

## Central aspects of the method

The study commenced with a data audit of the schools.

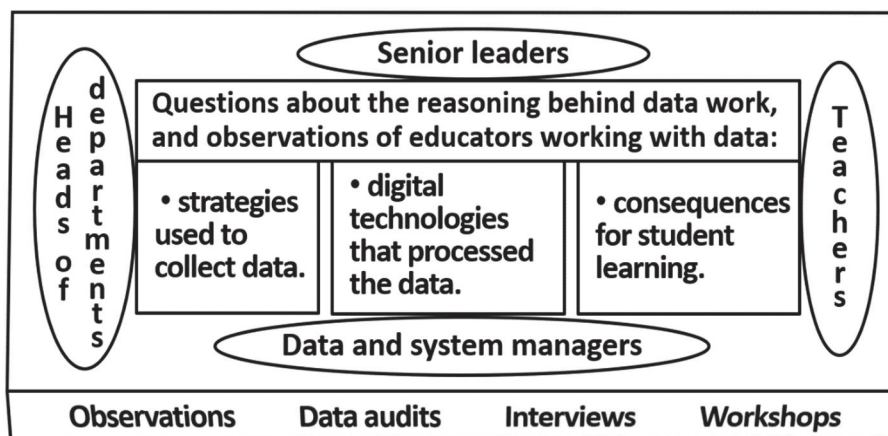
Interviews were then conducted with the school personnel who were investing their time most heavily in data and leading colleagues to work with data. The schools

were asked about their data management strategies and the reasoning they used to determine directions for data analysis. Interviews also identified the strategies that each school employed to collect data, the digital technologies utilised to process data, how educators were communicating new knowledge generated by the data and the significance for student learning and teaching.

The study examined how data procedures enhanced student progress, including how educators in the schools were using data to make decisions on what students should learn to do and produce next, in order to advance.

As a final consolidation of the ideas being expressed by educators, workshops were conducted with school leaders.

The schools were observed for twelve months.



Notes