



Anything highlighted yellow is an update to the 2026 data plan V1

# Data Plan 2026

School Name: **Ferry Grove State School**

Data plan leader: **Matthew Meharg Principal**

Data plan version history: **Developed November 2026**

Last reviewed **20/05/2026**

Shared with LCC **23/02/2026**

Data plan alignment: School strategic plan **2025 - 2028**

Annual Implementation plan: **Realising Our Potential in 2026**

Strategic Plan Goal: Teaching and Learning																											
AIP Priority 1: Curriculum for Learning																											
AIP Priority 2: Teaching for Learning																											
Data set	Purpose	Targets/Desired Outcomes	Responsibilities	Who uses the data?	Ongoing	Term 1	Term 2	Term 3	Term 4																		
A - E Student Academic data in English and Maths <b>Data Source</b> OneSchool SORD Student Portfolios of work	<ul style="list-style-type: none"> <li>Identify trends in priority areas of school performance and improvement.</li> <li>Inform strategic planning, decisions making and resourcing.</li> <li>Monitor long-term effect of whole school strategies on student wellbeing and learning outcomes.</li> <li>Use data collected through summative assessments to inform T&amp;L sequences and differentiation of classroom and school programming.</li> <li>Inform intervention and enrichment programs and allocation of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Improve number of students achieving an A-C in English with a specific focus on increasing the numbers of students achieving ad A or B.</li> </ul> <table border="1"> <thead> <tr> <th colspan="2">Targets: 2025 English A+B%</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>75%</td> </tr> <tr> <td>Yr1</td> <td>75%</td> </tr> <tr> <td>Yr2</td> <td>75%</td> </tr> <tr> <td>Yr3</td> <td>65%</td> </tr> <tr> <td>Yr4</td> <td>60%</td> </tr> <tr> <td>Yr5</td> <td>60%</td> </tr> <tr> <td>Yr6</td> <td>65%</td> </tr> <tr> <td>Whole School</td> <td>67%</td> </tr> </tbody> </table>	Targets: 2025 English A+B%		Prep	75%	Yr1	75%	Yr2	75%	Yr3	65%	Yr4	60%	Yr5	60%	Yr6	65%	Whole School	67%	Teachers are responsible for the collection and recording of A-E achievement for their students.  All staff members are responsible for reviewing, analysing and actioning outcomes of this data meeting the needs of our students.  Through TLC, the 4 phases of moderation and CASW teaching teams will identify trends in student learning achievement and then use this information to inform planning for teaching and learning.	Class and specialist teachers  HOD-C SEP Team STLAN					
Targets: 2025 English A+B%																											
Prep	75%																										
Yr1	75%																										
Yr2	75%																										
Yr3	65%																										
Yr4	60%																										
Yr5	60%																										
Yr6	65%																										
Whole School	67%																										
Yr 1 Phonics Check	<ul style="list-style-type: none"> <li>Assess students' decoding skills across words of increasing complexity</li> </ul>	<ul style="list-style-type: none"> <li>Identify decoding strengths and instructional needs for students</li> </ul>	Yr 1 CT & SEPT <ul style="list-style-type: none"> <li>Teacher enter data in OneSchool</li> </ul>	CT & SEPT Yr 1 & 2 STLaN HOSES, SLP, TAs				Wk 6-7																			
DRA Sparkle Kit Screener  [Prep to Year 2]	<ul style="list-style-type: none"> <li>Capture the level of decoding to provide base line data for TETRAS</li> <li>Capture level of reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will have data to determine TETRAS groupings in Prep to Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>Prep to Year 2 class teachers and SEPT teachers</li> <li>Teachers enter into OneSchool</li> <li>Student booklets need to go in Student Portfolios</li> </ul>	Class teachers SEP Teachers STLAN Deputy Principals HOD-C Speech Language Pathologist		Wk 2 (Y1-2)	Wk 10 (Y1-2)		Wk 8-9 (P-2)																		
DRA Sparkle Kit Screener  [Year 3 – Year 6]	<ul style="list-style-type: none"> <li>Capture the level of decoding to provide base line data for TETRAS</li> <li>Monitor progress of tier 2 and tier 3 reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will have data to monitor progress of tier 2 and tier 3 instructional groups for Year 3 to Year 6 continuing to work through code.</li> <li>Gauge level of reading independence</li> </ul>	<ul style="list-style-type: none"> <li>Year 3-6 CT and SEPT teachers (if students are in Tier 2 or 3 TETRAS instructional groups and continuing to work through code)</li> <li>Teachers enter into OneSchool</li> <li>Student booklets need to go in Student Portfolios</li> </ul>			Wk 2	Wk 10		Wk 9																		



Letter Sound Checklist Prep	<ul style="list-style-type: none"> <li>Inform T &amp; L programs and differentiation of classroom and school programming.</li> <li>Inform intervention programs and allocation of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Maximising number of students achieving a C or above in English.</li> <li>To identify students' needs and strengths in letter naming to ensure we are building strong foundations for early literacy learning.</li> </ul>	Prep class teachers Teachers enter into OneSchool Student booklets need to go in Student Portfolios	Class teachers SEP Teachers STLAN DP Early Years HOD-C Speech Language Pathologist		Wk 3/4	Wk 8-9	Wk 8-9
DIBELS Phonemic Segmentation Fluency (PSF) Prep	<ul style="list-style-type: none"> <li>Inform T &amp; L programs and differentiation of classroom and school programming.</li> <li>Inform intervention programs and allocation of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Maximising number of students achieving a C or above in English.</li> <li>To identify students' needs and strengths in phonemic awareness to ensure we are building strong foundations for early literacy learning.</li> </ul>	Prep to Year 3 class teachers Yr 2-6 CT & SEPT teachers (if students are in Tier 2 or 3 TETRAS groups) Teachers enter into OneSchool Student booklets need to go in Student Portfolios	Class teachers SEP Teachers STLAN DP Early Years HOD-C Speech Language Pathologist		Wk 3/4	Wk 8-9	Wk 8-9
DIBELS Oral Reading Fluency (ORF) Year 1 - 6	<ul style="list-style-type: none"> <li>Inform T &amp; L programs and differentiation of classroom and school programming of TETRAS.</li> </ul>	<ul style="list-style-type: none"> <li>Maximising number of students achieving a C or above in English.</li> </ul>	Teachers Year 1 – Year 6 Teachers enter into OneSchool Student booklets need to go in Student Portfolios	Teachers Yr 1-6 STLAN HOSES SEP teachers		wk 1/2	Wk 8-9	Wk 8-9
DIBELS MAZE Year 2 - 6	<ul style="list-style-type: none"> <li>Inform T &amp; L programs and differentiation of classroom and school programming</li> </ul>	<ul style="list-style-type: none"> <li>Maximising number of students achieving a C or above in English.</li> </ul>	Teachers Year 2 – Year 6 Teachers enter into OneSchool Student booklets need to go in Student Portfolios	Teachers Yr 2-6 STLAN HOSES SEP teachers		Wk 1/2	Wk 8-9	Wk 8-9



Strategic Plan Goal: Teaching and Learning									
AIP Priority 1: Curriculum for Learning									
AIP Priority 2: Teaching for Learning									
Data set	Purpose	Targets/Desired Outcomes	Responsibilities	Who uses the data?	Ongoing	Term 1	Term 2	Term 3	Term 4
Student Portfolios	<ul style="list-style-type: none"> <li>Inform intervention programs and allocation of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Early identification of student oral language strengths and needs to inform early years Oral Language program.</li> </ul>		STLAN DP HOSES SEP Teachers HOD-C Speech Language Pathologist					
Sound Waves	<ul style="list-style-type: none"> <li>To inform T &amp; L programs and differentiation of classroom and school programming.</li> <li>To inform intervention programs and allocation of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Maximising number of students achieving a C or above in English.</li> <li>Understand student needs in the development of spelling knowledges with a specific focus on spelling patterns to inform teaching.</li> <li>Through the whole school implementation (year 2 – 6) of Soundwaves students will demonstrate improved accuracy of spelling in their writing against the year level achievement standard.</li> </ul>	Year 2 – 6	Year 2 – 6 Teachers STLAN SEP Teachers HOD-C		Wk 1/2		Wk 1/2	
NAPLAN	<ul style="list-style-type: none"> <li>Point in time check point as to how strategic decisions are impacting on student literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>100% Achieving NMS</li> </ul>	Leadership Team	Leadership Team					
Year 1 Numeracy Check	<ul style="list-style-type: none"> <li>To gauge the number knowledge of Year 1 students to plan early interventions for those children who may not yet be attaining the expected level of development.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted teaching</li> <li>Support differentiation &amp; extension</li> </ul>	Class Teacher STLaN SEP teachers Teacher enter data in OneSchool	Class teacher STLAN SEP teachers HOSES HODC		Wk 1/2			



Strategic Plan Goal: Community, Culture & Wellbeing									
AIP Priority 3: Well-being for Learning									
Data set	Purpose	Targets/Desired Outcomes	Responsibilities	Who uses the data?	Ongoing	Term 1	Term 2	Term 3	Term 4
School Opinion Survey Coffee and Connect Feedback P & C Meetings Parent/Student Reference groups/surveys	<ul style="list-style-type: none"> <li>Inform strategic planning, decisions making and resourcing.</li> <li>Monitor long-term effect of whole school strategies on student wellbeing.</li> <li>Monitor community sentiment on school strategic direction, performance, priorities and goals.</li> <li>Celebrate what we are doing well and plan for areas of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>School Opinion Survey positive agreement Staff, Students and Parents.</li> </ul> <p>Parent</p> <ul style="list-style-type: none"> <li>This school asks for my input.</li> <li>This school takes parent’s opinions seriously.</li> <li>I understand how my child is assessed at this school.</li> </ul> <p>Student</p> <ul style="list-style-type: none"> <li>I am interested in my school work.</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>I am confident that poor performance will be appropriately addressed in this school.</li> <li>Staff are treated fairly and consistently at this school</li> <li>I feel that staff morale is positive at this school.</li> </ul>	Leadership Team All staff	Leadership Team All Staff					
A-E Behaviour and Effort achievement Behaviour Incident referrals – One school Positive Behaviour Records	<ul style="list-style-type: none"> <li>To analyse trends and patterns in student engagement and behaviour across the school.</li> <li>To celebrate student success (Student of the Month, Learning Super Power Awards).</li> <li>To support individual students with behaviour.</li> <li>Behaviour data is analysed termly and used to refine supervision and student support.</li> <li>Actions discussed and tabled at SNAC meetings.</li> </ul>	<ul style="list-style-type: none"> <li>School Opinion Survey % increase of parents, staff and students - Student behaviour is well managed; Expectations and rules are clear</li> <li>Increase the % of students achieving an A-B in Behaviour and Effort</li> <li>Reduction in School Disciplinary Absences</li> </ul>	All teachers to collect and input All staff enter behaviour incident data	Wellbeing STAR Team Leadership Team All Staff					
Attendance	<ul style="list-style-type: none"> <li>Maximising student learning days.</li> <li>To monitor student safety, attendance and connectedness to school – Fortnightly data snapshot.</li> <li>Attendance data is checked weekly to monitor for students whose attendance may have dropped below 90% or at risk of dropping.</li> <li>Actions discussed and tabled at Wellbeing meetings fortnightly.</li> </ul>	<ul style="list-style-type: none"> <li>95%+ attendance for all students including focus groups of First Nations, NCCD and OHC</li> </ul>	Class Teacher Deputy Principal Principal Wellbeing Team	Class Teacher Deputy Principal Principal Wellbeing Team					
Student Wellbeing - QLD Engagement and Wellbeing Survey (Year 4 – 6 only)	<ul style="list-style-type: none"> <li>To monitor student engagement in learning.</li> <li>To ensure student voice is present in school decision making.</li> <li>To monitor student wellbeing and connectedness to school.</li> </ul>	<ul style="list-style-type: none"> <li>Students self-reporting improvements in their wellbeing as per the survey results</li> <li>School Opinion Survey – Student – improved positive agreement</li> <li>I feel accepted by other students at my school</li> </ul>	Class Teacher Deputy Principal Principal Wellbeing Team	Class Teacher Deputy Principal Principal Wellbeing Team					
Prep Transition Data	<ul style="list-style-type: none"> <li>To support transitions into Prep.</li> <li>Data capture is initially completed by parents during enrolment interview</li> </ul>	<ul style="list-style-type: none"> <li>Documenting evidence of progress of social and emotional development of students</li> </ul>	Prep parents Prep Teachers and & TAs	Class Teacher Deputy Principal					

