

## AN OVERVIEW OF GENERAL COMMENTS ON

### DATA COLLECTION BY FACILITATORS

#### HIGHLIGHTS:

Reactions to the survey were generally positive. The survey caused staff to think about school affairs and provided information for a school review. Feedback was provided on positive events that were already happening and support was given to ideas that were already being developed.

Students particularly welcomed the opportunity to contribute in providing an information base for school review.

The survey has led to an identification of areas which require investigation and further action.

#### SURVEY DESIGN:

Strengths of the survey involved staff and student involvement in the processing of results. An item by item analysis was seen as valuable.

Pupil free days and administrative support helped to make the survey a success.

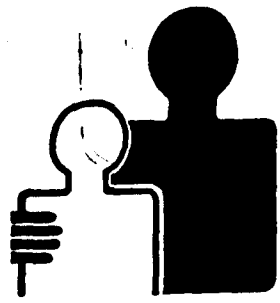
#### DIFFICULTIES:

The survey was time consuming to process, needed initial trailing and further revision of some items. Staff and student comments were difficult to handle. A considerable amount of facilitator's time was required to supervise the process of distribution, collection and tallying of the surveys.

#### IMPROVEMENTS:

Individual questions require refinement and more clerical time was required as a support for facilitators.

Computerisation of the data to permit further analysis would be a useful feature.



CARING SCHOOL ENVIRONMENT PROJECT

Metropolitan North East Regional Office

View Street Dianella 6062

Telephone: 275 5511

*Don  
Balga's  
Return*

Mr Ken Palmer  
Balga Senior High School  
B210

Dear Ken,

It was apparent from Tuesday's workshop that different methods and samples were used in the various schools for the collecting of data, its collation and analysis. Information about these differences would be valuable for our ongoing evaluation of the model being used as the basis of the Caring School Environment project.

Towards this end, I would be grateful if you could find time, in your busy schedule, to fill in the details sought on the attached sheet in terms of what you did in your school. Please add any other details which you feel may be relevant. I would appreciate receiving the details through the courier, in the envelope enclosed, within the next week. The composite information will be available for interested persons at our next workshop.

Thank you for your anticipated co-operation.

Sincerely,

*Margaret Nadebaum*

MARGARET NADEBAUM  
SUPERINTENDENT OF EDUCATION (SECONDARY)

31 July 1985

Enclosure

\* MARGARET -

*SORRY FOR THE LONG DELAY -*

*Ken Palmer*

CARING SCHOOL ENVIRONMENT

DATA COLLECTION DETAILS

SCHOOL: BALGA S.H.S.

1 STUDENT QUESTIONNAIRE

1.1 How many students are in the school?

Approx. 900

1.2 How many were surveyed?

Approx. 850

1.3 Indicate the approximate percentage of the total sample of students which came from each year.

<u>YEAR</u>	<u>%</u>
Year 8	
Year 9	
Year 10	
Year 11	
Year 12	
TOTAL	100

\* OVER 90% OF THE  
JULIANT BODY WERE  
SAMPLED.

1.4 Data analysis. Who was involved? Please complete the following statement so that it indicates the main people involved.

The collation and analysis of data from the Student Questionnaire was done by THIS PART OF THE SURVEY (STUDENTS)

WAS DONE IN THE 1984-85 SCHOOL YEAR. AS PROJECT  
BASELINE.

1.5 What means of analysis were used?

Tick the appropriate boxes.

means calculated for each category

means for each item

mode calculated for each item

other - Please describe \_\_\_\_\_

1.6 What student characteristics did you isolate in the data collection?  
Tick the appropriate boxes.

none

gender

Year/House etc.

other

2 STAFF QUESTIONNAIRE

2.1 How many staff members are in your school? 70

2.2 How many staff members completed the questionnaire? 67

2.3 Data analysis. Who was involved? Please complete the following statement so that it indicates the main people involved.

The collation and analysis of data from the Staff Questionnaire was done by COLLATION AND DATA ANALYSIS WAS DONE

By MYSELF.

2.4 What means of analysis were used? Tick the appropriate boxes.

means calculated for each category

means calculated for each item

mode calculated for each item

other - Please describe \_\_\_\_\_

2.5 What staff characteristics did you isolate in the data collection? Tick the appropriate boxes.

none

gender

subject area

non-classroom teachers

3 PARENT/COMMUNITY DATA COLLECTION

3.1 What method did you use/do you intend to use to collect data from your community?

Tick the appropriate boxes

- \*  questionnaire
  - interview
  - other - Please detail TO BE COMPLETED EARLY  
THIRD TERM.
- 
- 
- 

3.2 How many parents/community members did you/do you intend to survey?

AS MANY PARENTS AS POSSIBLE.

---

RESPONSES DEPENDENT ON VOLUNTEER BASIS.

3.3 How has/will the parent/community sample be selected. Tick the appropriate boxes.

- volunteers
  - members of P & C/School Council etc.
  - randomly
  - other. Please detail SURVEYS TO BE INCLUDED  
IN NEWSLETTER AND RETURNED VIA FORM RESULTS.
- 
- 
- 

Thank you for your co-operation.

# LOCKRIDGE S.H.S.

## CARING SCHOOL ENVIRONMENT PROJECT

North East Region, Education Department

### STUDENT QUESTIONNAIRE

We are interested in how you feel about this school.

Please answer the items in this booklet frankly.

NO-ONE will know what answers you choose because only a number will be on this booklet. You do not write your name.

These items don't have right or wrong answers. We just want to know what YOU think. Please answer every item according to how YOU feel.

Thank you for helping us.

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Please read each of these statements and circle the answer on the separate answer sheet that best shows the extent to which you agree with what it says.

Please do not mark the questionnaire.

Please circle:

- 4 if you STRONGLY AGREE with the statement
- 3 if you AGREE with the statement
- 2 if you DISAGREE with the statement, and
- 1 if you STRONGLY DISAGREE with the statement

#### PRACTICE STATEMENT

Q. Most of my teachers are easy to get on with 4 3 2 1

If you agree with this statement you would circle the 3.

If you change your mind about an answer, just cross it out and circle another one. Please give an answer to every statement.

When you are finished please follow the directions on the answer sheet.

Modified from a Project Baseline Questionnaire, Research Branch.

CARING SCHOOL ENVIRONMENT PROJECT

STUDENTS' QUESTIONNAIRE

A. Attitude To School

- |   |  |   |   |   |   |
|---|--|---|---|---|---|
| 1 | School is a good use of my time.                           | 4 | 3 | 2 | 1 |
| 2 | Our school rules are fair.                                 | 4 | 3 | 2 | 1 |
| 3 | At this school there are lots of interesting things to do. | 4 | 3 | 2 | 1 |

B. Attitude To Teachers

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 4 | I like most of my teachers.   | 4 | 3 | 2 | 1 |
| 5 | Teachers are usually friendly.  | 4 | 3 | 2 | 1 |
| 6 | Most teachers are fair and just. <i>Meaning a difficulty for some</i> | 4 | 3 | 2 | 1 |

C. Attitude to School Management

- |   |  |   |   |   |   |
|---|--|---|---|---|---|
| 7 | It is easy to have fun at recess and lunch time. | 4 | 3 | 2 | 1 |
| 8 | It is clear what the rules are at this school.   | 4 | 3 | 2 | 1 |
| 9 | The discipline at this school is FAIR.           | 4 | 3 | 2 | 1 |

D. Interest in Course Content

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 10 | I find most lessons interesting.                  | 4 | 3 | 2 | 1 |
| 11 | The work I do in most classes is important to me. | 4 | 3 | 2 | 1 |
| 12 | School work is usually interesting.               | 4 | 3 | 2 | 1 |

E. View Of Teaching

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 13 | Teachers here know how to teach.                         | 4 | 3 | 2 | 1 |
| 14 | On most days I learn lots at school.                     | 4 | 3 | 2 | 1 |
| 15 | Most teachers help me if I don't understand the lessons. | 4 | 3 | 2 | 1 |

F. Self Perception

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 16 | Teachers think I am a responsible student. | 4 | 3 | 2 | 1 |
| 17 | I am good at school work.                  | 4 | 3 | 2 | 1 |
| 18 | I am happy with my school work.            | 4 | 3 | 2 | 1 |

G. Caring School Environment

Doesn't ask whether students care about teachers feelings!

19 At this school teachers are genuinely concerned about students' feelings. 4 3 2 1

20 Teachers do their very best to help children who are in trouble. 4 3 2 1

*frequent behavioral problem? trouble with studies?*

\* 21 I would approach a teacher about a personal problem. 4 3 2 1  
Many students don't see this as appropriate for school sit. ∴ unfair weighting for whole category.

H. Perceived Teacher Attitude to Students

22 Teachers never pick on some children. 4 3 2 1

*Implies they do pick on some.*

23 Teachers usually are polite to students. 4 3 2 1

24 Teachers try to help you feel like adults. 4 3 2 1

I. Perceptions of Form Class/Tutor Group

25 My form teacher/tutor talks about subjects other than daily notices. 4 3 2 1

26 My form teacher/tutor talks to me as an individual. 4 3 2 1

27 My views are passed on to the staff, who decide school policy. 4 3 2 1

J. School Activities (Clubs, Sports, Socials)

28 I enjoy these activities. 4 3 2 1

29 I have made new friends during these activities. 4 3 2 1

30 These activities are well organised. 4 3 2 1



LOCKRIDGE SENIOR HIGH SCHOOL

Metropolitan North East Region

CARING SCHOOL ENVIRONMENT PROJECT

PARENTS QUESTIONNAIRE

We are interested in how you feel about school as part of this school's programme to manage a consistently caring school environment.

Please answer the items in this booklet as carefully as you can.

The questionnaire does not require your name.

These items don't have right or wrong answers. We just want to know what YOU think about the caring environment in this school.

Thank you for your help.

DIRECTIONS:

1. Please read each of these statements and circle the answer that best shows the extent to which you agree with what it says.

Please circle:

- 4 if you STRONGLY AGREE with the statement.
- 3 if you AGREE with the statement,
- 2 if you DISAGREE with the statement, and
- 1 if you STRONGLY DISAGREE with the statement.

PRACTICE STATEMENT

Q. The school is doing a good job. 4 3 2 1

If you agree with this statement you would circle the 3.

If you change your mind about an answer, just cross it out and circle another one. Please give an answer to every statement. Please feel free to make any other comments about our school at the bottom of the page.

Please return the completed questionnaire to the school as soon as possible.

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. In general, my child's experiences in this school have been good ones.   | 4 | 3 | 2 | 1 |
| 2. I find school reports on my child adequately explain how he/she is succeeding socially as well as academically.    | 4 | 3 | 2 | 1 |
| 3. There is a positive atmosphere towards the school.   | 4 | 3 | 2 | 1 |
| 4. People here demonstrate <u>pride</u> in the school.  | 4 | 3 | 2 | 1 |
| 5. Students take part in activities such as socials, clubs and athletics carnivals.                                   | 4 | 3 | 2 | 1 |
| * 6. Students are involved in planning activities in this school. <i>Planning their own activities - Home Council</i> | 4 | 3 | 2 | 1 |
| 7. Teachers take into consideration the attitudes and feelings of your child/children. <i>General school planning</i> | 4 | 3 | 2 | 1 |
| 8. Teachers in this school care for for the personal welfare of your child/children.                                  | 4 | 3 | 2 | 1 |
| * 9. Teachers are available before and after school to help your child/children with their work.                      | 4 | 3 | 2 | 1 |
| 10. Your child/children feel free to approach at least one of his/her teachers to discuss personal problems.          | 4 | 3 | 2 | 1 |
| 11. Students here show a regard for the property of others.   | 4 | 3 | 2 | 1 |
| 12. The behaviour of most students around the school is satisfactory.   | 4 | 3 | 2 | 1 |
| 13. Most students here have good self-esteem.   | 4 | 3 | 2 | 1 |
| 14. Most students relate well with their peers in this school.  | 4 | 3 | 2 | 1 |
| * 15. Students here often chat informally with their teachers.  | 4 | 3 | 2 | 1 |

GENERAL COMMENTS ABOUT THE CARING ENVIRONMENT IN OUR SCHOOL.

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\* Parents wouldn't necessarily know

# HOCKRIDGE SAS

Metropolitan North East Region

## CARING SCHOOL ENVIRONMENT PROJECT

### TEACHER QUESTIONNAIRE

We are interested in how you feel about school as part of this school's programme to manage a consistently caring school environment.

Please answer the items in this booklet as carefully as you can.

The questionnaire does not require your name.

These items don't have right or wrong answers. We just want to know what YOU think about the caring environment in this school.

Thank you for your help.

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### DIRECTIONS:

1. Please place your answers on the answer sheet only, not on the questionnaire. Questionnaires will be collected for reuse.
2. The questionnaire is divided into eleven categories with five questions to each category. Please feel free to make any comments you may wish to make generally in the space provided on the answer sheet.
3. Please read each of these statements and circle the answer that best shows the extent to which you agree with what it says.

Please circle:

- 4 if you STRONGLY AGREE with the statement
- 3 if you AGREE with the statement,
- 2 if you DISAGREE with the statement, and
- 1 if you STRONGLY DISAGREE with the statement.

### PRACTICE STATEMENT

Q. Most of my students are easy to get on with. 4 3 2 1

If you agree with this statement you would circle the 3.

If you change your mind about an answer, just cross it out and circle another one. Please give an answer to every statement.

A. STAFF ENGAGEMENT

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. There is consensus amongst teachers on many issues.  | 4 | 3 | 2 | 1 |
| 2. Teachers here work together on extra-curricular projects.  | 4 | 3 | 2 | 1 |
| 3. Many teachers contribute constructive points in staff meetings.  | 4 | 3 | 2 | 1 |
| 4. Most teachers here involve themselves in projects promoting social development of students. (e.g. camps) | 4 | 3 | 2 | 1 |
| 5. Meetings here involve the teachers in the school's management.   | 4 | 3 | 2 | 1 |

B. MANAGEMENT ROUTINES

- |   |   |   |   |   |
|---|---|---|---|---|
| 6. Teachers here can get on with 'teaching', without interference of extra duties. (e.g. reliefs) | 4 | 3 | 2 | 1 |
| 7. Teachers here are not burdened with administrative paper work.                                 | 4 | 3 | 2 | 1 |
| 8. Sufficient time is given for the preparation of student reports required by the school.        | 4 | 3 | 2 | 1 |
| 9. There is sufficient secretarial support in this school to meet my needs.                       | 4 | 3 | 2 | 1 |
| 10. The timetable meets the needs of teachers in this school.                                     | 4 | 3 | 2 | 1 |
- Time is easily met and exceeded.*
- No secretarial support.*

C. TEACHER MORALE

- |  |   |   |   |   |
|--|---|---|---|---|
| 11. The morale of teachers in this school is high.                                   | 4 | 3 | 2 | 1 |
| 12. The teachers are enthusiastic in undertaking their teaching duties.              | 4 | 3 | 2 | 1 |
| 13. Appropriate curriculum resources are readily available for use in the classroom. | 4 | 3 | 2 | 1 |
| 14. There is a positive atmosphere in staff meetings.                                | 4 | 3 | 2 | 1 |
| 15. Teachers here demonstrate pride in the school.                                   | 4 | 3 | 2 | 1 |

D. SOCIAL INTERACTION

- |   |   |   |   |   |
|---|---|---|---|---|
| 16. Teachers here enjoy each other's company in the school.           | 4 | 3 | 2 | 1 |
| 17. Teachers here enjoy socialising as a staff outside the school.    | 4 | 3 | 2 | 1 |
| 18. Teachers here have many friends on the school staff.              | 4 | 3 | 2 | 1 |
| 19. Teachers here work together as a team to accomplish school goals. | 4 | 3 | 2 | 1 |
| 20. Teachers work together to prepare curriculum units.               | 4 | 3 | 2 | 1 |

E. STUDENT INVOLVEMENT

- |  |   |   |   |   |
|--|---|---|---|---|
| 21. The social atmosphere is conducive to students participating in activities such as socials, clubs and athletics carnivals. | 4 | 3 | 2 | 1 |
| 22. The staff members involve students in running student activities after school hours. (clubs)                               | 4 | 3 | 2 | 1 |
| 23. Teachers acknowledge students individually. (e.g. greet, give the time of day, etc.)                                       | 4 | 3 | 2 | 1 |
| 24. Consideration is given to the students' point of view in staff decision making.  | 4 | 3 | 2 | 1 |
| 25. Students are often involved in planning activities in this school.   | 4 | 3 | 2 | 1 |

F. TEACHING STYLE

- |   |   |   |   |   |
|---|---|---|---|---|
| 26. Teachers here take into consideration the attitudes and feelings of the students.             | 4 | 3 | 2 | 1 |
| 27. Students are often involved in discussion in class.   | 4 | 3 | 2 | 1 |
| 28. The interests or concerns of students are used by teachers in the design of their curriculum. | 4 | 3 | 2 | 1 |
| 29. Many teachers have an informal friendly relationship with their students.                     | 4 | 3 | 2 | 1 |
| 30. Teachers ensure that students have a say in choosing their learning topics.                   | 4 | 3 | 2 | 1 |

G. MOTIVATION

- |  |   |   |   |   |
|--|---|---|---|---|
| 31. Teachers report carefully on the total development of their students.        | 4 | 3 | 2 | 1 |
| 32. Teachers in this school look out for the personal welfare of their students. | 4 | 3 | 2 | 1 |
| 33. I believe it is important to motivate my students.                           | 4 | 3 | 2 | 1 |
| 34. Teachers in my subject area are always well prepared for their classes.      | 4 | 3 | 2 | 1 |
| 35. Students here are interested in what the teachers are saying.                | 4 | 3 | 2 | 1 |

*will anyone put themselves down.*

*Relevant to minialis*

#### H. TEACHER-STUDENT SUPPORT

- |   |   |   |   |   |
|---|---|---|---|---|
| 36. Teachers here help students with personal problems.   | 4 | 3 | 2 | 1 |
| 37. Teachers are available before and after school to help students with their work.            | 4 | 3 | 2 | 1 |
| 38. Teachers help their students to settle minor differences.                                   | 4 | 3 | 2 | 1 |
| 39. Students feel free to approach at least one of their teachers to discuss personal problems. | 4 | 3 | 2 | 1 |
| 40. The support system for students with problems is effective in this school.                  | 4 | 3 | 2 | 1 |

#### I. STUDENT MORALE

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| ⊖ 41. Students here show a regard for the property of others.         | 4 | 3 | 2 | 1 | — |
| 42. The behaviour of most students around the school is satisfactory. | 4 | 3 | 2 | 1 |   |
| 43. Most students here have good self-esteem.                         | 4 | 3 | 2 | 1 |   |
| 44. Most students relate well with their peers in this school.        | 4 | 3 | 2 | 1 |   |
| 45. Students here often chat informally with their teachers.          | 4 | 3 | 2 | 1 |   |

#### J. LEADERSHIP

- |   |   |   |   |   |
|---|---|---|---|---|
| 46. Teachers feel confident to discuss problems with the administration in this school.   | 4 | 3 | 2 | 1 |
| 47. The administration runs this school in a democratic manner.                           | 4 | 3 | 2 | 1 |
| 48. The administration is sympathetic towards the personal problems of teachers.          | 4 | 3 | 2 | 1 |
| 49. The administration is genuinely concerned for the personal happiness of the teachers. | 4 | 3 | 2 | 1 |
| 50. The administration communicates well with the staff of this school.                   | 4 | 3 | 2 | 1 |

#### K. SELF-PERCEPTION OF TEACHERS

- |  |   |   |   |   |
|--|---|---|---|---|
| 51. I am happy with the job I do as a teacher.   | 4 | 3 | 2 | 1 |
| 52. I feel that my students appreciate my performance as a teacher.  | 4 | 3 | 2 | 1 |
| <i>Sheepid</i><br><i>Answers</i> 53. I feel that the Education Department values my services as a teacher. | 4 | 3 | 2 | 1 |
| 54. I would rather teach than hold a clerical job.   | 4 | 3 | 2 | 1 |
| 55. I enjoy teaching at this school.   | 4 | 3 | 2 | 1 |

No. 1

WHAT HAS IT TOLD US?

1. More staff participation in decision making.
2. Unhappy with - (a) Extra Duties (Reliefs)  
(b) Report procedure
3. Secretarial Support?
4. Teachers work/socialise well together.
5. Need for more student involvement.
6. Student/Teacher relationship perceived as good (By staff and students).
7. Poor communication administration staff.
8. Student morale good.
9. More things to do (lunchtime - after school - weekends).
10. Kids are happy with school.

No. 2

WHAT WE WANT? AIMS

1. To develop a policy which will promote a caring environment.
2. A caring environment for students must begin first with a happy staff so our first priority is to promote this - especially in areas needed as shown in survey.
3. We need to evaluate carefully the areas from student and parent surveys which are most significant, in terms of needing change and take action as a whole staff and individually.

RELEVANT AREAS FOR ATTENTION:

STAFF - Most important areas need to be addressed first.

1. No.5 on survey. Meetings need to involve teachers more - more group discussions like today's.
2. No.6 on survey. Teachers need to be allowed to get on with teaching - e.g. That relief teachers be engaged whenever teachers are absent (where Education Department allows) - as much as possible. Affects morale and teacher relationships.
3. No.14 on survey - A more positive atmosphere needs to be encouraged in school meetings.

Problems - 1.lack of involvement  
2.meetings are "a drag" - go on too late.

4. No.8 on survey. More time needs to be given to prepare reports.

STUDENTS

5. No.25 on survey. Students need to be more involved in planning activities. e.g. 1. Student Councils need to be seen as more Effective.  
2. Perhaps separate Year Councils.
6. No.30 on survey. Teachers need to allow students more of a say in choosing their learning topics.
7. No.40 on survey. A more effective system of student SUPPORT needs to be organised - A full time Guidance Officer  
- Perhaps 2?
8. More democratic method of administration (more groups - like today's - with written reports to administration.
9. MORE EFFECTIVE COMMUNICATION essential from administration.



No. 3

1. The students who are most in need of a caring school environment are most likely to be from families or socio economic spheres which give them very different values and morals from those of the teachers who are going to be the working capital in the system. This must make the working together of the two groups very difficult.
2. Teacher recruitment is a most critical cog in this machine. Colleges recruiting to get enrolment grants makes a mockery of attempts to put a caring school staff in position for students to 'use'. What are the criteria for teacher employment as well?
3. Public education (media education) about the roles of teachers in the school and the community. (Raise - improve) the public image of teachers.
4. Schools reflect society - they don't create it.

No. 4

CONCERN

Not in order of  
concern.  
Everything which  
rated 2 or below.

TEACHERS

- 5 School Management
- 6 Reliefs
- 8 Students Reports
- 14 Staff meeting
- 25 Student involvement
- 30 Programming for students concern
- 47 Undemocratic Administration
- 50 Administration Communication

STUDENTS

- 3 Lack of interesting things
- 7 No fun at recess
- 21 Teacher/Personal problems (wording poor???)
- 27 Students views irrelevant, school policy ??? able

PARENTS

- 11 Students lack of regard for others property.
- 13 Year 8 poor self esteem
- 10 Year 10 personal problems
- 9 Lack of teacher help ??
- 6 10, 11, 12, lack of involvement in planning

NB. Scores 3 and above should be investigated to discover why so and work on these positions to perhaps eliminate negatives.

No. 5

UNDER 2.5 score

School not interesting.  
No lunchtime activities  
I'm happy with schoolwork  
Teachers aren't caring for personal needs etc.  
Teachers never pick on some children.  
Teachers try to help you feel like adults.  
Form teacher talks to me as an individual  
My views are passed on to the staff who decide policy.

Group 5 felt we could gain useful information from analysis of student responses.

We looked at each q'n which ranked under 2.5

No. A	3
C	7
F	18
G	19, 20, 21
H	22, 24
I	27
J	30

Group 5

A3 and C7 - School is BORING for kids - What can we do? LOTS.

F18 - ? BAD question.

G19, 20, 21 - Students don't perceive school environment as caring.  
They don't see teachers as caring people.

Can be change this attitude?

Do we want to?

How much caring is appropriate?

Is the problem "poor advertising".

STAFF NEED CLEAR GUIDELINES OF DUTIES OBLIGATIONS etc.

FEAR - Lots of pitfalls i.e. wrong, or info.counter to parents.

PARENT CONCERNS.

- \* Students regard for property of others.
- \* Low self esteem of students.

STAFF CONCERNS.

- \* Duties other than teaching.
- \* Attitudes in staff meetings.
- \* Teachers lack of involvement in school management.
- \* Lack of student involvement in planning activities, and choosing learning topics. - general decision making.
- \* Lack of democratic administration and communication.

STUDENT CONCERNS.

- \* Lack of interesting things to do at recess and lunchtime.
- \* Lack of use of views when school policy decided.
- \* Who to go to with a personal problem?

No.7

STUDENT PERCEPTIONS

Different year groups have different strengths and weaknesses that need to be addressed.

NB. G.I & J could be biased by individual nature/attitude of tutors (i.e. not a broad enough spread).

STAFF RESPONSE

Section D and A seem related. Improvement in one could lead to improvement in other.

Section J: problems felt with administration need to be pin pointed/defined and addressed.

Results of Section I contradict response to Section H 9.40  
Why????

No. 8

Tute Time could be used effectively for discussion to try and evaluate the "details" of the questions - for example

'Why do most Year 10's not find school interesting'

School rules could be evaluated during tute - are they still relevant?

What do kids want to do during recess and lunch time?

COMMENTS ON STRUCTURE/ADMINISTRATION OF STAFF QUESTIONNAIRE  
BY WHOLE STAFF WORKSHOP IN GROUPS.

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1. Scoring method unclear - frequency bar graphs for each question needed to show the responses spread or the results should be given in the mode to show accurate strength of feeling.
2. Question 1 does not have enough 'LIMITS' - is too general.
3. Questions are almost all framed in terms of positives - this may influence the responses.
4. Questions are far too general.
5. Many questions ask for judgments on teachers or administration as a whole - this made it difficult to respond.
6. The questionnaire should be presented from the first person point of view - this would give clearer indications of attitudes and feelings.
7. Need for wider ranges of responses (1 - 10).
8. Idea is sound, categories well chosen.
9. Some open ended sentences or room for comment might provide interesting information,  
e.g. I like the school because \_\_\_\_\_  
I would like to change \_\_\_\_\_  
at this school.