Consultation survey – Analysis guide

This document works in conjunction with the Consultation survey - User guide and the Appendix that details the survey questions. Find these documents on the [Digital Citizenship website](https://www.digitalcitizenship.nsw.edu.au/articles/student-use-of-digital-devices-and-online-services).

## Using this document

Find guidance to help you analyse data from your surveys. This guide is a starting point to support your analysis.

This document is in three sections each relating to one of the surveys. Skip to:

[School Staff Survey](#_School_Staff_Survey)

[Student Survey](#_Student_Survey)

[Parents/Carers Survey](#_Parent/Carer_Survey)

### **Contact** **details**

**Email**: [devicesinschools@det.nsw.edu.au](mailto:devicesinschools@det.nsw.edu.au)

## School Staff Survey

### About you

Filter data by stage, years teaching, or professional learning to identify what year groups across your school have the most training in technology.

Cross reference with responses from other questions, to examine relationships within the data to identify patterns, trends or the correlation between mutually inclusive factors within your results.

For example, identify the teachers in each stage or faculty group with potential expertise in using technology for educational purposes. Identified experts could become 'technology champions' within each stage or faculty and support upskilling their colleagues in the use of technology for educational purposes.

### Technology and digital skills

Filter data by stage and then technology and digital skills to see a snapshot of where expertise sits across the school.

Use identified experts in the educational use of technology as mentors within stage and faculty teams. Staff who self-identify as requiring additional support in technology skills can be further questioned to identify the specific skills they require strengthened.

### Our school's approach to devices

#### Primary schools

View summaries of these responses in graph format identifying the most common answers from teachers and school staff.

Data will support where mobile phones are stored and the approach to communication between students and their parents.

#### Secondary schools

View summaries of these responses in graph format identifying the most common answers from teachers and school staff.

Responses will help determine how you manage devices within your school and assist in the development of your school procedure, for example, no restriction, partial or full restrictions.

### Teaching and learning

Splice or filter this data by year or faculty team and the responses to the questions about Teaching and Learning. Cross-reference to examine relationships within the data to identify patterns, trends or correlations.

For example, identify areas where teachers require support in using technology for educational purposes and to which stage or faculty team they belong. Develop an action plan to target support where it is needed.

The questions align with the ICT General Capability:

* Investigating with ICT
* Creating with ICT
* Communicating with ICT
* Applying social and ethical protocols and practices when using ICT
* Managing and operating ICT.

The department has created the [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) to support teachers to integrate ICT in their teaching practice. The [Learning tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Browser?clearCache=470d71ad-3be0-a83c-f3c-88c2d3731a24) can be navigated by the ICT capability and the [Learning activities](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1c769) by Bloom's Taxonomy.

Find additional information and courses supporting teachers in [using technology](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/using-technology#tabs2) for educational purposes.

### Responsibilities and obligations

Count the number of responses and percentage of respondents for each change. Compare these across surveys.

The responses to the 'Responsibilities and obligations' questions will support changes in the recommended inclusions for students, parents and carers and principals and teachers for your school. Ask questions such as: Is there enough support for a change to modify our school procedure? Does the recommended change require further consultation?

### Open feedback

Read to identify the main issues and any recurring themes from the teachers and school staff responses. Next steps may be to make a plan of action and evaluate the impact of the change.

## Student Survey

### About you

Splice or filter the data by year group to identify where students require additional support in developing their technology skills.

Cross reference with responses from other questions, to examine relationships within the data to identify patterns, trends or the correlation between mutually inclusive factors within your results.

Identify the main issues and any recurring themes from the open responses to support your technology action plan.

### Our school's approach to devices

#### Primary schools

View summaries of these responses in graph format identifying the most common answers from teachers and school staff.

Data will support where mobile phones are stored and the approach to communication between students and their parents.

#### Secondary schools

View summaries of these responses in graph format identifying the most common answers from teachers and school staff.

Responses will help determine how you manage devices within your school and assist in the development of your school procedure, for example, no restriction, partial or full restrictions.

### Learning with technology

Splice or filter this data to cross-reference to examine relationships within the data to identify patterns, trends or correlations.

The questions about Learning with technology will help identify areas where student require support in using technology for educational purposes. The questions align with the ICT General Capability:

* Investigating with ICT
* Creating with ICT
* Communicating with ICT.

Identify the cohorts where students require the most support and in which areas of the ICT General Capability. Create an action plan to upskill students across the school.

The Department has created the [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) to support teachers to integrate ICT in their teaching practice.

The [using technology](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/using-technology#tabs2) page provides information for students about accessing [Google Classroom](https://schoolsequella.det.nsw.edu.au/file/687216f8-76f3-425e-8036-260f13ed4a61/1/GoogleClassroomAtHome.zip/StudentsAccessingGoogleClassroomAtHome.pdf), [Microsoft Teams](https://schoolsequella.det.nsw.edu.au/file/b10ce367-721c-4638-a163-cfdcf95ced74/1/AccessingTeams.zip/StudentsAccessingTeamsatHome.pdf) and [Zoom](https://schoolsequella.det.nsw.edu.au/file/a06a3c9d-264b-46b3-a5bd-a321372b7cee/1/zoom.zip/GettingintoZoom-Students.pdf) from Home. In addition, year 11 and 12 students can freely access a wide variety of training on [LinkedIn Learning](https://education.nsw.gov.au/technology/guides-and-forms/technology-for-school-users/learning-and-collaboration-tools/LinkedIn-Learning).

### My responsibilities

Sort first by year group and then filter by responses from the 'My responsibilities' questions to identify what each year group understand about their responsibilities with technology.

Count the number of responses and percentage of respondents for each noted change. Compare these across surveys. Ask questions such as: Is there enough support for a change to modify our school procedure? Does the recommended change require further consultation?

The [Digital Citizenship](https://www.digitalcitizenship.nsw.edu.au/students-articles) student pages provide articles and resources specifically for students to learn to be safe, respectful and responsible users of digital devices.

### Open feedback

Open feedback allows the school to identify the main issues and any recurring themes from the student responses. Next steps may be to make a plan of action and evaluate the impact of the change.

## Parent/Carer Survey

### About my school-age child/children

Sort by year group and then filter against the responses from the, 'About my school-age child/children' questions. Cross-tabulating responses supports the identification of patterns and trends within your results. For example, identifying which cohort of parents requires additional support or further communication.

### Our school's approach to devices

#### Primary schools

View summaries of these responses in graph format identifying the most common answers from teachers and school staff.

Data will support where mobile phones are stored and the approach to communication between students and their parents.

#### Secondary schools

View summaries of these responses in graph format identifying the most common answers from teachers and school staff.

Responses will help determine how you manage devices within your school and assist in the development of your school procedure, for example, no restriction, partial or full restrictions.

### Digital technology use at our school

Splice or sort these responses with the responses identifying what year groups a parent's children belong.

Identify the main issues and recurring themes in these responses. Ask yourself questions such as: Are these issues across the school or just across a year group? Where are the gaps from a parent's perspective? Is there a communication issue where parents are unaware of digital technology use across the school, or is there an actual gap in students' skills? Create an action plan based on your data.

### Adjustments and exemptions

Schools work individually with students and parents.

### Responsibilities and obligations

Count the number of responses and percentage of respondents for each change. Compare these across surveys.

Ask questions such as: Is there enough support for a change to modify our school procedure? Does the recommended change require further consultation? Identify changes in the recommended inclusions for students, parents and carers and principals and teachers for your school.

### Open feedback

Open feedback allows the school to identify the main issues and any recurring themes from the parent responses. Next steps may be to make a plan of action and evaluate the impact of the change.