



Evaluation of Creative Writing In-School Residency Programs

2017 Primary School
Mid-point findings

February 2018

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1. Executive summary

An evaluation of Sydney Story Factory's creative writing in-school residency programs was carried out amongst 201 primary school age children across six Sydney schools. This mid-point report has been prepared at the end of the first year of the rollout of the program. The findings have revealed some strongly positive and encouraging results about the impact of workshops on participating students.

Evaluation approach

The evaluation involved a 'pre' and 'post' survey of students from six Sydney primary schools (Merrylands East, Briar Road, Ambarvale, Woodland Road, Curran and Yagoona) to measure changes in self-perceived confidence and enjoyment of writing as a result of being part of the Sydney Story Factory workshops. The study was conducted during terms 2,3 and 4 in 2017, with two schools participating each term.

Satisfaction with the workshops was very high

- On average, students rated the workshops 9.5 out of 10.
- 74% of students gave the workshops 10 out of 10.

A noticeable shift in writing confidence and enjoyment

- The percentage of students who said were 'very confident' about their writing increased from 42% before the workshops to 67% afterwards.
- The percentage of students who said they 'really enjoy' writing increased from 61% before the workshops to 81% afterwards.
- These increases were seen in varying degrees across all of the five primary schools and were especially strong amongst Aboriginal and Torres Strait Islander students.

Students were engaged and inspired by the workshops

- The top 3 words used to describe the workshops were 'awesome' (83%), 'creative' (77%) and 'fun' (77%).
- Many felt inspired by the freedom to express themselves.
"(It) let's you be creative in your own way."
"I liked how no answer is wrong."
- Sydney Story Factor staff were well liked and a major source of the satisfaction and inspiration.

"The Sydney Story Factory are beautiful people."

"The Sydney Story Factory is very nice and they inspire me to write stories."

"Thank you for helping me achieve my goal, you guys are awesome."

One of the greatest strengths of the workshops amongst primary school children was to engage those who are not naturally predisposed to such a collaborative and creative environment—such as students who don't consider themselves to be creative, don't enjoy challenges or working in teams—and bringing about a positive shift in their enjoyment of writing.

2. Approach

Pre-test and Post-test surveys (Terms 2, 3 and 4, 2017)

We used surveys to conduct a pre-test and post-test to measure changes in primary school students' self perceptions of their overall confidence and enjoyment of writing. The pre-test was conducted before the Sydney Story Factory workshops to establish baseline data. The post-test was the same survey, with some additional questions, completed after a term of participating in the program.

Students were asked the following two questions:

- How confident do you feel about writing?
- How much do you enjoy writing?

By comparing these pre and post results we evaluated the impact the workshops had on students' overall confidence and enjoyment of writing. In our analysis, to ensure an accurate read we have selected those students whose names and results we could match for both pre and post measurements. Some students did not answer both pre and post questions or did not provide their name, so were excluded from this analysis. Individual students have not been identified in the analysis.

It should also be noted that the data comes from self-reporting by primary school-aged children and as such can be slightly unreliable. To ensure valid analysis, we have, where possible, 'cleaned' the data to remove surveys that seem to be contradictory and/or the result of mischief from the student respondents.

In the post surveys students were asked to rate the workshops on a scale of 0 to 10 and to choose a series of words to describe their experience. The total results are shown in the report as well as by individual school.

A copy of the pre-test and post-test surveys can be seen in the Appendix of this report.

Teacher interviews

Face to face in-depth interviews were conducted in July 2017 with teachers of classes in two participating primary schools:

- Merrylands East Public School (Year 5);
- Briar Road Public School, Campbelltown (Year 5).

Interview discussion guides used for these discussions can be found in the Appendix of this report.

Note about sample sizes

We have included charts and tables in this report that show results from individual schools or segments. Some of these result in small sample size (e.g. less than $n=20$). Care should be taken when interpreting some of these individual results. However we are confident that the broader interpretation across schools are valid within the parameters of the research and data collection.

3. Sample

We received a total of 201 pre-test and 162 post-test surveys. The breakdown of these sample statistics can be seen in Table 1.

Table 1. Survey sample

Primary schools/ classes	Term	Pre-test		Post-test			
		Date	n=	Date	n=	ATSI*	LOTE**
Merrylands East	2	17-May	31	28-Jun	28	8	23
Briar Road	2	16-May	32	27-Jun	31	12	9
Ambarvale Public 9am	3	01-Aug	20	12-Sep	19	2	11
Ambarvale Public 10am	3	01-Aug	18	12-Sep	19	4	12
Woodland Road Public (2 classes)	3	09-Aug	30	20-Sep	31	9	9
Curran Public 9am	4	18-Oct	17	N/A	N/A	N/A	N/A
Curran Public 10am	4	18-Oct	17	N/A	N/A	N/A	N/A
Yagoona Public Year 3	4	18-Oct	17	29-Nov	18	0	15
Yagoona Public Year 4	4	18-Oct	19	29-Nov	16	2	13
TOTAL			201		162	37	92

Note: Only pre-surveys were collected for Curran Park

Note: Pre-surveys collected only for Curran Public

* ATSI: Aboriginal and Torres Strait Islander

** LOTE: Language other than English (spoken at home)

- 37 students identified as Aboriginal and Torres Strait Islander (ATSI) – 23% of the final post sample.
- 92 students spoke a language other than English at home (LOTE) – 57% of the final post sample.

It should be noted that not all students reported their ATSI or LOTE status (e.g. Curran Public), so the actual figures are likely to be slightly higher.

4. Findings

4.1 Writing confidence

Question: How confident do you feel about writing?

There was a significant increase in the perceived confidence primary school students felt about writing after experiencing the Sydney Story Factory workshop sessions. Those who felt 'very confident' about their writing increased from 42% before the workshops (pre) to 67% afterwards (post). This represents a 25% absolute increase and a 60% percentage increase.

Only 5% said they were not confident about writing after the workshops (4% 'not that confident' and 1% 'not at all confident').

Overall, 40% of primary school students reported some degree of positive shift in their writing confidence, another 45% showed no shift, while 15% claimed their writing confidence had decreased.

For students with an ATSI background this increase was more pronounced – 41% 'very confident' pre and 81% post, almost double. While for LOTE students the shifts were on par with the total sample – 41% 'very confident' pre and 66% post.

To varying degrees, increases in writing confidence were observed across all the primary schools.

Merrylands East (Term 2) had the lowest pre score (26% 'very confident') but saw the largest absolute (35%) and percentage (135%) increases in confidence in the post survey (61% 'very confident').

By contrast for Briar Road (Term 2) and Ambarvale (Term 3, 2 classes) the increases were more modest (46% to 62% and 29% to 47% 'very confident', respectively).

The increases seen at Yagoona (Terms 3 and 4) and Woodland Road (Term 3, 2 classes) were broadly in line with or slightly higher than the total sample.

The detailed findings are shown in the following charts.

Writing confidence overview

Chart 5. Confidence in Writing, total sample 2017 (n=124)

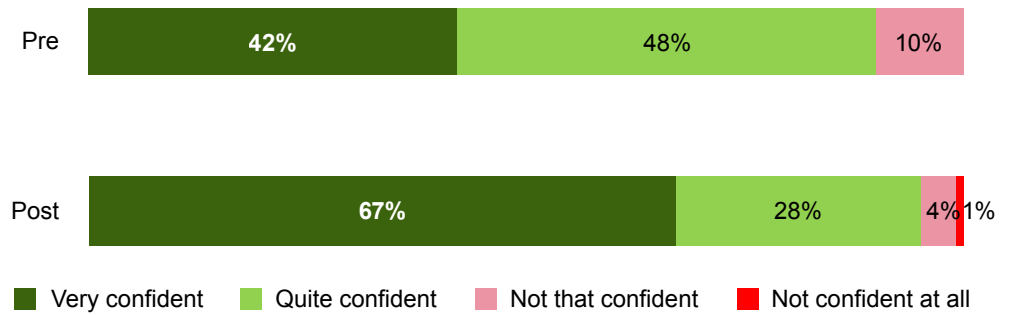


Chart 6. Confidence in Writing, Aboriginal or Torres Strait Islanders (n=27)

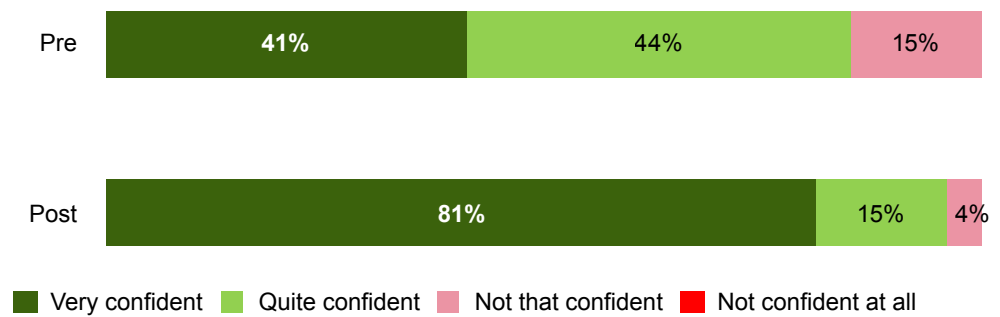
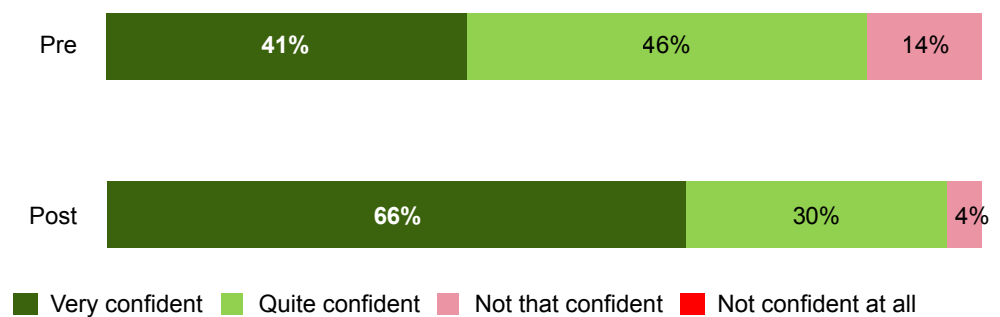


Chart 7. Confidence in Writing, Language Other Than English at home (n=74)



Writing confidence by school

Chart 8. Confidence in Writing, Merrylands East, Term 2 (n=23)

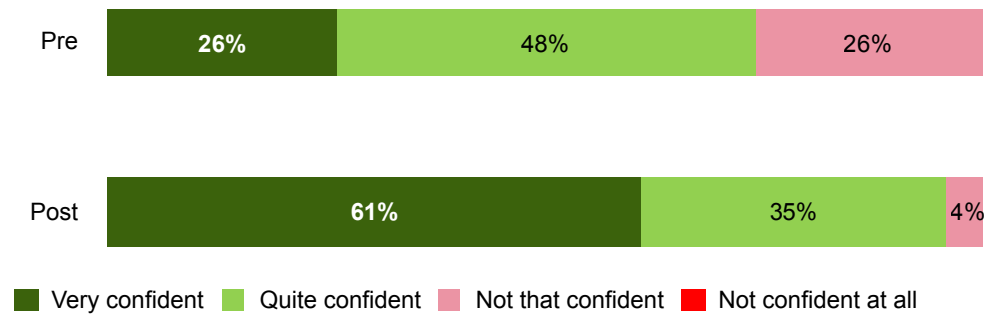


Chart 9. Confidence in Writing, Briar Road, Term 2 (n=26)

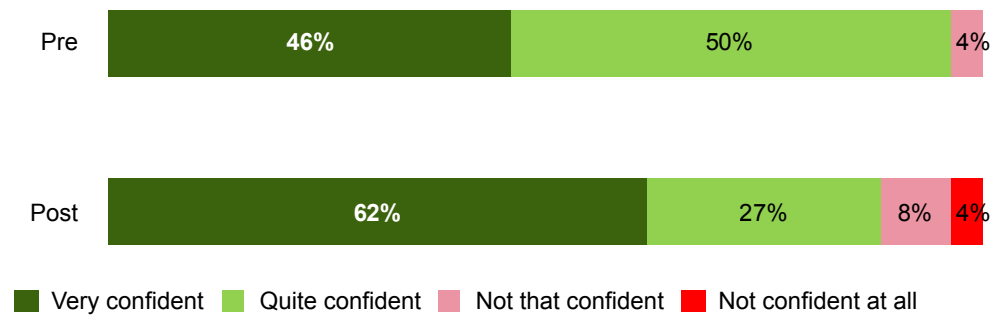


Chart 10. Confidence in Writing, Ambarvale, 2 classes, Term 3 (n=17)

**Due to small sample sizes, the two Ambarvale classes have been combined for this analysis.*

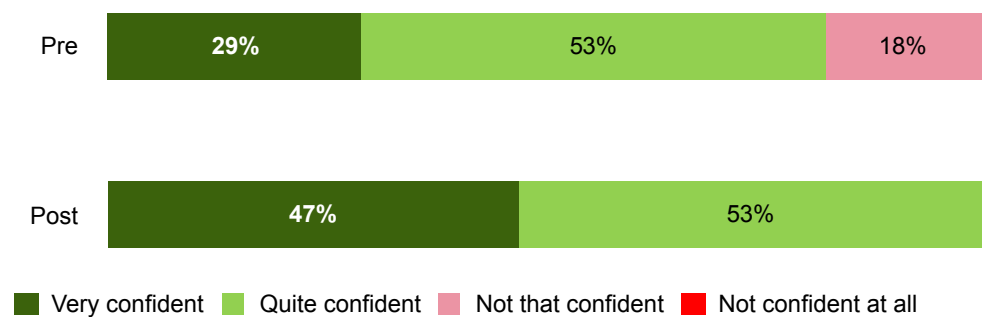


Chart 11. Confidence in Writing, Woodland Road, 2 classes, Term 3 (n=15)

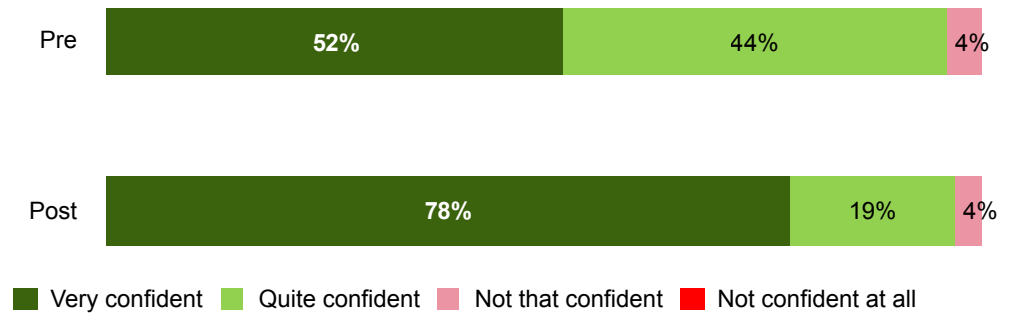


Chart 12. Confidence in Writing, Yagoona, 3rd Year, Term 4 (n=16)

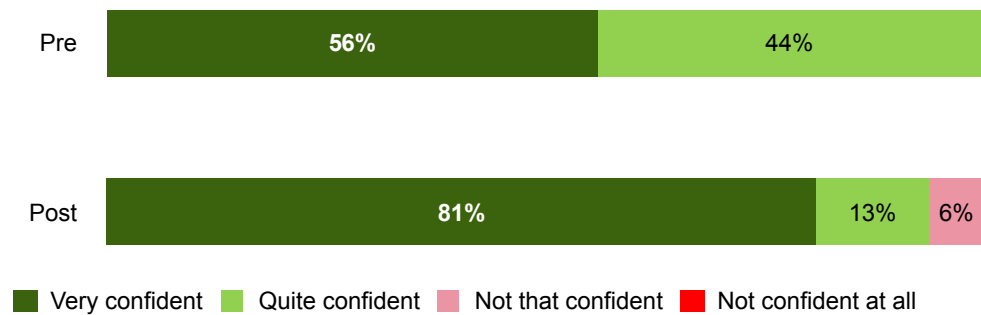
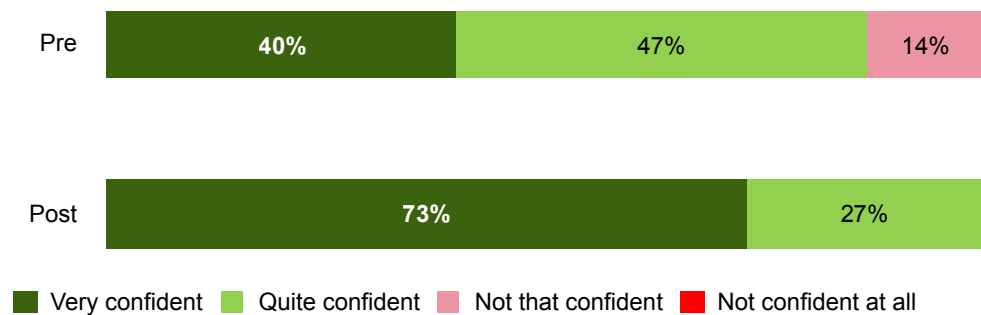


Chart 13. Confidence in Writing, Yagoona, 4th Year, Term 4 (n=15)



4.2 Writing enjoyment

Question: How much do you enjoy writing?

The extent to which students enjoyed writing increased over time. Nearly two-thirds of the students surveyed (61%) said they 'really enjoyed' writing before the workshop, with this increasing to 81% after the workshops. This represents a 20% absolute increase and a 33% percentage increase.

Only 4% said they did not enjoy writing after the workshops (2% 'I don't enjoy it that much', 2% 'I don't enjoy it at all').

Overall, 27% of primary school students reported some degree of positive shift in their enjoyment of writing, another 66% showed no shift, while 7% claimed their enjoyment of writing had decreased.

Students with an Aboriginal or Torres Strait Islander background perceived strong increases in writing enjoyment – 56% said 'I really enjoy it' before the workshops, and 93% after their participation in the workshops. Perhaps just as significantly there was a large decrease in those who *did not* enjoy writing. Before the workshop, 22% of Aboriginal or Torres Strait Islander students said they 'didn't enjoy writing that much'. This decreased to 4% after the workshops.

The writing enjoyment scores for students who spoke a language other than English at home were again generally on par with the total sample – before their participation in the workshops, 65% said they really enjoy writing, which increased to 78% after their participation in the workshops.

Shifts in writing enjoyment across different schools and classes showed some similarities with writing confidence results.

Merrylands East (Term 2) had the lowest pre-score for writing enjoyment (48% 'I really enjoy it') but the largest absolute increase (30%) and percentage increase (63%) in enjoyment in the post survey (78% 'I really enjoy it'). Woodland Road (Term 3, 2 classes) also performed strongly, starting with a high base of writing enjoyment (70% 'I really enjoy it') and increasing that to almost 100% after the workshop (93% 'I really enjoy it'). A post score matched by the Yagoona Year 4 class (Term 4).

Again Briar Road (Term 2) and Ambarvale (Term 3, 2 classes) were generally below average in terms of final writing enjoyment scores (77% and 71% 'I really enjoy it', respectively), although Briar Road's shift in pre to post scores was more encouraging (54% to 77%, a percentage increase of 43%, second after Merrylands East).

The results for the Yagoona Year 3 class (Term 4) were comparatively flat. Writing enjoyment only increased from 63% to 75%, a relatively small absolute (12%) and percentage (19%) increase compared with the other schools

The detailed findings are shown in the following charts.

Writing enjoyment overview

Chart 14. Enjoyment of Writing, total sample 2017 (n=124)

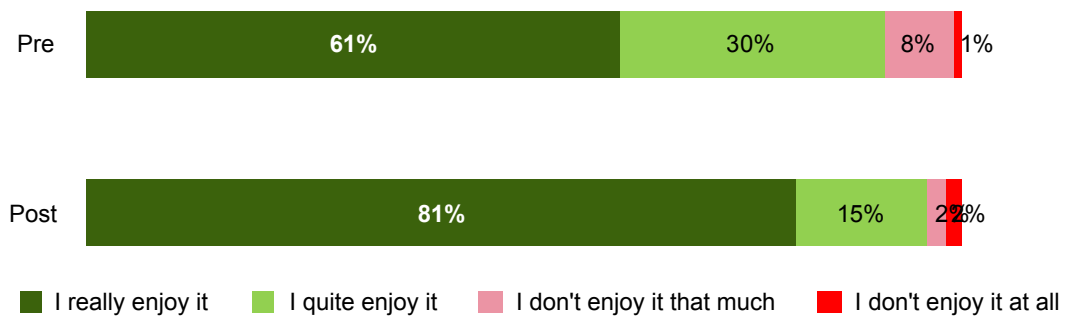


Chart 15. Enjoyment of Writing, Aboriginal or Torres Strait Islander (n=27)

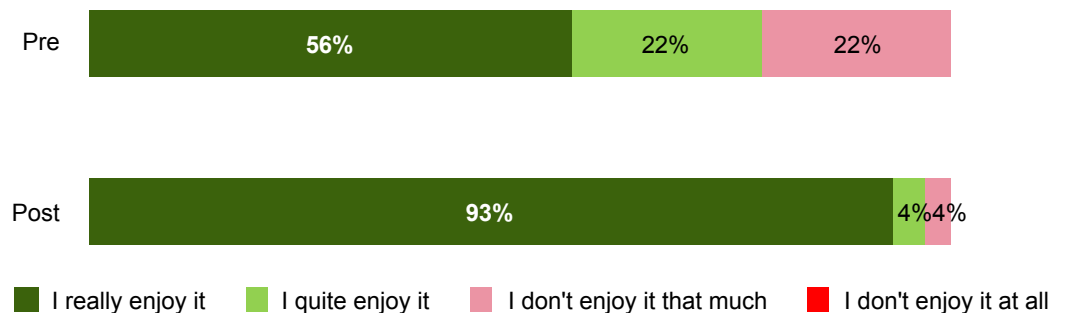
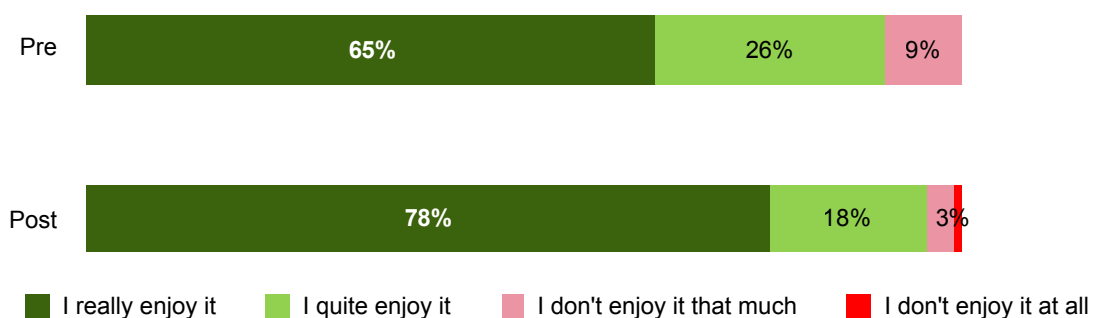


Chart 16. Enjoyment of Writing, Language Other Than English at home (n=74)



Writing enjoyment by school

Chart 17. Enjoyment of Writing, Merrylands East, Term 2 (n=23)

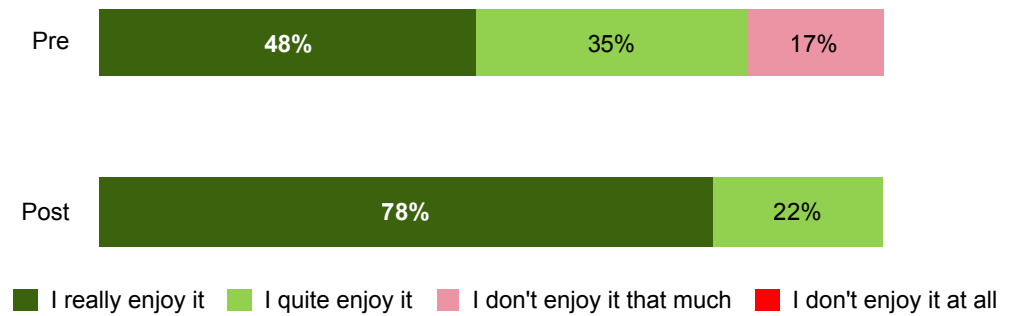


Chart 18. Enjoyment of Writing, Briar Road, Term 2 (n=26)

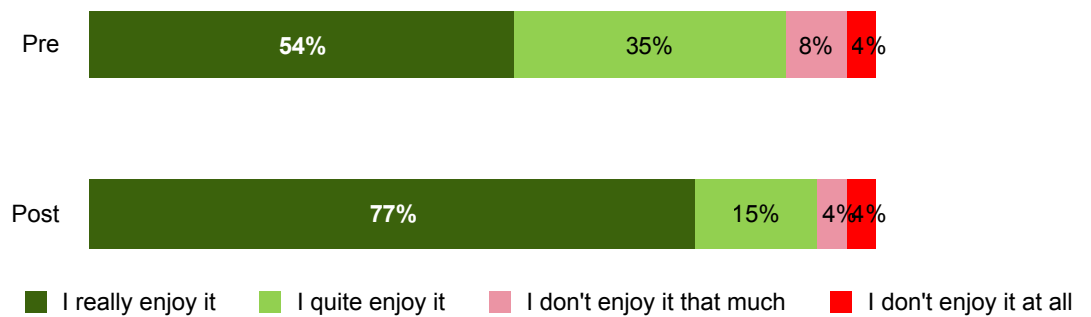


Chart 19. Enjoyment of Writing, Ambarvale, 2 classes, Term 3 (n=17)

**Due to small sample sizes, the two Ambarvale classes have been combined for this analysis.*

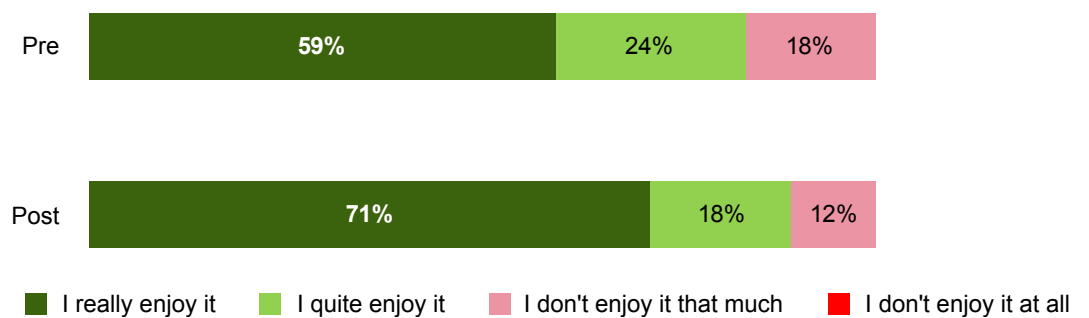


Chart 20. Enjoyment of Writing, Woodland Road, 2 classes, Term 3 (n=27)

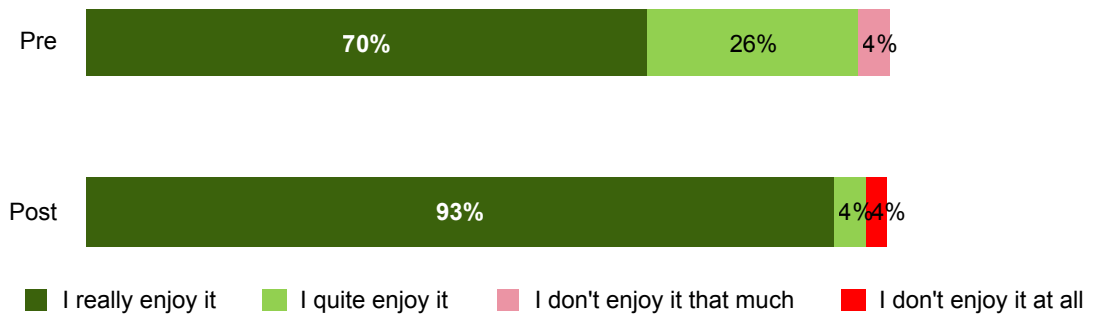


Chart 21. Enjoyment of Writing, Yagoona, Year 3, Term 4 (n=16)

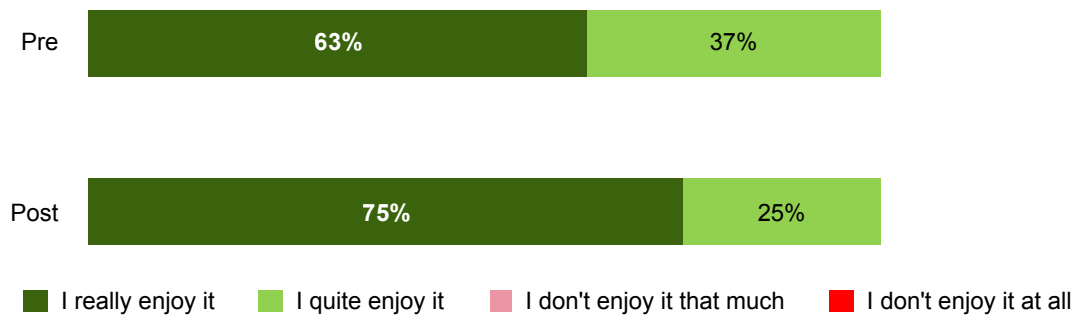
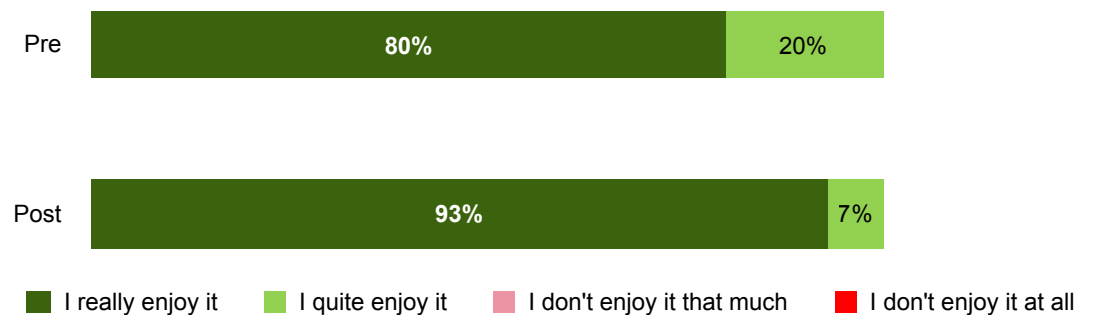


Chart 22. Enjoyment of Writing, Yagoona, Year 4, Term 4 (n=15)



4.3 Workshop satisfaction

Question: On a scale of 0 to 10 where 10 is FANTASTIC and 0 is the WORST THING EVER, what score would you give the Sydney Story Factory Workshop?

Consistent with many of the positive pre and post survey shifts observed for writing confidence and enjoyment, there were high levels of satisfaction with the Sydney Story Factory workshops. Students across the sample awarded an average satisfaction level of 9.5 out of 10. Around three quarters of the sample (74%) gave the workshops a score of 10 out of 10. No scores below 5 were recorded, and only a handful of students (2%) rated the workshops 5 or 6 out of 10.

These scores were consistent across Aboriginal or Torres Strait Islander students (average 9.5) and those who spoke a language other than English at home (average 9.6).

While scores were high across all the schools surveyed, the two Woodland Road classes (Term 3) and the Yagoona Year class (Term 4) gave the workshops close to full marks (both averaging 9.9). By contrast Briar Road (Term 2) and the 10am Ambarvale class (Term 3) scored relatively lower (averaging 9.3 and 8.9, respectively). For Briar Road this slightly lower average was the result of the 19% of students who rated the workshop 5 to 7 out of 10 (compared with only 5% who did the same in the total sample). For the 10am Ambarvale class 39% rated the workshop 8 out of 10 (compared with only 9% in the total sample). As shown elsewhere in the report both these schools/classes often had slightly below average results compared with the others. However it should be stressed that overall results for the two schools/classes are positive and that there appears to be a small minority in some of these classes that has dragged the results slightly down (noting that because of small sample sizes it can take only one or two students to have a slightly unsatisfactory experience for the results to look comparatively worse than the total).

The detailed findings are shown in the following charts.

Workshop satisfaction overview

Chart 23. Satisfaction with Sydney Story Factory Workshops, total 2017 sample (n=162)

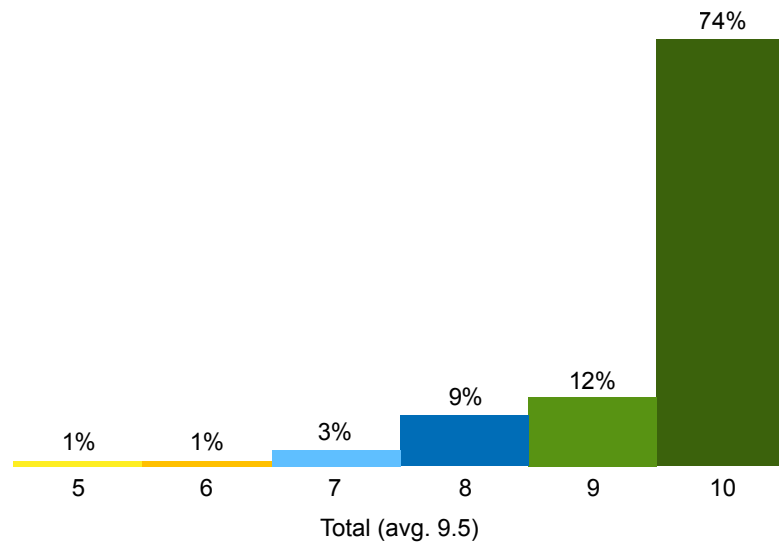


Chart 24. ATSI (n=36)

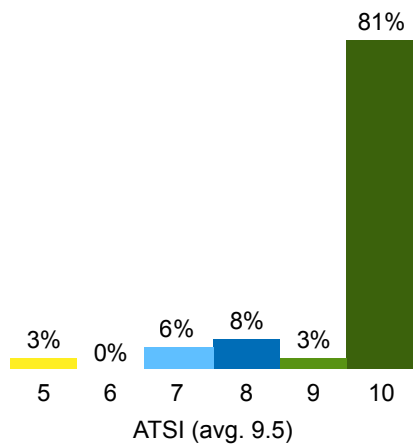
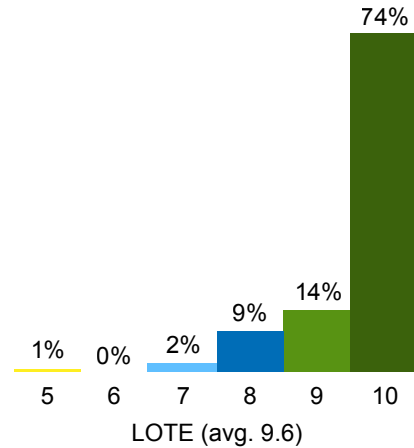


Chart 25. LOTE (n=91)



ATSI: Aboriginal or Torres Strait Islander

LOTE: Language other than English (at home)

Workshop satisfaction by school

Chart 26. Merrylands East, Term 2 (n=28)

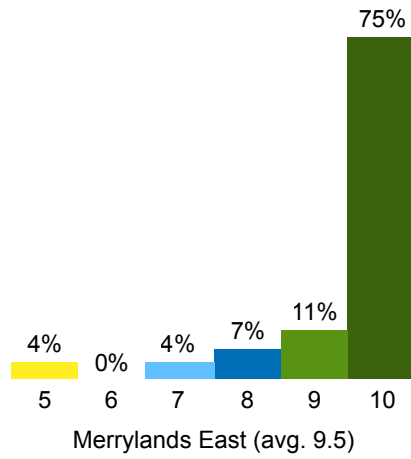


Chart 27. Briar Road, Term 2 (n=28)

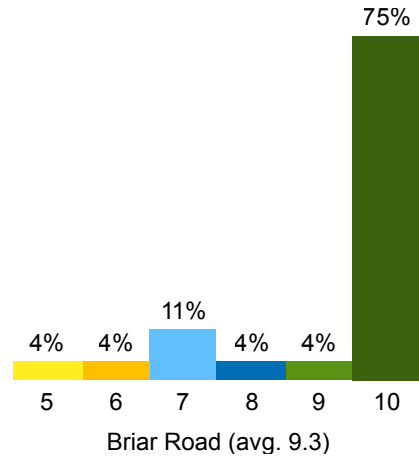


Chart 28. Ambarvale, 9am, Term 3 (n=19)

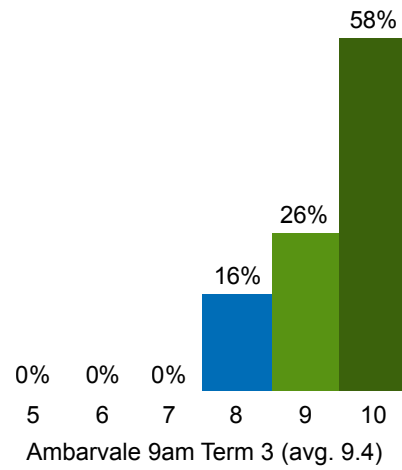


Chart 29. 10am, Term 3 (n=18)

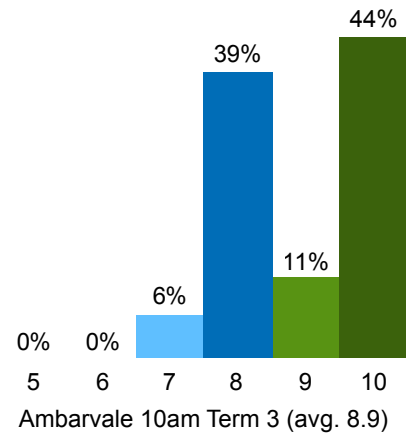


Chart 30. Woodland Road, 2 classes, Term 3 (n=31)

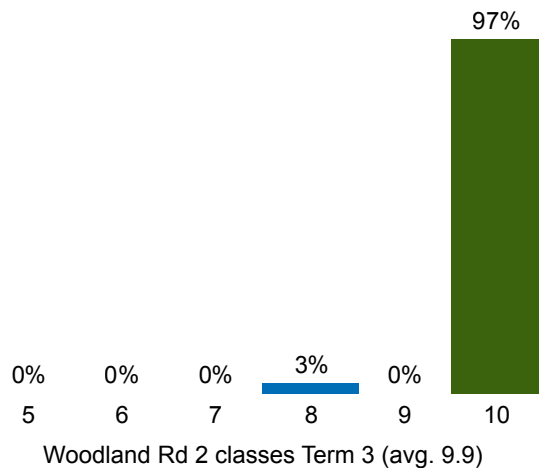


Chart 31. Yagoona, Year 3, Term 4 (n=17)

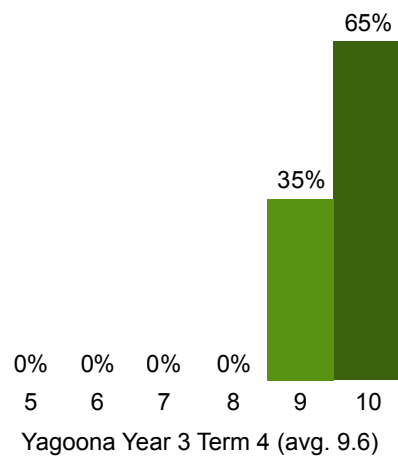
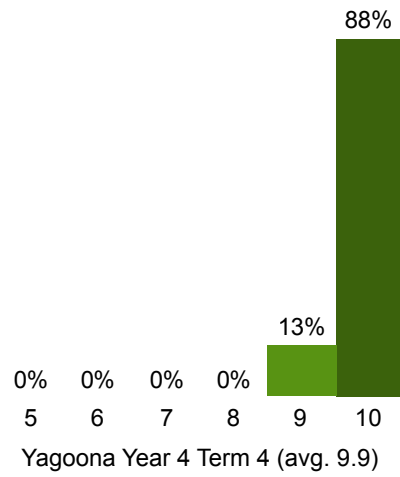


Chart 32. Yagoona, Year 4, Term 4 (n=16)



4.4 Describing the workshops

Question: Pick (from a list) the words you think describe the Sydney Story Factory Workshop. Choose as many as you like.

Question: Can you think of any other words you would use to describe the Sydney Story Factory Workshop?

A large majority of students said the workshops were 'awesome' (83%), 'creative' (77%) and 'fun' (77%). Around two-thirds also found them 'interesting' (68%), 'exciting' (66%), 'inspiring' (66%) and 'imaginative' (65%). When asked about other words to describe the workshops, 'fantastic', 'cool', 'funny' and 'amazing' were common verbatim descriptions.

There were very few students who described the workshops negatively. Only two or three students found them 'too long' (4%), 'boring' (2%) or 'too hard' (1%).

Merrylands East students were particularly impressed with the workshops, describing them as 'fun', 'awesome', 'friendly', 'creative', 'imaginative', 'interesting', 'exciting', 'inspiring' and 'challenging'. Some commented on the Sydney Story Factory Staff as one of the main reasons they enjoyed the workshop.

"The Sydney Story Factory are beautiful people."

"The Sydney Story Factory is very nice and they inspire me to write stories."

Both Ambarvale classes were the most likely to describe the workshops as 'creative' (89%) and 'interesting' (79%).

At Yagoona, the Year 3 class was more likely to say the workshop was challenging (56%), with a couple of students also finding it confusing (11%), whereas 81% of the Year 4 class found it 'inspiring' (the highest of all schools). As one student wrote:

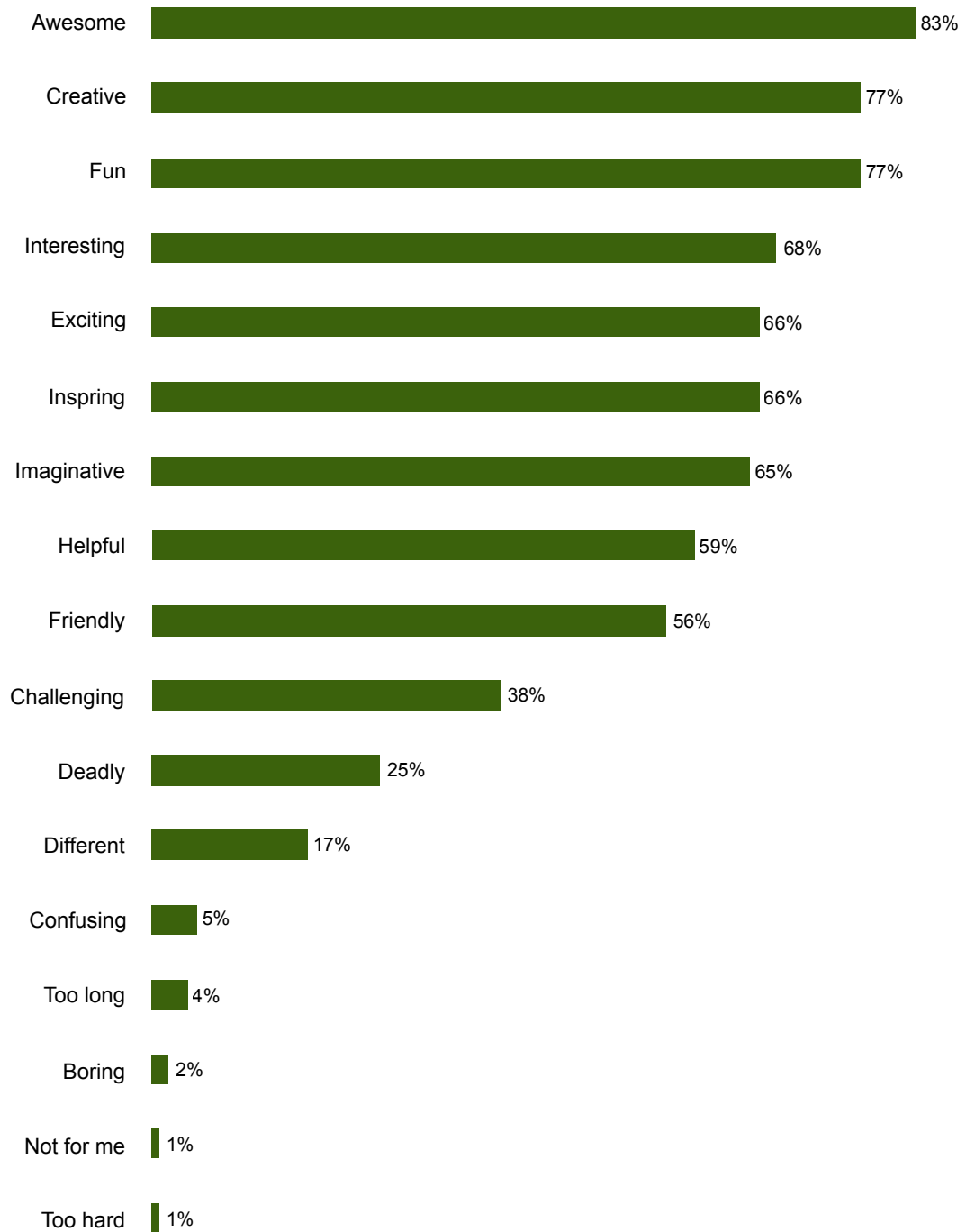
"Best thing ever. I love poetry. It makes me feel special."

Comparatively, Briar Road students were slightly less engaged. Compared with other students they were less likely to use some of the above positive descriptors. There appeared to be a small minority of students at Briar Road who felt the workshops were 'too long' (13%), 'boring' (6%) and 'not for me' (6%).

The detailed findings are shown on the following pages.

Workshop description overview

Chart 33. Describing Sydney Story Factory workshops, total sample 2017 (n=162)



Workshop descriptions by school

The table below shows the description scores for each school. Schools with the highest percentage are shown in green, those with the lowest in red.

Table 2. Describing Sydney Story Factory workshops by school (n=162)

DESCRIPTOR	Total	M'lands East	Briar Rd	A'vale 9am	A'vale 10am	W'land Rd	Yag Yr 3	Yag Yr 4
Awesome	83%	93%	77%	79%	68%	84%	89%	88%
Creative	77%	79%	55%	89%	89%	81%	89%	69%
Fun	77%	86%	71%	79%	68%	74%	83%	81%
Interesting	68%	79%	42%	79%	79%	61%	78%	75%
Exciting	66%	79%	45%	68%	68%	61%	78%	75%
Inspiring	66%	64%	45%	68%	68%	74%	72%	81%
Imaginative	65%	71%	42%	n/a	84%	n/a	67%	75%
Helpful	59%	75%	61%	47%	63%	48%	61%	50%
Friendly	56%	79%	48%	63%	58%	45%	39%	56%
Challenging	38%	54%	16%	53%	47%	23%	56%	38%
Deadly	25%	4%	45%	74%	26%	6%	6%	25%
Different	17%	14%	16%	26%	37%	6%	11%	13%
Confusing	5%	4%	0%	5%	11%	6%	11%	0%
Too long	4%	0%	13%	11%	0%	0%	6%	0%
Boring	2%	0%	6%	0%	0%	3%	0%	0%
Not for me	1%	0%	6%	0%	0%	0%	0%	0%
Too hard	1%	0%	3%	0%	0%	0%	0%	0%

Question: What is the one thing you really liked about the workshop?

When asked about the one thing they really liked about the workshop, the common responses from primary school students were 'everything' and 'we got to write stories'. The sense of freedom and being able to express themselves was commented on by some students.

"Let's you be creative in your own way." Ambarvale 10am (Term 3)

"I liked how no answer is wrong." Yagoona Year 3 (Term 4)

"Thank you for helping me achieve my goal, you guys are awesome."
Merrylands East (Term 2)

Many also commented on the Sydney Story Factory staff and how helpful and friendly they were.

"I love how friendly the tutors were." Woodland Road (Term 3)

"You're the best. Thanks for teaching me." Yagoona Year 4 (Term 4)

Being able to take home the books with the stories from the workshop was also a strong positive for some students.

"I really liked the book with all of our stories in it."

Ambarvale 10am (Term 3)

Question: Was there anything you didn't like? If so, what was it?

When asked if there was anything they didn't like about the workshops, almost all primary school students said 'nothing'. One added 'we don't get to finish', and two students said 'I missed out on writing stories', but criticism was rare or very low level.

"Are you really asking this? You guys are the best!" Ambarvale 9am (Term 3)

Question: Is there anything else you'd like to tell us?

When asked if there was anything else they would like to add, students reinstated their satisfaction with the workshops and the Sydney Story Factory staff.

Many were also keen to participate in future workshops.

"Can we do it again next year?" Yagoona Year 4 (Term 4)

4.5 Impact on school work

In-depth interviews with teachers explored whether the Sydney Story Factory workshops had impacted on students' school work.

Academic achievements

Teachers reported improvements in their students' academic achievements throughout Term 2 in which they participated in the Sydney Story Factory workshops. The teacher at Merrylands Public School felt the one-on-one time provided by the workshop tutors contributed to their overall academic achievement in class, as it built up their confidence to perform. The Briar Road teacher reported 'massive' improvements in academic results from her participating students. She felt this was attributed to the value of their development of story characters, which engaged them in a way that built their confidence to try new things and to attempt challenging tasks in other subjects.

Social interactions in class

According to teachers of the participating students in both primary schools, the workshops gave students the opportunity to socialise with students they may not usually talk with, thereby contributing to increased social interaction with students.

Confidence

The workshops were said to have particularly enhanced the confidence in participating students. The Merrylands teacher reported significant improvements in confidence of her students, as some had never written their own story before and were, consequently more confident in class.

According to the Briar Road teacher, the workshops have resulted in her students needing less help with their work, as they have built up the confidence to attempt new tasks in class.

Attitudes to writing

According to both teachers, the workshops have given participating students an enhanced attitude to writing. This is particularly because of the time invested in the entire process, including the pre-writing stages, when a sense of ownership is developed, which, in turn, makes students more open and positive to the challenge of writing.

Working collaboratively with other students

Similarly to the impact on their socialising skills, the workshops were said by both teachers to have positively impacted on students' skills in working collaboratively with other students. This is because they were all working together for a common outcome, including in small groups with students they had not necessarily

collaborated with before. It did not necessarily directly relate to the content of the workshops, but was more about the one-on-one tuition.

4.6 Attitudes to creativity, learning and teamwork

Before they participated in the workshops, students were asked four questions to profile their attitudes to creativity, learning and teamwork. Around half of the sample 'strongly agreed' they were creative (53%), liked challenges (53%) and liked working with others and hearing their stories (57%). Only 24% 'strongly agreed' that they get bored easily.

The percentages of students at each school who 'strongly agreed' with each statement are shown below.

Chart 34. I am a creative person, 'strongly agree' (n=201)

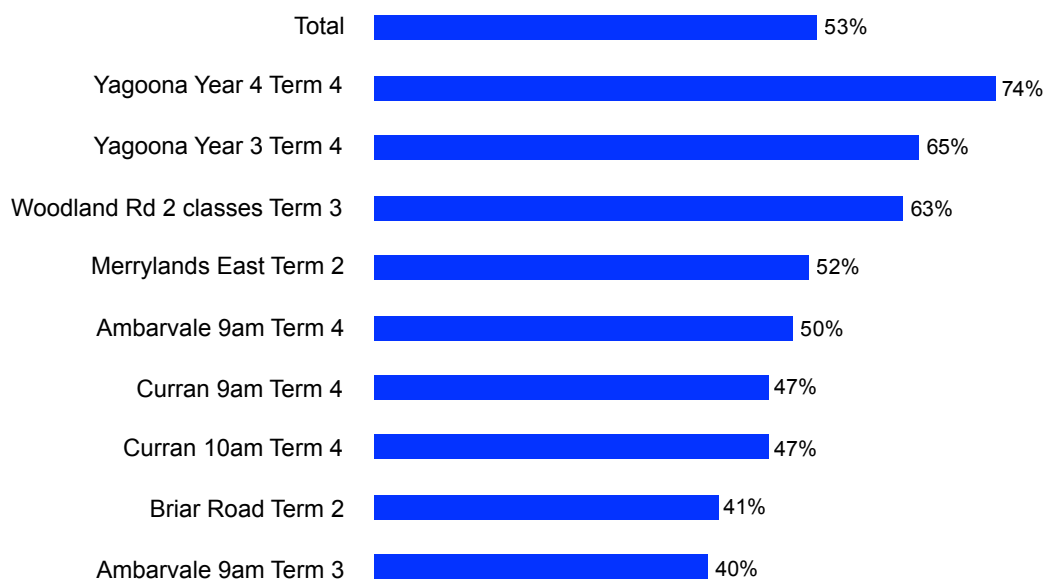


Chart 35. I get bored easily, 'strongly agree' (n=197)

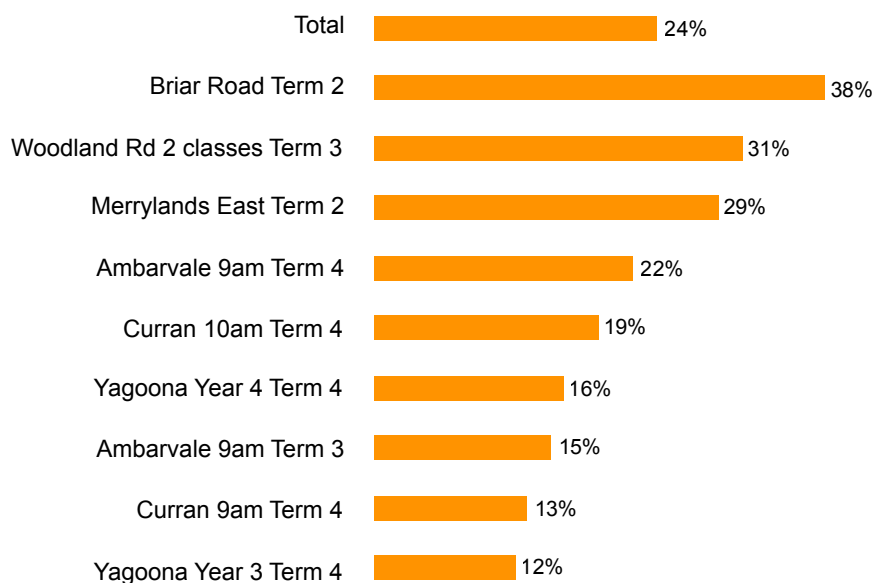


Chart 36. I like challenges, 'strongly agree' (n=200)

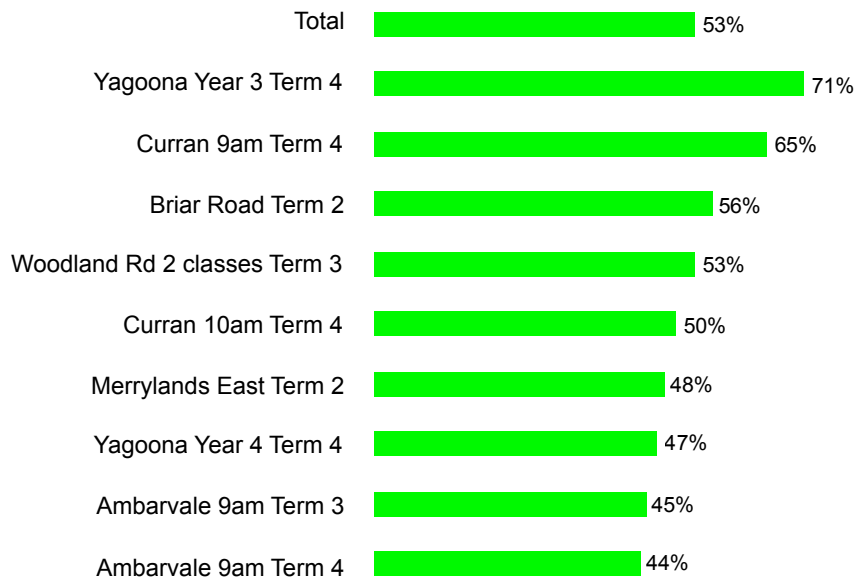
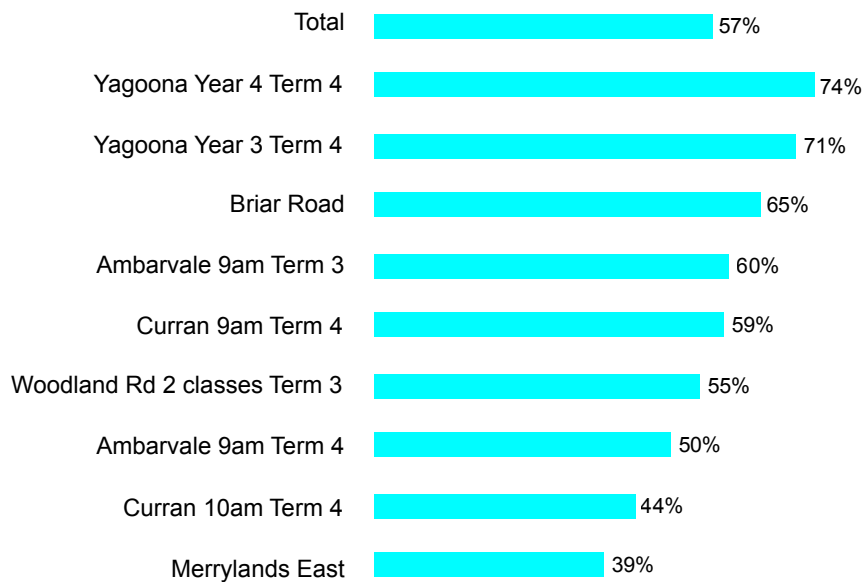


Chart 37. I like working with others and hearing their stories, 'strongly agree' (n=198)



Attitudes and shifts in writing confidence

The table below combines the data on students' attitudes to creativity, learning and teamwork with the results measuring shifts in writing confidence before and after the workshops. The analysis seeks to answer the question, "are different types of students more or less likely to grow in writing confidence as a result of the workshops?"

The table below shows the percentage of all primary school students who shifted in confidence in some way before and after the workshops (as well as those who didn't) and compares these with the results of the attitudinal questions around creativity, learning and teamwork. The largest shifts in 'increased confidence' have been highlighted.

Table 3. Attitudes and shifts in writing confidence (n=124)

ATTITUDES	Increased confidence	No shift	Decreased confidence
TOTAL	40%	45%	15%
Creative	37%	48%	15%
Non-creative	64%	21%	14%
Like challenges	35%	50%	15%
Don't like challenges	65%	22%	13%
Get bored easily	43%	37%	20%
Don't get bored easily	39%	51%	10%
Like working with others	41%	47%	12%
Don't like working with others	39%	33%	28%

The table shows that those most likely to report an increase in writing confidence were those students who before the workshops *didn't* identify as creative (64%) and those who said they *don't* like challenges (65%). The shifts in writing confidence amongst those who identify as creative (37%) and those who say they like challenges (35%) were generally on par with the whole sample (40%).

Self-reported boredom thresholds and the enjoyment of working with others were weaker indicators of shifts in writing confidence.

Attitudes and shifts in writing enjoyment

The same analysis has been conducted for 'writing enjoyment'. The table below combines the same data on students' attitudes to creativity, learning and teamwork with the results measuring the shifts in writing enjoyment before and after the workshops.

The table shows the percentage of all primary school students who shifted in enjoyment in some way before and after the workshops (as well as those who didn't) and compares these with the results of the attitudinal questions around creativity, learning and teamwork. The largest shifts in 'increased confidence' have been highlighted.

Table 4. Attitudes and shifts in writing enjoyment (n=122)

ATTITUDES	Increased enjoyment	No shift	Decreased enjoyment
TOTAL	27%	66%	6%
Creative	24%	70%	6%
Non-creative	57%	36%	7%
Like challenges	25%	68%	7%
Don't like challenges	39%	57%	4%
Get bored easily	37%	57%	6%
Don't get bored easily	20%	72%	7%
Like working with others	25%	71%	4%
Don't like working with others	44%	39%	17%





The greatest increases in writing enjoyment came from those students with more negative attitudes to creativity, learning and teamwork. Once again, those who identified as 'non-creative' showed a greater increase in writing enjoyment (57%). The pattern was similar for those that don't like challenges (39%), those easily bored and those who say they don't like working with others and hearing their stories (44%).

It seems one of the greatest strengths of the workshops amongst primary school children is to engage those who are not naturally predisposed to such a collaborative and creative environment and a bring about a positive shift in their attitude to writing.

5. Appendix

PRE-TEST SURVEY

1. How confident do you feel about writing?

Very confident	Quite confident	Not that confident	Not confident at all
			

2. How much do you enjoy writing?

I really enjoy it	I quite enjoy it	I don't enjoy it that much	I don't enjoy it at all.
			

3. How much you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
I am a creative person					
I like challenges					
I get bored easily					
I like working with others and hearing their stories					

And now just some questions about you.

Do you identify as Aboriginal or Torres Strait Islander? Y/N

Do you speak a language other than English at home? Y/N

If yes, which language?

School: _____





Date: _____

Name: _____

POST-TEST SURVEY





Question 1.

How confident do you feel about writing?

Very confident	Quite confident	Not that confident	Not confident at all
			

Question 2.

How much do you enjoy writing?

I really enjoy it	I quite enjoy it	I don't enjoy it that much	I don't enjoy it at all.
			

Question 3.

On a scale of 0 to 10 where 10 is 'FANTASTIC' and 0 is the 'WORST THING EVER' what score would you give the Sydney Story Factory Workshop?

Worst thing ever			Okay					Fantastic		
0	1	2	3	4	5	6	7	8	9	10

Question 4. Pick the words that you think best describe the Sydney Story Factory Workshop. Choose as many as you like

Awesome	Not for me	Fun
Boring	Different	Too long
Challenging	Too hard	Helpful
Confusing	Exciting	Imaginative
Creative	Friendly	Inspiring
Deadly	Interesting	

Questions 5.

Can you think of any other words you would use to describe the Sydney Story Factory Workshop?

Question 6.

What is the one thing you really liked about the workshop?

Question 7.

Was there anything you didn't like? If so, what was it?

Question 8.

Anything else you'd like to tell us?

And now just some questions about you.

Do you identify as Aboriginal or Torres Strait Islander? Y/N

Do you speak a language other than English at home? Y/N

If yes, which language?

School: _____

Date: _____

Name: _____

IN-DEPTH INTERVIEW GUIDE- TEACHERS

School: _____

Date: _____

Name: _____

Have you noticed any changes in your students' academic performance since they have been involved in the creative writing workshops delivered by the Sydney Story Factory?

How about in their social interactions with others?

What about their confidence levels?

Have you noticed any changes in your students' attitude towards writing?

Have any of your students change their attitudes towards creativity and working creatively?

Have any of your students become any more or less collaborative in the way they work with other students?

Do you think these changes can be directly attributed to their involvement in the creative writing workshops?

How would your students be performing *without* the creative writing program?