

QTR Surveys

These surveys can be implemented with the whole staff or student cohort at one to two time points across the year (e.g. Term 2 annually OR Term 1 and Term 3).

These questions can be imported into your preferred online format e.g. Google Forms or Survey Monkey for distribution and evaluation. Please note that the survey:

- should be run at the same time(s) each year and ideally in the same week of term for consistency;
- results should be kept confidential for the purposes of reporting; and,
- should ideally be run across the whole school but faculty or stage level data could be used for planning of professional learning, implementation and/or targeted welfare initiatives.

The whole survey can be used (see annual improvement measures) or single items can be selected to provide targeted information that aligns with the SEF.

Analysis of the survey is focused on the mean of the responses, or the percentage of participants who rate themselves above 6 on the 0 – 10 scale. This approach demonstrates the percentage of respondents who are indicating a positive response. A positive change in this percentage across time indicates that school initiatives are having a positive impact. Results need to be considered in the context of staffing changes, survey participation or major interruptions to normal school practice.

Data collected at multiple points across time should be represented graphically to identify changes in the means over time (trends).

STUDENT SURVEY

Measure	Question	Rating Scale	Analysis
Achievement	I am a success as a student	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Explicit quality criteria	My teachers make it clear what to do to get good grades	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
High expectations	My teachers encourage me to improve my standard of work	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Relevance	The things I have learnt are important	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Teachers	Teachers treat me fairly	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time



TEACHER SURVEY

Measure	Question	Rating Scale	Analysis
Appraisal	I am happy with the quality of feedback I receive on my work performance	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Cognitive readiness	Ongoing plans for improvement are making a difference at this school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Collaborative practice	There is collaborative practice at this school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Background knowledge	My lessons are planned to build on the background knowledge of my students	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Deep knowledge	I ask my students to demonstrate relationships between central concepts/ideas	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Deep understanding	I use a range of higher order questioning techniques in lessons	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Explicit quality criteria	In my teaching I make students aware of what makes their work good	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
High expectations	I encourage students to take risks in their learning	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Student engagement	I am able to get students to believe they can do well in schoolwork	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Instructional leadership	Leadership are focused on evidence-based practice at this school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Instruction leadership	School executive members are good role models for staff	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time

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TEACHER SURVEY

Measure	Question	Rating Scale	Analysis
Professional learning coherence	Professional learning is supported by other initiatives to improve the school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Professional learning coherence	Professional learning programs at my school complement the teaching we do	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Shared understanding	There is a shared understanding of teaching practice at this school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Quality Teaching model	The Quality Teaching model provides the basis for teaching and learning at this school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Teacher Wellbeing - Efficacy	I am a successful teacher	(0) Almost never - (10) Almost always	Mean change across time / % above 6 over time
Teacher Wellbeing - Connectedness	I feel like I belong at this school	(0) Almost never - (10) Almost always	Mean change across time / % above 6 over time
School Morale	The level of morale in this school could be described as	(0) Extremely low - (10) Extremely high	Mean change across time / % above 6 over time
Impact of QTR	In this school, Quality Teaching Rounds has had a positive impact on:		
	• Formative assessment	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
	• High expectations for students	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
	• Collaborative practice	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
	• Student outcomes	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
	• Teaching practice	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time