



Evaluation of Creative Writing In-School Residency Programs

2017 Secondary School results

Canterbury Boys High School

February 2018

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1. Executive summary

The evaluation of the Sydney Story Factory's creative writing in-school residency programs amongst 63 secondary school students at Canterbury Boys High School revealed mostly positive results about the impact the workshops had on students.

Approach

The study involved a 'pre' and 'post' survey of students from 4 classes at Canterbury Boys High during different terms in 2017 (Year 7-8 Term 2; Year 9 Term 3 Shakespeare Slam; Year 9-10 Term 3 Script writing and Film trailers; and Year 11-12 Terms 1-3) to measure changes in self-perceived confidence and enjoyment of writing as a result of being part of the Sydney Story Factory workshops.

Satisfaction with the workshops was reasonably high

- On average, students rated the workshops 7.9 out of 10.
- 21% of students gave the workshops 10 out of 10.

A noticeable shift in writing confidence and enjoyment was observed as a result

- The percentage of students who said they were 'very confident' about their writing increased from 4% before the workshops to 38% afterwards.
- The percentage of students who said they 'really enjoy' writing increased from 11% before the workshops to 36% afterwards.
- These increases were seen in varying degrees across all the four classes, as well as students from an Aboriginal and Torres Strait Islander background and those who speak a language other than English at home (although sample sizes were quite small).

Most students got something out of the workshops

- The top 3 words used to describe the workshops were 'helpful' (62%), 'creative' (58%) and 'imaginative' (58%).
- There were some students who described the workshops negatively. Around one fifth (21%) said the workshops were 'not for me', while 17% said they were 'too long' and 13% found them 'boring'.
- Year 9 Term 3 Shakespeare Slam students seemed to get the most out of the workshops. They were the most likely class to say the workshop was 'imaginative' (67%), 'fun' (67%), 'awesome' (58%) and 'inspiring' (58%). They also rated the workshops slightly higher (8.3) and saw the largest upward shifts in writing confidence and enjoyment (8% to 58% and 17% to 67%, respectively).

Handwriting demonstrated a range of positive attributes

- The handwriting analysis revealed a range of positive writing attributes in the work of seven students;
- Common features included writing that was organised and fluent, writing with a varied vocabulary, compelling and engaging writing, writing going beyond the formulaic, experimentation with language conventions, and the use of a clear, personal style and voice.

2. Approach

Pre-test and Post-test surveys (Terms 1, 2 and 3, 2017)

We used surveys to conduct a pre-test and post-test to measure changes in high 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 before and after their participation in the workshops:

- 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 school-aged students 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

A face to face in-depth interviews was conducted with a teacher of the Year 7 class participating in the program. The discussion guides used for this interview can be found in the Appendix of this report.

Handwriting analysis

The handwriting of one student in Canterbury Boys High was analysed before and after his participation in the Sydney Story Factory workshops in Term 2, 2017.

The handwriting of six randomly selected students was analysed at the end of Term 3, 2017. Four of these students were from year 10 (having participated in the Macbeth Slam workshops), two were from Year 9 (having participated in the Romeo Slam workshops). The handwriting of these students was analysed by a group of four Sydney Story Factory storytellers.

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 63 pre-test and 53 post-test surveys. The breakdown of these sample statistics can be seen in Table 1.

Table 1. Survey sample

| CLASSES | TERM | PRE | | POST | | | |
|--|------|-------|-----------|--------|-----------|----------|-----------|
| | | DATE | n= | DATE | n= | ATSI* | LOTE** |
| Year 7-8 | 2 | 1-Apr | 36 | 26-Jul | 26 | 1 | 12 |
| Year 9 (Shakespeare Slam) | 3 | N/A | 12 | 18-Sep | 12 | | 11 |
| Year 9-10 (Script writing and Film trailers) | 3 | N/A | 11 | 11-Sep | 11 | 1 | 4 |
| Year 11-12 (1-3) | 1-3 | N/A | 4 | N/A | 4 | | 2 |
| TOTAL | | | 63 | | 53 | 2 | 39 |

* ATSI: Aboriginal or Torres Strait Islander

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

- 2 students identified as Aboriginal and Torres Strait Islander (ATSI) – 4% of the final post sample.
- 39 students spoke a language other than English at home (LOTE) – 55% of the final post sample.

4. Findings

4.1 Writing skills

CASE STUDY 1: Single student, Term 2, 2017

The handwriting analysis of the student conducted at the end of Term 2, 2017 concluded that there were obvious improvements to this student's writing skills after his participation in the Sydney Story Factory workshops. The student demonstrated an understanding of narrative structure, character development and description.

Specific improvements in the student's writing skills were identified as:

- A more sophisticated narrative with greater narrative context;
- More complex sentence structure;
- Greater plot development, including the introduction of conflict and resolution;
- Improved spelling and punctuation;
- Development of paragraph structures used to tell a story;
- Good character development through dialogue and emotions; and
- More complex use of language.

This case study demonstrates evidence that the Sydney Story Factory workshops helped develop young people's writing skills.

CASE STUDY 2: Six students, Term 3, 2017

The handwriting of six randomly selected students who participated in Term 3 workshops was analysed by Sydney Story Factory staff. The students were selected at random and the assessors did not know whose handwriting they were analysing. This was to ensure objectivity and to remove any bias.

All of the six students' handwriting demonstrated a range of positive writing attributes throughout their work. These included being organised and fluent, showing a varied vocabulary, going beyond the formulaic, being compelling and engaging, experimenting with language conventions, being clear, and using a personal style and voice. Each of these students also demonstrated at least one positive writing attribute 'always' throughout their work.

The analysis of handwriting for each student is summarised in the following table:

Table: Handwriting analysis summary

| Student | Occurrence | | |
|---------|---|--|--|
| | Sometimes | Mostly | Always |
| 1 | <p>Capacity to write about feelings of others</p> <p>Growing range of language forms and features</p> <p>Explicit connections between disparate things through language</p> | <p>Organised and fluent</p> <p>Beyond formulaic, showing originality</p> <p>Specific varied vocabulary</p> <p>Distinctive style and voice</p> | |
| 2 | | <p>Experiments with conventions of language and forms</p> <p>Detail and feeling with effective control</p> <p>Incorporates interesting, important details</p> <p>Deliberate, original and convincing connections between disparate ideas</p> | <p>Compelling and engaging performance piece</p> <p>Extensive vocabulary</p> <p>Deliberate and considered choices for representations of people, places, events, feelings and experiences</p> <p>Flair and originality</p> |
| 3 | | <p>Confident writing</p> <p>Engaging writing</p> <p>Precise, accurate, fresh language</p> <p>Personal writing style and voice</p> | <p>Interesting, important detail, description, reasons and examples</p> |
| 4 | <p>Capacity to write about feelings of others</p> <p>Growing range of language forms and features</p> <p>Explicit connections between disparate things</p> <p>Distinctive style and voice</p> | <p>Writing goes beyond the formulaic and shows originality</p> <p>Specific, varied vocabulary</p> | <p>Fluent writing</p> |

| Student | Occurrence | | |
|---------|---|--|--------|
| | Sometimes | Mostly | Always |
| 5 | <p>Confidently and skilfully writes about details and feelings with effective control</p> <p>Extensive vocabulary</p> | <p>Compelling and engaging piece</p> <p>Experiments with language forms and conventions</p> <p>Incorporates interesting, important details</p> <p>Deliberate, original and convincing connections between apparently disparate ideas</p> | |
| 6 | <p>Control of material from source text</p> <p>Increasingly complex language</p> | <p>Clear awareness of basic features of text type</p> <p>Clarifies ideas</p> <p>Experimental</p> | |

4.2 Writing confidence

Question: How confident do you feel about writing?

There was a significant increase in the perceived confidence secondary school students felt about writing after experiencing the Sydney Story Factory workshop sessions. Confidence with writing was quite low before the workshops (only 4% felt 'very confident' about their writing, another 51% 'quite confident'), but increased substantially afterwards (38% felt 'very confident' about their writing after the workshops and another 38% felt 'quite confident'). The shift in the 'very confident' figure represents a 34% absolute increase and an 80% percentage increase (although operating off a low base of 4%).

Importantly the percentage that felt 'not that confident' or 'not at all confident' about writing before the workshops halved afterwards, from a total of 45% to 23%.

Overall, 55% of secondary school students reported some degree of positive shift in their writing confidence, another 43% showed no shift, while 2% claimed their writing confidence had decreased.

These positive shifts were seen for students who speak a language other than English at home and across the four classes, especially for the Year 9 Term 3 Shakespeare Slam students where 'very confident' percentages increased from 8% to 58% (noting that small sample sizes make it difficult to definitively assess whether some classes were seeing bigger shifts in confidence than others).

The detailed findings are shown in the following charts.

Writing confidence overview

Chart 5. Confidence in Writing, total sample 2017 (n=47)

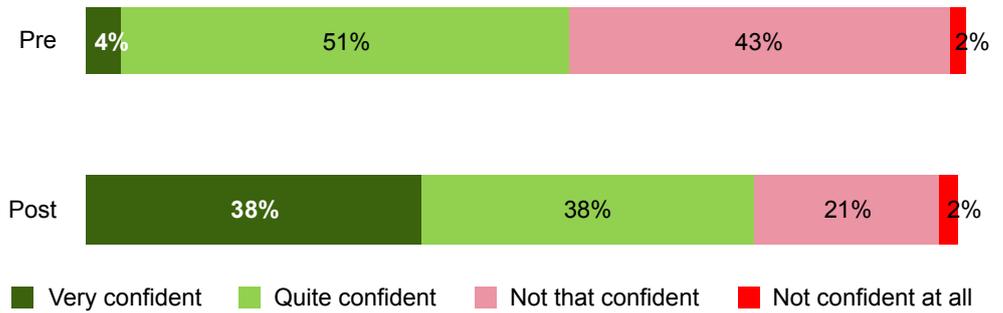


Chart 6. Confidence in Writing, Aboriginal or Torres Strait Islanders (n=2*)

*Caution, small sample size

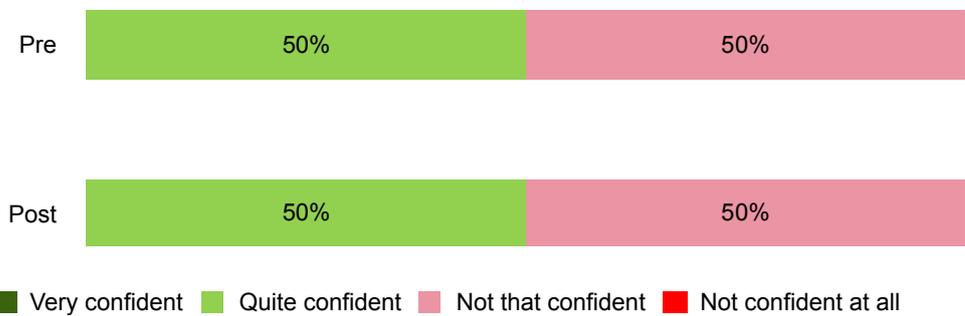
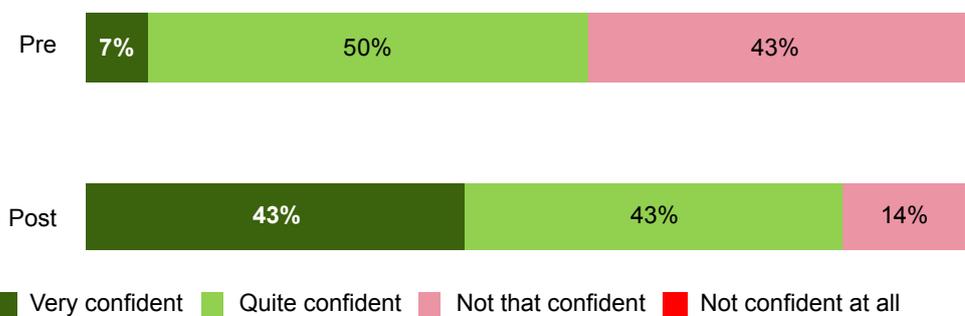


Chart 7. Confidence in Writing, Language Other Than English at home (n=28)



Writing confidence by class

Chart 8. Confidence in Writing, Year 7-8, Term 2 (n=20)

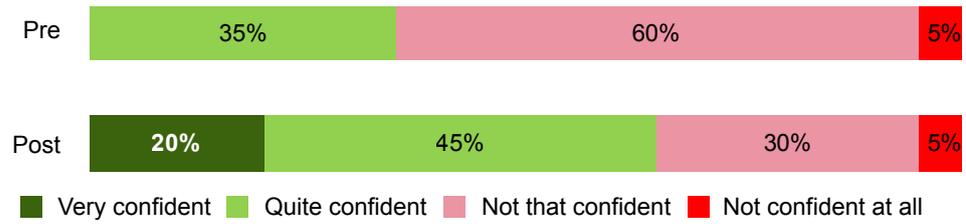


Chart 9. Confidence in Writing, Year 9 Term 3, Shakespeare Slam (n=12)

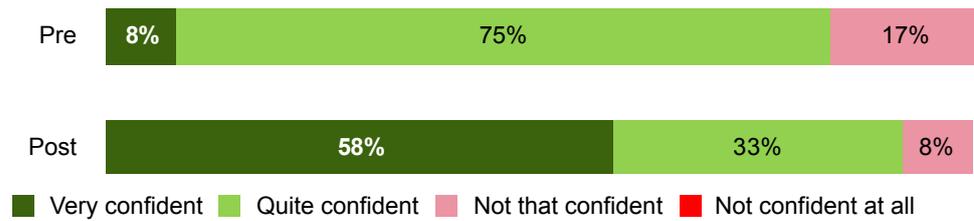


Chart 10. Confidence in Writing, Year 9-10 Term 3, Script and Film (n=11)

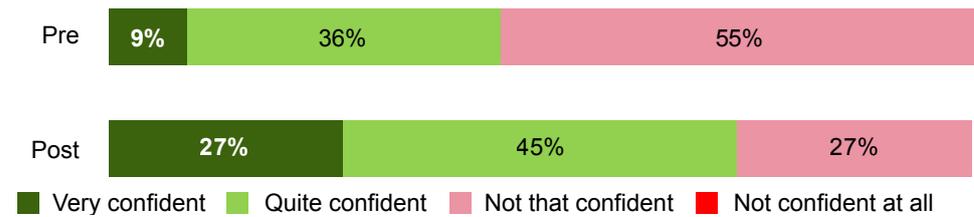
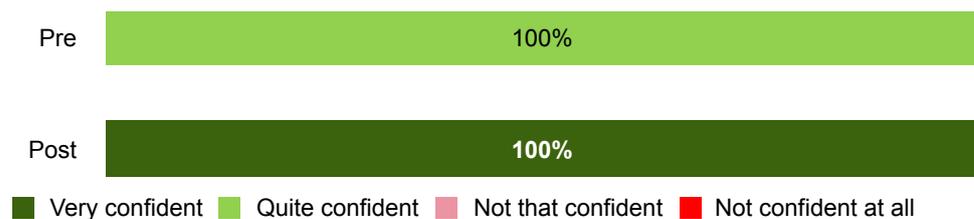


Chart 11. Confidence in Writing, Year 11-12, Term 1-3 (n=4*)

*Caution, small sample size



4.3 Writing enjoyment

Question: How much do you enjoy writing?

Students increasingly enjoyed writing. Around one tenth of students surveyed (11%) said they 'really enjoyed' writing before the workshop (55% 'quite enjoyed' it), with this increasing to 36% 'really enjoyed' and 40% 'quite enjoyed' after the workshops. The shift in the 'really enjoy' percentage represents a 25% absolute increase and a 227% percentage increase (although operating off a low base of 11%).

The percentage that 'don't enjoy it that much' or 'not at all' decreased from a total of 34% before the workshop to 23% afterwards.

Overall, 36% of secondary school students reported some degree of positive shift in their enjoyment of writing, another 57% showed no shift, while 7% claimed their enjoyment of writing had decreased.

Again these positive shifts were seen for students who speak a language other than English at home and across the four classes, especially for the Year 9 Term 3 Shakespeare Slam students where 'I really enjoy writing' percentages increased from 17% to 67% (noting that small sample sizes make it difficult to definitively assess whether some classes were seeing bigger shifts in confidence than others).

The detailed findings are shown in the following charts.

Writing enjoyment overview

Chart 12. Enjoyment of Writing, total sample 2017 (n=47)

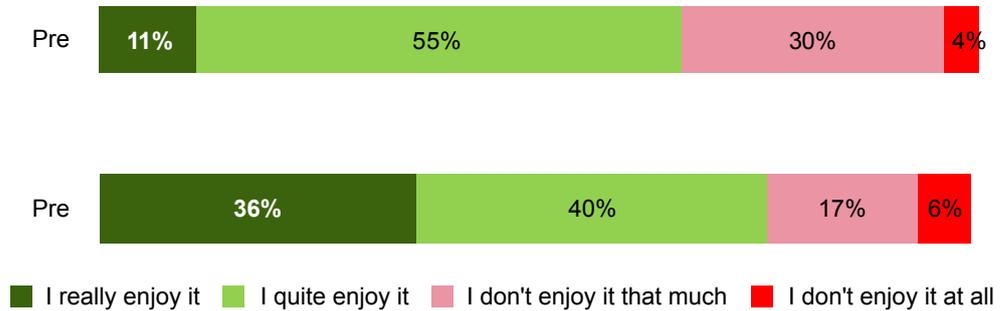
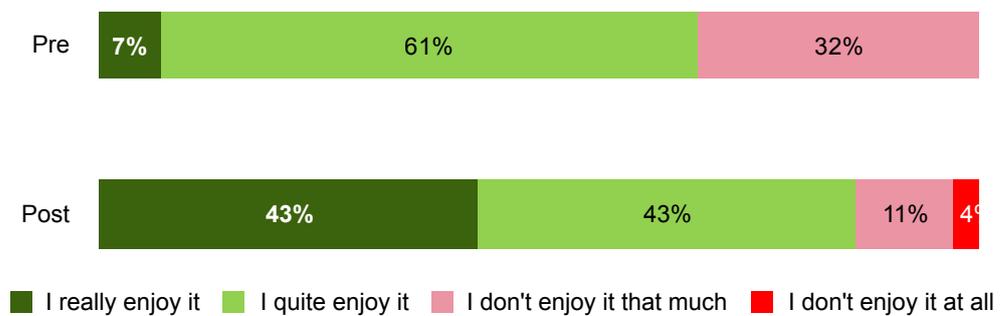


Chart 13. Enjoyment of Writing, Aboriginal or Torres Strait Islander (n=2*)

*Caution, small sample size



Chart 14. Enjoyment of Writing, Language Other Than English at home (n=28)



Writing enjoyment by classes

Chart 15. Enjoyment of Writing, Year 7-8, Term 2 (n=20)

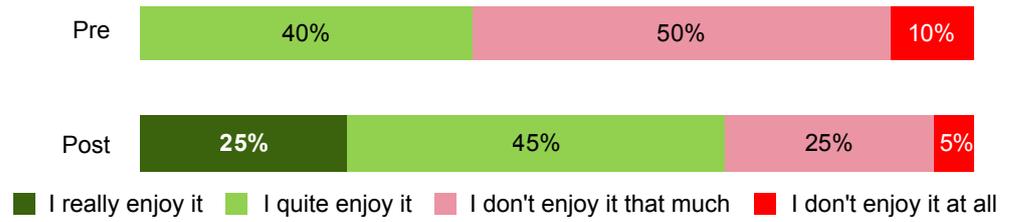


Chart 16. Enjoyment of Writing, Year 9, Term 3, Shakespeare Slam (n=12)

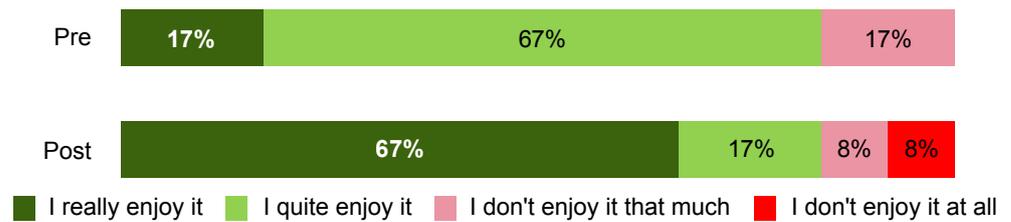


Chart 17. Enjoyment of Writing, Year 9-10, Term 3, Script and Film (n=11)

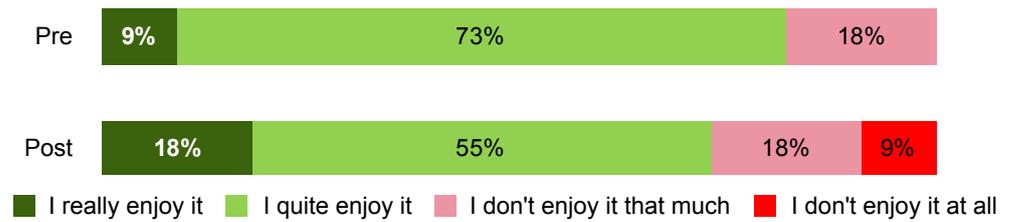


Chart 18. Enjoyment of Writing, Year 11-12, Term 1-3 (n=4*)

*Caution, small sample size



4.4 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 reasonably high levels of satisfaction with the Sydney Story Factory workshops (although not quite as high as the primary school scores).

Students across the sample awarded an average satisfaction level of 7.9 out of 10. Around one fifth of the sample (21%) gave the workshops a score of 10 out of 10. The most common score was 7 out of 10 (25%), while 16% rated the workshops 5 or 6 out of 10. There were no scores below 5 out of 10.

The scores were relatively constant across Aboriginal and Torres Strait Islander students and those who speak a language other than English at home and different classes, with Year 9 Term 3 Shakespeare Slam students showing a slightly higher average rating of 8.3 out of 10. Although only based on four students, the Year 11-12 Term 1-3 class also gave the workshops a high rating (average 9.3 out of 10).

The detailed findings are shown in the following charts.

Workshop satisfaction overview

Chart 19. Satisfaction with Sydney Story Factory Workshops, total 2017 sample (n=52)

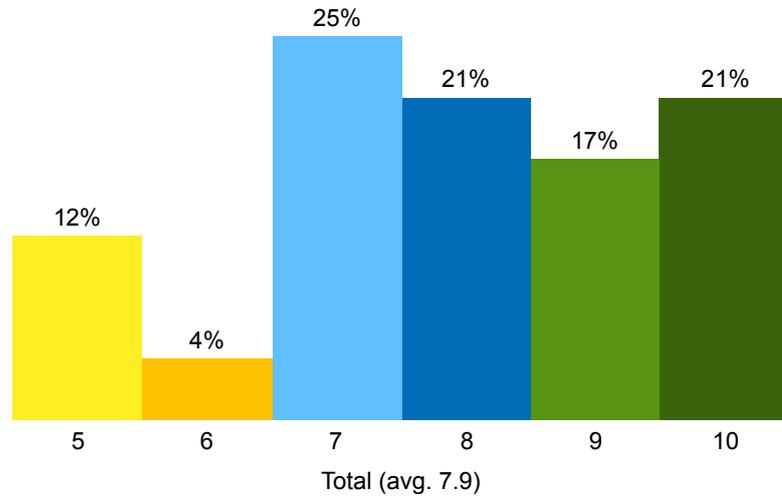


Chart 20. ATSI (n=2*)

*Caution, small sample size

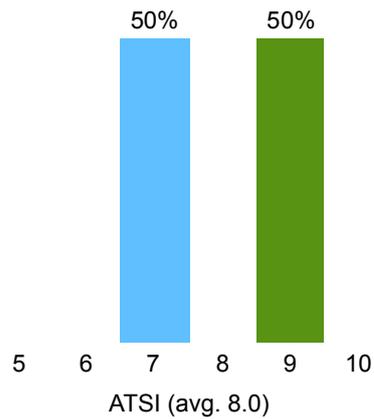
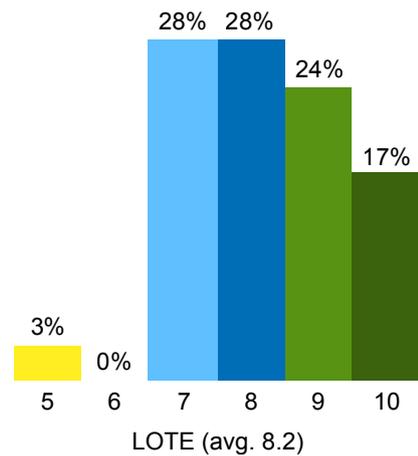


Chart 21. LOTE (n=29)



Workshop satisfaction by class

Chart 22. Year 7-8, Term 2 (n=25)

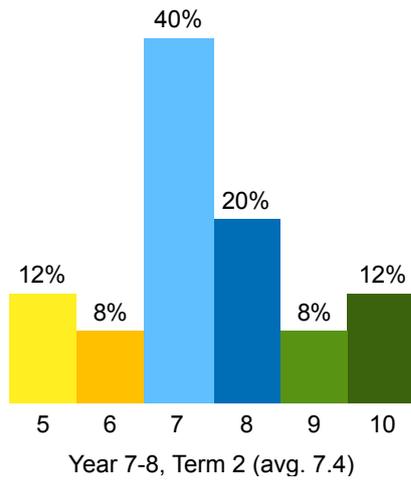


Chart 23. Year 9, Term 3, S. Slam (n=12)

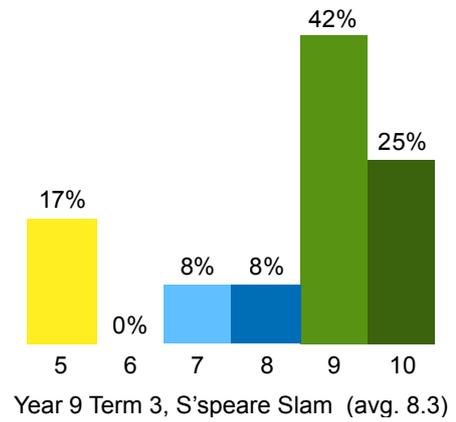


Chart 24. Year 9-10, Term 3, S&F (n=11)

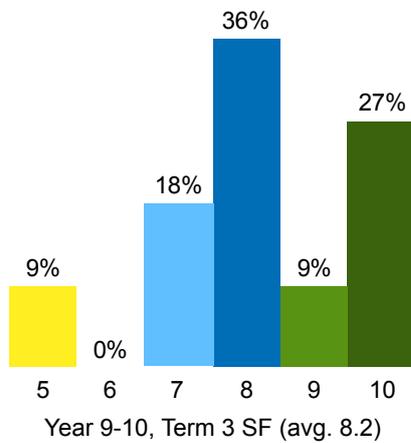
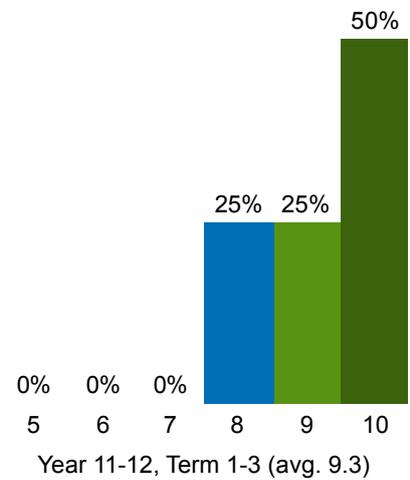


Chart 25. Year 11-12, Term 1-3 (n=4*)

*Caution, small sample size



4.5 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 majority of students said the workshops were 'helpful' (62%), 'creative' (58%) and 'imaginative' (58%). Just over a half found them 'friendly' (55%), and 'fun' (53%). When asked about other words to describe the workshops a few students said they were 'hard work', but most gave other positive responses such as 'cool' and 'great'.

There were some students who described the workshops in a negative light. Around one fifth (21%) said the workshops were 'not for me', while 17% said they were 'too long' and 13% found them 'boring'.

Year 9 Term 3 Shakespeare Slam students were the most likely class to say the workshop was 'imaginative' (67%), 'fun' (67%), 'awesome' (58%) and 'inspiring' (58%).

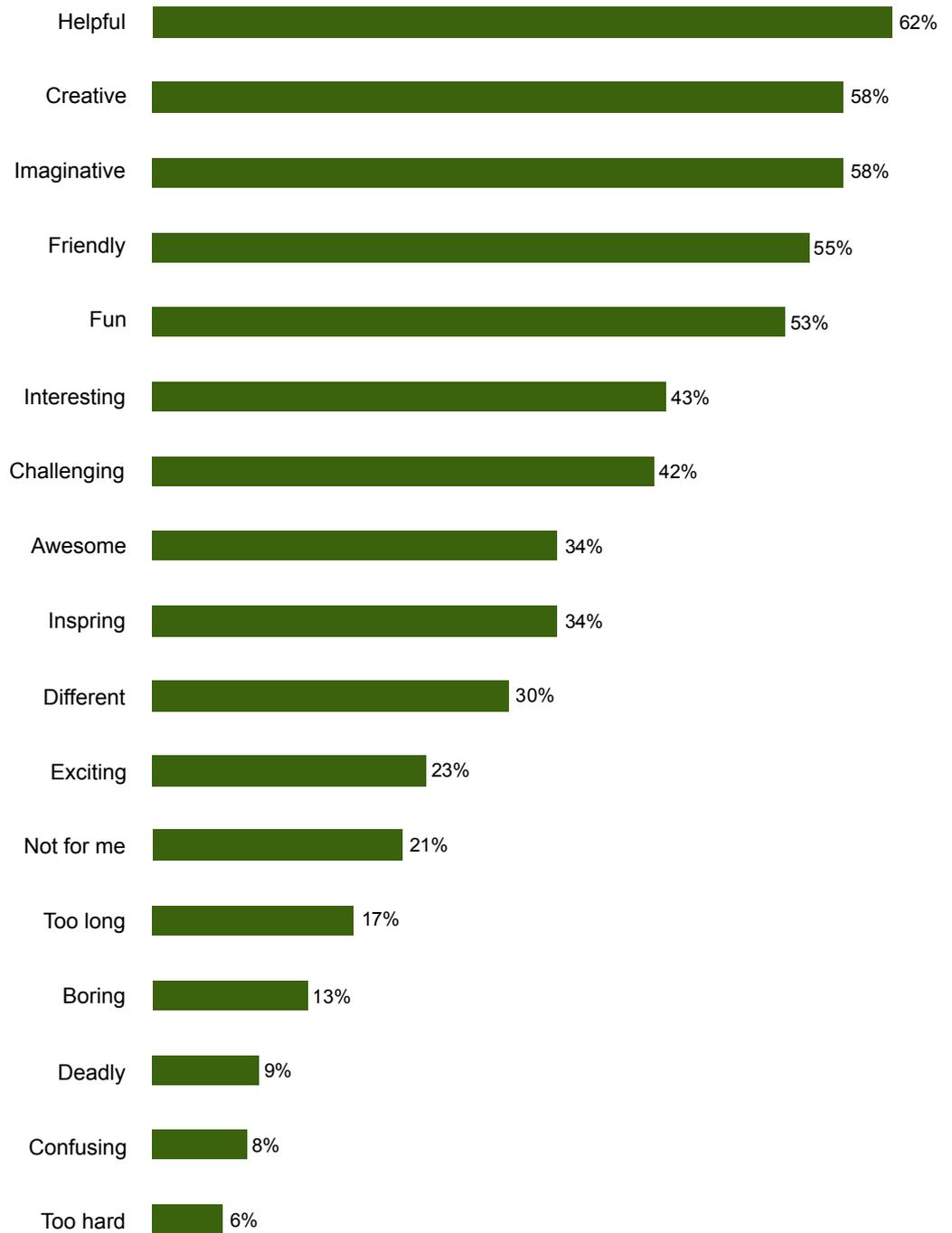
Year 7-8 Term 2 students were also mostly positive, describing them as 'helpful' (69%), 'creative' (62%) and 'friendly' (58%). Although there were a few of these students who felt the workshop was 'not for me' (31%), 'too long' (23%) and 'boring' (19%).

Comparatively, the Year 9-10 Script writing and Film trailers Term 3 students were less likely to use positive descriptors – 18% found the workshop 'too hard', although 64% did say it was 'interesting'.

The detailed findings are shown on the following pages.

Workshop description overview

Chart 26. Describing Sydney Story Factory workshops, total sample 2017 (n=53)



Workshop descriptions by class

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

Table 2. Describing Sydney Story Factory workshops by class (n=53)

| DESCRIPTOR | Total | Yr 7-8 Term 2 | Yr 9 Term 3 (S'speare Slam) | Yr 9-10 Term 3 (S&F) | *Yr 11-12 Term 1-3 |
|-------------|-------|---------------|-----------------------------|----------------------|--------------------|
| Helpful | 62% | 69% | 67% | 36% | 75% |
| Creative | 58% | 62% | 58% | 45% | 75% |
| Imaginative | 58% | 58% | 67% | 45% | 75% |
| Friendly | 55% | 58% | 50% | 36% | 100% |
| Fun | 53% | 42% | 67% | 55% | 75% |
| Interesting | 43% | 31% | 42% | 64% | 75% |
| Challenging | 42% | 42% | 42% | 36% | 50% |
| Awesome | 34% | 23% | 58% | 9% | 100% |
| Inspiring | 34% | 19% | 58% | 27% | 75% |
| Different | 30% | 31% | 33% | 18% | 50% |
| Exciting | 23% | 8% | 42% | 27% | 50% |
| Not for me | 21% | 31% | 17% | 9% | 0% |
| Too long | 17% | 23% | 17% | 9% | 0% |
| Boring | 13% | 19% | 8% | 9% | 0% |
| Deadly | 9% | 4% | 17% | 9% | 25% |
| Confusing | 8% | 12% | 0% | 9% | 0% |
| Too hard | 6% | 4% | 0% | 18% | 0% |

*Year 11-12, Term1-3 results have not been colour coded in this analysis because they are based on only four students.

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

When asked about the one thing they really liked about the workshop, students mentioned the writing and performance activities and restated some of the previous descriptors – helpful, creative and imaginative.

"I really enjoyed writing my story. It was really creative and I liked how we had to add in a natural disaster." Year 7-8, Term 2

"The helpers help you think when you can't." Year 7-8, Term 2

"Creating stories with our helpers." Year 9-10, Term 3, Script Writing and Film Trailers

"LEGIT MAD! Very inquisitive and challenging." Year 11-12, Term 1-3

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, most students said 'nothing', with a minority saying they were 'boring' or 'too long'.

For the Year 9, Term 3, Shakespeare Slam there were mixed views about performing the work. With some students enjoyed this aspect of the workshop, while others were less enthusiastic and preferred to watch.

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

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

Some were also keen to participate in future workshops.

"Come back next term." Year 9, Term 3, Shakespeare Slam

"Come back next year if possible" Year 11-12, Term 1-3

4.6 Impact on school work

In-depth interviews with Year 7 teacher explored whether the Sydney Story Factory workshops had impacted on students' school work.

Academic achievements

According to the teacher of students in Canterbury Boys High, the workshops stimulated the thought process of students, particularly one who was struggling more than others. This, in turn, has given the student the confidence to attempt other academic tasks and to perform well.

Social interactions in class

The workshops were said to have given 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, both in the primary and high school. The Year 7 teacher reported that the workshops have give her students more confidence to approach challenging tasks in class. The workshops have made her students feel more valued and therefore more confident to try to achieve.

Attitudes to writing

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 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.

4.7 Attitudes to creativity, learning and teamwork

Before their participation in the workshops, students were asked four questions to profile their attitudes to creativity, learning and teamwork. Students were more likely to 'mildly agree' with these statements rather than 'strongly agree' (this contrasts with the primary school results where the 'strongly agree' results were considerably higher).

For example, only 8% 'strongly agree' they are creative, while 63% mildly agree. These figures are 13% and 49% for students who say they like challenges, and 6% and 52% for those who like working with others and hearing their stories. Only 8% 'strongly agree' that they get bored easily, while 44% 'mildly agree'.

The percentages of students from each class who 'strongly' or 'mildly' agreed with each statement are shown below. (*note the Year 11-12 Term 1-3 results are based on only four students).

Chart 27. I am a creative person (n=63)

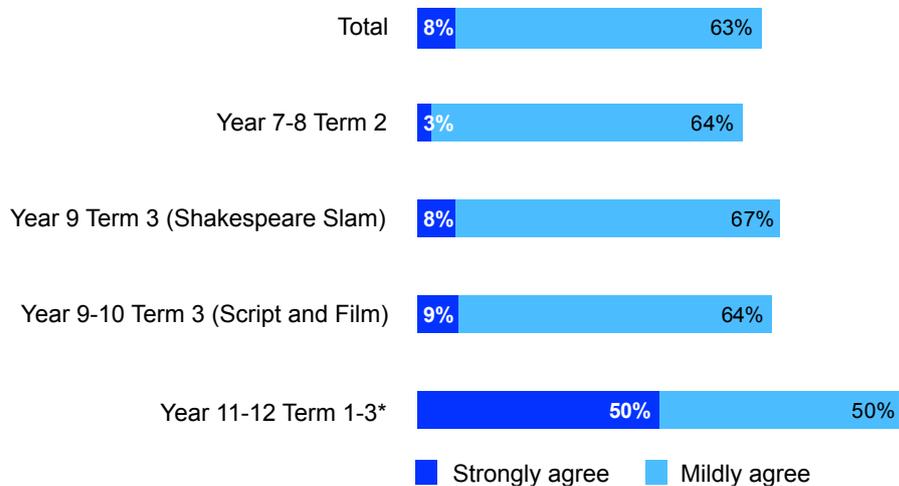


Chart 28. I get bored easily (n=63)

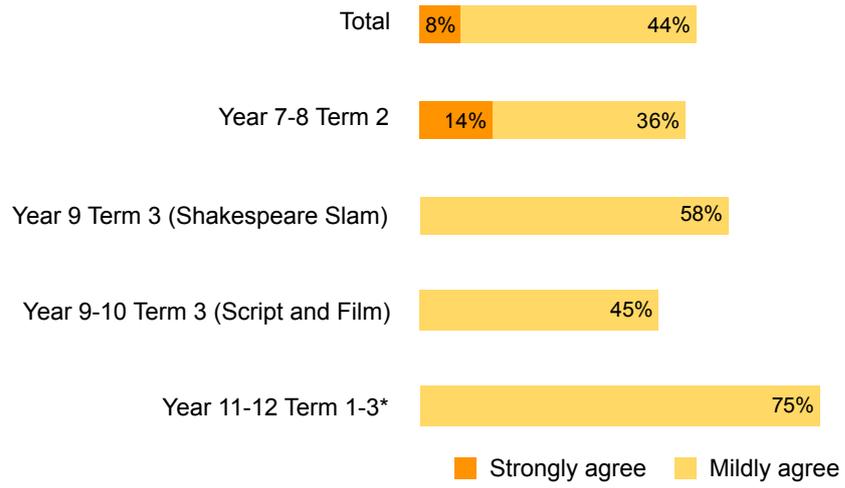


Chart 29. I like challenges (n=63)

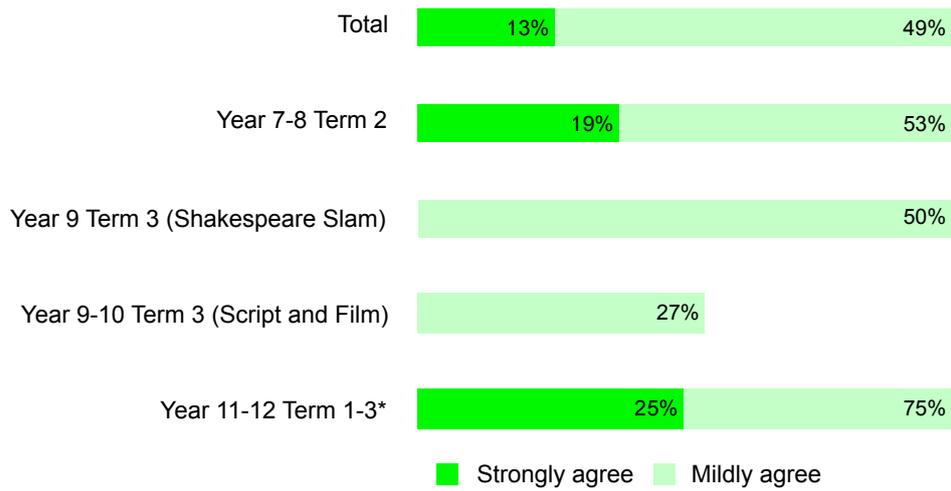
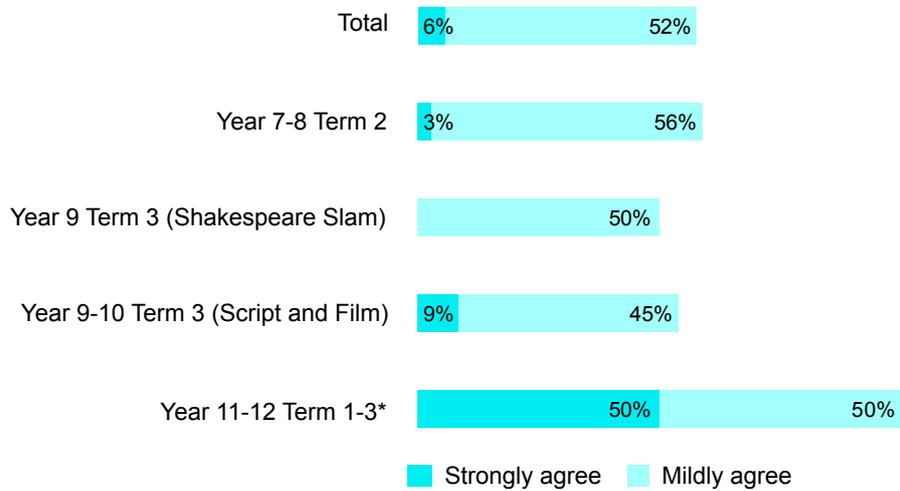


Chart 30. I like working with others and hearing their stories (n=63)



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 school students who shifted in confidence in some way before and after participating in 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=47)

| ATTITUDES | Increased confidence | No shift | Decreased confidence |
|--------------------------------|----------------------|----------|----------------------|
| TOTAL | 55% | 43% | 2% |
| Creative | 63% | 38% | 0% |
| Non-creative | 40% | 53% | 7% |
| Like challenges | 67% | 29% | 4% |
| Don't like challenges | 43% | 57% | 0% |
| Get bored easily | 63% | 38% | 0% |
| Don't get bored easily | 48% | 48% | 4% |
| Like working with others | 65% | 31% | 4% |
| Don't like working with others | 43% | 57% | 0% |

There were only minor differences between attitudinal types and the shift in writing confidence reported after the workshops (especially taking onto account the small sample size). Those most likely to report an increase in writing confidence were those students who consider themselves to be creative (63%), like challenges (67%) and like working with others and hearing their stories (65%). Those who said they get bored easily were also slightly more likely to report improved confidence in writing (63%).

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 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=47)

| ATTITUDES | Increased enjoyment | No shift | Decreased enjoyment |
|--------------------------------|---------------------|------------|---------------------|
| TOTAL | 36% | 57% | 7% |
| Creative | 41% | 53% | 6% |
| Non-creative | 27% | 67% | 7% |
| Like challenges | 38% | 63% | 0% |
| Don't like challenges | 35% | 52% | 13% |
| Get bored easily | 42% | 54% | 4% |
| Don't get bored easily | 30% | 61% | 9% |
| Like working with others | 27% | 73% | 0% |
| Don't like working with others | 48% | 38% | 14% |

There were only minor increases in writing enjoyment across different attitudinal types. As with writing confidence, those who consider themselves creative (41%) were slightly more likely to see a positive shift in writing enjoyment. Those who say they get bored easily also saw a shift (42%). Conversely those that said they *don't* like working with others and hearing their stories were more likely to report a positive shift in writing enjoyment (48%).

Overall, there was a weak correlation between attitudes to creativity, learning and teamwork and the likelihood of secondary students becoming more positive (or negative) towards writing after the workshops.

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?