data as assessed against the Victorian Curriculum Achievement Standards.

The Pedagogy of Assessment – the daily practice of a classroom teacher

Conferencing: At the heart of the GWPS Pedagogy of Assessment lies 1:1 and group conferencing. These moments give teachers the opportunity to hone in on what their students says, does, makes or writes. These critical conversations allow for *in the moment* assessment and the timeliest of feedback.

Feedback

According to Hattie, feedback can be categorised into three modes. Each of these modes provides a specific type of feedback and can be used to ensure that conversation between teachers and learners are as effective as possible at promoting growth. Each mode of feedback can also be enhanced by increasing the rigour and, in turn, promoting agency within our learners.

The three modes of feedback:

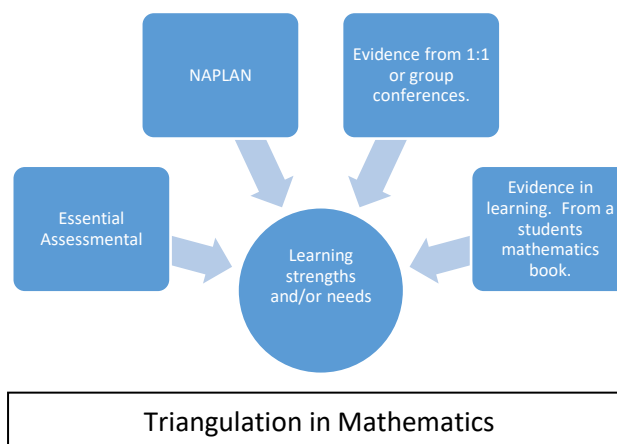
- **Feed-Up:** Reference to the learning goal e.g. success criteria, personalised learning goals and exemplars.
- **Feedback:** Referring to the writing sample of what the learner is showing e.g. the learning that you are conferencing about
- **Feedforward:** The next growth point to apply to future learning experiences. A modelled goal they will take to move through the Learning Pit.

Feedback can be given at four levels of rigour:

- **Self:** Comments on the learning behaviours and learning sample presented. (Feedback may be positive, but it is linked to the learning)
 - e.g. "I really like the way you..."
- **Task:** To what level has the learner achieved the success criteria. Surface information given to the learner to help them in that lesson.
- **Process:** Comments around how to achieve the next step to success or goal. Deep information given to the learner that will support them in a sequence of lessons or learning experiences.
- **Self-Regulation:** Feedback at this level should work towards its own redundancy. Self-regulation feedback prompts learners to identify their own role in the learning process and uses questioning to help them develop Self, Task and Process level feedback for themselves.

Triangulation: It is the responsibility of all teachers to develop a rigorous understanding of the learning strengths and needs of each of their students. A single data point (Essential Assessment as an example) does not provide this. Best practice shows that by 'triangulating' your findings from multiple data sources – that is, by analysing other data to illuminate, confirm or dispute what you have learned through your initial analysis – you will be able to identify the learning strengths and needs with more accuracy and specificity.

When triangulating data, be prepared to be surprised. It is important to approach the process of digging deeper into other data sources with the idea that you will find something new.



Mini-lessons: Mini-lessons give us an opportunity to gauge the spread of understanding across our class with relation to the Learning Intention and Success Criteria of each lesson. The key to understanding this spread is *deliberate development of questions* before delivering a Mini-lesson. When these questions are effectively formulated, they can give you timely assessment data as to the depth of understanding across a class, influencing resultant pedagogical decision making by a teacher.

For a resource on developing questions like this see Dylan William's presentation of developing questions: https://www.dylanwiliam.org/Dylan_Wiliams_website/Presentations_files/2017-06-



[30%20Baltimore%20County%20Public%20Schools%20breakout%201%20%28Eliciting%20evidence%29.pptx](#)

The Victorian Curriculum: It is imperative that all teachers have a sound understanding of the Victorian Curriculum. As this is the document which determines what we assess, where we place a student along their continuum of learning and how we plan for next steps in their learning journey.

The Glen Waverley Primary School Bubble: It is a common phenomenon at GWPS, that student performance become muted within teacher perception, due to the consistently high levels of performance across our school – this is referred to as the ‘GWPS Bubble’. Always keep in mind that we are not comparing our students against each other, we are comparing them against the rest of the nation, using the Victorian Curriculum Achievement Standards. This phenomenon is influenced by the human cognitive bias known as the “[Availability Heuristic](#).”

Moderation: Moderation is any professional conversation between two or more teachers, where student learning data is analysed and assessed.

Utilising Data Literacy strategies allows deep, evidence based moderation conversations between teachers to occur, ensuring that next steps in student learning are always within each learner’s Zone of Proximal Development. At GWPS, 6 levels of moderation have been identified as follows;

Whole School Moderation

Purpose: To find clarity in the “where to next,” in order to improve student outcomes across the school.

Norms:

- Open discussions, focussing on what the students can do.

Process

Before

- Tasks are designed by the relevant curriculum Vertical Team (English or Maths, for example) using the achievement standards and skills in mind.
- The task is delivered under normal classroom conditions, with conferencing used to elicit further evidence for moderation.
- Individuals and level teams moderate the writing samples to begin building a consistent understanding of the achievement standards and select samples to be submitted for whole school moderation. Teams provide;
 - o 4 samples to the relevant curriculum Vertical Team, that they believe exemplify ‘at standard,’ ‘above standard’ (+6 months), ‘well above standard’ (12 months +) and the highest assessed standard in the year level.
 - o 2 samples to the relevant curriculum Vertical Team, that they believe exemplify a range of EAL standards.

- Moderation groups are developed so that members of different year levels will moderate together, to provide diverse perspectives and build consistency in;
 - o how Achievement Standards are assessed across the school.
 - o How assessment can identify next steps for learning

During

- Learning samples that are used in moderation are to be deidentified.
- Use curriculum achievement standards to moderate assessment of learning samples.
- Moderation conversations should stay low on the ladder of inference and ground statements in evidence by linking noticings with curriculum achievement standards.
- Writing samples are to be read aloud.
-

After

- Individuals and level team are to reflect on the moderation and compare and contrast the whole school moderation with the moderation that occurred in teams before hand.
- Data Wall
- Triangulate the writing data (samples) with other data to determine next steps for learners.
- Transfer professional learning about **moderation conversations** to drive level planning.

Cross Team Moderation

Purpose

Cross team moderation is to develop an understanding and interpretation of curriculum and assessment for learning.

Norms

- Include content descriptors
- Include student voice – how did the learner analyse their own writing
- Look at what the student can do
- Include adjacent levels/teams in conversation
- Bring evidence from different learning areas (ie, different genres when moderating writing)

Level Team Moderation

Purpose

To facilitate a discussion that creates a shared understanding of student learning needs, to plan for future learning.

Norms

- Bring at least two sample pieces from the same learners.
- Bring samples from different achievement levels
- Have conversations with learners
- Bring notes from conversations to enhance context



- Dedicated time to discuss in planning/meeting times
- Have criteria/standards available (Vic Curriculum)
- Plan tasks with scope for growth for all learners.

Teacher: Teacher Moderation

Purpose

For teachers to develop a common understanding, based on evidence and the Victorian Curriculum through purposeful discussion.

Norms

- Curriculum is visible and should be referred to.
- Maintain an open, non-judgemental mindset.
- Can be within or across levels
- Evidence-based, including noticings from conversations with learners.

Teacher: Student Moderation

Purpose

To develop clarity and expectations for success that allows students to self-assess and self-regulate learning, while tracking their own growth and determining next steps for learning.

Norms

- Priming conversations that link to Feed Up.
- Teacher led: Prep – 2
- Student led: 3 – 6
- Feedback on What Went Well
- Feed Forward Where to Next

Student: Student moderation

Purpose

A low risk discussion using metacognitive skills to reflect on learning, with feedback and feed forward.

Norms

- Curriculum based
- Conversations
- Visual cues
- Feedback and Feed Forward
- Positive Intentions

Personal Learning Goal Setting and assessment: One of the foundations to the GWPS whole school approaches to learning is personal learning goals. The pedagogy of assessment in this area is broken down into three phases;

- 1) The importance of clarity during planning. So that we build teacher **understanding** of what success in specific SURF goals look like. Allowing us to **accurately model** and **fairly assess** our



learners' success in achieving the skills and strategies they have developed as they work towards their goals.


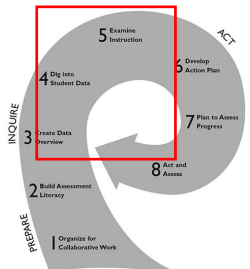
- 2) Planning explicit questions to ask during Math conferences that elicit our learners thinking so we can create 'good-fit goals'. Ensuring that our goals have **student voice** however are still **teacher directed within conferences.**
- 3) The need to **explicitly model goals and strategies** during learning time, so our learners know what success looks like.

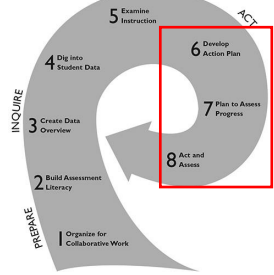
Engaging Student Voice and Agency in Data Literacy:

under development

Weekly Planning

In preparation for weekly and level planning, teachers are expected to conduct a thorough, low inference analysis of their class learning data.


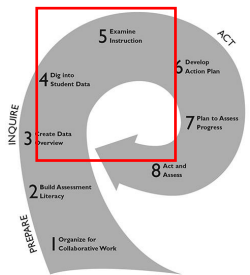
Inquiry Phases	Key steps of an Inquiry	Classroom teachers will...
<p>Prepare – ongoing, throughout the year.</p> 	<p>Organise for Collaborative work</p> <p>Build Assessment Literacy</p>	<ul style="list-style-type: none"> • Participation in various team workshops as well as whole staff PL. • Collect and collate learning about assessment and data literacy. • Apply the Data Literacy norms.
<p>Inquire - Data specific</p> 	Create a Data Overview	<ul style="list-style-type: none"> • Use class check lists to ensure strategic collection of data. • Collect evidence to assess Skill Statements. • Conduct class Assessment Analysis on GradeXpert. • Create SURF, CAFÉ, VOICES walls using student faces • Identify an area of inquiry to guide next steps in data analysis. • Contribute to the creation of Data Walls
	Dig into Student Data	<ul style="list-style-type: none"> • Analyse specific student evidence in learning – what they say, do, make or write. • Collect feedback from students. • Collaboratively develop a “Learner Centred Problem” with team for the next phase of the Data Inquiry.
	Examine Instruction	<ul style="list-style-type: none"> • Reflection on pedagogy. • Engage in strategic collegiate practice to analyse pedagogy connected with chosen data inquiry. • Collaboratively develop a “Shift of Practice” to target the agreed Learner Centred Problem.
Act	Develop an action plan	<ul style="list-style-type: none"> • Transferring team planning into class planning. • Plans for modifying pedagogy to support differentiated learning as per class need.
	Plan to Assess Progress	<ul style="list-style-type: none"> • Implement agreed assessments.

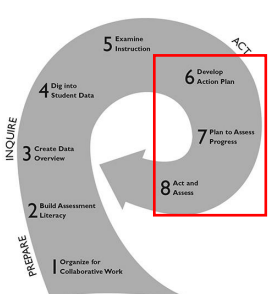
		<ul style="list-style-type: none"> • Collect conference notes. • Monitor which students have spoken. • Strategic use of Talk Moves. • Plan for short term, medium term and long term assessments.
Reflect	Act and Assess	<ul style="list-style-type: none"> • Teach using modified pedagogical approach. • Collect formative assessment to assess effectiveness of modifications to pedagogy. • Implement planned summative assessments. • Contribute to conversations analysing the effectiveness of a "Shift of Practice." • Collect and share evidence of learner achievement against the "Learner Centred Problem."
	Return to Inquire	<p>Reflect on the impact and either;</p> <ol style="list-style-type: none"> 1. Revisit your initial data analysis. 2. Move on to the next learning focus.

Teaching and Learning Leader Actions

Weekly Planning


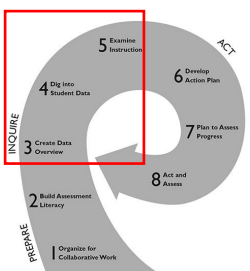
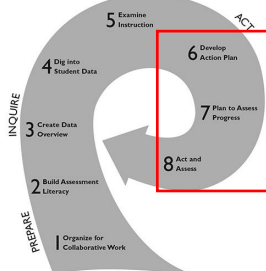
In preparation for weekly level planning, TaLLs are expected to lead thorough, low inference analyses of individual and cohort learning data.

Inquiry Phases	Key steps of an Inquiry	TaLLs and ATs will...
<p>Prepare – ongoing, throughout the year.</p> 	<p>Organise for Collaborative work</p> <p>Build Assessment Literacy</p>	<ul style="list-style-type: none"> Lead workshop development to ensure a collaborative team environment. Model the use of agree Data Literacy practices. Ensure the Victorian Curriculum is referred to and used deep team knowledge of this important document. Strategically build trust within and across team.
<p>Inquire - Data specific</p> 	<p>Create a Data Overview</p> <p>Dig into Student Data</p> <p>Examine Instruction</p>	<ul style="list-style-type: none"> Strategically develop and maintain Data Walls. Analyse GradeXpert cohort assessment maps. Collaboratively develop agreed data collection for Data Overview creation. Facilitate the development of an agreed data inquiry for the level. Plan conversations that use student learning (say, do, make, write) as evidence for decision making. Utilise the Data Literacy Norms, the Ladder of Inference and the Noticings and Wonderings protocol to conduct low inference data analysis of student learning samples. Identify a 'Learner-Centered Problem' to guide the next phase of the Data Inquiry Lead team reflection on pedagogy. Facilitate Collegiate practice to analyse teaching and learning that addresses the Learner-Centred Problem. Lead the sharing of collegiate practice learnings.

		<ul style="list-style-type: none"> Plan questions for to support student priming, struggle and reflection. Plan pedagogical actions that creates a 'Shift of Practice.'
<p>Act</p> 	Develop an action plan	<ul style="list-style-type: none"> Lead the collaborative development of planners, ensuring rigorous Learning Intentions and Success Criteria that address the needs identified during data analysis. Consult with Curriculum and/or Pedagogy leaders to identify practices that could support teaching and learning Lead the modification of pedagogy to support differentiated learning needs.
	Plan to Assess Progress	<ul style="list-style-type: none"> Lead the development of agreed assessments for learning plan. <ul style="list-style-type: none"> Short term Medium term Long term Lead implementation of whole school agreed assessments (as needed)
	Act and Assess	<ul style="list-style-type: none"> Lead the implementation of teaching and learning plans. Monitor the progress of team members throughout week. Lead the modification of planning to address assessment and learner need.
Reflect	Return to Inquire	<ul style="list-style-type: none"> Reflect on the impact and either; <ol style="list-style-type: none"> Revisit your initial data analysis. Move on to the next learning focus.

Term Planning

In line with the GWPS Guidelines for Level Planning, it is expected that student learning data is central to informed decision making. At Glen Waverley Primary School we have a consistent approach to data analysis, the inquiry approach.

Inquiry Phases	Key steps of an Inquiry	TaLLs and ATs will...
<p>Prepare – ongoing, throughout the year.</p> 	<p>Organise for Collaborative work</p> <p>Build Assessment Literacy</p>	<ul style="list-style-type: none"> Vertical Team leadership of term planning. Build team capacity through strategic delegation. Analysis of the Victorian Curriculum. As per the Planning Guidelines, ensure data has been analysed, ready for consideration prior to term planning.
<p>Inquire - Data specific</p> 	<p>Create a Data Overview</p> <p>Dig into Student Data</p> <p>Examine Instruction</p>	<ul style="list-style-type: none"> Strategically develop 2 Data Walls for the term to track student learning planning. Utilise GradeXpert Data Overviews for other subjects. Triangulate noticings and wonderings from data overview with student learning samples and other data sets. Collaborate with Pedagogy leaders to develop a plan for collegiate visit program.
<p>Act</p> 	<p>Develop an action plan</p> <p>Plan to Assess Progress</p> <p>Act and Assess</p>	<ul style="list-style-type: none"> Lead the development of term plans for each subject area that is in response to student learning data. Align planning to the appropriate curriculums according to the academic scope of learners in line with the team's data analysis. Use the Data and Assessment Schedule to lead the development of assessment plans, including short term, medium term and long terms assessments. Develop skill statements for each learning area. Implement term planners and assessment plans to develop weekly planners.



Glen Waverley Primary School

Established 1960

774 High Street Road Glen Waverley, VIC 3150


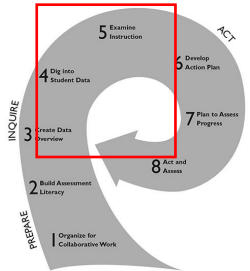
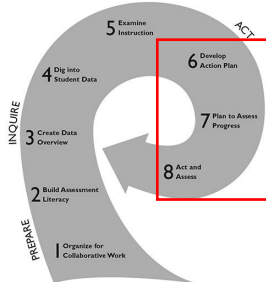
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INTEGRITY. INITIATIVE. RESPECT.
GLOBAL EMPATHY.

Reflect	Return to Inquire	<ul style="list-style-type: none">• Reflect and improve term planning data inquiry process.• Track student progress on selected data walls throughout the term to monitor the impact of the plan.
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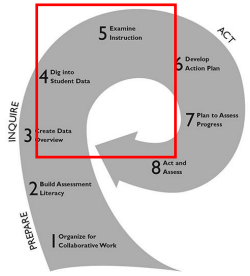
Curriculum Leader Actions

Inquiry Phases	Key steps of an Inquiry	Curriculum Leaders will (but are not limited to) ...
<p>Prepare – ongoing.</p> 	<p>Organise for Collaborative work</p> <p>Build Assessment Literacy</p>	<ul style="list-style-type: none"> Strategic Vertical Team (VT) trust building through utilisation of norms and protocols. Build collective efficacy through the collaborative development of Vertical Team meeting protocols. Unpack Victorian Curriculum Content Descriptors and Achievement Standards. Build the capacity of Vertical Team members to assess against Victorian Curriculum Achievement Standards.
<p>Inquire - Data specific</p> 	<p>Create a Data Overview</p> <p>Dig into Student Data</p> <p>Examine Instruction</p>	<ul style="list-style-type: none"> Draw together data sets that are linked to the VT's action plan. Analyse whole school data sets and link to VT action plan. Collaborate with the staff collegiate program leader to develop strategic, targeted learning talks to elicit Student Voice. Learning talks clarifying noticings from whole school data sets. Apply The Ladder of Inference. Moderating student learning samples. Collegiate visit program. Learning talks.
<p>Act</p> 	<p>Develop an action plan</p> <p>Plan to Assess Progress</p> <p>Act and Assess</p>	<ul style="list-style-type: none"> Vertical Team Action Plans Develop Staff Discussions, responsive to school need. Set and monitor long term assessment plans for Vertical Team. Establish clear targets for VT action plans Implement Action Plan. Learning talks to identify impact of staff discussions.
<p>Reflect</p>	<p>Return to Inquire</p>	<ul style="list-style-type: none">

Executive Team Actions

Executive Team

Whole school data should guide all conversations at an Executive Team level. When tabling a conversation, it is expected that the member of the executive team has collected and analysed the data prior to tabling an item, where applicable.

Inquiry Phases	Key steps of an Inquiry	The Executive Team will...
<p>Prepare – ongoing, throughout the year.</p> 	<p>Organise for Collaborative work</p> <p>Build Assessment Literacy</p>	<ul style="list-style-type: none"> Develop a rich Professional Learning and Meeting Schedule. Ensure specialist timetable enables collaborative work through back-to-back level planning. Provide coaching, mentoring and modelling for peers. Lead the implementation of the biannual Student Perspective Survey. Align Performance and Development Plans (PPD) to the SSP and/or AIP. The strategic implementation of Professional Practice Days to enhance collaborative work. Lead professional learning across the school. Model best practice, key terminology and agreed approaches at all times
<p>Inquire - Data specific</p> 	Create a Data Overview	<ul style="list-style-type: none"> Utilise whole school data sets to drive school improvement.
	Dig into Student Data	<ul style="list-style-type: none"> Approach learning talks as a means of eliciting Student Voice. Moderation of learning samples. Conduct robust conversations in order to determine school needs. Lead Data Literacy professional learning across the school. Review Student Perspective Survey (SPS) data.
	Examine Instruction	<ul style="list-style-type: none"> Enable Learning Specialists to work with teachers to unpack SPS data and formulate actions through the staff collegiate program. L.S, L.T. and Principal class to regularly discuss the impact of the staff collegiate program.

		<ul style="list-style-type: none"> Plan and implement TaLL and AT workshops
<p>Act</p>	Develop an action plan	<ul style="list-style-type: none"> Develop School Strategic Plan. Develop Annual Implementation Plans. Lead teams in the development of Action Plans.
	Plan to Assess Progress	<ul style="list-style-type: none"> Conduct biannual review of AIP. Set clear data targets within AIP Set clear data targets within Action Plans. Set goals and targets as an executive team, to analyse the effectiveness of initiatives.
	Act and Assess	<ul style="list-style-type: none"> Implement Action Plans
Reflect	Return to Inquire	<ul style="list-style-type: none"> Review Action Plans. Monitor and assess SSP and AIP

	their learning and begin planning for the 2 groups of students who can and cannot justify author's purpose.	
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Data Literacy Norms

1. Take an inquiry stance
2. Ground statements in evidence
3. Assume positive intentions
4. Stick to protocol
5. Use data in a timely and effective manner
6. Be present

The Noticings and Wonderings protocol

Attention to evidence takes discipline because it doesn't come naturally to the human brain. The Noticing and Wonderings protocol gives a structure to data conversations, which supports attention to evidence and staying low on the ladder of inference.

The protocol has two distinct phases; the noticing phase and the wondering phase.

Noticings

Ideally, teams should continue with noticings until all noticing are exhausted, however this is not always practical. Each team member should share a minimum of two noticings, with an opportunity to share more at the end of the noticings phase.

Noticings are;

- statements about the data/evidence that are specific and non-judgemental.
- grounded in evidence, that is able to be interpreted in exactly the same way by everyone else.
- designed to ensure that everyone is looking at the same data and has an understanding of what each member of the team has noticed in the data. This will 'level the playing field' as you move up the ladder of inference.

Wonderings

Wonderings give team members the opportunity to move up the ladder of inference to interpretation, while also sharing where team members thinking is being taken by this data. This is an important step to begin rigorous collaboration using data. When wonderings are done well, they will form the basis of you next steps; digging into data and planning for learning.

Wonderings are;

- framed as a question
- about the evidence we can see
- open, broad questions that are free of judgement.

*be careful not to be seduced into disguising conclusions and actions as wonderings.

Data Walls

Faces on the data

Daniel Kenaman's research has shown that the human brain interprets statistical information more accurately when it is able to be visualised – he specifically cites the misinterpretation of statistics about groups of people when people are represented as numbers. An important step in lowering assumptions and raising accuracy is providing a visual representation of the person connected to each data point.

Expectations

Data Walls, with student faces representing individual data points are expected to be used in all levels across the school.

Teams should determine 2 foci each term based on an analysis of the available Data Overviews.

Teams should create a data wall for each focus, which include student photographs representing the data points.

Teams should utilise the Ladder of Inference, The Data Literacy Norms and the Noticings and Wonderings protocol to conduct a low inference conversation about one data wall at a time.

Teams should allow themselves to move up the Ladder of Inference as they determine;

- Student spread
- Student need
- Next steps for "Digging into Data."

Data Literacy Coaching

As a high performing educational organisation, it is imperative that we strive to meet the high expectations of our community, each other, the Council of International Schools whilst also enhancing the learning outcomes for all students.

In his book, Visible Learning for Teachers, Professor John Hattie cites the power of Collective Teacher Efficacy as having an effect size of 1.57 (4 years growth). He defines Collective Teacher Efficacy as the collective belief of the staff of the school in their ability to positively affect student learning. A high level of competence with Data Literacy is a key component to building this belief. This is also reinforced in Hatties 2019 text, “10 Mindframes for Visible Learning” on pages 26 to 28.

Data Literacy coaching is a strategy to build Collective Teacher Efficacy, through targeted coaching with our Assistant Principal – Data Literacy. This initiative links directly to our School Strategic Plan goals:

Goal 1: “To target and accelerate the learning growth of every student in literacy.

Goal 2: “To target and accelerate the learning growth of every student in numeracy.”

Specifically addressing the Key Improvement Strategies;

KIS 1.a “Further build a consistent teacher understanding of data and its impact on student learning and growth.”

KIS 2.c “Build teacher and student capabilities to use data to identify, communicate and enhance levels of challenge in learning.”

These sessions will give you an opportunity to dig deeper into your data, challenge assumptions, identify students’ Zone of Proximal Development, refine assessment and reporting practices and provide support in the implementation of the Glen Waverley Primary School Whole School Approach to Data Literacy.

When: On a needs basis.

Location and what to bring: The coaching sessions will occur in teacher workspaces, to ensure that all data, student evidence in learning and resources are close at hand. However, in preparation for sessions teachers are asked to ensure the following:

- Your laptop is available, with a current version of GradeXpert, updated and synchronised.
- Your assessment data is ready at hand. Such as: F & P, Conferencing notes, Essential Maths etc.
- Work programs
- Access to data walls
- ILP’s

Data Literacy Glossary

The Availability Heuristic: How recent, emotionally powerful or unusual your memories are can make them seem more relevant. This, in turn, can cause you to apply the too readily. Try to gain different perspectives and source statistical information.

Data Literacy: *To effectively analyse, interpret and utilise learning evidence to measure impact and direct future actions.*

Data Literacy Norms: A set of agreed, field tested norms used by groups to ensure data conversations are robust, grounded in evidence and free of cognitive biases.

Measurement Error: Measurement error refers to inconsistencies in scores across various “instances of measurement,” such as multiple examinations. Some things that contribute to measurement error;

- When tests employ different examples to judge knowledge.
- Inconsistencies in people’s behaviour over time.
- Inconsistencies between individual scorers
- Inconsistencies by a single scorer over time.

Moderation: Moderation is the practice of teachers or students sharing and developing their understanding of what learning looks like by examining examples of different types and quality of student work samples and comparing these with formal standards and/or success criteria.

Moderation can be;

- Teacher to teacher.
- Within or across teams.
- Across a school.
- Teacher to student
- Student to student

Noticings and Wonderings: An agreed protocol for data analysis, where members of a team/group share low inference statements about the data/evidence being analysed.

- **Noticings:** Statements about evidence that can be seen and articulated identically by all parties – these are ‘no inference statements’. Statements about evidence, free of any interpretation, conclusions or actions.
- **Wonderings:** *Questions* about data that allow some interpretation, spark thinking and are free of conclusions and actions. Wonderings should always be open questions and should never be leading questions.
 - **Open:** I wonder why 80% of our cohort got the question about reducing fractions incorrect?
 - **Leading:** I wonder if we need to teach reducing fractions again?



Reliability: Reliability refers to whether or not you get the same answer by using an instrument to measure something more than once. In simple terms, research reliability is the degree to which research method produces stable and consistent results.

The Ladder of Inference: An analogy to help identify and address natural cognitive biases and heuristics when analysing data. A tool to help bring data conversations back to the evidence at hand.

Triangulation: Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources.

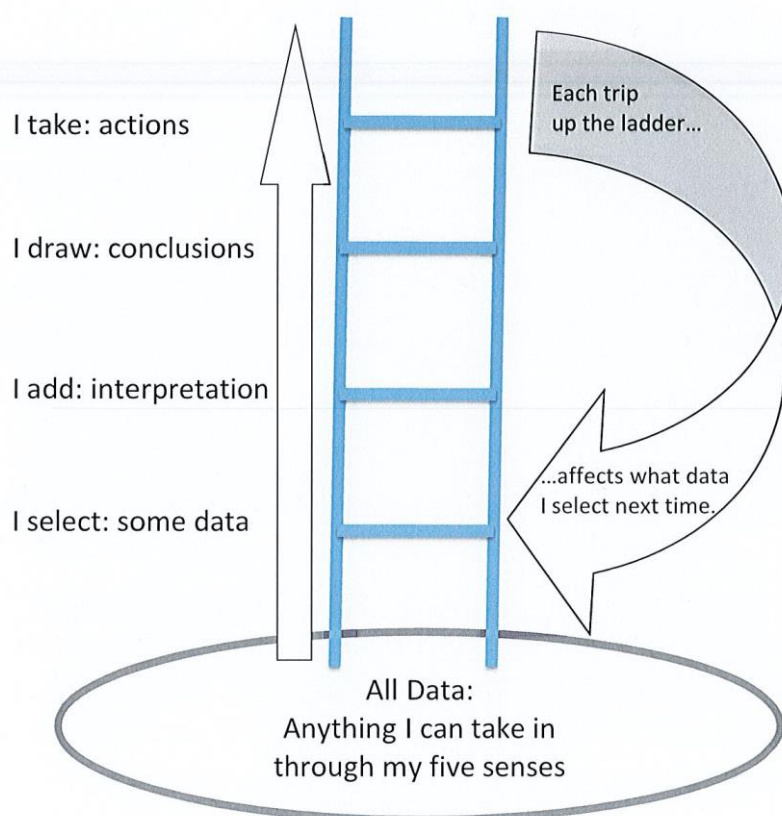
Validity: The degree to which the inferences that are made as a result of data analysis are an accurate representation of what the data is attempting to demonstrate. Assessments or data sets are not referred to as valid, rather the assumptions, conclusions and actions that are taken as a result of analysing a data set are argued as to their level of validity.

Appendix

Data Literacy Norms

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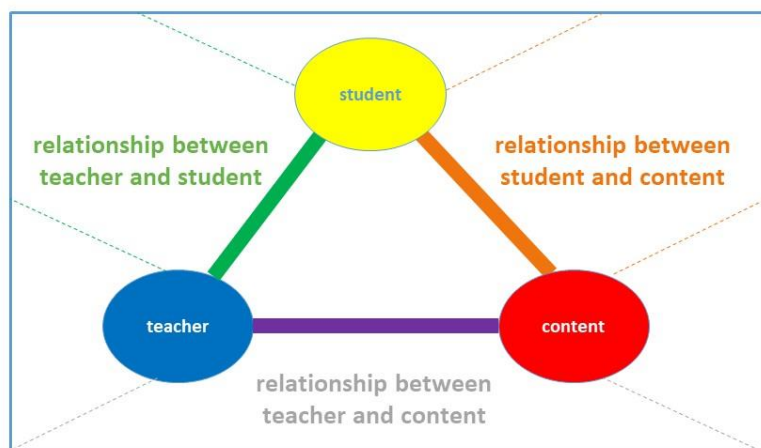
Ladder of Inference (adapted from Senge et al.)



Adapted from Senge, P., Cambron-McCabe, N., Lucas, T. Smith, B. Dutton, J., and Kleiner A. (2012). *Schools that Learn: A Fifth Discipline Handbook for Educators, parents, and Everyone Who Cares about Education*. Doubleday/Currency, p. 102.

The Instructional Core

The Instructional Core



Adapted from: David K. Cohen and Deborah Loewenberg Ball. *Instruction, Capacity, and Improvement*. (Philadelphia: Consortium for Policy Research in Education, 1999).

Creating a Data Overview Model: Exemplified through Mathematics

