



DATA ANALYSIS AND USAGE POLICY

1. POLICY STATEMENT

This policy covers Dromana Primary School's approaches to collecting and using student outcome data to promote learning and success. Practices outlined in this policy are closely linked to Dromana Primary School's Assessment and Reporting to Parents Policies. Dromana Primary School recognises that high-quality educational data are essential for improving students' achievement in school and preparing them for success in life. When effectively used, data can empower our teachers and students with the information we need to make decisions to help all learners succeed.

Dromana Primary School understands that those who use student information have a responsibility to maintain students' privacy and the security of their data, especially when these data are personally identifiable. This starts with carefully selecting the data that are collected, stored, shared, and used to support student learning and success. Whenever possible, aggregated, de-identified trend data that do not identify individual students are used to inform key policy decisions and help improve processes and systems that benefit our students. In instances where using personal information is undertaken, teachers with access to this information carry out their duties in a legal, responsible, and ethical manner.

When working with students' individual data, Dromana Primary School adheres to the following foundational guidelines.

2. GUIDELINES

- a) Dromana Primary School respects confidentiality and maintains a security process that follows widely accepted school practices.
- b) Teachers should only have access to the relevant student data required to support student success.
- c) Student data should be used to:
 - a. Further and support student learning and success.
 - b. Inform and not replace the professional judgment of teachers.
- d) Student data should be used as a tool for informing, engaging, and empowering students, families, teachers and school leaders.
- e) Students, teachers and families should have timely access to information collected about the student.
- f) Parents providing information that they wish to remain confidential but that is directly related to providing Student Support Services to their child must advise Dromana Primary School and sign the Student Support Services Privacy Information and Consent Form (Oct 2013). Confidential student information is kept in a secure location.

3. PROCEDURES ON HOW THE SCHOOL USES STUDENT DATA

Becoming inquiry-minded and data literate are part of teacher professional practice consistent with the notion that Dromana Primary School acts as a Professional Learning Community. This warrants our concerted attention to ongoing shared learning.

Dromana Primary School posits that use of data only becomes effective if it stimulates questions about the actual learning that is taking place and how it can be developed further.

Our key approaches to the collection and analysis of student outcome data are via collaborative work with teams of colleagues, sometimes the whole staff, sometimes with smaller groups and individuals, supported by school leadership. Other approaches include;

- Project-based inquiry, i.e. the formation of a 'Data Analysis team' to discuss and analyse whole school data to inform the development of whole school plans that relate to the Annual Implementation Plan and School Strategic Plan.
- Ongoing teacher inquiry in Year Level teams, e.g. moderation of students' writing samples to inform decisions on student outcomes of the AusVELS Standards.
- Daily teacher inquiry into a range of data that promotes learning by guiding teaching decisions for program planning and delivery, e.g., using a mathematics pre-test to identify students' needs so as to match the learning task to individual students' needs; and highlighting weaknesses in specific topics for classes or groups.
- Use of the web-based software data analysis tool, SPA Tracker (Student Performance Analysis) for recording and evaluating school data.

At a systemic level, the performance of many school operations can be monitored using quantifiable data, e.g. levels of student achievement or days of absence per student. This includes annual participation in NAPLAN for Years 3 and 5 students. Where there is no available quantifiable measure it is often useful to ask the opinion of those affected. Different school surveys that are used annually are:

- Attitudes to School Survey
- School Staff Survey
- Parent Opinion Survey

For students with disability, the Nationally Consistent Collection of Data on School Students with Disability (NCCD) is a 'point in time' annual count of the number of students with disability receiving educational adjustments to allow them to participate in education on the same basis as students without disability. This is a DE&T requirement, refer to link in Appendices and links section.

4. LINKS AND APPENDICES

- Dromana Primary School Assessment Policy
- Dromana Primary School Reporting to Parents Policy
- The Data Wise Improvement Process:
http://scholar.google.com.au/scholar?q=data+wise+improvement+process&hl=en&as_sdt=0&as_vis=1&oi=scholart&sa=X&ei=iD1uVfTMM9e48qXnu4H4CA&ved=0CBoQqQMwAA

- School Performance Data:
<http://www.education.vic.gov.au/school/principals/management/Pages/performedata.aspx>
- Nationally Consistent Collection of Data:
<http://www.education.vic.gov.au/school/principals/health/Pages/datacollection.aspx>

No appendix

5. EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations, data assessment tools or circumstances.

This policy was last ratified by School Council on 2015