

APPENDIX

Template 1: Exploring and analysing different types of data

This template can be used to consider data for a cohort, class or learning area.

Group:			Focus area:		
Assessment 1:			Assessment 2:		
% of students below average	% of students at the average	% of students above average	% of students below average	% of students at the average	% of students above average
Assessment 3:			Things I notice about the data:		
% of students below average	% of students at the average	% of students above average			
			Questions I have about the data:		
Things I wonder about the data:					
Specific steps for modifying teaching/programs/approaches:					

Appendix

Group: Year 3 Students			Focus area: Literacy (Reading)		
Assessment 1: Standardised test in reading comprehension			Assessment 2: External assessment in reading		
% of students below average	% of students at the average	% of students above average	% of students below average	% of students at the average	% of students above average
1/9 = 11%	3/9 = 33%	5/9 = 56%	5/9 = 56%	2/9 = 22%	2/9 = 22%
Assessment 3: English learning area result			Things I notice about the data:		
% of students below average	% of students at the average	% of students above average	<ul style="list-style-type: none"> There is quite a different spread between the standardised assessment in reading comprehension (mid-high) and external assessment/learning area data (mid-low). The learning area data spread is similar to the external assessment results (low-mid). Some students have similar results across learning areas (i.e. Markus) but others have quite varied learning area results (i.e. Caitlin). Some students have learning area data that aligns with their standardised and external results (i.e. Bobby) and some that are quite different (i.e. Mike). 		
4/9 = 44%	4/9 = 44%	1/9 = 11%			
Things I wonder about the data:			Questions I have about the data:		
<ul style="list-style-type: none"> I wonder why students performed so differently in the standardised assessment compared with the external assessment. I wonder what genre the assessment result is for English (and whether this aligns with the genre of writing in the test). I am interested in learning more about the literacy demands of mathematics and science. How relevant is reading comprehension? 			<ul style="list-style-type: none"> What led to the significant improvement in the standardised assessment data? When was each set of data collected? Given that the standardised and external assessment are in reading comprehension only, and English is more than comprehension alone, is it fair to assume that students are more likely mid-low? 		
Specific steps for modifying teaching/programs/approaches:					
<ul style="list-style-type: none"> Breakdown specific areas of the standardised and external results to see the differences in the strands that were assessed. Are they all very different or are some similar? If they are similar, then how can a program be adjusted to cater for this area of weakness? Find out the role that reading comprehension plays in mathematics and science and see whether these teachers can embed more explicit reading comprehension strategies in their teaching. Consider the English results and the structure/scaffolding required for the next task to help build the skills needed for the students to pass the learning area. Put strategies in place to make these adjustments ASAP. Differentiate support for different students, e.g. Bobby has very different needs to Markus. 					

This represents a completed example of Template 1.

Template 2: Exploratory analysis

This template could be used for exploring the data for a cohort, class or learning area analysis.

Guiding questions	Response
What is the particular area of interest?	
What trends do you immediately notice in the data?	
Identify three areas of strength in the data.	<ol style="list-style-type: none"> 1. 2. 3.
What does each of the strengths tell you about your programs/strategies/teaching and learning?	<ol style="list-style-type: none"> 1. 2. 3.
How can you celebrate the areas of strength?	<ol style="list-style-type: none"> 1. 2. 3.
Identify three areas of concern in the data.	<ol style="list-style-type: none"> 1. 2. 3.
What does each of the areas of concern tell you about your programs/strategies/teaching and learning?	<ol style="list-style-type: none"> 1. 2. 3.
How can you address/make changes to improve the areas of concern?	<ol style="list-style-type: none"> 1. 2. 3.

Appendix

Guiding questions	Response
What is the particular area of interest?	Year 3 students' literacy, specifically reading comprehension.
What trends do you immediately notice in the data?	<ul style="list-style-type: none"> • There is quite a different spread between standardised testing (mid-high) and external testing/learning area data (mid-low). • The learning area data spread is similar to the external testing results (low-mid) • Some students have similar results across learning areas (i.e. Markus) but others have quite varied learning area results (i.e. Caitlin). • Some students have learning area data that aligns with their standardised and external results (i.e. Bobby) and some that are quite different (i.e. Mike).
Identify three areas of strength in the data.	<ol style="list-style-type: none"> 1. Standardised testing in reading comprehension results – more than half the students are above average. 2. Science results – the overall results in this learning area are generally higher than English and mathematics. 3. Markus' results across standardised testing and learning area results are very good.
What does each of the strengths tell you about your programs/strategies/teaching and learning?	<ol style="list-style-type: none"> 1. Students have good reading comprehension skills – it's not possible to 'fluke' such good results in standardised testing. 2. The science program is obviously going well. Students are achieving well in this learning area. 3. Markus is a high-performing student who seems to be given the opportunity to be extended.
How can you celebrate the areas of strength?	<ol style="list-style-type: none"> 1. Share the achievement of the group with students/in a newsletter/with staff/at an assembly. See whether much progress has been made from the previous standardised test and celebrate progress too where appropriate. 2. Recognise the achievement of the science department – congratulate the head of the learning area and teachers for their pleasing results. Learn from these teachers about what is working well in science to see whether it is transferable to other learning areas. 3. Share Markus' achievements with his house leader, pastoral care teacher, class teachers, parents and with Markus.
Identify three areas of concern in the data.	<ol style="list-style-type: none"> 1. External reading tests – more than half the students are at or below the national minimum standard. 2. English results – nearly half the students failed the learning area. 3. Bobby's results – his results across standardised testing and learning areas are low.
What does each of the areas of concern tell you about your programs/strategies/teaching and learning?	<ol style="list-style-type: none"> 1. Students' reading comprehension skills were not demonstrated in this assessment – very different results to standardised testing. 2. Students have not performed as well in English as they did in mathematics and science. 3. Bobby is probably not able to adequately access the curriculum as his literacy levels are low.
How can you address/make changes to improve the areas of concern?	<ol style="list-style-type: none"> 1. More information is required to consider the validity of external vs standardised tests. Which seems to be a more accurate reflection of the students' ability? Do they have strengths/weaknesses in any similar areas across tests? If so, what changes can be made to address these challenges? 2. It raises questions as to what is happening in English – was the genre particularly difficult, was the teaching team consistent, did cross-marking/moderation occur, are these results accurate? What can be done to address this challenge? 3. Reflect on the differentiation strategies in place for Bobby. Could he use additional support staff assistance? Is behaviour a factor? If so, is there somewhere that he should be positioned in the room to maximise progress? Are adequate structures/scaffolding in place for Bobby? Is a disrupted home life/illness/other extenuating circumstance affecting his performance? Put new strategies in place that you believe could help Bobby.

This represents a completed example of Template 2.

Template 3: Bright spots

This template could be used to identify good news stories in a cohort, class or learning area analysis.

Guiding questions	Response
What is the particular focus area?	
What positive trends are immediately identifiable in the data?	
What are three 'bright spots' in the data?	<ol style="list-style-type: none"> 1. 2. 3.
Why are each of these things 'bright spots'?	<ol style="list-style-type: none"> 1. 2. 3.
What element of your school program/ approaches has led to the 'bright spots'?	<ol style="list-style-type: none"> 1. 2. 3.
How can you celebrate these 'bright spots'?	<ol style="list-style-type: none"> 1. 2. 3.
What learning is there from these 'bright spots' for other areas of the school?	<ol style="list-style-type: none"> 1. 2. 3.

Appendix

Guiding questions	Response
What is the particular focus area?	Year 3 students' literacy, specifically reading comprehension.
What positive trends are immediately identifiable in the data?	<ul style="list-style-type: none"> • There is quite a different spread between standardised testing (mid-high) and external testing/learning area data (mid-low). • The learning area data spread is similar to the external testing results (low-mid) • Some students have similar results across learning areas (i.e. Markus) but others have quite varied learning area results (i.e. Caitlin). • Some students have learning area data that aligns with their standardised and external results (i.e. Bobby) and some that are quite different (i.e. Mike).
What are three 'bright spots' in the data?	<ol style="list-style-type: none"> 1. Standardised test in reading comprehension results – more than half the students are above average. 2. Science results – the overall results in this learning area are generally higher than English and mathematics. 3. Markus' results across standardised testing and learning area results are very good.
Why are each of these things 'bright spots'?	<ol style="list-style-type: none"> 1. Reading comprehension is an important skill for all young people to develop. Standardised testing is a reliable measure of students' reading comprehension skills. 2. This learning area is outperforming other learning areas. It is good to see success in science – hopefully these results reflect good engagement and effort on the student's behalf. It is also a reflection of the skills of the science department – they are getting better results out of students than other departments. 3. Markus will be pleased to see his results and it is good that he is able to achieve results commensurate with his ability.
What element of your school program/ approaches has led to the 'bright spots'?	<ol style="list-style-type: none"> 1. Students have good reading comprehension skills – it's not possible to 'fluke' such good results in standardised testing. 2. The science program is obviously going well. Students are achieving well in this learning area. 3. Markus is a high-performing student who seems to be given the opportunity to be extended.
How can you celebrate these 'bright spots'?	<ol style="list-style-type: none"> 1. Share the achievement of the group with students/in a newsletter/with staff/ at an assembly. See whether much progress has been made from the previous standardised test and celebrate progress too, where appropriate. 2. Recognise the achievement of the science department – congratulate the head of the learning area and teachers for their pleasing results. 3. Share Markus' achievements with his house leader, pastoral care teacher, class teachers, parents and with Markus.
What learning is there from these 'bright spots' for other areas of the school?	<ol style="list-style-type: none"> 1. Look at the areas of strength in the standardised test in reading comprehension test. Consider why a particular strand has a higher success rate – what is happening in the current curriculum for this to occur? Assuming that there is one strand lower than the others, how can we translate this information into practice? How do we explicitly teach the skills the students need? 2. Learn from these teachers about what is working well in science to see whether it is transferable to other learning areas. See whether teachers are explicitly teaching science vocabulary, reading text, doing reading comprehension activities – see what could be picked up by other learning areas. 3. Students have the potential to achieve excellent results in this school, and it is important that activities are differentiated across learning areas to ensure that students of all ability levels are being challenged.

This represents a completed example of Template 3.

Template 4: Intervention/areas of concern

Guiding questions	Response
What is the particular focus area?	
What are the immediately identifiable trends in the data?	
What are the three most significant areas of concern? (List from most pressing to least pressing)	<ol style="list-style-type: none"> 1. 2. 3.
Why are each of these areas concerning?	<ol style="list-style-type: none"> 1. 2. 3.
What does each of these areas of concern tell you about your programs/strategies/learning and teaching?	<ol style="list-style-type: none"> 1. 2. 3.
How can you address each of the areas of concern (what changes/strategies/approaches could you use to address these concerns)?	<ol style="list-style-type: none"> 1. 2. 3.
Do these areas of weakness impact or reflect any other areas of your school programs or approaches?	<ol style="list-style-type: none"> 1. 2. 3.

Appendix

Guiding questions	Response
What is the particular focus area?	Year 3 students' literacy, specifically reading comprehension.
What are the immediately identifiable trends in the data?	<ul style="list-style-type: none"> • There is quite a different spread between standardised testing (mid-high) and external testing/learning area data (mid-low). • The learning area data spread is similar to the external results (low-mid) • Some students have similar results across learning areas (i.e. Markus) but others have quite varied learning area results (i.e. Caitlin). • Some students have learning area data that aligns with their standardised/external testing results (i.e. Bobby) and some that are quite different (i.e. Mike).
What are the three most significant areas of concern? (List from most pressing to least pressing)	<ol style="list-style-type: none"> 1. External reading testing – more than half the students are at or below the national minimum standard. 2. English results – nearly half the students failed the learning area. 3. Bobby's results – his results across standardised testing and learning areas are low.
Why are each of these areas concerning?	<ol style="list-style-type: none"> 1. Reading is an important skill that all students need so they can effectively engage in society in the future. The school should be working with students to improve their literacy skills as much as possible – particularly when they are below average. 2. Students should be succeeding in English – particularly when they are achieving good results in other learning areas. Is there a problem with the learning area? With the marking? It's important to ascertain details about the issue so it can be addressed. 3. Bobby is a young man that obviously finds literacy difficult. It's important for his engagement in society in the future that he is able to read and write to a level that enables him to gain employment and live and function as a contributing member of society.
What does each of these areas of concern tell you about your programs/strategies/learning and teaching?	<ol style="list-style-type: none"> 1. Students' reading comprehension skills were not demonstrated in this assessment – very different results to standardised testing. 2. Students have not performed as well in English as they did in mathematics and science. 3. Bobby is probably not able to adequately access the curriculum as his literacy levels are low.
How can you address each of the areas of concern (what changes/strategies/approaches could you use to address these concerns)?	<ol style="list-style-type: none"> 1. More information is required to consider the validity of external vs standardised tests. Which seems to be a more accurate reflection of the students' ability? Do they have strengths/weaknesses in any similar areas across tests? 2. It raises questions as to what is happening in English – was the genre particularly difficult, was the teaching team consistent, did cross-marking/moderation occur, are these results accurate? 3. Reflect on the differentiation strategies in place for Bobby. Could he use additional support staff assistance? Is behaviour a factor? If so, is there somewhere that he should be positioned in the room to maximise progress? Are adequate structures/scaffolding in place for Bobby? Is a disrupted home life/illness/other extenuating circumstance affecting his performance?
Do these areas of weakness impact or reflect any other areas of your school programs or approaches?	<ol style="list-style-type: none"> 1. Reading comprehension seems to be affecting performance in other learning areas – mathematics teachers report that students struggle with problem-solving and deciphering questions, and humanities teachers report students' lack of interest in reading texts. This seems to be a school-wide problem rather an issue with a standardised test. 2. It is worth considering what is working in other learning areas, as the English results are much lower. Further analysis is required to ascertain student performance in other learning area to see whether there are any other trends. 3. Is adequate support/mentoring in place for Bobby? This result could lead to broader conversations across the school about not letting students “fall through the cracks”.

This represents a completed example of Template 4.