** Mannering Park PS NSW Literacy and Numeracy Data Analysis of Term 2 2014**

**Aim** – to analyse our class, stage and school data. Identify trends, strengths, areas for development within our classes, stages and school.

**Method**- Each teacher to print their reports for Class Summary, Students Results History, School Assessment (for your own grade/s and the school continuum Progress. You will need to print both Literacy and Numeracy. This is to be done before the PL session and brought with you to the meeting.

We will work in stage groups to analyse our class, grade and stage data. At 3.55 we will share and collate our school data.

**Purpose** – for teachers to analyse their data to inform their teaching. To understand the trends across the stages and the whole school.

**Where to next?** – set professional targets to improvement. Rigorous data analysis will become a regular feature of our PL in the future.

**End Goal of Early Actions for Success is that at least 80% of students are on track and above.**

We are looking at the aspects of Reading, Comprehension, Writing and Aspect 2 – Early Arithmetical Strategies.

**Steps to generate reports.**

Log into PLAN.

Click on the tab that says ‘Generate reports’

Use the dropdown box on the left to select the report you want.

Use the dropdown boxes to select your grade and class. Type in the name of your report. Click on ‘Schedule Report’.

To download the report click on ‘My Reports’. Then click on the report you want ‘Download’. Then select ‘Print’

If you have generated the report in the past, use the calendar icon to change ‘My Reports since’ and then click on ‘Search’.

Repeat this for each of the reports you need.

If you have any difficulty please see Amanda or your stage supervisor for assistance.

**Class analysis of Student Growth**  - Use Student Results History Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Give names and a percentage or your class. Percentage is number of students identified divided by number of students in whole group, times 100.

Please hand this to Amanda at the end of the session. She will copy this for you and return it. To identify those below, use these guides.

In K, in cluster 1 or 2. In Year 1 still in cluster 4 or below, Year 2 cluster 6 or below, Year 3 cluster 7 or below, Year 4 cluster 8 or below, Year 5 cluster 9 or below, Year 6 cluster 10 or below. For Numeracy, K is Emergent or below, Year 1 is Perceptual or below, Year 2 is Figurative or below. 3-6 is Facile or below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Identify the students who have made gains greater than 2 clusters. | Identify students who are at where they should be. | Identify students who are more than 1 year behind. |
| Reading |  |  |  |
| Comprehension |  |  |  |
| Writing |  |  |  |
| Aspect 2 – EAS |  |  |  |
| What strategies have you implemented in order to achieve these results? |  |  |  |
| Considerations for the data ie students with identified disabilities. |  |  |  |

**Grade analysis of Student Growth – use School Assessment for Grade** Stage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Percentage is number of students identified divided by number of students in whole group, times 100.

Please hand this to Amanda at the end of the session. She will copy this for you and return it.

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| --- | --- | --- | --- |
|  | Identify the students who have made gains greater than 2 clusters. | Identify students who are at where they should be. | Identify students who are more than 1 year behind. |
| Reading |  |  |  |
| Comprehension |  |  |  |
| Writing |  |  |  |
| Aspect 2 – EAS |  |  |  |
| What strategies have you implemented in order to achieve these results? |  |  |  |
| Considerations for the data ie students with identified disabilities. |  |  |  |

**Stage analysis of Student Growth**  Stage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Percentage is number of students identified divided by number of students in whole group, times 100. Please hand this to Amanda at the end of the session. She will copy this for you and return it.

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| --- | --- | --- | --- |
|  | Identify the students who have made gains greater than 2 clusters. | Identify students who are at where they should be. | Identify students who are more than 1 year behind. |
| Reading |  |  |  |
| Comprehension |  |  |  |
| Writing |  |  |  |
| Aspect 2 – EAS |  |  |  |
| What strategies have you implemented in order to achieve these results? |  |  |  |
| Considerations for the data ie students with identified disabilities. |  |  |  |

**Analysis of Data** Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What trends can you see in your class data?**

**What trends can you see in your grade data?**

**What trends can you see in your stage data?**

**What strategies are you going to put into place to increase the gains at the top?**

**What strategies are you going to put into place to support those who are below where they should be?**

**MPPS Whole School Analysis of Data Term 2 Data 2014 Literacy and Numeracy Continuum**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | | | **1** | | | **2** | | | **3** | | | **4** | | | **5** | | | **6** | | |
|  | +2 | At | >1Yr | +2 | At | >1Yr | +2 | At | >1Yr | +2 | At | >1Yr | +2 | At | >1Yr | +2 | At | >1Yr | +2 | At | >1Yr |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Aspect 2 – EAS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Notable trends -