

# SASPA CONFERENCE 2025



**SASPA**

South Australian  
Secondary Principals'  
Association



**DATA 4**

**IMPACT**





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# Exploring the data

Strategy Placemats, Pulse Checks and Question Bank



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Government of South Australia  
Department for Education

## Touchstones:

- Focus on indicators of growth and progress – signposts to guide the journey.
- Working to have measures available to track progress for all the Area of Impact domains.
- Development and trialling of new measures will be a collaborative process with sites.
- Balanced approach to being able to provide a system level picture of how we are progressing and supporting sites to tell their growth and progress stories.
- Start with our schools and then build on the learning with our preschools.

Measuring Progress



Developing Support Resources



Exploring the Data  
placemats



Pulse Check  
capability



Question  
Bank



## Location snapshot

We are currently in partnership with

**87** schools and preschools

Across **21** portfolios.



**32** of these sites are from **country** areas and

**55** are from the **metro** area.



## School snapshot

We are partnering with

**3** Preschools



**58** Primary schools

**9** Reception to 12 schools

**17** Secondary schools



With representation across the **Index of Educational Disadvantage**.

## Area of Impact snapshot

Half of the sites are focussing on Effective learners.



Effective learners

**35** sites



Wellbeing

**19** sites



Learner agency

**10** sites

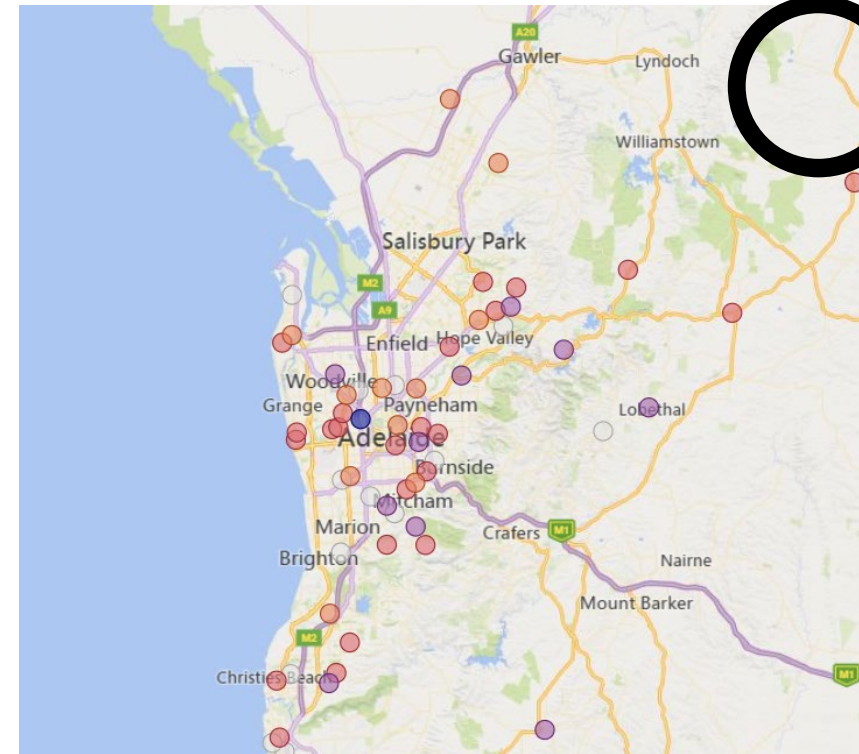
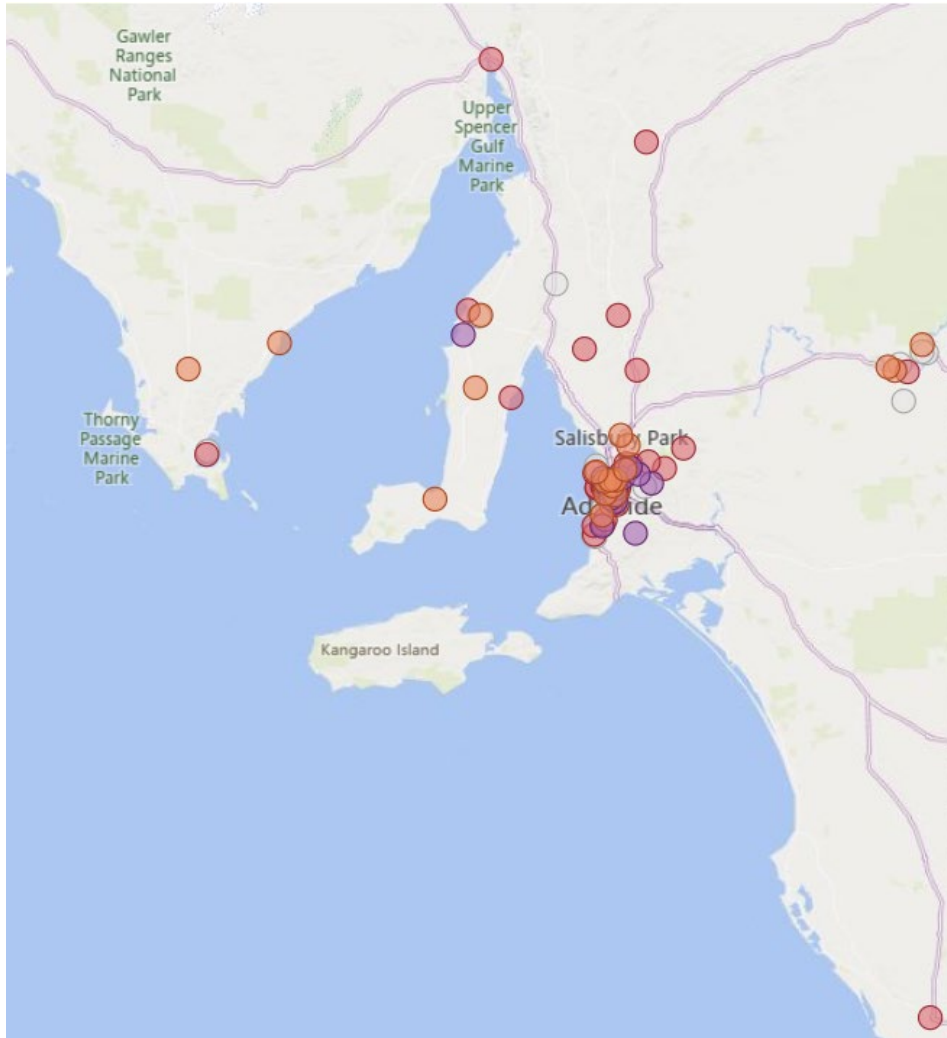


Equity and excellence

**1** site

\*22 Sites in their early stages

23 Portfolios | 87 sites – includes 5 preschools



- Wellbeing
- Effective learners
- Learner agency
- Early stages





The  
Strategy

+

System  
data

=

+

Domain  
research

**EXPLORING THE DATA**

## Voice to agency

Prompts for leaders in site improvement planning

**Learner Agency**

Our learners are empowered to develop a sense of identity and responsibility as they participate in their preschool and school community and are supported to play a role in shaping their learning experiences.

**Voice to agency**

Learners have a say and 'own' what they learn and how they learn.

**About this resource**

This resource should be used alongside other strategy resources to assist in unpacking the areas of impact and domains.

Making Meaning of the Area of Impact Learner Agency

Learner Agency summary paper

**What the Strategy resources say about voice to agency**

Learners:

- feel their ideas are valued and acted upon or responded to
- express and build on their others' opinions and ideas
- talk with others about what and how they learn
- have a say in how to bring the curriculum to life
- demonstrate bravery by trying new things in learning

Teachers:

- take responsibility for their role in improvement
- collaborate with peers and adults to make decisions about the culture
- contribute to the thinking and design of site initiatives and policies.

**What other system level data can help us?**

Wellbeing and Engagement Collection (WEC)

The WEC includes several sub-domains that can support thinking about voice to agency. School belonging, optimism and cognitive engagement can help direct positive voice to agency to act with a sense of purpose.

**School belonging**

36%	37%	25%
41%	31%	19%
42%	45%	10%

**Why voice to agency?**

Building student voice and agency can enhance motivation to learn, satisfaction in learning and academic achievement.

**How does the system measure voice to agency?**

There is no current system-level data collection that measures voice to agency.

**What can your site's data tell you about how you could support student voice to agency?**

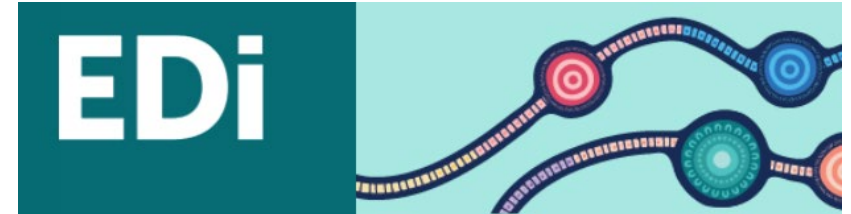
Other questions in the WEC can be explored further in conversations with your students:

- Connectedness to adults at school: At my school there is a teacher or another adult who listens to what I have to say.
- Emotional engagement with teachers: Most of my teachers really listen to what I have to say.

**School Parent Engagement Survey**

Use this survey to look at co-agency, where educators and parents collaborate with students in learning. The school provides an opportunity for me to have input about my child's learning.

11%	46%	23%	11%	9%
Strongly agree	Agree	Don't agree or disagree	Strongly disagree	Disagree



exploring the data

exploring the data resources

exploring the data - voice to agency

exploring the data - strategic awareness

exploring the data - cognitive engagement

exploring the data - belong and safety

exploring the data - partners in learning

## Looking at the Exploring the data placemats

- How are you currently using the data placemats?
- If you are not using them, how could you use the placemats at your site?
- Do you think the placemats could be used across learning teams?
- What local level data could you use with the suggested measures?

**Schools access resources and act independently**

**Bespoke support**

EDI Search:

Exploring your data

[Education.StrategicDataInitiatives@sa.gov.au](mailto:Education.StrategicDataInitiatives@sa.gov.au)

# Why pulse check?



Connect Aol & domains to survey questions



Support local collection of site data for site use



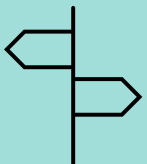
Quick, real-time



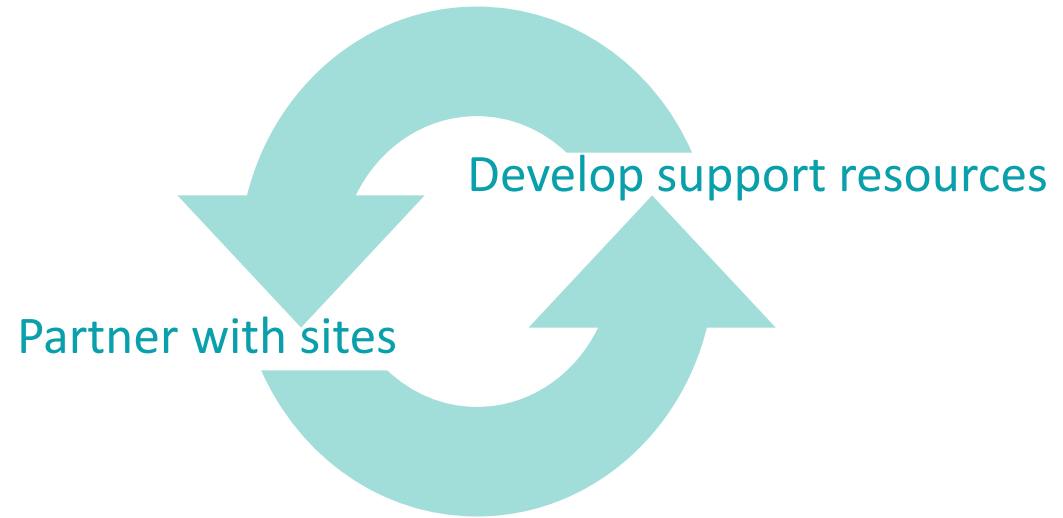
Complements other data sources



Reduce burden, duplication of effort



Signpost and signals, not certainty



Invited by sites



Site led, data informed



Iterative co-design, partnering with sites



Technology options



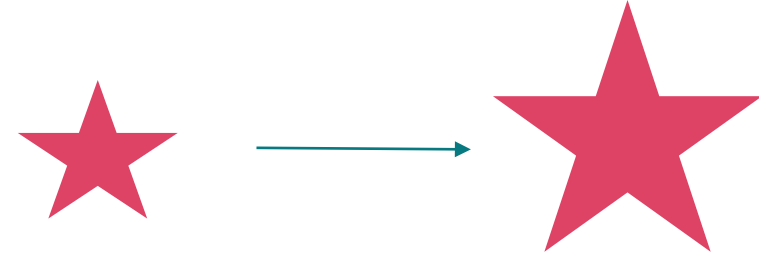
Reaching local agreement  
(ie. what matters right now)



Narrowing the focus funnel  
(ie. smaller bites, sharper teeth)



Exploring alignment of student  
and staff views  
(ie. are we on the same page?)



Locked in and refining  
(ie. going next level, or  
deeper)

## 1. Send a message

1. I enjoy ~~maths~~ learning (student perception)
2. ~~I am good at maths~~ (student perception)
3. ~~I feel like I can~~ I ask questions in class (curiosity)
4. I am encouraged to keep asking questions in class (curiosity)
5. I can solve ~~maths~~ problems in different ways (creativity)
6. I connect ~~new maths~~ learning to what I already know (meaning making)
7. I feel challenged in my ~~maths~~ learning (strategic awareness)
8. ~~I have opportunities to work with others~~ ~~in maths~~ (partners in learning)
9. ~~I learn better when I work with others~~ ~~in maths~~ I learn when I work with others (partners in learning)
10. I know what to do when I am stuck (strategic awareness)
11. If I don't understand a ~~maths~~ question or task I keep trying (resilience and persistence)
12. I am able to explain what I am learning.
13. I know how to improve my learning.

### Younger learners

## 3. Collect data

1. I am ~~good at learning~~ a good learner
2. I like to ask questions
3. I like to know how things work ~~know what I am learning~~
4. I can learn anything if I try
5. I like to help others when they need it
6. I know what to do when I am stuck
7. I like to learn new things
8. I learn when I work with others
9. I know how to get better at learning



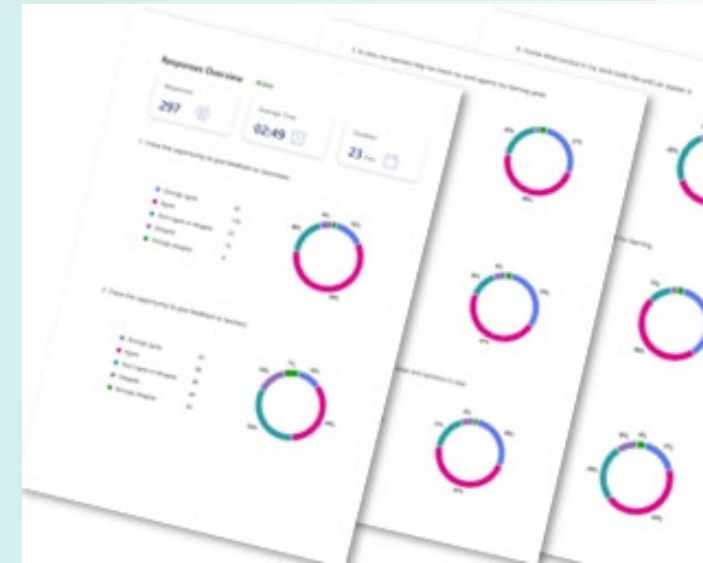
## Survey

- 👍👍 Strongly agree
- 👍 Agree
- Don't agree or disagree
- 🙄 Disagree
- 🙄🙄 Strongly disagree

## Presentation mode



## Automated reports



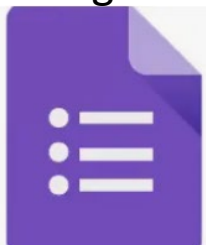
## Excel spreadsheet extract

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Id	Start time	Completion time	I have the opportun	I have the opportun	In class, my teacher	I can set learning go	My teachers encour	I know what succes	My teacher gives m	I discuss what I lean	I feel safe asking qui	I know what to do w
2	1	5/5/2025 16:18	5/5/2025 16:18										
3	2	5/13/2025 14:37	5/13/2025 14:38	Agree	Agree								
4	3	5/13/2025 14:38	5/13/2025 14:39	Don't agree or disagree	Don't agree or disagree	Don't agree or disagree	Agree	Don't agree or disagree	Agree	Agree	Disagree	Don't agree or disagree	Disagree
5	4	5/13/2025 14:38	5/13/2025 14:39	Strongly agree	Agree	Agree	Strongly agree	Strongly agree	Agree	Agree	Agree	Don't agree or disagree	Don't agree or disagree
6	5	5/13/2025 14:39	5/13/2025 14:40	Agree	Strongly agree	Strongly agree	Agree	Strongly agree	Agree	Strongly agree	Agree	Don't agree or disagree	Don't agree or disagree
7	6	5/13/2025 14:39	5/13/2025 14:40	Don't agree or disagree	Disagree	Agree	Strongly agree	Agree	Don't agree or disagree	Don't agree or disagree	Disagree	Agree	Strongly agree
8	7	5/13/2025 14:39	5/13/2025 14:40	Agree	Agree	Strongly agree	Agree	Agree	Agree	Don't agree or disagree	Don't agree or disagree	Strongly agree	Strongly agree
9	8	5/13/2025 14:39	5/13/2025 14:41	Agree	Don't agree or disagree	Agree	Strongly agree	Don't agree or disagree	Don't agree or disagree	Agree	Don't agree or disagree	Strongly disagree	Don't agree or disagree
10	9	5/13/2025 14:39	5/13/2025 14:41	Agree	Agree	Don't agree or disagree	Agree	Agree	Agree	Don't agree or disagree	Don't agree or disagree	Agree	Agree
11	10	5/13/2025 14:40	5/13/2025 14:41	Don't agree or disagree	Strongly disagree	Agree	Don't agree or disagree	Don't agree or disagree	Strongly disagree	Agree	Disagree	Don't agree or disagree	Disagree
12	11	5/13/2025 14:40	5/13/2025 14:41	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree
13	12	5/13/2025 14:40	5/13/2025 14:41	Disagree	Don't agree or disagree	Don't agree or disagree	Strongly agree	Agree	Agree	Don't agree or disagree	Strongly agree	Agree	Agree
14	13	5/13/2025 14:39	5/13/2025 14:41	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree
15	14	5/13/2025 14:41	5/13/2025 14:42	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree
16	15	5/13/2025 14:41	5/13/2025 14:42	Agree	Don't agree or disagree	Agree	Strongly agree	Strongly agree	Agree	Agree	Don't agree or disagree	Agree	Don't agree or disagree
17	16	5/13/2025 14:40	5/13/2025 14:42	Don't agree or disagree	Disagree	Don't agree or disagree	Agree	Agree	Don't agree or disagree	Don't agree or disagree	Don't agree or disagree	Agree	Don't agree or disagree
18	17	5/13/2025 14:40	5/13/2025 14:42	Agree	Don't agree or disagree	Don't agree or disagree	Agree	Agree	Don't agree or disagree	Don't agree or disagree	Agree	Agree	Agree
19	18	5/13/2025 14:41	5/13/2025 14:42	Strongly disagree	Strongly agree	Don't agree or disagree	Strongly agree	Strongly disagree	Agree	Agree	Disagree	Disagree	Don't agree or disagree
20	19	5/13/2025 14:41	5/13/2025 14:42	Don't agree or disagree	Disagree	Don't agree or disagree	Don't agree or disagree	Disagree	Disagree	Strongly disagree	Disagree	Agree	Disagree

Microsoft



Google schools



# What do you want to measure at your site?

- What do you want to know about now?
- What will have the most impact to inform you of where you are at the moment?
- What will help you best plan for your next steps at your site?
- What level of support would you like?

**Schools access resources and act independently**

**Bespoke support**

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## Exploring the data

**EXPLORING THE DATA**  
Voice to agency  
Prompts for leaders in site improvement planning

**What the strategy measures say about voice to agency**

- What are the measures and what do they measure?
- How are they measured?
- What are the strengths and weaknesses of the measures?
- What are the challenges and opportunities for the measures?
- What are the next steps for the measures?

**Why voice to agency?**

Adding student and agency voice to the system is a key part of the strategy. It is a way to ensure that the system is responsive to the needs of the community and that it is working for the benefit of all.

**How does the system measure voice to agency?**

The system measures voice to agency through a range of indicators, including:

- Student voice
- Parent voice
- Teacher voice
- Community voice
- Agency voice

**What other system level data can help us?**

Wellbeing and Engagement Collection (WEC)  
The WEC provides a range of data on student wellbeing and engagement. It is a key indicator of the health of the system and can be used to inform planning and improvement efforts.

**What are the next steps for the measures?**

There are a number of next steps for the measures, including:

- Reviewing the measures and their effectiveness
- Identifying areas for improvement
- Implementing strategies to improve the measures
- Monitoring and evaluating the impact of the strategies

## How to pulse check

**HOW TO PULSE CHECK**

**Pulse checks**  
A pulse check is a brief, easy to understand, point-in-time survey designed to gather a snapshot of local level data for immediate, actionable insights. A pulse check can provide a brief status update to see how a project or initiative is progressing. Regular and uniform pulse checks provide signals of change over time, and an opportunity to consider how to respond to those signals. Pulse checks may help to address any challenges promptly.

**This resource is:**

- A guide to the approach
- A template
- A way to get it going

**What it is:**

- A quick and easy snapshot of your current situation
- Supported by the Strategy and aligned to the Strategy
- Simple and easy to use
- Low administration for sites
- A clear and consistent tool for use
- A way to support understanding of learner engagement, site culture, and any other issues that affect learner engagement

**What it is not:**

- A term-level data collection
- An appropriate way to assess emotional wellbeing
- A tool to measure or benchmark
- A tool for inclusion
- A tool to measure how well you are doing

**Useful links**

- Our Strategy
- Leading an improvement
- Pulse Check Playbook
- Pulse check - a snapshot of success

**Plan Do Review**

**Plan**  
Where are we?  
Consider your own understanding of the area of improvement and what the focus for your site is currently and the learning goals.  
What evidence and data do you have that is relevant to your area of improvement?  
Our current areas of impact are:  
Our focus is:  
Where do we want to get to?  
Consider your target context.  
Who will participate in the pulse check? Begin to plan who will participate in the pulse check. Consider the timing, frequency, and format.  
Do we want to identify the current situation, or do we want to identify the current situation and the target situation?  
How many pulse checks will we use? How often?  
What are the challenges we might face? How will we overcome them?  
Our pulse check participants are:  
Our survey platform will be:  
We will share the data with:  
We will identify the learners by:

**Do**  
Give it a go  
The pulse check has been developed to support your current situation and the learning goals for your site.  
The pulse check includes a template and a range of options for how to use it. Consider the options and choose the one that best suits your site.  
What questions will you include? Consider the questions that will be most relevant to your site and the learning goals.  
Who will participate in the pulse check? Consider the timing, frequency, and format.  
Do we want to identify the current situation, or do we want to identify the current situation and the target situation?  
How many pulse checks will we use? How often?  
What are the challenges we might face? How will we overcome them?  
Our pulse check participants are:  
Our survey platform will be:  
We will share the data with:  
We will identify the learners by:

**Review**  
What did we learn?  
Know your targets  
Did your pulse check uncover any new learning or insights that you didn't expect?  
How might we know if we are learning or improving?  
What are the next steps?  
How can we use our pulse check insights with other data we have?  
Pause and reflect  
Know your targets  
What did we learn?  
What are the next steps?  
How can we use our pulse check insights with other data we have?

**Learning from each other**  
If you have partners, would they be open to support for your site or need some support using your data Strategy Data Initiatives can help you. Education.StrategicDataInitiatives@sa.gov.au

## Question Bank

**QUESTION BANK**

**What it is:**

- A collection of questions that have been used and refined in other schools and settings to provide a range of questions that can be used to assess student learning and engagement.
- A range of questions that have been used and refined in other schools and settings to provide a range of questions that can be used to assess student learning and engagement.
- A range of questions that have been used and refined in other schools and settings to provide a range of questions that can be used to assess student learning and engagement.

**What it is not:**

- A replacement for student assessment or judgement
- An understanding of your own context
- A replacement for other and system data collection
- A resource of questions for in-depth scaled results
- Inclusion of emotional wellbeing or resilience items
- A resource for frameworks or scaled or detailed student data

**Contents**

- Wellbeing ..... 2
- Engagement ..... 2
- Resilience and safety ..... 2
- Effective learners ..... 2
- Learning with and from each other ..... 2

**Learning with and from each other**

Learning with and from each other is a key part of the strategy. It is a way to ensure that the system is responsive to the needs of the community and that it is working for the benefit of all.

Schools access resources and act independently

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# HOW TO PULSE CHECK



## Pulse checks

A pulse check is a brief, easy to understand, point-in-time survey designed to gather a snapshot of local level data for immediate, actionable insights.

A pulse check can provide a brief status update to see how a project or initiative is progressing. Regular and uniform pulse checks provide signals of change over time, and an opportunity to consider how to respond to those signals.

Pulse checks may help to address any challenges promptly.

## This resource is:

- A cycle of inquiry approach
- A process tool
- A way to give it a go

This resource should be used alongside other strategy resources to assist in unpacking the areas of impact and domains.

## ✔ What it is:

- A quick real-time snapshot of your current situation
- Supported by the [Question Bank](#) and aligned to the Strategy
- Signals, not certainty
- Low administration for sites
- A local site collection for site use
- A way to support understanding of learner engagement, site climate, early intervention, data informed action, educator input and engagement

## ✘ What it is not:

- A system level data collection
- An appropriate way to assess emotional wellbeing or sensitive issues
- An in-depth evaluation or detailed report
- A fix-all solution
- Instructions on how sites must use or interpret their data



## Useful links



[Our Strategy](#)



[Learning as improvement](#)



[Exploring the data](#)



[The Question bank](#)



[Pulse Check Playbook](#)



[Pulse check –  
expression of interest](#)



[Student wellbeing and  
engagement explorer -  
Power BI](#)

## Plan

### Where are we?

Consider your own understanding of the area of impact/domains and what they mean for your site context and site learning plans.

- What evidence and data do you have that is relevant to your area of impact/domains?

Our current area of impact is...

Our domain is...



The [exploring the data](#) resources can help identify what system and local level data you have that relate to your area of impact.



### Where do we want to get to?

Develop your survey context

- Who will we include in the pulse check design process?
- Who will participate in the pulse? (e.g. learners, educators, families)
- How and with who will we share the data? (e.g. learners, educators, families)
- Do we want to identify the learners? (e.g. name, year level, gender)
- What platform will we use? (e.g. go with the platform you know, device use, accessibility, immersive reader)
- How many pulse checks will we run? (min. of 3 recommended)
- What are risks and challenges we might face? How will we overcome them?



Pulse checks are a time for learners, educators and families to engage as contributors towards developing, enacting and learning within and from the Improvement story.



Our pulse check participants are...

Our survey platform will be...  
(MS Forms, Google forms)

We will share the data with...

We will run \_\_\_\_ pulse checks

We will identify the learners by...

Our first pulse check will be on...

## Do

### Give it a go

The [Question Bank](#) has been developed to support you create a pulse check question set that works for your site.

The Question Bank includes an adaptable set of questions for each area of impact domain and includes options and prompts for you to prepare your pulse check:

- What question type will you include? (Likert scale, multiple choice, text)
- What response options will you include? (scales, categories, textbox)
- How can you use the questions to send and receive messages from your participants?
- How will you share the pulse check project with your educators? (template to support sharing the pulse check purpose)

Once you have your pulse check question set (maximum 8-10 questions) you can use your platform of choice to collect and analyse your data.



The [Pulse Check Playbook](#) can help you with extra guidelines and prompts for your decision making.



## Review

### What did we learn?

#### Know your impact

- Did your pulse check uncover any new learning or identify any risks, positives, or challenges that you hadn't previously considered?
- How might we know if we are having an impact?
- What short and long term changes might we see?
- How can we use our pulse check results with other existing data sets? (local and system)



Pulse checks provide an opportunity to understand what's happening for your students and at your site immediately. The data is intended to complement your local or longer term system data sources throughout the year, not replace it.

### Pause and reflect

#### Know your impact

- What worked well?
- What didn't work so well?
- How can we adjust?



As you give things a go make note of what you observe, what emerges from the choices you make, and any evidence you collect that reflects on this. This will help you later when reflecting on your site learning plan.

## Learning from each other

If you have questions, would like bespoke support for your site or need some support using your data Strategic Data Initiatives can help you [Education.StrategicDataInitiatives@sa.gov.au](mailto:Education.StrategicDataInitiatives@sa.gov.au)



'Our greatest strength in education is the professional judgement of our teachers.'

Professor Martin Westwell  
Teacher Magazine

## Question Bank

The Question Bank has been developed to support the exploration of our Strategy for Public Education.

Sites can select questions linked to the strategy areas of impact and domains from surveys that have been curated for efficient and effective use.

## Contents

Wellbeing	2
Cognitive engagement	2
Belonging and safety	3
Resilience and persistence	4
Effective learners	5
Curiosity	5
Creativity	6
Meaning making	7
Strategic awareness	8
Learner agency	9
Voice to agency	9
Partners in learning	10
Discernment and judgement	11

### ✓ What it is:

- Complementary to the [Exploring the Data Strategy resources](#) and the [How to pulse check process tool](#)
- A source of questions that have been used before in other reputable questionnaires and surveys to enable curation of domain-related question sets for your site needs and context
- A guide, a thought logic tool, with prompts to help you adapt the questions
- A way to get insights from your school for each domain
- Single item results
- Printable, shareable, and designed for use in groups or independently

### ✗ What it is not:

- A replacement for educator experience or judgement
- An understanding of your site context
- A replacement for other site and system data collections
- A resource of questions for in-depth scaled results
- Inclusive of emotional wellbeing or sensitive items
- A resource for frameworks or scaled or derived answer sets
- Providing a system measure for domains

### What is your purpose?

- Listen to your participant voice
- Share a message with your participants
- Find out what your site looks like immediately
- Collect data – to look for change/growth and trends in your data

### Where did the questions come from?

The Question Bank started as a compilation of reputable questionnaires and surveys sourced from recommendations made by the [Education Endowment Foundation](#) (EEF) and other national and international education organisations.

We then aligned those questions with the strategy areas of impact and domains and selected a handful of questions that represented each domain for site use.

Each question and question set was assessed on how they:

- Fit with the context of SA Public schools
- Represent the definition and intention of the domain
- Represent the learner statements on the [Area of Impact Action cards](#)
- Could lead to action (e.g. pedagogy, structure, process)
- Are low risks of harm to participants

The origin source and domain have been provided for you to have the option of digging deeper and looking at the bigger picture of how these questions have been used before.

### What questions will you choose?

The Question Bank is a starting point, when selecting and tailoring questions and answer options consider where you want to get to and how you are going to give it a go from the [How to pulse check process tool](#).

Consider:

- Your purpose
- Your site context
- Familiar language to your site
- Your participants (e.g. learners, educators, families)
- Your participant developmental age



The prompts on each page will help you to address each of these.

### What answer options work for you?

Answer options can be chosen based on how you want to present the results and the level of detail you need.

While most sourced items in the Question Bank use a 5-point Likert scale other options include 'yes/ no' or text responses.

Likert scales can also be tailored for your participants e.g. three-point scale, using emojis instead of 'Agree / Neutral / Disagree'.

The age group and answer scales are provided to give you an idea of how these items have been used before.

### Wellbeing and Engagement Collection

In developing the Question Bank we've considered how we can also expand the use of the annual Student Wellbeing and Engagement Collection (WEC) most sites across the system participate in.

Key question sets from the WEC with clear links to the Strategy have been included. Overtime this could assist you to understand, unpack and complement your annual WEC results with what you can learn with quick pulse check ins throughout the year.

### Learning with and from each other

This is our first dedicated Question Bank for the area of impact. We welcome your feedback to help shape future improvements. We'd also love to hear about how pulse checks are working in your school.

If you have questions, would like bespoke support for your site or support with data use, Strategic Data Initiatives can help you.

[Education.StrategicDataInitiatives@sa.gov.au](mailto:Education.StrategicDataInitiatives@sa.gov.au)



## Effective learners

Education must develop children and young people who can learn. At preschool and school throughout our lives. Learners need to develop skills to be effective learners so that they can make the most of future opportunities and respond to changes in their worlds.

### Curiosity

Learners ask questions to 'get to the bottom of it' and are less accepting of received wisdom until it is evidenced → **they question and think critically.**

### Correlations and relationships

School and classroom climate can influence the extent to which students recognise and feel comfortable with uncertainty which leads to curiosity and exploration.

The WEC school climate sub-domain measures the overall tone of the school environment, including the way teachers and students interact and how students treat each other.

### Resources

[ATOSS—Attitudes to Schools Survey](#)

[Characterlab](#)

[CE Student forums](#)

[PISA - Programme for International Student Assessment | OECD](#)

[Pulse check trial](#)

[TFEL - Teaching for Effective Learning](#)

## Question Bank

The Question Bank provides examples of questions that may help assess Curiosity at your site. It is not an exhaustive list, and selecting 4 to 10 questions will help you gather a snapshot of local-level data for immediate, actionable insight.

### Prompts

To help adapt and shape your selection of questions

Do these questions work for your site context?

What practices can you change in your classroom using these results?

Will these questions make sense for your participants?

What messages do these questions send to your participants?

How does Curiosity connect with other strategy domains?

What can you learn from system data?

How could your results link to other local data sets?

Question	Answer scale	Age group	Origin source and domain
I am encouraged to keep asking questions and persist until I am satisfied that I understand	Agreement	Years 5 to 11	CE Student forums - Active learning
I ask question about what we are learning	Agreement	Years 5 to 11	
My teacher shows me interesting or unusual facts about what I am learning, and this makes me curious	Frequency	Years 4 to 9	TFEL - Student engagement
I ask questions in maths lessons	Frequency	Years 2 to 6	Pulse check trial - School
I like to ask questions	Agreement	Years R to 2	
I like to choose my own books	Agreement	Years R to 2	
I like to know how things work	Agreement	Years R to 2	
I am curious about many different things	Agreement	Student - Age 15	PISA - Curiosity
I like to ask questions	Agreement	Student - Age 15	
I like to know how things work	Agreement	Student - Age 15	
I like to develop hypotheses and check them based on what I observe	Agreement	Student - Age 15	
I like to spend time to find more information about things that interest me	Agreement	Student - Age 15	
I want to learn new things	Agreement	Ungraded + Years 4 to 12	ATOSS - Motivation and interest
I talked to someone who gave a new idea or changed my mind	Agreement	Student	Characterlab - Curiosity
I took the initiative to learn more about one of my interests	Agreement	Student	
When I didn't know the answer to a question, I couldn't rest until I figured it out	Agreement	Student	
I explored a completely new idea or topic - just for the fun of it	Agreement	Student	

### Answer scale

The answer scales and age group are provided to give you an idea of how these items have been used before.



#### 5-pt Likert scale - Frequency

Never Rarely Sometimes Most of the time Always



#### 5-pt Likert scale - Agreement

Strongly disagree Disagree Don't agree Agree Strongly agree

# THE ADELAIDE BOTANIC HIGH SCHOOL STORY

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Step One



## Step One

Meeting with Michael

Developed

- 10 staff questions
- 10 student questions

**Area of Impact:** Wellbeing & Belonging

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## New year reflections

Still in the ideation phase.

Is this the right thing to be pulse checking?



<b>Students</b>	<b>Educators</b>	<b>Aol</b>	<b>Domain</b>
<b>I have a teacher or another adult who listens to me when I have something to say</b>	I listen to students when they have something to say	Wellbeing	Belonging and safety
<b>My teachers encourage me to do my best</b>	I encourage students to do their best	Learner agency	Partners in learning
<b>My teachers show an interest in my learning</b>	I show interest in students' learning	Learner agency	Partners in learning
<b>There is a teacher or another adult at this school who tells me when I do a good job</b>	I tell students when they do a good job	Wellbeing	Belonging and safety
<b>Students are given opportunities to connect with their teachers</b>	We provide opportunities for students to connect with their teachers	Wellbeing	Belonging and safety
<b>Students and teachers treat each other with respect</b>	Students and teachers treat each other with respect	Wellbeing	Belonging and safety
<b>Our differences are valued and celebrated</b>	We value and celebrate our differences	Wellbeing	Belonging and safety
<b>I feel my ideas are valued and acted upon, or responded to</b>	I value students' ideas and respond to them promptly	Learner agency	Voice to agency
<b>I am encouraged to share my ideas</b>	I encourage students to share their ideas with me and their peers	Learner agency	Voice to agency
<b>I feel that I have a voice at this school</b>	We encourage students to feel they have a voice	Wellbeing	Belonging and safety
<b>Teachers take the time to listen to students</b>	I take the time to listen to students	Wellbeing	Belonging and safety
<b>My teacher makes sure I can join in class activities</b>	I make sure students can join in class activities	Wellbeing	Belonging and safety
<b>If I need extra help, I feel safe asking my teachers</b>	I create a safe environment for students to ask for extra help	Wellbeing	Belonging and safety
<b>I am given the opportunity to be part of class and school activities</b>	I give students the opportunity to be part of class and school activities	Wellbeing	Belonging and safety
<b>My teacher makes sure all students feel included</b>	I ensure all students feel included	Wellbeing	Belonging and safety
<b>I feel like I belong in my school</b>	I help students feel like they belong in their school	Wellbeing	Belonging and safety
<b>We are encouraged to take pride in our school</b>	We encourage students to take pride in their school.	Wellbeing	Belonging and safety

**DRAFT 1 OF THE PULSE CHECK QUESTIONS**



# THE BANKSIA PARK INTERNATIONAL HIGH SCHOOL STORY

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First steps



BANKSIA PARK  
INTERNATIONAL  
HIGH SCHOOL



**Pulse Check 2025**

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# Pulse Check – Why?

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- Continue the authentic and relevant data story
- Engage with data in real-time
- Connect learners
- Ownership and responsibility – it's a site choice
- Connect to our Site Learning Plan
  - Linked with DfE Areas of Impact



# Effective Learners

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- Collaboration with DfE Michael and Stacey
- Engineered questions relevant to three of the key areas from our SLP
- **Massaged some of the questions from:**
  - the DfE bank
  - CIS Community Survey
  - Wellbeing Engagement Collection
  - Behaviour Framework professional learning
- We landed on 15 questions
  - Learning
  - Wellbeing
  - Global Citizenship



# Effective Learners

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## HIGH QUALITY LEARNING & TEACHING

- I persevere through learning challenges that I experience at school.
- I know what to do when I am stuck.
- I know where to find help and the support I need to be successful.
- I know my strengths and what challenges me.
- I feel that the assignments and activities in my classes are differentiated to my individual learning needs and abilities.
- I know where to find support and resources when I need help with my work.

## HOLISTIC LEARNING

- I have at least one adult at school who provides support to me.
- I feel like I belong in this school.
- Teachers and students treat each other with respect
- Students in this school help each other, even if they are not friends.
- I have the skills to express myself about my wellbeing.
- My teacher greets me at the door and uses my preferred name.
- My teacher understands me and what I am interested in.

## GLOBAL & DIGITAL CITIZENSHIP

- I am encouraged to learn about my own culture.
- I am encouraged to learn about the cultures of others.





# How, When

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- Use of Daymap batch records
- Issued to students during Student Life sessions
- Allocating 10 minutes
- Pulse #1 – week 5 Term 1
- Pulse #2 – week 11 Term 1
- Pulse #3 – week 5 Term 2
  
- Consistent script for staff to lead the session



# Our script

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## SCRIPT

Hi everyone

Thank you for participating in our Pulse Checks earlier this term. The idea of the Pulse Checks is that we get feedback about important parts of your learning, experience and wellbeing from you, as our learners.

In the first Pulse Checks we learned that most of our learners persevere through learning challenges - well done! We also learned that we have some thinking to do about how students help each other.

We know that our students are really good at sharing their concerns, at celebrating with each other at assemblies about their sporting and learning achievements, and that some students are really helpful to each other in classes, with assessment, drafting and collaborative projects.

We'd like to find out how we are tracking since we last asked you these questions. So, this morning please take a moment to complete the next Pulse Check. Thank you!



# How to interpret the choices

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## Instructions for accessing the 'Pulse Check'

You have been sent a Daymap record. You are able to access this in your Portfolio, and in your messages. Your name and response will be recorded. Please click the link and complete each of the questions using the following criteria.

Strongly agree - I agree with this statement most of the time

Agree - I agree with this statement some of the time

Don't agree or disagree - I'm not sure - this doesn't impact me in a positive way, or a negative way

Disagree - I disagree with this statement some of the time

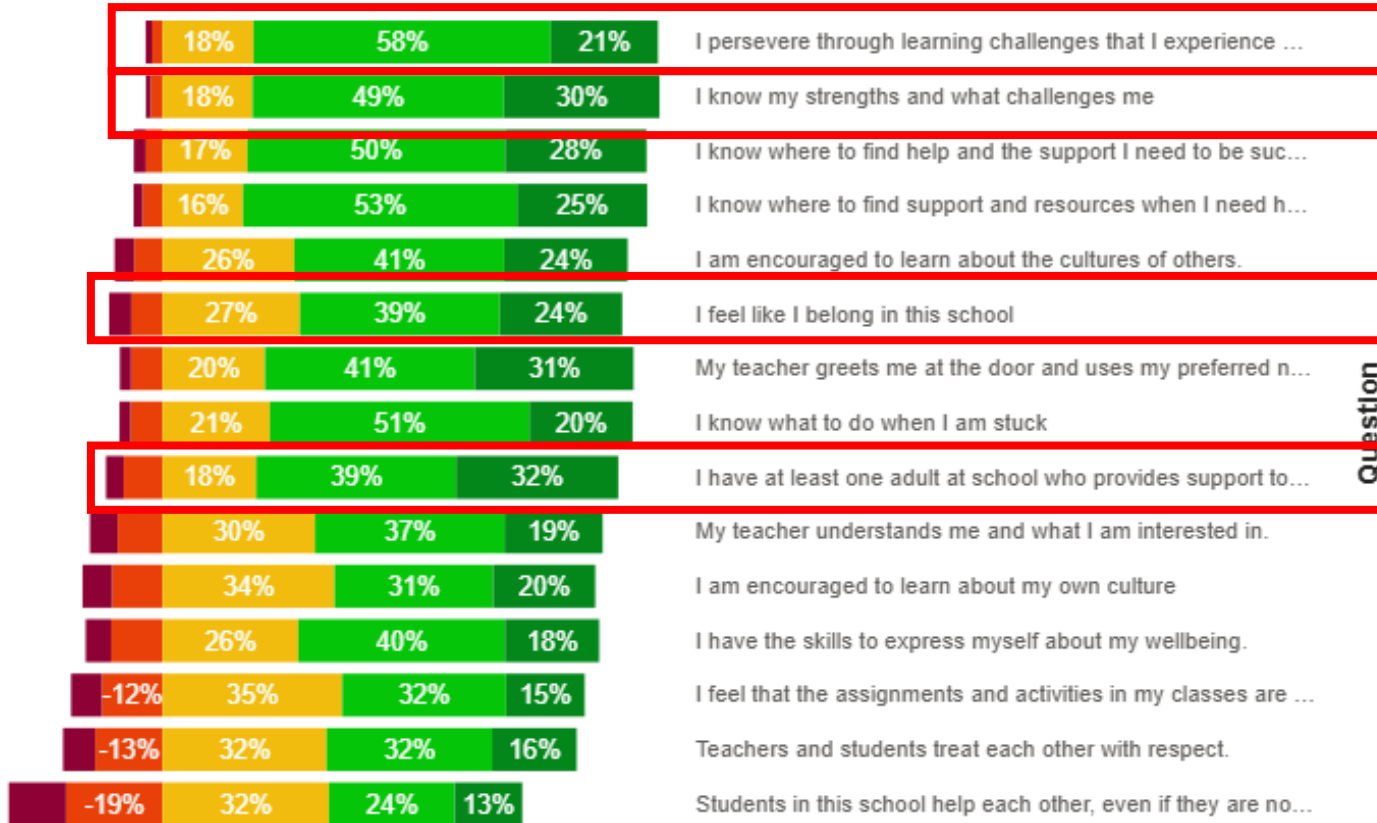
Strongly disagree - I disagree with this statement most of the time



# Analysis – positive

## % Negative, % Neutral and % Positive by Question

● Disagree ● Strongly Disagree ● Neutral ● Agree ● Strongly Agree



I persevere through challenges that I experience at school

I know my strengths and what challenges me

63% compared to the same WEC question (46%)

71% compared to WEC question about important adult at school (44%)



# Who has engaged so far?

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## Unpacking the data

- Executive Leadership Team – big picture
- Student Leadership group – big picture
- Year Level Leaders (quick view emoji)- year level overview & student level
- All Student Life mentors – SL Group level & individual student level



# Student perspective

## HIGHEST RESPONSE

"I know my strengths and what challenges me"- 3.99

*Students have a thorough understanding of how they work best and their capabilities.*

## LOWEST RESPONSE

"Students in this school help each other, even if they are not friends."- 2

*Students do not feel as though they can reach out to other students. Lack of connection outside of friend groups.*

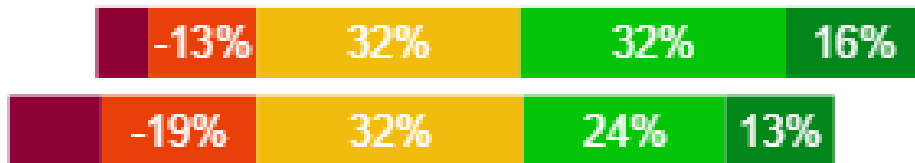
## Misinterpreted question?

"I feel that the assignments and activities in my classes are differentiated to my individual learning needs and abilities"

A lot of long words, could feel pressured to answer fast

Teachers and students treat each other with respect.

Students in this school help each other, even if they are no...





## Pulse Check feedback

Brainstorm ways you believe teachers 'differentiate' for you



**11B**  
2 months ago

**11B**  
Flexibility on Deadlines  
Templates/Scaffolds

♡ 1      💬 0

+ Add comment

Discuss with your mentor teacher what "belonging" at school means to you.



**Year 10 F**  
2 months ago

**10F**  
You're not being discriminated.  
Feel safe.

♡ 0      💬 0

+ Add comment

What would helping each other look like? What should we do to improve this?



**Year 10 F**  
2 months ago

**10F**  
Reach out and talk to others

♡ 0      💬 0

+ Add comment

What questions should we ask you about our school on the next series of 3 pulse checks?



**Year 10 F**  
2 months ago

**10F**  
About course counselling and subjects offered at the school

♡ 0      💬 0

+ Add comment

**Year 10G**  
2 months ago

listen and seek student feedback

**Year 10G**  
2 months ago

Having trusted people.

**Year 10G**  
2 months ago

Mutual respect for each other

**Year 10G**  
2 months ago

Anything around health and

We are currently in the process of consulting with students about what they think we should Pulse Check next.

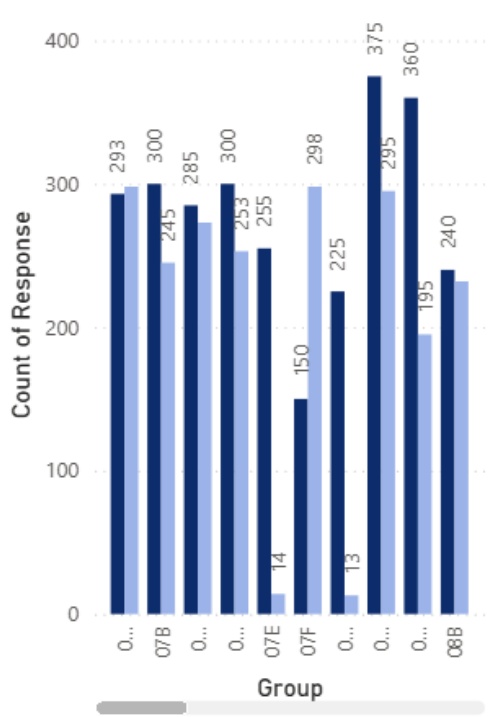
Comparing to Perspectives Data, and WEC Data



# Tracking growth / progress

## Change by SL Group & Session

● 2025 #1 ● 2025 #2



## Student average response by session

Full Name	2025 #1	2025 #2
	1.00	1.00
	1.00	
		1.00
		1.00
		1.00
		1.00
	1.33	1.46
	1.87	1.73
	1.93	1.80
	2.20	1.67
		2.00
	2.07	2.00
	1.80	2.33
	3.13	1.00
	2.33	1.93
	2.40	1.93
	2.20	
	2.47	2.00
	3.81	3.56

## Question response by session

Question	2025 #1	2025 #2	Average
Students in this school help each other, even if they are not friends.	3.20	2.96	3.10
I feel that the assignments and activities in my classes are differentiated to my individual learning needs and abilities.	3.51	3.22	3.39
Teachers and students treat each other with respect.	3.52	3.23	3.40
I am encouraged to learn about my own culture	3.63	3.30	3.49
My teacher understands me and what I am interested in.	3.69	3.37	3.55
I have the skills to express myself about my wellbeing.	3.67	3.44	3.57
I feel like I belong in this school	3.85	3.54	3.72
I am encouraged to learn about the cultures of others.	3.84	3.65	3.76
I know what to do when I am stuck	3.86	3.72	3.80
I have at least one adult at school who provides support to me.	4.01	3.69	3.87
My teacher greets me at the door and uses my preferred name.	4.07	3.73	3.92
I persevere through learning challenges that I experience at school.	4.04	3.82	3.94
I know where to find support and resources when I need help with my work.	4.09	3.81	3.97
I know where to find help and the support I need to be successful.	4.06	3.86	3.97
I know my strengths and what challenges me	4.10	3.99	4.05
<b>Average</b>	<b>3.81</b>	<b>3.56</b>	<b>3.70</b>



# Next steps – student's

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## perspective?

What we should focus on as a school (ACTION PLAN):

- Relationships between people - Lowest ranked scores (4 agreed)
- Belonging in the school- Feeling like they belong (3 agreed)
- Expression of wellbeing- Better wellbeing, better schooling/grades
- Being able to express oneself
- Assignments in class- Adjusted to student needs, bring purpose to tasks
- Respect in the school- Improve respect and relationships



## Comparison: Student Feedback vs Current Data

### Lowest-Scoring Areas in Current Pulse Check

(High negative %, low “agree/strongly agree”)

#### 1. Peer Support & Culture

- “Students in this school help each other, even if they are not friends” → 20% disagree, only 36% positive.
- “Teachers and students treat each other with respect” → 14% disagree, only 46% positive.
- Student feedback also highlighted **respect, trust, and positive relationships** as priorities.

#### 2. Teacher Understanding & Relationships

- “My teacher understands me and what I am interested in” → 31% disagree, only 55% positive.
- Strong link to student feedback about combining “greeted by name” and “teacher understands me” into a **broader identity & connection question**.

#### 3. Encouragement Around Culture

- “I am encouraged to learn about my own culture” → 13% disagree, only 49% positive.
- Matches student desire for **inclusivity and cultural awareness**.

#### 4. Belonging

- “I feel like I belong in this school” → 29% disagree, only 57% positive.
- This aligns directly with multiple student suggestions for **wellbeing-focused questions** in Years 7–9.

#### 5. Bullying, Harassment & Safety

- Not directly measured in the current chart, but frequently mentioned by students as a concern (e.g., “confide in a trusted person about bullying”).

### High-Scoring Areas (Lower Immediate Priority)

- *Persevering through challenges, knowing strengths, and knowing where to find support/resources* scored over 75% positive — still important, but students didn’t flag these as urgent gaps.

### Priority Question Recommendations

(based on combining low-scoring areas + student voice feedback)

1. I feel safe and comfortable reporting bullying or harassment if it happens.
2. I feel like I belong at this school.
3. Teachers and students treat each other with respect.
4. Students in this school help each other, even if they are not friends.
5. My teachers understand me and take an interest in me as a person.
6. I am encouraged to learn about my own culture and the cultures of others.
7. I have at least one adult at school I can trust and talk to if I have a problem.
8. The school environment is clean and well maintained.
9. I can manage my school workload without feeling overly stressed.
10. I have opportunities to share my ideas and feedback about the school.

## Junior Pulse Check (Years 7–9)

Focus: Wellbeing, belonging, safety, environment

1. I feel like I belong at this school.
2. I feel safe and comfortable telling a teacher or staff member if I see or experience bullying or harassment.
3. I have at least one adult at school I can trust and talk to if I have a problem.
4. Teachers and students treat each other with respect.
5. Students in this school help each other, even if they are not friends.
6. My teachers understand me and take an interest in me as a person.
7. I am encouraged to learn about my own culture and the cultures of others.
8. The school environment (classrooms, yard, toilets, buildings) is clean and well looked after.
9. I have opportunities to share my ideas to help make the school better.
10. I feel happy and well most days at school.

## Senior Pulse Check (Years 10–12)

Focus: Learning, workload, wellbeing, future readiness

1. I feel like I belong at this school.
2. I have at least one adult at school I can trust and talk to if I have a problem.
3. Teachers and students treat each other with respect.
4. Students in this school help each other, even if they are not friends.
5. My teachers understand me and take an interest in me as a person.
6. I am encouraged to learn about my own culture and the cultures of others.
7. I can manage my school workload without feeling overly stressed.
8. The learning I do here will help me in the future.
9. I am on track to achieving my learning goals.
10. I have opportunities to share my ideas to help improve the school.

These sets:

- Directly address **lowest-scoring areas** from the data.
- Include **student-identified priorities** from feedback.
- Use **positive but open language** to encourage honest answers.
- Keep a **balance** between wellbeing, relationships, and academic focus.

If you want, I can also make these into a **ready-to-use online Microsoft Forms / Google Forms template** so the questions are already set up for separate junior and senior pulse checks. That way you can collect both scale and short-answer responses in one go.

Do you want me to prepare that template next?

# AI suggestions





Thoughts, questions and feedback





# FEEDBACK

## 2025 SASPA Conference Feedback - Breakout Session 2

