Tell Them From Me:
Supporting an Evidence Culture in NSW Public Schools

How can TTFM support improvement in student wellbeing, engagement and teacher quality?

TTFM supports school improvement by providing tools that enable you to easily gather, analyse and share feedback on wellbeing, engagement and effective teaching from our key collaborators: students; our lead learners: teachers and our partners in learning: parents. Survey reports present the data in an accessible format and are provided to schools quickly, including a summary report, thematic reports and interactive charts. These reports enable schools and teachers to use this data to lever open further questioning processes about teaching and learning within the school. *TTFM* data could be triangulated with other evidence: classroom teaching observation, analysis of documents such as policies, programs and reports. This triangulation contributes to a deeper understanding of the school's context by identifying areas for review or where success is being achieved. Where strengths are identified, the *TTFM* measure framework can help to articulate what is working and why it is working so you can develop strategies to build and sustain that strength. By articulating success, the school's capacity to sustain growth can be increased and effective practice shared with the community of schools.

How is TTFM data different to other survey data?

A key feature of *TTFM* is that the Measures are based on research on the leading (predictive), rather than trailing indicators of school success (eg standardised tests, where the data is the result of past cumulative efforts). In addition to the data being based on robust Measures that are tested for reliability and validity, and the accessibility of reports, the online reporting tools available provide users the ability to perform powerful analyses. The tools are designed to help analyse and share the data, making it easier to inform practice and plan strategically for improvement.

What do we want the TTFM data to reveal?
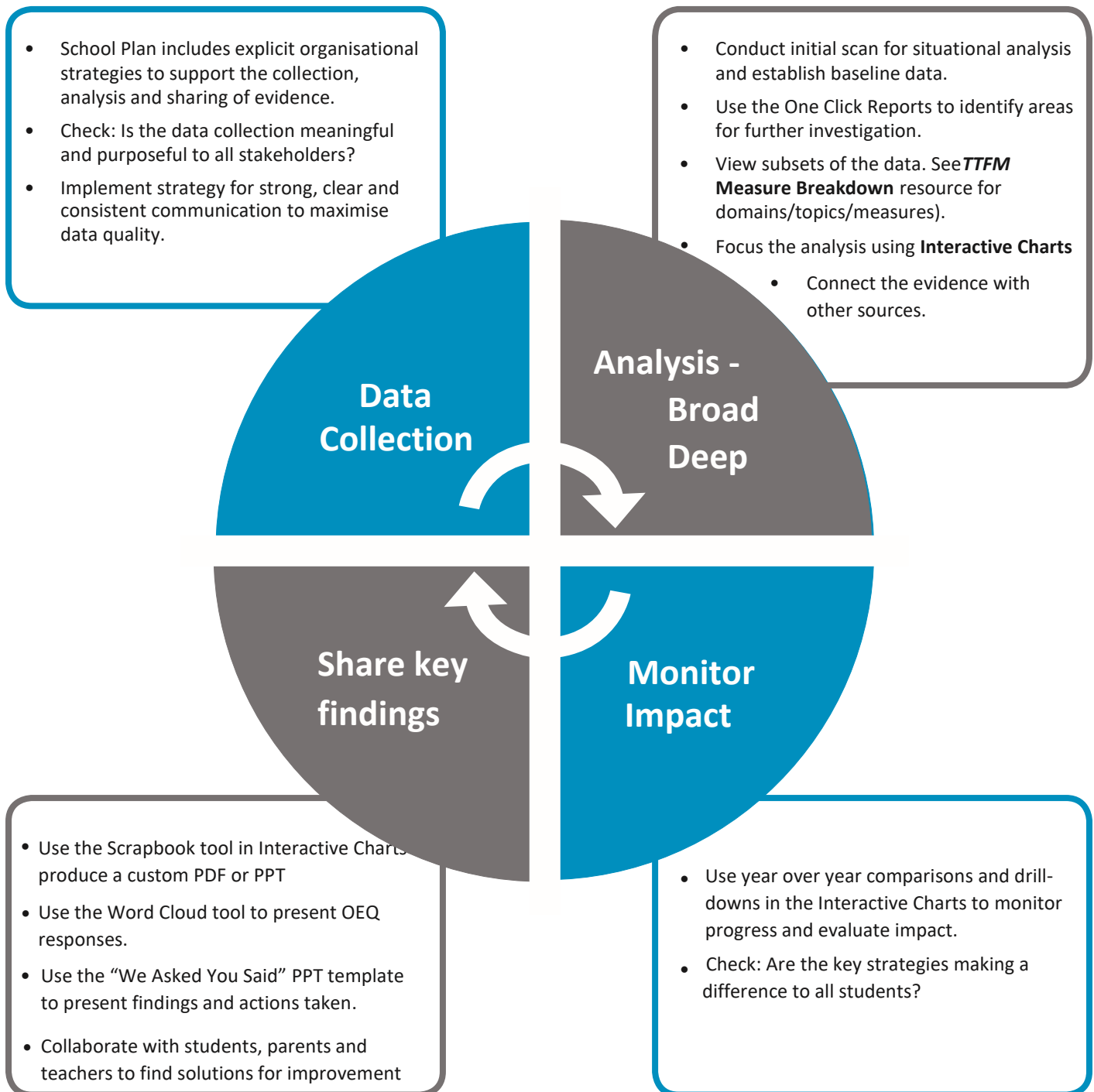
Levers for change

School context

Progress in areas of / for improvement to refine actions

Challenges to and affirmations of

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Embedding TTFM in your school improvement processes
A simple workflow

Schools typically have an overwhelming mass of data to manage on a day to day basis and schools report that the main purpose is to meet accountability requirements. We have developed this diagram to help alleviate the sense of being overwhelmed, and to support you in getting the most from the rich data found in TTFM reports. By breaking it down to collection, analysis, and sharing the *TTFM* data, schools can monitor progress over time and be more responsive. A suggested workflow is represented here as a cycle, and can be adapted to milestone planning and impact evaluation.

- School Plan includes explicit organisational strategies to support the collection, analysis and sharing of evidence.
- Check: Is the data collection meaningful and purposeful to all stakeholders?
- Implement strategy for strong, clear and consistent communication to maximise data quality.

- Conduct initial scan for situational analysis and establish baseline data.
- Use the One Click Reports to identify areas for further investigation.
- View subsets of the data. See *TTFM Measure Breakdown* resource for domains/topics/measures).
- Focus the analysis using **Interactive Charts**
    - Connect the evidence with other sources.

Data Collection

Analysis - Broad Deep

Share key findings

Monitor Impact

- Use the Scrapbook tool in Interactive Charts produce a custom PDF or PPT
- Use the Word Cloud tool to present OEQ responses.
- Use the "We Asked You Said" PPT template to present findings and actions taken.
- Collaborate with students, parents and teachers to find solutions for improvement

- Use year over year comparisons and drill-downs in the Interactive Charts to monitor progress and evaluate impact.
- Check: Are the key strategies making a difference to all students?

Set improvement measures

TTFM can be used to assist with setting quantifiable improvement measures. For example,

- *An increase in sense of belonging, wellbeing outcomes for girls, as measured by the TTFM survey.*

- *Narrow the distribution of scores for data informs practice as measured by FOL teacher survey data.*

- *Reduction in the gap in levels of student engagement for low, middle and upper SES for all cohorts, as measured by TTFM data.*

Monitor impact

The *TTFM* system is designed to support ongoing evaluation, and monitoring processes to assess impact. It is suggested that this can be scheduled incrementally as school teams move through a cycle; from broad to deep analysis of *TTFM* data as illustrated on p2.

Progress on identified Measures can be selected to inform decisions on how the school can **narrow the focus** on specific areas to **deepen the impact** on student outcomes. Examples of focus areas are provided in Appendix 1- Integrating *TTFM into school improvement planning.*

TTFM reports can be used to help describe the impact of key strategies, by using appropriately selected survey Measures against your school's baseline data (year over year), comparison data (NSW Govt norms, replica school). Responses from specific student populations (girls, boys, Aboriginal status, immigrant status, year) can be found based on drilldown data found in the Interactive Chart Report. Guidance on available drill-down variables can be found in Appendix 2- *Measures and Measure drill-downs in Interactive Charts.*

Share key findings

Students, teachers, and parents can play a role in data analysis to help build a deeper understanding of school context. To achieve this:

- Share findings, and develop conclusions and recommendations in collaboration with these stakeholders
- Take action in response to stakeholder feedback
- Communicate actions and successes widely across the school community.

The *TTFM* report features include tools that support data sharing. For example: Interactive Chart Report, Scrapbook, word clouds.

Using TTFM Reports Strategically:

Ideas from Schools

1. Identify the top 3 (Measures we are succeeding at/ strengths) and bottom 3 (Measures we score low on) from each stakeholder group. Where is there consensus/ disagreement? Cross reference with open-ended responses that may qualify quantitative data, and other available data.

2. Analyse appropriate domains (groups of Measures) to inform school-based research and development projects. Eg schools engaged in "Visible Learning" professional learning, based on concepts from the work of John Hattie, might examine *TTFM* results alongside their calculations of effect sizes of specific strategies such as a focus on feedback.

3. Use responses to custom questions for all three surveys to qualify report data and identify where there is consensus and disagreement between stakeholder groups about specific areas.

4. Triangulate FOL teacher survey data with other evidence eg feedback provided by staff about the effectiveness of PL and the impact it has had on changes to teaching practices and student outcomes. Investigate the relationship between FOL scores on Learning Culture with student feedback on classroom effectiveness.

5. Wellbeing team tracks results on key focus areas to inform classroom practice and the whole school planning for wellbeing and engagement.

6. Learning and teaching team tracks results on classroom effectiveness and skills-challenge to identify topics for student forums that inform collaboration on planning for improvement including directions for teacher professional learning.

To support identified focus areas, it is recommended that selected *TTFM* data is released **incrementally** for deeper analysis. The measures are categorised into different domains or groups. For example, by isolating the data on social-emotional outcomes, drivers of student outcomes, classroom instruction, or specific times throughout the year for impact evaluation. Using the online reporting tools, data can be easily shared and analysed. Findings can then be used to inform practice at classroom teacher level through to executive and whole school teams.

Appendix 1 - Tell Them From Me (TTFM):

Integrating TTFM Into School Improvement Planning

This resource is intended to provide schools with guidance on maximising *TTFM* to support evaluation and planning processes. It is designed as a reference tool with examples that enable Principals and School Coordinators to:

- identify how specific *TTFM* reports and Measures (Columns 3 and 4) can be used in four common Strategic Directions: Wellbeing, Community Engagement, Student Engagement and Quality Teaching Practice (Column 1)

- use *TTFM* data to articulate the way the school is building the capacity of people and strengthening processes (Column 2)

- describe products and practices, set impact goals and monitor progress over time (Column 5)

- use available data strategically by triangulating *TTFM* data with other sources (Column 6)

Key

FOL: Focus on Learning

PIL: Partners in Learning

TTFM as evidence in products and practices

Strategic Direction	People or Process	TTFM Report	TTFM Chart/Measure	Example Product or Practice	Other Possible Evidence Sources
Wellbeing	Staff support and empower each other through collaboration and mentoring	FOL One-Click Report	Collaboration	Increase the average collaboration score from 6.2 in 2015 to 7.5 as measured by the FOL teacher survey with a focus on "Teachers in our school share their lesson plans".	A sample of faculty meeting agenda/minutes Faculty reports Sample of staff meeting agenda/minutes
		FOL One-Click Report	Leadership		
	Students are happy and well-adjusted in the school environment	One-Click Report Engagement Report Interactive Charts	Students with a positive sense of belonging	To decrease the percentage of boys reporting they have been victims of physical bullying by 20% (from 40% in 2015 to 32%) as measured by the TTFM student survey	Stage coordinator/Year adviser records
		One-Click Report Interactive Charts	Students who are victims of bullying		
		One-Click Report Interactive Charts	Happiness and Optimism		
		One-Click Report Interactive Charts	Happiness and Optimism		
		Engagement Thematic Report	Percentage of students socially engaged		
Positive Behaviour for Learning	Integration of the new wellbeing framework to promote positive behaviour	One-Click Report Interactive Charts	Students with positive homework behaviours	Increase the percentage of students in Years 4-6 with positive homework behaviours in 2015 TTFM survey data – Year 4 69%, Year 5 48%, Year 6 39%	Positive/negative referrals
		One-Click Report Interactive Charts	Students with positive homework behaviours		
		One-Click Report Interactive Charts	Students that regularly truant (sec only)		

Strategic Direction	People or Process	TTFM Report	TTFM Chart/Measure	Example Product or Practice	Other Possible Evidence Sources
	Staff empower students to make positive choices through the Behaviour Policy and parents support staff in implementing same	One-Click Report Interactive Charts	Students that regularly truant (sec only)	To reduce the percentage of students in Year 11 who arrived late for school or classes two or more times a week from 45% to 30% as measured by the TTFM student survey	Attendance Detentions Referrals Suspensions
		Engagement Report	Percentage of students who are institutionally engaged		
		PIL One-Click	School supports positive behaviour		
Community Engagement	More parents to be actively involved in the life of the school	PIL Open Ended Questions	Custom question. e.g. What school events did you attend this year?	To increase the number of parents taking part in Careers Evening from 15% in 2015 to 20% as measured by the TTFM parent survey	School newsletters/ communication to community School website traffic
		PIL One-Click	Parents involved in school committees		
	Parents to be regularly informed of their child's achievement	FOL One-Click Report	Parent involvement	To narrow the distribution of average scores from 2.5-10 to 5-10 in School supports learning as measured by PIL survey	Attendance Detentions Referrals Suspensions
		PIL One-Click Report	Parents feel welcome Parents are informed		
Student Engagement	Students value learning and achievement	One-Click Report Engagement Report (sec only) Interactive Charts	Students that value school outcomes	To reduce the gap in students who are interested and motivated for low, middle and high SES in Year 9, as measured by the TTFM student survey	Internal assessment data Audit of student reports/ grades
		One-Click Report Engagement Report (sec only) Interactive Charts	Students who are interested and motivated		
		One-Click Report Interactive Charts	Effort		
	Students are involved in the life of the school	One-Click Report Interactive Charts	Student participation in extra-curricular activities	To increase the student participation in extracurricular activities in Year 9 from 15% in 2015 to 20% as measured by the TTFM student survey	Extra-curricular census

Strategic Direction	People or Process	TTFM Report	TTFM Chart/Measure	Example Product or Practice	Other Possible Evidence Sources
Quality Teaching Practice	Level of differentiation in classrooms	One-Click Report Interactive Charts	Skills Challenge Matrix	To increase the percentage of students in the High Skills, High Challenge quadrant by 10% (from 39% to 43%) as measured by the TTFM student survey	Student focus groups Student analysis of TTFM data
		PIL One-Click	Inclusion		
	Focus on quality teaching	One-Click Report (unless suppressed) Interactive Charts	Rigour	To increase the overall score for Learning Culture with a focus on "In most of my classes I discuss the learning goals for the lesson" from 5.9 in 2015 to 7.5 as measured by the FOL teacher survey	Extra-curricular census
		One-Click Report (unless suppressed) Interactive Charts	Effective learning time		
		FOL One-Click Report	Learning culture		
	Staff set high standards and expectations for supporting student achievement	One-Click Report Interactive Charts	Positive learning climate	To increase the score from 6/10 in 2015 in Expectations for Success as measured by the TTFM student survey	Lesson or assessment task coding using the NSW Quality Teaching framework

Appendix 2 – TTFM Domains & Measure Breakdowns available in Interactive Charts

The Learning Bar's interactive reporting tools provide the option to drill-down results into sub-populations (e.g. by year, sex, Aboriginal status, immigrant status). This can be a powerful tool for deepening understanding of an identified area for inquiry identified through analysis of the One-Click or Thematic Reports and triangulating with other data. Before you start using the Interactive Chart Reports, there are some key points:

- Have an idea of what it is you want more information about. Has your One Click Report given rise to any questions? Are you focusing on a particular year group that you would like more information on? When you know what you're looking for, focus on one or two measures to start, look at the aggregate and then apply one drill down at a time; then move into applying multiple drill-downs.

- Note that the further you drill down, the more likely it is that some information may be suppressed. In order to ensure survey-taker anonymity, our charts will automatically suppress small drill-down populations from displaying (populations of less than 5 students). When a population is restricted, it is accompanied by a "**Not enough data" message within the chart. For example, if you choose immigrant status and sex. If there is a small number of immigrant students, drill down by sex will result in suppression. This likelihood increases, the smaller the school.

The Measures listed below are generally reported in the *TTFM* One-Click Report by year, and in comparison to NSW Government norms. You can choose any two of the first five drill-down variables at one time.

Any or all of the light-blue drill-downs can be used in conjunction with any of the first five dark-blue drill-downs.

For example, you could drill down student participation in school sports by year and sex and then also apply the replica line, NSW Govt norm and any previous year's results in the one chart.

TTFM Student Survey

Primary schools do not see the measures indicated in **red**.

Domain	Measure	Drill-Down by Sex	Drill-Down by Year	Drill-Down by Immigrant Status	Drill-Down by Aboriginal Status	Other Drill-Down	Replica Line	NSW Government Norm	TTFM Norm	Year on Year
Social-Emotional Outcomes	Student Participation in school sports	✓	✓	✓	✓	x	✓	✓	✓	✓
	Student Participation in extra-curricular activities	✓	✓	✓	✓	x	✓	✓	✓	✓
	Students with a positive sense of belonging	✓	✓	✓	✓	x	✓	✓	✓	✓
	Students with positive relationships	✓	✓	✓	✓	x	✓	✓	✓	✓
	Students that value schooling outcomes	✓	✓	✓	✓	x	✓	✓	✓	✓
	Students that regularly truant	✓	✓	✓	✓	✓[1]	✓	✓	✓	✓
	Students with positive homework behaviours	✓	✓	✓	✓	x	✓	✓	✓	✓
	Students with positive behaviour at school	✓	✓	✓	✓	x	✓	✓	x	✓
	Intellectual Engagement Composite	✓	✓	✓	✓	x	✓	✓	✓	✓
	Students who are interested and motivated	✓	✓	✓	✓	x	✓	✓	✓	✓
	Effort	✓	✓	✓	✓	x	✓	✓	✓	✓
	Skills-challenge matrix	x	x	x	x	x	✓	✓	✓	✓[2]
	Happiness	✓	✓	✓	✓	x	✓	✓	x	✓
	Optimism	✓	✓	✓	✓	x	✓	✓	x	✓
	Academic self-concept	✓	✓	✓	✓	x	✓	✓	x	✓
Academic Outcomes	Grades in English	✓	✓	✓	✓	x	✓	✓	x	✓
	Grades in Maths	✓	✓	✓	✓	x	✓	✓	x	✓
	Grades in Science	✓	✓	✓	✓	x	✓	✓	x	✓

[1] This can be drilled down by different types of truanting. The result can also be combined with **either** sex or year (one at a time).

Note: "Truanting" means a student missed a day at school without permission, wagged, skipped or truanted a class without permission or arrived late for school or classes.

[2] Only previous year.

Domain	Measure	Drill-Down by Sex	Drill-Down by Year	Drill-Down by Immigrant Status	Drill-Down by Aboriginal Status	Other Drill-Down	Replica Line	NSW Government Norm	TTFM Norm	Year on Year
Drivers of Student Outcomes	Effective learning time	✓	✓	✓	✓	x	✓	✓	✓	✓
	Relevance	✓	✓	✓	✓	x	✓	✓	✓	✓
	Rigour	✓	✓	✓	✓	x	✓	✓	✓	✓
	Students who are victims of bullying	✓	✓	✓	✓	✓[3]	✓	✓	✓	✓
	Advocacy at school	✓	✓	✓	✓	x	✓	✓	✓	✓
	Positive teacher-student relations	✓	✓	✓	✓	x	✓	✓	✓	✓
	Positive learning climate	✓	✓	✓	✓	x	✓	✓	✓	✓
	Expectations for success	✓	✓	✓	✓	x	✓	✓	✓	✓
	Advocacy outside of school	✓	✓	✓	✓	x	✓	✓	✓	✓
	Students planning to finish Year 12	✓	✓	✓	✓	x	✓	✓	x	✓
	Students planning to do an apprenticeship or TAFE course	✓	✓	✓	✓	x	✓	✓	x	✓
	Students planning to go to university	✓	✓	✓	✓	x	✓	✓	x	✓
Demographic Factors	Time student has lived in Australia	x	x	x	x	x	x	x	x	x
	Aboriginal status	x	x	x	x	x	x	x	x	x

[3] Can drill down into the different types of bullying. The result can also be combined with **either** sex or year (one at a time). "Bullying" includes cyber, physical, social, and/or verbal

Note: NSW DoE Student Custom Measures do not have drill-down capability.

Focus on Learning Teacher Survey

Domain	Measure	Drill-Down by Year Taught	Drill-Down by Tenure	Other Drill-Down	Replica Line	NSW Govt Norm K-6	NSW Govt Norm 7-12	Year on Year
Eight Drivers of Student Learning	Leadership	✓	✓	x	x	✓	✓	✓
	Parent Involvement	✓	✓	x	x	✓	✓	✓
	Inclusive School	✓	✓	x	x	✓	✓	✓
	Technology	✓	✓	x	x	✓	✓	✓
	Teaching Strategies	✓	✓	x	x	✓	✓	✓
	Data Informs Practice	✓	✓	x	x	✓	✓	✓
	Learning Culture	✓	✓	x	x	✓	✓	✓
	Collaboration	✓	✓	x	x	✓	✓	✓
Four Dimensions of Classroom and School Practices	Challenging and Visible Goals	✓	✓	x	x	✓	✓	✓
	Planned learning opportunities	✓	✓	x	x	✓	✓	✓
	Quality feedback	✓	✓	x	x	✓	✓	✓
	Overcoming obstacles to learning	✓	✓	x	x	✓	✓	✓
NSW Custom Measures	Consider teaching in rural or remote	✓	✓	x	x	✓	✓	✓
	Years taught	✓	✓	x	x	✓	✓	✓
	Tenure at school	✓	✓	x	x	✓	✓	✓
	Tenure overall	✓	✓	x	x	✓	✓	✓
	Employment status	✓	✓	x	x	✓	✓	✓
	Level of teacher accreditation	✓	✓	x	x	✓	✓	✓
	Undertook professional learning for supervisors of pre-service teachers	✓	✓	x	x	✓	✓	✓
	School leaders leading improvement and change	✓	✓	x	x	✓	✓	✓
	Communication of strategic vision	✓	✓	x	x	✓	✓	✓
	Staff morale	✓	✓	x	x	✓	✓	✓

Partners in Learning Parent Survey

Domain	Measure	Drill-Down by Sex	Drill-Down by Childs Year	Drill-Down by Immigrant Status	Drill-Down by Aboriginal Status	Other Drill-Down	Replica Line	NSW Government Norm	TTFM Norm	Year on Year
Two way communication	Parents Feel welcome	x	✓	x	x	✓	x	✓	x	✓
	Parents are informed	X	✓	X	X	✓	X	✓	X	✓
Parents participation at school	Parents talked with a teacher	X	✓	X	X	✓	X	✓	X	✓
	Parents attended meetings	x	✓	x	x	✓	x	✓	x	✓
	Parents involved in school committees	x	✓	x	x	✓	x	✓	x	✓
Parents support learning at home	Time children spent doing homework	x	✓	x	x	✓	x	✓	x	✓
	Time parents spend helping children do homework	x	✓	x	x	✓	x	✓	x	✓
	Parents support learning at home	x	✓	x	x	✓	x	✓	x	✓
	Expectation/Actual Homework time variance	x	✓	x	x	✓	x	✓	x	✓
School Support	School supports Learning	x	✓	x	x	✓	x	✓	x	✓
	School supports Positive Behaviour	x	✓	x	x	✓	x	✓	x	✓
School Supports Child's Behaviour	Safety at School	x	✓	x	x	✓	x	✓	x	✓
	Inclusive School	x	✓	x	x	✓	x	✓	x	✓
NSW Custom Measures	Parent input	x	✓	x	x	✓	x	✓	x	✓
	Childs Year Group	x	✓	x	x	✓	x	✓	x	✓
	Specialist Assistance	x	✓	x	x	✓	x	✓	x	✓
	School for Specific Purpose	x	✓	x	x	✓	x	✓	x	✓
	School Voluntary Work	x	✓	x	x	✓	x	✓	x	✓
	Useful communication types at school	x	✓	x	x	✓	x	✓	x	✓
	Useful communication about school news	x	✓	x	x	✓	x	✓	x	✓
	Educational Aspiration	x	✓	x	x	✓	x	✓	x	✓
	Highschool Reputation	x	✓	x	x	✓	x	✓	x	✓
	Highschool Recommendation	x	✓	x	x	✓	x	✓	x	✓
	Subject Availability	x	✓	x	x	✓	x	✓	x	✓