



Evaluating the impact of the 2018 timetable

The number of responses varied greatly from each group but because there was at least 30 responses from each group, this should give us enough data to make confident conclusions.

Response Numbers:

Student: 273
Staff: 38
Whaanau: 76

When analyzing the surveys a score of 5-7 on the Likert Scale represented a slightly agree, agree or strongly agree response. I have used the percentage from the 5-7 scores to reflect positive answers.

While on the Likert scale 1-3 represent strongly disagree, disagree or slightly disagree. So the percentage value for these scores reflect negative answers.

4 represented a neutral response of agree or disagree, also reflecting no change seen.

Not all the questions were the same for the three groups. When the questions were the same comparisons can be made between the responses.

Q : I like the new 2018 timetable, 90 minute periods

The students' responses resembled a normal distribution but still show 48.7% (nearly 50%) of the results were positive.

The staff results were very different with 81.6% of the response's being positive.

Even the students did not show as high a positive result as the staff, both students and staff tend to like the new 90 minute periods.

Q : I understand the reasons why the timetable was changed to 90-minute periods in 2018

The Whaanau gave a very strongly positive response with 77.6%.

Q : There is a calmer more settled environment in the school.

Again the student responses resembled a normal distribution probably that the students are not actually aware what is happening outside the classroom while they are working.

While the teachers showed an 86.9% positive response that there is a calmer more settled environment around school.

Q : The amount of class time that a student has per week for a subject or option is sufficient

This question was focusing on the amount of time teachers and students spend together learning i.e. 270 minutes for the seniors and 180 minutes for most junior classes with exception of Yr10 English which has 270 minutes per week.

Responses from all 3 groups were very positive, with the students positive responses being 47.6%, the staff and Whaanau were even higher; staff 68.4% and Whaanau 77.6%.

Q : The number of times per week that a student has their subject or option is sufficient

This question focused on how many times or periods a week a student and teacher meet for a scheduled lesson.

For seniors it is three times per week and for juniors it is twice per week except for Yr10 English which is scheduled three times per week.

There were very varied responses to this question from each group.

The students' responses once again resembled a normal distribution but slightly skewed to the left so giving a 45.8% positive response.

The staff responses had two distinct peaks at agree or disagree on the Likert scale. On further analysis from the comments it became more obvious that teachers of senior classes who saw their class three times per week represented the agree peak while teachers with junior classes who only saw them twice per week represented the disagree peak.

The Whaanau had a different response to both the students and the staff. Their response was very uniform (flat) from the neutral response to strongly agree.

Q : 90 minutes periods enable students to learn with greater understanding and depth

All groups had results that were more positive than negative; students 50.5%, staff 73.7%, Whaanau 77.6%. The staff and Whaanau though do tend to have stronger positive answers than the student's.

Q : 90 minutes periods enable students to have more one to one contact with the teacher

There were very different responses from the students compared to the staff and Whaanau. The student's responses again produced a distribution tending towards normal but responses sitting more positive than negative with 43.2% positive.

While the staff and Whaanau produced responses that were both very positive with 76.3%.

This tends to show that the staff and Whaanau believe they are having more contact with their students in the longer periods but the students do not agree. Teachers have commented, since seeing the results of this survey, that maybe they need to create more opportunities for one to one interaction with their students in their lessons.

Q : Teachers prepare interesting lessons

The question produced the biggest difference between the students and staff responses.

The students' responses were only 36% in agreement with this question while the staff believe they produce interesting lessons most of the time with a positive response of 86.9%.

The Whaanau's response was rather neutral but slightly positive with 52.5%.

Q : The teachers have taken the time to get to know the students

All groups responded with more positive than negative answers but yet again we see the difference between the students' voice and the teachers.

Students had a positive response of 46.1% while for the staff it was 76.3% the Whaanau had rather a uniform response from the neutral to strongly positive but still showing 67.1% in agreement.

In conclusion: *The feedback from all three groups' students, whanau, and teachers was overall very positive, however, in some questions there was a noticeable difference between the students and staff responses. This is of concern and will need to be addressed.*

Looking through the comments there is also an issue that some subjects seem to be more interesting than others for 90 minutes.

From staff comments what also was coming through was that the staff did not see their junior classes enough times in the week.

This survey will be done again later in the year probably beginning of Term 4. The aim of doing the survey again will be to decrease the variance between staff and student results. There will be a slight change in the survey, some questions will be added to take into account the difference between teaching juniors for two periods a week and seniors for three.