# St Luke's School Data Plan 2026

At St Luke's, we are committed to continuous school improvement. We use evidence to identify, monitor and respond to all student needs and our strategic priorities. The table below outlines our plan to address our strategic priorities through the collection, analysis and discussion of our school and student learning data and how we use and communicate this across our community.

At St Luke's we support the use of the School Improvement Tool (SIT) by giving high priority to school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing.1 St Luke's collects and analyses a broad range of student learning and wellbeing data to inform learning and teaching cycles and whole school progress and performance.

We identify gaps in student learning and wellbeing, monitor student improvement over time, monitor growth across the years and inform the implementation of strategies that improve student outcomes. Central to the collection of this data is the consideration of school-wide data literacy and the processes and practices that support quality teaching and learning. Staff are able to access data through the Business Intelligence (BI) tool and other authority and evidence-based sources, to support analysis, discussion and implementation of strategies that will improve student outcomes. In developing and implementing a data plan, consideration of an overall school schedule of learning, teaching and wellbeing data is outlined in the plan below. Clear specification of types of data to be collected, performance measures to be achieved, sources of data that best reflect those outcomes, the timeframe, lines of responsibility, analysis processes and actions to be implemented, are essential elements in the data plan and will also support the tracking of the school's explicit improvement agenda.

| Data Type | Data Source | Year Level | Purpose | Performance Measures | Timeframe | Whole School Analysis Process | Lines of Responsibility | Actions and Evaluations | Stakeholder Communication and mode of delivery |
|---|---|---|---|---|---|---|---|---|---|
| School performance and student progress and performance | Foundational Literacy Monitoring Tools -Concepts About Print (CAP) - Phonological Awareness (PA) -Oral Language (OL) | Prep – Year 1 | Gathers information about students' foundational literacy skills in three key areas considered critical for students entering formal schooling, particularly in Prep and Year 1. | 90% of Prep students | CAP - Term 1 Week 3 PA - Term 1 Week 5 OL - Term 1 Week 7 + End of each term as required | Classroom Teachers PLL -planning, data analysis meeting | Prep / Year 1 Teachers PLL ST:IE Admin Team | Student Support Team to analyse data and develop action plan  Classroom teachers to use data to inform next teaching cycle Using the Data to Inform Planning Protocol Data to Inform Planning 2026.pdf | Classroom teachers – parent meetings |
| | DIBELS | Prep | Monitors foundational reading skills to identify those at risk and provide timely targeted support to improve literacy outcomes. | 85% of Prep students in Green and Yellow band | Middle of Year -Term 3 Week 2 End of Year -Term 4 Week 8 | | Classroom Teachers PLL ST:IE Admin Team | | Classroom teachers – parent meetings |
| | | Year 1-6 | | 85% of Year 1-6 students in Green and Yellow band | Beginning of Year -Term 1 Week 5 Middle of Year -Term 2 Week 10 End of Year | | | | |

| Assessment | Year Level | Purpose | Target | Timing | | Responsible | | Reporting |
|---|---|---|---|---|---|---|---|---|
| | | | | -Term 4 Week 8 | | | | |
| Sound/Letter Knowledge | Prep – Year 2 | To monitor early analysis of reading readiness. | 95% of Prep students | Term 1 Week 9 + End of Term 2 & 3 + Week 6 Term 4 as required | | Prep – Yr 2 Teachers PLL ST:IE Admin Team | | Classroom teachers – parent meetings |
| PM Benchmark | Prep – Year 2 (Yr 3-6 as required) | To focus on the fundamentals to the development of reading. | 95% of Prep level 5-8 95% of Yr 1 level 14-18 95% of Yr 2 level 22-26 | End of each term | | Prep - Yr 2 Teachers PLL ST:IE Admin Team | | Classroom teachers – parent meetings |
| PAT- R (Reading) | Year 3 – 6 (Year 2 Term 3 only) | Assesses students' reading comprehension and vocabulary knowledge to track progress over time, inform teaching decisions, and support differentiated instruction aligned to the Australian Curriculum. | Increase in mean score 2026 PAT R bands – Target of 90% of students in bands 112 and above | Term 1 Week 3 - 10 (Linear Testing) and Term 3 Week 6 - 10 (Adaptive Testing) | | Yr 2-6 Teachers PLL ST:IE Admin Team | | Classroom teachers – parent meetings |
| PAT Spelling Skills | Year 2-6 | Assesses students' spelling strengths and gaps, monitor progress over time, and inform targeted, explicit instruction across phonological, orthographic, and morphological knowledge domains. | 2026 PAT S bands – Target of 90% of students in bands 112 and above | Term 1 Week 8-10 Term 3 Week 8-10 | | Yr 2-6 Teachers PLL ST:IE Admin Team | | Classroom teachers – parent meetings |
| PAT-M | Year 3 -6 (Year 2 Term 3 only) | Assesses students' mathematical knowledge, reasoning, and problem-solving skills to track progress over time, inform teaching decisions, and support differentiated instruction aligned to the Australian Curriculum. | Increase in mean score 2026 PAT M bands – Target of 90% of students in bands 112 and above | Week 4 -10 Term 1 (Linear Testing) and Week 6 - 10 Term 3 (Adaptive Testing) | | Yr 2-6 Teachers PLL ST:IE Admin Team | | Classroom teachers – parent meetings |
| Torch Test *Additional Assessment | Year 3 - 6 | To monitor reading comprehension. | Increase in mean score | Week 5 Term 2 and Week 4 Term 4 | | Yr 3-6 Classroom Teachers PLL ST:IE Admin Team | | Classroom teachers – parent meetings |
| NAPLAN | Year 3 and Year 5 | A full-cohort national assessment that provides standardised, comparable data on student achievement in literacy and numeracy. Its purpose spans multiple levels – for schools and teachers, | 60% of Year 3 and 69% of Year 5 students achieving in the Strong and Exceeding bands | Term 1 Weeks 7-9 -Writing -Reading -Conventions of Language -Numeracy | | Yr 3 and 5 Classroom Teachers PLL ST:IE Admin Team | | Classroom teachers – parent meetings |

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| | | | parents/carers, BCE and governments. | | | | | | |
| **Well-Being and Behaviour** | Tell Them From Me (TTFM) | Year 4 – 6 All teachers All parent (invitational) | Gathers insights into student, teacher, and parent perceptions of learning, wellbeing, and school climate to inform school improvement, system strategic work and targeted interventions. | Refer to EIA/AIP | Term 2 Weeks 2-5 | Leadership Team to analyse data. | Yr 4-6 Classroom Teachers Admin Team | Leadership Team to create report for school staff and community | Principal to share data with St Luke's staff and school community |
| **Inclusive Education** | Learning Progressions (EAL/D) | EAL/D students | Monitors and assesses English language proficiency for students who speak English as an Additional Language or Dialect (EAL/D). | N/A | Term 1 Week 5 (Newly identified) Term 2 Week 10 and Term 4 Week 9(All EAL/D students) | Student Support Team to analyse data and develop action plan | Classroom Teachers PLL ST:IE | Student Support Team to analyse data and develop action plan  Classroom teachers to use data to inform next teaching cycle | Data to be shared with parents as needed |

## Optional Data Monitoring at St Luke's

| Other Data Sources | Alignment to Strategic Priorities | Indicators/Targets/Results |
|---|---|---|
| Professional Learning Plan | Connecting Communities, Delivering Thriving Catholic Schools, Maximising Potential, Optimising Conditions for Success | PD |
| Enrolment Data | Organisational Efficiency | Steady enrolments projected for future 5 years. |
| Attendance Data | Maximising Potential, Optimising Conditions for Success | 90% students attending 90% time |
| NCCD | Maximising Potential, Optimising Conditions for Success | XX students on register for 2026 |
| Formation Plan | Delivering Thriving Catholic Schools | Further modules to be completed |