DATA 4 IMPACT

THEO PAPAZOGLOV

KIRSTY GEBERT

Completed the Data 4 Educators program with DfE 2022 – 2023

Completed PowerBi training

Love networking with likeminded colleagues

Empowering others to engage with data

ASSESSMENT ACTIVITY 1

Theo Papazoglov

Grade this piece of work

What grade would you give this?

Why?

Now – have another look

What grade would you give this now?

Do we have a consistent approach to assessment?

WHAT GRADE WOULD YOU GIVE PART 1?

Assessment criteria	An "A" grade means:	A "B" grade means:	A "C" grade means:	A "D" grade means:	An "E" grade means:	Not Assessed Yet	No Evidence P...
Part 1 Question Analysis	Student was able to identify reasonable survey questions as well as the validity of data collected from the question. Also provided reasoning, when identifying specific issues with inappropriate questions for example type of data and relevance of data.	Student was able to identify a reasonable survey questions and was able to identify the validity of the data. Also provided reasoning in identifying specific issues with inappropriate questions.	Student was able to identify a reasonable survey questions with some valid reasoning.	Student was able to identify a reasonable survey question with limited reasoning.	Student was able to identify a reasonable survey question with no reasoning.		
Data Types			Student could Identify all the data types for the survey questions	Student could Identify some of the data types for the survey questions	Student could Identify limited data types for the survey questions		

Checkpoint 1: What makes a good question?
- We need to decide which of the following questions should be included in our survey.
- Discuss each possible survey question listed below and record your answers in the table.
- The first one has been done as an example.

Survey Question	What type of data will this question give us? Discrete, Continuous, Categorical	Example of possible responses:	How will this data help us make a decision? Explain	Should the question be included in the survey Yes or No
What's the name of the first street you lived on?	categorical	Terry st Rose st	It won't be useful because knowing the name of a persons street isn't relevant to the legal voting age.	Should it be put in: No Is it ethical: No
What's your age?	discrete	14	it could used so we know what age group are giving the same answers and what aren't, for example most children between 12 and 18 might say it should be legal since kids these days want everything without thinking twice whilst most mature adults would choose illegal because of the children's immaturity and them not knowing what's right and wrong and also who to and not to vote for. This is an unethical question because keeping your age off the internet is key ecspecailly if your a kid.	yes no
What's your pets first name?	categorial	Coal Eva	No it isn't because it absolutely no relevance to the question. This is unethical because many people have passwords based on this question	no no
How many minutes do you spend on homework each night?	continuous	82.30 min	perhaps it could in other surveys but in this one it wouldn't because the amount spare time you have won't help in this context. This is ethical but some people like to keep this private because they may feel stupid or lazy spending hours on their homework	no Yes
What's your mother's maiden name?	categorial	Mary Holden	Knowing your mothers first name before she was married has 0% relevance to the question, asking the public 'Should the Compulsory Voting Age Should be Lowered to 14?'. This is unethical because your asking for someone's last name without their permission	no no
What time do you wake up?	discrete	8:00am		no
Are you adopted?	categorical	no	knowing whether or not family's have children from their own blood does not help in a survey where we want to know if children and adults think its ok for children to able to vote. This unethical because most people would probably be embaressed if this was let out public	no no
How often do you exercise or play sport after school during the week?	discrete	30min	Exercise is either a habit, hobby or forced activity that has nothing to do with the child right to vote for Primeminister. This is ethical because it's just a number that kids may even tell their friends with. But then again children are a little embaressed by this question if they didn't	No yes

WHAT GRADE WOULD YOU GIVE PART 2?

Assessment criteria	An "A" grade means:	A "B" grade means:	A "C" grade means:	A "D" grade means:	An "E" grade means:	Not Assessed Yet	No Evidence Pr...
Part 1 Question Analysis	Student was able to identify reasonable survey questions as well as the validity of data collected from the question. Also provided reasoning, when identifying specific issues with inappropriate questions for example type of data and relevance of data.	Student was able to identify a reasonable survey questions and was able to identify the validity of the data. Also provided reasoning in identifying specific issues with inappropriate questions.	Student was able to identify a reasonable survey questions with some valid reasoning.	Student was able to identify a reasonable survey question with limited reasoning.	Student was able to identify a reasonable survey question with no reasoning.		
Data Types			Student could Identify all the data types for the survey questions	Student could Identify some of the data types for the survey questions	Student could Identify limited data types for the survey questions		

TOOLS AND ACTIVITIES

Data 4 Educators taught us to centre our data conversation around 3 key questions

Always look at data without judgement

OUR DATA CONVERSATIONS ALWAYS START WITH…

We always look at data without judgement.

We may question, we may notice, we may wonder – but we don't judge.

We aim to explore reasons for patterns in the data, and question "what, if anything, might we do to have a positive impact from here for our learners and teachers."

Kirsty & Theo

Assessment Data
Unpacking Data

We always look at data without judgement. We may question, we may notice, we may wonder – but we don't judge. We aim to explore reasons for patterns in the data, and question "what, if anything, might we do to have a positive impact from here for our learners and teachers."

Data Information

Term		Week	
Year Level/s		Learning Area	
Assessment		Number of students	
What is the Data being reviewed:			

General information

% of students with N grades	% of students with D and E Grades	% of Students with C grades	% of studen... grades

FYI: 2023, Year 12 Results 100% students above a C and 75% of students in the A and B...

Step 1: What Can you see in the data?

How does student achievement A- C data compare to other areas of the school? What ... achieving best in and what ones are the achieving worst in?
Are there areas of the data that stand out? E.g. year level, learning area demographic?
Are there areas of the data that appear stronger or weaker? If so where do you notice th...
Are there any noticeable trends across year levels demographics or classes?

Template with
- instructions for locating and filtering the data
- a place to write what they are noticing

High Quality Learning & Teaching Framework
Effective Teaching

Learning Area: _____

R our students ON T...
Unpacking our Term 1 Progress ...

Our teachers used the following criteria to determine if students were On T...

Descriptors may include:	On track	Needs improvement
Attendance	No concerns	Missed some lessons and k... learning
Engagement in class	Always engaged and on task Completing set class work	On task, but requires prom... Sometimes completing clas...
Progress Checkpoint	Progress checkpoints met	Progress checkpoint not me... evidence submitted late
Achievement	Evidence of learning meets the standard expected C+ or better	Evidence of learning to dat... achievement at (C / C-)
Seeking assistance	Seeks advice regarding class / assessment work	Needs to seek out teacher ...
Independent study	independent study skills, being proactive.	more independent study/ h... required

We always look at data without judgement. We may question, we may notic... judge. We aim to explore reasons for patterns in the data, and question "wh... a positive impact from here for our learners and teachers."

Look at your Learning Area data on the Year 7-12 Progress Report

Prompt	What I am noticing	What I am wonder...
% of students On Track Needs Improvement Not on Track		
% of students In comparison to whole school data		
% of students		
Filter by year level Are there any significant		

High Quality Learning & Teaching Framework
Effective Teaching

Learning Area: _____
Unpacking our Semester 1 Report Data

We always look at data without judgement. We may question, we may notice, we may wonder – but we don't judge. We aim to explore reasons for patterns in the data, and question "what, if anything, might we do to have a positive impact from here for our learners and teachers."

Look at your Learning Area data on the Year 7-12 Semester 1 Report data

Prompt	What I am noticing Be specific, note data points, percentages to refer back to	What I am wondering What was I expecting to see? What am I surprised about?	Talking Points / Actions with my team What might by suggestions for intervention / improvement?
Report data - Grade Distribution Filter by your year learning area			
% of students A+ A A- No Result			
% of students Observation in comparison to whole school data			
Prompt	What I am noticing Be specific, note data points, per... to refer back to		
ABC and DEN Filter by your learning area and then by year level Year 07 Are there any significant differences -in - A grades? - Gender - N grades			

Knowing our learners   Class:
In Daymap: Navigate to a Class Roll

Student Name	Daymap indicators Aboriginal Inclusive Ed Medical Custody International EALD	Does the student have a OnePlan or Profile? Y / N If Yes – what category of support is identified?	What are the primary barriers to their learning identified in their profile?	Top 3 targeted teaching strategies suggested for supporting this student with their learning.	Targeted teaching and / or differentiation strategies suggested for success / used by other teachers You will find these under the purple circle flag.	NAPLAN / PAT Legacy NAPLAN HB Just in HB Just below HB SEA Just in SEA Below SEA Well Below SEA New N...

What are you noticing?
What you wondering?
What are you conversation points with your team?

SYSTEM DATA SETS

EQUITY & EXCELLENCE

System Data

NAPLAN, PAT, Education Dashboard, Attendance, exported behaviour, A to E, IESP, WEC, Demographic

Local Data

Bespoke PowerBI datasets, Daymap / Compass, continuous assessment, internal behaviour measures, positive behaviour

EDPASS - POWERBI

Kirsty
EdPass - Education S...

Search your apps

My Apps

EdPass

My Site

Productivity and Collaboration

Add section

Notifications 1

Add apps

Last sign in: 5 hours ago

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Privacy

Productivity and Collaboration

Microsoft 365 Portal

Microsoft 365 Outlook

Microsoft 365 Word

Microsoft 365 Excel

Microsoft 365 PowerPoint

Microsoft 365 OneDrive

Microsoft 365 Teams

Microsoft 365 SharePoint

Microsoft 365 Forms

Microsoft 365 Power BI

Microsoft 365 Onenote

Microsoft 365 Planner

Microsoft 365 Power Automate

Microsoft 365 Stream

Microsoft 365

GRADE COLLECTION DATA

THE TOOL

Spend 10 minutes looking at your data and working through your school's Grade Collection Data

Grade Collection Data

We always look at data without judgement. We may question, we may notice, we may wonder – but we don't judge. We aim to explore reasons for patterns in the data, and question "what, if anything, might we do to have a positive impact from here for our learners and teachers."

What are we noticing? What are we wondering?

Look at your Grade Collection Data PowerBI

Prompt	What I am noticing	What I am wondering	Talking Points / Actions with my team
Select the Student Summary tab % of students all grades below C All grades C & above Grade Mix			

Select the Grade Summary – Area of learning tab

Look at the A grades row Are there any significant differences between learning areas?		Which Learning Areas are seeing high % of A grades?	What data should we be celebrating?
Look at the D, E, NA grades combined Are there any classes with particularly high % failing grades		What might be contributing to these failing grades?	

Select the Grade summary – Year Level Tab

Prompt Look at the A grades Look at the DEN grades	What I am noticing	What I am wondering	Talking Points / Actions with my team
Year 7			
Year 8			
Year 9			
Year 10			

Grade Collection Data

What questions do we have about our data?

Site Learning Plan priorities – Effective Learners

Celebrations What have you seen in the data that is worth celebrating? With who? When? How? Learners & Families?

Teachers – what might our teachers be doing that is contributing to this success?

Curriculum - Is our curriculum engaging all of our learners?

Task Design - Do our tasks enable students to achieve an A?

Curriculum Are we providing enough time for students to complete tasks?

Number of tasks Do we have too many tasks for our learners to complete in a reasonable time frame?

Feedback Are progress checks enabling quality feedback (as they are intended to do) to help students move their learning forward?

Where to next?

What one thing might positively impact student achievement?

Do we need to make any adjustment moving forward for the rest of the year? E.g. rubrics, curriculum pacing, number of assessment, understanding the difference between assessment and reports.

Effective teaching and learning is our biggest lever in achieving our purpose. Teachers are supported and empowered to innovate and be at their best to ensure our learners thrive.
DfE Strategy 2023

LEADERS

Examples of data conversations with leaders

PROGRESS REPORT & SEMESTER REPORT DATA

High Quality Learning & Teaching Framework
Effective Teaching

Learning Area: _____

R our students ON TRACK?

Unpacking our Term 1 Progress Check Data

Our teachers used the following criteria to determine if students were On Track at the end of Term 1

Descriptors may include:	On track	Needs improvement	Not on track
Attendance	No concerns	Missed some lessons and key learning	Less than 50% attendance
Engagement in class	Always engaged and on task Completing set class work	On task, but requires prompting Sometimes completing class work	Regularly off task Class work not completed
Progress Checkpoint	Progress checkpoints met	Progress checkpoint not met, but evidence submitted late	Progress checkpoint continues to not be met
Achievement	Evidence of learning meets the standard expected C+ or better	Evidence of learning to date shows achievement at (C / C-)	Evidence of learning below C- (failing grade)
Seeking assistance	Seeks advice regarding class / assessment work	Needs to seek out teacher advice	Needs to seek out teacher advice
Independent study	independent study skills, being proactive.	more independent study/ homework required	independent study/ homework required

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Look at your Learning Area data on the Year 7-12 Progress Report

Prompt	What I am noticing	What I am wondering	Talking Points / Actions with my team
% of students On Track Needs Improvement Not on Track			
% of students In comparison to whole school data			
Filter by year level Are there any significant			

High Quality Learning & Teaching Framework
Effective Teaching

Learning Area: _____

Unpacking our Semester 1 Report Data

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Look at your Learning Area data on the Year 7-12 Semester 1 Report data

Prompt	What I am noticing Be specific, note data points, percentages to refer back to	What I am wondering What was I expecting to see? What am I surprised about?	Talking Points / Actions with my team What might by suggestions for intervention / improvement?
Report data - Grade Distribution Filter by your year learning area			
% of students A+ A A- No Result			
% of students Observation in comparison to whole school data			

Prompt	What I am noticing Be specific, note data points, percentages to refer back to	What I am wondering What was I expecting to see? What am I surprised about?	Talking Points / Actions with my team What might by suggestions for intervention / improvement?
ABC and DEN Filter by your learning area and then by year level			
Year 07 Are there any significant differences -in - A grades? - Gender - N grades			

Progress Check 7 - 12

Number of Students

175

Year Level	10
Student Life Group	All
Future Academy	All
Gender	All
Full name	Search
Cultural background	All
Student in Care	All
Aboriginal learners	All
EALD learners	All
Learners with IESP	All

Year	2025
Report period	All
Sort by Result	All
Learning Area	All
Teacher Name	All

Student Name
- ☐ Select all

Class Name
- ☐ Select all
- ☐ 10 Animation
- ☐ 10 CHILD STUDIES
- ☐ 10 Drama: Contemporary …
- ☐ 10 E-Media
- ☐ 10 Emerging Leaders Prog…
- ☐ 10 English
- ☐ 10 ESSENTIAL MATHEMA…
- ☐ 10 Fashion Design Studio
- ☐ 10 Food And Hospitality
- ☐ 10 GENERAL MATHEMAT…
- ☐ 10 GLOBAL VENTURES
- ☐ 10 Health & Wellbeing
- ☐ 10 HISTORY

Grade Distribution

80% 77.1%
60%
40%
20%
1.6% 12.1% 0.2%
0%

On Track / On Track / Needs Improvement / Not on Track / Not on Track

Grade Distribution

37.5%
29.9%
18.6%
3.2% 5.5%

Wellbe… / Progress Ch… / Non Submissio… / Low Achievem… / Behaviour Con… / Attendance
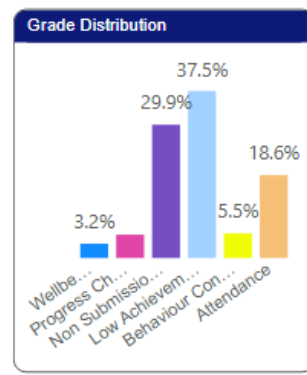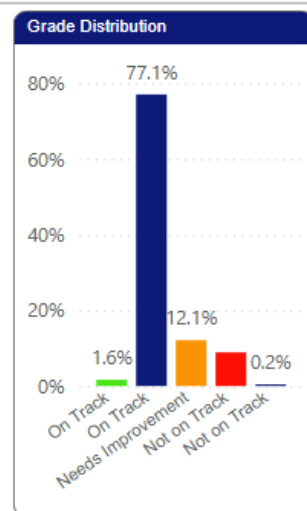
Firstname	Surname	Class name	Task	Result	Teacher
Abhi	Aakarsh	10 English	2025 Semester 1 report	B+	MEGAN Guevara
Abhi	Aakarsh	10 English	2025 Semester 1 Term 1 Progress Report	On Track	MEGAN Guevara
Abhi	Aakarsh	10 HISTORY	2025 Semester 1 report	B	Troy Stone
Abhi	Aakarsh	10 HISTORY	2025 Semester 1 Term 1 Progress Report	On Track	Troy Stone
Abhi	Aakarsh	10 MATHEMATICAL METHODS	2025 Semester 1 report	A	Erin PETIET
Abhi	Aakarsh	10 MATHEMATICAL METHODS	2025 Semester 1 Term 1 Progress Report	On Track	Erin PETIET
Abhi	Aakarsh	10 Music	2025 Semester 1 report	C+	DAVID Gebert
Abhi	Aakarsh	10 Music	2025 Semester 1 Term 1 Progress Report	On Track	DAVID Gebert
Abhi	Aakarsh	10 Robotics Systems	2025 Semester 1 report	B	MARK Damm
Abhi	Aakarsh	10 Robotics Systems	2025 Semester 1 Term 1 Progress Report	On Track	MARK Damm
Abhi	Aakarsh	10 SCIENCE IGNITE	2025 Semester 1 report	A-	JAMIE McGregor
Abhi	Aakarsh	10 SCIENCE IGNITE	2025 Semester 1 Term 1 Progress Report	On Track	JAMIE McGregor

Firstname	Surname	Class name	Label	Result	Teacher
-	Hanniyayuese	10 Animation	Progress Check Reason 1	Non Submission of Work	Alex Brindal
-	Hanniyayuese	10 Animation	Grade	C+	Alex Brindal
-	Hanniyayuese	10 Int English	Grade	A-	Deon Ferris
-	Hanniyayuese	10 Int Science	Grade	A-	Deon Ferris
-	Hanniyayuese	10 MATHEMATICAL METHODS	Grade	A-	Glen McKie
-	Hanniyayuese	10 OUTDOOR EDUCATION	Grade	B	AMY Norris
-	Hanniyayuese	10 Robotics Systems	Grade	B+	MARK Damm
-	Hanniyayuese	10 Sustainable Futures	Grade	B	Troy Stone
Abbey	BLACHUT	10 Emerging Leaders Program	Grade	A-	AMY Bannear

High Quality Learning & Teaching Framework
Effective Teaching

Learning Area: _____

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Seeking assistance	Seeks advice regarding class / assessment work	Needs to seek out teacher advice	Needs to seek out teacher advice
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Look at your Learning Area data on the Year 7-12 Progress Report

Prompt	What I am noticing	What I am wondering	Talking Points / Actions with my team
% of students On Track Needs Improvement Not on Track			
% of students In comparison to whole school data			
Filter by year level Are there any significant			

PROGRESS REPORT DATA

Report data - grade distribution

Useful for Care Group teachers to get a wholistic view of their Care Group data

Number of Students
172

BANKSIA PARK INTERNATIONAL HIGH SCHOOL

Year Level	Student Life Group	Future Academy	Gender	Full name
10	All	All	All	Search

Cultural background	Student in Care	Aboriginal learners	EALD learners	Learners with IESP
All	All	All	All	All

Year
2025

Report Task
All

Student Name
☐ Select all

To filter the data to your personal interest.
Firstly select current school year, then report task type you are interested in analysing.
You can then filter by the top filters which include common demographic groups, or by your individual class or whole learning area.

Class name
All

Learning Area
All

Search by teacher
Search

Grade Distribution

Full name	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	NR
O'Mahoney ISAIAH								1		1			1			4
WOOD Brodie						1		1			1		1	2		2
Britz Luke										1		1	2	1		1
KOCK ISAIAH							1	3		1		1				1
Lero Madison		1		2						1	1	1				1
Mc Cormick Ned							2	1		2				1	1	1
McMutrie Jacob														4	2	1
Rowberry Riley						1		1		1			2	1		1
STOEGER ISAAC					1		2	2	1							1
Willment Amber					1		2	2		1						1
Aakarsh Abhi		1	1	1	2	1	1									1
Alderton Indiana				1			1	1	1			2	1			
ALFREDSSON Max				1	2		2			1						
Altamura Liam			1	1	2		2			1						
Aneja Arshia	3	3	1													
Asao Ruka		2		3		2										
BAILEY Charli	1	2	3		1											
Bails James				3		1	3									
BARRETT Myra	3	4														
BEAVEN Jed			1		2	2	2									
BENSON Caiaphas				1	2	1	1				1					
BILLS Shaye				2		2	1	1		1						
BLACHUT Abbey		2	3	1	1											
BLESING Chloe	1	6														
BOEHM Patrick				1	1	2	2	1								
Bond Molly		2	1		2			1	1							
Boonen Riley							2	1		1	3					
BOWDEN Sam				2	1			1	3							
Boylan Jorja	1	5		1												
BRADBROOK Ashton			1	1	3	1		1								
Bryant-Sly Grace						2	1	2		1	1					
BUCKLEY Kai					4		2		1							

Grade Distribution

Grade %	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	No...
	3.2%	9.9%	11.6%	14.8%	12.4%	10.0%	8.7%	6.8%	4.3%	2.3%	1.4%	0.7%				

High Quality Learning & Teaching Framework
Effective Teaching

Unpacking our Semester 1 Report Data

...look at data without judgement. We may question, we may notice, we may wonder ...'t judge. We aim to explore reasons for patterns in the data, and question "what, ...ight we do to have a positive impact from here for our learners and teachers."

...r Learning Area data on the Year 7-12 Semester 1 Report data

...mpt	What I am noticing — Be specific, note data points, percentages to refer back to	What I am wondering — What was I expecting to see? What am I surprised about?	Talking Points / Actions with my team — What might by suggestions for intervention / improvement?
... Grade Distribution			
...r year learning area			

	What I am noticing — Be specific, note data points, percentages to refer back to	What I am wondering — What was I expecting to see? What am I surprised about?	Talking Points / Actions with my team — What might by suggestions for intervention / improvement?
... learning area and then by year level			

SEMESTER REPORT DATA

SMALL GROUPS
OF TEACHERS

Assessment Task Data

Assessment Data

Unpacking Data

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Data Information			
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Year Level/s		Learning Area	
Assessment		Number of students	
What is the Data being reviewed:			
General information			
% of students with N grades	% of students with D and E Grades	% of Students with C grades	% of students with A and B grades

FYI: 2023, Year 12 Results 100% students above a C and 75% of students in the A and B Band

Step 1: What Can you see in the data?

How does student achievement A- C data compare to other areas of the school? What tasks are student achieving best in and what ones are the achieving worst in?
Are there areas of the data that stand out? E.g. year level, learning area demographic?
Are there areas of the data that appear stronger or weaker? If so where do you notice them?
Are there any noticeable trends across year levels demographics or classes?

Task

Empathy Writing Task ▾

RubricTitle

All ▾

All ▾

3

Task

All ▾

Count of Rating by Crit

Rating ●A ●B ●C ●D ●

200 ┄┄┄

RubricTitle

Year 10 Source Analysis ▾

3

All ▾

Count of Rating by Criteria and Rating

■ Rating ●A ●B ●C ●D ●E
■

150 ┄┄┄

Task

All ▾

RubricTitle

$5 Note Proposal (2025) ▾

3

All ▾

Count of Rating by Criteria and Rating

Rating ●A ●B ●C ●D ●E ●IE
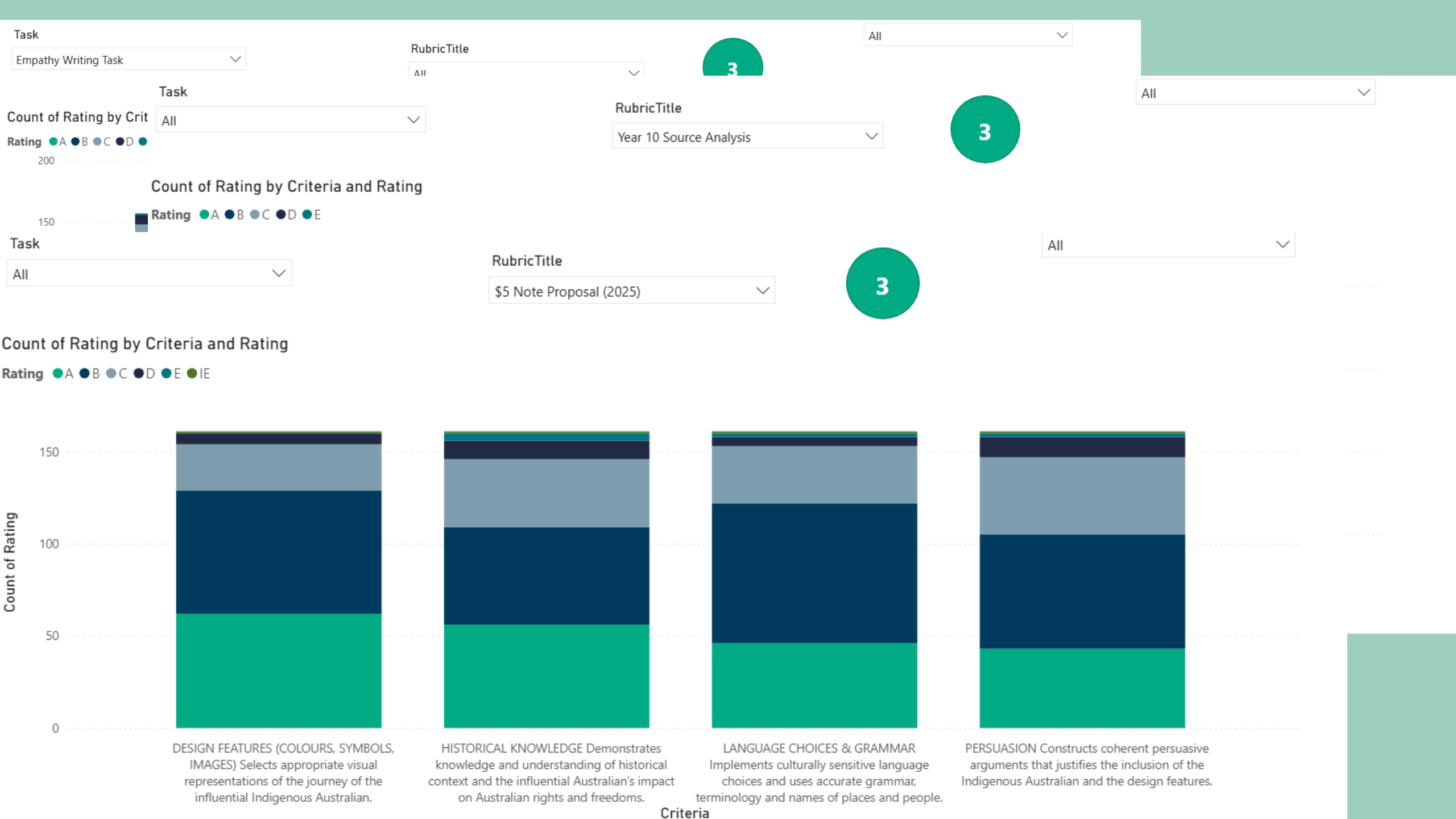
INDIVIDUAL TEACHERS

In the same view as where you mark your roll.

Select Reports > Indicators

Legacy NAPLAN & PAT Indicators

New NAPLAN Indicators

DARK PURPLE = HB- Well above level expected at this year level

LIGHT PURPLE = Just in HB Above level expected at this year level

DARK GREEN = **Just below HB** Just above the level expected at this year level

LIGHT GREEN = **SEA** - Standard of Educational Achievement - achieved at the level expected.

YELLOW = Below SEA

RED = Well Below SEA

DARK PURPLE = Exceeding- Well above level expected at this year level

DARK GREEN = Strong Just above the level expected at this year level

LIGHT GREEN= Developing the old SEA – student achieved at the level expected.

NEEDS ADDITIONAL SUPPORT = Needs additional support in class

Class Feed

Lessons

Roll Marking

Outline

Class Posts

Assessment

Reports

Indicators

Class Attendance Rate

Daily Attendance Rate

Attendance Map

	Positive Recognition	My Current GPA	In Class Attendance %	SBM	At School Attendance %	EALD level	NAPLAN Reading 7	NAPLAN Writing 7	NAPLAN Grammar 7	NAPLAN Spelling 7	NAPLAN Numeracy 7	House Points
1	12	98		98			570	507	550	559	555	85
1	8.7	57		57			537	332	462	509		
1	11	94		94			543	492	605	573	607	
3	12	97		96			541	627	526	542	616	
1	7.8	91		92			355	396	366	371	403	
	8.9	74		74			514	547	519	511	429	
1	9	89	7	92			443	507	460	491	413	
1	5.3	85	22	92			435	492	492	549	502	
1	11	86		88			462	560	509	574	522	
2	13	98		98			624	765	628	668	636	75
1	12	91	1	93			686	627	713	646	609	85
	11	94	1	96			529	507	500	565	562	50
1	8.1	92	2	92			530	379	515	551	507	
1	9.2	82		84	5		320	363	259	349	500	
1	8.9	86		86			502	641	596	593	549	
3	14	94		94								10
	5.7	67	26	71			508	461	529	535	481	
3	11	92	4	92			590	534	575	438	569	
	6	93	1	92			368	445	332	389	413	
4	11	92		92			530	477	477	532	530	30
1	8.1	89	2	89			526	534	591	545	550	
1	9.4	74		77			540	492	558	538	602	

Knowing our learners

Class:

BANKSIA PARK
INTERNATIONAL
HIGH SCHOOL

In Daymap: Navigate to a Class Roll

Student Name	Daymap indicators **Aboriginal** **Inclusive Ed** **Medical** **Custody** **International** **EALD**	Does the student have a OnePlan or Profile? Y / N If Yes – what category of support is identified?	What are the **primary barriers** to their learning identified in their profile?	Top 3 targeted teaching strategies suggested for supporting this student with their learning.	④ Targeted teaching and / or differentiation strategies suggested for success / used by other teachers You will find these under the purple circle flag.	**NAPLAN / PAT** **Legacy NAPLAN** HB Just in HB Just below HB SEA Just in SEA Below SEA Well Below SEA **New NAPLAN** Exceeding Strong Developing Needs Additional Support	What **differentiation** implications does this have for each of the assignments I have planned for the semester? What **targeted teaching** implications does this information have for what I need to consider teaching this student and supporting their learning?
Student Name							
Student Name							

STUDENTS

High Quality Learning & Teaching Framework
Effective Learning

Name: _____ Student Life Mentor: _____

RU ON TRACK?

BCFP – Behind, Current, Future, Priority

This chart is a useful planning tool to help you ensure you are organised over the next few weeks and no tasks are left incomplete. We are hoping that helping you organise your assessment will help you take responsibility for your learning and enable you to truly reflect your true potential.

Descriptors may include:	On track	Needs improvement	Not on track
Attendance	No concerns	Missed some lessons and key learning	Less than 50% attendance
Engagement in class	Always engaged and on task Completing set class work	On task, but requires prompting Sometimes completing class work	Regularly off task Class work not completed
Progress Checkpoint	Progress checkpoints met	Progress checkpoint not met, but evidence submitted late	Progress checkpoint continues to not be met
Achievement	Evidence of learning meets the standard expected C+ or better	Evidence of learning to date shows achievement at (C / C-)	Evidence of learning below C- (failing grade)
Seeking assistance	Seeks advice regarding class / assessment work	Needs to seek out teacher advice	Needs to seek out teacher advice
Independent study	independent study skills, being proactive.	more independent study/ homework required	independent study/ homework required

Subject	Target Grade for this subject at the end of Semester Write the grade you are hoping to achieve in each of your subjects at the end of Semester below. A+ A A- B+ B B- C+ C C-	Are you on track to achieve this grade? What indicators did your teachers provide for you on your Snapshot report? On Track Needs Improvement Not on Track

An effective learner is not just one who achieves, but someone who possesses the

---

, welcome to your student dashboard

Select Year: 2025

Select Semester: All

Student Name

Search name: Search

...ers – we are learners who are open-minded and driven by learning success.
...urselves

	Task	Teacher	Result	Learning Area
s Studio	2025 Semester 1 report	Amelia Castellucci	B	Arts
	2025 Semester 1 report	Muriel Geiger	B+	English
l Hospitality	2025 Semester 1 report	EMMA Wotton	B-	HPE
OR EDUCATION	2025 Semester 1 report	AMY Norris	B-	HPE
	2025 Semester 1 report	KATE Sivewright	B	Humanities
ICS	2025 Semester 1 report	MATTHEW Matta	C-	Maths
E IN ACTION	2025 Semester 1 report	Sowkath Rahamathullah	C+	Science

Select which report you want to view
Task
- [ ] 2025 English Recommendations
- [ ] 2025 Maths Recommendations for Course ...
- [x] 2025 Semester 1 report
- [ ] 2025 Semester 1 Term 1 Progress Report

	Label	Result	Teacher	Learning Area

Grade Distribution Summary - Report grades

B+ 14.3%
B 28.6%
B- 28.6%
C+ 14.3%
C- 14.3%
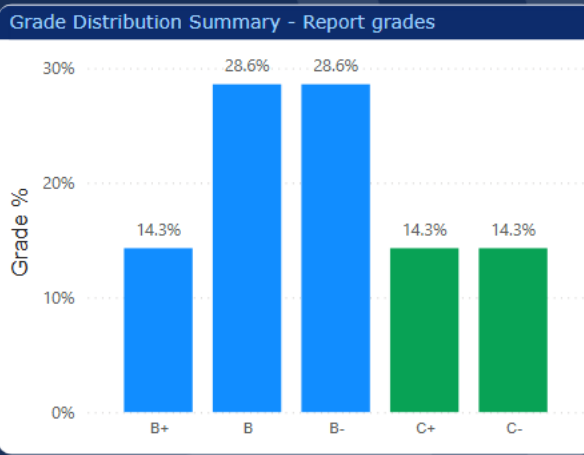
STUDENTS ANALYSING REPORT DATA – YEAR 11 & 12

We are ½ the way through year 08 – if not now….. when?

Return to your **Student Data Dashboard"** in PowerBi

➢ Access Student Home	STUDENT HOME
➢ Access the Student Dashboard	Student Dashboard
➢ Click on the Report Tab	Report Data
➢ Filter to 2025 in the top row	Select Year 2025
➢ Filter to the 2025 Semester 1 Report You can also view this same data directly in Daymap if you are having trouble accessing the Student Dashboard.	Select which report you want to view Task ■ 2025 Semester 1 report ☐ 2025 Semester 1 Term 1 Progress Report
➢ Have a look at the Goal Setting Tab and remind yourself of the goals you set back in Term 1 Week 3	Goal setting
Are you on track with the grades you are achieving and the grades you set yourself the goal of achieving?	Discuss with your friends, discuss with your teacher

STUDENTS ANALYSING REPORT DATA — 7 - 12

Return to the **"Batch Record"** you started in Term 1, Week 3

Students need to:

➢ Access Daymap
➢ Access the **Knowledgeable, ambitious learners Record**
➢ Consider the questions in the record and complete the questions under the GROWTH MINDSET section, including reflecting on Semester 1 so far, and setting a goal for Term 3.

GROWTH MINDSET

REFLECTION ON GOAL 1

What is your grade data telling you about your progress towards your short term, or long term goal?

Comment on your progress towards your short term and/or long term goal.

Identify what you need to continue doing, change or stop doing to continue your progress towards your goal

GOAL SETTING 2

My reviewed, renewed, refreshed goal for the year is:

Strategies I am using, or should be using for help and support in my learning.

Hello   , welcome to your student dashboard

Select Year | **Select Semester** | **Student Name** | Search name
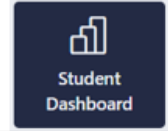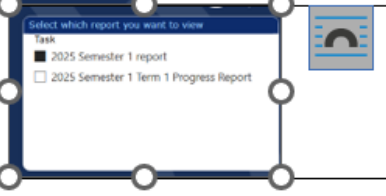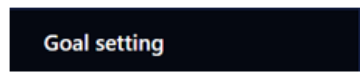
2025 ⌄ | All ⌄ | | Search 🔍 ✎

Knowledgeable, ambitious learners – we are learners who are open-minded and driven by learning success.
Our Motto: Be the best version of ourselves

Firstname	Surname	Class name	Task	Teacher	Result	Learning Area
		Artistic Endeavours	2025 Semester 1 Term 1 Progress Report	Jake Hearl	On Track	Arts
		English	2025 Semester 1 Term 1 Progress Report	Ankit Rathee	On Track	English
		HEALTH & PHYSICAL EDUCATION	2025 Semester 1 Term 1 Progress Report	Jim Rhigas	On Track	HPE
		Humanities	2025 Semester 1 Term 1 Progress Report	Ankit Rathee	Not on Track	Humanities
		Maths	2025 Semester 1 Term 1 Progress Report	Theresa O'Doherty	Needs Improvement	Maths
		SCIENCE	2025 Semester 1 Term 1 Progress Report	Lewis Gill	On Track	Science
		Design and Digital Technology	2025 Semester 1 Term 1 Progress Report	MARK Damm	On Track	Technologies

Select which report you want to view

Task

☐ 2025 Semester 1 report

☑ 2025 Semester 1 Term 1 Progress Report

Firstname	Surname	Class name	Label	Result	Teacher	Learning Area
		7 Maths	Progress Check Reason 1	Low Achievement to date	Theresa O'Doherty	Maths
		7 Humanities	Progress Check Reason 1	Non Submission of Work	Ankit Rathee	Humanities
		7 Humanities	Progress Check Reason 2	Progress Check not met	Ankit Rathee	Humanities

Grade Distribution Summary - Report grades

Bar chart:
- On Track: 71.4%
- Needs Improvement: 14.3%
- Not on Track: 14.3%

Y-axis: Grade % (0%, 20%, 40%, 60%)
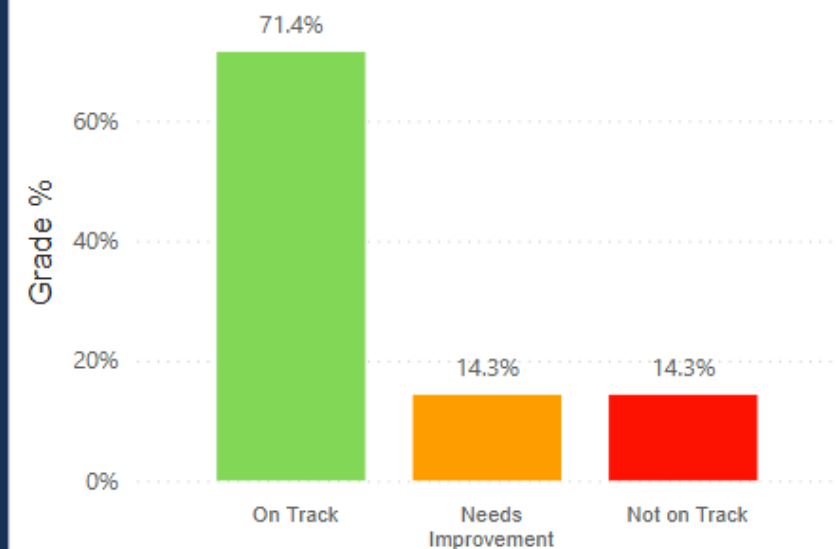
Behaviours for Learning

Your Behaviours for Learning and the Student Dashboard give a good indication abou[t]
that you are demonstrating that will set you up for success in the future. It is important
understand these behaviours and how to work on them. Your Connect teacher and pa[rent]
using these to check in with how you are going across your different subjects.

To prepare to discuss these you will need to complete the following activities.

Refresh yourself on the Behaviours for Learning by looking at the following Frog Page
Behaviours for Learning package linked below.

Reflect on your progress with your Term 2 LPC Goals and see where you need to upda[te]
using the Word document below.

Finally you should think about your progress and where you are at with different Behaviours for

Global Persepectives

Behaviour for Learning	Update on Goal	Goal for Global Perspectives ▲
Perseverance		I bring my books for most of the lessons and sometimes i forget my book for lessons
Being Organised	I started spending more time learning and reading about all global related subjects. I am trying to work on day to day tasks in a timely manner so that I wont miss out on deadlines.	I want to gain more knowledge in all global related subjects and achieve good grades by the end of this year.

STEM

Behaviour for Learning	Update on Goal	Goal for STEM ▼
Being+Organised	I practice Math's thrice in a week for 2 hours and I started spending more time reading and learning STEM subjects for an hour everyday.	I want to gain more knowledge in all STEM subjects and achieve good grades by the end of this year compared to now.

The Arts

Behaviour for Learning	Update on Goal	Goal for The Arts
Being Organised	I want to experiment with different materials, techniques, and processes to make artworks.	I want to develop my ability to explore and represent my ideas creatively. I would identify viewpoints to communicate ideas and apply this knowledge in the art making.

Lifestyle Choices

| Behaviour for Learning	Update on Goal	Goal for Lifestyle Choices ▲
Being+Organised	I am trying to develop good learning habits, become confident and adaptable.	I want to develop self-awareness, making informed decisions and understand the impact of choices on health and well-being.

Behaviour for Learning- Lifestyles

Demonstrating Perseverance — Making Contributions — Forming Relationships — Demonstrating Respect — Being Organised — Being Considerate and Caring — Activating Curiosity — Inquiring — Using Feedback

STEM

Behaviour for Learning ▲	Result
Activating Curiosity	5
Being Considerate and Caring	NA
Being Organised	NA
Demonstrating Perseverance	NA
Demonstrating Respect	5
Forming Relationships	NA
Inquiring	NA
Making Contributions	NA

Global Persectives

Behaviour for Learning	Result
Activating Curiosity	4
Being Considerate and Caring	NA
Being Organised	5
Demonstrating Perseverance	5
Demonstrating Respect	NA
Forming Relationships	NA
Inquiring	4
Making Contributions	3
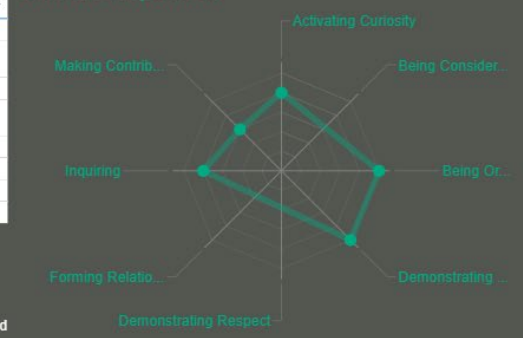
1 and 2 — Could pay more attention to this behaviour and rarely shows it in classes.

3 and 4 — Do an okay job at displaying this behaviour in classes but could do it better.

5 — Do this really well and demonstrate this regularly in class.

The Arts

Behaviour	Result
Activating Curiosity	5
Being Considerate and Caring	5
Being Organised	5
Demonstrating Perseverance	5
Demonstrating Respect	5
Forming Relationships	3
Inquiring	5
Making Contributions	5

Lifestyle Choices

Behaviour for Learning	Result
Activating Curiosity	NA
Being Considerate and Caring	NA
Being Organised	4
Demonstrating Perseverance	3
Demonstrating Respect	5
Forming Relationships	3
Inquiring	NA
Making Contributions	NA

Global Perspectives
(radar chart: Activating Curiosity, Being Consider, Being Or., Demonstrating, Demonstrating Respect, Forming Relatio, Inquiring, Making Contrib)

Lifestyle Choices
(radar chart: Activating Curiosity, Being Considera, Being Org., Demonstrating P., Demonstrating Respect, Forming Relatio, Inquiring, Making Contribu)

NOTICINGS

NOTICING

What have you noticed about what we have shared?

What are you noticing that is similar to your own practices at your site?

What are you noticing that is different / challenging compared to your site?

WONDERING

What are you wondering about conversations back at school and next steps?

How might improve our practices?

FEEDBACK

2025 SASPA Conference Feedback - Breakout Session 3