St Anthony's Primary School
Assessment and Reporting

St Anthony's Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

This section sets out the steps that are taken at St Anthony's to adhere to the rules of the policy and achieve the policy purpose.

Include information about the school's practices and processes.

1. **Methods used to assess student learning progress and achievement**

    1.1. **Formative assessment**

    At the start of the school year, year levels complete a range of formative assessments that inform teaching practices and planning for the year ahead. See Assessment Schedule attached (Appendix 1). Throughout the school year, teams collaboratively plan pre-assessments to inform teaching and learning across all domain areas.

    1.2. **Summative assessment**

At the end of the school year, year levels complete a range of summative assessments that inform teaching practices and planning for the year. See Assessment Schedule attached (Appendix 1). Throughout the school year, teams collaboratively plan post-assessments to track and report teaching and learning across all domain areas.

    1.3. **Students with additional learning needs**

Through the Personalised Learning Plans, goals are set for students with additional needs and tracked by the classroom teachers and Learning Support Officers. For those teachers who need further assessments and data on their student's needs, they are able to use the ABLES curriculum. The Wellbeing Team, including the school psychologist, also do further assessments and intervention programs.

2. **Process for developing assessment tasks**

Students complete assessment tasks mandated by governing bodies. Additionally, whole school formative assessments have been selected by Domain Leaders based on the needs of students and the school. Team Levels, in collaboration with the Domain Leaders, create and modify pre and post assessments to best ensure the students are taught in relation to the curriculum and their needs.

3. **Cycle of review of assessment practices and processes**

At St Anthony's Primary School, we use the Evidence Based Model (Appendix 2) to follow an efficient process to drive continuous improvement in learning and teaching. Data analysis involves identifying desired achievement outcomes, developing essential questions, identifying, collecting and organising relevant data, critically appraising data, choosing and implementing actions, and evaluating the impact on practice and outcomes

    3.1. **Student data**

Student data is collected regularly through formative and summative assessments. Data is collected in templates created by Learning and Teaching Domain leaders and available to all staff. There is a focus on individual student data, as well as collation of large data such as year level or class level data to see trends in learning.

3.2. Identification of data

Addressed in Appendix 2

3.3. Collection of data – cycle, methods, storage, dissemination

Student data is recorded on Google Drive, with de-identifying information, in class levels. Teachers must meet expected deadlines to record data. All previous year's data is archived for reference if needed.

3.4. Analysis of data

Addressed in Appendix 2

3.5. Interpretation of data

Addressed in Appendix 2

3.6. Use of data to inform teaching and assessment practices

The St Anthony's Learning and Teaching Data Cycle (see Appendix 2) explains the use of data collection and analysis.

4. Reporting practices

4.1. Formative assessment

ROLS, Letter ID and Running Record levels are reported to MACS to track student learning.

4.2. Summative assessment

ROLS, Letter ID, PM Benchmark and Running Record levels are reported to MACS to track student learning. Summative assessments are used to generate written reports at the end of Semester 1 and 2.

4.3. Written reports

Written reports are generated by classroom teachers at the end of Semester 1 and Semester 2. These reports include statements of learning relating to the curriculum, as well as a progression point to mark student's achievement to the curriculum.

4.4. Student/teacher/parent conferences

Parent Teacher conferences, where parents meet with the classroom teachers, happen at the end of Semester 1 and Semester 2.

4.5. Students with additional learning needs

Students with additional needs are placed on a Personalised Learning Plan (PLPS). This is written in collaboration with the parents, classroom teachers and the Wellbeing Team. Students are given goals around their areas of need and these are reviewed every 3 weeks. Parents meet with the classroom teachers and Wellbeing Team 2-4 times a year to review and discuss the PLPs. See the St Anthony's PLP Policy (Appendix 3)

5. Personalised Learning Plans

5.1. NCCD data

Behaviour Support plans, Personalised Learning Plans, play schedules and Individual reward charts are all part of the data we collect and assess for NCCD data.

5.2. Participation in national testing programs such as NAPLAN, PISA

Year 3 and Year 5 students take part in the NAPLAN testing program, sometime before the NAPLAN testing, parents of NCCD students during the PSG process, NAPLAN and their child's participation and wellbeing is discussed. Students on NCCD have the option of sitting NAPLAN as standard or sitting NAPLAN with some adjustments according to the outlines by ACER. At a parent's request only, students can be excluded from sitting the NAPLAN test.

6. Senior secondary assessment and reporting policies, procedures and practices

Not applicable at St Anthony's.

2021 Assessment Schedule

Foundation	Term 1	Term 2	Term 3	Term 4
Ongoing	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts
Week 1 2 days Testing 8:30 - 3:20 Full Day Half Class Either Thursday or Friday	**Literacy** 1. ROL 2. Begin Running Records *3. Letter ID* **Numeracy** 1. ENRP (Counting) 2. ENRP (Place Value)		**Numeracy** 1. ENRP (Counting) 2. ENRP (Place Value) **Wellbeing** NCCD Summary Sheet	**Literacy** 1. *Letter ID* 2. Alpha Assess (decoding only) **Numeracy** Essential Assessment - all Number and Algebra (paper) D-F Questions: Q 1-9 All students Q 10-19: Further Testing
Week 2	**Literacy** 1. Continue Running Records 2. Whole Class Writing Sample **Numeracy** Essential Assessment - all Number and Algebra (paper) D-F Questions: Q 1-9 All students Q 10-19: Further Testing		**Literacy** 1. Running Records **Numeracy** 1. ENRP (Counting) 2. ENRP (Place Value)	**Literacy** 1. *Letter ID* 2. Alpha Assess (decoding only) 3. ROLs 4. Writing Sample **Numeracy** Essential Assessment - all Number and Algebra (paper) D-F Questions: Q 1-9 All students Q 10-19: Further Testing
Week 3	**Literacy** 1. Continue Running Records **Numeracy** 1. Continue ENRP **Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Literacy** *1.* Alpha Assess (decoding only) e **Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 4 - Week 5	**Literacy** 1. Continue Running Records **Numeracy** 1. Continue ENRP			
Week 6		**Wellbeing** Complete ABLES assessment	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 7		**Report Statements Due**		**Report Statements Due**
Week 8	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG
Week 9-11				

2021 Assessment Schedule

Year 1	Term 1	Term 2	Term 3	Term 4
Ongoing	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts
Week 1 2 days Testing 8:30 - 3:20 Full Day Half Class Either Thursday or Friday	**Literacy** 1. ROL 2. Begin Running Records *3. Letter ID* **Numeracy** 1. ENRP (Counting) 2. ENRP (Place Value)		**Literacy** 1. Whole Class PSI 2. ROLs (dependant) **Numeracy** 1. ENRP (Counting) 2. ENRP (Place Value) **Wellbeing** NCCD Summary Sheet	**Literacy** 1. *Letter ID* (dependant) 2. Alpha Assess (decoding only) **Numeracy** Essential Assessment - all Number and Algebra (paper) D-F Questions: Q 1-9 All students Q 10-19: Further Testing
Week 2	**Literacy** 1. Continue Running Records 2. Whole Class Writing Sample 3. Whole Class PSI **Numeracy** 1.Essential Assessment - all 2. Number and Algebra (paper) 0.5-1 (all students)	**Literacy** 1. Writing Samples	**Literacy** 1.Writing Sample	**Literacy** 1. Alpha Assess (decoding only) 2. Writing Sample **Numeracy** 1.Essential Assessment - all 2. Number and Algebra (paper)
Week 3	**Literacy** 1. Continue Running Records **Numeracy** 1. Continue ENRP **Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Literacy** *1.* Alpha Assess (decoding only) **Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 4 - Week 5				**Literacy** *1.* Alpha Assess (decoding only)
Week 6		**Wellbeing** Complete ABLES assessment	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 7		**Report Statements Due**		**Report Statements Due**
Week 8	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG
Week 9-11				

2021 Assessment Schedule

Year 2	Term 1	Term 2	Term 3	Term 4
Ongoing	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts
Week 1 2 days Testing 8:30 - 3:20 Full Day Half Class Either Thursday or Friday	**Literacy** 1. PAT-R 2. Begin Running Records 3. ROLs (dependant) **Numeracy** 1. ENRP (Counting) 2. ENRP (Place Value) 3. Essential Assessment- Number & Algebra		**Literacy** 1. Whole Class PSI 2. ROLs (dependant) **Numeracy** 1. ENRP (Counting) 2. ENRP (Place Value) **Wellbeing** NCCD Summary Sheet	**Literacy** 1. Alpha Assess (decoding only) **Numeracy** Essential Assessment - General All X3
Week 2	**Literacy** 1. Continue Running Records 2. Whole Class Writing Sample 3. Whole Class PSI 4. Re-Test PAT-R if needed **Numeracy** 1.Essential Assessment - all 2. Number and Algebra (paper) 0.5-1 (all students)	**Literacy** 1. Writing Sample	**Literacy** 1. PAT- R 2. Writing Sample	**Literacy** 1. Alpha Assess (decoding only) 2. Writing Sample **Numeracy** 1. Essential Assessment - General All X3
Week 3	**Literacy** 1. Continue Running Records **Numeracy** 1. Continue ENRP **Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Literacy** 1. Alpha Assess (decoding only) **Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 4 - Week 5				**Literacy** 1. Alpha Assess (decoding only)
Week 6		**Wellbeing** Complete ABLES assessment	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 7		**Report Statements Due**		**Report Statements Due**
Week 8	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG
Week 9-11				

2021 Assessment Schedule

| Year 3	Term 1	Term 2	Term 3	Term 4
Ongoing	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts
Week 1 2 days Testing 8:30 - 3:20 Full Day Half Class Either Thursday or Friday	**Literacy** 1. PAT-R 2. Begin Running Records *3. ESI* **Numeracy** 1. ENRP (Multiplication & Division) 2. ENRP (Place Value) 3. Essential Assessment- Number & Algebra		**Literacy** 1. Whole Class ESI **Numeracy** 1. ENRP (Multiplication & Division) 2. ENRP (Place Value) **Wellbeing** NCCD Summary Sheet	**Literacy** **Numeracy** Essential Assessment - General All X3
Week 2	**Literacy** 1. Continue Running Records 2. Whole Class Writing Sample 3. Whole Class ESI (if required) 4. Re-Test PAT-R if needed **Numeracy** 1.Essential Assessment -General all Measurement & Geometry and Statistics & Probability	**Literacy** 1. Writing Sample	**Literacy** 1. PAT- R 2. Writing Sample	**Literacy** 1. Writing Sample **Numeracy** 1. Essential Assessment - General All X3
Week 3	**Literacy** 1. Continue Running Records **Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Literacy** **Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 4 - Week 5				**Literacy**
Week 6		**Wellbeing** Complete ABLES assessment	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 7		**Report Statements Due**		**Report Statements Due**
Week 8	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG
Week 9-11				

2021 Assessment Schedule

Year 4	Term 1	Term 2	Term 3	Term 4
Ongoing	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts
Week 1 2 days Testing 8:30 - 3:20 Full Day Half Class Either Thursday or Friday	**Literacy** 1. PAT-R 2. Begin Running Records *3.* ESI **Numeracy** 1. ENRP (Multiplication & Division) 2. ENRP (Place Value) 3. Essential Assessment- Number & Algebra		**Literacy** 1. Whole Class ESI **Numeracy** 1. ENRP (Multiplication & Division) 2. ENRP (Place Value) **Wellbeing** NCCD Summary Sheet	**Literacy** **Numeracy** Essential Assessment - General All X3
Week 2	**Literacy** 1. Continue Running Records 2. Whole Class Writing Sample 3. Whole Class ESI (if required) 4. Re-Test PAT-R if needed **Numeracy** 1.Essential Assessment -General all Measurement & Geometry and Statistics & Probability	**Literacy** 1. Writing Sample	**Literacy** 1. PAT- R 2. Writing Sample	**Literacy** 1. Writing Sample **Numeracy** 1. Essential Assessment - General All X3
Week 3	**Literacy** 1. Continue Running Records **Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Literacy** **Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 4 - **Week 5**				**Literacy**
Week 6		**Wellbeing** Complete ABLES assessment	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 7		**Report Statements Due**		**Report Statements Due**
Week 8	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG
Week 9-11				

2021 Assessment Schedule

Year 5	Term 1	Term 2	Term 3	Term 4
Ongoing	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts
Week 1 2 days Testing 8:30 - 3:20 Full Day Half Class Either Thursday or Friday	**Literacy** 1. PAT-R 2. Begin Running Records 3. USI **Numeracy** 1. ENRP (Fractions & Decimals) 2. ENRP (Place Value) 3. Essential Assessment- Number & Algebra		**Literacy** 1. Whole Class ESI **Numeracy** 1. ENRP (Fractions & Decimals) 2. ENRP (Place Value) **Wellbeing** NCCD Summary Sheet	**Literacy** **Numeracy** Essential Assessment - General All X3
Week 2	**Literacy** 1. Continue Running Records 2. Whole Class Writing Sample 3. Whole Class USI (if required) 4. Re-Test PAT-R if needed **Numeracy** 1.Essential Assessment -General all Measurement & Geometry and Statistics & Probability	**Literacy** 1. Writing Sample	**Literacy** 1. PAT- R 2. Writing Sample **Numeracy (continuation)** 1. ENRP (Fractions & Decimals) 2. ENRP (Place Value)	**Literacy** 1. Writing Sample **Numeracy** 1. Essential Assessment - General All X3
Week 3	**Literacy** 1. Continue Running Records **Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Literacy** **Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 4 - Week 5				**Literacy**
Week 6		**Wellbeing** Complete ABLES assessment	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 7		**Report Statements Due**		**Report Statements Due**
Week 8	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG
Week 9-11				

2021 Assessment Schedule

Year 6	Term 1	Term 2	Term 3	Term 4
Ongoing	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts	Informal running records Guided reading notes Growth data charts
Week 1 2 days Testing 8:30 - 3:20 Full Day Half Class Either Thursday or Friday	**Literacy** 1. PAT-R 2. Begin Running Records *3.* USI **Numeracy** 1. ENRP (Fractions & Decimals) 2. ENRP (Place Value) 3. Essential Assessment- Number & Algebra		**Literacy** 1. Whole Class ESI **Numeracy** 1. ENRP (Fractions & Decimals) 2. ENRP (Place Value) **Wellbeing** NCCD Summary Sheet	**Literacy** **Numeracy** Essential Assessment - General All X3
Week 2	**Literacy** 1. Continue Running Records 2. Whole Class Writing Sample 3. Whole Class USI (if required) 4. Re-Test PAT-R if needed **Numeracy** 1.Essential Assessment -General all Measurement & Geometry and Statistics & Probability	**Literacy** 1. Writing Sample	**Literacy** 1. PAT- R 2. Writing Sample **Numeracy (continuation)** 1. ENRP (Fractions & Decimals) 2. ENRP (Place Value)	**Literacy** 1. Writing Sample **Numeracy** 1. Essential Assessment - General All X3
Week 3	**Literacy** 1. Continue Running Records **Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Literacy** **Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 4 - Week 5				**Literacy**
Week 6		**Wellbeing** Complete ABLES assessment	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)	**Wellbeing** 1. Establish PLP goals (NCCD adjustments)
Week 7		**Report Statements Due**		**Report Statements Due**
Week 8	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG	**Wellbeing** 1. Revisit PLP goals (NCCD adjustments) - in PSG
Week 9-11				

St Anthony's Evidence Based Model - Using data to inform LEARNING AND TEACHING

At St Anthony's Primary School, we use the Evidence Based Model to follow an efficient process to drive continuous improvement in learning and teaching.

Data analysis involves identifying desired achievement **outcomes**, developing essential **questions**, identifying, collecting and organising **relevant data**, critically **appraise** data, choosing and implementing **actions**, and evaluating the **impact** on practice and outcomes.
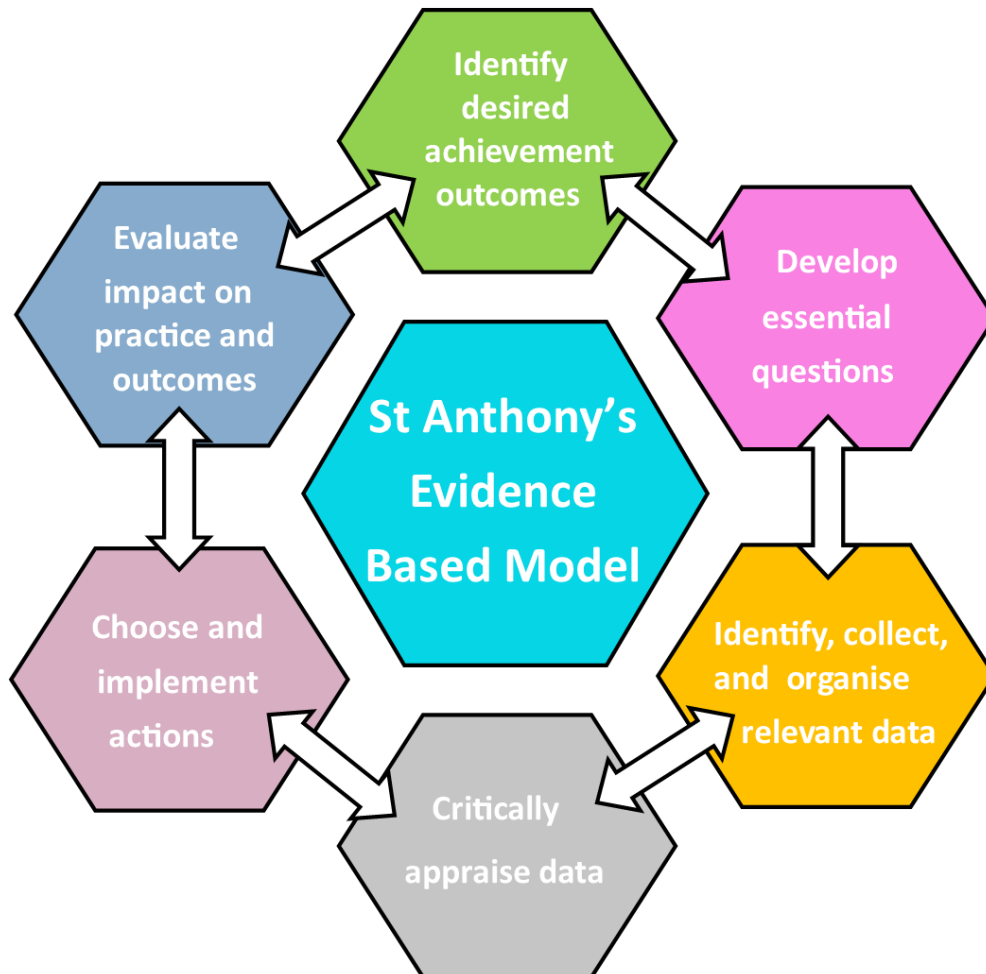
Rationale
At St Anthony's Primary School, we ensure that the decisions we make are driven by evidence-based data to ensure improved outcomes in Learning and Teaching.
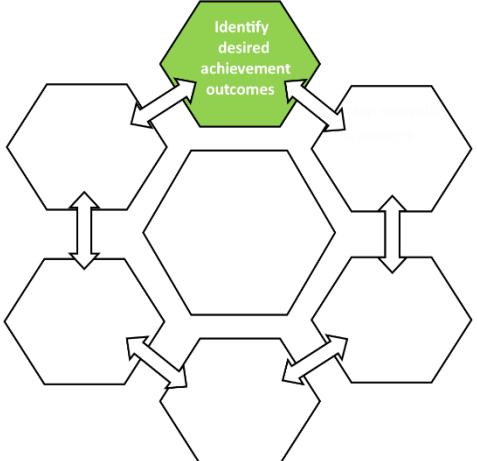
At St Anthony's we use Learning and Teaching data effectively to:
- inform our teaching
- improve teacher pedagogy
- improve student progress and growth
- assist with differentiating the curriculum
- identify trends and patterns in data at a student, classroom, year and school level
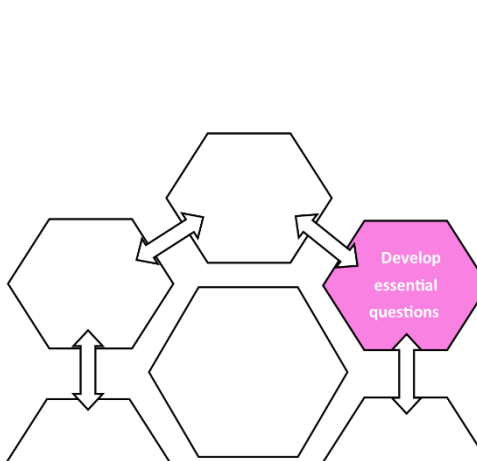
Evidence Based Model

Process What do I do?	Contributing Questions *What do I ask of the data?*	Classroom Application *What do I ask as a Teacher/Leader?*
Identify desired outcomes		
	What evidence do you have to support the collection of data? Why is there a need for this action?	What do I want my students to achieve/improve? What do I want to achieve/improve? How will this help teachers to cater for the learning needs of their students?
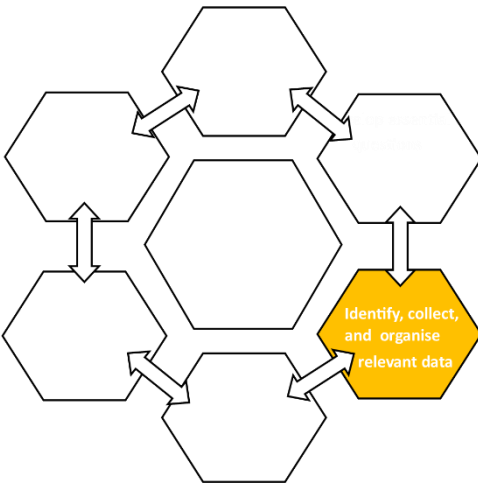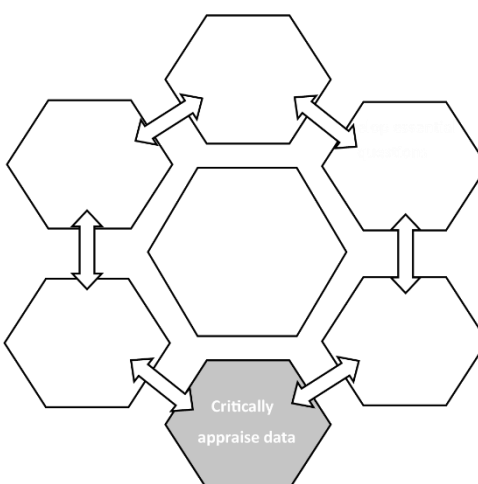
Develop essential questions		
	Which are the best tools/sources to use to gather the required data? How long will it take to collect enough data to see patterns and trends to evaluate the effectiveness of the action? How will this inform and improve learning and teaching? What research/evidence is there that proves the success of this initiative? What obstacles may hinder the implementation and success of these initiatives?	How am I going to get the school onboard to use this initiative? How am I going to drive this? What professional development needs to take place to upskill all staff? What resources are required to implement this initiative? What are my students'... • current achievement levels? • past reports, assessments and anecdotal notes? • benchmark of achievements? What is my current level of understanding... • of the assessment? • of my teaching pedagogy? • the process of the assessment?

Identify, collect and organise **relevant data**

How do I access this tool/initiative?

What level(s) needs to be allocated to the students?

Where does this need to be stored/saved?

Who is involved in this process?

Identify

Who would benefit from this tool/initiative?

Who will lead the tool/initiative?

Collect

When, where and how will I collect this data?

Organise

How do I collate the data? Is there a template/program?

How will I display/organise the data?
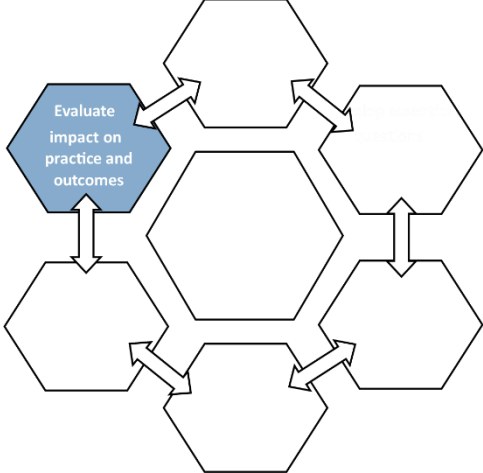
Critically **Appraise** Data

Is this quality data?

What are the data telling me?

Does this align with what I already know?

What patterns and trends have emerged from the data? (individual, small group, classroom, year level, whole school)

Which pattern in the data is most significant for the school? (individual, small group, classroom, year level, whole school)

Has this been explicitly taught in class or previously addressed?

What doesn't the data tell us?

When will I critically appraise the data?

Who will I meet with to critically appraise the data?

What is this data telling me about this student and/or class?

Does this align with what I already know?

How does the data compare to other relevant data? (other students, other grade within the same year level, other year levels, State and National data)

What are the patterns?

Are there any irregularities?

Will I need to administer additional diagnostic measures?

Are there gaps in the data?

Choose and Implement **Actions**

Is the evidence strong enough to warrant a modification of current teaching and learning?	How do I use the data to inform my teaching?
What steps do I need to take with this new data?	What alterations need to be made to the unit planner/work program? Can these changes be made immediately?
What time frame will I need to achieve this?	Will I need to change my pedagogy?
	Is there any professional learning I need to undertake?
	Is leadership support needed?
	Does this data support student intervention?

Evaluate **impact** on practice and outcomes

Were the targets met?	Did the changes made to teaching affect student outcomes? If so, how?
Is the data showing success?	Is this what I was expecting?
Where to from here?	What have I learned from this data cycle?
	Has this new data changed my teaching focus?
	What would I do differently next time?