

**COBRAM PRIMARY SCHOOL**

**P.O. Box 261 COBRAM VIC 3644**

**William Street Cobram**

**Telephone 0358721374 Fax 0358711732**

**Email:** **cobram.ps@edumail.vic.gov.au**

**Website:** [**www.cobramps.vic.edu.au**](http://www.cobramps.vic.edu.au)



COBRAM PRIMARY SCHOOL

School Data

**Rationale**

This school endeavours to use data to drive curriculum, set goals and targets for student and teacher outcomes.

**Aims**

The school is a positive environment in which all teachers assume responsibility for student learning, endeavouring to provide successful experiences for all children, where data is regularly used to drive learning outcomes.

Staffare confident, skilled and proactive in the use of data to drive learning and identifying students at risk.

Communication processes and protocols are clear and well known to ensure the effectiveness of data collection and identifying students are risk

**Implementation**

Student learning is a shared responsibility between school, home and the community.

The school will appoint a staff member who will coordinate data collection across the school.

The school will implement a whole school data analysis day for the School Improvement Team to analyse whole school data and set school improvement goals for future growth

The school will ensure that all staff uses the following to collect and store data:

* SPA
* Ipads – data collection
* PDP plans
* T drive: assessment folders, in each grade
* naplan results
* ondemand testing
* Transition programs.

The school will provide the following support structures:

* .individual learning plans for students at risk 6 months above or below. These will be stored on teacher drive and reviewed every term.

The school will endeavour to cater for all learning needs of students using the collection of data.

This policy will be reviewed (at least once per year) by School Council to confirm/enhance controls.

………………………………………………………………

John Bovalina – School Council President

|  |
| --- |
| EVALUATION: AnnuallyRatified by School Council:  |