

StoryFACTORY

Evaluation of Creative Writing In-School Residency Programs

2017/2018 Primary School

Mid-reading report

February 2019

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Please note:

Story Factory underwent a name change during this project, from *Sydney Story Factory* to *Story Factory*. We refer to the new name throughout the report, however, when quoting the questions we asked participants we have retained the old name as a matter of factual accuracy, as they are the exact words we used in surveys.

1. Executive summary

An evaluation of Story Factory's creative writing in-school residency programs was carried out amongst 301 primary school age children from 16 classes across seven schools. This mid-point report has been prepared at the end of the second year of the rollout of the program, covering 2017 and 2018. The findings build on the positive and encouraging results from the previous report from 2017 about the impact of workshops on participating students.

Evaluation approach

The evaluation involved a 'pre' and 'post' survey of students from seven Sydney primary schools (Merrylands East, Briar Road, Ambarvale, Woodland Road, Curran Yagoona and John Warby) to measure changes in self-perceived confidence and enjoyment of writing as a result of being part of the Story Factory workshops.

Findings at a glance

Table 1. Summary

MEASURE	Increased	No shift	Decreased	Net shift
Writing confidence	33%	54%	13%	20%
Writing enjoyment	27%	64%	8%	19%

Rating of workshop (avg. out of 10): 9.3

Satisfaction with the workshops was very high

- On average, students rated the workshops 9.3 out of 10.
- 68% of students gave the workshops 10 out of 10.

A noticeable shift in writing confidence and enjoyment

- The percentage of students who said they were 'very confident' about their writing increased from 43% before the workshops to 63% afterwards.
 - 33% showed some level of increased writing confidence.
 - The overall net shift in confidence¹ was 20%.
- The percentage of students who said they 'really enjoy' writing increased from 55% before the workshops to 74% afterwards.
 - 27% showed some level of increased writing enjoyment.
 - The overall net shift in enjoyment was 19%.

¹ (subtracting those who decreased in confidence from those who increased in confidence)

- These increases were seen in varying degrees across all of the seven 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' (82%), 'creative' (81%) and 'fun' (78%).
- Consistent with previous results highlights of the workshops included the creative process itself, the enjoyment of writing and the Story Factory staff.

"How it is inspiring and allows you to use your imagination."

"It's crazy, creative and very interesting."

"They listen to all of the people's ideas and they're nice."

One of the workshop's greatest strengths remains its ability to engage those who are not naturally predisposed to such a collaborative and creative environment (such as students who *don't* describe themselves as creative or liking challenges or don't like working in teams) and bringing about a positive shift in their enjoyment of writing.

2. Approach

Pre-test and Post-test surveys (2017 and 2018)

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 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.

3. Sample

A total of 332 students from 16 classes across seven schools were approached to take part in the pre and post surveys. We received a total of 301 pre-test and 252 post-test surveys. The breakdown of these sample statistics can be seen in Table 1.

Table 2. Survey sample

PRIMARY SCHOOL	2017		2018		TOTAL			
	Pre	Post	Pre	Post	Pre	Post	ATSI*	LOTE**
Ambarvale	36	38	30	23	66	61	11	34
Briar Road	32	31			32	31	12	9
Curran	34		23	23	57	23	6	8
John Warby			14	7	14	7	2	1
Merrylands East	25	27			25	27	8	22
Woodland Rd	30	31			30	31	9	9
Yagoona	36	33	41	39	77	72	2	67
TOTAL	193	160	108	92	301	252	50	150

Note: Pre-surveys collected only for Curran Public in 2017

* *ATSI: Aboriginal and Torres Strait Islander*

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

- 50 students identified as Aboriginal and Torres Strait Islander (ATSI) – 20% of the final post sample.
- 150 students spoke a language other than English at home (LOTE) – 60% 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 Story Factory workshop sessions. Those who felt 'very confident' about their writing increased from 43% before the workshops (pre) to 63% afterwards (post). This represents a 20% absolute increase and a 47% percentage increase.

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

For students with an ATSI background this increase was more pronounced – 41% 'very confident' pre and 77% post. While for LOTE students the shifts were on par with the total sample – 44% 'very confident' pre and 62% post.

The tables below shows the net shift in writing confidence.²

Table 3. Writing confidence by cultural group

GROUP	Increased confidence	No shift	Decreased confidence	Net shift
ATSI	46%	49%	5%	41%
LOTE	33%	57%	11%	22%
Total	33%	54%	13%	20%

ATSI student showed an above average shift in confidence (41%) while the shift amongst LOTE students was on par with the whole sample.

Table 4. Writing confidence by school

**NB. Small sample size*

SCHOOL	Increased confidence	No shift	Decreased confidence	Net shift
Merrylands East	65%	22%	13%	52%
Woodland Road	33%	56%	11%	22%
Yagoona	29%	64%	7%	21%
Total	33%	54%	13%	20%
Ambarvale	29%	58%	13%	16%
Curran	23%	68%	9%	14%
Briar Road	35%	35%	31%	4%
John Warby*	14%	57%	29%	-14%

² Net shift calculated by subtracting those who felt less confident after the workshop from those who felt more confident.

To varying degrees, increases in writing confidence were observed across all the primary schools. Students from Merrylands East showed the greatest shift with a net shift of 52%. Confidence shifts at Woodland Road and Yagoona were on par with the total sample, while Ambarvale, Curran and Briar Road were slightly lower. For the small number of students surveyed at John Warby (n=7) there was a slight decrease in net confidence.

The detailed findings are shown in the following charts.

Writing confidence overview

Chart 1. Confidence in Writing, total sample 2017/18 (n=213)

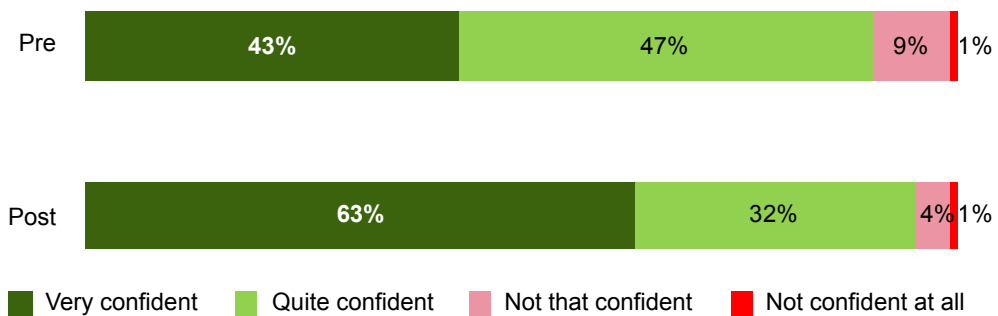


Chart 2. Confidence in Writing, Aboriginal or Torres Strait Islanders (n=39)

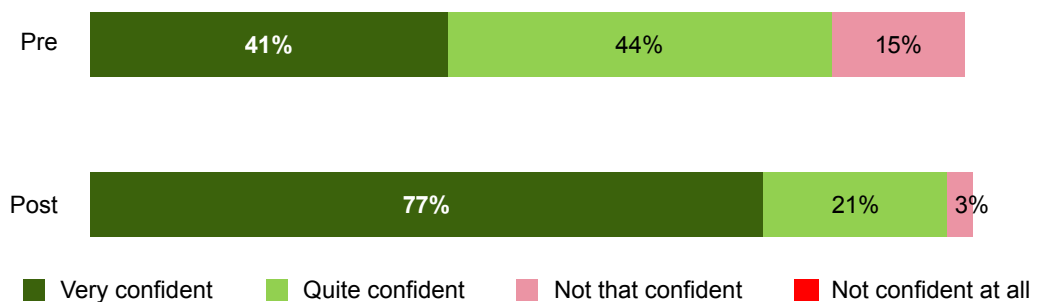
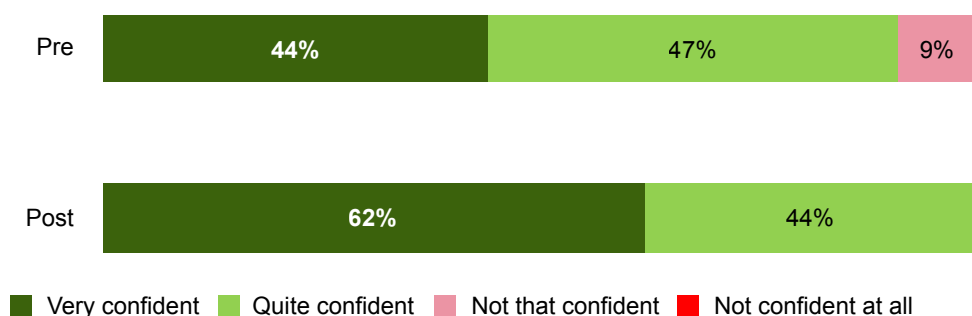


Chart 3. Confidence in Writing, Language Other Than English at home (n=133)



Writing confidence by school

Chart 4. Confidence in Writing, Merrylands East (n=23)

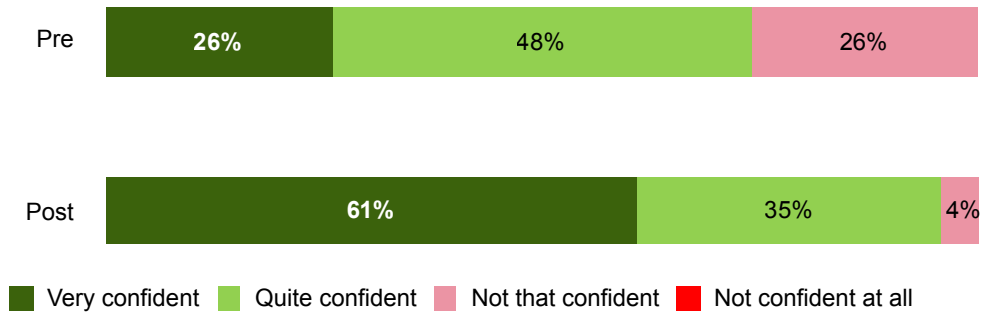


Chart 5. Confidence in Writing, Briar Road, Term 2 (n=26)

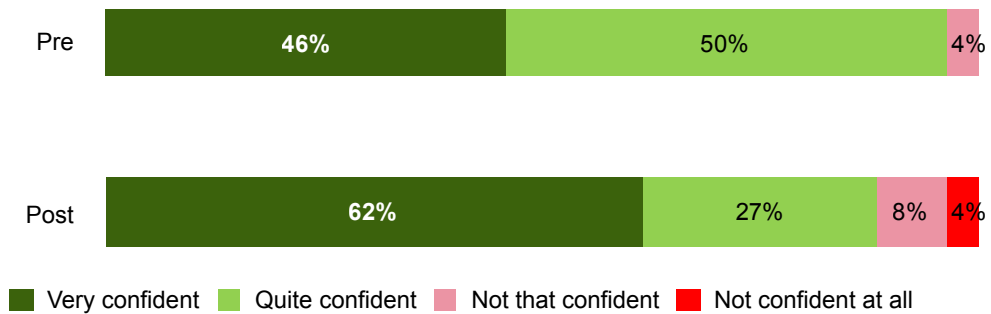


Chart 6. Confidence in Writing, Ambarvale (n=38)

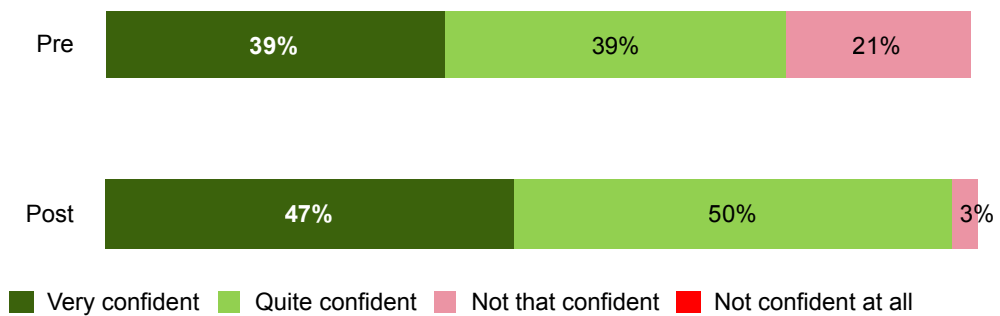


Chart 7. Confidence in Writing, Curran (n=22)

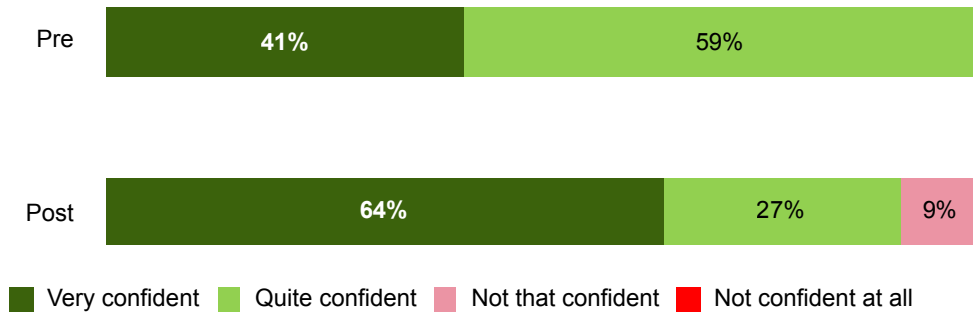


Chart 8. Confidence in Writing, Woodland Road (n=27)

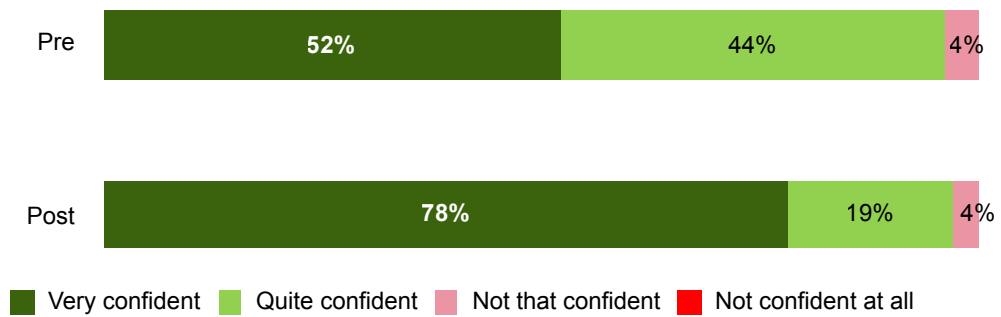


Chart 9. Confidence in Writing, Yagoona (n=70)

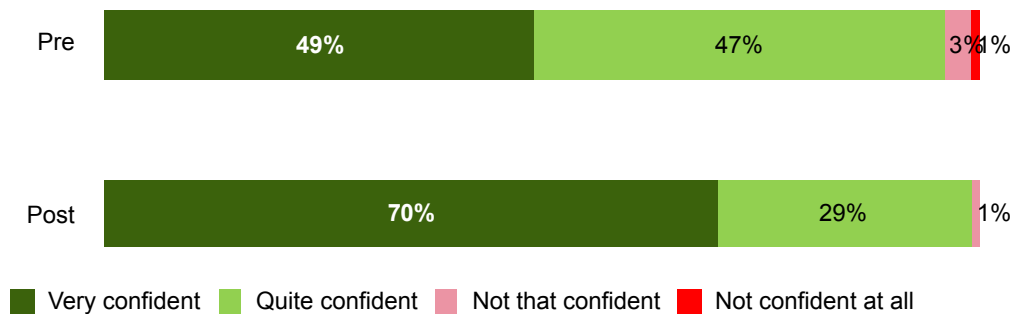
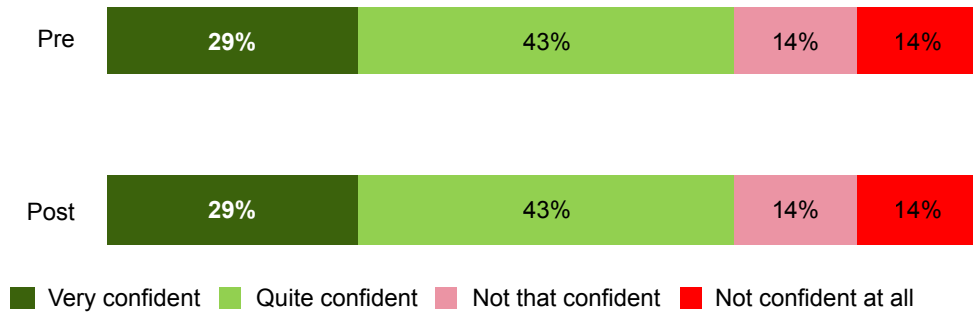


Chart 10. Confidence in Writing, John Warby (n=7)

**Note: Small sample size. Please interpret percentages with great caution.*



4.2 Writing enjoyment

Question: How much do you enjoy writing?

The extent to which students enjoyed writing increased over time. Just over half the students surveyed (55%) said they 'really enjoyed' writing before the workshop, with this increasing to 74% after the workshops. This represents a 19% absolute increase and a 35% percentage increase.

Only 3% said they did not enjoy writing after the workshops (2% 'I don't enjoy it that much', 1% 'I don't enjoy it at all').

Students with an Aboriginal or Torres Strait Islander background perceived strong increases in writing enjoyment – 49% said 'I really enjoy it' before the workshops, and 79% after their participation in the workshops. Perhaps just as significantly there was a considerable decrease in those who *did not* enjoy writing. Before the workshop, 18% of Aboriginal or Torres Strait Islander students said they 'didn't enjoy writing that much'. This decreased to 3% 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, 60% said they really enjoy writing, which increased to 69% after their participation in the workshops.

The tables below shows the net shift in writing enjoyment.³

Table 5. Writing enjoyment by cultural group

GROUP	Increased enjoyment	No shift	Decreased enjoyment	Net shift
ATSI	36%	62%	3%	33%
Total	27%	64%	8%	19%
LOTE	21%	67%	12%	9%

ATSI student showed an above average shift in enjoyment (33%) while the shift amongst LOTE students was lower than the whole sample (9%).

Table 6. Writing enjoyment by school

SCHOOL	Increased enjoyment	No shift	Decreased enjoyment	Net shift
Merrylands East	48%	39%	13%	35%
John Warby*	43%	43%	14%	29%
Curran	32%	64%	5%	27%
Briar Road	35%	58%	8%	27%

³ Net shift calculated by subtracting those who showed decreased enjoyment after the workshop from those who showed increased enjoyment.

SCHOOL	Increased enjoyment	No shift	Decreased enjoyment	Net shift
Total	27%	65%	8%	19%
Woodland Road	22%	74%	4%	19%
Ambarvale	29%	61%	11%	18%
Yagoona	14%	77%	9%	6%

**NB. Small sample size*

Shifts in writing enjoyment across different schools and classes showed some similarities with writing confidence results. Again, Merrylands East showed the biggest net shift (35%), followed by Curran and Briar Road on 27%. The seven students from John Warby saw a greater shift in writing enjoyment than they did in confidence (29%), Woodland Road and Ambarvale were on par with the total sample (19% and 18%), while Yagoona was below average (6%).

The detailed findings are shown in the following charts.

Writing enjoyment overview

Chart 11. Enjoyment of Writing, total sample 2017/2018 (n=213)

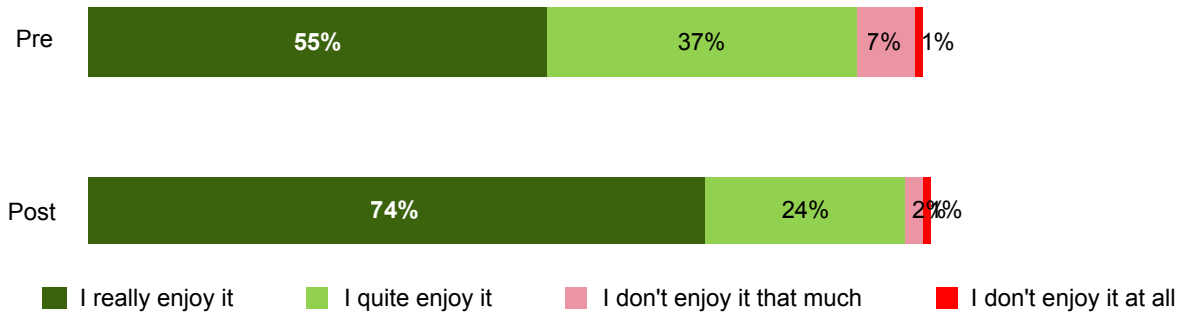


Chart 12. Enjoyment of Writing, Aboriginal or Torres Strait Islander (n=39)

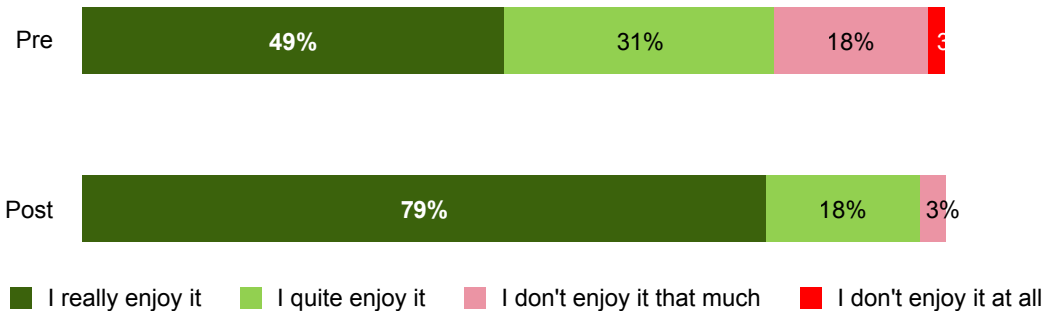
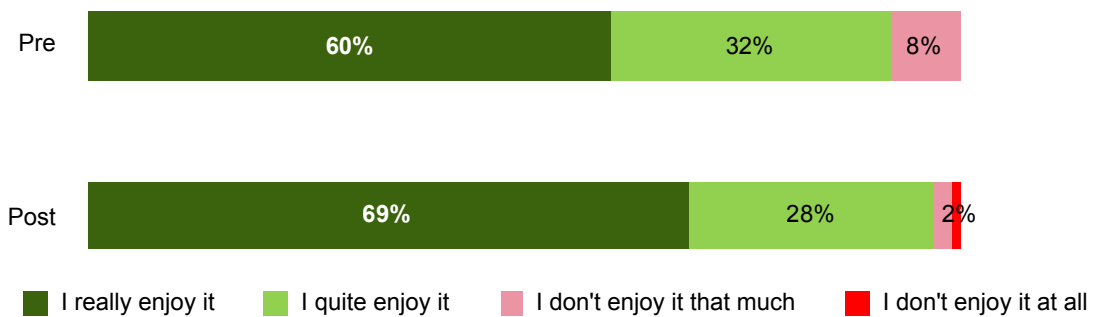


Chart 13. Enjoyment of Writing, Language Other Than English at home (n=131)



Writing enjoyment by school

Chart 14. Enjoyment of Writing, Merrylands (n=23)

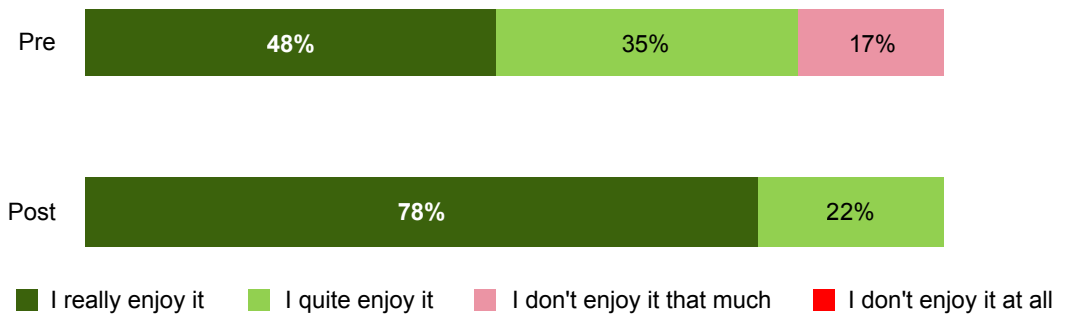


Chart 15. Enjoyment of Writing, Briar Road (n=26)

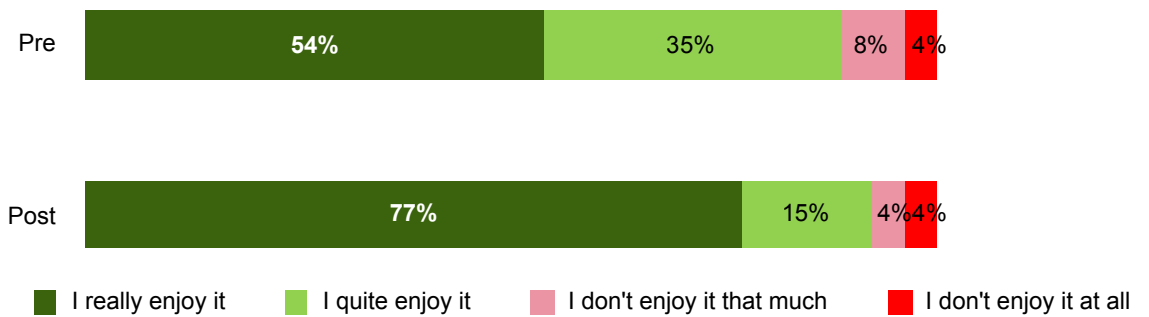


Chart 16. Enjoyment of Writing, Ambarvale (n=38)

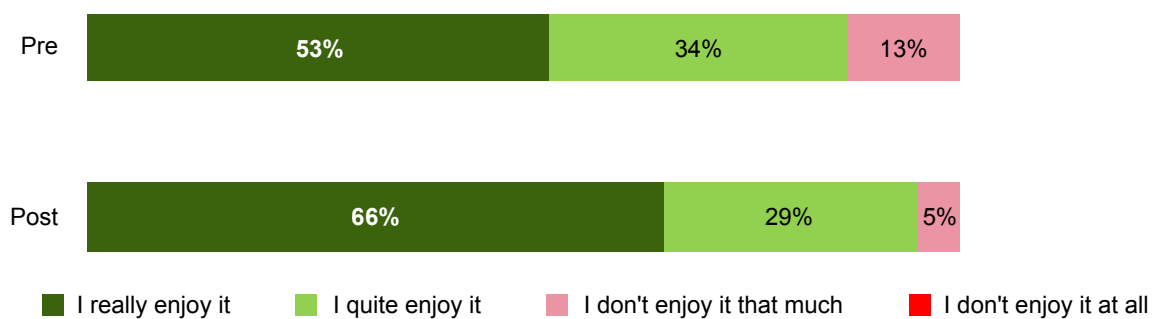


Chart 17. Enjoyment of Writing, Curran (n=22)

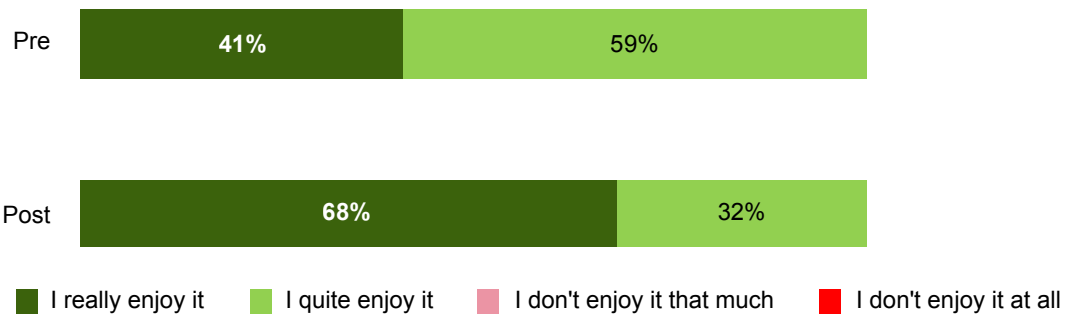


Chart 18. Enjoyment of Writing, Woodland Road (n=27)

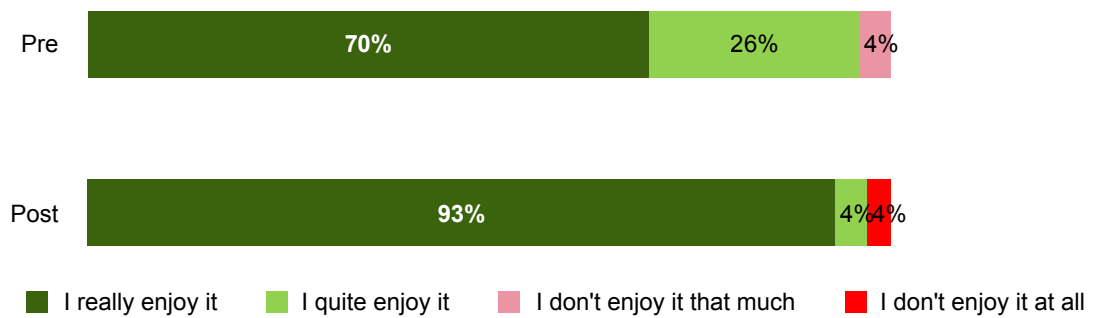


Chart 19. Enjoyment of Writing, Yagoona (n=69)

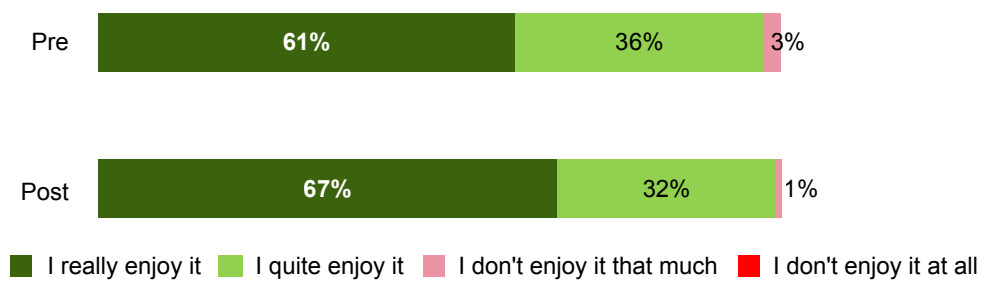
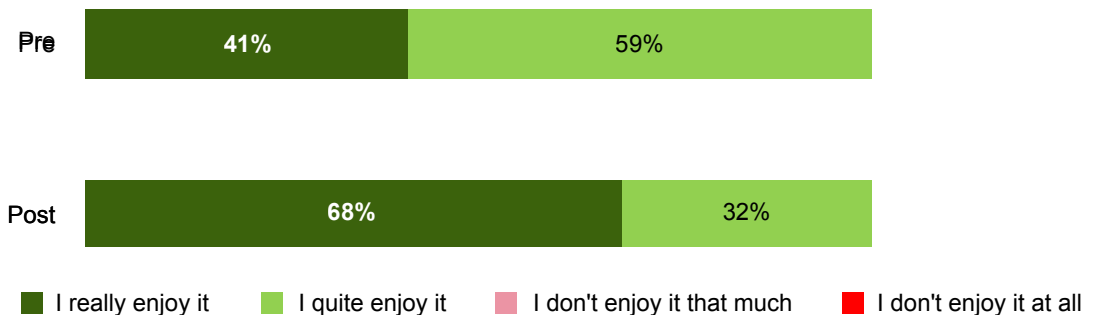


Chart 20. Enjoyment of Writing, John Warby (n=7)



**NB. Small sample*

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 Story Factory workshops. Students across the sample awarded an average satisfaction level of 9.3 out of 10. Just over two thirds of the sample (68%) gave the workshops a score of 10 out of 10. There were only a handful of students who scored the workshops 5 or below (5%).

These scores were consistent across Aboriginal or Torres Strait Islander students and those who spoke a language other than English at home (both averaging 9.4).

Table 7. Satisfaction by cultural group

GROUP	Avg. score for workshop
ATSI	9.3
LOTE	9.4
Total	9.3

Table 8. Satisfaction by school

SCHOOL	Avg. score for workshop
Woodland Road	9.9
Merrylands East	9.5
Yagoona	9.4
Total	9.3
Briar Road	9.3
Ambarvale	9.1
Curran	8.9
John Warby*	7.3

*NB. Small sample size

Most of the schools gave the workshops an average score of 9 or more out of 10. Woodland Road students gave the workshops close to full marks (averaging 9.9), followed by Merrylands East (9.5) and Yagoona (9.4). Curran gave an average score slightly below the total (8.9), while the small number of John Warby students rated the workshops 7.3 on average.

The detailed findings are shown in the following charts.

Workshop satisfaction overview

Chart 21. Satisfaction with Story Factory Workshops, total 2017/18 sample (n=249)

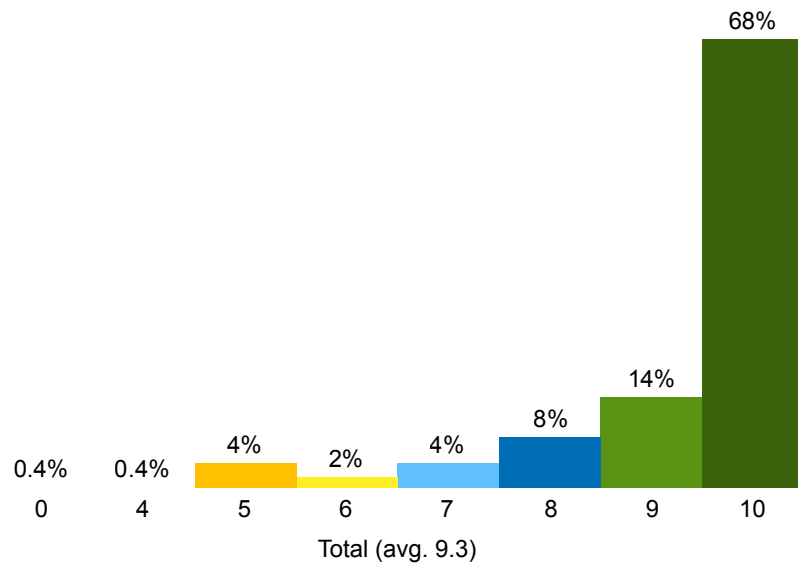


Chart 22. ATSI (n=49)

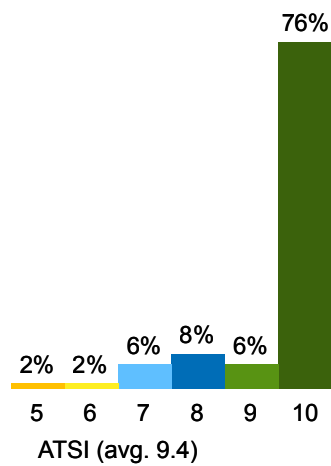
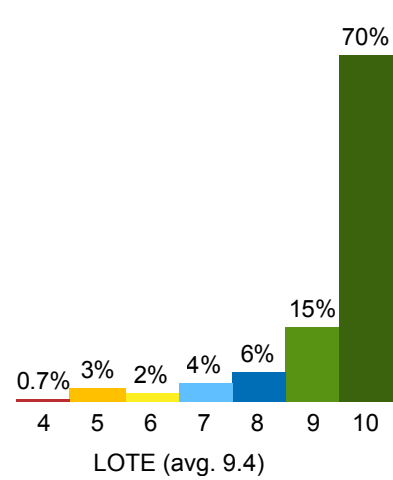


Chart 23. LOTE (n=149)



ATSI: Aboriginal or Torres Strait Islander

LOTE: Language other than English (at home)

Workshop satisfaction by school

Chart 24. Merrylands East (n=28)

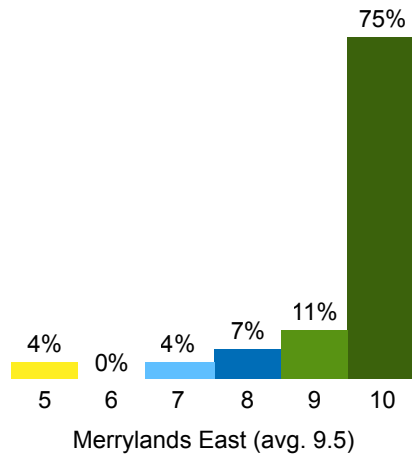


Chart 25. Briar Road (n=28)

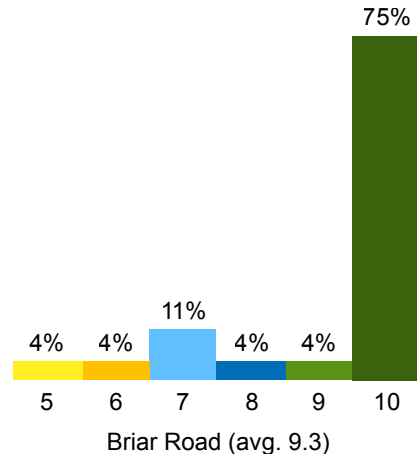


Chart 26. Ambarvale (n=60)

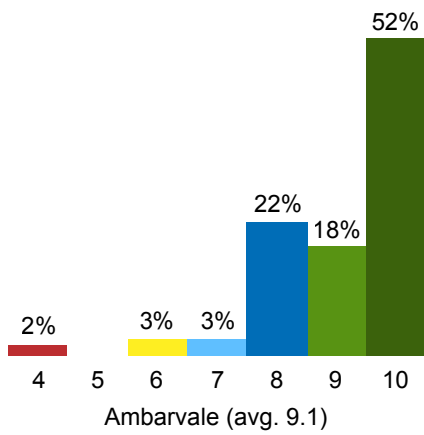


Chart 27. Curran (n=23)

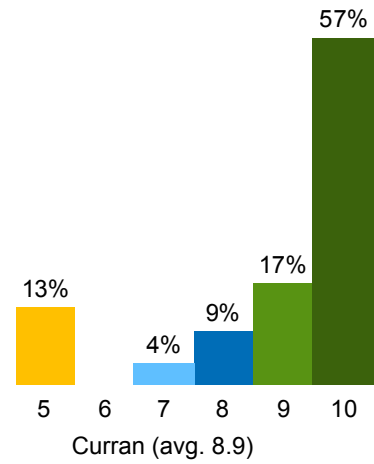


Chart 28. Woodland Road (n=31)

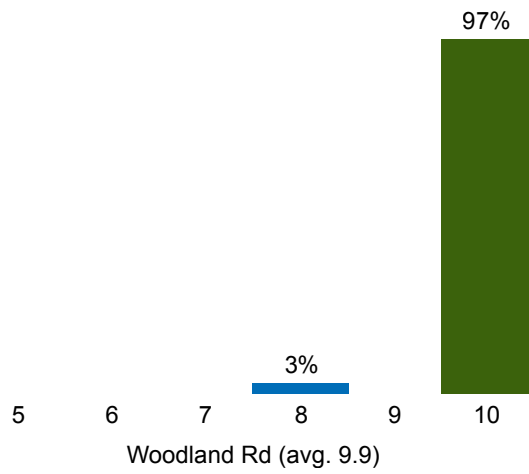


Chart 29. Yagoona (n=72)

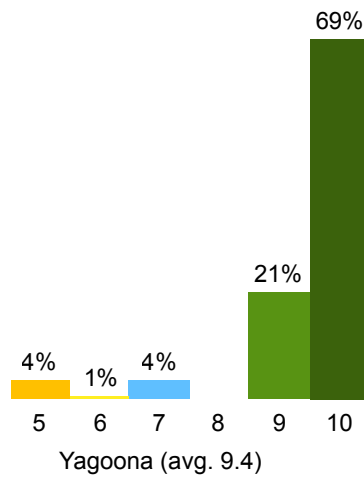
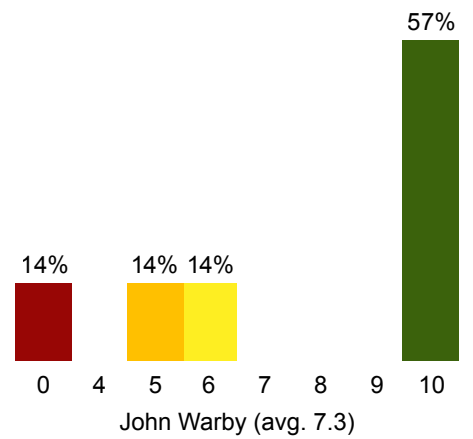


Chart 30. John Warby (n=7)

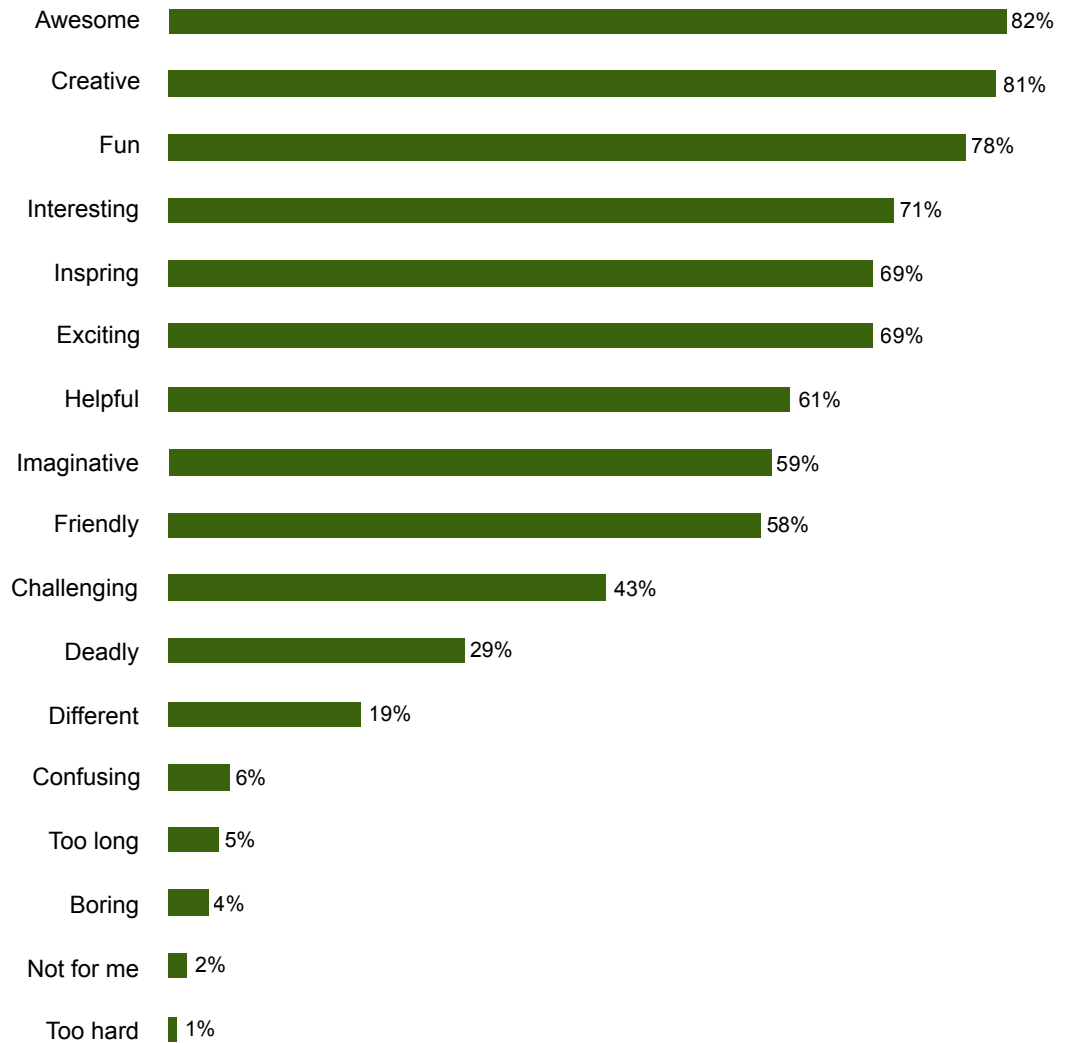
**NB. Small sample size*



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.

Chart 31. Describing Story Factory workshops, total sample 2017/18 (n=249)



The workshops were seen as awesome (82%), creative (81%), fun (78%) and interesting (71%) by a strong majority of students. On average, students picked around 7 (mostly positive) descriptors, which further emphasises the strong engagement most student felt. A small minority made negative comments, such as confusing (6%), too long (5%) or boring (4%).

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. (NB. Due to the small sample size, the John Warby results have been left out of the high/low analysis, although consistent with their overall rating, these students tended to be less enthusiastic about the workshops).

The average ratings are also shown.

Table 9. Describing Story Factory workshops by school (n=249)

DESCRIPTOR	Total	W'land Rd	M'lands East	Yag	Briar Rd	A'vale	Curran	John Warby*
Avg. score	9.3	9.9	9.5	9.4	9.3	9.1	8.9	7.3
Awesome	82%	84%	93%	83%	86%	73%	91%	43%
Creative	81%	81%	79%	86%	61%	88%	87%	43%
Fun	78%	74%	86%	76%	79%	80%	87%	43%
Interesting	71%	61%	79%	71%	46%	80%	91%	57%
Inspring	69%	74%	64%	74%	50%	72%	78%	57%
Exciting	69%	61%	79%	74%	50%	70%	83%	43%
Helpful	61%	48%	75%	54%	68%	60%	78%	43%
Imaginative	59%	0%	71%	82%	46%	52%	83%	57%
Friendly	58%	45%	79%	56%	54%	58%	70%	43%
Challenging	43%	23%	54%	49%	18%	52%	61%	14%
Deadly	29%	6%	4%	28%	50%	38%	35%	43%
Different	19%	6%	14%	14%	18%	27%	35%	29%
Confusing	6%	6%	4%	8%	0%	5%	13%	14%
Too long	5%	0%	0%	6%	14%	5%	4%	0%
Boring	4%	3%	0%	1%	7%	3%	9%	14%
Not for me	2%	0%	0%	1%	7%	2%	4%	0%
Too hard	1%	0%	0%	1%	4%	0%	4%	0%

*NB. Small sample size

While Curran students gave the workshops a marginally lower rating compared with others (8.9 to 9.3), they were the most likely group to select a range of

descriptors. These included strongly positive impressions such as interesting (91%), fun (87%), exciting (83%) and imaginative (83%), but also a small cohort who were more likely to find the workshops confusing (13%), boring (9%) or too hard (4%).

Woodland Road students on the other hand, while strongly positive about the workshops, were less likely to select the descriptors presented.

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

Some of the other words used to describe the workshops are shown in the word cloud below (font size indicates frequency of mentions).



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

When asked about the one thing they really liked about the workshop, a common response from primary school students was 'everything'. But many students also spoke about the creative process itself and how much they enjoyed the writing.

"How it is inspiring and allows you to use your imagination." Curran, 2018

"Something I really like is the creativity and that it was very fun." Yagoona, 2018

"It's crazy, creative and very interesting." Ambarvale, 2018

And with the 2017 surveys, many also commented on the Story Factory staff and how helpful and friendly they were.

"They listen to all of the people ideas and they're nice." Yagoona, 2018

The word cloud below shows the frequency of the terms used when asked about the one thing they really liked about the workshop.



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, a lot of primary school students said 'nothing' or that they 'liked everything'. A few students wanted to spend more time in the workshops or do them again next term.

"We didn't get to write more and come back next term." Ambarvale, 2018

While a couple of Ambarvale students wanted a bit more freedom in what they could write about.

"How it wasn't free creative writing." Ambarvale, 2018

"When we couldn't do our own kind of stories about anything we wanted."

Ambarvale, 2018

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 reiterated their enjoyment of the workshops and the Story Factory staff.

"You are fantastic at helping children get confident at writing!" Yagoona 2018

Many were also keen to participate in future workshops.

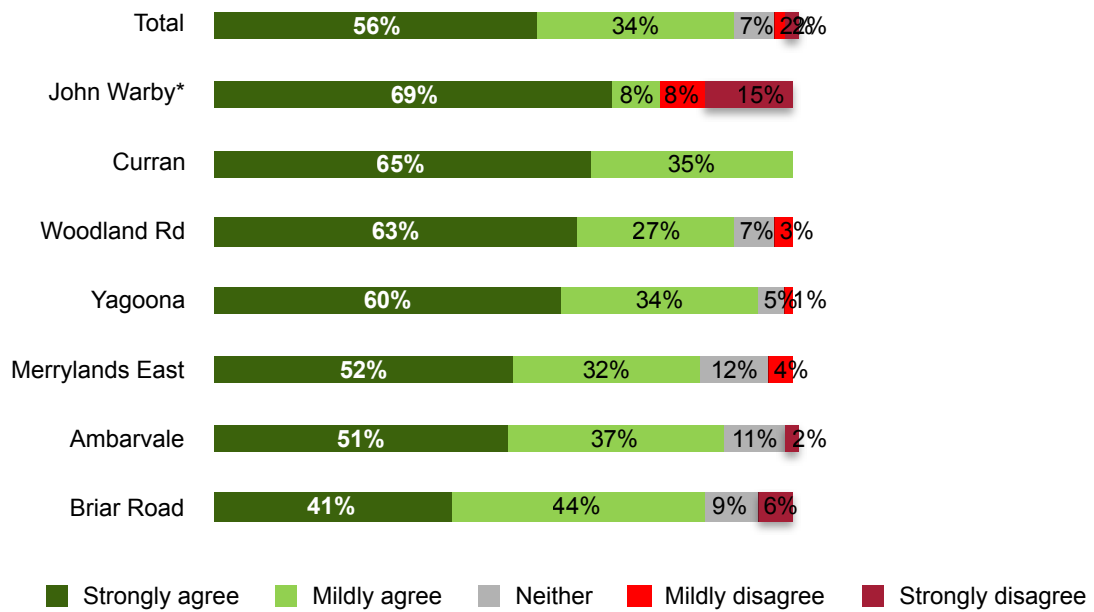
"Add me in next time please, and keep it up!" Ambarvale 2018

4.6 Attitudes to creativity, learning and teamwork

In the pre surveys students were asked four questions to profile their attitudes to creativity, learning and teamwork. Around half of the sample 'strongly agreed' they were creative (56%), liked challenges (50%) and liked working with others and hearing their stories (59%). Only 26% 'strongly agreed' that they get bored easily.

The level of agreement with each of the statements is shown below.

Chart 32. I am a creative person (n=265)



*NB. Small sample size

Chart 33. I get bored easily (n=263)

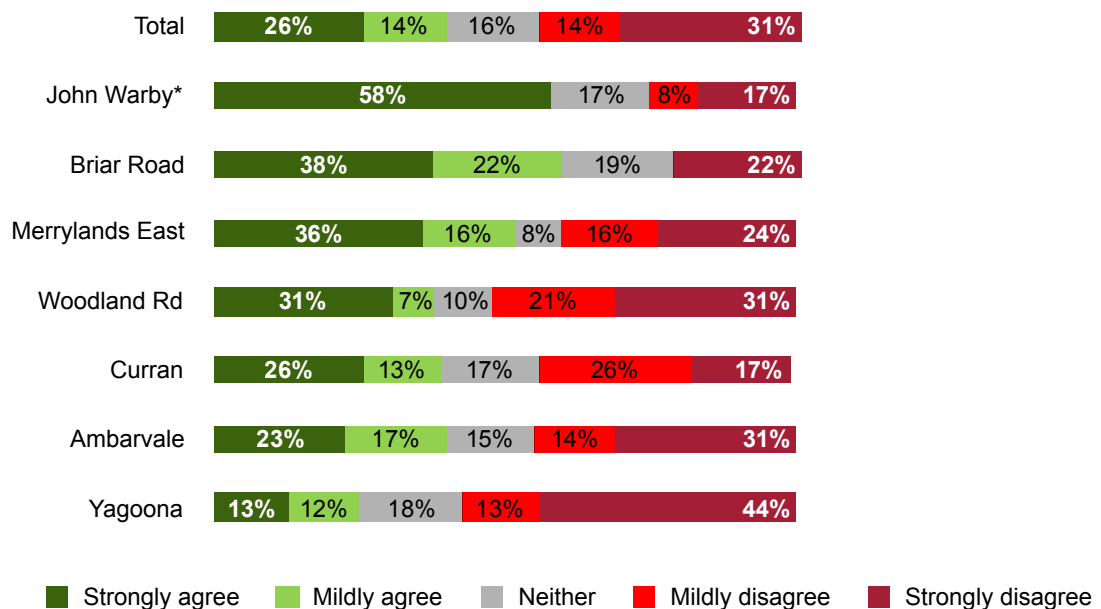
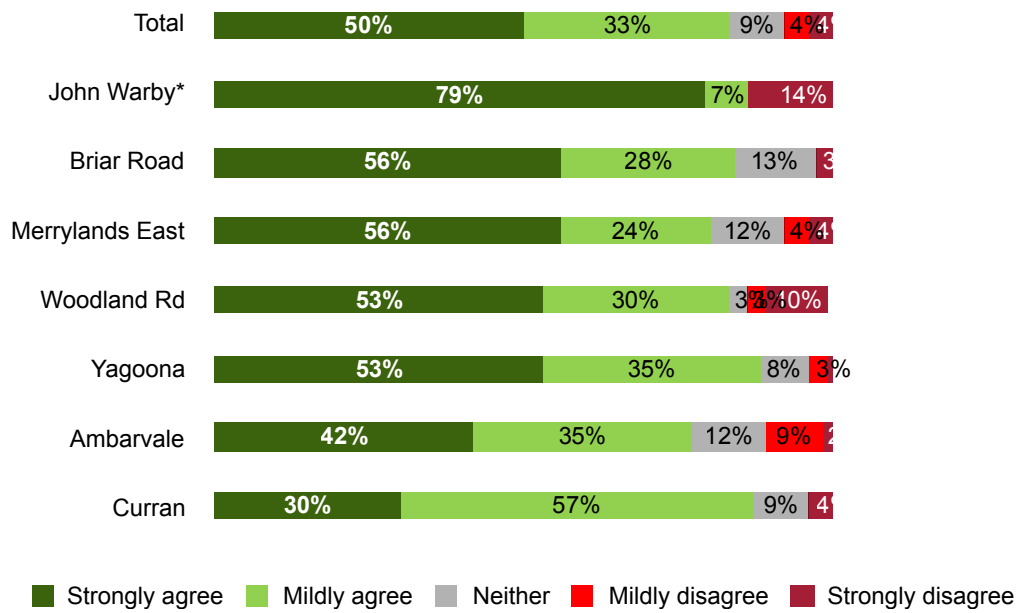
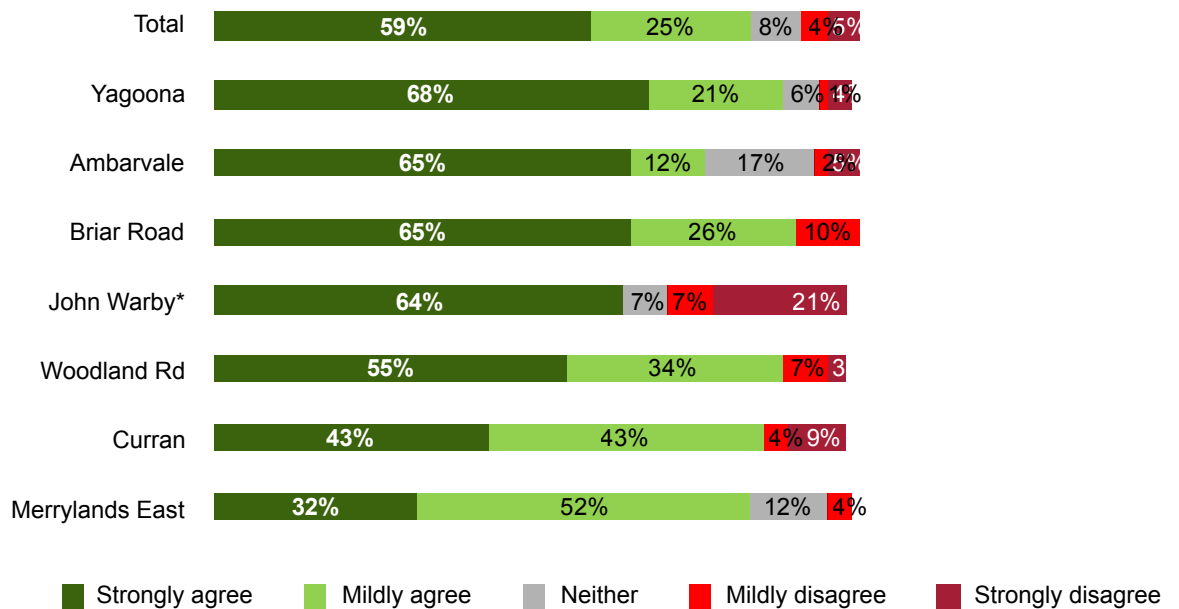


Chart 34. I like challenges (n=266)



*NB. Small sample size

Chart 35. I like working with others and hearing their stories (n=264)



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 pre and post 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 table also shows the net shift in writing confidence (subtracting those who felt less confident after the workshop from those who felt more confident). The largest shifts in increased and net confidence have been highlighted.

Table 10. Attitudes and shifts in writing confidence (n=214)

ATTITUDES	Increased confidence	No shift	Decreased confidence	Net shift
TOTAL	33%	54%	13%	20%
Creative	31%	56%	12%	19%
Non-creative	52%	29%	19%	33%
Like challenges	28%	58%	14%	15%
Don't like challenges	57%	34%	9%	49%
Get bored easily	37%	48%	16%	21%
Don't get bored easily	31%	58%	11%	20%
Like working with others	34%	55%	11%	22%
Don't like working with others	33%	45%	21%	12%

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 (52% increase, 33% net) and those who said they *don't* like challenges (57% and 49%).

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 pre and post the workshops (as well as those who didn't) and compares these with the results of the attitudinal questions around creativity, learning and teamwork. It also shows the net shift in writing enjoyment. The largest shifts in increased and net enjoyment have been highlighted.

Table 11. Attitudes and shifts in writing enjoyment (n=214)

ATTITUDES	Increased enjoyment	No shift	Decreased enjoyment	Net shift
TOTAL	27%	64%	8%	19%
Creative	25%	66%	9%	16%
Non-creative	48%	48%	5%	43%
Like challenges	26%	65%	8%	18%
Don't like challenges	31%	60%	9%	23%
Get bored easily	34%	59%	7%	27%
Don't get bored easily	23%	68%	9%	14%
Like working with others	24%	70%	6%	18%
Don't like working with others	45%	36%	18%	27%





The greatest increases in writing enjoyment came from those students with more negative attitudes to creativity, learning and teamwork. Once again those that identified as 'non-creative' showed a large increase in writing enjoyment (48%) and a higher net shift (43%). The pattern was similar for those that don't like challenges (31% and 23%), those easily bored (34% and 27%) and those who say they don't like working with others and hearing their stories (45% and 27%).

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