

Teachers, thank you for taking the time to complete this survey. Your assistance in completing the questions as completely and accurately as possible is appreciated and will greatly assist in our analysis of the school's operation. All responses will be treated confidentially and stored securely. Survey completion is voluntary.

* questions must be answered.

* Number of years in current school

* Number of years teaching

* Year/Faculty

* School Name

* Navigating SMART

	Regularly	Sometimes	Never
I log onto and view SMART at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know which main menu functions are best targeted for teacher use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I generate graphs and tables and use data from SMART for analysis and reporting to teams or the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I conduct workshops in how to access and use SMART data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Analysing SMART data for the classroom

	Regularly	Sometimes	Never
I use the Student Responses and Item Performance screens in SMART to understand the performance of my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I create custom groups and use item analysis and teaching strategies in SMART to make links between NAPLAN data and curriculum outcomes for my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use student responses, percentages in bands, growth charts and the relative performance feature in SMART to analyse the performance of my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I conduct workshops in how to understand and undertake effective SMART analysis at classroom and small group level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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* Analysing SMART data for the school

	Regularly	Sometimes	Never
I use trend data, growth charts, percentages in bands and the relative performance feature in SMART to analyse the performance of my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the predictive model and item analysis in writing in SMART to analyse the performance of my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the data from several screens in SMART to effectively explain the school's performance to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I conduct workshops in how to understand and undertake effective SMART analysis at school and school group level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Integrating school and external assessment

	Regularly	Sometimes	Never
I understand of the difference between external and internal assessment and the value of both	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I compare student and school results in external and internal assessment and understand their respective diagnostic strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I evaluate and modify assessment strategies, based on results, in consultation with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I facilitate and manage professional conversation, development and evaluation of school assessment policies in response to assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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* Data driven pedagogy

	Regularly	Sometimes	Never
I modify teaching strategies in response to assessment results and other data sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively participate in school level discussion about changes in teaching practice driven by the outcomes of data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I evaluate school results over time and monitor the impact of changes made to teaching practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I facilitate and lead staff evaluation of data-driven change over time in teaching and learning practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Ethical practice

	Regularly	Sometimes	Never
I adhere to the regulation about privacy and use of student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the access rules for non-custodial parents in my school and check before distributing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I critically reflect on legal and ethical issues in sharing student data with the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ensure staff are aware of and adhere to policy and regulations on data usage and privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Professional contribution

	Regularly	Sometimes	Never
I participate in professional learning in the use of data to improve the quality of teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively participate in analysis of internal and external assessment and measurement data including the identification of school strengths and areas for development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide informed advice to the school community about school results and relevant comparisons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lead professional learning opportunities on data analysis for school improvement purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>