



DARLING POINT SPECIAL SCHOOL

DATA PLAN



Outsourced providers

Transition to post-school

Employment project

Flexible staffing and school day

Public private partnerships

GENERIC MULTI-ELEMENT PLAN

EVIDENCE-BASED PEDAGOGIES

INDIVIDUAL GOALS

STUDENT

STUDENT PROFILES

FUNCTIONAL CURRICULUM

CONSISTENT TRACKING OF LEARNING DATA

AUSTRALIAN CURRICULUM

INTERESTS AND STRENGTHS

HOPES AND ASPIRATIONS

SUPPORT NEEDS

Quality Practice Indicators

High Staff Qualifications in Special Education

Social Educator Project

Curriculum Development Projects

Positive niche construction

EXECUTIVE SUMMARY

Data, what is it?

Facts, pieces of information, statistics, collected together for reference or analysis.

Why data?

So we know whether or not our work is achieving the desired outcomes in student learning and well-being, DET Headline Indicator categories, and School Improvement priorities. These include data about Students: attendance, progress towards individual curriculum plan targets, student diagnostic assessments, year 12 attainment, behaviour, student destinations, incidents, medical and well-being factors; Parents/guardians/carers: satisfaction; Staff: satisfaction, qualifications, school contextual factors, performance and development achievements, professional learning and accountabilities, continuity and retention; School accountabilities: enrolment trends and profile factors, perceptions, feedback and complaints, WorkCover, and bank account balance per student FTE.

Risks associated with data?

Data collection and analysis at Darling Point Special School aims to focus on core business, avoid wastage and promote professional responsibility, accountability, and engagement, whilst supporting the school's values-based culture, governance model within Independent Public School status, and emulating best practice in special education.

What data matters?

Data that matters relates to student learning, student and staff life quality, the school's improvement journey, coaching and mentoring of staff, and quality assurance.

How do we collect data?

Data users have professional responsibility to determine the most suitable, sufficient and efficient mechanisms for data collection at this school. This means that there is no 'one size fits all' expectation except for the checklist and charting of student achievement of English and Mathematics targets using the whole school Excel-based tool that is subject to ongoing reflection and improvement. As additional curriculum areas from the ACARA curriculum are adopted, this tool will be expanded. A wide range of tools and processes are provided, including hard copy and digital.

Staff Performance and Development data

The school has developed a teacher periodic service review tool (PSR) and this tool has been piloted by early career teachers during 2015 as the basis for reflection, self-directed learning and development, and coaching and mentoring by school leaders and colleagues. This tool will be reviewed and offered more widely in coming years. A teacher aide PSR tool will be piloted in the latter part of 2015. Educators maintain data sets about their progress towards performance goals and targets.

How do we represent our data?

Data is represented through charts, portfolios, displays and reports, published in hard copy and digitally.

Administrative data

Contextual factors, aggregated student behaviour data, incidents, enrolment trends, student attendance, perceptions, feedback and complaints, parent/guardian/carer and staff satisfaction, student destinations, staff continuity, WorkCover, and bank balance per student FTE provide the basis for Administrative data collection and analysis.

What do we do with our data?

Priority actions with data include analysis, sharing, evidence sampling for validation, OneSchool recording, School server recording, team meeting moderation and discussion, job-sharing and co-teaching discussions and data use, publications in hard copy and digitally including posters, data walls and website, reporting, coaching and mentoring, and as a basis for celebrations. Analysed data informs student planning, professional decision making regarding pedagogical options, educators seeking support and advice, supervision, coaching and mentoring, reporting, and school strategic and operational planning, as well as school council governance and accountabilities.

Who benefits from our data?

Data is only of use if it benefits students, educators, school leaders, school council and the school's improvement journey.

Data – what is it?

Data is facts, pieces of information, or statistics collected together for reference or analysis.

Why data?

At Darling Point Special School, we gather data so that we know whether our work is achieving the desired outcomes.

Data can be



- **Student learning, medical, well-being, and behaviour data,**
- **Administrative data** – context, attendance, behavioural, staff, family and wider community perceptions about the school, staff continuity, post-school destinations.

The Department of Education and Training (DET), has developed a system of Headline Indicators as a framework for Queensland state schools to monitor their performance and to plan for improved student outcomes. The challenge in special schools, including Darling Point Special School, is to consider the extent to which the headline indicators are sufficient and appropriate as a way to achieve this outcome, and to consider what other data may be required. Headline Indicator data will be released in October of each year.

DET Headline Indicators for Special Schools:

ATTENDANCE

- Attendance rate – over total student cohort, compared to schools of the same type (Green is >88.9% in special schools)
- Attendance – proportion of students with less than 8% attendance.

INDIVIDUAL CURRICULUM PLANS

- Percentage of students with an Individual Curriculum Plan, including
 - % of students with an ICP describing curriculum access at an Australian Curriculum Standard from a different year level than their age cohort
 - % of students with an ICP describing curriculum access using selected Australian Curriculum extended General Capabilities
 - Both – i.e. % of students with an ICP referring to access to curriculum at a different year level to their age cohort and % of students with an ICP referring to curriculum from extended General Capabilities, across different learning areas.

STANDARDISED ASSESSMENTS/DIAGNOSTIC INFORMATION

- Percentage of students with diagnostic data on OneSchool – reading, literacy, communication, numeracy, other.

YEAR 12 ATTAINMENT

- % of students achieving a Queensland Certificate of Individual Achievement (QCIA)
- % of students awarded a Certificate 1 qualification or better
- % of students completing one or more Certificate modules

BEHAVIOUR

- Short suspensions – average number of short disciplinary absence incidents per 1000 students per term (Green is <25%)
- Exclusions – average number of exclusion incidents per 1000 students per term (Green is ≤0%)
- Cancellations – average number of cancellation incidents per 1000 students per term (Green is ≤0%).

STUDENT DESTINATIONS

- Proportion of students, six (6) months after completing year 12, are
 - In employment
 - Engaged in further studies
 - Volunteering
 - Accessing a day service.

SATISFACTION

- Parents – overall rating for all survey items
- Staff – selected items for all staff – receive useful feedback about my work (S2071), student behaviour is well managed (s2074), staff morale is positive (S2084), access to professional development (S2066), coaching and mentoring is encouraged (S2103),
- Teaching staff – selected items for teaching staff – confidence in knowledge of evidence-based teaching and learning practice (S2110), confidence in applying evidence-based teaching and learning practice (S2111), confidence in knowledge of Australian and Queensland Curriculums (S2116), confidence using student assessment data to improve student achievement (S2116), confidence in managing the behaviour of all students (S2119).

Other data that is considered at the school, and which will be included in Headline Indicators includes:

- Enrolment trends
- % of enrolments in Out-of-Home Care
- % of enrolments with health plans
- Bank account balance at year end (30 June) per student FTE as at last day of Semester 1
- EAP Profile per disability category
- WorkCover claims.

Darling Point Special School has noted the domains within the National School Improvement Tool. Progressively, this school will gather and analyse data aligned to these domains:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning and tailored classroom learning
- Effective pedagogical practices and evidence-based teaching
- School-community partnerships.

Learning, medical, well-being and behaviour data:

Data can be obtained in a range of ways, including:

- Observation
- Assessment using standardised measures
- Student work samples
- Photographs and video
- Surveys
- Discussions and meetings
- Student reports
- Self-reports
- Reports from other professionals and agencies, outsourced providers, facilities and utilities providers
- Student, staff and advocate feedback
- Routine school practices e.g. attendance rolls medication records, incident reports
- Feedback from family members, government, Business partners, community members, school groups, supervisors, current and graduated students.

Special School Content: In the special school context, data gathering must be

- Purposeful
- Easy to read and interpret
- Timely, with teachers and therapists able to make their own professional decisions about what data to collect and when
- Linked to the school's curriculum and pedagogical framework
- Individualised
- Within the learning environment context, and not in a formal 'testing' context
- Focused
- Meaningful
- Efficient
- Sufficient
- Authentic within real-world and age-appropriate contexts
- Informative for practice
- Support the learning needs of students
- Performance based, meaning that data is gathered on what students can do with knowledge, not on measuring discreet bits of knowledge
- Supportive of the ongoing learning and development of school staff
- Supportive of the ongoing improvement agenda of the school
- Clearly aligned to goals
- Clearly linked to real work within the school
- Done in ways that promote trust
- Professionalism, ongoing improvement,
- Used to develop an improved profile of each student to inform planning, curriculum adjustments, teaching adjustments, resourcing requirements, support needs, safety supports
- Linked to respectful practices of data sharing and publication so that confidentiality is not breached, and strengths not deficits are the focus
- Done in such a way that makes analysis efficient and productive
- Transparent.

Risks associated with data?

At Darling Point Special School, we are aware of the dangers of data for the sake of collecting data. Data gathering must not

- Waste teachers' or school leaders' valuable time
- Be complex and over-bearing
- Breach student or staff confidentiality
- Be used for other than positive outcomes for the school, staff and students
- Be linked to formal testing where students are in unfamiliar contexts or assessed by unfamiliar persons or for purposes other than their own benefit
- A threat to educators' professionalism or students' right to privacy and confidentiality
- Foisted upon people without choice or input.



What data matters?

At Darling Point Special School, the data that matters is that which

- Informs each student's curriculum and learning priorities, strengths, interests, and needs, and takes account of strengths, interests, needs, support requirements, previous achievements, to ensure smooth transition from year to year, teacher to teacher, phase to phase
- Informs the school's progress on its improvement journey
- Assists educators to know each of their students better
- Guides educators in their quest to best teach, support, resource, and equip students for learning
- Assists educators in their professional learning journey to be the best they can be for their students and school
- Has a clear linkage to the school's curriculum framework, and each student's curriculum plan, and where applicable, the Australian Curriculum
- Supports school leaders as they coach and mentor staff.

How do we collect data?

At Darling Point Special School, we collect data, using a range of methodologies and practices. Data about students is gathered at least weekly, but typically three to five times per week,

- **For learning**

This means that educators gather data on a daily basis to inform planning and teaching, to inform reflection on teaching efficacy, to inform reporting on learning, and to inform subsequent planning. Protocols can be used to support data gathering, especially to assist in quality assurance of the data for reliability. Educators use a range of data gathering tools including goal attainment scales, checklists, teacher designed data sheets, standardised tests, profiles, matrices, running records, work samples, photographs, and videos.

The aspects of assessment and data gathering at Darling Point Special School are varied, and include:

- Literacy assessments – listening, speaking/communicating, reading, writing/recording, including the school’s literacy checklist
- Numeracy assessments – number concepts, algorithms, money, time, measurement, space, including the school’s numeracy checklist
- Academic developmental checklists
- Sensory profiles
- Gross motor assessments including perceptual motor, hydrotherapy, conductive education, physiotherapy
- Fine motor assessments including hand function,
- Language and communication assessments including the functional communication matrix, intentional communication profiles
- Self-care skills
- Vocational skills
- Work reading profiles
- Functional behaviour assessments
- Individual and group behaviour data and profiles including positive behaviours
- Behaviour data, usually recorded using the school’s generic data sheet
- Anecdotal notes.

Aggregated student achievement data showing progress towards curriculum targets and behaviour goals is published annually through the annual school report and on-campus publications and displays. Teachers measure and compare progress between baseline/pre-test and end of learning period/post-test data to be able to report on skill acquisition, generalisation and cognitive, motor, affective, and communication achievements for each student. Tools used to collect student data include:

- DPSS Student Support Notes proforma
- DPSS Functional Behaviour Analysis and non-linear Multi-element programming proformas
- Behaviour data sheets including generic data sheet
- Communication data e.g. PECS, Running records
- Concepts of Print data (Clay)
- Alphabet, grapheme and phoneme knowledge and skills
- Sight word lists, spelling word lists, word walls
- Reading comprehension results
- Developmental continua
- PM Bench mark, Oxford Literacy Assess, Neale Analysis of Reading Ability, Oxford Wordlist, Dolch Lists, Waddington Diagnostic Reading Test
- AUSLAN sign checklist
- Records of medical incidents
- Sensory profile tool on line
- Perceptual motor checklists – Jack Capon
- Hydrotherapy baseline and intervention data
- Conductive education data – sit to stand, posture, mobility
- Student achievement data aligned to Individual Curriculum Plan targets
- Developmental checklists
- Intentional interaction frequency checklist
- Australian Curriculum checklists in English and Mathematics
- Toileting including output/input data, eating and food consumption, spoon eating, drinking and water consumption and other self-care data
- Seizure and other medical incident data
- Portfolios – paper and digital
- Work experience checklist
- Community access / public transport skills checklist
- VET competency data aligned to Module targets – joy / opportunity
- Student engagement
- Student participation
- Student access
- Social valorisation and validity.

Examples of ways that evidence is recorded include:

- Data sheets
- Reward charts
- Charts and excel graphs
- Goal attainment graphs
- Photographs – annotated
- Audio recordings e.g. of reading
- Work samples
- Tasks and tests e.g. a cutting and pasting task, where knowledge, achievement, and extent of support, are noted
- Projects
- Vocational activities e.g. coffee shop, chocks, gardening, work experience, where performance is rated for success, independence, time taken
- Student self-rating using checklists and rating scales
- Team meeting minutes
- Individual meeting notes and minutes
- Diary notes
- Certificates and awards.

Behaviour data recorded on the generic data sheet, takes account of:

- Behaviour label
- Behaviour definition and topography
- Behaviour onset and offset criteria
- Start and end dates for data collection
- Interval size for data collection
- Episodic severity e.g. low, moderate, high, very high, catastrophic, with clear definitions for each term
- Setting codes
- Restrictive practices codes
- Duration recording
- Student absence code
- Inter-rater reliability.

Other aspects of behaviour data that might be collected, based on teacher professional judgment and student need, include:

- Frequency and rate
- Duration
- Opportunities
- Latency
- Positive behaviours
- Reinforcement schedules.

Time sampling, behaviour rating scales, ABC analysis, and scatter plots are methods other than our generic data sheet that are often used at this school. Educators chart behaviour data to demonstrate response to intervention.

Incident Reports

Incident reports state:

- Student's name
- Date
- Time of day
- Learning phase
- Incident severity
- Antecedent
- Recommendations for future action.

Incident report data is recorded on OneSchool and/or through paper reports that are subsequently recorded in OneSchool.

When aggregated, this data is graphed and published to report number of incidents per month per learning phase and whole school, by severity and learning phase, average report rate of behaviour incidents per 100 days, recidivism rate for reported student behaviour incidents, % of students who met their behaviour goal for the year (collected since 1996), and % students with extent of progress towards behavioural goal for the year (also collected since 1996). This data enables school leaders, teachers, other educators, school council and interested family members to consider, respond to, and celebrate trends and improvements in individual and group student behaviour, and to focus attention on aspects requiring additional support, resourcing and intervention.

Staff Performance and Development data:

Teachers at Darling Point Special School gather data to assist in their professional reflection and continued learning and development. The school has developed a Periodic Service Review (PSR) tool that will be progressively available to teachers and others across the school. This tool provides quality practice indicators in the areas of:

- Curriculum
- Pedagogies
- Life quality and behaviour support
- Information sharing, assessment, data recording and analysis
- Resources.

The PSR tool enables educators to reflect upon their practice, to identify areas for focussed development, coaching and mentoring, and is set up so that the teacher and school leaders can see improvement at a glance, through an integrated charting option. Similarly, a PSR tool for use by teacher aides will be trialled during the latter part of 2015 for use in 2016. Teachers reflect on their practice by comparing their work to quality practice indicators e.g. Kohler's Taxonomy, the Institute of Applied Behaviour Analysis STEP practice indicators, and evidence-based practices as noted in the school's PSR tool. The 5R's reflection tool (Bain, J.D., Ballantyne, R., Mills, C. & Lester, N.C. (2002) Reflecting on practice: Student teachers' perspectives, Post Pressed: Flaxton, Qld) is promoted as one option.

How do we represent our data?

Student data:

At Darling Point Special School, data is formative and summative, and is aggregated and represented in a variety of ways, including:

- Charts
- Portfolios
- Data displays
- Reports
- Celebrations
- Meetings and discussions.

Staff Professional data:

Educators represent their professional reflection, evaluation and learning data through:

- Progress notes towards targets in their performance development plans
- Training and development activity certificates
- University study achievements and qualifications
- Queensland College of Teachers Professional Development log
- Notes of collegial discussions, formal and informal feedback
- Reflective journals
- PSR records
- Staff showcases
- Conference presentations.

Administrative data:

Context: The school profile is updated as part of the annual planning process and four year strategic planning cycle. School leaders consider local factors as they impact on the school context and liaise with government, business partners, outsource partners and school neighbours to validate and respond. Data on individual students is gathered at enrolment, at bi-annual teacher-parent conferences, through individual medical reports and letters, at student and family meetings, and from individual student sharings.

Behaviour: Teachers record positive behaviours aligned to individual student plans, on OneSchool. Behaviour incidents are reported through OneSchool and/or through paper incident forms. Data is also recorded in Excel and analysed by the Principal fortnightly for indicators of student support need, improvement, and staff coaching.

Incidents: Other incidents such as accidents and medical episodes are recorded in OneSchool and addressed in accordance with existing management plans or reactively if a one-off. Risk mitigation strategies are published and staff trained as needed.

Enrolment trends including students in out-of-home care, and with particular disabilities and medical support requirements: School leaders monitor student enrolments and trends, including changes in profiles such as medical, complex behaviour challenges, mental health, age, support requirements. Monitoring is aligned to enrolments.

Attendance: School leaders and administrative staff are advised of attendance concerns by students' key teachers. School leaders are informed by administrative personnel of students with critical attendance issues. Daily text messages from parents/guardians to the Principal advise of student absence. Key teachers provide first level response to student absence. Support staff, including guidance officer, social worker and chaplain, provide second level response to students with attendance issues related to extended illness, mental health, family complexities, and disengagement. At all points, the Principal provides assistance, support, advice and intervention and liaises with families, child safety, medical specialists, Queensland Police Service, and DET regional office in complex or unresolved cases.

Perceptions, feedback and complaints: The Principal records complaints and parent communications in OneSchool. A file is maintained on the Server for all email correspondence with parents and others regarding students. Meeting notes are signed off and filed in student master files.

Satisfaction: School leaders, council, and teaching teams analyse satisfaction survey data to inform the school's improvement agenda. Data is published in the Annual School Report and on campus displays.

Student destinations: The NEXT STEP report is published on the school website annually.

Staff continuity: Staff continuity data is published within the School Annual Report and considered for points of celebration or remedial action.

WorkCover: The Deputy Principal functions as rehabilitation officer and monitors work cover incidents and claims, as well as providing return to work support and plans in collaboration with regional officers of DET.

Bank account balance at year end (30 June) per student FTE as at last day of Semester 1: This data is calculated and monitored for budget adjustments.

What do we do with our data?

Educational and administrative data is analysed and shared through:

- Daily communication with family members, team members and students, of positive learning achievements and challenges
- Making it available on clip boards in the classroom and through the school server (confidentiality is assured)
- Class teams (daily)
- Sending data and evidence e.g. work samples home daily
- Phase level moderation meetings
- OneSchool
- School server student data folder as a central data point for all staff to access and for school leaders to monitor student learning and progress
- Team meetings fortnightly
- Job sharing between classes
- Co-teaching
- Share with master teacher and literacy mentor for growth coaching
- School posters and data walls – behaviour
- Parent/family member meetings
- Semester portfolios and reports
- Meetings with school leaders, at frequency depending on need and desire
- Coaching and mentoring meetings with growth coach and/or school leaders
- De-brief sessions with school leaders
- Annual celebration discussions with school councillors
- The Annual School Report
- The School website www.darlpoinsepecs.eq.edu.au
- On campus displays.

At Darling Point Special School, data is charted or otherwise depicted in ways that make it easier for educators and family members to draw meaning from it.

The data is analysed and used to:

- Inform and support individual student planning adjustments, resourcing, equipment needs
- Confirm 'distance travelled' by students against learning targets across the learning period
- Provide a basis for educators sharing and celebrating success, and seeking collegial support and advice
- Inform educators' practice
- Assist school leaders in their supervision and support of educators
- Inform reporting on individual student learning and personal growth achievements
- Inform reporting on student learning achievements in particular programs
- Inform reporting towards awarding of student credentials e.g. QCIA, Vocational Education and Training Certificates e.g. Hospitality, Agri-Foods, Vocational Pathways
- Inform school planning for additional programs, outsourced professionals, facilities and equipment upgrades.

Who benefits from our data?

At Darling Point Special School, the key focus of data collection relates to student learning and well-being. As such, data collection relates directly or indirectly to the school's key purpose which is *'Values-based service within mutual exchange of knowledge, skills, expertise, ideas and support, to establish high standards and expectations and to achieve excellence in educational outcomes, life quality and positive futures for students with disabilities. Through focussed leadership, quality relationships amongst school staff, authentic programs developed with student strengths and need in mind, an open collaboration with families and other agencies, we aim to maximise students' potential and to create flexible pathways.'*

Data informs:

- Student class placements
- Teacher and teacher aide allocation to classes
- Therapy approvals and schedules
- Individual and group student program design and allocation
- Resourcing and equipment provision
- Budget development and adjustments
- Facilities upgrades
- Out-sourced professional program delivery
- Program design and selection
- Recruitment and selection
- Training and development and staff professional learning priorities
- Staff support strategies
- Leadership decision making
- School governance and strategic planning
- Student planning
- Student support provisions
- Teaching and interventions
- Celebrations
- School structures and re-structuring.

Beware the risks of data:

