What statistical literacy is required for using assessment data for school improvement?

What are the current patterns of use by principals and teachers for data distributed to schools?

What expertise or deficits in statistical literacy are evident in school principals?

The Attitudes and Statistical Literacy Instrument (ASLI), for identifying factors affecting school principals’ and teachers’ attitudes towards quantitative data, and their ability to correctly interpret statistical reports.

A professional learning program, available face-to-face or online, to promote statistical literacy for principals and teachers.
What are the enablers or barriers (beliefs, attitudes, perceived subjective norms, and perceived behavioural controls) encouraging or hindering principals’ and teachers’ use of statistical data?

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Advice to the VCAA and DEECD for improving data presentation, reports, and support programs for principals and teachers


