



NORTH EAST METROPOLITAN REGION

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PRIORITY SCHOOLS PAPER

CYRIL JACKSON SENIOR HIGH SCHOOL

NEEDS ASSESSMENT 1982.

1. Rationale
2. Design of Questionnaire
3. Sample Groups and Size
4. Data Analysis Techniques
5. Data Interpretation
6. Recommendations

Don Pugh, Curriculum Support Co-ordinator.

1. RATIONALE

A needs assessment is a process of collecting information for making decisions. It is normally the first stage of the planning process. The process involves these steps:-

- a) stating school goals
- b) judging the achievement of these goals
- c) measuring the need, i.e. the gap between what is happening and what should happen at the school
- d) placing a priority order on school needs from largest to lowest

Once the needs assessment is completed, staff should discuss objectives which have been regarded as needs and check the validity of the needs objectively. They may then consider the range of alternative solutions open to them and implement the best solution.

2. DESIGN OF THE QUESTIONNAIRE

The questionnaire design is based on the view that the teachers must begin where they are now by describing the most important objectives that they are trying to achieve.

Each subject area has submitted two or three cognitive and affective objectives, based on a faculty discussion of the question "What characteristics, personal qualities and learning outcomes would you like to see in your students?"

The objectives were then collated and placed in a questionnaire which utilized the format below.

TABLE 1

<u>C U R R I C U L U M Q U E S T I O N N A I R E</u>								
In Part I, please circle a number from 1 to 4 depending on how much <u>you think</u> our school <u>NOW</u> teaches or helps students learn the things in Column I.								
In Part II, please circle a number from 1 to 4 depending on how much <u>you think</u> our school <u>SHOULD</u> teach or help students learn the things in Column I.								
COLUMN I	<u>P A R T I .</u>				<u>P A R T II .</u>			
	Does our school <u>NOW</u> teach or help students learn the things in Column I?				<u>SHOULD</u> our school teach or help students learn the things in Column I?			
<u>Some Student LEARNING GOALS</u> are:	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
	1. Being Polite.	1	2	3	4	1	2	3

3. SAMPLE GROUPS AND SIZE

The questionnaire was circulated to a sample of classes from Years 8 to 12. Students who completed the questionnaire also took a copy home for their parents to complete. All teachers completed the questionnaire.

The sample size is below.

TABLE 2

	<u>RECEIVED</u>	<u>DISTRIBUTED</u>
PARENTS	55	96
TEACHERS	38	52
STUDENTS	44	98

4. DATA ANALYSIS

Three separate analyses of need were undertaken for teachers, parents and students.

For each group, the mean response was calculated for:

- a) PART I : The degree to which the school's learning goals are now being implemented. The scale is from 1 minimum to 4 maximum.
- b) PART II : The degree to which the school's learning objectives should be implemented. The scale is from 1 minimum to 4 maximum.
- c) NEED : The difference for each objective between what is happening in the school and what should be happening.
The range is from zero or no need to three, a maximum need.

Any objective with a need greater than 0.8 is viewed as a critical need. Needs smaller than .8 may be viewed as satisfied needs. A second indication of the size of a need includes the rank position of the objective as related to all needs placed in descending order from largest to smallest.

A final consideration is the relative importance placed on the objective. Needs may be classified as more important needs if they are rated as three or greater under the "Part II" column or less important if they are rated less than three in the "Part II" column.

5. INTERPRETATION OF RESULTS

5.1 CRITICAL NEEDS:

5.1.1 - BEHAVIOURIAL:

Goals which stressed socialization and behavioural qualities were rated by parents, students and teachers as critical needs.

- Goals included:-
- Being honest
 - Showing self discipline and responsibility
 - Caring about and having a sense of responsibility for others
 - Understanding and accepting that others can be different
 - Showing leadership and responsibility for others
 - Co-operating effectively in small groups
 - Having community accepted standard of behaviour
(The last was rated as being a lesser need by the students.)

These goals were ranked by all three groups, parents, students and teachers as critical needs because:-

- a) Each goal was rated by each group as above .8 in the gap between what the school is doing and what it should do.
- b) In a rank order of goals in order of need these objectives all fall within the top 25 percent for all respondent groups.
- c) The goals were all rated as of "great importance" by respondents.

5.1.2 SELF -CONCEPT AND ATTITUDES:

Goals which related to self-concept and attitudes were rated by all respondent groups as critical needs.

These goals included:

- Making the most of your abilities (* not seen as a critical need by the students.)
- Wanting to succeed
- Feeling confident and happy in yourself
- Having pride in your achievement

5.1.3 ENGLISH CURRICULUM:

Goals which may be grouped as English oriented but which apply to all subjects were rated by all groups as critical needs.

These include:

- Speaking and listening effectively
- Writing effectively and clearly
- Arguing persuasively and clearly
- Reading effectively

These goals were judged as critical needs by parents and teachers but not by students.

- Enjoying reading
- Enjoying literature
- Writing good business letters

5.1.4 OTHER CRITICAL AREAS OF NEED:

These include:-

- a) Decision making
 - Making decisions carefully and logically
- b) Leisure time activities
 - Having hobbies and spare time activities other than T.V. watching
- c) Consumerism
 - Making the most of your money
 - Understanding the way the business world operates
 - Judging good and bad products in shops and industry
- d) Parenting skills
 - (Home Economics - Health Education)
 - Learning First Aid

5.1.4 OTHER CRITICAL AREAS OF NEED CONT:

d) Parenting skills cont.

- Learning skills for being good parents
- Having good health habits
- Learning the place of sex in personal relations. (Not seen as a need by students)

5.2 AREAS OF ACHIEVEMENT:

These areas refer to goals whose gap between what is and what ought to happen is less than .8. These goals were ranked fairly lowly in terms of need.

5.2.1 SPECIFIC SUBJECT:

Oriented goals: French, Manual Arts, Geography, History, Art, Science, Physical Education and Maths.

Generally, goals related to these subject areas were perceived as being achieved at a satisfactory level by all respondent groups.

a) French

In regards to French, a "negative need" was indicated i.e. that more of the subject was being taught than was regarded as necessary.

b) Manual Arts

Goals were achieved for:-

- using tools, machines and materials correctly
- having good safety habits

c) Geography and History

Goals were achieved for:-

- having good map reading skills
- understanding the past history of man
- knowing about the lifestyle in our community of people from other countries. (* Parents saw a larger need for this goal)
- learning about our surroundings (* Teachers saw a larger need for this goal)
- developing taste in television and film watching (teachers perceived a critical need here as opposed to students and parents.)

d) Art

Art goals achieved included:-

- enjoying, knowing about and making things in art
- appreciating art
- expressing your own ideas and feelings in a creative way. (Seen as a greater need by parents)

e) Science

Science goals being achieved are:-

- using scientific and experimental methods in solving problems
- understanding and using science in everyday life.

5.1.2 SPECIFIC SUBJECT CONT:

f) Physical Education

Goals achieved include:

- playing team sports regularly
- having a balanced diet and keeping fit (* Seen as critical need by teachers only.)

g) Maths

Teachers and students but not parents felt that this goal was achieved.

- developing math skills for future employment
Parents and students felt this goal was achieved.
- showing interest in Maths outside school

The goal of "liking Maths" however was seen as a critical need, by all groups but particularly by students.

Similarly the goal "understanding and using Maths in everyday life" was seen as a critical need by all groups, but particularly by teachers.

5.3 GOALS WITH DISCREPANCIES

5.3.1 TEACHERS:

Goals seen as critical needs by teachers but not by parents or students were these:-

- developing taste in television and film watching
- learning about our surroundings
- showing interest in Maths outside school

5.3.2 PARENTS:

Goals for which parents identified critical needs but not teachers or students were these:-

- knowing about lifestyles of people in our community from other countries
- developing maths skills for future employment
- expressing your own ideas and feelings in a creative way

5.4 RELATIVE NUMBER OF NEEDS:

The relative numbers of critical needs identified were:-

- Teachers	36 goals	>.8
- Parents	37 goals	>.8
- Students	26 goals	>.8

5.5 LESS IMPORTANT GOALS:

The average importance of goals as perceived by respondents was three i.e. - goals should be achieved "to a great extent".

Goals which were exceptions to this rule and were rated as two i.e. - goals should be achieved to "some extent" were these:-

TABLE

IMPORTANCE OF GOALS

Goals that should be achieved "to some extent" only

Area:	Goal:	Teachers:	Parents:	Students:
a) Maths	- understanding and using Maths in everyday life			*
	- showing interest in Maths outside school	*	*	*
	- liking Maths	*	*	*
b) Science	- understanding and using Science in everyday life	*	*	*
	- using Scientific and experimental methods in solving problems		*	*
c) History and Geography	- all groups knowing about lifestyles of people in the community from other countries	*	*	*
	- understanding and accepting that others can be different			*
	- understanding the past history of man	*	*	*
	- having good map reading skills		*	*
d) Art-English	- expressing your own ideas and feelings in a creative way			*
	- enjoying, knowing about and making things in Art	*	*	*
	- appreciating Art	*	*	*
e) English	- enjoying reading			*
	- developing taste in television and film watching	*	*	*
	- enjoying visiting theatres, films and museums	*	*	*
	- arguing persuasively and clearly		*	*
	- writing good business letters			*
	- enjoying literature		*	*
f) Physical Education & Health Education	- playing team sports regularly	*		
	- learning the place of sex in personal relationships	*		*
g) Languages	- learning to talk French was given a "one" rating - to be achieved "to no extent"	*	*	*

5.6 ACHIEVEMENT OF GOALS:

The averaged response by respondents of the present achievement of goals was two, i.e. the goal was achieved to some extent.

Exceptions were the goals below which were rated as one "achieved to no extent".

ACHIEVEMENT OF GOALS

These goals were rated as being achieved "to no extent"

Area:	Goal:	Teachers:	Parents:	Students:
a) Maths	-showing interest in Maths outside school	*	*	*
	-liking Maths	*	*	*
b) English	-developing taste in television and film watching	*	*	*
	-speaking and listening effectively	*	*	*
	-arguing persuasively and clearly	*	*	*
	-enjoying visiting theatres, films and museums		*	*
	-enjoying literature		*	*
c) Self-Concept	- feeling confident and happy in yourself		*	*
d) Behaviour	-showing self-discipline and responsibility	*		
	-showing leadership and responsibility for others	*		
e) Consumerism	-understanding the way the business world operates	*	*	
	-judging good and bad products in shops and industry		*	*
	-making the most of your money	*		
f) Social Studies	-knowing about the lifestyle of people in the community from other countries		*	
g) Language	-being able to talk French		*	
h) Art	-appreciating Art		*	
i) Home Economics	-learning to run a home effectively		*	*
	-having hobbies and spare time activities other than T.V. watching	*	*	*
	-learning first aid	*	*	*
	-learning skills for being good parents	*	*	*

6.0 COMPARISON OF RESULTS WITH ANOTHER P.S.P. SENIOR HIGH SCHOOL

Emphasis in another P.S.P. high school were very similar to those of Cyril Jackson Senior High School.

1. Need to improve desire to learn.
2. Need to improve students's self-discipline and initiative.
3. Need to improve student's speaking, reading, writing and listening, (following instructions) abilities.
4. Need to improve students' confidence in themselves but also to know their abilities.
5. Need to improve students' tolerance in accepting views of other,
 - appreciating qualities of other races
 - appreciating needs and rights of others
 - mixing and working well with others.
6. Teachers and parents but not students saw a need to have students work to their full potential and to persevere in completing a task.
7. There is a need to develop good citizenship goals, i.e. honesty, abiding by the laws of our society.

SUBJECT NEEDS

Subject oriented needs which rated most highly included needs related to enquiry skills - i.e. finding, processing and interpreting information. Transition education skills i.e. knowing career alternatives and career requirements, politeness, producing a finished product at an acceptable business standard, were also seen particularly by parents as critical student needs.

- Good health habits, consumer skills and skills for running a good family life were also rated as student needs.

Mathematics objectives were rated in the marginal need area (around .8) e.g. being accurate in arithmetic and showing enjoyment of Maths.

AREAS OF REDUCED NEED

These areas were identified as having a low discrepancy between what is happening and what should happen in the school.

1. Physical Education. Goals are tending to be achieved re maintaining a sportsmanlike attitude, involving oneself in community sports and activities, and developing excellence in games skills.
2. Science and Social Studies. These objectives also were regarded as being less important and were largely being achieved.
 - e.g. - using the scientific method to solve problems
 - understanding concepts in Social Studies
 - being able to present information (e.g. using maps)
 - remembering knowledge

ART OBJECTIVES - were also viewed as being achieved.

- e.g. - evaluating skills and care in an artist's creation
- appreciating art work as a part of daily living

MANUAL ARTS -These objectives were also rated as being fulfilled.

- e.g. - desiring to maintain high craftsmanship
- developing skills in use of tools and materials

HOME ECONOMICS-These objectives such as developing skills in food preparation and clothing construction were viewed as being achieved.

Other objectives which are being achieved included getting high marks and maintaining tidy dress.

Students in fact indicated that the objective maintaining tidy dress was being overly achieved and that less emphasis should be placed on this objective.

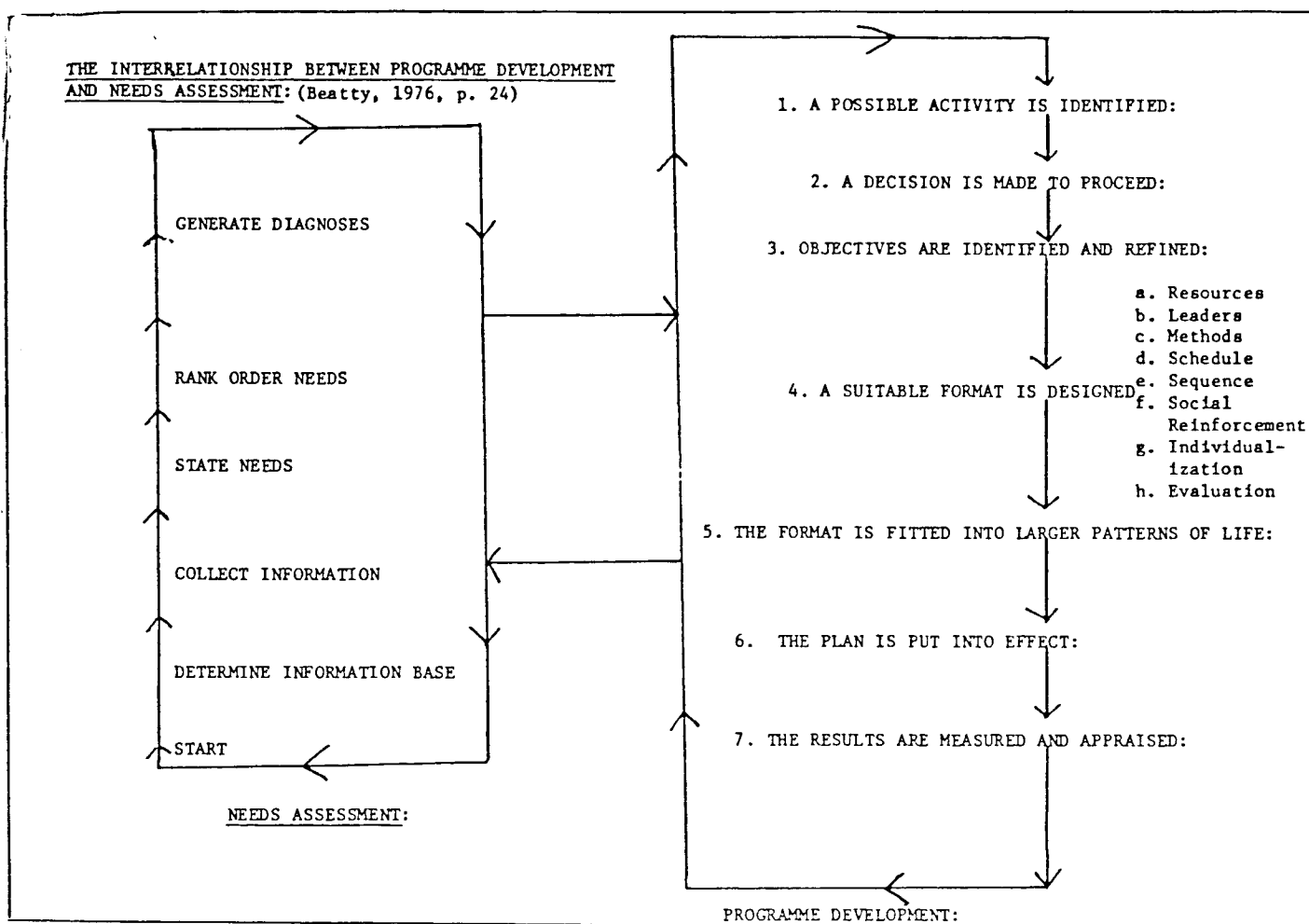
7. RECOMMENDATIONS.

Results from this survey represent the first step for curriculum review. These results are not meant to be restrictive, rather they represent priority areas for teachers to focus their attention.

The identification of areas of need now suggest areas where further more objective data may be gathered. Diagnoses of genuine need should be discussed by staff committees with advisory staff and the curriculum support co-ordinator.

Pupil free time for teachers could possibly be made available to permit alternative solutions to be listed and the best solution implemented. Development of programmes to alleviate these needs are the hoped for outcomes.

In diagram A, (below) a relationship between school needs and curriculum planning is postulated.



8. APPENDICES:

1. Questionnaire
 2. Needs ranked in order from smallest to largest by:-
 - a) teachers
 - b) parents
 - c) students
 3. Overall Data Summary by Objectives including:-
 - a) average for Part I.
 - b) Average for Part II.
 - c) Need
- for Teachers, Parents and Students.



CYRIL JACKSON SENIOR HIGH SCHOOL

REIO STREET, BASSENDEAN, W.A. 6054
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279 5421

2

3/10

WHAT IS YOUR OPINION OF EDUCATIONAL GOALS IN OUR SCHOOL?

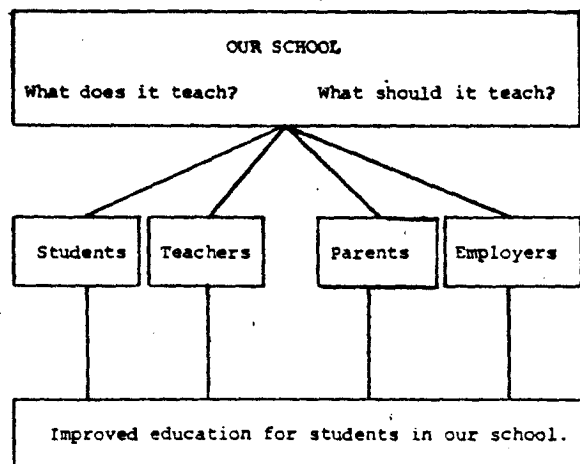
This questionnaire is part of a continuing effort to improve education in our school. The information will be used to help:

- Identify important educational needs, and
- Decide some priorities for new educational programmes.

Your answer will be combined with the answers of other educational groups within the School. You do not need to sign your name.

Instructions are at the top of the questionnaire. Please follow them carefully so that your opinion can be given its full value. PLEASE ANSWER EACH STATEMENT.

We look forward to sharing the results of this survey with you. Thank you for participating.



DIRECTIONS:

1. Please enter your correct category in the box to the right.

- Teacher
- Parent
- Employer/Community
- Student in Years 11 or 12

YEAR

2. In your opinion, is our school doing:

- A Very Good Job
- A Good Job
- A Poor Job
- A Very Poor Job

INSTRUCTIONS:

This questionnaire has a number of educational statements. Each statement has two parts. Part One is headed "Schools Should Teach" and has four columns marked "1, 2, 3, 4".

For example, refer to Statement One, "Developing skills for running a good family life".

Circle the number in PART ONE that describes the extent to which you believe schools NOW teach students to developing skills for running a good family life.

- If you think "To No Extent", circle figure "1".
- If you think "To Some Extent", circle figure "2".
- If you think "To a Great Extent", circle figure "3".
- If you think "To a Very Great Extent", circle figure "4".

Circle the figure in PART TWO of Statement One that describes the extent to which you Believe schools SHOULD be teaching students to developing skills for running a good family life.

- If you think "To No Extent", circle figure "1".
- If you think "To Some Extent", circle figure "2".
- If you think "To a Great Extent", circle figure "3".
- If you think "To a Very Great Extent", circle figure "4".

Please repeat for the remaining statements.

CURRICULUM QUESTIONNAIRE

In Part I, please circle a number from 1 to 4 depending on how much you think our school NOW teaches or helps students learn the things in Column I.

In Part II, please circle a number from 1 to 4 depending on how much you think our school SHOULD teach or help students learn the things in Column I.

COLUMN I	PART I.				PART II.			
	Does our school <u>NOW</u> teach or help students learn the things in Column I?				<u>SHOULD</u> our school teach or help students learn the things in Column I?			
Some Student <u>LEARNING GOALS</u> are:	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
1. Developing Maths skills for future employment.	1	2	3	4	1	2	3	4
2. Understanding and using Maths in everyday life..	1	2	3	4	1	2	3	4
3. Liking Maths.	1	2	3	4	1	2	3	4
4. Showing interest in Maths outside school.	1	2	3	4	1	2	3	4
5. Understanding and using science in everyday life.	1	2	3	4	1	2	3	4
6. Using scientific & experimental methods in solving problems.	1	2	3	4	1	2	3	4
7. Cooperating effectively in small groups.	1	2	3	4	1	2	3	4
8. Having community accepted standards of behaviour.	1	2	3	4	1	2	3	4
9. Having good Map reading skills.	1	2	3	4	1	2	3	4

CHARACTERISTICS QUESTIONNAIRE

In Part I, please circle a number from 1 to 4 depending on how much you think our school NOW teaches or helps students learn the things in Column I.

In Part II, please circle a number from 1 to 4 depending on how much you think our school SHOULD teach or help students learn the things in Column I.

COLUMN I	PART I.				PART II.			
	Does our school <u>NOW</u> teach or help students learn the things in Column I?				<u>SHOULD</u> our school teach or help students learn the things in Column I?			
Some Student <u>LEARNING GOALS</u> are:	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
10. Understanding the past history of man.	1	2	3	4	1	2	3	4
11. Learning about our surroundings.	1	2	3	4	1	2	3	4
12. Caring about and having a sense of responsibility for others.	1	2	3	4	1	2	3	4
13. Discussing social problems.	1	2	3	4	1	2	3	4
14. Reading effectively.	1	2	3	4	1	2	3	4
15. Enjoying reading.	1	2	3	4	1	2	3	4
16. Writing effectively and clearly.	1	2	3	4	1	2	3	4
17. Expressing your own ideas and feelings in a creative way.	1	2	3	4	1	2	3	4
18. Speaking and listening effectively.	1	2	3	4	1	2	3	4

CURRICULUM QUESTIONNAIRE

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	Does our school <u>NOW</u> teach or help students learn the things in Column I?				<u>SHOULD</u> our school teach or help students learn the things in Column I?			
<u>LEARNING GOALS</u> are:	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
19. Developing taste in television and film watching.	1	2	3	4	1	2	3	4
20. Making decisions carefully & logically.	1	2	3	4	1	2	3	4
21. Arguing persuasively and clearly.	1	2	3	4	1	2	3	4
22. Enjoying visiting theatres, films & museums.	1	2	3	4	1	2	3	4
23. Feeling confident and happy in yourself.	1	2	3	4	1	2	3	4
24. Feeling successful at school.	1	2	3	4	1	2	3	4
25. Enjoying literature.	1	2	3	4	1	2	3	4
26. Writing good business letters.	1	2	3	4	1	2	3	4
27. Understanding the way the business world operates.	1	2	3	4	1	2	3	4

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<u>LEARNING GOALS</u> are:	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
28. Showing self-discipline and responsibility.	1	2	3	4	1	2	3	4
29. Having pride in your achievements.	1	2	3	4	2	2	3	4
30. Using tools, machines and materials correctly.	1	2	3	4	1	2	3	4
31. Having good safety habits.	1	2	3	4	1	2	3	4
32. Judging good & bad products in shops and industry.	1	2	3	4	1	2	3	4
33. Making the most of your money.	1	2	3	4	1	2	3	4
34. Being honest.	1	2	3	4	1	2	3	4
35. Showing leadership and responsibility for others.	1	2	3	4	1	2	3	4
36. Wanting to succeed.	1	2	3	4	1	2	3	4

In Part I, please circle a number from 1 to 4 depending on how much you think our school NOW teaches or helps students learn the things in Column I.

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Some Student <u>LEARNING GOALS</u> are:	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
37. Making the most of your abilities.	1	2	3	4	1	2	3	4
38. Enjoying, knowing about & making things in art.	1	2	3	4	1	2	3	4
39. Appreciating art.	1	2	3	4	1	2	3	4
40. Being able to talk French	1	2	3	4	1	2	3	4
41. Knowing about life-styles of people in our community from other countries.	1	2	3	4	1	2	3	4
42. Understanding & accepting that others can be different.	1	2	3	4	1	2	3	4
43. Having hobby & spare time activities other than T.V. watching.	1	2	3	4	1	2	3	4
44. Learning to run a home effectively.	1	2	3	4	1	2	3	4
45. Having good health habits.	1	2	3	4	1	2	3	4

In Part I, please circle a number from 1 to 4 depending on how much you think our school NOW teaches or helps students learn the things in Column I.

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Some Student <u>LEARNING GOALS</u> are:	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
46. Having a balanced diet & keeping fit.	1	2	3	4	1	2	3	4
47. Playing team sports regularly.	1	2	3	4	1	2	3	4
48. Learning the place of sex in personal relationships.	1	2	3	4	1	2	3	4
49. Learning first aid.	1	2	3	4	1	2	3	4
50. Learning skills for being good parents.	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4

NEEDS ASSESSMENT

T-NEED	P-NEED	S-NEED	OBJ #	OBJECTIVES
-.13	-.01	-.15	40	BEING ABLE TO TALK FRENCH
.23	.43	.79	47	PLAYING TEAM SPORTS REGULARLY
.40	.43	.38	30	USING TOOLS, MACHINES AND MATERIAL CORRECTLY
.47	.69	.31	9	HAVING GOOD MAP READING SKILLS
.48	.23	.20	38	ENJOYING, KNOWING ABOUT AND MAKING THINGS IN ART
.51	.50	.34	39	APPRECIATING ART
.55	.50	.40	10	UNDERSTANDING THE PAST HISTORY OF MAN
.55	.83	.84	22	ENJOYING VISITING THEATRES, FILMS AND MUSEUMS
.58	.45	.38	6	USING SCIENTIFIC AND EXPERIMENTAL METHODS IN SOLVING PROBLEMS
.65	.88	.36	41	KNOWING ABOUT LIFE STYLES OF PEOPLE IN OUR COMMUNITY FROM OTHER COUNTRIES
.67	.96	.68	1	DEVELOPING MATH SKILLS FOR FUTURE EMPLOYMENT
.68	.94	.72	17	EXPRESSING YOUR OWN IDEAS AND FEELINGS IN A CREATIVE WAY
.70	.83	.61	31	HAVING GOOD SAFETY HABITS
.75	.60	.40	5	UNDERSTANDING AND USING SCIENCE IN EVERYDAY LIFE
.80	.72	.52	4	SHOWING INTEREST IN MATHS OUTSIDE SCHOOL
.81	.98	1.06	3	LIKING MATHS
.81	1.23	.97	36	WANTING TO SUCCEED
.84	1.18	.97	13	DISCUSSING SOCIAL PROBLEMS
.89	.63	.61	11	LEARNING ABOUT OUR SURROUNDINGS
.89	1.01	.56	48	LEARNING THE PLACE OF SEX IN PERSONAL RELATIONSHIPS
.94	1.00	.77	26	WRITING GOOD BUSINESS LETTERS
1.00	.74	.79	46	HAVING A BALANCED DIET AND KEEPING FIT
1.02	.90	.52	25	ENJOYING LITERATURE
1.07	.92	.84	7	COOPERATING EFFECTIVELY IN SMALL

NEEDS ASSESSMENT

T-NEED	P-NEED	S-NEED	OBJ #	OBJECTIVES
				GROUPS
1.08	1.27	1.02	32	JUDGING GOOD AND BAD PRODUCTS IN SHOPS AND INDUSTRY
1.13	.87	.70	15	ENJOYING READING
1.13	.89	.86	2	UNDERSTANDING AND USING MATHS IN EVERYDAY LIFE
1.15	.72	.52	19	DEVELOPING TASTE IN TELEVISION AND FILM WATCHING
1.16	1.32	1.25	44	LEARNING TO RUN A HOME EFFECTIVELY
1.18	1.30	1.04	27	UNDERSTANDING THE WAY THE BUSINESS WORLD OPERATES
1.26	1.07	.97	45	HAVING GOOD HEALTH HABITS
1.26	1.30	1.15	24	FEELING SUCCESSFUL AT SCHOOL
1.31	1.23	.79	37	MAKING THE MOST OF YOUR ABILITIES
1.31	1.34	1.27	50	LEARNING SKILLS FOR BEING GOOD PARENTS
1.31	1.52	1.29	23	FEELING CONFIDENT AND HAPPY IN YOURSELF
1.32	1.49	1.52	49	LEARNING FIRST AID
1.34	1.03	.77	8	HAVING COMMUNITY ACCEPTED STANDARDS OF BEHAVIOUR
1.36	1.34	.93	29	HAVING PRIDE IN YOUR ACHIEVEMENT
1.42	1.21	.75	42	UNDERSTANDING AND ACCEPTING THAT OTHERS CAN BE DIFFERENT
1.43	1.48	1.31	33	MAKING THE MOST OF YOUR MONEY
1.50	1.12	.90	35	SHOWING LEADERSHIP AND RESPONSIBILITY FOR OTHERS
1.52	1.09	.83	14	READING EFFECTIVELY
1.52	1.41	.97	43	HAVING HOBBIES AND SPARE TIME ACTIVITIES OTHER THAN T.V. WATCHING
1.57	1.12	1.02	21	ARGUING PERSUASIVELY AND CLEARLY
1.57	1.29	.90	12	CARING ABOUT AND HAVING A SENSE OF RESPONSIBILITY FOR OTHERS
1.57	1.32	1.02	16	WRITING EFFECTIVELY AND CLEARLY

NEEDS ASSESSMENT

<u>T-NEED</u>	<u>P-NEED</u>	<u>S-NEED</u>	<u>OBJ #</u>	<u>OBJECTIVES</u>
1.65	1.24	1.27	34	BEING HONEST
1.68	1.30	1.11	20	MAKING DECISIONS CAREFULLY AND LOGICALLY
1.68	1.47	1.06	18	SPEAKING AND LISTENING EFFECTIVELY
1.92	1.36	.95	28	SHOWING SELF DISCIPLINE AND RESPONSIBILITY