



### **Bonython Brief: Effective Use of the Multiple Sources of Data**

We recognise that a high priority should be given to the school wide analysis and discussion of systematically collected data on student outcomes, including academic and student wellbeing and behaviour. Data analysis considers overall school performance as well as the performance of individual students, evidence of improvement overtime and the measure of the individual growth of students across the years of school. (ACER)

Kath Murdoch says *'teachers who use inquiry based learning know that assessment and data collection is very much built into the way we teach and plan'* (Murdoch, 2015). It is embedded within teaching and learning tasks and is ongoing throughout a learning sequence. It informs feedback to students and any future planning. All data and evidence collected in an inquiry classroom is used to assess growth and measure a students ability to demonstrate authentic transfer of knowledge, skills and dispositions in a variety of settings.

At Bonython we pride ourselves on knowing our students and how they learn - academically, socially and emotionally. Therefore *formative assessment is the dominant means by which teachers and students gather evidence of growing understanding and mastery of skills in order to give timely feedback and design new learning opportunities.* (Murdoch, 2015)

The emphasis of good data collection is prioritised through quality formative assessment practices and in particular the research of Dylan Wiliam:

- Clarifying, sharing and understanding learning intentions and success criteria
- Engineering effective discussion, tasks and activities that elicit evidence of learning
- Provide feedback that moves learning forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning.

To align with the ACT system direction, Bonython Primary School collects, analyses and actions multiple sources of data. The sources of data we collect are:

1. Student Learning Data (Academic Big Data and Academic Small data)
2. Perception Data
3. School Process Data
4. Demographic data

The four data sources have been presented and unpacked in a school data plan which guides our school staff with time frames, data responsibilities, communication and the purpose for tracking the data set. The data plan is also designed so we are able to triangulate data sets both within and across multiple sources of data.

A data team has been developed to support the school with tracking the consistent collection, analysis and actioning of data and to support teachers with doing some initial 'heavy lifting' around data analysis. As a staff when we are collecting any sources of data we need to be clear on our purpose. Asking ourselves 'What questions do we want to answer?' developing a hunch or a

particular line of inquiry is the starting point in data collection at the whole school or classroom level.

When analysing data the data team will support teachers using the discipline dialogue questions:

1. What do we see in this data?
2. Why are we seeing what we are?
3. What, if anything, should we be doing about it?

To support with the effective use of the multiple sources of data, teachers will be allocated up to two hours per term in addition to their three hours of release of 'duties other than teaching'. This will be used to support teachers in analysis of data, in particular data that relates to students in their roll group and cohort.

At Bonython Primary School, teachers know and understand the Australian Curriculum: Achievement Standards for each learning area, General capabilities and Cross-curricular priorities. In the effective use of the multiple sources of data, data sets where applicable, need to feed into the achievement standards. These demonstrate whether a student is below, at or above the standard and provide a well-rounded profile of where a student is at with their learning and what some immediate next steps could be.

In addition, data collection needs to be continuous so it is not needing to be calibrated every academic year. Collectively this places importance on good information about student growth and progress, that is passed on from year to year.

#### Resources

[Bonython School Data Plan](#)

*National School Improvement Tool*. ACER.

Australian Curriculum <https://www.australiancurriculum.edu.au/>

2015, K. Murdoch. *The Power of Inquiry*, Seastar Education, Melbourne

Dylan Wiliam . Collection of readings around the Principles of Formative Assessment.