BRISBANE BOYS' COLLEGE

Getting data to teachers to change teaching programs - a schools journey

Matthew O'Brien – Head of Strategic Planning

 mobrien@bbc.qld.edu.au

 matthewo_brien

 educationstylus.com

 bit.ly/YouTubeMOBrien

About Brisbane Boys' College

- Established 1902
- Presbyterian and Methodist Schools association (PMSA)
- Independent, Greater Public Schools (GPS)
- Prep to Year 12
  - Located in Toowong in Brisbane's inner western suburbs, Australia
  - Enrolment of 1570 students
  - Boarding available Years 5 to 12

Presentation structure

- The problems
  - So much data
  - Getting data to staff
- Presenting and accessing data
  - Box and whisker plots
  - Data profile tool
- Data literacy – culture of conversations
  - Reports
  - Feedback
  - Analysis
- Common scale
  - Theory
  - BBC Common Scale GPA
  - Target setting
- What is different?
  - Time for Pedagogical change
  - Time for Differentiation
- Special bonus
  - Not about data but just might change your conference note taking

The problem #1

We have so much data

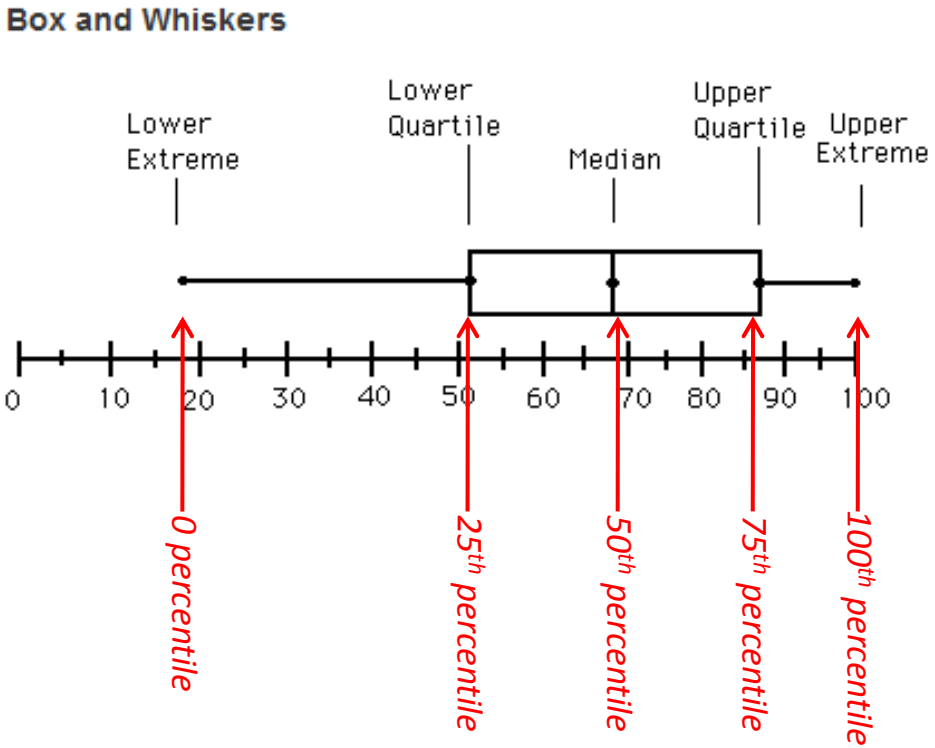
Sink or Swim in data

- Internal data (subject based)
  - Overall
  - Criteria
  - Grade Point Average (GPA)
  - Test/exam
  - Question
  - Formative
- External data
  - ICAS
    - Mathematic
    - Science
    - English
  - Other competitions
    - National Geographic Geography
    - Language competitions
    - Westpac Mathematics
  - National Assessment Program — Literacy and (NAPLAN)

The problem #2 - Presenting data

How do we get the data, in easy to use formats, into the hands of teachers and curriculum leaders to assist in their decision making?

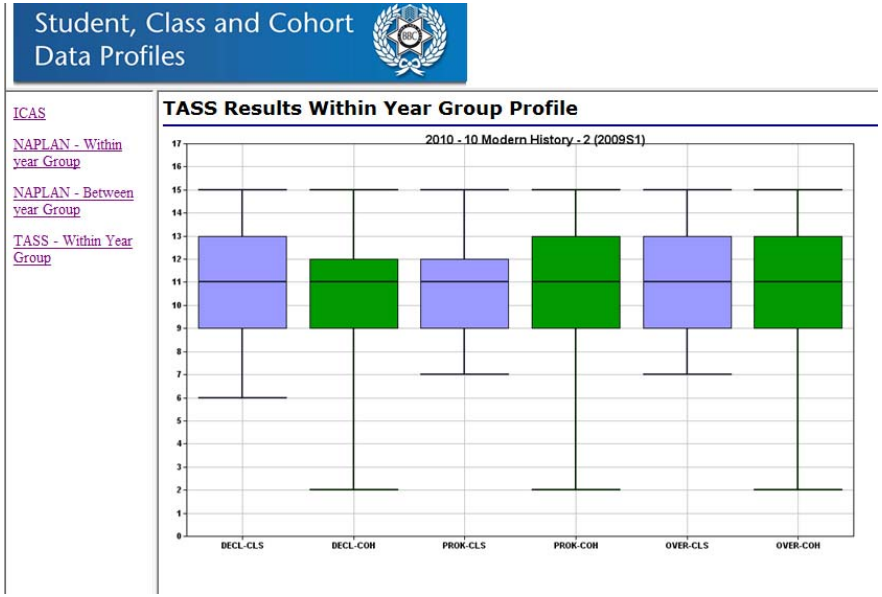
Box and whisker plots



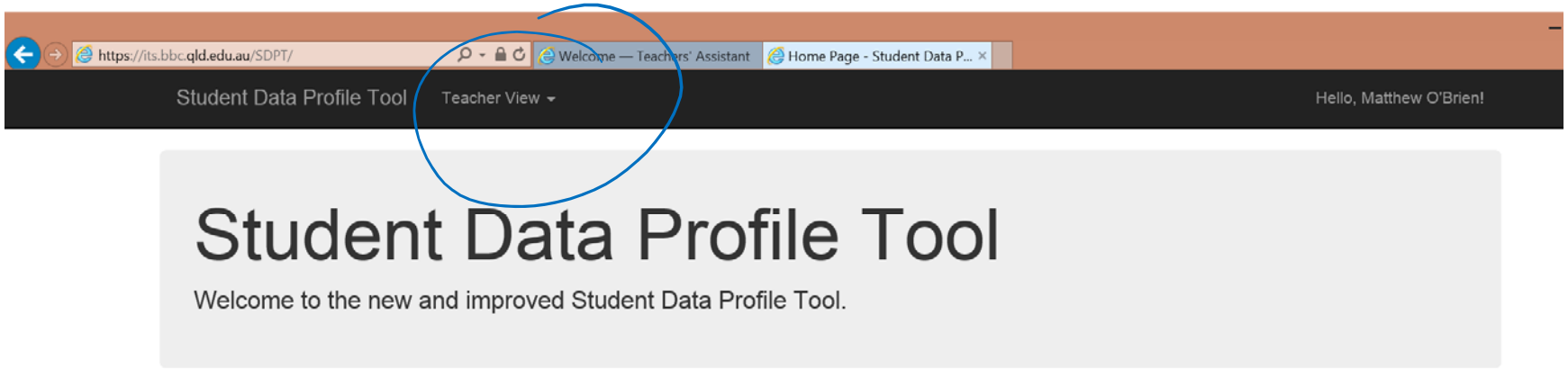
- Summary information
- Reduced cognitive load
- Don’t assume normality

BBC Data Profile Tool

- Developed to enable teachers and curriculum leaders to have easy access to their **CURRENT** class data from **PREVIOUS**
  - Competition
  - NAPLAN
  - TASS subject results
- Creates box and whisker plots to enable comparisons to be made to
  - Individual students
  - Individual classes
  - The year level cohort
  - Other year levels



BBC Data Profile Tool



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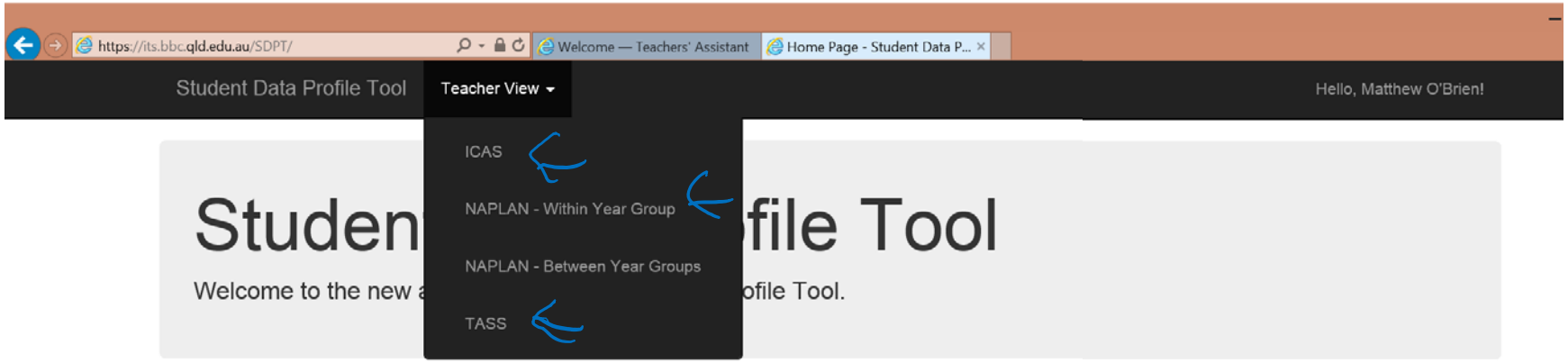

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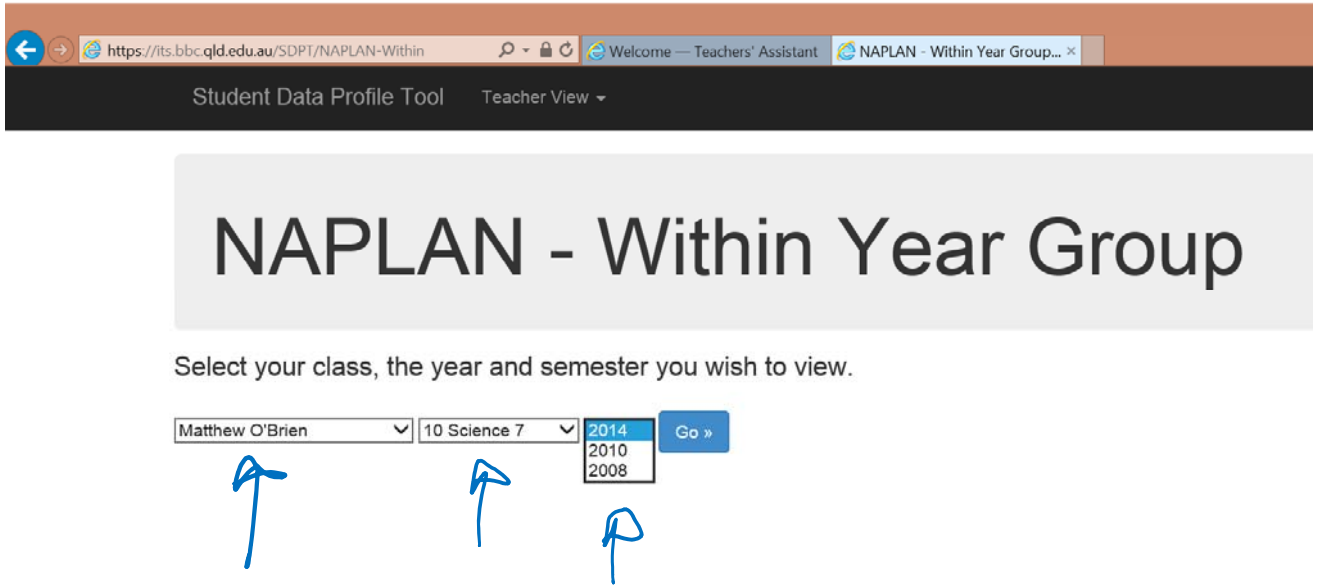

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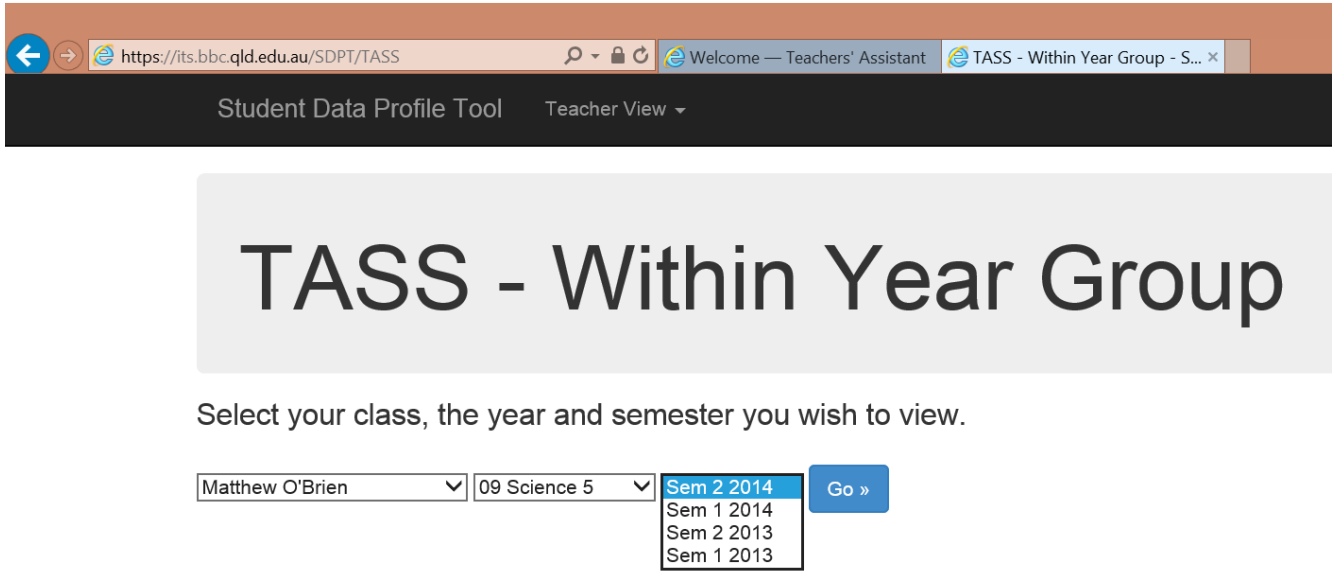
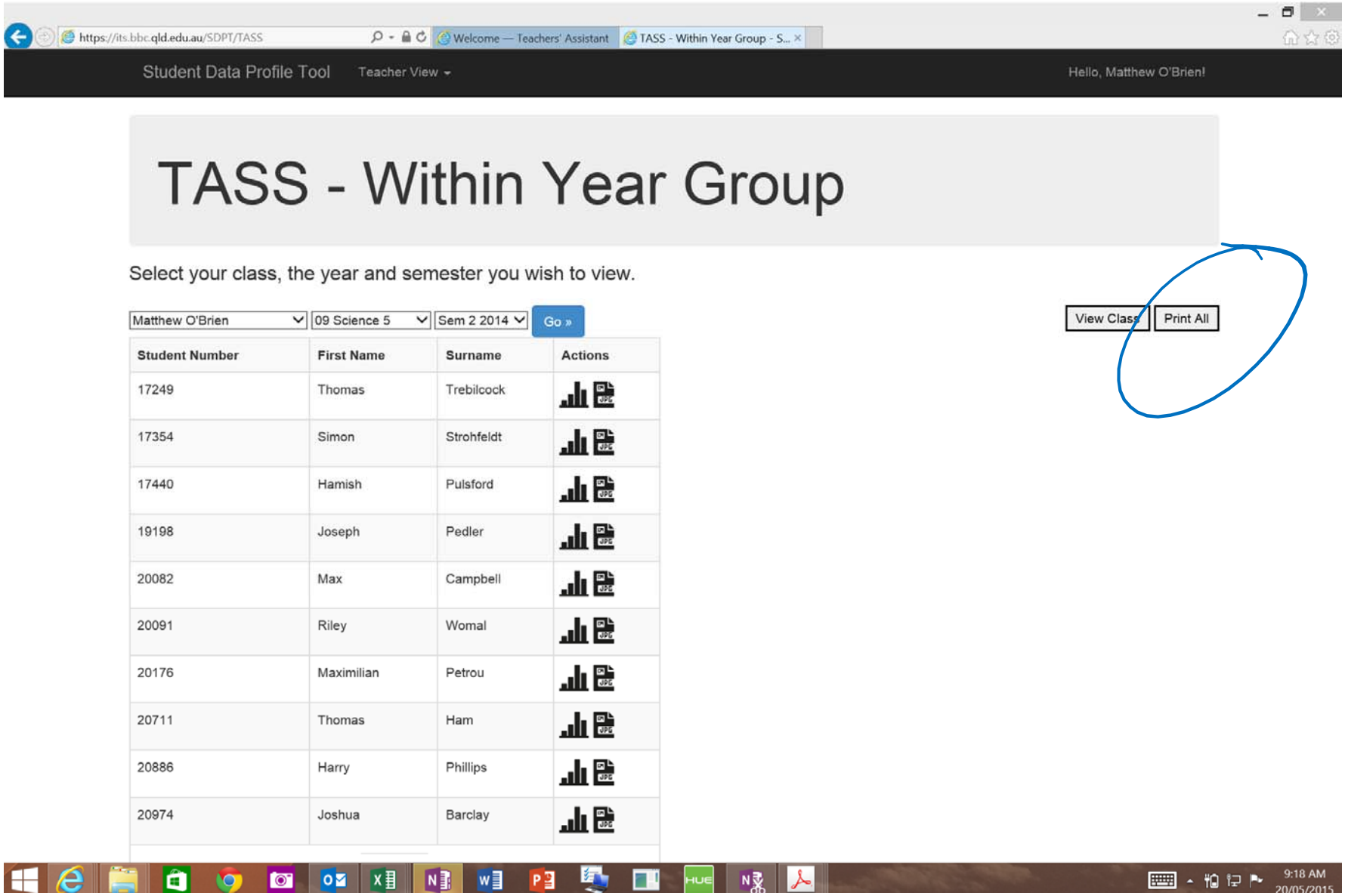


BBC Data Profile Tool



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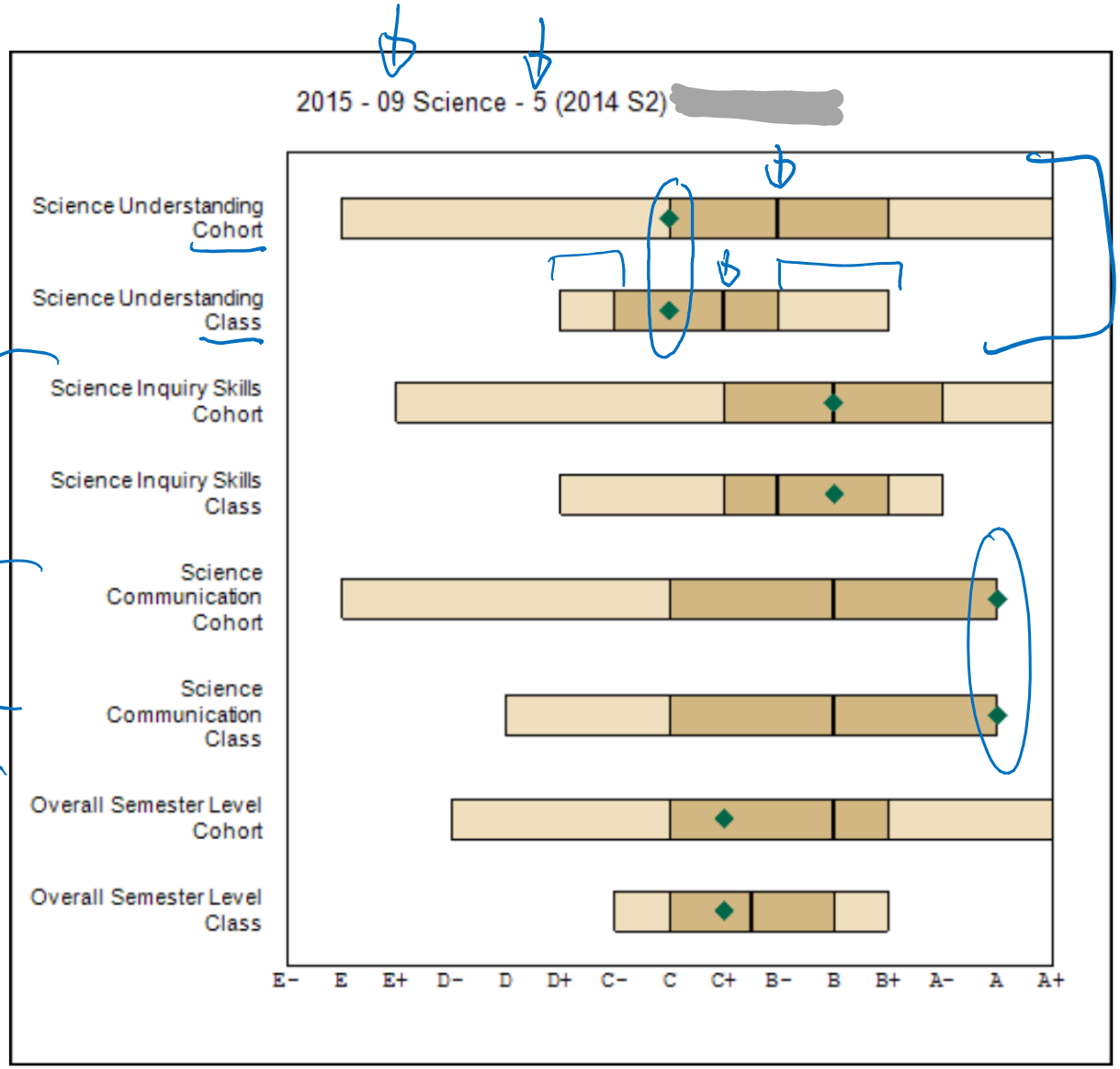

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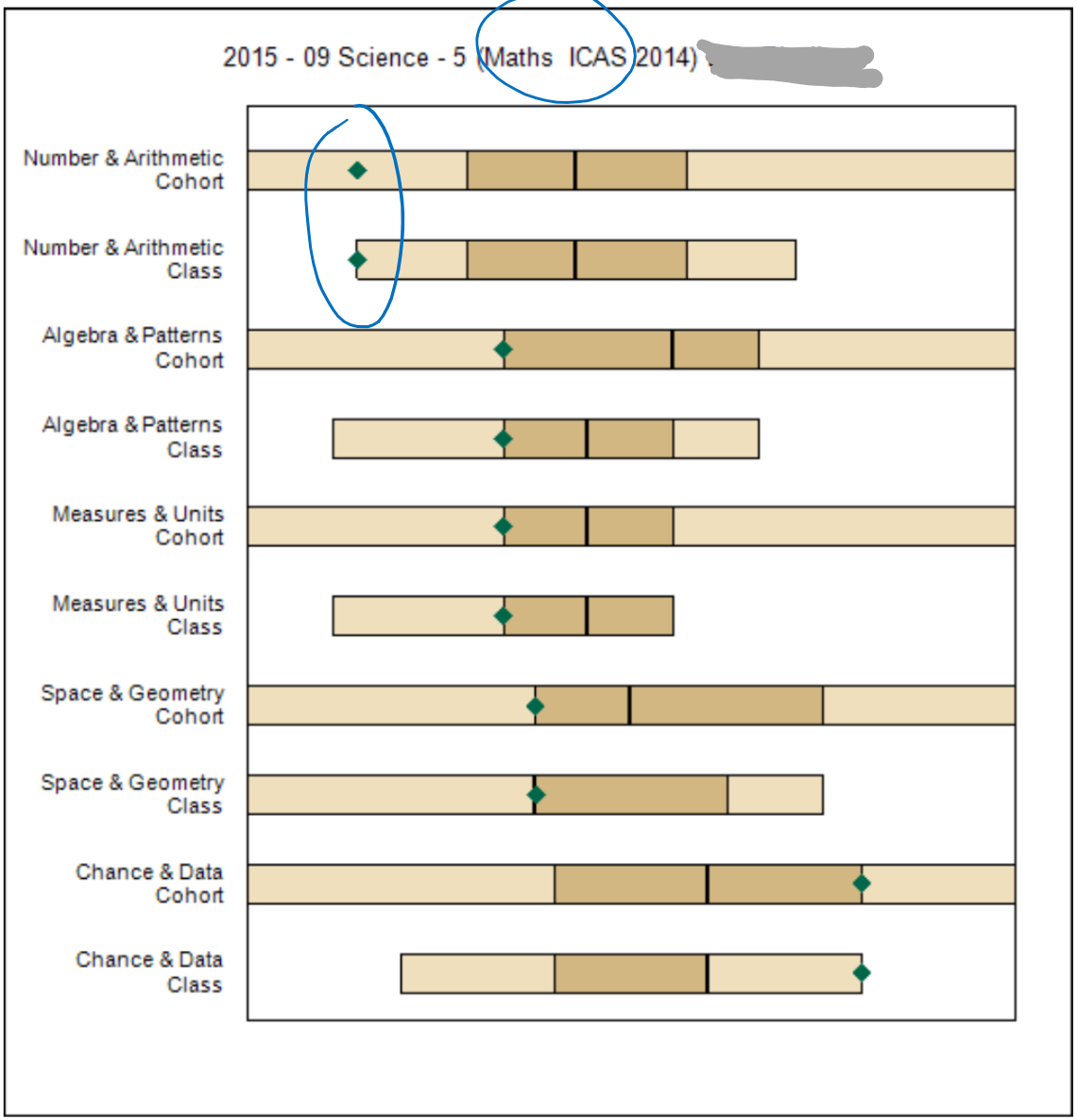

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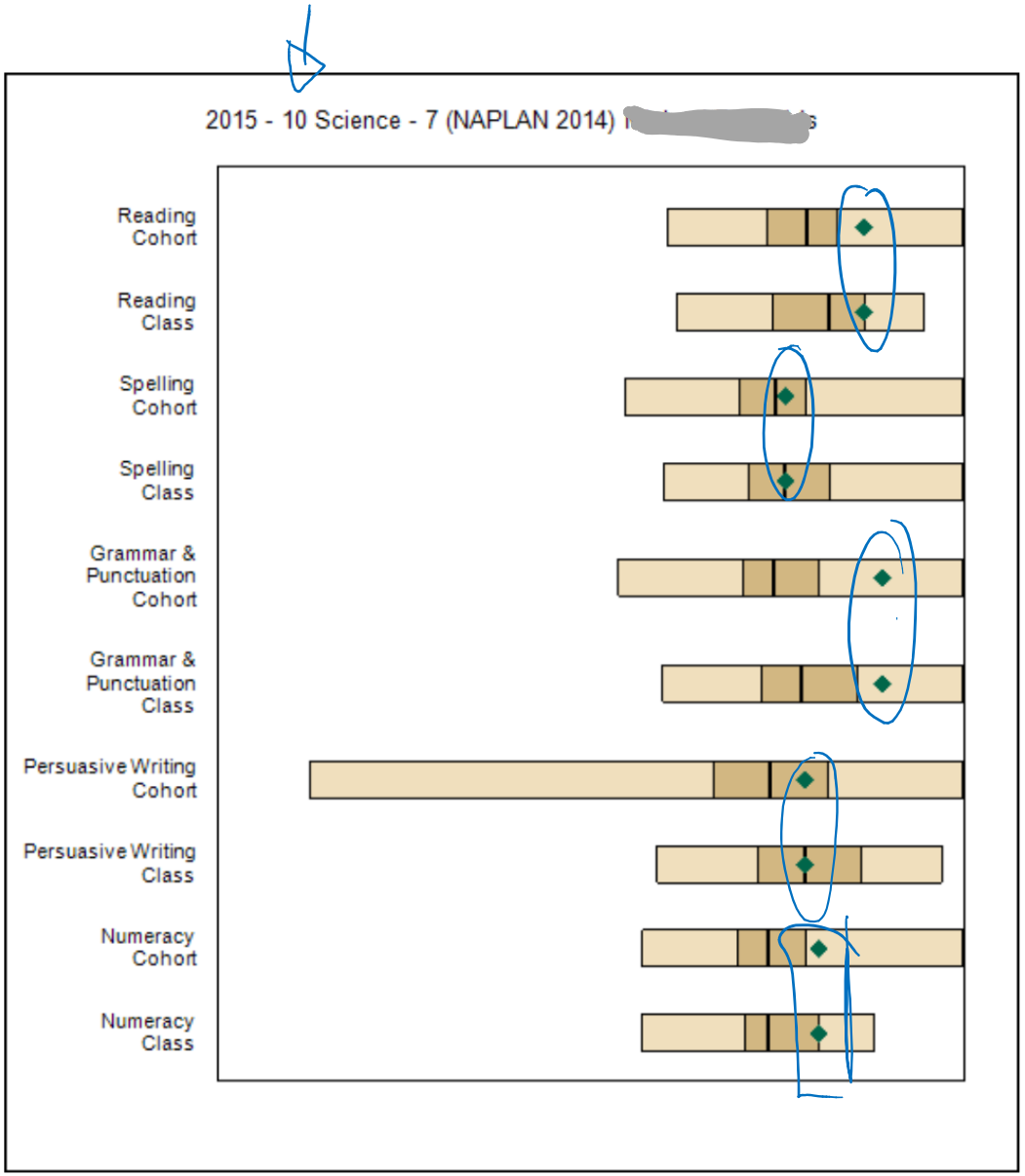
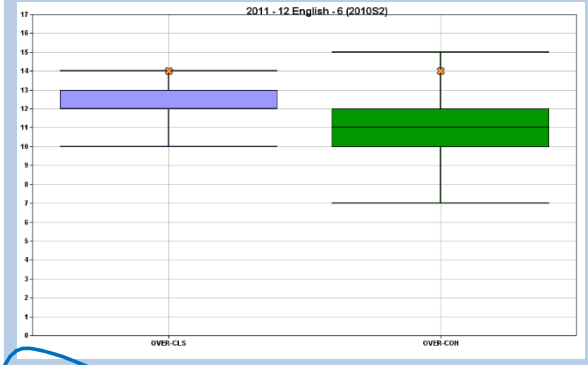
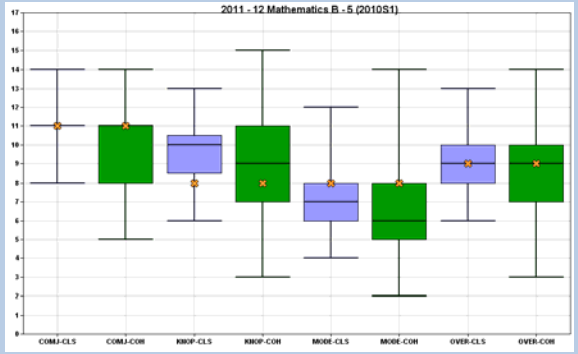


Data Profile Tool – Parent Portal

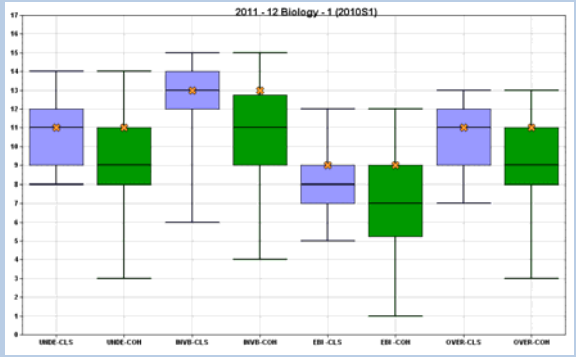
English



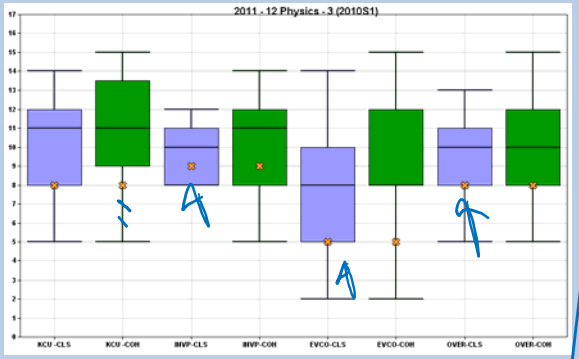
Mathematics B



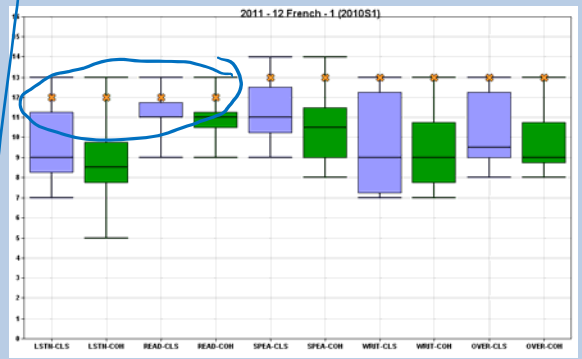
Biology



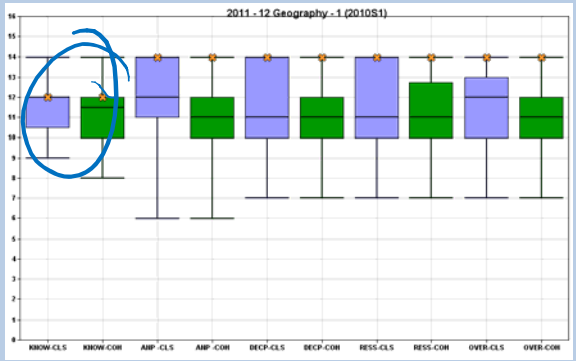
Physics



French



Geography



A culture of conversations around data literacy

What it means to teachers

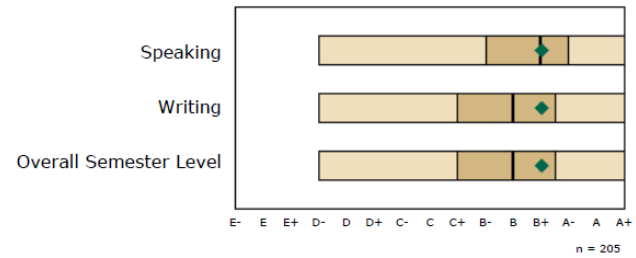
New report format

English — This semester students have been encouraged to appreciate how texts impacted on the representations of the Australian Identity.

Criteria and Grades

Speaking	B+
Writing	B+
Overall Semester Level	B+

Year Group Performance



Desirable Learning Behaviours
(Strengths and Areas for Improvement)

Self regulated	Mostly
Self disciplined	Mostly
Self motivated	Mostly
Collaborative	Mostly
Independent	Mostly

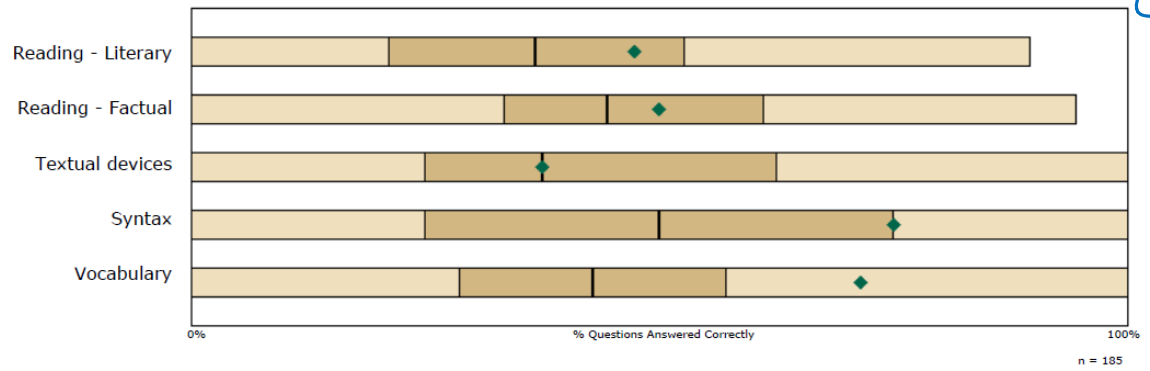
Additional Comments

[redacted] has made steady progress this Semester. He has displayed understanding and manipulation of the content covered in class and has achieved sound results in both written and spoken tasks. [redacted] needs to focus on adding depth and analysis to his assessment tasks. Good luck next year, [redacted]!

Teacher: [redacted]

ICAS English

BBC Year Group Performance



Go and show the new report
(opens in Adobe Acrobat)

Feedback linked to criteria

YEAR 11/12 CHEMISTRY MARKING SCHEME

Name: Yosh Mendis **Experiment:** Equilibrium

						Mark
Communication						
Abstract	A contains all components for an excellent summary	B	C some components not included, not concise	D	E absent	1.5
Introduction	A gives appropriate background information, equations	B	C inappropriate, some omissions	D	E absent	1.5
Presentation, spelling and grammar	A well-written/correct/organised; error free	B	C organised but untidy, minor errors	D	E Disorganised, untidy, many errors	1.5
	3 - Spelling and grammar near flawless. Correct genre used in report writing. Punctuation used where appropriate. Report neatly presented. Given format for a scientific report was followed to a high degree.		2 - Some errors in spelling, grammar and punctuation. Correct genre used throughout the report. Report presented neatly. Given format for science report has some omissions.	1 - Spelling grammar of a very poor standard. Report not in correct genre. Report not presented neatly. Given science report format not followed.	Communication total /9	2.26
Collecting Data						
Apparatus and Chemicals	A complete	B	C incomplete	D	E omitted	1
Procedure	A complete, clear, concise	B	C minor omissions	D	E major omissions	1
Results	A complete, correct units, uncertainty of measurements. Includes other observations, good format (tables)	B	C minor flaws	D	E major flaws and omissions	3
	3 - All data presented in appropriate format - tables and graphs used correctly with all relevant information included on them. Detailed observations have also been included.	2 - All data presented in appropriate forms but some minor omissions and mistakes in formatting. Observations included but lacking in some detail.	1 - Some effort made to use appropriate data presentation techniques. Report is not neatly set out. Some effort made to include observations.	0 - Little effort made in the presentation of data. Tables and graphs missing or of extremely poor standard. No or poor observations.	Collecting Data total /8	2.88
Making Judgements						
Aim and hypothesis	A concise, where appropriate stated as a hypothesis	B	C	D	E absent	0.75
Conclusions	A concise, relates to the aim	B	C wordy, included inappropriate material	D	E omitted	0.5
			1 - Relevant observations and data distinguished from the irrelevant. Care taken to identify and cater for any errors in measurement that may have been made.	Very little effort made to distinguish relevant from irrelevant data. Errors in measurement not identified or catered for.	Making Judgement total /1	0.63
Processing Information						
Analysis	A complete and correct (graphs, equations used, inferences made, uncertainty of results accommodated	B	C some incomplete, minor mistakes	D	E major failings	2.25
Discussion	A appropriate concepts utilised or developed, errors explained, modifications to procedures suggested further hypotheses elaborated	B	C incomplete	D	E major omissions	2.25
	3 - Trends in data identified and appropriate conclusions drawn. Mathematical analysis carried out at a high standard. Inferences made from the experimental data and predictions made concerning possible future experimentation. Questions answered correctly.	2 - Trends in data identified but some mistakes made when drawing conclusions. Minor errors made during calculations and some lack of depth in the inferences made and the predictions concerning possible future experiments. Most questions answered correctly.	1 - Some effort made to identify trends in data. Some major errors present in mathematical analysis. Some effort made to make inferences and predictions concerning possible future experimentation. Most questions answered correctly.	0 - Negligible attempt made to analyse results or identify trends. Questions not answered correctly or no attempt made to answer them.	Processing Info total /8	2.26

TOTAL	**/10**	**7.63**

Comment:

[redacted]: *The abstract needs to be concise and clear, however you need to be careful not to skip over important information in the quest to be succinct. All necessary equations related to the background theory should be included in the introduction. Some minor errors related to the format for a scientific report are noted. You need to write a paragraph that describes the results and refers to the data tables - the tables are not enough on their own. You need to be precise when referring to variables and scientific terminology. The conclusion should briefly state results or findings. Some incomplete or minor mistakes are noted in the analysis. Your explanation and development of the concepts need to be expanded.*

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Assessment FOR learning

TOTAL	/10	7.63

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Criteria discrimination

Science practical reports criteria based; 120 students; post hoc analysis

		Abstract	Introduction	Presentation, spelling and grammar	Apparatus and Chemicals	Procedure	Results	Aim	Conclusions	Analysis	Discussion
upper	A	0.000	0.154	0.000	0.231	0.154	0.077	0.231	0.308	0.154	0.000
upper	B	0.769	0.769	1.000	0.769	0.846	0.923	0.385	0.538	0.769	0.923
upper	C	0.231	0.077	0.000	0.000	0.000	0.000	0.385	0.154	0.077	0.077
upper	D	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
upper	E	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Mid	A	0.000	0.000	0.000	0.615	0.000	0.000	0.000	0.000	0.000	0.000
Mid	B	0.615	0.769	0.769	0.385	0.769	0.923	0.308	0.385	0.692	0.231
Mid	C	0.385	0.231	0.231	0.000	0.231	0.077	0.692	0.615	0.308	0.692
Mid	D	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.077
Mid	E	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Low	A	0.000	0.000	0.000	0.538	0.000	0.000	0.000	0.000	0.000	0.000
Low	B	0.231	0.154	0.692	0.462	0.846	0.769	0.308	0.077	0.462	0.154
Low	C	0.538	0.846	0.308	0.000	0.154	0.154	0.692	0.538	0.385	0.692
Low	D	0.231	0.000	0.000	0.000	0.000	0.000	0.000	0.308	0.077	0.154
Low	E	0.000	0.000	0.000	0.000	0.000	0.077	0.000	0.077	0.077	0.000

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upper	C	0.231	0.077	0.000	0.000	0.000	0.000	0.385	0.154	0.077	0.077
upper	D	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
upper	E	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Mid	A	0.000	0.000	0.000	0.615	0.000	0.000	0.000	0.000	0.000	0.000
Mid	B	0.615	0.769	0.769	0.385	0.769	0.923	0.308	0.385	0.692	0.231
Mid	C	0.385	0.231	0.231	0.000	0.231	0.077	0.692	0.615	0.308	0.692
Mid	D	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.077
Mid	E	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Low	A	0.000	0.000	0.000	0.538	0.000	0.000	0.000	0.000	0.000	0.000
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Low	D	0.231	0.000	0.000	0.000	0.000	0.000	0.000	0.308	0.077	0.154
Low	E	0.000	0.000	0.000	0.000	0.000	0.077	0.000	0.077	0.077	0.000

Mark Book - traditional

			Type	Assign	Assign	Assign	Exam	Exam	Exam	Exam	Exam												
			Weight	10	10	20	30	10	10	5	5												
			Difficulty	2	5	4	6	7	1	8	2	Overall			Science Inquiry Skills (SIS)			Scientific Understanding (SU)			Communication		
	Name	St Code	Criteria	SU - recall & explanation	SIS - display data	SIS - exp design	SU - recall, explanation	SU - maths	SIS display-interpret data	SIS - exp design, review	Comm	Total weighted	Total avg	Overall grade	SIS weighted	SIS avg	SIS grade	SU weighted	SU avg	SU grade	com weighted	Com avg	Com Grade
	Student 1	10001		7	6	11	7	3	15	10	12	850	9	C+	480	11	B	310	6	D+	60	12	B+
	Student 2	10002		10	9	11	11	6	11	14	14	1050	11	B	490	11	B	490	10	B-	70	14	A
	Student 3	10003		6	8	9	8	5	14	6	8	820	8	C	430	10	B-	350	7	C-	40	8	C
	Student 4	10004		12	11	12	8	8	12	6	14	1010	10	B-	500	11	B	440	9	C+	70	14	A
	Student 5	10005		11	9	1	9	6	10	6	12	740	7	C-	240	5	D	440	9	C+	60	12	B+
	Student 6	10006		5	4	5	7	10	9	6	5	645	6	D+	260	6	D+	360	7	C-	25	5	D
	Student 7	10007		13	8	9	6	8	13	6	12	870	9	C+	420	9	C+	390	8	C	60	12	B+
	Student 8	10008		8	7	8	6	7	6	4	8	680	7	C-	310	7	C-	330	7	C-	40	8	C
	Student 9	10009		0	6	9	9	5	9	8	6	720	7	C-	370	8	C	320	6	D+	30	6	D+
	Student 10	10010		3	3	6	6	6	9	5	6	565	6	D+	265	6	D+	270	5	D	30	6	D+
	Student 11	10011		12	12	13	11	14	13	4	0	1120	11	B	530	12	B+	590	12	B+	0	0	E-
	Student 12	10012		8	8	7	6	5	11	6	15	745	7	C-	360	8	C	310	6	D+	75	15	A+
	Student 13	10013		11	6	7	8	9	9	9	8	815	8	C	335	7	C-	440	9	C+	40	8	C
	Student 14	10014		12	12	13	10	8	7	3	8	1005	10	B-	465	10	B-	500	10	B-	40	8	C
	Student 15	10015		14	11	9	8	4	11	6	12	910	9	C+	430	10	B-	420	8	C	60	12	B+
	Student 16	10016		2	6	3	8	4	3	3	6	495	5	D	165	4	D-	300	6	D+	30	6	D+
	Student 17	10017		8	6	10	5	4	8	6	8	680	7	C-	370	8	C	270	5	D	40	8	C
	Student 18	10018		7	5	7	7	6	11	9	12	745	7	C-	345	8	C	340	7	C-	60	12	B+
	Student 19	10019		14	11	11	10	12	14	6	8	1100	11	B	500	11	B	560	11	B	40	8	C
	Student 20	10020		14	14	14	7	12	14	1	5	1060	11	B	565	13	A-	470	9	C+	25	5	D
	Student 21	10021		11	8	11	9	9	12	6	14	990	10	B-	450	10	B-	470	9	C+	70	14	A
	Student 22	10022		11	9	9	11	14	11	5	6	1015	10	B-	405	9	C+	580	12	B+	30	6	D+
			Count	*22*	*22*	*22*	*22*	*22*	*22*	*22*	*22*	*22*	*22*		*22*	*22*		*22*	*22*		*22*	*22*	
			Average	*9.05*	*8.14*	*8.86*	*8.05*	*7.50*	*10.55*	*6.14*	*9.05*	*846.82*	*8.45*		*394.77*	*8.82*		*406.82*	*8.09*		*45.23*	*9.05*	
			St Dev	*4.01*	*2.83*	*3.24*	*1.79*	*3.25*	*2.92*	*2.71*	*3.85*	*179.94*	*1.87*		*103.37*	*2.34*		*98.87*	*2.09*		*19.24*	*3.85*	
			Median	*10.5*	*8*	*9*	*8*	*6.5*	*11*	*6*	*8*	*835*	*8.5*		*412.5*	*9*		*405*	*8*		*40*	*8*	

MarkBook | MarkBook - Gutman | gradelookup

Mark Book – Guttman

		Type	Exam	Assign	Assign	Exam	Assign	Exam	Exam	Exam	Overall			Science Inquiry Skills (SIS)			Scientific Understanding (SU)			Communication		
		Weight	10	10	20	5	10	30	10	5												
		Difficulty	1	2	3	4	5	6	7	8												
Name	St Code	Criteria	SIS display-interpret data	SU - recall & explanation	SIS - exp design	Comm	SIS - display	SU - recall, explanation	SU - [illegible]	SIS - exp design, review	Total weighted	Total avg	Overall grade	SIS weighted	SIS avg	SIS grade	SU weighted	SU avg	SU grade	com weighted	Com avg	Com Grade
Student 11	10011		13	12	13	0	12	11	14	0	1120	11	B	530	12	B+	590	12	B+	0	0	E-
Student 19	10019		14	14	11	8	11	10	12	6	1100	11	B	500	11	B	560	11	B	40	8	C
Student 20	10020		14	14	14	5	14	7	12	1	1060	11	B	565	13	A-	470	9	C+	25	5	D
Student 2	10002		11	10	11	14	9	11	8	14	1050	11	B	490	11	B	490	10	B-	70	14	A
Student 22	10022		11	11	9	6	9	11	14	5	1015	10	B-	405	9	C+	580	12	B+	30	6	D+
Student 4	10004		12	12	12	14	11	8	8	6	1010	10	B-	500	11	B	440	9	C+	70	14	A
Student 14	10014		7	12	13	8	12	10	8	3	1005	10	B-	465	10	B-	500	10	B-	40	8	C
Student 21	10021		12	11	11	14	8	9	9	6	990	10	B-	450	10	B-	470	9	C+	70	14	A
Student 15	10015		11	14	9	12	11	8	4	6	910	9	C+	430	10	B-	420	8	C	60	12	B+
Student 7	10007		13	13	9	12	8	6	8	6	870	9	C+	420	9	C+	390	8	C	60	12	B+
Student 1	10001		15	7	11	12	6	7	3	10	850	9	C+	480	11	B	310	6	D+	60	12	B+
Student 13	10013		9	11	7	8	6	8	9	9	815	8	C	335	7	C-	440	9	C+	40	8	C
Student 3	10003		14	6	9	8	8	8	5	6	820	8	C	430	10	B-	350	7	C-	40	8	C
Student 12	10012		11	8	7	15	8	6	5	6	745	7	C-	360	8	C	310	6	D+	75	15	A+
Student 18	10018		11	7	7	12	5	7	6	9	745	7	C-	345	8	C	340	7	C-	60	12	B+
Student 5	10005		10	11	[illegible]	12	9	9	6	6	740	7	C-	240	5	D	440	9	C+	60	12	B+
Student 9	10009		9	0	9	6	6	9	5	8	720	7	C-	370	8	C	320	6	D+	30	6	D+
Student 8	10008		6	8	8	8	7	6	7	4	680	7	C-	310	7	C-	330	7	C-	40	8	C
Student 17	10017		8	8	10	8	6	5	4	6	680	7	C-	370	8	C	270	5	D	40	8	C
Student 6	10006		9	9	5	5	4	7	10	6	645	6	D+	260	6	D+	360	7	C-	25	5	D
Student 10	10010		9	3	6	6	3	6	6	5	565	6	D+	265	6	D+	270	5	D	30	6	D+
Student 16	10016		3	2	3	6	6	8	4	3	495	5	D	165	4	D-	300	6	D+	30	6	D+
		Count	*22*	*22*	*22*	*22*	*22*	*22*	*22*	*22*	*22*	*22*		*22*	*22*		*22*	*22*		*22*	*22*	
		Average	*10.55*	*9.05*	*8.86*	*9.05*	*8.14*	*8.05*	*7.50*	*6.14*	*846.82*	*8.45*		*394.77*	*8.82*		*406.82*	*8.09*		*45.23*	*9.05*	
		St Dev	*2.92*	*4.01*	*3.24*	*3.85*	*2.83*	*1.79*	*3.25*	*2.71*	*179.94*	*1.87*		*103.37*	*2.34*		*98.87*	*2.09*		*19.24*	*3.85*	
		Median	*11*	*10.5*	*9*	*8*	*8*	*8*	*6.5*	*6*	*835*	*8.5*		*412.5*	*9*		*405*	*8*		*40*	*8*	

So what is the common scale stuff?

Presented to all staff

XXXX Gold	
Guinness	
Kilkenny	
Pure Blonde	
Carlton Draught	
Duvel	

		Cost ($)
XXXX Gold		$2.60
Guinness		$3.80
Kilkenny		$3.80
Pure Blonde		$3.60
Carlton Draught		$3.10
Duvel		$8.90

		Cost ($)	Volume (mL)
XXXX Gold		$2.60	375
Guinness		$3.80	440
Kilkenny		$3.80	440
Pure Blonde		$3.60	355
Carlton Draught		$3.10	375
Duvel		$8.90	330

		Cost ($)	Volume (mL)	Alcohol (%)
XXXX Gold		$2.60	375	3.5
Guinness		$3.80	440	4.2
Kilkenny		$3.80	440	4.3
Pure Blonde		$3.60	355	4.6
Carlton Draught		$3.10	375	4.6
Duvel		$8.90	330	8.5

		Cost ($)	Volume (mL)	Alcohol (%)	Energy (kJ/100mL)
XXXX Gold		$2.60	375	3.5	120
Guinness		$3.80	440	4.2	149
Kilkenny		$3.80	440	4.3	155
Pure Blonde		$3.60	355	4.6	126
Carlton Draught		$3.10	375	4.6	155
Duvel		$8.90	330	8.5	285

		Cost ($)	Volume (mL)	Alcohol (%)	Energy (kJ/100mL)	Colour (EBC)
XXXX Gold		$2.60	375	3.5	120	30
Guinness		$3.80	440	4.2	149	130
Kilkenny		$3.80	440	4.3	155	85
Pure Blonde		$3.60	355	4.6	126	21
Carlton Draught		$3.10	375	4.6	155	33
Duvel		$8.90	330	8.5	285	28

		Cost ($)	Volume (mL)	Alcohol (%)	Energy (kJ/100mL)	Colour (EBC)	Bitterness (IBU)
XXXX Gold		$2.60	375	3.5	120	30	28
Guinness		$3.80	440	4.2	149	130	52
Kilkenny		$3.80	440	4.3	155	85	38
Pure Blonde		$3.60	355	4.6	126	21	22
Carlton Draught		$3.10	375	4.6	155	33	35
Duvel		$8.90	330	8.5	285	28	18

		Cost ($)	Volume (mL)	Alcohol (%)	Energy (kJ/100mL)	Colour (EBC)	Bitterness (IBU)
XXXX Gold		$2.60	375	3.5	120	30	28
Guinness		$3.80	440	4.2	149	130	52
Kilkenny		$3.80	440	4.3	155	85	38
Pure Blonde		$3.60	355	4.6	126	21	22
Carlton Draught		$3.10	375	4.6	155	33	35
Duvel		$8.90	330	8.5	285	28	18

		Cost ($)	Volume (mL)	Alcohol (%)
XXXX Gold		$2.60	375	3.5
Guinness		$3.80	440	4.2
Kilkenny		$3.80	440	4.3
Pure Blonde		$3.60	355	4.6
Carlton Draught		$3.10	375	4.6
Duvel		$8.90	330	8.5

		Cost ($)	Volume (mL)	Alcohol (%)	Cost (mL alcohol)
XXXX Gold		$2.60	375	3.5	$0.198
Guinness		$3.80	440	4.2	$0.206
Kilkenny		$3.80	440	4.3	$0.208
Pure Blonde		$3.60	355	4.6	$0.220
Carlton Draught		$3.10	375	4.6	$0.179
Duvel		$8.90	330	8.5	$0.317

		Cost ($)	Volume (mL)	Alcohol (%)	Cost (mL alcohol)
XXXX Gold		$2.60	375	3.5	$0.198
Guinness		$3.80	440	4.2	$0.206
Kilkenny		$3.80	440	4.3	$0.208
Pure Blonde		$3.60	355	4.6	$0.220
Carlton Draught		$3.10	375	4.6	$0.179
Duvel		$8.90	330	8.5	$0.317

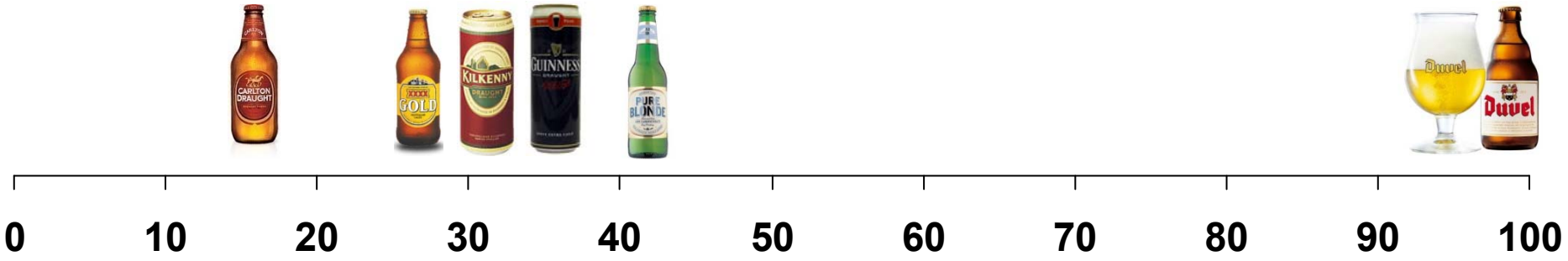
Rank:

0 = $0.15

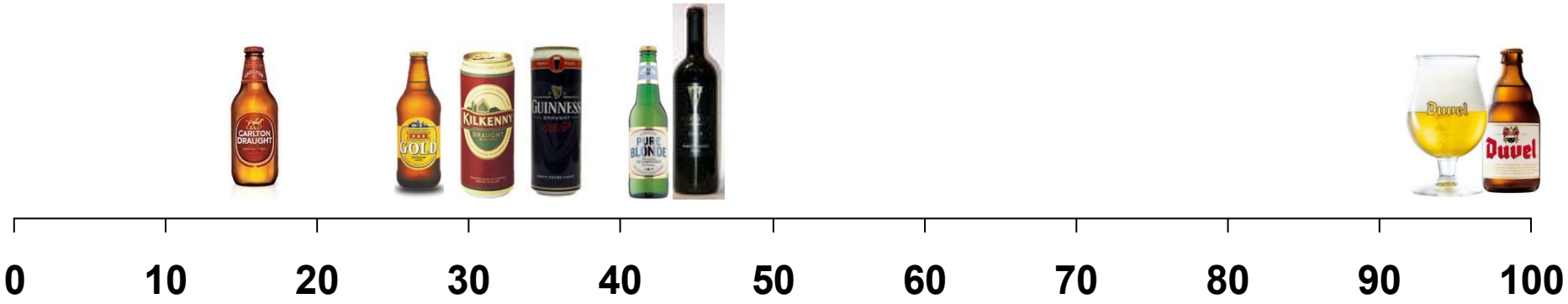
100 = $0.32

		Cost ($)	Volume (mL)	Alcohol (%)	Cost (mL alcohol)	Rank (0-100)
XXXX Gold		$2.60	375	3.5	$0.198	28
Guinness		$3.80	440	4.2	$0.206	33
Kilkenny		$3.80	440	4.3	$0.208	30
Pure Blonde		$3.60	355	4.6	$0.220	41
Carlton Draught		$3.10	375	4.6	$0.179	17
Duvel		$8.90	330	8.5	$0.317	98

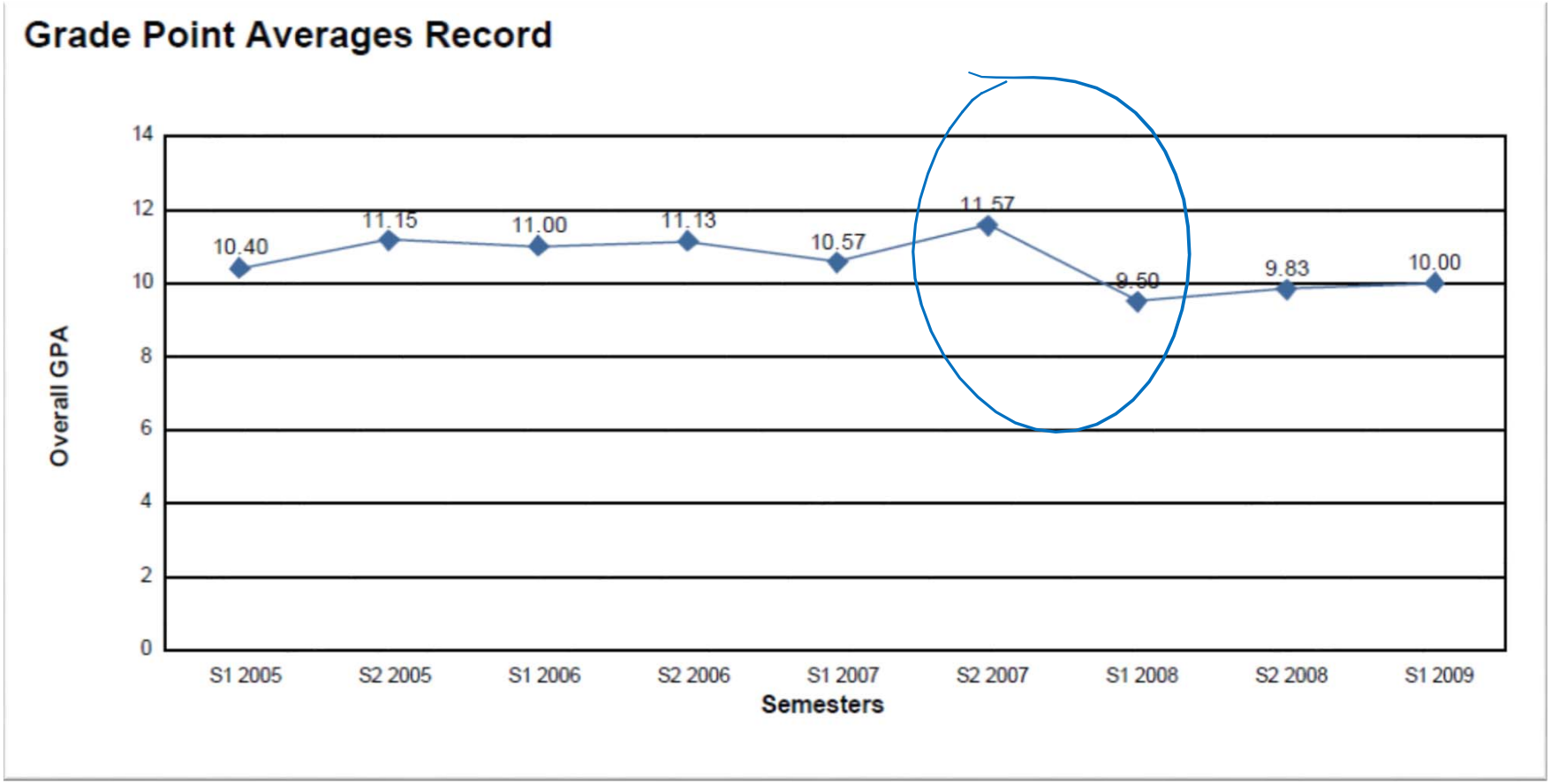
Common Scale
Cost ($/mL 100% alcohol)



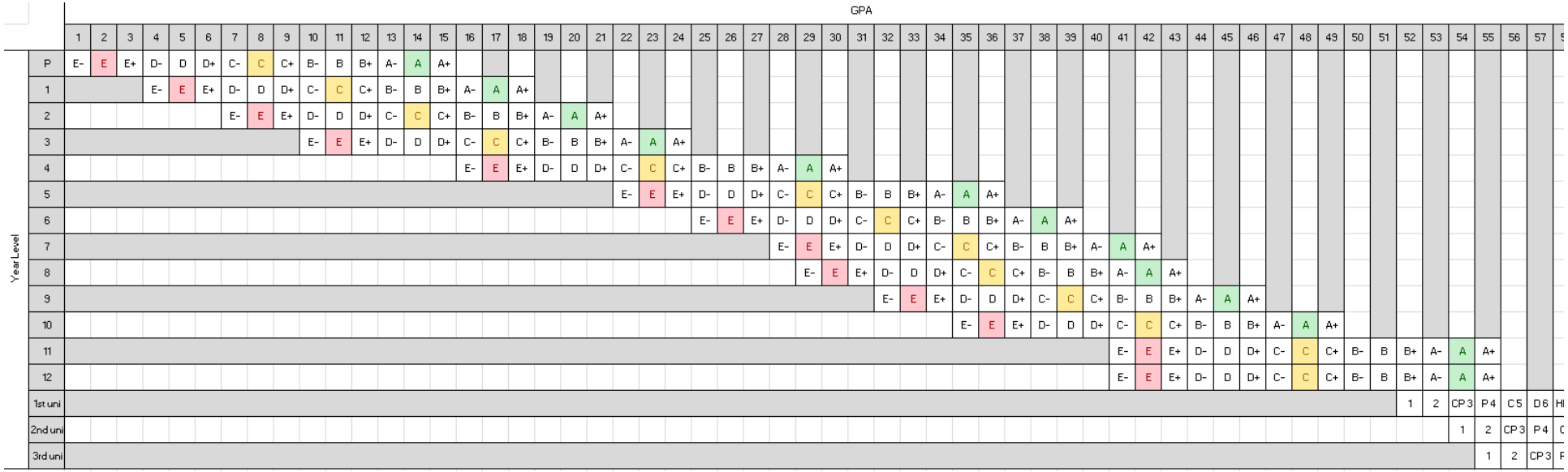
		Cost ($)	Volume (mL)	Alcohol (%)	Cost (mL alcohol)	Rank (0-100)
Stonehorse Mourvedre 2004		$25.90	750	15.5	$0.223	43



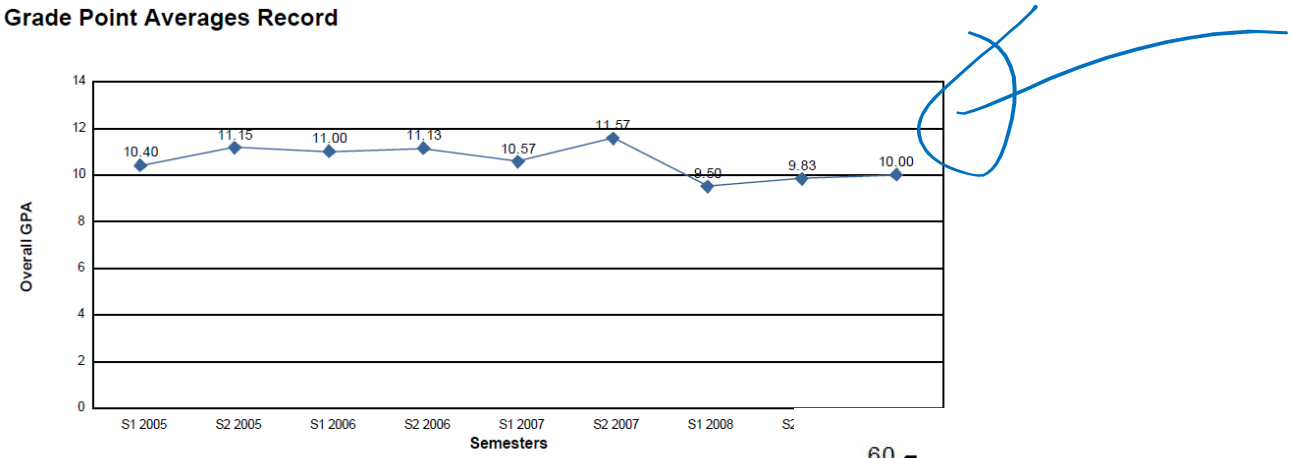
Grade Point Average

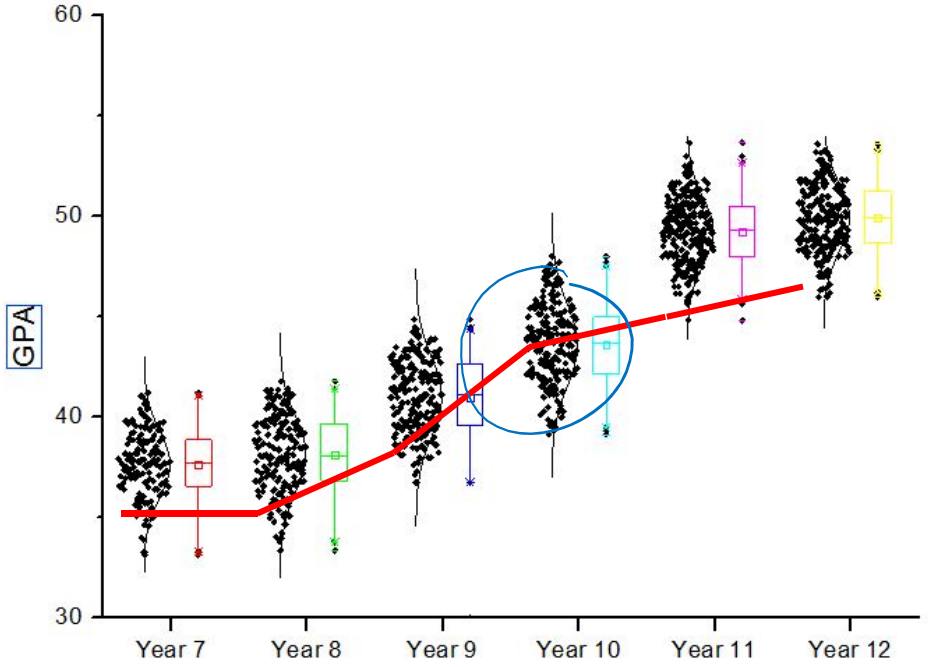


Resulting GPA Common Scale

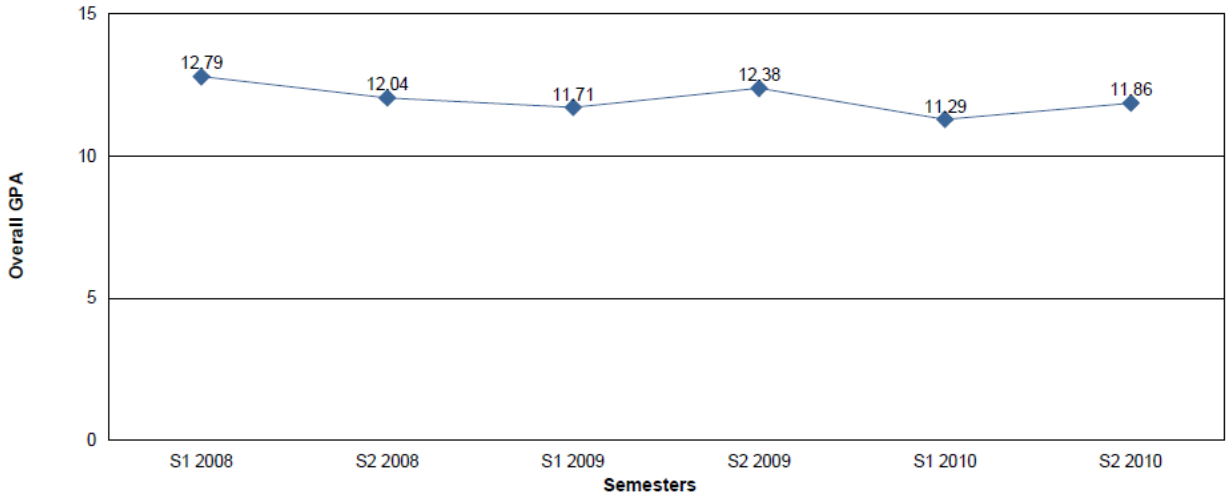


GPA – Before and After



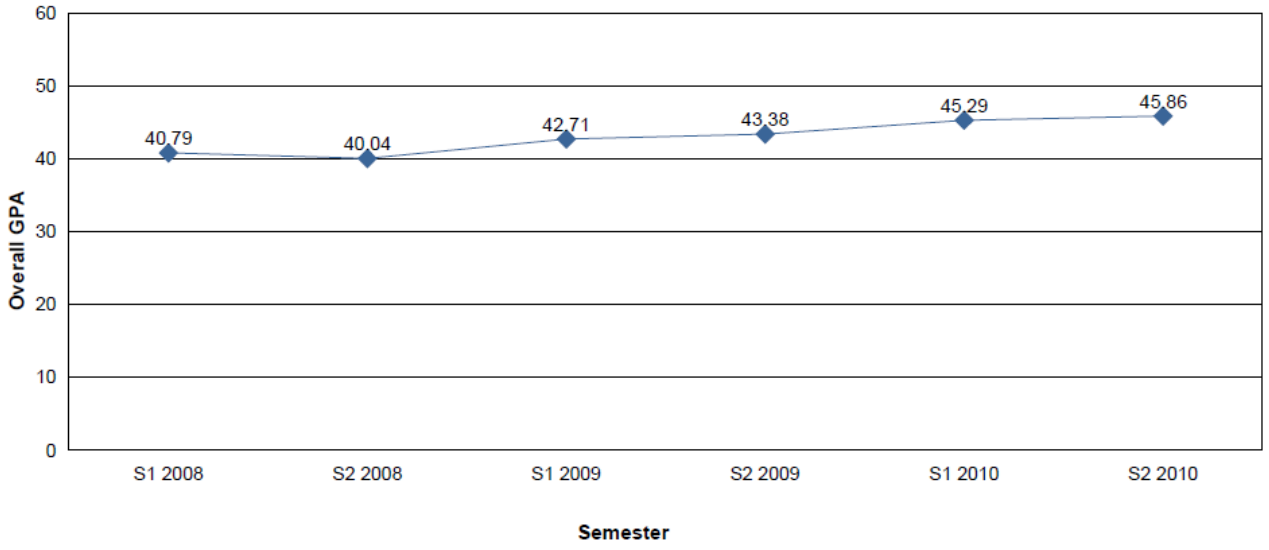


GPA – Before and After

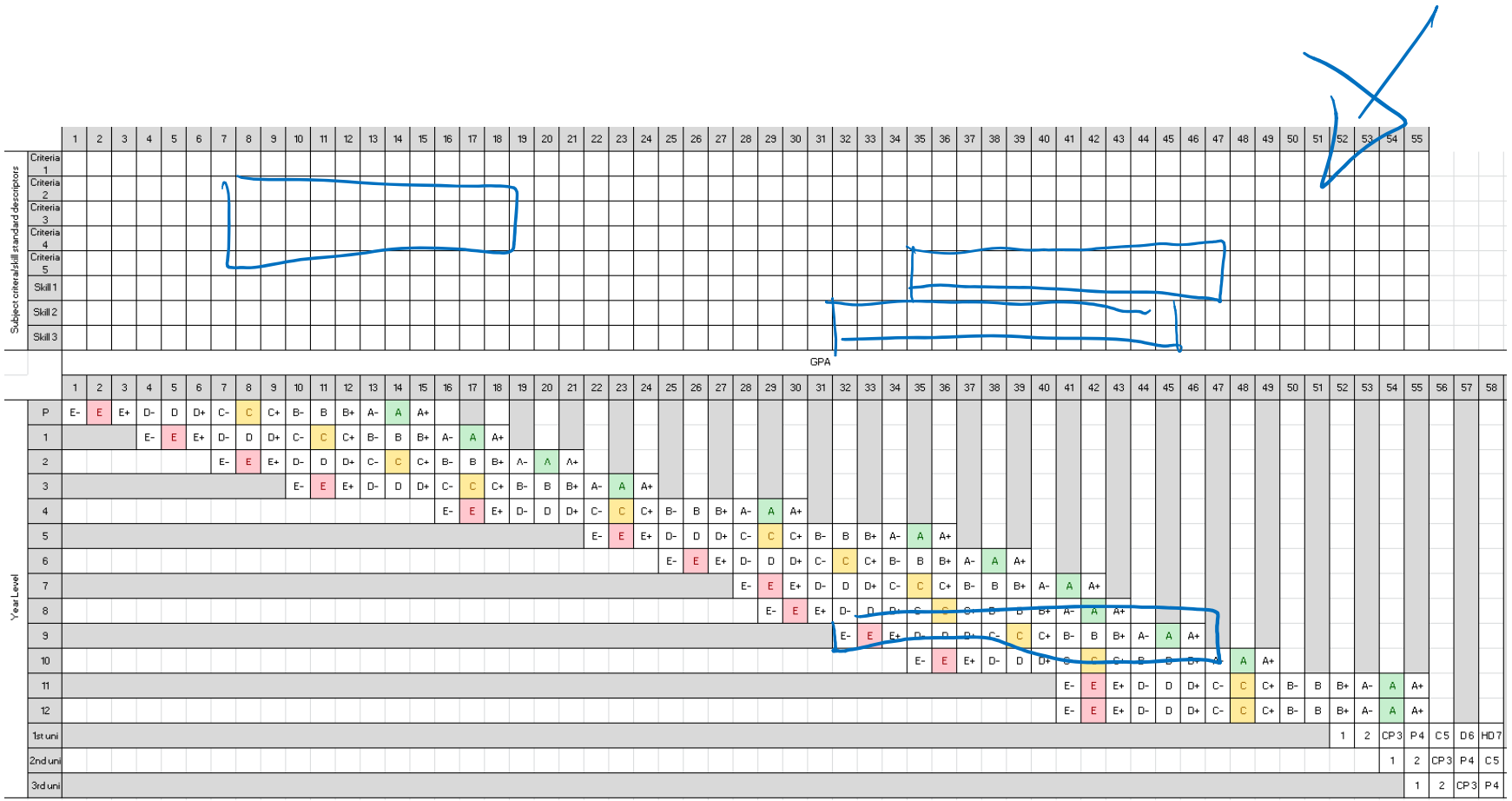


Common Scale Grade Point Average Record

Note: This is the new format of GPA record on a 1 to 55+ scale and will be used for all reports from this point on.



Criteria and skills mapped to common scale



GPA calculator and target setting

Year 11 & 12 GPA Calculator - Target Setting 2012

Name	XXXXXXXXX	St Num	XXXXXXX	Save this file as studentnumber.xlsx, e.g.	12345.xlxs

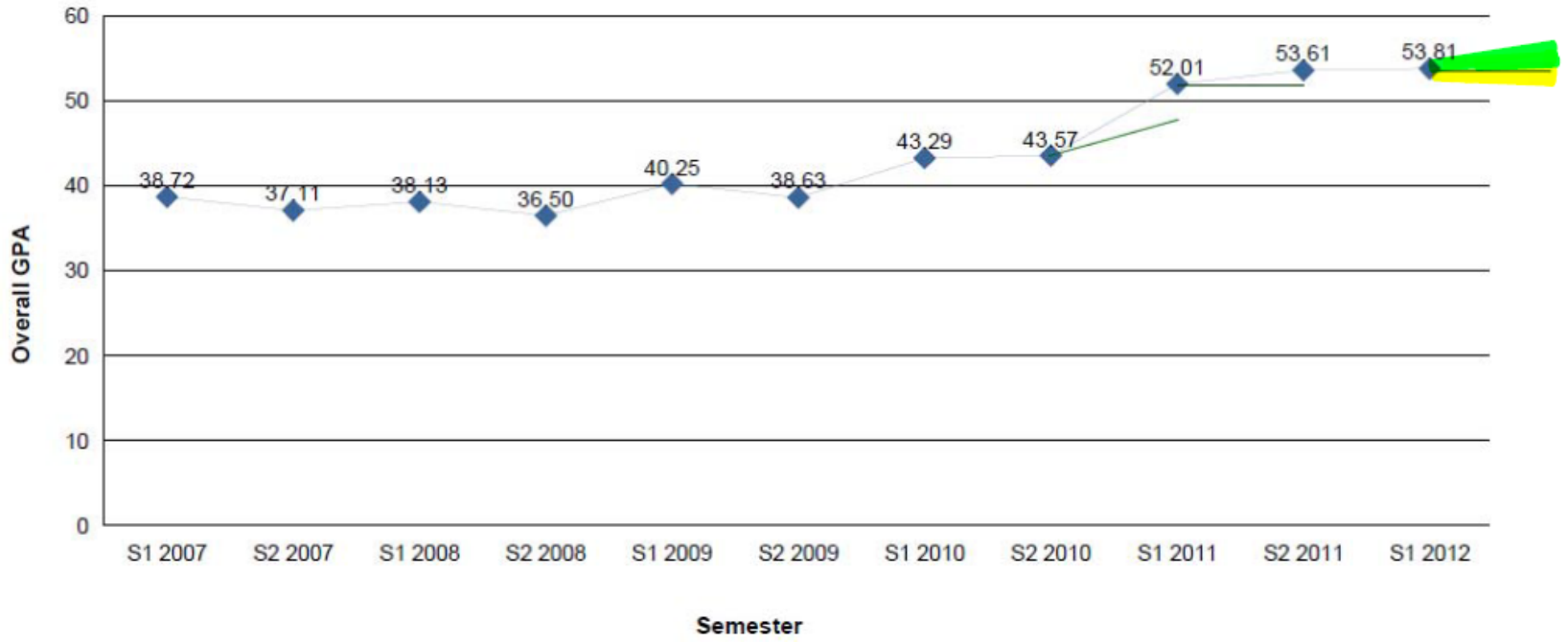
Year 11 &12	Subject name	Periods	GPA weight (W)	Target Grade (A+ to E-)	2011 Grade (A+ to E-)	How are you going to reach this goal?	Weighted score (W x S)	1-15 GPA Score
English	English	5	0.16666667	B+	B	Revise genre carefully before the next written assessment	8.666666667	12
Mathematics	Mathematics	5	0.16666667	B	C+	Focus on MAPS as this is my weekest criteria	8.5	11
Elective 1	Biology	5	0.16666667	A	A	Keep doing the same	9	14
Elective 2	Chemistry	5	0.16666667	A-	B+	Learn the equations and how to use for exams	8.833333333	13
Elective 3	Music	5	0.16666667	B	B-	Practice!!!!!!!	8.5	11
Elective 4	Physical Education	5	0.16666667	B+	B	Ensure I do the written part of the course, not just the exercise bit	8.666666667	12
	TOTAL	30	1				52.17	12.17

Note: Life & Belief, Rec, House Period, Study Period, Assembly and Assembly Study Curriculum Period have contact time but are not graded so are not included in the GPA calculation.

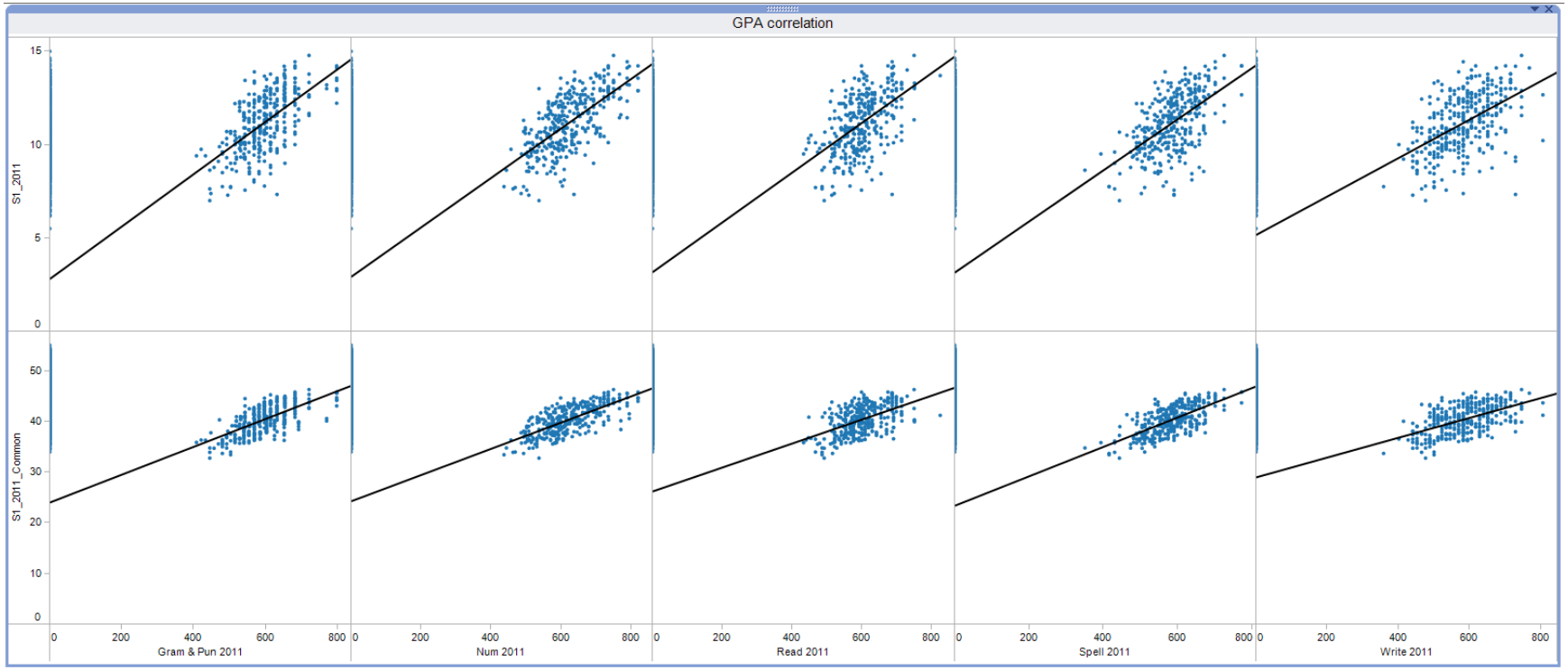
Go and show the survey results
(opens in Excel)

GPA - Forecasting

Common Scale Grade Point Average Record



GPA:NAPLAN correlation



So what's different?

Image from: http://beyondburnoutblog.com/wp-content/uploads/2011/07/time-management.jpg

Brisbane Boys' College AITSL Innovation Project – A Learning Enabled Community

Performance & Development
Professional Learning

Data

The Data Profile Tool has been developed over two years. Staff are now being introduced to it, training videos have been prepared for staff to view and 1:1 support will be provided. The instruction is not only in the use of the tool but in the importance and usefulness of the data that can be accessed by the tool, and specifically how classroom instruction and activities can be changed in response to knowledge and understanding of the student data, creating a more individual and relevant education experience for the students.

Learning Observation (pre)

Two Middle School classes will be followed as their teachers become proficient with the Data Profile Tool. The teachers will be filmed at the beginning of their instruction and then filmed after they have become proficient with the tool. These videos will be assessed by a Critical Friend (another teacher) and by the Director of Professional Learning to see if there has been any change in teacher pedagogy and student involvement in learning.

Reflection

The initial discussion has focussed on refining teaching goals linked to each teacher's Personal Activity Statement. Key elements of discussion have included; how to best use the individual and class data gleaned from the Data Profile Tool, strategies for grouping students to allow for differentiated instruction, and how to best utilise collaborative learning spaces.

Professional Learning Community

The Professional Learning Communities have been set up as a mechanism to support teachers in managing the change required in their teaching process. This process has allowed teachers to de-privatise their practice through open sharing of information in a small "trust-based" group. Although initially facilitated by the Director of Professional Learning, the groups have begun to self-lead through the development of a set of norms. Each PLC has also identified commonalities across their learning and teaching goals.

21 Century Pedagogies

The project is aspirational in terms of improving teacher quality, and builds on long-standing work around teacher use of data. The project aims to create "flipped classrooms" where the content is out-sourced to create greater time for individual feedback and differentiated instruction. This is supported by a Critical Friend and the development of a Professional Learning Plan. Ultimately, the project aims to use data sets to inform pedagogical practice to improve student outcomes (in the context of an ongoing professional reflection and learning model). Specific training in the use of 21 century teaching and learning modalities has been conducted in the context of classrooms that are technologically rich with flexible furniture and design.

Time

Teachers often, and quite rightly, ask "how do we find time?" to implement a new or additional initiative to their teaching practice; this is especially true in subjects that are content crowded. The flipped classroom methodology is a way of "buying class time" for the staff, by delivering some content to the student outside of class time (as homework) and then running a more focussed tutorial time within the classroom, best utilising the teacher's pedagogical expertise at an individual and small group level. In the current innovation, this flipped classroom context is allowing staff to respond to the data they have on students and classes, changing classroom activities and pedagogies as a result of the "bought class time" of one lesson per week.

Augmented Practice

By creating time within the curriculum, teachers are able to augment their practice, utilising flexible teaching spaces in conjunction with 21 century learning modalities, in response to the needs of the students and class. Changes in practice are supported by a variety of Professional Learning experiences including large group PD, small group focussed sessions, PLCs, professional reading and one-on-one discussions. Professional practice is supported and promoted through highlighting excellent practice in the "Inspire" PL magazine.

Learning Observation (post)

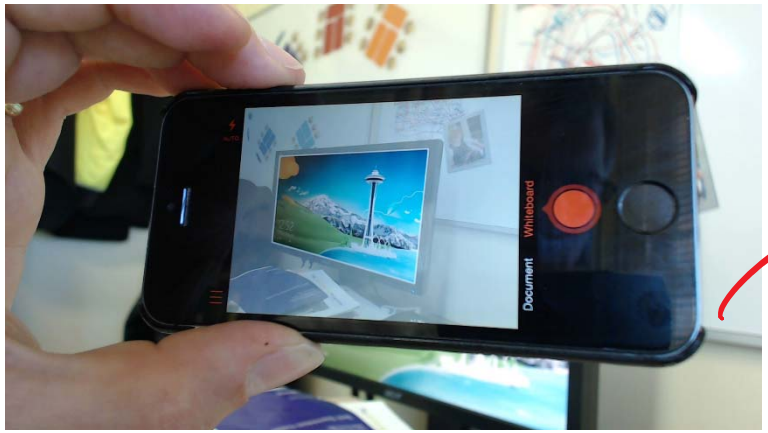
These videos will be assessed by a Critical Friend and by the Director of Professional Learning to see if there has been any change in teacher pedagogy and student involvement in learning. Additionally, a visual metric of teaching and learning modality and classroom use over time will be created, allowing visual comparison of learning changes in the classroom environment. Six students of varying achievement levels from each class will be interviewed on film at the beginning and end of the trial period to assess in their point of view, whether their learning has improved.

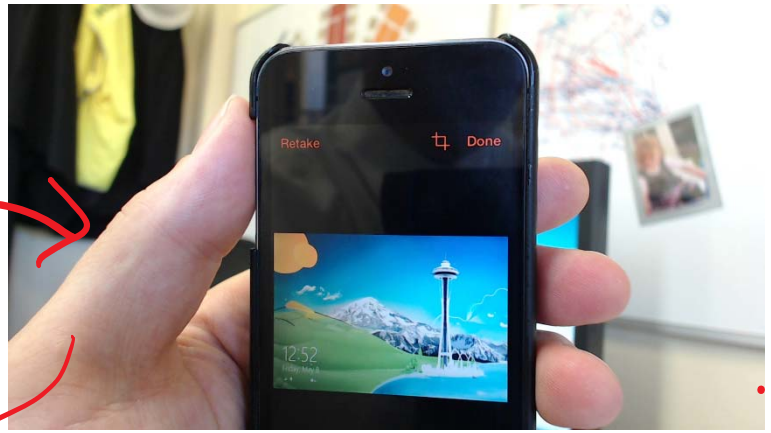
Learning modalities

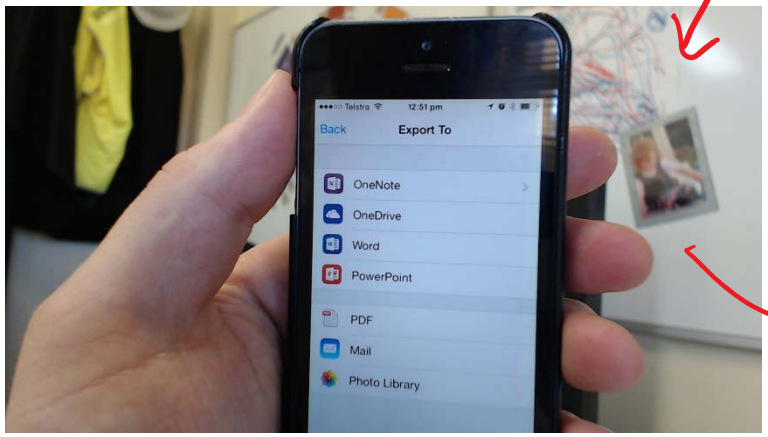
BONUS!

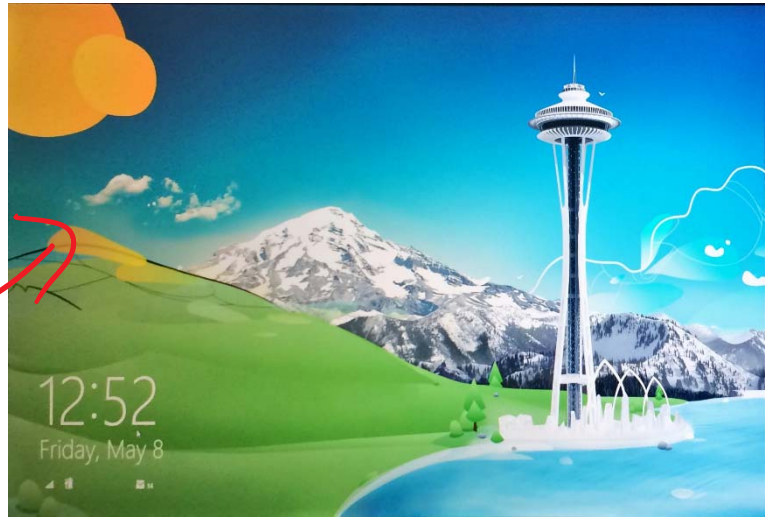
Office Lens

- Windows phone – http://www.windowsphone.com/en-au/store/app/office-lens/
- iOS – https://itunes.apple.com/app/office-lens/id975925059
- Android – http://aka.ms/officelensandroid









BRISBANE BOYS' COLLEGE

Matthew O'Brien
Head of Strategic Planning

mobrien@bbc.qld.edu.au

matthewo_brien

educationstylus.com

bit.ly/YouTubeMOBrien