REVIEW OF SCHOOL DATA DIAGNOSTIC SURVEY

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Your School
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SCHOOL-WIDE TRENDS

	All results	School Trends	Difference
Data literacy	57.8%	37.1%	-20.7%
Data visualisation	55.6%	39.0%	-16.6%
Data storytelling	61.0%	41.0%	-20.0%
questions	55.6%	36.3%	-19.3%

In the school data diagnostic, 76 individual educators responded.

As shown in the table above, staff rated their skills in data literacy, visualisation, storytelling and school process and structure as below the Australian average. The largest gap was for the data literacy questions.

The table below shows that Senior Leaders were the only group to rate their skills in any category above the national average. They rated their skills in school process and structure questions as above the Australian Average, however they rated all other categories below the Australian average.

	Number of respondents	Data literacy (57.8%)	Data visualisation (55.6%)	Data storytelling (61.0%)	School questions (55.6%)
Senior Leader	6	50.0%	54.2%	54.2%	59.7%
Middle leader	21	34.7%	36.3%	34.7%	33.3%
Teacher	49	37.8%	39.6%	43.4%	36.8%

The colour coding structure used on this page is as follows:
- All results within 2 percentage points of the Australian averages are colour-coded yellow
- All results more than 2 percentage points above the Australian averages are green
- All results more than 2 percentage points below the Australian averages are red.

SCHOOL SUMMARY

Things that are going well:

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Areas of Growth:

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ANALYSIS BY QUESTION - DATA LITERACY

	All Australian Results	School Results
1. I have a plan for how I use data in my role	59.8%	36.0%
2. I share the benefits of data with other educators in my school	58.3%	30.2%
3. I am able to identify trends in data for students in my care	64.4%	46.0%
4. I understand the data that I receive from standardised assessments (such as NAPLAN, DRA, PAT etc.)	64.1%	46.0%
5. I prioritise the analysis and discussion of data with other educators in my school	56.1%	24.9%
6. I use a range of student data in my work, including academic, behavioural, attendance, and wellbeing data	67.7%	45.5%
7. I know how to use measures of growth as well as achievement in my role	60.1%	37.0%
8. I use measures of growth and achievement in my role	57.8%	33.3%

For these raw results, colour coding is as follows:
- Scores under 50% are colour coded red
- Scores greater than or equal to 50% and up to 74% are colour coded yellow
- Scores greater than or equal to 75% are colour coded green

ANALYSIS BY QUESTION - DATA VISUALISATION

	All Australian Results	School Results
9. I know how to read data visualisations of student data (such as graphs, tables, colour coded data etc)	72.7%	63.0%
10. I understand the value of data visualisations in my role	72.7%	52.4%
11. I know how to generate the visualisations that I need	50.8%	38.6%
12. I use technology to monitor and track individual student outcomes and growth	54.3%	40.7%
13. I use technology to monitor and track groups outcomes and growth	52.5%	33.9%
14. I promote the notion of a data democracy in my role (that is, sharing data and making data available to those who need it)	58.6%	34.9%
15. I help other staff develop their visualisation and interpretation skills	42.4%	19.6%
16. I use visualisations to support evidence-informed practice in my role	50.0%	30.7%

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- Scores greater than or equal to 75% are colour coded green

ANALYSIS BY QUESTION - DATA STORYTELLING

	All Australian Results	School Results
17. I am able to use student data and trends to inform my practice	68.7%	49.2%
18. I use student data and trends to inform my practice	67.7%	43.9%
19. I understand the importance of data storytelling	67.9%	41.3%
20. I promote a culture of evidence-informed practice in my sphere of influence	63.6%	33.3%
21. I review the efficacy of my practice as a result of trends in the data	56.3%	37.0%
22. I consider the needs of student groups as well as individuals in my use of data	66.2%	45.5%
23. I prioritise action from the analysis of data	63.6%	36.0%
24. I use data to celebrate growth and achievement with students	64.4%	41.8%

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ANALYSIS BY QUESTION - SCHOOL QUESTIONS

	All Australian Results	School Results
25. There is a plan for how data is used in my school	55.3%	42.9%
26. My school places a high emphasis on the use of data to inform practice	60.1%	49.2%
27. High-impact strategies regarding data are used in my school (for example, data walls, professional learning opportunities, PLCs, action research projects etc.)	51.0%	35.4%
28. There is adequate support for building data skills and use in my school	46.0%	29.1%
29. There is adequate time provided in professional learning on using and analysing data	40.7%	16.9%
30. The technology used by my school supports my use and implementation of data	51.3%	45.5%
31. The leaders in my school have clear expectations regarding the use of student data	58.6%	36.5%
32. Leaders in my school review the efficacy of school programs as a result of trends in the data	57.6%	38.1%

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- Scores greater than or equal to 75% are colour coded green

THANKS

Thanks for the chance to provide an overview of your school data diagnostic results. If you would like to build your skills in data storytelling, you might be interested in:
- 2023 Data Champions course
- 'Data Storytelling for Educators' online course
- My books - Using and Analysing Data in Australian Schools, Leading Data-Informed Change in Schools, and I'm not a numbers person: How to make good decisions in a data rich world.

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