

Chapter Six

Summary of Conclusions and Recommendations

6.1 Introduction

This study is concerned with the Drop Everything and Read (DEAR) program in a rural high school in inland NSW. The basic purpose of DEAR programs is to enhance and practise silent reading skills. Some high schools in NSW such as the school in the study aim to improve the reading performance of students by encouraging sustained silent reading on a regular basis. Sustained silent reading programs such as DEAR are included in the daily timetable.

Little is known about the effect of such programs in Australia. Logically, students should be positive about any program which gives them the opportunity to practice the skill of reading and as a result improves their chances of higher school achievement and future employability. However, if the DEAR program is conducted poorly, if students and teachers have little understanding of the rationale for the program, the benefits of conducting DEAR may be minimal.

An increase in vocabulary knowledge and the ability to read well together lead to an improvement in functional literacy skills. The Australian Bureau of Statistics (1997:1) suggested that a good standard of functional literacy was required for a person to be employable in the Australian post-industrial society. A feature of post-industrial societies is the increasing trend towards higher participation levels in tertiary education (Hildebrand 1979). If students' aspirations include the completion of tertiary studies, they will need to graduate from high school with a high standard of literacy. Another feature of post-industrial societies is the rise of the

service sector. Hildebrand (1979) states that service industries are dominated by workers who are classified as professionals, white collar or workers with technical skills. The ability to read well is necessary for workers to participate in this type of employment market.

The ability to read well is also important for success at high school. As students progress from Year 7 to Year 12, the level of complexity of the material they are required to read increases. However, once students have mastered the basic skill of reading, improvement is usually the result of individual practice. McCracken & McCracken (1972) recommended that students need to be given opportunities to practice silent reading daily.

Teachers need to be good readers to fulfil their duties effectively. Therefore, there was an expectation by the researcher that the teachers surveyed in this study would have positive attitudes to silent reading and to the DEAR program which encourages silent reading.

Aboriginal students have a history of low achievement at high school (DEET 1987). The reasons for this are complex, however, poor reading skills would contribute to the situation. If students have difficulty reading, they would naturally demonstrate a dislike for the process. A negative attitude to the DEAR program by the rural urban Aboriginal students in this study may indicate that these students are having difficulties in reading at the level required in high school. It may also indicate that Aboriginal students do not have an interest in reading because of other socio-cultural factors.

The finding that girls are generally more interested in reading than boys has been documented by Schultheis (1990), Campbell et al. (1995), Ciccone (1981) and McKenna, Kear & Ellsworth (1995). An examination of gender differences in attitudes towards DEAR and in reading interest was an important part of this study.

6.2 Summary of Methodology

The study was divided into three major areas of research, following the three research questions and sub-questions outlined in Chapter One. These three research areas were:

1. Current practice of DEAR
2. Teacher/Student attitudes to DEAR
3. Aboriginal vs non-Aboriginal attitudes to DEAR

Quantitative and qualitative methods were used in a research design which used a survey within a case study. The case study involved was the DEAR program in the study school. Observations of 17 DEAR sessions, selected at random and conducted over a four week period during 1996 were recorded. The survey included two anonymous questionnaires, one aimed at students (Appendix B) and the other for teachers (Appendix C). Both questionnaires used a range of closed and open-ended questions. The questionnaires were trialled in a pilot survey in another high school in the same town as the school in the study.

The analysis of the DEAR program in the study school and results from both students' and teacher questionnaires led to some major findings about the conduct of the program and students' and teacher attitudes towards DEAR and sustained silent reading.

6.3 Major Research Findings

There were several major findings as a result of this research. These related to the way DEAR was conducted in the study school and to the attitudes of teachers and students towards sustained silent reading and to the DEAR program. The discussion begins with the conduct of DEAR.

6.3.1. Conduct of DEAR in the Study School

As a result of evidence presented in student and teacher questionnaires and in observations which were discussed in Chapter Five, several conclusions about the practice of DEAR in the study school can be made.

The program was being conducted according to the recommended guidelines for time allocation. A maximum of 80 minutes was set aside per week for the program. Students were encouraged to bring books and teachers were expected to model reading behaviour. There has been an erosion of guidelines over time. These related to several issues.

There was a lack of interesting books to read in most classrooms which resulted in teachers giving students textbooks or old magazines to read. There was also a lack of teacher modelling in some rooms due to some teachers having little understanding of the purpose of SSR programs and their value to students. This led to a relaxation of the rules regarding sustained silent reading by teachers who allowed some students to work in exercise books or study. A quarter of the teachers surveyed admitted to reading professional literature, to marking assignments, or to preparing lessons.

Punctuality and attendance were a problem. Inadequate attendance checks, due to a lack of class rolls, led to some students not attending. Confusion about starting times resulted in only 15 minutes maximum reading time, rather than the 20 minutes allowed for in each session. Disruptions included the telephone and such activities as students talking, eating and interacting.

There was confusion with the Welfare Action Group program which was held on Fridays. Some teachers could see no purpose in WAG, due to a lack of organisation and conducted DEAR instead. Many classes were

noisy while others were trying to read. The provision of food in some classes added to the general confusion. Another alternative program, the Peer Tutoring scheme, was introduced to run concurrently with DEAR. Year 11 students were drawn out of DEAR in order to tutor low literacy Year 7 students using games and word recognition activities.

Despite these erosions to the original guidelines, the majority of teachers and students were generally positive towards the program and were in favour of a continuation of DEAR in the timetable at the study school.

6.3.2 Teacher/Student attitudes to DEAR

The attitudes of all students towards DEAR were summarised. Significant gender differences were a major component of the findings resulting from this research. The attitudes of Aboriginal students towards sustained silent reading and DEAR, and how these attitudes differed from those of non-Aboriginal students (including NESB students) represent the major focus of this research. The summary begins with the attitudes of teachers towards the DEAR program.

6.3.2.1 Teacher Attitudes to DEAR

Teachers at the study school were in favour of DEAR continuing as a normal part of the school routine. Most teachers were happy with the time and the overwhelming majority of teachers were aware of the benefits associated with a silent reading period in encouraging interest and improvement in reading skills through practice. Some teachers were unaware of the need for correct teacher modelling and the need to encourage receptive reading. They believed that if students were quiet and had a book in front of them, that was all that was required. Many teachers felt that there should be a supply of books (or magazines) available for

students as a back-up.

Inconsistent attitudes shown by some teachers in the school resulted in noisy classrooms and very little reading by students. The majority of teachers were keen to see the program operate consistently across the whole school. On the whole teacher attitudes towards the DEAR program did not differ significantly from those of the majority of students.

6.3.2.2 General Student Attitudes to DEAR

The majority of students did not mind going to DEAR, at least sometimes and younger students were more in favour of it than older students. This was demonstrated in the fact that older students engage in more social activities and reading takes on a lower priority. Most students knew what the letters DEAR stood for but Year 7 students were less likely to know than older students which reflected a failure on the part of the school to inform them of the rationale for the scheme.

Most students were happy with the time for DEAR. However, many students said they came late and seniors were more likely to come late than junior students. Lateness probably had more to do with the single bell than a negative attitude. However, male students tended to be more negative towards the program than female students.

A small percentage of students had trouble finding something interesting to read in DEAR and there were significant differences between male and female responses. While most students brought something to read from home, a majority of students wanted there to be more modern books available in classrooms. Obviously motivation is a key factor in reading interest and new titles aimed at the adolescent market needed to be available for those students who did not make use of other resources such as libraries.

Town library usage was almost exclusively the preserve of non-Aboriginal students which presents scope for further research into why Aboriginal students do not use this resource. The school library was used frequently by Aboriginal female students but not so much by both Aboriginal and non-Aboriginal male students. There may be other factors going on here, such as disapproval towards overdue loans. It is possible that male students prefer to spend time in active play during recess and lunch and are less likely to spend time in the school library. Students with low literacy skills may also not feel confident or motivated to select their own books and may require assistance until they develop a stronger interest in reading.

A large majority of students said they did other things in DEAR and regularly became distracted by other students. It could be that the classroom situation which is designed for group activities is not conducive to silent reading which is essentially an individual activity. Inconsistency in the conduct of DEAR in the school created noisy distractions and this may have affected the ability of many students to read without disruption. A lack of understanding of the scheme on the part of some students would have also contributed to this situation.

The findings showed that the majority of female students liked to read in their spare time, at least sometimes, and they were more likely to read outside of school than male students. They tended to regard themselves as better readers than male students. The difficulty of pinpointing DEAR as a vital factor in developing reading interest or in being responsible for reading improvement was highlighted in this survey. If students rated themselves as good readers, they also responded that they read for pleasure outside of DEAR. These students were less likely to consider DEAR as being a major factor in influencing their reading interest or ability. For these students the scheme may not be very beneficial. However, students with an interest in reading would probably welcome a period which allows them to read on their own, rather than having to

participate in a formal lesson.

Junior students were more likely to say that DEAR helped them improve, while seniors were more negative. No doubt the older students saw themselves as having already acquired the skill of reading and did not link reading improvement and vocabulary acquisition with DEAR. Because of the large number of variables, it is difficult to claim that DEAR plays a major part in improving reading skill. However, if practice in sustained silent reading is required to improve reading performance, DEAR must help.

Most older students were aware of the importance of reading for future employment and female students were more aware of the importance of reading well after they left school than male students. This could reflect the aspirations that students in the school have for careers. Perhaps more male students see themselves as achieving jobs in the unskilled labour market while female students are more tuned into the service industry.

Many students stated that reading helped them to relax before going to sleep and that receptive reading had a calming effect. Teachers also mentioned this factor as one of the benefits of DEAR as it tended to calm some students and settle them for the lessons to come. This factor should be taken into account when determining a good time of day for DEAR.

While female students preferred books, non-Aboriginal male students preferred reading magazines, which supports Snellman's (1993) findings and may have implications for booksellers. The wide range of titles favoured by male students were sport related which was not surprising given the popularity of sport as a reading category with male students in the study. The popularity of adventure stories with both male and female students is also not surprising and confirms research by Schultheis (1990) and Snellman (1993). The unpopularity of Science for leisure reading probably reflects the fact that Science is a school subject and

therefore seen as work rather than pleasure.

The list of titles and authors selected as favourites by students was very large demonstrating that peer pressure is not significant in the choice of reading material and that students in the study school have a wide variety of interests and tend to select reading material that complements their interests. Popular authors included R.L.Stine, Stephen King, Paul Jennings, Roald Dahl, Gillian Rubinstein and Virginia Andrews and many junior female students read Dolly magazine. Stephen King and Roald Dahl were mentioned by Whittermore (1992), Isaacs (1992) and Snellman (1993) and both authors remain popular with adolescent readers, a fact which should influence librarians when selecting new titles for their collections.

6.3.2.3 Aboriginal Student Attitudes to DEAR and Differences with non-Aboriginal Students

Aboriginal male students claimed that they liked going to DEAR more than other students but they wanted a change in the time to after-lunch. It's possible that they saw recess as being too short a break and this is why they were more likely to come late. They would also enjoy being on the basketball court or sportsfield during this time and would have had difficulty getting to class on time with only a single bell. Reasons given for being late included the fact that recess was not long enough or that they had to see a teacher, possibly to get some reading material, which in turn reinforces conclusions in this study that some Aboriginal male students were dependent on the teacher for their reading matter.

A far greater percentage of Aboriginal male students claimed that they did not read outside of school than either Aboriginal female students or non-Aboriginal students. They did realise that DEAR was important to them, claiming that it had helped them to improve their reading skills and their interest in reading. However, they were least inclined to regard good reading skills as being a help to them when they left school and had to

compete in a post-industrial employment market. This ambivalent attitude towards reading was reflected in general behaviour patterns during DEAR sessions.

Aboriginal male students rated themselves as the poorest readers and tended to have more trouble than non-Aboriginal students in finding something interesting to read. Young Aboriginal male students read comics which would be easier reading if their literacy levels are low. Older Aboriginal male students read newspapers, most probably the sports section which complements their strong interest in sport. They suggested that the school should provide magazines which are possibly perceived as being easier to read by poor or average readers. The use of pictures in both comics and magazines may also be more motivating than pure text and the content may relate more closely to the interests of these students.

Aboriginal male students were more inclined to be distracted by other students or to do other things in DEAR, such as talk, draw, write notes or eat, rather than read. However, they were least inclined to do homework or study for tests, an option mentioned by non-Aboriginal students. Aboriginal male students were the least likely to actually read during the DEAR sessions, so they did not reap much benefit from the program. This result could reflect a dislike for reading due to low literacy levels or it is possible that the interaction between Aboriginal male students was due to their strong peer groups (Green 1996, Schwab 1988) which could make them more prone to being distracted by their friends.

Aboriginal female students were least likely to come late and rated themselves as average readers, nearly always bringing something to read. They utilised the school library but not the town library, preferring to bring books from home. It may be that they are uncomfortable in the town library seeing it as the preserve of the dominant non-Aboriginal culture. This is an area that needs further investigation. They appeared to be aware of the benefits of a good education. In general, their attitudes towards DEAR

appeared similar to non-Aboriginal female students.

6.3.3 Differences in Attitudes between Aboriginal and NESB Students

A comparison of results between the Aboriginal and NESB groups showed that Aboriginal students in the study school had dissimilar attitudes to DEAR and reading interest to NESB students. In fact NESB students were closer in attitudes towards DEAR and reading interest to non-Aboriginal students in almost every question and were therefore included in the non-Aboriginal data, rather than being singled out as a group for comparison. The NESB group in this school is an atypical example and conclusions drawn from a comparison between them and Aboriginal students would not have been meaningful in this study.

6.3.4 Aboriginal Students' Attitudes to Sustained Silent Reading

Aboriginal male students were least likely to read in their spare time and those that did read outside of school overwhelmingly preferred magazines to books and showed a strong preference for reading about Sports. Many Aboriginal male students reported that they trained for and played sport as their preferred leisure activity which supported Herbert's (1995) and Beck's (1990) findings.

Aside from sport, Aboriginal students appeared to engage in a limited range of leisure activities, compared with non-Aboriginal students. Computers, reading or practising music were not mentioned and this may have reflected their socio-economic backgrounds. Both computers and music require good financial circumstances and families on low incomes would be less likely to have a computer in the home. The lack of music as an activity was interesting as guitars are popular with Aboriginal students and there could have been a problem with interpretation of the question

here.

Aboriginal male students were least likely to have a favourite author, but did mention R.L.Stine and Paul Jennings, both popular mainstream authors of adventure and horror stories. Aboriginal female students like their non-Aboriginal counterparts preferred Mystery stories. It is difficult to claim parent modelling or a background of books in the home as being influential because of question interpretation by the students. The survey results on face value appear to favour some influence but the situation would need to be investigated before any firm conclusions could be drawn. Grey's (1974) claim that Aboriginal parents may not model reading behaviour is outdated and needs to be considered in an historical context. Obviously, there was much modelling taking place in some Aboriginal households in this study and there is scope here for further research.

6.3.5 Conclusion

The results of this research project show that the DEAR program was perceived to be beneficial by the majority of students in this study. There has been some erosion of the guidelines since implementation. However, students and teachers were positive toward the program. It would therefore not be difficult to reform procedures, so that maximum benefit for all participants would result.

There was a difference in attitudes towards the DEAR program and sustained silent reading between male and female students and also between Aboriginal and non-Aboriginal students. Aboriginal female students demonstrated similar attitudes towards DEAR and sustained silent reading to mainstream non-Aboriginal female students. The data for Aboriginal female students showed that the gap between Aboriginal and non-Aboriginal students in terms of positive attitudes to reading appeared to be narrowing in the case of Aboriginal female students.

Therefore, socio-economic factors or cultural differences did not seem to influence directly the reading attitudes of Aboriginal female students and it is possible that parental modelling of reading behaviour may have had a positive influence on female Aboriginal students. Other factors may also be involved, such as the fact that Aboriginal girls may be more willing to please their parents who may want them to succeed at school (Groome 1995) or a realisation that they have to work harder to succeed in the workplace (Herbert 1995). Perhaps they spend more time at home than their male counterparts and therefore have more opportunity to read. In the study school at least, the attitudes of Aboriginal girls towards reading were generally positive.

Aboriginal male student attitudes, however, were fairly negative and consistently diverged from mainstream non-Aboriginal male students. Although Aboriginal male students showed some resistance to DEAR, they appreciated the benefits that an opportunity for silent reading gave them and did not want the program to be dropped. This was the only time that many Aboriginal male students practised sustained silent reading, therefore it was an essential part of their education. These students may have problems with a lack of technical reading skills, with personal organisation and with accessing resources. They may need assistance at the school level before any improvement in attitude is evident.

Peer group pressure and sporting role models may encourage Aboriginal male students to narrow their interests to the sporting field, rather than to other school activities (Herbert 1995) or to leave school early and seek employment to help relieve some of the financial pressures on the home (Russell 1992) particularly where there is only one parent.

Coupled with these reasons, Aboriginal male students are more likely to experience negative incidents in their school lives, such as suspensions due to behavioural problems and low self-esteem (Gardiner, Evans & Howell 1995). This factor usually leads to further absenteeism

which disadvantages such students by denying them the opportunities to master basic skills (Duncan 1974, Watts 1976). If male Aboriginal students then drop out of school early, they often leave without an acceptable standard of literacy and numeracy required for post-school training or employment and miss out on opportunities (ABS 1997).

If Aboriginal male students are to compete successfully in the future workplace, they need to work hard at improving their literacy standards and to widen their interests to include computing and silent reading. Schools need to be aware of their special problems and introduce programs to support such students. Some suggestions for supporting these students in the study school are listed below along with further recommendations for improving the conduct of the DEAR program.

6.4 Recommendations from the Study

As the school has been interested in an evaluation of the DEAR scheme for some time, the research project was welcomed by the Principal, Deputy (Curriculum) and Head Teacher (English) who requested that they be kept informed as results came to hand.

After an analysis of the data was concluded and as a result of the study, the researcher made the following recommendations.

1. A list of the rules and the rationale for DEAR should be posted in each classroom so they are visible to all students. Teachers should make students aware of these rules whenever there is a deterioration of behaviour during the DEAR period.
2. Problems such as absenteeism need to be addressed, particularly absenteeism by seniors. This could be done by the DEAR teacher keeping a roll and reporting students who are frequently absent without cause.

3. Schoolwork should not be allowed as DEAR is a silent reading period. It should be stressed that doing homework and studying for tests is not appropriate as DEAR should be a pleasurable activity and not a time to catch up on schoolwork. The fact that doing schoolwork is allowed at the other high school in the town should not influence the conduct of DEAR in the study school.
4. Individual teachers need to look at seating arrangements and the provision of interesting novels in the classroom as opposed to providing textbooks to students who come to class without any reading material.
5. A supply of modern reading materials aimed at the youth market should be made readily available to students, who make little effort in bringing their own reading material. This can be done by introducing a buy-back scheme where the school pays students a nominal amount for teen novels, such as the *Goosebumps* series. This form of recycling would result in the school obtaining a large supply of interesting books at a minimal cost.
6. The confusion between DEAR and WAG needs to be addressed, with an organised program for WAG on Fridays which every class group follows. The welfare aspect of WAG needs to be emphasised.
7. Teachers need regular briefings, perhaps at the start of each school year, on the real purpose of DEAR and the importance of teacher modelling. Coupled with the posting of DEAR rules in classrooms, this should eliminate some of the inconsistencies in conduct of the program.
8. Special literacy support should be provided for Aboriginal students, in particular male students, beyond Year 7.

9. Special career education should be provided for Aboriginal students, particularly male students, which includes programs dealing with computers and technology.

6.4.1 Postscript

Since conducting the study, the school has taken the following steps to improve the DEAR program, so that more students benefit from a quiet period of sustained silent reading.

1. The school is continually working on methods to prevent truancy, not only from DEAR, but also from other periods. Rolls are now being taken in classes from years 9 to 12 and a DEAR roll is also being introduced, as a result of the observations conducted during this study. Students who are frequently absent from DEAR are interviewed by the Deputy Principal (Curriculum).
2. A warning bell five minutes before the beginning of DEAR has now been introduced to alleviate the problem of lateness to classrooms.
3. Noise in the school during DEAR time is being addressed. The Open Space is not available to Seniors and a check is made on students in corridors and in the quadrangle during DEAR.
4. To overcome the problem of a lack of available books to read in classrooms, the school introduced a 'buy back' scheme in which popular teen novels were purchased from students. These books are now available for teachers to take to DEAR sessions. Obviously, the idea is to get students interested in reading rather than just to keep them quiet. The fact that these books were originally selected by students at the school means that the interest level in the stories would be high.

5. The Aboriginal Education Assistant has begun a collection of books about sporting heroes to lend to Aboriginal students. These are proving to be very popular among the Aboriginal male students.

6.5 Suggestions for Further Research

During this study, it became clear that certain aspects of the study might be further investigated. These are:

1. SSR programs in other schools might be investigated using a larger sample and a number of comprehensive high schools, in order to gain insights into students' attitudes to reading. Such surveys should be conducted every five years to gauge changes in attitudes or in reading interest.
2. NESB students' attitudes to reading might also be investigated and the role that parental background plays in their attitudes.
3. The role of parental modelling of reading in Aboriginal households may yield surprising results and contradict racial stereotyping that Aboriginal parents do not read.
4. An analysis of general attitudes towards schooling among Aboriginal students may assist schools in planning courses and special programs to assist students who are having problems or who are at risk of dropping out.
5. The lack of participation of Aboriginal students in music and technology outside of the school needs further investigation.
6. A comparison of career aspirations between Aboriginal male and female students would be an interesting study.

This study related to rural urban Aboriginal students but the above suggestions need not be limited to such students. Any similar research into the reading attitudes of city-based Aboriginal students would also be of value to teachers and other educators.

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Documents cited and held by the study school

Notice to Parents and Staff 1988a

Teacher Directions to Students 1988b

Staff Memo. 1988c

School Magazine 1988d

Letter to Principal of School used in Pilot Study

8th March, 1996

Dear Mr.....,

I am writing to you to formally request permission to trial a questionnaire which is to be used in an evaluation of the DEAR Program at High School during 1996. The evaluation is the basis of an Honours Masters Research Project (UNE) which seeks to examine differences in attitudes towards sustained silent reading between Aboriginal and non-Aboriginal students. The project will also examine differences in attitude between male and female students and will address the types of reading matter preferred by students.

I believe the project will be of great interest to teachers and parents as well as other professionals concerned with literacy and reading programs.

The trial would involve a discussion of the questionnaire with a group of English teachers and the trial questionnaire being administered to one or two English classes in order to determine if the language used in the questionnaire is clear and unambiguous.

As the questionnaire is to be administered towards the end of Term 2, I would be very grateful if the trial could take place before the end of Week 5.

I do hope this request will meet with your approval.

Yours sincerely,

Maria Hitchcock

Letter to ASSPA Committee in Study School

8th March, 1996

The ASSPA Committee,
Mr and Ms,

Dear and,

I am writing to you to request your support and assistance in an evaluation of the DEAR Program at High School during 1996. The evaluation is the basis of an Honours Masters Research Project (UNE) which seeks to examine differences in attitudes towards sustained silent reading between Aboriginal and non-Aboriginal students. The project will also examine differences in attitude between male and female students and will address the types of reading matter preferred by students.

I believe the project will be of great interest to teachers and parents as well as other professionals concerned with literacy and reading programs.

I will be seeking your support in identifying Aboriginal students of High School, and in liaising with parents of such students for their support. All data collected will be treated with the utmost confidentiality and a copy of results obtained by the project will be made available to the committee.

I do hope this request will meet with your approval.

Yours sincerely,

Maria Hitchcock

Letter to Principal of School used in Study

8th March, 1996

Dear Mr.....,

I am writing to you to formally request permission to conduct an evaluation of the DEAR Program at High School during 1996. The evaluation is the basis of an Honours Masters Research Project (UNE) which seeks to examine differences in attitudes towards sustained silent reading between Aboriginal and non-Aboriginal students. The project will also examine differences in attitude between male and female students and will address the types of reading matter preferred by students.

I believe the project will be of great interest to teachers and parents as well as other professionals concerned with literacy and reading programs.

The study would involve administration of a questionnaire to both students and teachers and an observation period of DEAR classes selected at random.

I do hope this request will meet with your approval.

Yours sincerely,

Maria Hitchcock

13. Do you have many books at home? Yes No
14. Do you like going to DEAR? Yes No
15. Should DEAR be on at a different time? Yes No
If you answered Yes, when would you prefer?
16. Do you sometimes come late? Yes No
Why do you come late?
17. Should DEAR be dropped? Yes No
Why?
18. Do you always bring something to read? Yes No
19. What do you mostly bring to read?
Book Magazine Comic Newspaper
20. Where do you mostly get your reading material?
Teacher School library Town library Home
Friend Classroom
21. Do you have trouble finding something interesting to read during DEAR? Yes No
22. Does your teacher always read during DEAR? Yes No
23. Do you sometimes do other things in DEAR? Yes No
What do you do?
24. Do you prefer WAG sessions to DEAR? Yes No
25. Should there be more reading materials available in classrooms? Yes No
26. Do other students distract you during DEAR? Yes No
27. Does your teacher distract you during DEAR? Yes No
28. Do outside noises distract you during DEAR? Yes No
29. Is DEAR the only time you get to read? Yes No
30. Do you think you are a good reader? Yes No
31. Do you think DEAR has helped you to improve in reading? Yes No
32. Do you think DEAR has made you more interested in reading? Yes No
33. Do you think being able to read well will help you when you leave school? Yes No

END OF QUESTIONNAIRE

Check that you have answered ALL questions and hand to the teacher.

DEAR Program

Student Questionnaire

Final

Instructions: Please answer ALL questions. You may use pencil or pen.

Do NOT write your name on the sheet.

Circle your answer. Add other information on dotted lines if necessary.

1. What Year are you in at school? 7 8 9 10 11 12
When is your birthday? /...../.....

2. Are you Male Female

3. Do you identify as Aboriginal? Yes No

4. Were you born in Australia? Yes No
If you answered No, what country were you born in?
When did you arrive in Australia?

5. Do you speak English at home? Yes No
If you answered No, what language do you speak?

6. Do you like to read in your spare time? Yes No Sometimes

7. What do you prefer to read?
 Books Magazines Comics Newspapers

8. What stories interest you most?
 Science Science-fiction Fantasy Romance
 Mystery History Adventure Sports
 Film /TV stars Jokes / Humour Other:

9. Do you have a favourite author, book or magazine? Yes No
Who / What is it?

10. What do you mostly do in your spare time?
 Watch TV Part-time job Play sport Meet with friends
 Study Use Computer Read Practise music
 Other:

11. Do your parents read in their spare time? Yes No Sometimes

12. What do they mostly read?
 Books Magazines Comics Newspapers

13. Do you have many books at home? Yes No

14. Do you like going to DEAR? Yes No Sometimes

15. What do the letters DEAR stand for?

16. Should DEAR be on at a different time? Yes No
If you answered Yes, when would you prefer?
17. Do you sometimes come late? Yes No
Why do you come late?
18. Should DEAR be dropped? Yes No
Why?
19. Do you always bring something to read? Yes No
20. What do you mostly bring to read?
Book Magazine Comic Newspaper
21. Where do you mostly get your reading material?
Teacher School library Town library Home
Friend Classroom
22. Do you have trouble finding something interesting to read during DEAR? Yes No Sometimes
23. Does your teacher always read during DEAR? Yes No
24. Do you sometimes do other things in DEAR? Yes No
What do you do?
25. Should there be more reading materials available in classrooms? Yes No
26. Do you sometimes get distracted during DEAR? Yes No Sometimes
What distracts you?
27. Is DEAR the only time you get to read? Yes No
When do you normally read outside of school hours?
28. What sort of reader do you think you are? Good Average Poor
29. Do you think DEAR has helped you to improve in reading? Yes No Unsure
How?
30. Do you think DEAR has made you more interested in reading? Yes No Unsure
How?
31. Do you think being able to read well will help you when you leave school? Yes No

END OF QUESTIONNAIRE

Check that you have answered ALL questions and hand to the teacher.

DEAR Program

Teacher Questionnaire

Pilot

Instructions: Please answer ALL questions. You may use pencil or pen.

Do NOT write your name on the sheet.

Circle your answer. Add other information on dotted lines if necessary.

1. Are you a member of the school executive? Yes No
2. Are you Male Female
3. Are you a full-time teacher? Yes No
4. Which Faculty / Faculties do you work in?
.....
.....
.....
5. Do you supervise a DEAR class this year? Yes No
6. Have you supervised a DEAR class prior to this year? Yes No
7. Do you like to read in your spare time? Yes No
8. What do you prefer to read?
Novels Non-Fiction Magazines Newspapers
Other:
9. What do you usually bring to read in DEAR? (Circle one or more)
Own book / magazine from home Newspaper Textbook
Professional book / magazine School mail School handouts
Other:
10. Do you like supervising DEAR? Yes No
11. Should DEAR be on at a different time? Yes No
If you answered Yes, when would you prefer?
12. Should DEAR be dropped? Yes No
Why?
13. Do you always read during DEAR? Yes No
14. Do you sometimes do other things in DEAR? Yes No
15. What do you do?
Mark books / assignments Talk to students Classroom preparation
Other:

PLEASE TURN OVER

- | | | | |
|-----|---|-----|----|
| 16. | Do you prefer WAG sessions to DEAR? | Yes | No |
| 17. | Should there be more reading materials available in classrooms? | Yes | No |

What type of reading materials should be provided?

.....

- | | | | |
|-----|--|-----|----|
| 18. | Does it create problems when students don't bring books? | Yes | No |
| | How? | | |

.....

- | | | | |
|-----|--|-----|----|
| 19. | Do students distract you during DEAR? | Yes | No |
| 20. | Do students distract each other during DEAR? | Yes | No |
| 21. | Do outside noises distract you during DEAR? | Yes | No |
| 22. | Do you think DEAR helps students improve their reading skills? | Yes | No |

Please elaborate:

.....

- | | | | |
|-----|--|-----|----|
| 23. | Do you think DEAR makes students more interested in reading? | Yes | No |
|-----|--|-----|----|

Please elaborate:

.....

24. In your opinion, what is the best thing about DEAR?

.....

.....

25. In your opinion, what is the worst thing about DEAR?

.....

.....

END OF QUESTIONNAIRE
Check that you have answered ALL questions.

DEAR Program

Final

Teacher Questionnaire

Instructions: Please answer ALL questions. You may use pencil or pen.

Do NOT write your name on the sheet.

Circle your answer. Add other information on dotted lines if necessary.

1. Are you a member of the school executive? Yes No
2. Are you Male Female
3. Are you a full-time teacher? Yes No
4. Which Faculty / Faculties do you work in?
5. Do you supervise a DEAR class this year? Yes No
6. Have you supervised a DEAR class prior to this year? Yes No
When?
7. What do the letters DEAR stand for?
8. Do you like to read in your spare time? Yes No
9. What do you prefer to read?
Novels Non-Fiction Magazines Newspapers
Other:
10. What do you usually bring to read in DEAR? (Circle one or more)
Own book / magazine from home Newspaper Textbook
Professional book / magazine School mail School handouts
Other:
11. Do you like supervising DEAR? Yes No
12. What do you think is the purpose of DEAR?
13. Should DEAR be on at a different time? Yes No
If you answered Yes, when would you prefer?
14. Should DEAR be dropped? Yes No
Why?
15. Do you always read during DEAR? Yes No
16. Do you sometimes do other things in DEAR? Yes No

PLEASE TURN OVER

17. What do you do?
 Mark books / assignments Talk to students Classroom preparation
 Other:
18. Should there be more reading materials available in classrooms? Yes No
 What type of reading materials should be provided?

19. Does it create problems when students don't bring books? Yes No
 How?
20. Do you find yourself being distracted during DEAR? Yes No Sometimes
21. What distracts you?
22. Do you think DEAR helps students improve their reading skills? Yes No Unsure
23. If yes, in what way?

24. Do you think DEAR makes students more interested in reading? Yes No Unsure
25. If yes, in what way?
26. In your opinion, what is the best thing about DEAR?

27. In your opinion, what is the worst thing about DEAR?

END OF QUESTIONNAIRE
 Check that you have answered ALL questions.

DEAR Observation Sheet

Date: Day: Teacher: Room:

No. of students present:

No. of students absent:

Unexplained absences:

No. of students late:

No. of students with...

book:

magazine:

comic:

newspaper:

No. of students without reading material:

Observations:

**DEAR Program
Student Teacher Questionnaires**

Monday, 3rd June, 1996
Cover Sheet

1. Each DEAR teacher has been given a number of student questionnaire sheets and a teacher questionnaire sheet. Please take all sheets into the DEAR group on Monday and hand out to students.
2. Write in the names of ALL absent students on the bottom of this sheet. They will be asked to fill in this questionnaire at another time.
3. Explain to students that the whole school is completing this questionnaire today. It is being done to look at student and teacher attitudes to DEAR across the whole school. It is an anonymous questionnaire and students should fill it out as truthfully as possible.
4. Read out the instructions aloud at the top of the student questionnaire. Students may use pencil or pen. They are to work on their own and not compare answers. You may need to read some questions to individual students.
5. DEAR teachers should fill out their own questionnaires during the same session.
6. The questionnaire should take 10-15 minutes to fill out. As students finish, please collect sheets. They may then continue to read their DEAR books.
7. At the end of DEAR, please send a student with all completed sheets (including this cover sheet) to the Staff Common Room. There will be a box marked:

DEAR Questionnaire Sheets

Absent Students

Name: Roll:

Administration of Questionnaires to Absentee Students

Instructions to Teachers

Dear Teachers:

Enclosed please find your cover sheet and spare questionnaire sheets for the students you marked as absent. Thank you for your support yesterday. Here is the next step.

- * Give these students a questionnaire sheet.
- * Tick their names on the cover sheet.
- * When finished attach questionnaires (+ any blanks) to the cover sheets.
- * Send all sheets to be put in the box in the teachers' common room.

Appendix F1 Data Summary Question	Tot. Non Abor	Tot. Non Abor Male	Tot. Non Abor Fem	Tot Abor	Tot Abor Male	Tot Abor Fem	Tot NESB	Tot NESB Male	Tot NESB Fem
Student Numbers	802	394	408	35	23	12	51	26	25
Q.6 Do you like to read in your spare time?									
Yes	182	66	116	2	2	0	12	3	9
No	124	84	40	10	8	2	3	2	1
Sometimes	491	242	249	23	13	10	35	21	14
No response	5	2	3	0	0	0	1	0	1
Q.7 What do you prefer to read?									
Books	511	206	305	14	4	10	28	11	17
Magazines	447	234	213	40	15	7	20	15	11
Comics	92	70	22	9	7	2	8	6	2
Newspapers	101	64	37	13	11	2	6	5	1
Q.8 What stories interest you most?									
Science	28	20	8	1	1	0	2	2	0
Science-Fiction	166	95	71	2	1	1	9	5	4
Fantasy	174	69	105	6	4	2	6	2	4
Romance	94	8	86	7	4	3	8	0	8
Mystery	268	91	177	8	2	6	20	9	11
History	77	33	44	2	2	0	4	1	3
Adventure	303	150	153	13	9	4	19	11	8
Sports	183	141	42	21	17	4	10	8	2
Film/TV Stars	102	31	71	10	6	4	10	2	8
Jokes/Humour	191	107	84	9	6	3	8	4	4
Other	177	66	111	8	4	4	7	2	5
Q. 9 Do you have a favourite author, book or magazine?									
Yes	389	186	203	10	4	6	21	12	9
No	388	195	193	24	18	6	28	14	14
No response	25	13	12	1	1	0	2	0	2

Year Summary Appendix F2 Non - Aboriginal Students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers	161	182	136	129	121	73	
Males	77	79	74	69	55	40	
Females	84	103	62	60	66	33	
Q.6 Do you like to read in your spare time?							
Yes	37	36	34	29	27	19	26%
No	23	37	27	17	16	4	5%
Sometimes	98	108	74	83	78	49	67%
No response	3	1	1	0	0	0	0%
Q.7 What do you prefer to read?							
Books	110	112	85	79	82	43	59%
Magazines	61	97	85	85	76	43	59%
Comics	30	18	16	9	12	7	10%
Newspapers	6	12	18	20	26	19	26%
Q.8 What stories interest you most?							
Science	3	2	6	7	5	5	7%
Science-Fiction	20	28	33	29	33	23	32%
Fantasy	33	37	34	22	34	14	19%
Romance	8	23	16	22	16	9	12%
Mystery	47	62	48	55	39	17	23%
History	8	9	12	14	17	17	23%
Adventure	67	59	61	58	37	21	29%
Sports	31	38	24	40	24	26	36%
Film/TV Stars	22	24	22	18	10	6	8%
Jokes/Humour	42	36	40	36	21	16	22%
Other	35	42	27	30	26	17	23%
Q.9 Do you have a favourite author, book or magazine?							
Yes	91	88	69	62	51	28	38%
No	62	94	61	62	66	43	59%
No response	8	0	6	5	4	2	3%

Year Summary - Appendix F3 Aboriginal Students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers		8	9	3	8	6	1
Males		4	6	3	6	4	0
Females		4	3	0	2	2	1
Q.6 Do you like to read in your spare time?							
Yes		1	0	0	1	0	0
No		2	5	0	2	1	0
Sometimes		5	4	3	5	5	1
No Response		0	0	0	0	0	0
		12%	0%	0%	12%	0%	0%
		25%	56%	0%	25%	17%	0%
		62%	44%	100%	62%	83%	100%
		0%	0%	0%	0%	0%	100%
Q.7 What do you prefer to read?							
Books		5	2	0	3	3	1
Magazines		3	7	1	5	3	1
Comics		3	2	1	3	0	0
Newspapers		1	0	2	1	2	0
		12%	22%	0%	38%	50%	100%
		38%	78%	33%	62%	50%	100%
		38%	22%	33%	38%	0%	0%
		12%	0%	67%	50%	50%	0%
Q.8 What stories interest you most?							
Science		0	0	0	1	0	0
Science-Fiction		0	0	0	1	0	1
Fantasy		2	1	0	3	0	0
Romance		0	1	0	2	4	0
Mystery		3	1	1	2	1	0
History		0	0	1	1	0	0
Adventure		2	3	2	5	1	0
Sports		4	7	2	3	4	1
Film/TV Stars		2	2	1	3	1	1
Jokes/Humour		2	2	1	2	2	0
Other		2	2	0	4	0	0
		25%	33%	67%	62%	17%	0%
		50%	78%	67%	38%	67%	100%
		25%	22%	33%	38%	17%	100%
		25%	22%	33%	25%	33%	0%
		25%	22%	0%	50%	0%	0%
Q.9 Do you have a favourite author, book or magazine?							
Yes		5	3	0	2	0	0
No		3	5	3	6	6	1
No Response		0	1	0	0	0	0
		62%	33%	0%	25%	0%	0%
		38%	56%	100%	75%	100%	100%
		0%	11%	0%	0%	0%	0%

Appendix F4 Data Summary		Tot. Non Abor	Tot. Non Abor Male	Tot. Non Abor Fem	Tot Abor	Tot Abor Male	Tot Abor Fem	Tot NESB	Tot NESB Male	Tot NESB Fem
Student Numbers		802	394	408	35	23	12	51	26	25
Q.10 What do you mostly do in your spare time?										
Watch TV	46%	194	49%	172	14	8	6	24	16	8
Part-time Job	13%	41	10%	61	2	1	1	1	0	1
Play sport	45%	192	49%	165	24	16	8	26	16	10
Meet with friends	38%	119	30%	188	18	11	7	14	4	10
Study	21%	63	16%	106	7	3	4	16	7	9
Use Computer	16%	89	23%	42	0	0	0	6	4	2
Read	19%	55	14%	101	0	0	0	11	4	7
Practice music	17%	62	16%	71	0	0	0	6	1	5
Other	10%	51	13%	57	2	2	1	5	2	3
Q.11 Do your parents read in their spare time?										
Yes	39%	179	45%	134	13	9	4	25	13	12
No	10%	31	8%	51	6	3	3	1	0	1
Sometimes	50%	180	46%	221	15	10	5	25	13	12
No response	1%	4	1%	2	1	1	0	0	0	0
Q.12 What do they mostly read?										
Books	71%	290	74%	277	13	7	6	37	19	18
Magazines	25%	97	25%	100	4	4	0	5	4	1
Comics	2%	11	3%	6	3	3	0	0	0	0
Newspapers	48%	172	44%	210	20	14	6	31	13	18
Q.13 Do you have many books at home?										
Yes	88%	333	85%	374	26	16	10	38	19	19
No	11%	56	14%	32	9	7	2	1	1	6
No response	1%	5	1%	2	0	0	0	12	6	0

Year Summary Appendix F5 Non-Aboriginal students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers		161	182	136	129	121	73
Males		77	79	74	69	55	40
Females		84	103	62	60	66	33
Q.10 What do you mostly do in your spare time?							
Watch TV		81	88	54	72	45	26
		50%	48%	40%	56%	37%	36%
Part-time Job		1	3	12	30	36	20
		1%	2%	9%	23%	30%	27%
Play sport		63	85	59	61	56	33
		39%	47%	43%	47%	46%	45%
Meet with friends		48	61	70	55	52	21
		30%	34%	51%	43%	43%	29%
Study		25	18	22	28	41	35
		16%	10%	16%	22%	34%	48%
Use Computer		26	28	25	27	18	7
		16%	15%	18%	21%	15%	10%
Read		36	38	28	24	20	10
		22%	21%	21%	19%	17%	14%
Practice music		22	26	32	24	22	7
		14%	14%	24%	19%	18%	10%
Other		23	28	33	18	21	5
		14%	15%	24%	14%	17%	7%
Q.11 Do your parents read in their spare time?							
Yes		65	56	56	45	51	40
		40%	31%	41%	35%	42%	55%
No		15	27	11	10	16	3
		9%	15%	8%	8%	13%	4%
Sometimes		81	98	67	73	54	27
		50%	54%	49%	57%	45%	37%
No response		0	1	2	1	0	3
		0%	1%	1%	1%	0%	4%
Q.12 What do they mostly read?							
Books		112	123	91	102	85	54
		70%	68%	67%	79%	70%	74%
Magazines		37	44	40	27	36	13
		23%	24%	29%	21%	30%	18%
Comics		1	5	4	4	2	1
		1%	3%	3%	3%	2%	1%
Newspapers		77	79	71	61	63	31
		48%	43%	52%	47%	52%	42%
Q.13 Do you have many books at home?							
Yes		146	164	119	108	106	64
		91%	90%	88%	84%	88%	88%
No		14	16	14	20	15	9
		9%	9%	10%	16%	12%	12%
No response		1	2	3	1	0	0
		1%	1%	2%	1%	0%	0%

Year Summary - Appendix F6 Aboriginal Students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers		8	9	3	8	6	1
Males		4	6	3	6	4	0
Females		4	3	0	2	2	1
Q.10 What do you mostly do in your spare time?							
Watch TV		5	2	1	3	3	0
		62%	22%	33%	38%	50%	0%
Part-time Job		0	0	1	0	0	1
		0%	0%	33%	0%	0%	100%
Play sport		5	6	2	7	3	1
		62%	67%	67%	88%	50%	100%
Meet with friends		4	9	1	3	1	0
		50%	100%	33%	38%	17%	0%
Study		1	1	0	1	3	1
		12%	11%	0%	12%	50%	100%
Use Computer		0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%
Read		0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%
Practice music		0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%
Other		0	0	0	3	1	0
		0%	0%	0%	38%	17%	0%
Q.11 Do your parents read in their spare time?							
Yes		5	2	3	1	2	0
		62%	22%	100%	12%	33%	0%
No		1	3	0	1	1	0
		12%	33%	0%	12%	17%	0%
Sometimes		1	4	0	6	3	1
		12%	44%	0%	75%	50%	100%
No Response		1	0	0	0	0	0
		12%	0%	0%	0%	0%	0%
Q.12 What do they mostly read?							
Books		5	3	2	1	1	0
		62%	33%	67%	12%	17%	0%
Magazines		0	2	0	1	1	0
		0%	22%	0%	12%	17%	0%
Comics		2	1	0	0	0	0
		25%	11%	0%	0%	0%	0%
Newspapers		1	7	1	5	6	0
		12%	78%	33%	62%	100%	0%
Q.13 Do you have many books at home?							
Yes		5	6	2	8	5	0
		62%	67%	67%	100%	83%	0%
No		3	3	1	0	1	1
		38%	33%	33%	0%	17%	100%
No Response		0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%

Appendix F7 Data Summary	Tot. Non Abor	Tot. Non Abor Male	Tot. Non Abor Fem	Tot Abor	Tot Abor Male	Tot Abor Fem	Tot NESB	Tot NESB Male	Tot NESB Fem
Student Numbers	802	394	408	35	23	12	51	26	25
Q.14 Do you like going to DEAR?									
Yes	180	93	87	8	6	2	16	10	6
No	237	132	105	12	8	4	10	4	6
Sometimes	383	168	215	14	8	6	25	12	13
No response	2	1	1	1	1	0	0	0	0
%	22%	24%	21%	23%	26%	17%	31%	38%	24%
%	30%	34%	26%	34%	35%	33%	20%	15%	24%
%	48%	43%	53%	40%	35%	50%	49%	46%	52%
%	0%	0%	0%	3%	4%	0%	0%	0%	0%
Q.15 What do the letters DEAR stand for?									
Drop Everything And Read	712	335	377	26	17	9	41	19	22
Other	31	20	11	4	3	1	3	3	0
No response	59	39	20	5	3	2	7	4	5
%	89%	85%	92%	74%	74%	75%	80%	73%	88%
%	4%	5%	3%	11%	13%	8%	6%	12%	0%
%	7%	10%	5%	14%	13%	17%	14%	13%	12%
Q.16 Should DEAR be on at a different time?									
Yes	194	104	90	11	9	2	11	7	4
No	598	290	308	23	14	9	40	19	21
No response	10	0	10	1	0	1	0	0	0
%	24%	26%	22%	31%	39%	27%	22%	27%	16%
%	75%	74%	75%	66%	61%	75%	78%	73%	84%
%	1%	0%	2%	3%	0%	8%	0%	0%	0%
Q.17 Do you sometimes come late?									
Yes	362	165	197	22	18	4	18	9	9
No	432	226	206	13	5	8	33	17	16
No response	8	3	5	0	0	0	0	0	0
%	45%	42%	48%	63%	78%	43%	35%	35%	36%
%	54%	57%	50%	37%	22%	67%	65%	65%	64%
%	1%	1%	1%	0%	0%	0%	0%	0%	0%
Q.18 Should DEAR be dropped?									
Yes	229	129	100	12	8	4	12	7	5
No	557	262	295	23	15	8	39	19	20
No response	16	3	13	0	0	0	0	0	0
%	29%	33%	25%	34%	35%	43%	24%	27%	20%
%	69%	66%	72%	66%	65%	67%	76%	73%	80%
%	2%	1%	3%	0%	0%	0%	0%	0%	0%
Q.19 Do you always bring something to read?									
Yes	481	242	239	22	13	9	39	22	17
No	307	148	159	13	10	3	11	4	7
No response	14	4	10	0	0	0	1	0	1
%	60%	61%	59%	63%	57%	75%	76%	85%	68%
%	38%	38%	39%	37%	43%	25%	22%	15%	28%
%	2%	1%	2%	0%	0%	0%	2%	0%	4%

Year Summary Appendix F8 Non-Aboriginal students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers		161	182	136	129	121	73
Males		77	79	74	69	55	40
Females		84	103	62	60	66	33
Q.14 Do you like going to DEAR?							
Yes		57	38	23	27	24	11
No		28	52	45	37	43	32
Sometimes		76	91	66	65	54	30
No response		0	1	2	0	0	0
		35%	21%	17%	21%	20%	15%
		17%	29%	33%	29%	36%	44%
		47%	50%	49%	50%	45%	41%
		0%	1%	1%	0%	0%	0%
Q.15 What do the letters DEAR stand for?							
Drop Everything And Read		133	162	124	115	111	67
Other		12	5	4	7	4	0
No response		16	1	8	7	6	6
		83%	89%	91%	89%	92%	92%
		7%	3%	3%	5%	3%	0%
		10%	1%	6%	5%	5%	8%
Q.16 Should DEAR be on at a different time?							
Yes		32	45	37	30	35	15
No		127	136	96	98	84	57
No response		2	1	3	1	2	1
		20%	25%	27%	23%	29%	21%
		79%	75%	71%	76%	69%	78%
		1%	1%	2%	1%	2%	1%
Q.17 Do you sometimes come late?							
Yes		37	72	66	64	74	49
No		120	110	67	65	47	23
No response		4	0	3	0	0	1
		23%	40%	49%	50%	61%	67%
		75%	60%	49%	50%	39%	32%
		2%	0%	2%	0%	0%	1%
Q.18 Should DEAR be dropped?							
Yes		31	56	49	39	39	15
No		127	125	83	88	80	54
No response		3	1	4	2	2	4
		19%	31%	36%	30%	32%	21%
		79%	69%	61%	68%	66%	74%
		2%	1%	3%	2%	2%	5%
Q.19 Do you always bring something to read?							
Yes		109	101	69	82	68	52
No		48	78	63	47	51	20
No response		4	1	4	0	2	1
		68%	55%	51%	64%	56%	71%
		30%	43%	46%	36%	42%	27%
		2%	1%	3%	0%	2%	1%

Year Summary - Appendix F9 Aboriginal Students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers	8	9	3	8	6	1	0
Males	4	6	3	6	4	0	0
Females	4	3	0	2	2	1	0
Q.14 Do you like going to DEAR?							
Yes	2	2	1	2	1	0	0
No	3	3	1	3	2	0	0
Sometimes	3	3	1	3	3	1	1
No response	0	1	0	0	0	0	0
Q.15 What do the letters DEAR stand for?							
Drop Everything And Read	6	8	1	7	4	1	1
Other	2	0	0	0	2	0	0
No response	0	1	2	1	0	0	0
Q.16 Should DEAR be on at a different time?							
Yes	2	4	0	2	3	0	0
No	6	5	3	5	3	1	1
No response	0	0	0	0	0	0	0
Q.17 Do you sometimes come late?							
Yes	4	4	2	8	4	0	0
No	4	5	1	0	2	1	1
No response	0	0	0	0	0	0	0
Q.18 Should DEAR be dropped?							
Yes	3	3	1	3	2	0	0
No	5	6	2	5	4	1	1
No response	0	0	0	0	0	0	0
Q.19 Do you always bring something to read?							
Yes	6	5	2	6	2	1	1
No	2	4	1	2	4	0	0
No response	0	0	0	0	0	0	0

Appendix F10 Data Summary	Tot. Non Abor	Tot. Non Abor Male	Tot. Non Abor Fem	Tot. Abor	Tot. Abor Male	Tot. Abor Fem	Tot NESB	Tot NESB Male	Tot NESB Fem	Student Numbers
Q.20 What do you mostly bring to read?	802	394	408	35	23	12	51	26	25	
Book	674	301	373	27	17	10	47	23	24	96%
Magazine	149	99	50	5	4	1	4	3	1	4%
Comic	18	15	3	5	5	0	0	0	0	0%
Newspaper	59	37	22	3	2	1	2	2	0	0%
Q.21 Where do you mostly get your reading material?										
Teacher	39	21	18	5	4	1	6	3	3	12%
School library	131	49	82	10	5	5	17	2	2	33%
Town library	142	49	93	1	1	0	11	4	7	28%
Home	625	306	319	23	13	10	24	11	13	52%
Friend	145	51	94	6	3	3	4	1	3	12%
Classroom	76	38	38	4	2	2	5	3	2	8%
Q.22 Do you have trouble finding something interesting to read during DEAR?										
Yes	154	94	60	6	4	2	5	1	4	16%
No	289	133	156	8	6	2	15	8	7	28%
Sometimes	350	163	187	21	13	8	31	17	14	56%
No response	9	4	5	0	0	0	0	0	0	0%
Q.23 Does your teacher always read during DEAR?										
Yes	546	262	284	24	16	8	36	21	15	60%
No	240	124	116	11	7	4	15	5	10	40%
No response	16	8	8	0	0	0	0	0	0	0%
Q.24 Do you sometimes do other things in DEAR?										
Yes	549	257	292	30	21	9	28	12	16	64%
No	240	128	112	5	2	3	23	14	9	36%
No response	13	9	4	0	0	0	0	0	0	0%

Year Summary Appendix F11 Non-Aboriginal students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers		161	182	136	129	121	73
Males		77	79	74	69	55	40
Females		84	103	62	60	66	33
Q.20 What do you mostly bring to read?							
Book		148	160	117	108	90	51
Magazine		17	42	25	25	26	14
Comic		3	6	4	3	1	1
Newspaper		1	1	4	7	21	25
		92%	88%	86%	84%	74%	70%
		11%	23%	18%	19%	21%	19%
		2%	3%	3%	2%	1%	1%
		1%	1%	3%	5%	17%	34%
Q.21 Where do you mostly get your reading material?							
Teacher		6	2	5	4	11	11
School library		38	32	23	19	12	7
Town library		32	33	28	20	24	5
Friend		13	34	30	28	30	10
Classroom		8	21	15	12	11	9
		4%	1%	4%	3%	9%	15%
		24%	18%	17%	15%	10%	10%
		20%	18%	21%	16%	20%	7%
		8%	19%	22%	22%	25%	14%
		5%	12%	11%	9%	9%	12%
Q.22 Do you have trouble finding something interesting to read during DEAR?							
Yes		18	37	34	34	24	7
No		68	54	36	39	53	39
Sometimes		70	89	64	56	44	27
No response		5	2	2	0	0	0
		11%	20%	25%	26%	20%	10%
		42%	30%	26%	30%	44%	53%
		43%	49%	47%	43%	36%	37%
		3%	1%	1%	0%	0%	0%
Q.23 Does your teacher always read during DEAR?							
Yes		118	120	81	88	84	55
No		39	57	52	40	36	16
No response		4	5	3	1	1	2
		73%	66%	60%	68%	69%	75%
		24%	31%	38%	31%	30%	22%
		2%	3%	2%	1%	1%	3%
Q.24 Do you sometimes do other things in DEAR?							
Yes		98	125	101	90	87	48
No		57	55	34	39	32	23
No response		6	2	1	0	2	2
		61%	69%	74%	70%	72%	66%
		35%	30%	25%	30%	26%	32%
		4%	1%	1%	0%	2%	3%

Year Summary - Appendix F12 Aboriginal Students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers		8	9	3	8	6	1
Males		4	6	3	6	4	0
Females		4	3	0	2	2	1
Q.20 What do you mostly bring to read?							
Book		6	7	2	6	5	1
Magazine		0	3	0	1	1	0
Comic		2	2	1	0	0	0
Newspaper		0	0	0	2	1	0
		75%	78%	67%	75%	83%	100%
		0%	33%	0%	12%	17%	0%
		25%	22%	33%	0%	0%	0%
		0%	0%	0%	25%	17%	0%
Q.21 Where do you mostly get your reading material?							
Teacher		0	0	1	1	2	1
School library		3	2	1	2	1	1
Home		6	6	2	4	4	1
Friend		1	2	0	1	2	0
Classroom		0	2	0	2	0	0
		0%	0%	33%	12%	33%	100%
		38%	22%	33%	25%	17%	100%
		75%	67%	67%	50%	67%	100%
		12%	22%	0%	12%	33%	0%
		0%	22%	0%	25%	0%	0%
Q.22 Do you have trouble finding something interesting to read during DEAR?							
Yes		2	2	0	2	0	0
No		2	1	0	3	2	0
Sometimes		4	6	3	3	4	1
No response		0	0	0	0	0	0
		25%	22%	0%	25%	0%	0%
		25%	11%	0%	38%	33%	0%
		50%	67%	100%	38%	67%	100%
		0%	0%	0%	0%	0%	0%
Q.23 Does your teacher always read during DEAR?							
Yes		4	6	2	8	3	1
No		4	3	1	0	3	0
No response		0	0	0	0	0	0
		50%	67%	67%	100%	50%	100%
		50%	33%	33%	0%	50%	0%
		0%	0%	0%	0%	0%	0%
Q.24 Do you sometimes do other things in DEAR?							
Yes		6	9	3	6	6	1
No		2	0	0	2	0	0
No response		0	0	0	0	0	0
		75%	100%	100%	75%	100%	100%
		25%	0%	0%	25%	0%	0%
		0%	0%	0%	0%	0%	0%

Appendix F13 Data Summary		Tot. Non Abor	Tot. Non Abor Male	Tot. Non Abor Fem	Tot. Abor Male	Tot. Abor Fem	Tot NESB	Tot NESB Male	Tot NESB Fem
Student Numbers		802	394	408	23	12	51	26	25
Q.25 Should there be more reading materials available in classrooms.									
Yes		540	255	285	15	8	35	20	15
No		246	132	114	8	3	15	6	9
No response		16	7	9	0	1	1	0	1
Q. 26 Do you sometimes get distracted during DEAR?									
Yes		319	153	166	8	3	16	10	6
No		213	113	100	4	5	18	10	8
Sometimes		255	124	131	11	4	17	6	11
No response		9	4	5	0	0	0	0	0
Q.27 Is DEAR the only time you get to read?									
Yes		120	63	57	8	2	9	3	6
No		672	326	346	15	10	42	23	19
No response		10	5	5	0	0	0	0	0

Year Summary Appendix F14 Non-Aboriginal students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers		161	182	136	129	121	73
Males		77	79	74	69	55	40
Females		84	103	62	60	66	33
Q.25 Should there be more reading materials available in classrooms.							
Yes	106	66%	118	99	95	83	39
No	51	32%	64	31	32	35	33
No response	4	2%	0	6	2	3	1
Q. 26 Do you sometimes get distracted during DEAR?							
Yes	47	29%	65	58	62	54	33
No	49	30%	50	32	31	31	26
Sometimes	61	38%	67	43	36	34	14
No response	4	2%	0	2	0	2	0
Q.27 Is DEAR the only time you get to read?							
Yes	17	11%	30	13	21	24	15
No	140	87%	152	119	107	97	57
No response	4	2%	0	4	1	0	1

Year Summary - Appendix F15 Aboriginal Students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers		8	9	3	8	6	1
Males		4	6	3	6	4	0
Females		4	3	0	2	2	1
Q.25 Should there be more reading materials available in classrooms.							
Yes		4	8	1	4	5	1
No		4	1	2	3	1	0
No response		0	0	0	1	0	0
		50%	89%	33%	50%	83%	100%
		50%	11%	67%	38%	17%	0%
		0%	0%	0%	12%	0%	0%
Q. 26 Do you sometimes get distracted during DEAR?							
Yes		3	1	1	2	4	0
No		2	3	0	2	1	1
Sometimes		3	3	2	4	1	3
No response		0	0	0	0	0	0
		38%	11%	33%	25%	67%	0%
		25%	33%	0%	25%	17%	100%
		38%	33%	67%	50%	17%	33%
		0%	0%	0%	0%	0%	0%
Q.27 Is DEAR the only time you get to read?							
Yes		4	3	0	1	2	0
No		4	6	3	7	4	1
No response		0	0	0	0	0	0
		50%	33%	0%	12%	33%	0%
		50%	67%	100%	88%	67%	100%
		0%	0%	0%	0%	0%	0%

Appendix F16 Data Summary		Tot. Non Abor	Tot. Non Abor Male	Tot. Non Abor Fem	Tot. Abor	Tot. Abor Male	Tot. Abor Fem	Tot NESB	Tot NESB Male	Tot NESB Fem
Student Numbers		802	394	408	35	23	12	51	26	25
Q.28 What sort of reader do you think you are?										
Good		383	180	203	9	6	3	22	10	12
Average		365	181	184	20	13	7	23	14	9
Poor		46	31	15	5	4	1	6	2	4
No response		8	2	6	1	0	1	0	0	0
Q.29 Do you think DEAR has helped you improve in reading?										
Yes		188	103	85	14	11	3	24	14	10
No		321	140	172	9	5	2	11	4	7
Unsure		287	141	146	12	6	6	16	8	8
No response		6	1	5	1	1	0	0	0	0
Q.30 Do you think DEAR has made you more interested in reading?										
Yes		135	74	61	10	9	1	15	9	6
No		469	230	239	12	7	5	17	7	10
Unsure		190	86	104	13	7	6	18	9	9
No response		8	4	4	0	0	0	1	1	0
Q.31 Do you think being able to read well will help you when you leave school?										
Yes		753	362	391	30	20	10	48	24	24
No		40	26	12	4	3	1	2	1	1
No response		9	4	5	1	0	1	1	1	0

Year Summary Appendix F17 Non-Aboriginal students	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers	161	182	136	129	121	73
Males	77	79	74	69	55	40
Females	84	103	62	60	66	33
Q.28 What sort of reader do you think you are?						
Good	81	76	61	70	54	41
Average	72	92	63	49	60	29
Poor	4	13	9	10	7	3
No response	4	1	3	0	0	0
Q.29 Do you think DEAR has helped you improve in reading?						
Yes	46	51	24	27	26	14
No	50	50	63	57	57	44
Unsure	61	81	47	45	37	15
No response	4	0	2	0	1	0
Q.30 Do you think DEAR has made you more interested in reading?						
Yes	38	38	13	26	11	9
No	73	99	98	68	78	53
Unsure	46	45	23	33	32	11
No response	4	0	2	2	0	0
Q.31 Do you think being able to read well will help you when you leave school?						
Yes	152	169	125	118	120	69
No	5	12	9	9	1	4
No response	4	1	2	2	0	0

Year Summary - Appendix F18 Aboriginal Students		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Student Numbers	8	9	3	8	6	1	
Males	4	6	3	6	4	0	
Females	4	3	0	2	2	1	
Q.28 What sort of reader do you think you are?							
Good	3	1	1	3	1	0	0%
Average	4	6	2	3	4	1	100%
Poor	1	2	0	2	0	0	0%
No response	0	0	0	0	1	0	0%
Q.29 Do you think DEAR has helped you improve in reading?							
Yes	3	3	2	4	2	0	0%
No	1	1	0	3	2	1	100%
Unsure	2	5	1	1	2	0	0%
No response	1	0	0	0	0	0	0%
Q.30 Do you think DEAR has made you more interested in reading?							
Yes	2	4	2	2	0	0	0%
No	3	2	0	5	1	1	100%
Unsure	3	3	1	1	5	0	0%
No response	0	0	0	0	0	0	0%
Q.31 Do you think being able to read well will help you when you leave school?							
Yes	7	9	1	6	6	1	100%
No	0	0	2	2	0	0	0%
No response	1	0	0	0	0	0	0%

Questionnaire Other Responses		Appendix G1											
Q8	What stories interest you most?	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Male	Fem	Abor	NESB		
	Horror / Scary / Thriller	23	28	12	18	11	2	29	65	3	1		
	Crime/Action	4	3	3	3	4	2	12	3	1	1		
	Biography /Autobiography	4	1	2	3	2	3	4	10		1		
	Bird/Animal/horses	4	1	1	1		1	2	6				
	Now		1					1	0	1			
	Magic tricks		1					1	0	1			
	Music			1	2		1	3	1				
	New Age			1	1			1	1		1		
	Reference books/non-fiction			1	1	1	1	4	2		1		
	Computer				1			1	0	1			

Questionnaire Other Responses Appendix G2		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Male	Fem	Abor	NESB
Q9	Do you have a favourite author, book or magazine? Who/What is it?										
	Basketball magazines	2	3	1	1	1		7	0		2
	Bryce Courtenay			4	2	1		1	6		
	Christopher Pike	1	3					0	4	1	
	Cleo		1	1	3	1		0	6	1	
	Cosmo		1	1				0	3	1	
	Danielle Steele		1		5	3		0	9		
	Dolly	7	15	5	8	3		0	38	2	2
	Gillian Rubinstein	2	7	3				1	11	1	
	Horse lovers/whisperers	1					1	2	1	1	
	John? Robert Ludlum (Bourne Identity)	5	1	6	4			8	8		
	John Marsden			1		1		1	1		
	John Gribbin		3	1	3	1		6	2		
	Mad magazine			4	1		1	6	0		
	Paul Jennings	16	5	1	1			15	8	1	3
	Playboy		2					2	0	1	
	Raold Dahl	8	6		1		1	11	8		2
	RL Stine	17	5	5	2			7	22	4	
	Stephen King	3	6	8	5	3	2	13	14		1
	Sydney Sheldon		1					0	1	1	
	Terry Pratchett	1	1		1	3	1	3	4		
	Tolkien Lord of the Rings	2	3	2		1		5	2		
	TV Hits	5	2	3	1			0	11	1	1
	Victor Kelleher		3	1		2	1	1	6		
	Virginia Andrews	3	1	2	4	2		0	12		1
	White Dwarf		6					6	0		

Questionnaire Other Responses Appendix G3		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Male	Fem	Abor	NESB
Q10	What do you mostly do in your spare time?										
	Ride bike / motor bike	3	3	2				8	0		
	Play games/video games	3	2	2				5	2		
	Listen to Radio / music	2	7	6	2	4		5	16		1
	Homework	1		1	2	2	1	4	3	1	
	Work at home / in shop / do jobs	4	1	2		1		3	5		1
	Walk the dog / pets /horse/birds	7	5	3	2	1	1	3	16		
	Draw / Paint/Art	2	1	3	1		2	7	2		
	Sleep / Veg out /nothing	1	1	5	2	4		8	5		1
	Party / have fun/go out		2	4	1	3		2	8	1	
Train for sport/coach				3	1		3	1	2		
Q15	What do the letters DEAR stand for?										
	Silent Reading / Reading	2	2		1			3	2	1	
	Don't know	6	1		1			7	1	1	2
	Disguised Eating After Recess	1		1	2			2	3		
	Drop Everything and Run Away					1		1	0	1	
Read backwards or otherwise don't know					1		0	1	1		

Questionnaire Other Responses Appendix G4		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Male	Fem	Abor	NESB
Q16	Should DEAR be on at a different time? When would you prefer?										
	Morning	4	8	6	1	14	2	28	13	2	2
	After lunch	16	16	10	10	13	6	28	44	3	6
	Last period	5	5	5	2		1	10	7	1	1
	Never	5	7	7	5	5	4	21	12	3	2
Q17	Do you sometimes come late? Why do you come late?	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Male	Fem	Abor	NESB
	At other side of school	6	22	4	8	4	4	20	28	1	1
	Finish basketball game	2	1		2			4	1		
	At locker/talking/tonnet	3	3	17	13	20	12	22	49	1	2
	Don't like it/hate it/boring	9	5	2	3	6	4	20	9	4	2
	Getting a drink / walk slowly	4	15	8	4	4	2	12	26		
	Because holder brother is late	1						1	0	1	
	Work in the canteen	2	6					0	8		
	Recess is not long enough	1	3	4		3	3	7	7	2	
	Had to see teacher		4	5	2	1	2	6	8	2	1
	No good reason/couldn't be bothered		3	6	6	5	1	8	13		
	Hard to get past everyone		1					0	1	1	
	Busy/distracted			2	5	5		9	3		1
	Helping in the library/commitments/meeting			1	2	3	6	6	6		
	Because I'm lazy/slow			1	3	1		2	3	1	1
	Different reasons			4	4	1	1	3	3	1	
	Get newspaper from top office				4	4	5	7	2		

Questionnaire Other Responses Appendix G5		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Male	Fem	Abor	NESB
Q18	Should DEAR be dropped? Why?										
No	Because you get to relax /good break	6	4	7	11	13	6	19	28	2	1
	Because it gives students a chance to read	32	17	12	22	13	8	60	43	7	1
	Because it's a time when we don't do work/periods have to be longer	5	7	6	4			14	8	1	
	So people can read better/develops reading skills	13	11	3		2	5	17	16	2	6
	it's fun / like it's good/interesting	5	9	6	5	5		8	22		3
	It's a good time to study / catch up on work	1	2	3	7	2	2	3	14		2
	Reading is important/part of curriculum		10	2	4	7	3	13	13	2	2
	Because we have free food/cake on Fridays		2	2	3			0	5		
	It's the only time I/some people read				2	3	3	1	7		
Yes	Because it's boring /wastes time/is stupid	20	22	22	24	14	2	64	59	5	5
	Because most people don't read anyway	8	9	6	6	6	2	16	15	1	
	We read enough already in English/other subjects	3	6	5	6		1	9	12		1
	If people want to read, they'll read in their spare time	1	1	3	2	2	1	5	5		
	I think we should have DEAR every 2nd day/less often/don't care	1		1	2	1	1	1	5		
	Should change it to DEAL like Duval	1	3	2		4		0	10		
	If people don't want to read, they shouldn't have to	1	2	1		2		1	5		
	Not everyone likes it		2		3			2	4	1	
	We should be able to do school work/write		3	2		4	3	6	6		
	I don't like / hate reading/sucks	3	3	6	1	4	1	11	4	2	
	So we have more recess			3	2	4		5	4		
	Should be dropped for Yr 11 & 12/too busy			1		1	6	5	3		
	I don't believe it's a useful subject		1	1				2	0	1	

Questionnaire Other Responses Appendix G6		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Male	Fem	Abor	NESB
Q24	Do you sometimes do other things in DEAR? What do you do?										
	Talk	30	39	27	27	24	1	71	83	10	7
	Think / Sit / Do nothing / Look out window	9	9	5	4	8	3	24	14	3	2
	Interact with other people	2	4	1				6	1	1	
	Have parties / WAG / computers on Friday	48	44	26	28	27	23	89	110	2	2
	Finish homework / study for test/schoolwork	20	33	31	30	27	14	59	96	1	12
	Draw / Fiddly stuff	3	2	7	1	1	1	13	2	3	
	Walkman	2	5	5	2	4	1	16	3	1	1
	Play cards / Celebrity heads/games	1	4	10	3	4	3	14	11		
	Write/ notes / letters	9	17	16	11	6	1	7	53	2	7
	Sleep / veg out/relax		1	5	3	4	1	9	5		
	Eat		11	0	11	10	2	20	27	2	1
	Other things/Anything but read if I was allowed to I would			2	1	2	1	3	3	1	
Q25	Should there be more reading materials in classrooms? What type?										
Yes	Magazines .	28	53	42	44	34	10	103	113	9	17
	Books - mixed types/newer ones	76	73	58	49	39	22	130	186	8	20
	Comics	15	12	5	3			21	14	1	2
	Newspapers	7	9	8	12	14	5	23	29	3	4
	Short stories	1	1	1	1			1	3	1	
	Don't know/care	3	3		3	2		8	3	2	
	Any reading materials - interesting / modern	11	7	10	5	14	3	20	29	2	2

Questionnaire Other Responses Appendix G7		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Male	Fem	Abor	NESB
Q. 26	Do you sometimes get distracted during DEAR? What distracts you?										
	Other people/friends - talking, laughing, whispering	74	98	64	69	56	30	187	206	18	16
	Outside Noises	12	2	5	4	1	2	12	29	2	3
	Inside noises	9	3	5	3	5	1	14	12		3
	People coming in and out	4	2		2	2		1	9		3
	Day dreaming / get bored		6	3	7	10	3	13	16		2
	Teacher		5	3	2		1	7	4		
	Anything		3	7	8	4	1	14	9	1	
	Silence			4		1		1	4		
	Wanting to know the time			1				1	0	1	
	Class next door			1	2	3		1	5		
Q. 27	When do you normally read outside of school hours?										
	At home	21	32	15	17	12	5	43	58	3	15
	At night / in bed / just before bedtime	91	88	53	65	58	27	156	219	14	20
	Afternoon	16	24	12	13	8	4	31	46	1	5
	Mornings	5	4	3	6	3	2	12	11	1	
	On bus / Bus stop / in car	11	6	2	3	6	2	10	21		
	When I have nothing to do/ feel like it	12	12	18	14	14	11	34	47	2	3
	On the weekend/holidays	7	10	9	16	10	6	15	43	1	3
	Homework/only when I have to	4	3	6	1	6	4	10	14	4	
	Never / Hardly ever	11	18	10	6	11	1	40	17	7	2
	Anytime I can	2	7	2	4	2	2	9	10	1	
In English	1		3	2			4	2	2		
When I'm listening to music/TV		1		1			0	2	1		

Questionnaire Other Responses Appendix G8		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Male	Fem	Abor	NESB
Q29	Do you think DEAR has helped you to improve in reading? How?										
Yes	It helps me read a lot quicker	4	3	3	3	2	2	9	8	3	4
	By reading more often/more regularly (improves skills)/read better	25	32	14	17	16	8	64	47	5	9
	I read more variety	3	3	3	3	3		4	8	1	
	Don't know	6	8	1	1			10	5	2	
	To learn more words	7	6	1	2	2	1	12	7		3
	I couldn't/never read until I came to DEAR	1	1	1	2			2	3	2	
	You have time to understand the book	1	1	2	1			1	3	1	
	I've started reading books	1	1					1	0	1	
No	I'm already a good reader	8	5	2	2	1	6	7	17		1
	It hasn't	2	4	1	1	2		4	6		
	I don't read	1	6	1		3		2	9	1	
	You can't get into a book in 20 mins./can't concentrate		1	3	1	1	1	4	3		
Q30	Do you think DEAR has made you more interested in reading? How?										
Yes	Because it got me into reading more	15	17	2	9	3	3	27	22	1	7
	Don't know	9	1	1	1			7	4	1	
	You find out there are lots of good books	3	5	1	3	1	1	5	9	1	
	I like to read now		4	1	4	2		9	2	1	2
	Cause I never bothered trying to read before		2					1	1	2	
	Makes me pick books I prefer to read instead of ones I'm not interested in			1	2			1	2	1	
No	I always read	4	6	3		3	2	5	13		1
	People shouldn't be forced to read	2		1	1	3	2	5	4	2	
	I'm not a reader	1	2		2			4	1		
	Because it hasn't / boring	12	12	3	2	2	1	12	20	2	
	I'm already interested		5	2	2	2		1	8		

Chi Square Values		Student Questionnaire		
Question	Ethnicity		Gender	
	Non-Aboriginal	vs Aboriginal	Male	vs Female
		Yates Correction		Yates Correction
6	p = 0.0397	p = 0.0178	p = 0.0001	p = 0.0001
9	p = 0.0614	p = 0.0291	p = 0.4668	p = 0.3416
11	p = 0.2975	p = 0.3821	p = 0.0009	p = 0.0005
13	p = 0.0256	p = 0.0178	p = 0.003	p = 0.0019
14	p = 0.0705	p = 0.714	p = 0.0202	p = 0.0062
15	p = 0.0236	p = 0.0551	p = 0.0036	p = 0.056
16	p = 0.4457	p = 0.3956	p = 0.0051	p = 0.1638
17	p = 0.1103	p = 0.067	p = 0.3711	p = 0.2769
18	p = 0.5631	p = 0.6419	p = 0.0026	p = 0.0322
19	p = 0.7158	p = 0.9693	p = 0.2582	p = 0.8769
22	p = 0.2474	p = 0.1574	p = 0.0155	p = 0.0051
23	p = 0.6960	p = 0.9401	p = 0.6652	p = 0.4704
24	p = 0.0901	p = 0.0637	p = 0.1538	p = 0.1958
25	p = 0.9315	p = 0.953	p = 0.1723	p = 0.0885
26	p = 0.5147	p = 0.3921	p = 0.9293	p = 0.8019
27	p = 0.0800	p = 0.0578	p = 0.4917	p = 0.2731
28	p = 0.0226	p = 0.0134	p = 0.0123	p = 0.0155
29	p = 0.0434	p = 0.0396	p = 0.1094	p = 0.0921
30	p = 0.0302	p = 0.0142	p = 0.2073	p = 0.1025
31	p = 0.1548	p = 0.187	p = 0.0165	p = 0.0082

Data Teacher		
No. surveyed	5 8	100%
Exec.	9	16%
Non Exec.	4 9	84%
Male	2 7	47%
Female	3 1	53%
F/T	4 4	76%
P/T Cas	1 4	24%
DEAR Class	4 4	76%
No DEAR Class	1 4	24%
Previous DEAR Class	4 8	83%
No previous DEAR Class	1 0	17%
Q.7 What do the letters DEAR stand for?		
Drop Everything And Read	5 8	100%
Don't Know	0	0%
Q.8 Do you like to read in your spare time?		
Yes	5 4	93%
No	4	7%
Q.9 What do you prefer to read?		
Novels	4 6	79%
Non Fiction	3 0	52%
Magazines	2 5	43%
Newspapers	3 2	55%
Other	8	14%
Q.10 What do you usually bring to read in DEAR?		
Own book/magazine from home	4 3	74%
Newspaper	1 2	21%
Textbook	1 5	26%
Professional book/magazine	2 4	41%
School mail	1 4	24%
School handouts	1 1	19%
Other	3	5%
Q. 11 Do you like supervising DEAR?,		
Yes	4 9	84%
No	5	9%
No Response	4	7%
Q.13 Should DEAR be on at a different time?		
Yes	1 4	24%
No	4 4	76%
Q.14 Should DEAR be dropped?		
Yes	0	0%
No	5 7	98%
Unsure	1	2%

Q.15 Do you always read during DEAR?			
Yes	42	72%	
No	15	26%	
Not Applicable	1	2%	
Q.16 Do you sometimes do other things in DEAR?			
Yes	24	41%	
No	34	59%	
Q.17 What do you do?			
Mark books/ass gnments	4	7%	
Talk to students	15	26%	
Classroom preparation	8	14%	
Other	8	14%	
Q.18 Should there be more reading materials available in classrooms?			
Yes	34	59%	
No	22	38%	
No Response	2	3%	
Q.19 Does it create problems when students don't bring books?			
Yes	37	64%	
No	19	33%	
Not Applicable	2	3%	
Q.20 Do you find yourself being distracted during DEAR?			
Yes	9	16%	
No	18	31%	
Sometimes	28	48%	
Not Applicable	2	3%	
Q.22 Do you think DEAR helps students improve their reading skills?			
Yes	37	64%	
No	2	3%	
Unsure	19	33%	
Q.24 Do you think DEAR makes students more interested in reading ?			
Yes	29	50%	
No	2	3%	
Unsure	27	47%	

Other Response Teacher - Appendix I 3

No. surveyed	58
Exec	9
Non Exec.	49
Male	27
Female	31
F/T	44
P/T Cas	14
DEAR Class	44
No DEAR Class	14

Q.9 What do you prefer to read?

Plays, jar labels milk cartons, anything	3
My texts in the subject	3
Science Fiction	1
Poetry	2
Catalogues	1
Travel books/magazines	1
Journals	1

Q.10 What do you usually bring to read in DEAR? (Other

I'm listening to ESL readers	1
Questionnaires	1
Book borrowed from other teachers	1

Q. 12 What do you think is the purpose of DEAR?

To model reading	3
Show students that reading is fun/promote enjoyment in reading	2
To encourage reading (for pleasure) (no matter what material)	17
To encourage silent reading skills	1
To encourage students to read more and a greater variety	3
To appreciate written texts	1
To assist students with their reading	1
Teach reading and its delights, teach the reading habit	1
To improve kids reading/literacy skills/vocabulary/comprehension	12
To calm students for periods 3 & 4	3
It provides students with a quiet time in which to read and relax	7
Quality time for reading	2
To give students (and staff) the opportunity to read during the day	5
To see that some people actually read once in a while	1
To force students to read	1
To establish an enjoyable habit and develop the art of concentration	4
To encourage good reading habits/lifetime reading pleasure	4
to encourage a love and appreciation of reading	1
to promote interest in reading	1
To help build rapport between teacher and group	1
To offer support from peer group, fostering a cohesive unit is important	1
To read. It could also be a time to do homework	1

Other Response Teacher - Appendix I 4

Q.13 Should DEAR be on at a different time?

After lunch	15
Depends on timetable	1
Maybe later in the day	1

Q.14 Should DEAR be dropped?

It is valuable training and a peaceful time for both students and teachers	3
Very profitable/worthwhile time for majority of students and staff	7
It's good to have this quiet time at this time/many kids get a lot out of it	5
Most useful period of the day/makes some students read at least once a day	4
It encourages students to read who otherwise may not get the chance	2
Does it fulfil its purpose? What of senior student decline in commitment?	1
Reading is fundamental to all subjects/life	2
The more students read, the more competent they become	1
It is the responsibility of the whole school to develop reading	1
It's good for all years to be together for this activity	1
It provides more welfare contact with roll group	1
Maybe alter the concept	1
It should be changed to DEAL	1

Q.17 What do you do?

Sometimes Peer tutoring	1
Administration work/general duties/phone calls - I don't supervise a group	3
Read to or listen to ESL students	1
Attend to general welfare matters - help NESB students to understand texts	1
Library work	1
Check attendance in DEAR	1
Talk to students/WAG on Fridays	6
Organising WAG at commencement of DEAR	1
Have morning tea together with students	1
Report cover sheets	3
Talk to Prac students	2

Q.18 Should there be more reading materials available in classrooms?

A variety (Current literature for each faculty)	7
Novels/Books/Non-fiction	18
Magazines (Quick reading)	24
Newspapers	5
Short Stories (for less able)	5
Comics	1
Poetry	1
Bible	1
Material provided should be for rare occasions only (students should bring own)	8

Other Response Teacher - Appendix I 5

Q.19 Does it create problems when students don't bring books?

They sit mindlessly, stare or read bits without developing continuity	2
I keep a supply of books/magazines handy	13
It shows they have an inappropriate attitude to DEAR - disturb others	16
They tend not to read	2
They are usually not interested in reading other people's material	2
Time taken in making selection from bookshelf	6
In the past teachers sent students to Library to get book - this has stopped	1
Library provides magazines for those who leave books at home	1
Teacher should ensure all students have reading material	1
Teacher has to hunt around for reading material - wastes reading time	7
They read something as a 'fill-in' rather than on-going useful reading	1
I allow students to work for one DEAR session per week	1
Rarely happens	1
I get cranky	1
Until they are trained/bludgeoned	1
My students stand facing a wall being quiet - they prefer to bring a book	1
My group has a number of reluctant readers who prefer to socialise	1

Q.21 What distracts you?

Students talking/whispering	14
People in the playground/Open space	2
Telephone	2
Students without 'real' reading material/unsettled/moving in their chairs	5
Students off task/not reading	9
Noise from outside or other rooms	8
People looking into the room as they go past	1
Students who try to eat during DEAR	2
Students writing	2
Notes being brought around/forms to fill in	2
Students who come in late	2
DEAR classes without supervising teachers	1
Teachers in the corridor	1
Mindless flipping of pages	1

Q.22/23 Do you think DEAR helps students improve their reading skills? In what way?

Encourages reading as part of a daily routine to be carried on outside of school	7
Teachers, other students as role models	1
Quiet time to concentrate	4
Improves fluency and enjoyment	4
It should gradually make them interested/find their interests in reading materials	3
Practice, practice, practice/the more they read the better they get	9
20 mins concentration on reading silently	6
Peer tutoring has had a great effect	1
It gives them an acceptable outlet/environment for reading	4
For some students this would be their only reading/practice time	4
Without some form of testing, I'm unsure whether it does or not	1
Whole school basis gives a positive reinforcement to reading	4
Helps writing and spelling skills	1
Most students keen to read - Year 11 are the slackest	1

Other Response Teacher - Appendix I 6

Q.25 Do you think DEAR makes students more interested in reading ? In what way?

Exposure to material	4
Once they get interested in a book-find out about the joy of escaping in a story	5
Quietens students	1
If they give reading a go, they are bound to become interested	2
Don't really know. We can only try and give opportunities	1
They develop the reading habit/habit of carrying a book	1
I've seen it	1
Some would never read on their own initiative-enforcement leads to interest	4
Students see what others do and what others read-become part of a community	3
Able to choose own material for enjoyment-gives positive attitude to reading	2
Fractising reading skills	1
Interested readers will continue regardless of DEAR	2
High profile of DEAR in the school	2
Interest improves as reading skills improve	2
Because they take the time in our busy life to sit and read	1
Allow them to start with magazines/comics-they will move to short stories	1
Gives them the opportunity to read without distractions	1

Q.26 In your opinion, what is the best thing about DEAR?

The peace and the chance to read (retreat into another realm)	16
Having a quiet time to relax and recharge one's batteries	9
It's regular and everyone is doing it/whole school involvement	9
Time is allocated to this rather than having to fit it into own time	1
Calming down/settling of students (improves tone of school)	10
The quietness throughout the school	9
That I don't have to do it	1
It could be if you get a good group	1
Improving reading/literacy skills	1
Creates a habit of reading	4
Build up of knowledge through reading	1
Students are encouraged to read something that interests them	5
Most of my group seem to enjoy the opportunity	1
Professional development for staff who read irregularly	1
Socialisation aspect for roll call group as a unit	1
When everyone has something to read and does	1
I can always get a phone line! (No group)	1
Time to get things done (No group)	1

Other Response Teacher - Appendix I 7	
Q.27 In your opinion, what is the worst thing about DEAR?	
When students don't have reading material:/don't read and distract others	8
Groups that don't read	1
Students that don't like reading should be allowed to do other learning activities	1
I don't see any bad things about it/nothing	10
Some students see it as a confrontation and will never willingly read	4
Students wandering in late/teachers late	3
Students taking time to settle	1
Inconsistent attitude shown by staff- allow for noisy non-reading rooms	10
Some DEAR groups left unsupervised can distract other groups	1
Students who are unable to read or have no interest in reading	4
Harassing students who don't bring reading materials	2
Apparent disrespect/lack of commitment some people have for it	4
Previous lack of evaluation of it	1
Disciplining students for talking	1
Having to make people read when they don't want to	3
Interruptions	1
Students who pretend to read and think you don't know drive me insane	1
It should be after unch-takes prime teaching time	1
Not long enough	3
Making students comfortable in a practical workshop so that they can read	1
WAG is a waste of time - poorly organised What is the aim of WAG each week?	2

Appendix K 1		Tot.		Tot.		Tot.	
Data Summary		Stu d.		Stud.		Stud.	
Question				Male		Fem	
Student Numbers		837		417		420	
Q.6 Do you like to read in your spare time?							
Yes	184	22%	68	16%	116	28%	
No	134	16%	92	22%	42	10%	
Sometimes	514	61%	255	61%	259	62%	
No response	5	1%	2	0%	3	1%	
Q.7 What do you prefer to read?							
Books	525	63%	210	50%	315	75%	
Magazines	467	56%	247	59%	220	52%	
Comics	101	12%	77	18%	24	6%	
Newspapers	114	14%	75	18%	39	9%	
Q.8 What stories interest you most?							
Science	29	3%	21	5%	8	2%	
Science-Fiction	138	20%	96	23%	72	17%	
Fantasy	130	22%	73	18%	107	25%	
Romance	101	12%	12	3%	89	21%	
Mystery	276	33%	93	22%	183	44%	
History	79	9%	35	8%	44	10%	
Adventure	316	38%	159	38%	157	37%	
Sports	204	24%	158	38%	46	11%	
Film/TV Stars	112	13%	37	9%	75	18%	
Jokes/Humour	200	24%	113	27%	87	21%	
Other	185	22%	70	17%	115	27%	
Q.9 Do you have a favourite author, book or magazine?							
Yes	399	48%	190	46%	209	50%	
No	402	48%	213	51%	203	48%	
No response	16	3%	14	3%	12	3%	
Q.10 What do you mostly do in your spare time?							
Watch TV	380	45%	202	48%	178	42%	
Part-time Job	104	12%	42	10%	62	15%	
Play sport	391	47%	208	50%	173	41%	
Meet with friends	325	39%	130	31%	195	46%	
Study	176	21%	66	16%	110	26%	
Use Computer	131	16%	89	21%	42	10%	
Read	156	19%	55	13%	101	24%	
Practice music	133	16%	62	15%	71	17%	
Other	132	16%	64	15%	68	16%	

Appendix K 2 Data Summary Question		Tot. Stud.		Tot. Stud. Male		Tot. Stud. Fem	
Student Numbers		837		417		420	
Q.11 Do your parents read in their spare time?							
	Yes	326	39%	188	45%	138	33%
	No	88	11%	34	8%	54	13%
	Sometimes	416	50%	190	46%	226	54%
	No response	7	1%	5	1%	2	0%
Q.12 What do they mostly read?							
	Books	510	69%	297	71%	283	67%
	Magazines	201	24%	101	24%	100	24%
	Comics	20	2%	14	3%	6	1%
	Newspapers	402	43%	186	45%	216	51%
Q.13 Do you have many books at home?							
	Yes	713	88%	349	84%	384	91%
	No	97	12%	63	15%	34	8%
	No response	7	1%	5	1%	2	0%
Q.14 Do you like going to DEAR?							
	Yes	138	22%	99	24%	89	21%
	No	249	30%	140	34%	109	26%
	Sometimes	397	47%	176	42%	221	53%
	No response	3	0%	2	0%	1	0%
Q.15 What do the letters DEAR stand for?							
	Drop Everything And Read	738	88%	352	84%	386	92%
	Other	35	4%	23	6%	12	3%
	No response	24	8%	42	10%	22	5%
Q.16 Should DEAR be on at a different time?							
	Yes	205	24%	111	27%	92	22%
	No	621	74%	304	73%	317	75%
	No response	11	1%	0	0%	11	3%
Q.17 Do you sometimes come late?							
	Yes	384	46%	183	44%	201	48%
	No	445	53%	231	55%	214	51%
	No response	8	1%	3	1%	5	1%
Q.18 Should DEAR be dropped?							
	Yes	141	29%	137	33%	104	25%
	No	580	69%	277	66%	303	72%
	No response	16	2%	3	1%	13	3%

Appendix K 3		Tot.		Tot.		Tot.	
Data Summary		Stud.		Stud.		Stud.	
Question				Male		Fem	
Student Numbers		8 3 7		4 1 7		4 2 0	
Q.19 Do you always bring something to read?							
	Yes	5 0 3	60%	2 5 5	61%	2 4 8	59%
	No	3 2 0	38%	1 5 8	38%	1 6 2	39%
	No response	1 4	2%	4	1%	1 0	2%
Q.20 What do you mostly bring to read?							
	Book	7 0 1	84%	3 1 8	76%	3 8 3	91%
	Magazine	1 5 4	18%	1 0 3	25%	5 1	12%
	Comic	2 3	3%	2 0	5%	3	1%
	Newspaper	6 2	7%	3 9	9%	2 3	5%
Q.21 Where do you mostly get your reading material?							
	Teacher	4 4	5%	2 5	6%	1 9	5%
	School library	1 4 1	17%	5 4	13%	8 7	21%
	Town library	1 4 3	17%	5 0	12%	9 3	22%
	Home	6 4 8	77%	3 1 9	76%	3 2 9	78%
	Friend	1 5 1	18%	5 4	13%	9 7	23%
	Classroom	8 0	10%	4 0	10%	4 0	10%
Q.22 Do you have trouble finding something interesting to read during DEAR?							
	Yes	1 6 0	19%	9 8	24%	6 2	15%
	No	2 5 7	35%	1 3 9	33%	1 5 8	38%
	Sometimes	3 7 1	44%	1 7 6	42%	1 9 5	46%
	No response	5	1%	4	1%	5	1%
Q.23 Does your teacher always read during DEAR?							
	Yes	5 1 0	63%	2 7 8	67%	2 9 2	70%
	No	2 5 1	30%	1 3 1	31%	1 2 0	29%
	No response	1 6	2%	8	2%	8	2%
Q.24 Do you sometimes do other things in DEAR?							
	Yes	5 1 9	69%	2 7 8	67%	3 0 1	72%
	No	2 1 5	29%	1 3 0	31%	1 1 5	27%
	No response	1 3	2%	9	2%	4	1%
Q.25 Should there be more reading materials available in classrooms.							
	Yes	5 5 3	67%	2 7 0	65%	2 9 3	70%
	No	2 5 7	31%	1 4 0	34%	1 1 7	28%
	No response	1 7	2%	7	2%	1 0	2%

Appendix K 4		Tot.		Tot.		Tot.	
Data Summary		Stud.		Stud.		Stud.	
Question				Male		Fem	
Student Numbers		837		417		420	
Q. 26 Do you sometimes get distracted during DEAR?							
	Yes	330	39%	161	39%	169	40%
	No	228	27%	117	28%	111	26%
	Sometimes	270	32%	135	32%	135	32%
	No response	9	1%	4	1%	5	1%
Q.27 Is DEAR the only time you get to read?							
	Yes	130	16%	71	17%	59	14%
	No	697	83%	341	82%	356	85%
	No response	10	1%	5	1%	5	1%
Q.28 What sort of reader do you think you are?							
	Good	392	47%	186	45%	206	49%
	Average	315	46%	194	47%	191	45%
	Poor	51	6%	35	8%	16	4%
	No response	9	1%	2	0%	7	2%
Q.29 Do you think DEAR has helped you improve in reading?							
	Yes	232	24%	114	27%	88	21%
	No	329	39%	154	37%	175	42%
	Unsure	299	36%	147	35%	152	36%
	No response	7	1%	2	0%	5	1%
Q.30 Do you think DEAR has made you more interested in reading?							
	Yes	145	17%	83	20%	62	15%
	No	482	58%	237	57%	244	58%
	Unsure	203	24%	93	22%	110	26%
	No response	8	1%	4	1%	4	1%
Q.31 Do you think being able to read well will help you when you leave school?							
	Yes	783	94%	382	92%	401	95%
	No	44	5%	31	7%	13	3%
	No response	10	1%	4	1%	6	1%