



TRINITY COLLEGE



A data based decision making culture@Trinity College Blakeview and Gawler River

Using data as a flashlight not a hammer



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Trinity College is a multi school co-educational college of excellence, open to all in a disciplined, caring Christian environment in the northern suburbs of Adelaide.

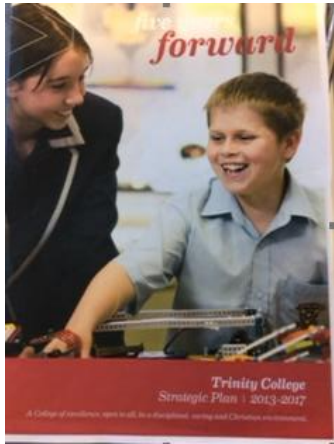
Consisting of 4 EY-10 schools, Trinity Senior (11-12), a Montessori pre school, farm, winery, STARplex and a bush site, Trinity College celebrated its 30th anniversary in 2014.

Currently, there are 3765 students attending the College.



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Process



2 Analysis and discussion of data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes including academic, attendance and behavioural outcomes, and student wellbeing. Data analysis considers overall school performance as well as the performance of students from identified priority groups, evidence of improvement/progress over time, performance in comparison with similar schools, and in the case of data from standardised tests, measures of growth over the year of school.

The assessment of this data includes consideration of the nature of school:

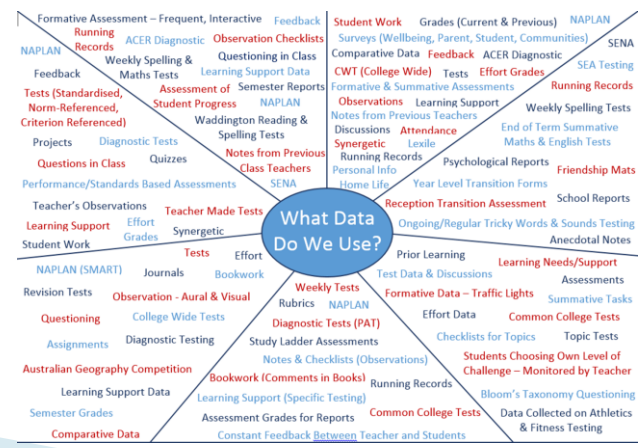
- the school has developed and is implementing a plan for the assessment, analysis and discussion of data including both data and quality (assessment/learning)
- the school has identified and set assessment data to target specific individual students and groups, including assessment and progress to meet individual needs and address individual learning and achievement needs through targeted interventions
- the school uses data to identify learning needs for improvement and to measure progress over time
- the school uses data to inform the development of individual learning and achievement plans for students, including the identification of learning and achievement needs, the setting of targets and the monitoring of progress
- the school uses data to inform school-wide learning and achievement strategies, including the identification of learning and achievement needs, the setting of targets and the monitoring of progress

Individual and other programs:

- professional development is provided to staff with skills in analyzing and interpreting data
- school leaders support staff to interpret and understand data and to use it in their areas
- there are plans for individual and group analysis of achievement data and of progress to meet the assessment/learning needs of students
- the school includes in its data gathering plan and methods how teachers and students will be involved in the analysis and discussion of data
- the school uses data to inform school-wide learning and achievement strategies, including the identification of learning and achievement needs, the setting of targets and the monitoring of progress
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What Data do we use?

What Data do we use?	How is it used?	How is it used?	How is it used?
Formative Assessment - Frequent, Interactive	Running Records	ACER Diagnostic	Observation Checklists
Surveys (Wellbeing, Parent, Student, Communities)	SENAPLAN	Comparative Data	Feedback
ACER Diagnostic	Questioning in Class	Learning Support Data	Weekly Spelling & Maths Tests
Assessment of Semester Reports	Formative & Summative Assessments	Running Records	Tests (Standardised, Norm-Referenced, Criterion Referenced)
Waddington Reading & Spelling Tests	Notes from Previous Class Teachers	Psychological Reports	Projects
Diagnostic Tests	SENAPLAN	Year Level Transition Forms	Quizzes
Performance/Standards Based Assessments	Teacher's Observations	Teacher Made Tests	Reception Transition Assessment
Learning Support	Learning Support	Grades	Ongoing/Regular Tricky Words & Sounds Testing
Student Work	Student Work	Effort	Personal Info
NAPLAN (SMART)	Journals	Bookwork	Home Life
Revision Tests	Observation - Aural & Visual	Rubrics	Friendship Mats
Questioning	College Wide Tests	Diagnostic Tests (PAT)	Formative Data - Traffic Lights
Assignments	Diagnostic Testing	Study Ladder Assessments	Effort Data
Australian Geography Competition	Bookwork (Comments in Books)	Running Records	Common College Tests
Learning Support Data	Learning Support (Specific Testing)	Common College Tests	Checklists for Topics
Semester Grades	Assessment Grades for Reports	Common College Tests	Students Choosing Own Level of Challenge - Monitored by Teacher
Comparative Data	Constant Feedback Between Teacher and Students		Bloom's Taxonomy Questioning
			Data Collected on Athletics & Fitness Testing



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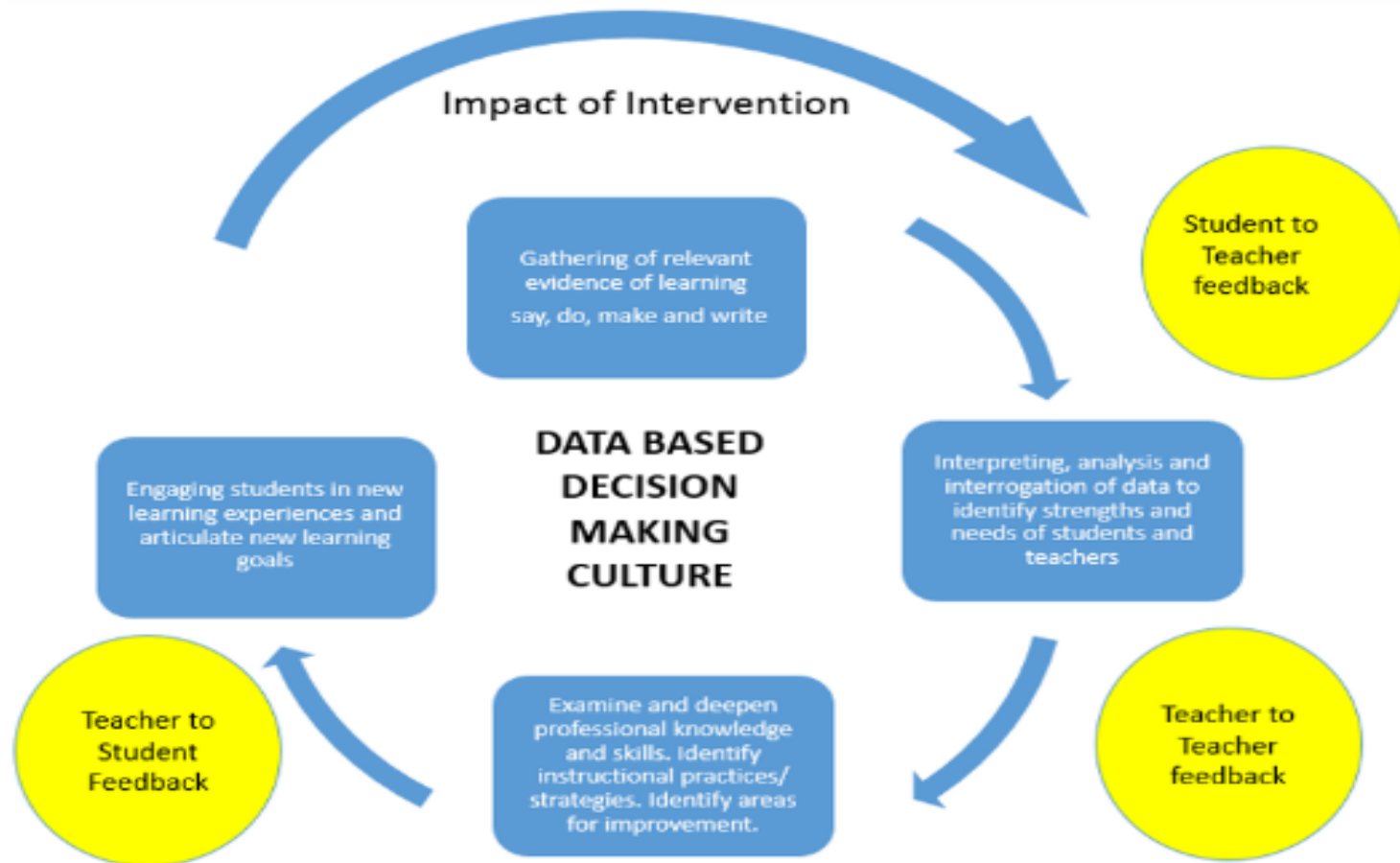


DATA PRINCIPLES

- 1. Data is used primarily for growth and development purposes. Useful data enables the monitoring of learning progress a student is making in order to identify what they know and what they are ready to learn next.**
- 2. A characteristic of good data is its potential to help teachers make good decisions about student learning and guides and directs teaching.**
- 3. Leadership is fundamental in developing and sustaining a data driven culture and leaders develop a climate that values evidence based approaches to improvement.**
- 4. Data is used by teachers as part of their daily work and used to inform and adjust their teaching practices.**
- 5. Teachers work collaboratively, in professional learning teams, in a culture of inquiry to analyse and improve teacher practices with a focus on improving student achievement.**
- 6. Students become active agents in their own growth by analysing and using data from their learning to inform their learning goals and next steps.**
- 7 Data informs regular, timely and targeted feedback to students (and their parents) on their learning progress and directs attention to an achievable gap in knowledge and skills between desired and actual performance.**



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Metrics

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DATA BASED DECISION MAKING CULTURE: THE TEACHER CONTINUUM

THE TEACHER IN A DATA BASED DECISION MAKING CULTURE

LEVEL 0	Level 1	LEVEL 2:	LEVEL 3:	LEVEL 4:
<p>Typically teaches to the 'expected' level of performance while recognising that some students need additional assistance.</p> <p>Focuses on rehearsing responses to a set of defined tasks to maximise scores.</p> <p>Uses summative assessment data to record attainment.</p> <p>Infers learning based on teaching of subject content.</p> <p>Typically engages in top-down communication and basic information sharing.</p> <p>Worries and prepares for teaching individually.</p> <p>Addresses teaching as a private activity, "My class..."</p> <p>Views accountability as personal.</p> <p>Talks about their own teaching with focus on management, control and content.</p>	<p>Recognises a range of student learning needs in terms of additional assistance or stimulus and seeks adjustments to address those needs.</p> <p>Distinguishes between evidence and inference about student learning and seeks a range of sources of evidence.</p> <p>Shares instructional activities, strategies and resources based on perceived effectiveness.</p> <p>Informally compares their students/classes with other teachers, shares aspects of their work and provides feedback about outcomes.</p> <p>Infers shared accountability.</p> <p>Informally discusses individual students in terms of actions they need to take.</p>	<p>Focuses on underlying skills and adjusts teaching approaches to meet the student's point of readiness to learn in the classroom using a developmental continuum.</p> <p>Uses structures and procedures to support differentiated teaching and assessment.</p> <p>Routinely collects multiple sources of evidence to identify student achievement, and examines and uses evidence of student learning outcomes in decision-making.</p> <p>Engages in procedures and routines to support a team approach to professional practice.</p> <p>Acknowledges shared accountability.</p> <p>Formally engages in regular conversations about student learning supported by structures and procedures.</p>	<p>Operates from a developmental paradigm and considers a range of options when targeting teaching and assessment.</p> <p>Interprets multiple and varied sources of evidence to identify student ZPD based on deep understanding of the hierarchical nature of learning.</p> <p>Collaboratively interrogates evidence to validate conclusions about student learning, clarifying understandings and fostering common practice.</p> <p>Embraces shared accountability.</p>	<p>Approaches student-teacher and teacher-teacher interactions developmentally.</p> <p>Uses a sophisticated evidence-based decision-making approach to professional practice that is common, responsive and transparent.</p> <p>Makes subtle and refined discriminations about student point of readiness to learn and targeted teaching.</p> <p>Takes collective responsibility and holds individuals and teams accountable for student learning.</p>

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Teacher continuum Leadership continuum Professional Learning Team (PLT) continuum



DATA BASED DECISION MAKING CULTURE: THE LEADERSHIP CONTINUUM

LEVEL 0	Level 1:	LEVEL 2:	LEVEL 3:	LEVEL 4:
<p>The Leadership team believes some responsibility for data analysis, interpretation, summarising, etc. belongs to teachers and principals.</p> <p>The Leadership Team processes a small amount of data to inform strategic information sharing.</p> <p>The Principal appoints staff members in a committee to avoid gate-keeping access and support communication when interpreting data.</p> <p>Classroom and school level data users are often unclear about what and how to use teacher or leader evidence or interpretations within the data.</p> <p>Leadership Teams are not accountable for and are not held as professional and school improvement.</p>	<p>Leadership engage staff in data analysis to support the development of strategies for improved student performance in a set of key areas.</p> <p>Leadership develop, price, disseminate and share leadership vision and shared objectives and focus for data based learning.</p> <p>Data users normally participate in discussion about their use of the school's vision and values at strategic learning.</p> <p>Discussions are put into place to support the data users, and development of their roles, norms and communicating methods.</p> <p>Data users use a collaborative approach to identify evidence improvements.</p> <p>The Principal and Leadership Team members participate in data based learning.</p>	<p>Leadership are beginning to understand a 'data sharing' view to ensure that the quality of the data itself is assured, that rights and access is a complex, secure, and a robust and secure in a format that supports both teaching and when being interpreted.</p> <p>Leadership have informed understanding of how, where and by whom data are collected, stored, and accessed.</p> <p>Leadership data decisions are one component for a DDM sub-committee (Strategic and systems are in place to support and inform the Principal and ongoing data based development).</p> <p>There are mechanisms in place for data users, forgo to be held with school leaders and staff.</p> <p>Principal ensures that the school improvement plan is aligned with the data team process and school improvement objectives and a collective responsibility.</p> <p>There is a developing collective and applied approach towards data management that is aligned to the school's vision and values.</p> <p>How 'Visible' is the impact of data on the school's strategic plan and internal discussion about student learning and achievement?</p> <p>A wide array of data is available to inform decision making, including evidence in school and school level data sets.</p>	<p>The Leadership Team completes regular 'data checks' to verify to ensure that the quality of the data itself is assured, that rights and access is a complex, secure, and a robust and secure in a format that supports both teaching and when being interpreted.</p> <p>Leadership team formalises a communication strategy, where subject and by whom data are collected, stored and accessed so that staff responsible for data capture and analysis are clear.</p> <p>Leadership is increasingly engaged in a range of conversations with school improvement teams to understand integrated data analysis and provide a range of data to inform and support leadership for use by teachers.</p> <p>Data teams are created to enhance a significant and improved planning and execution of a classroom level and a school level.</p> <p>Data teams identify their own areas of focus, objectives, problem solving or inquiry.</p> <p>The vision and policies of the school are reflected in the data team process and practice regular evaluation of the team's progress to ensure there is no impact on the school's strategic plan.</p> <p>Decision-making of the team is guided by the shared vision and values of the school.</p> <p>Regular data checks are undertaken to ensure that the quality of the data itself is assured, that rights and access is a complex, secure, and a robust and secure in a format that supports both teaching and when being interpreted.</p>	<p>The Leadership Team establish a communication strategy, where subject and by whom data are collected, stored and accessed so that staff responsible for data capture and analysis are clear.</p> <p>Leadership team formalises a communication strategy, where subject and by whom data are collected, stored and accessed so that staff responsible for data capture and analysis are clear.</p> <p>Leadership is increasingly engaged in a range of conversations with school improvement teams to understand integrated data analysis and provide a range of data to inform and support leadership for use by teachers.</p> <p>Data teams are created to enhance a significant and improved planning and execution of a classroom level and a school level.</p> <p>Data teams identify their own areas of focus, objectives, problem solving or inquiry.</p> <p>The vision and policies of the school are reflected in the data team process and practice regular evaluation of the team's progress to ensure 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DATA BASED DECISION MAKING CULTURE: THE PROFESSIONAL LEARNING TEAM CONTINUUM

LEVEL 0	LEVEL 1:	LEVEL 2:	LEVEL 3:	LEVEL 4:
<p>Student progress discussed in relation to expected level of performance & summative assessment results.</p> <p>Inhibition, tradition or convenience drive decision making about student learning and achievement.</p> <p>Teaching subject content a focus of discussion.</p> <p>Administration tasks a focus (Faculty) resource development and allocation a focus of discussion.</p> <p>Top down information sharing individual teacher responsibility for student learning.</p>	<p>Developing a culture of support for each member of the group.</p> <p>Establishing a new team.</p> <p>A focus on learning and building trust using behavioural norms and protocols.</p> <p>A common language is developing and there is evidence of sharing of resources and strategies.</p> <p>Gathering of relevant evidence of learning - asking what is the data saying about student learning.</p> <p>PLT sets the agenda, leads the meeting and uses the PLT log.</p> <p>PLT achievements are celebrated and shared with the school community.</p> <p>PLT begin to reflect on the PLT process.</p>	<p>Collective responsibility for student learning.</p> <p>Move from sharing practice to questioning practice (challenging all inferences).</p> <p>The PLT supports the interpretation, analysis and interrogation of data to identify the strengths and needs of students and teachers, intentional data gathering.</p> <p>Professional readings used for deepening understandings and inform guiding principles.</p> <p>PLT process is recognised as the core work.</p> <p>Development of a sense of ownership and momentum.</p> <p>Focus moves to greater collaboration based on trust and use of a common language.</p> <p>Team achievements celebrated and the team can identify areas for growth.</p>	<p>Teaching and learning is the core business of the school and the PLT.</p> <p>High levels of trust, PLT members take risks in a supportive environment, respectful challenge, open.</p> <p>The PLT leads the interpretation, analysis and interrogation of data to identify the ZPD of students and teachers. Through data gathering from a range of sources.</p> <p>PLT uses data to construct new opportunities for learning.</p> <p>PLT approaches to professional practice are informed by data-informed joint planning, lesson study, team teaching, classroom visits.</p> <p>Discussions between or across year levels or disciplines to investigate student achievement.</p>	<p>Deeply embedded PLT practices in the school culture and priorities.</p> <p>Collaborative practice is the driving force behind student learning growth.</p> <p>The PLT leads the interpretation, analysis and interrogation of data to identify the ZPD of students and teachers and constructs new opportunities for learning.</p> <p>Engages students in their learning experiences and articulate new goals.</p> <p>Team displays openness, honesty, mutual trust, respect, support and care for each other, which is evident in their collaborative practice.</p> <p>Reflection is continuous and informs professional learning.</p> <p>Roles and responsibilities are established and easily transferred to others.</p>

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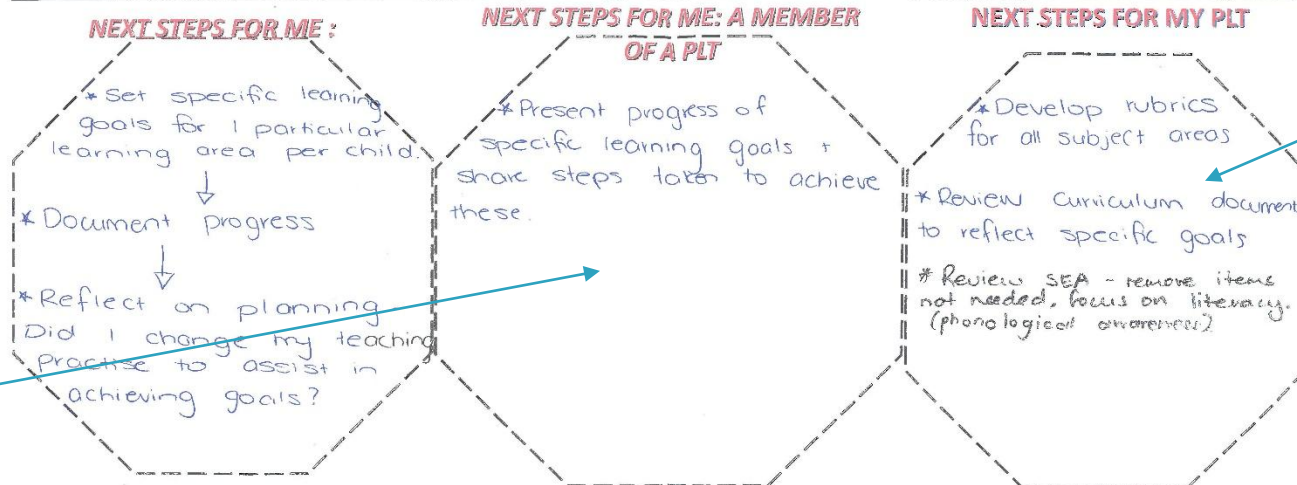
Using the guiding principles



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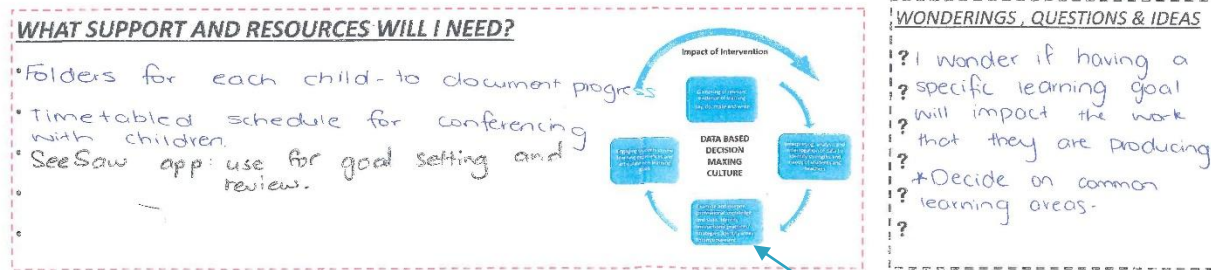
Putting it all together

THINK MAP: TRINITY COLLEGE DATA BASED DECISION MAKING	GUIDING PRINCIPLE: #2 A characteristic of good data is its potential to help teachers to make good decisions about student learning and guides and directs teaching. #4 Data is used by teachers as part of their daily work and is used to inform and adjust their teaching practices. #5 Teachers work collaboratively, in PLT's in a culture of inquiry to analyse and improve teacher practices with a focus on improving student achievement. #7 Data informs regular, timely and targeted feedback to students (and their parents) on their learning progress and directs
NAME: <i>Early Years</i>	



Goal setting

Being part of a PLT



Utilising the framework





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Building capacity through a Data Based Decision Making Culture

2016

Year 5 and 6

Our PLT Continuum –Matt, Marcel, Shannon, Eleanor and Kathryn K

Where are we at?	Where are we going?	How are we going to get there?
Top down information sharing (Level 0)	PLT achievements are celebrated and shared with the school community (Level 1)	PLT members gather and report back on own data. Share via PLT meeting, staff display boards, inside Trinity, newsletter
Move from sharing practice to questioning practice (challenging all inferences) (Level 2)	High Level of trust, PLT members take risks in a supportive environment, respectful challenge occurs (Level 3)	Give feedback on teaching methods. Have honest and constructive conversations and feedback
Professional readings used for deepening understandings and inform guiding principles (Level 2)	PLT uses data to construct new opportunities for learning (Level 3)	Gather data to analyse and interrogate and interpret form a range of sources. (NAPLAN, Diagnostic, notes, test scores, exams, etc)
PLT sets the agenda, leads the meeting and uses the PLT log (Level 1)	PLT process is recognised as the core work (Level 2)	Maintain focus Stick to our goals
PLT begins to reflect on PLT process (Level 1)	Team achievements celebrated and the team can identify areas for growth (Level 2)	Share achievements, discuss areas of concern, opportunities for development
The PLT supports the interpretation, analysis and interrogation of data to identify the strengths and needs of students and teachers. Intentional data gathering (Level 2)	The PLT leads the interpretation, analysis and interrogation of data to identify the ZPD of students and teachers. Thorough data gathering from a range of sources (Level 3)	Gather data to analyse and interrogate and interpret form a range of sources. (NAPLAN, Diagnostic, notes, test scores, exams, etc)
Teaching and learning is the core business of the school and the PLT (Level 3)	Deeply embedded PLT practices in the school culture and priorities (Level 4)	If we stick to guidelines, persist with our goals, adhere to group norms, this will eventually occur.
Discussions between or across year levels or disciplines to investigate student achievement (Level 3)	Roles and responsibilities are established and easily transferred to others (Level 4)	Share information via email Discuss as a group
Team displays openness, honesty, mutual trust, respect, support and care for each other, which are evident in their collaborative practice (Level 4)	Reflection is continuous and informs professional learning. Roles and responsibilities are established and easily transferred to others.	Regular meetings to reflect "Checking in" even when not in organised meetings.

R/1/2 PLT Group Norms

1. Encourage each other to maintain on track in order to make the time efficient and effective.
2. Each member of the PLT will share some positive practise from their classroom at least once per term.
3. Each team member will bring a classroom resource to the PLT meetings to share with others at least once per term.
4. As a result of PLT discussions, staff members will articulate a new goal for classroom practise on whatever the agreed focus may be, and will then implement one of these new goals into their classroom and reflect in future meetings.
5. Each PLT meeting will be held in a different teacher's classroom in order to share practice.

Professional Learning Team Continuum

Level	Actual development Level	Level	Zone of Proximal Development
3	Teaching and learning is the core business of the school and the PLT	4	Deeply embedded PLT practises in the school culture and priorities
1	Establish a new learning team	2	Move from sharing practise to questioning practise
How are we going to achieve this?			
<ul style="list-style-type: none"> We will commit to professional dialogue with peers based on current achievement which stretches across all PLT year levels. Within this dialogue staff will question each other successes and challenges in order to improve their own practise. 			
1	Focus on learning and building trust using behavioural norms and protocols	2	The PLT supports the interpretation and analysis and interrogation of data to identify the strengths and needs of students and teachers. Intentional data gathering
1	A common language is developing and there is evidence of sharing of resources and strategies	2	Professional readings are used for deepening understandings and inform guiding principles
How are we going to achieve this?			
<ul style="list-style-type: none"> Staff will share reading from professional development in PLT provided time is given. 			
1	Gathering of relevant evidence of learning, asking what is the data saying about student learning	2	PLT process is recognised as the core work
3	Discussions between or across year levels to investigate student achievement	4	Reflection is continuous and informs professional learning

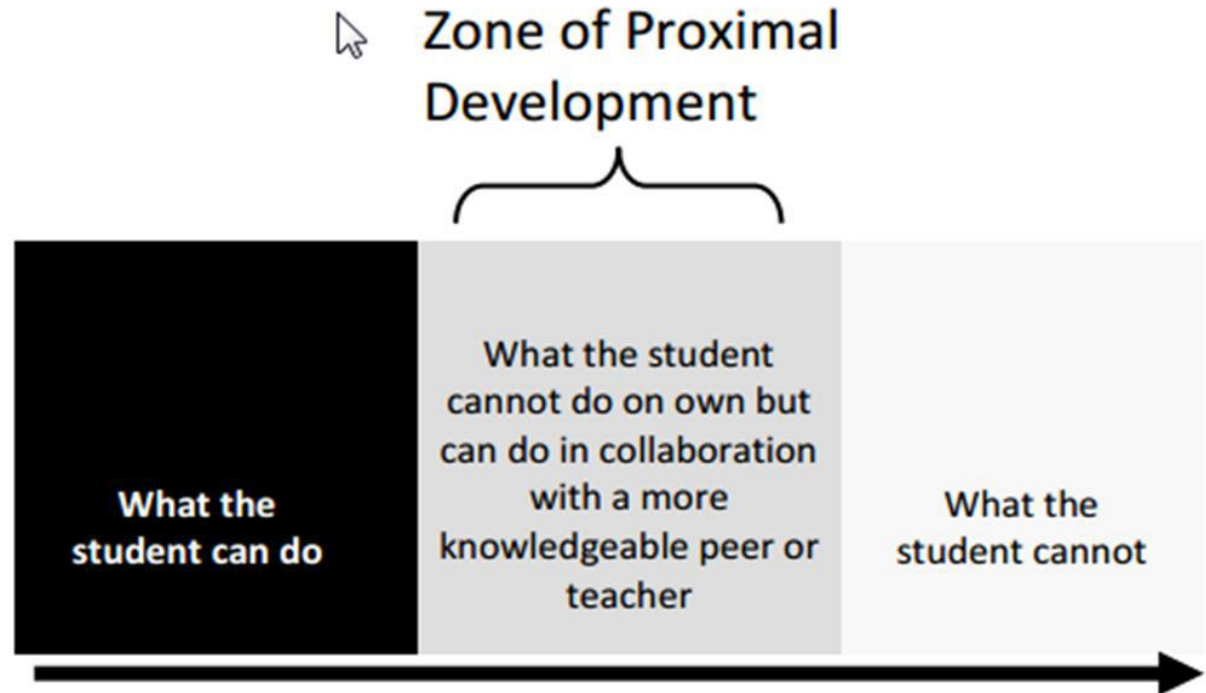


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What is Effective Classroom Data?

**Say
Do
Make
Write**



ZPD- The range of tasks between one's actual development level and one's level of potential development.

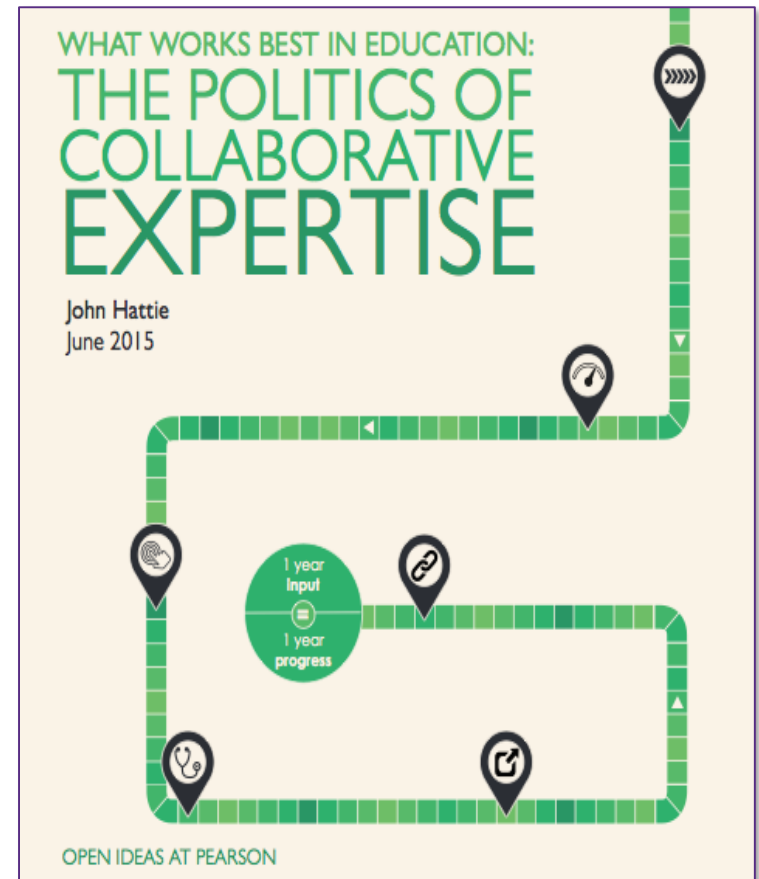
Figure 7. Schematic Diagram of ZPD



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The largest barrier to student learning: within school variability

.... this can be overcome through collaborative expertise...





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“The greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care.” (Hattie page 2)



<https://www.dropbox.com/s/irziuuuijeu2i6j/PLT%20Video%20Trim%202.avi?oref=e>



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What is next?

- To complete a Whole College DBDM policy document
- To create a parent continuum and a student Continuum
- To have the Leadership group at each school utilise the Leadership continuum and set goals for high impact data interrogation and management
- To continue to place importance on the process and allocate time through meetings
- To collaborate with the other three Trinity Schools- North School, South School and Trinity College Senior