Data Analysis: Student forums on purpose of public education in SA
Department for Education

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SQUARE HOLES

Methodology and approach

The research methodology consisted of seven student forums conducted across metropolitan and regional South Australia. Forums collected data from three core methodologies; Mentimeter (survey) polls, I hope cards and A1 brainstorming posters. Key topic areas included, amongst others; cognitive engagement, perseverance and school belonging.

Square Holes was commissioned to conduct quantitative and qualitative analysis across the three data sets. Responses were analysed for recurring themes and segmented (where applicable) by location and year level.

Approximate student sample breakdown for forums is as follows:

Forum	Schools	Students	Teachers	Total RSVP	Yr5	Yr6	Yr7	Yr8	Yr9	Yr10	Yr11
Adelaide	164	402	179	581	131	116	14	13	18	25	47
Pt Lincoln	14	39	16	55	6	10	1	3	3	4	7
Pt Augusta	15	33	16	49	15	12	2	-	2	1	1
Waikerie	17	33	16	49	12	12	-	-	2	2	4
Clare	22	48	22	70	11	11	-	3	3	8	8
Tintinara	14	37	14	51	3	16	4	2	3	2	2
Mt Gambier	18	37	19	56	6	22	1	-	1	4	3
Total	**264**	**629**	**282**	**911**	**184**	**199**	**22**	**21**	**32**	**46**	**72**

Location	Schools	Students	Teachers	Total RSVP	Yr5	Yr6	Yr7	Yr8	Yr9	Yr10	Yr11
Metro	164	402	179	581	131	116	14	13	18	25	47
Regional	100	227	103	330	53	83	8	8	14	21	25
Total	**264**	**629**	**282**	**911**	**184**	**199**	**22**	**21**	**32**	**46**	**72**

Note: Not all student levels were recorded and sample sizes fluctuate throughout the report depending on actual engagement

Analysis Summary

"

There's a world of difference between insisting on someone's doing something and establishing an atmosphere in which that person can grow into wanting to do it.

Fred Rogers, You Are Special: Neighbourly Wit And Wisdom From Mister Rogers

Key insights

Students desire more active learning and opportunities beyond the classroom

1 Discussed is the somewhat perceived outdated education delivery and assessment methods.

Students value collaboration and discussions with their peers

2 But often feel they don't get the opportunity to work through problems and tasks in this manner.

Students seek flexibility in learning connected to their world and passions

3 As suggestions to increase student engagement and motivation to learn

**Students want all to have agency in learning and the confidence to participate**

4 Safety to take risks and voice their opinions in a supportive/ encouraging environment.

Students crave the belonging and curiosity present in earlier years

5 The transition into high school and added pressures, subsiding support and change in delivery that comes with it is a strong undertone in feedback.

Stop • Address • Start
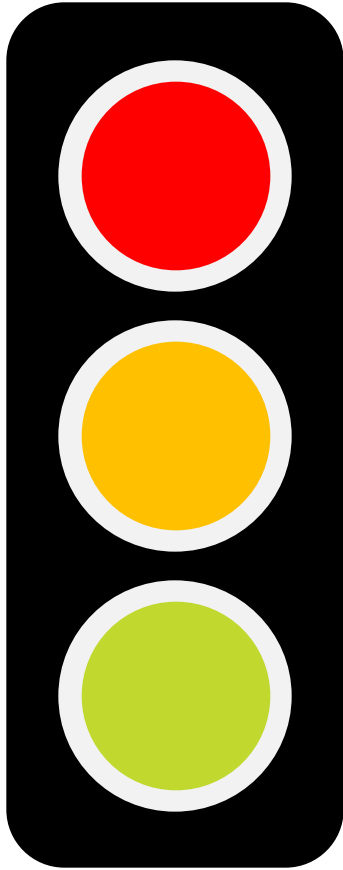
! Perceived outdated and traditional forms of assessment and learning (e.g., reliance on rote learning, exams, textbooks)

! Work/ assessment overload and unrealistic timelines

! Not giving enough time for students to grasp complex ideas/ problems

! Predominate focus on grades as the ultimate cognitive priority rather than the progression of learning

▪ Waning support and community belonging as students transition into high school

▪ External pressures and impact of COVID, social media and other technology on student wellbeing and confidence

✓ More active learning opportunities and classrooms

✓ Personalised and empowered learning – encourage students to work in a way that best suits them, and cater for individual interests

✓ More student engagement, discussion and collaboration with each other

✓ Encourage creative thinking, exploration and alternate views of assessment – opposed to rote learning

✓ Greater support structures and environment – establishing stronger student wellbeing and confidence to participate

> **I want schools to introduce learning in really fun ways while keeping everything simple. Classrooms can also be more active by creativity and shared ideas from children.**

Year 4 – 6 Student

Open text analysis

- A good and enjoyable job
- Achieve success (through both schooling and into a career)
- Happiness and positive life experiences
- Help family, friends, community and the environment

WHAT

Do you hope for the future?

- Provide relevant opportunities and pathways to help explore areas of interest and careers
- Structure a supportive learning environment that teaches strong values and useful life skills
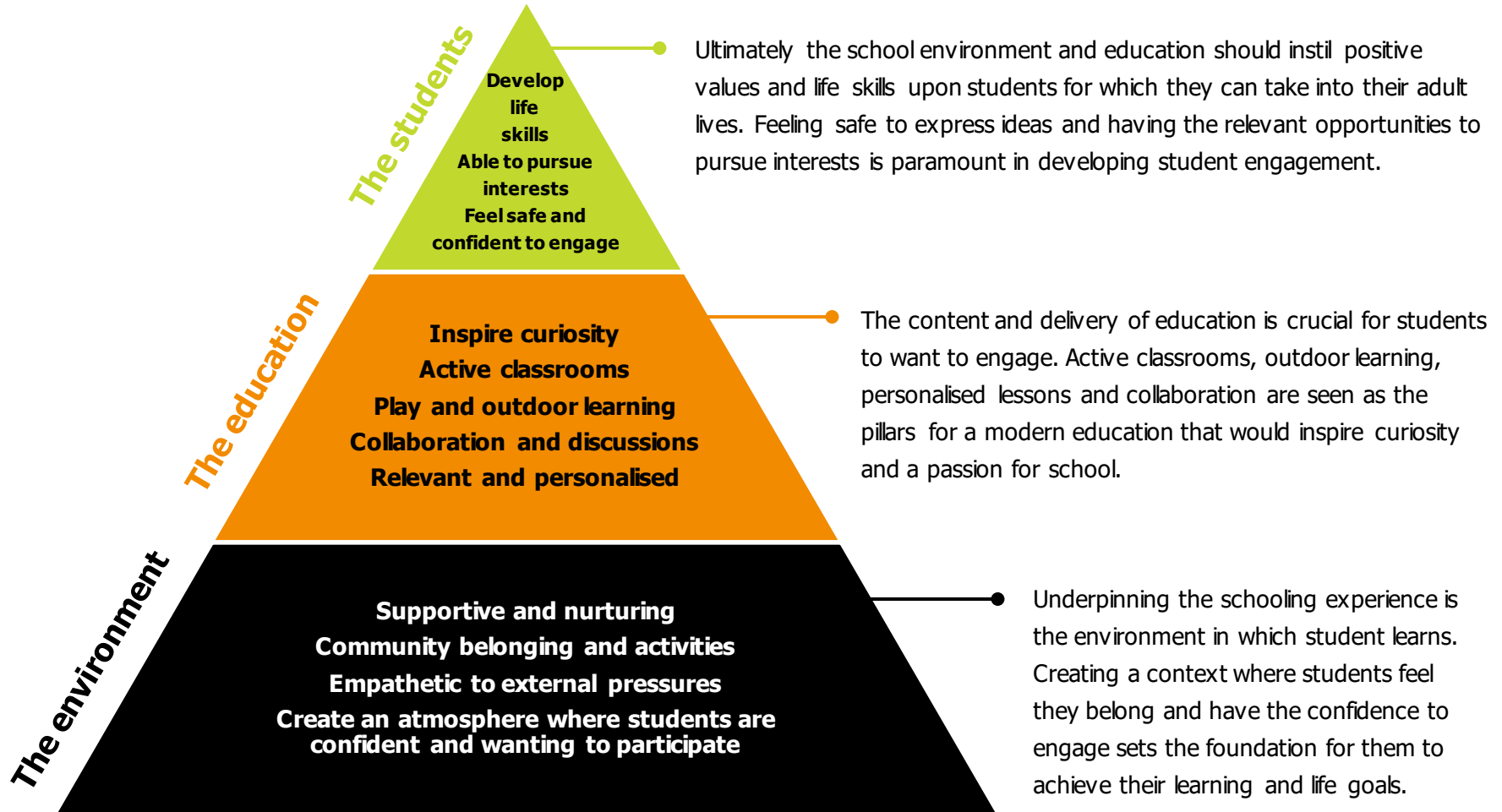- More engaging, interactive and personalised education

HOW

Might school help you achieve that?

Note: Responses only provided by those in Years 7 – 9 and Years 10 - 11

The fundamentals of schooling

The students

Develop
life
skills
Able to pursue
interests
Feel safe and
confident to engage

Ultimately the school environment and education should instil positive values and life skills upon students for which they can take into their adult lives. Feeling safe to express ideas and having the relevant opportunities to pursue interests is paramount in developing student engagement.

The education

Inspire curiosity
Active classrooms
Play and outdoor learning
Collaboration and discussions
Relevant and personalised

The content and delivery of education is crucial for students to want to engage. Active classrooms, outdoor learning, personalised lessons and collaboration are seen as the pillars for a modern education that would inspire curiosity and a passion for school.

The environment

Supportive and nurturing
Community belonging and activities
Empathetic to external pressures
Create an atmosphere where students are confident and wanting to participate

Underpinning the schooling experience is the environment in which student learns. Creating a context where students feel they belong and have the confidence to engage sets the foundation for them to achieve their learning and life goals.

Mentimeter Polls

Cognitive strategies

1. Students don't always feel supported to take risks or voice opinions when learning (a consistent theme across year levels)

2. Less than half of those in Year 7 – 9 always think first about how to approach a task before starting

3. Independent and diverse problem solving is seen to decrease with age

30%
of Year 5 - 6's **always** feel safe to take risks or voice opinions

41%
of Year 7 – 9's **always** think first about the best way to approach a task before starting

28%
of Year 10 – 11's are **very often or often** asked to share what they already know about a new topic with their peers

I try my own way of problem solving before seeking help

1. Year 5 – 6: 74%
2. Year 7 – 9: 59%
3. Year 10 – 11: 50%

[% = those who stated very often or often]

I am expected to show MORE THAN ONE way to solve problems

1. Year 5 – 6: 69%
2. Year 7 – 9: 50%
3. Year 10 – 11: 35%

[% = those who stated very often or often]

62%
of Year 5 – 6 **very often or often** have their teachers help to connect new learning to what they already know

Data represents findings from the cognitive strategies section of the mentimeter polls

Cognitive strategies

	Years 5 – 6	Years 7 - 9	Years 10 - 11
Before starting to work on a task, I think first about the best way to approach / answer / solve it [% = those who stated always]	41%	41%	48%
When I learn, I feel safe to take risks or voice my opinion [% = those who stated always]	30%	23%	38%
I am asked to think about what I ALREADY know about a topic [% = those who stated very often or often]	49%	69%	58%
I am asked to SHARE what I already know about a new topic with my peers [% = those who stated very often or often]	54%	63%	28%
My teachers MODEL ways of approaching tasks through talking aloud [% = those who stated very often or often]	58%	68%	43%
My teacher helps me CONNECT my new learning to what I already know [% = those who stated very often or often]	62%	56%	60%
I am expected to show MORE THAN ONE way to solve problems [% = those who stated very often or often]	69%	50%	35%
I am asked GUIDING QUESTIONS about where I can go next, rather than being told [% = those who stated very often or often]	47%	50%	48%
I get step-by-step INSTRUCTIONS for how to solve problems [% = those who stated very often or often]	43%	50%	30%
I try my own way of solving problems BEFORE seeking help [% = those who stated very often or often]	74%	59%	50%

12

Sample sizes: Years 5 – 6 n~138, Years 7 – 9 n~32 and Years 10 – 11 n~40

Collaborative learning

1. Most (74%) of those in Years 5 – 6 felt challenged in a good way about their learning yesterday

2. Less than half of Year 10 – 11's feel that school is preparing them for their future, with 71% recalling being bored yesterday

3. Whilst majority of students (from all year levels) learn by talking and sharing ideas with others, approximately only a third worked on challenging problems with their peers in the past week

74%
of Year 5 – 6's were challenged in a good way about their learning yesterday

45%
of Year 7 – 9's **frequently** ask questions about what they are learning

43%
of Year 10 – 11's feel school is preparing them well for the future they want

I learn by talking and sharing ideas with others

1. Year 7 – 9: 88%
2. Year 5 – 6: 83%
3. Year 10 – 11: 83%

[% = those who stated yes]

In the LAST WEEK at school I worked on challenging problems with my peers

1. Year 5 – 6: 35%
2. Year 7 – 9: 35%
3. Year 10 – 11: 24%

[% = those who stated very often or often]

71%
of Year 10 – 11's were bored at school yesterday

Collaborative learning

	Years 5 – 6	Years 7 - 9	Years 10 - 11
Yesterday I was EXCITED about something I was learning [% = those who stated YES! I experienced this!]	73%	72%	64%
Yesterday I was BORED at school [% = those who stated YES! I experienced this!]	57%	65%	71%
Yesterday I was CHALLENGED in my learning in a good way [% = those who stated YES! I experienced this!]	74%	55%	71%
In the LAST WEEK at school I worked on challenging problems with my peers [% = those who stated very often or often]	35%	35%	24%
In the LAST WEEK at school my peers helped me understand something that was challenging me in my learning [% = those who stated very often or often]	22%	25%	24%
In the LAST WEEK at school I worked mainly by myself [% = those who stated very often or often]	46%	58%	63%
We help each other learn at school [% = those who stated yes]	94%	98%	88%
We discuss and question why people think the way they do [% = those who stated yes]	74%	73%	68%
I learn by talking and sharing ideas with others [% = those who stated yes]	83%	88%	83%
I ask questions about what we are learning [% = those who stated YES – This happens FREQUENTLY]	40%	45%	41%
I contribute to group tasks where everyone must contribute in order to succeed [% = those who stated YES – This happens FREQUENTLY]	72%	63%	66%
I give answers to teachers questions [% = those who stated YES – This happens FREQUENTLY]	61%	60%	44%
When working in groups, are the learning goals about developing collaboration skills made clear like the subject learning goals? [% = those who stated Yes, always]	22%	5%	22%
I think that school is preparing me well for the future I want [% = those who stated yes]	53%	44%	43%

Sample sizes: Years 5 – 6 n~389, Years 7 – 9 n~45 and Years 10 – 11 n~44

Feedback

1. Spoken feedback is the preference for those in Year 5 – 6 and 7 – 9. Older age groups are more equally split between spoken and written

2. Year 10 – 11's observe the lowest agreement for the statement 'the feedback I receive encourages me to reflect on my learning'

3. Receiving feedback is important to challenging students as a learner, yet less than half receive feedback that includes clear steps about what to do to improve (lowest amongst Years 10 – 11)

61%
of Year 5 – 6's feel spoken feedback helps them learn the most

82%
of Year 7 – 9's very often or often carefully look at teacher comments and feedback

53%
of Year 10 – 11's believe the feedback they receive encourages them to reflect on their learning

Getting feedback challenges me as a learner

1. Year 5 – 6: 86%
2. Year 10 – 11: 85%
3. Year 7 – 9: 84%

[% = those who stated Yes! It does!]

The feedback I receive includes clear steps about what to do to IMPROVE

1. Year 5 – 6: 44%
2. Year 7 – 9: 38%
3. Year 10 – 11: 27%

[% = those who stated yes]

Teachers
the leading source of feedback for all year levels

Feedback

	Years 5 − 6	Years 7 - 9	Years 10 - 11
I receive feedback IN WRITING [% = those who stated very often or often]	61%	77%	76%
I receive SPOKEN feedback [% = those who stated very often or often]	54%	51%	54%
Feedback clearly outlines a way I can IMPROVE [% = those who stated very often or often]	69%	85%	56%
I receive feedback DURING a task [% = those who stated very often or often]	47%	49%	53%
I look CAREFULLY at my teacher's comments and feedback to see how to demonstrate improvements in my learning [% = those who stated very often or often]	73%	82%	80%
Which type of feedback do you feel most helps you learn?	Spoken: 61% Written: 39%	Spoken: 59% Written: 41%	Spoken: 49% Written: 51%
Giving feedback challenges me as a learner [% = those who stated Yes! It does!]	89%	92%	93%
Getting feedback challenges me as a learner [% = those who stated Yes! It does!]	86%	84%	85%
Who do you get feedback for learning from the most? [top three sources]	Teacher: 52% Parents: 21% Peers: 20%	Teacher: 51% Peers: 20% Parents: 20%	Teacher: 57% Peers: 21% Parents: 15%
The feedback I receive includes clear steps about what to do to IMPROVE [% = those who stated yes]	44%	38%	27%
The feedback I receive encourages me to REFLECT on my learning [% = those who stated yes]	66%	72%	53%

Sample sizes: Years 5 − 6 n~492, Years 7 − 9 n~42 and Years 10 − 11 n~45

Active learning

1. Year 5 – 6's are encouraged to keep working through tasks until they are finished

2. Less than half frequently check and reflect on their work whilst completing tasks

3. Majority of students agree they get more involved in learning when they get a choice about how they learn. Whilst many appreciate being told exactly what to do for assignments, those in Year 10 – 11 especially find a balance between this and critical thinking

81% of Year 5 – 6's **very often or often** encourage themselves to keep working on tasks until they are finished

44% of Year 7 – 9's **always** check their work and thinking throughout a task not just before handing it up

49% of Year 10 – 11's **very often or often** reflect on their learning and think about what they could do differently

I get more involved in learning when my teacher gives me CHOICE about what or how I learn

1. Year 7 – 9: 100%
2. Year 5 – 6: 89%
3. Year 10 – 11: 86%

[% = those who stated YES, that's true for me!]

I like to be told exactly what I need to do for my assignments

1. Year 7 – 9: 73%
2. Year 5 – 6: 61%
3. Year 10 – 11: 51%

[% = those who stated always]

35% of Year 10 – 11's **very often or often** remind themselves to check work against set learning goals during tasks

Active learning

	Years 5 – 6	Years 7 - 9	Years 10 - 11
DURING tasks, I remind myself to check my work against set learning goals [% = those who stated very often or often]	46%	36%	35%
I ENCOURAGE myself to keep working on tasks until they are finished [% = those who stated very often or often]	81%	87%	70%
I give up on tasks BEFORE they are finished if I find them hard [% = those who stated very often or often]	8%	-	9%
I REFLECT on my learning and think about what I could do differently [% = those who stated very often or often]	57%	64%	49%
If I am stuck, I stop and think about how I can approach a task DIFFERENTLY [% = those who stated very often or often]	55%	51%	49%
When faced with a task I don't know how to complete, I usually…	Ask someone for help: 55% Try some different ways on my own: 45%	Ask someone for help: 64% Try some different ways on my own: 36%	Ask someone for help: 58% Try some different ways on my own: 42%
I am ENCOURAGED to keep asking questions and persist until I am satisfied that I understand [% = those who stated Yes! I experience this!]	85%	87%	76%
I get more involved in learning when my teacher gives me CHOICE about what or how I learn [% = those who stated YES, that's true for me]	89%	100%	86%
When I am working on a new topic, I try to work out how all the ideas I have from previous learning fit together [% = those who stated always]	40%	43%	47%
I check my work and thinking throughout a task, not just at the point right before handing it in [% = those who stated always]	47%	44%	42%
I like to be told exactly what I need to do for my assignments [% = those who stated always]	61%	73%	51%

Sample sizes: Years 5 – 6 n~396, Years 7 – 9 n~40 and Years 10 – 11 n~44

Open end text analysis

What do you hope for the future?

"I **hope I am able to get an enjoyable and well-paying job**. I hope to become an actor and have a good long life."

"I hope that I **continue to succeed in years such as 10, 11 and 12** and I find a career that I really enjoy."

"I **hope that my future is full of fun experiences**. I hope that I have lots of great opportunities. I think that my school can help me throughout my future because I can learn new things and have a good education, helping me create a better fortune."

"I hope to complete my schooling to a high standard, and **follow through with the career path I intend using the knowledge and skills developed**."

"I want to go to uni and **have a career that I really enjoy** and have fun doing. Don't know what that is yet, but I feel positive about the future."

"To be **successful & happy**."

How might school help you achieve that?

"By making more certificates available even if that is over long distances. **Trying to apply to my interests a bit more**."

"During school I have been involved in a lot of coding and computer classes and **with the help of those classes, I have been able to code things like robots that solve rubik's cubes** and I believe with that knowledge I can go on to code robots."

"**Personalised learning and goal planning**. The year level principals to be more like industry leaders checking in on learning progress. Overall the education system is outdated, the teaching should be more individualised."

"**Providing a healthy and positive environment where I am able to grow as a leader, learner and person**. This can be achieved by staff support, mental health services and activities and not taking everything as seriously."

"School can help me achieve this through education, and **allowing me to build the habits and systems that lead to success**."

Note: Responses only provided by those in Years 7 – 9 and Years 10 - 11

I Hope Cards

" I hope that students get more involved in their learning (like choosing what we work on through the year) and for more people to take pride and to work harder in school.

Year 4 – 6 Student

"

I hope that everyone can find their most effective method of learning so we can all find our own creative and fun way of becoming successful and changing the world.

Year 7 – 9 Student

I hope...

Recurring themes by year level		
Years 4 - 6	**Years 7 - 9**	**Years 10 - 12**

Collaboration and supportive learning environment

- Everybody can help others when they need help even if they have a disability and be respectful to everyone

- I hope we work in schools to help the environment and to help with as many opportunities as possible

- That students around the state will be confident in their learning and abilities and are given support and time to complete their work without stress and negativity

More active (and fun) learning opportunities

- That students can be included in more activities for learning instead of sitting for two hours just to write 18 sentences when someone could learn the same thing but also have fun

- To see more activities in subjects that interest students. To be able to do more subjects outside. For other students to have lot's of help with persevering

Subject choice, student input and learning flexibility

- That there are more subjects and you can choose more subjects than others in primary school and there is more play time

- Kids can have more of a say in their own learning and only 4 days of school so we can have a 3 day weekend every weekend

Safe and comfortable learning environment

- All kids have the equal right to learn and feel confident expressing their ideas in front of their peers, and social members of the community, to create a safe and social environment

- Everyone feels comfortable to be able to share ideas that could end up teaching others, who may need extra help that don't feel safe to ask those questions. That people are willing to help others and not tease them for needing help

Subject choice, student input and learning flexibility

- That I can have more of a say in choosing subjects. And do more outside learning

- That schools let students select subjects at a younger age

- That when I get older, I am able to learn more about the things that I want to learn about

Equal learning opportunities

- That students in the country or outside of a large city receive as much attention and support as they deserve

- That more public schools get more funding. So that the school can improve ad keep students and get more teachers

More adaptive education and learning flexibility

- That education is better for the future generation, and that students have the ability to dictate their education better

- Every student can find success in their life and that school can assist them but not force them into a path they don't want to follow. #success

- The education system is more open minded about brain breaks, giving less assignments to senior year levels, as they have other stuff going on outside of school

Comfortable learning environment and emotional support

- The education system helps students more with their mental health challenges to help be successful with their work and future

- Everyone feels part of a close knit community, helping each other learn. As well as being able to give your perspective on things

199 total responses were recorded
Note: Select verbatim comments have been used to illustrate key themes

A1 Posters

Example poster from the Pt Augusta student forum

> **More learning experiences beyond the school gates - excursions and experiences. Learn how to manage our own feelings and difficult moments. Learning how to have good relationships and how to manage our big feelings, conflicts etc. More room to express ideas.**

Taken from Padlet input

Regional South Australia forums

Perseverance and academic self-concept

When reflecting on the statistics around perseverance, regional students highlight a rise in pressure and expectation from teachers and parents for students to perform well in high school years, at a time when teachers become less engaged with individuals and students are expected to be more self-reliant. This focus on grades as the most important learning metric adds to this overwhelming feeling of pressure, which is exacerbated by the overloading of assignments and unrealistic due dates. The students largely agreed that a more collaborative and connective style of learning, where interactions with the larger community and peer to peer reflections at the end of lessons would be more engaging. They also highlighted a need for an understanding of real world correlation to what they are learning as well as frequent 'brain breaks' to disrupt their thinking. There was a strong reflection that old modes of teaching (repetition/rote learning/text book learning) do not inspire students in their learning, and could lead to students disengaging.

Stop	Start	Issues
▪ Pressure from teachers and parents on older students	▪ End of lesson sharing of ideas/ reflections on the learnings as a group or with a peer	▪ Older students are expected to be more self-reliant
▪ Unrealistic due dates/ overloading of work/ assignments	▪ Collaborative learning and connecting with community	▪ Lack of connection to what they are learning
▪ Less focus on grades as a learning metric	▪ More frequent brain breaks	▪ Repetitive learning turns kids off
▪ Not enough time or help for complex problems/ ideas	▪ Real world correlation with lessons, practical education	
	▪ Attention to and understanding of different learning styles and how they can be accommodated	

"

The transition into high school is like being thrown into the learning pit!

Regional student

Regional South Australia forums

Cognitive engagement

Many of the same issues arose in the minds of regional students when focusing on cognitive engagement in classrooms, as perseverance, including a desire for less focus on revision and repetitive learning, and a deeper focus on interactive, hands-on or play based learning (they ascertained that a stronger focus on these styles for primary school children resulted in higher levels of cognitive engagement). Moving learning outside of the classroom was also strongly favoured with a focus on outdoor learning and excursions, as well as more 'active' classrooms full of discussion and debate. The students highlighted that much of the current syllabus feels outdated and unrelated to them as current students, which leads to a lack of understanding around how these lessons actually relate to real life. They also pinpointed that there is a greater acceptance and support for failure in younger students that dissipates as they advance in school – which can act as a block to trying in the first place. COVID and the effect of technology and social media on the mental health and focus of older students was a key theme in discussions, with many students feeling like a more collaborative learning environment where they can have a say in their assignments and projects could act as a remedy to waning interest.

Stop	Start	Issues
▪ Less focus on revision/ repetitive learning	▪ Interactive/ hands-on/ play based learning	▪ More pressure as you get older and less teacher focus
▪ Teachers need to 'spread the load' with work assignments	▪ Regular brain breaks with active element (get the body moving)	▪ Lessons don't feel relevant / haven't been updated
▪ Classrooms as quiet, still spaces	▪ Different learning environment (outdoor, excursions etc.)	▪ More acceptance of failure in younger years
▪ Grades as the ultimate cognitive priority	▪ More 'active' classrooms with discussion, talking and collaboration	▪ COVID / technology (and online learning) has impacted mental health and focus
	▪ More student choice in learning (assignments, projects etc.)	

Regional South Australia: School belonging and school climate

What types of things do you think you should learn more of at school?

	Regional SA school	Metropolitan Adelaide school
Life skills	62%	63%
Creativity and innovative problem solving	38%	41%
Working well with others and collaborating	35%	35%
How to learn independently	33%	31%
Decision making	30%	32%
How to support others e.g., friends, family, community	21%	24%
Specific subject knowledge e.g., maths, science, arts	21%	21%
How to improve my wellbeing	16%	18%
Column n	1,127	2,790

Note: Data is sourced from student surveys undertaken in February 2023

Regional South Australia: School belonging and school climate

What other things do you think schools should do more of to help you learn?

	Regional SA school	Metropolitan Adelaide school
More subject choices	42%	42%
More group work	38%	37%
More opportunity to work in other spaces or outdoors	31%	30%
More hands on activities	36%	28%
More use of technology	23%	26%
More encouraging and rewarding of students doing well	20%	25%
More time to talk (and less talking from teachers)	17%	20%
More individual work	17%	18%
More support for wellbeing	15%	16%
To be stretched more - not just with more content but with more thinking.	10%	14%
More time to grapple with an idea or a problem (i.e., to think about it and not just be told the idea or the answer).	10%	11%
Column n	1,127	2,788

Note: Data is sourced from student surveys undertaken in February 2023

Regional South Australia: School belonging and school climate

In a series of forums last year, students shared their hopes about public education for students of the future. Do you agree with any of the below?

	Regional SA school	Metropolitan Adelaide school
I hope for people to be confident in learning	37%	38%
I hope that everyone is not afraid to give something a go	40%	35%
I hope school encourages an environment where it's okay to make mistakes	27%	30%
I hope that people enjoy learning	24%	27%
I hope that there are more subjects to choose from	28%	25%
I hope everyone feels part of a group to help each other learn	**27%**	**24%**
I hope mental health and wellbeing is prioritised over grades and exam scores. Students are more than a letter	20%	26%
I hope schools are more hands on. Like doing more outside things	25%	20%
I hope that in the future school is a place where every student gets their own individual ways to learn and improve their learning	18%	23%
I hope that students are more involved in discussions in and out of the classroom (e.g., that students have more of a say in how they learn)	19%	20%
Column n	1,090	2,653

Note: Data is sourced from student surveys undertaken in February 2023

" We want time on the things that motivate us to come to school. Want to learn about our interests in more depth... Don't be allergic to fun.

Taken from Padlet input

Metropolitan Adelaide forums

School belonging and school climate

Many students commented on increasing feelings of alienation from their schooling, particularly as they transition[ed] into high school. Diminishing teacher support and outdated assessment methods often fuelling student disengagement. A push towards learning beyond the classroom (through outdoor activities and excursions) may help foster a more positive learning experience, breaking up the monotony of the current uniform structure of teaching. Greater teacher understanding of student issues, in tandem with an effort towards more open student/ teacher relationships (similar to that of their peers) could increase a sense of student belonging and confidence. Students broadly reflected on the syllabus lacking a connection to their personal interests and sense of community in older years, issues they suggested may be bolstered by more overt (fun) community-building activities and opportunities more relevant to their passions.

Stop	Start	Issues
▪ Outdated and irrelevant lessons/ assignments	▪ More outside of classroom learning – excursions and activities	▪ Less teacher support/ involvement as students age
▪ Lack of time given to students to grasp concepts	▪ Activities that build a sense of community (e.g., sports)	▪ Lack of connection to student interests/ pathways in later years
▪ National testing ineffective – encourage personal improvement, not comparison	▪ More collaborative student/ teacher engagement and relationships	▪ Social media and low self esteem seen as issues in high school
	▪ Greater compassion and understanding of external pressures students may be facing (e.g., mental health, wellbeing, other issues)	▪ Community values and belonging activities more apparent in early years

Metropolitan Adelaide forums

Perseverance and academic self-concept

Similar themes emerged from the school belonging and school climate discussions. There is a call to broaden current assessment and teaching practices, placing greater emphasis on how students engage with their education and the process of learning rather than grades. More 'play' is a predominant theme, and may be satisfied through more engaging (relevant) content, active classrooms, excursions, outdoor learning and student led discussions/ collaboration. Beyond this, students expressed a desire to be able to employ more creative thinking, working through problems/ tasks in a manner personalised to their preferred learning method. Greater teacher (and school) support and nurturing environment which encourages confidence and curiosity is essential to driving student satisfaction and aspirations to learn.

Stop	Start	Issues
▪ Overassessment and reliance on standard forms of testing (NAPLAN, exams, rote learning etc.)	▪ More play, engaging content and 'active' classrooms	▪ More nurturing environment in primary school – students become less confident as they age, greater expectations and external pressures
▪ Instilling belief there is only one solution / way to problem solve	▪ More excursions and outdoor learning	▪ Less play – school becomes less engaging as you age
▪ Less focus on grades and more on the process of learning	▪ Student led discussions and collaboration	▪ Creative thinking is restricted, students losing curiosity for learning
	▪ Allow for creative thinking and personalised learning methods	
	▪ Extra support for students to figure out how they learn best and help in areas where they may be struggling	

> **" Allow curiosity. Let us dare to be wrong! Let us learn in contexts that are relevant.**

Taken from Padlet input

Metropolitan Adelaide forums

Cognitive engagement

Again, consistent themes shone through when exploring student cognitive engagement. Adolescent pressures and the complexities associated with the transition into high school were a backdrop to the education experience for many. More hands-on, interactive learning such as student discussions and group work are suggested to boost participation. Flexibility both in terms of content and learning methods were top of mind for students to get the most out of their education, tailoring lessons to what is most relevant to them. More frequent brain breaks and reflection on teachings to real-world applications are important for student focus and connection to the material. Such recommendations would be seen to modernise the learning environment, whilst inspiring greater curiosity and critical thinking.

Stop	Start	Issues
▪ Outdated/ traditional approaches and learning environments (lessons, textbooks etc.)	▪ More interactive/ hands-on learning – content and discussions/ collaboration (student participation)	▪ Change in thinking from primary school to high school, change from critical/ exploratory to rote/ uninspired
▪ Quiet classrooms	▪ Choice and flexibility about how to learn – method of learning and relevant subjects	▪ COVID, technology and online learning impacts on families and students capacity to focus and engage
▪ Compounding assignments	▪ More frequent breaks	▪ Adolescent pressures
▪ Focus on right and wrong answers	▪ Connect learning to real life applications and reflect on importance of teachings	

Additional student feedback

Flexible Learning Options (FLO) students

In addition to the forums, students recently enrolled in Flexible Learning Options gave feedback on their experience, which gives insight into what they value and appreciate in education. Themes such as creating an environment in which students are confident to engage and personalised learning were consistent across FLO students and the forums:

Theme	Student feedback
High skilled educators, youth workers and social workers are needed	• "The teachers here explain everything very well, doesn't matter what level you are'. • "The teachers understand me more than in a mainstream school" • "If you're not doing your work the teacher won't get mad at you" • "A teacher in the mainstream schools have too many students to manage"
More intimate than large mainstream settings – welcoming, dignifying, encouraging of engagement	• "With FLO you want to attend more than mainstream school as there is a sense of community" • "You don't have to worry about being bullied as everyone is going through the same stuff" • "Being treated as an adult and having more independence"
Delivered in smaller groups	• "I feel like I have a lot more support" • "Being able to go at my own pace with work"
Individualised	• "Being treated as an equal with the ability to take control of your own learning experience" • Able to choose subjects of interest, with more opportunities available than at previous school • Accessibility to a range of programs
Optimising SACE Flexibilities	• "There are more opportunities to do different activities like volunteering and work experience" • Hands on learning experiences • Differentiated and personalised programs • "Less boring and less stressful"
General	• "If you want to know what needs to change talk to us, the students. We know what works best for us." • "I was suspended a lot previously. Since being in FLO my grades have picked up and I don't get suspended." • "Without FLO I'd be in bed."

Source: Student feedback from Christies Beach High School, Craigmore High School, North Adelaide Senior College, Wirreanda Secondary School, Relationships Australia Learning Centre (NGO) at Marion. Mount Gambier High School, FLO Redesign Stakeholder Group

Preschool children

Likewise, separate to the student forums, preschool children were afforded the opportunity to share their thoughts on the purpose of public education through discussion and drawing. Initial thematic analysis drew the following conclusions:

- Children know that kindy and school are for learning, including learning to be caring.

- Children want to develop confidence and skills in gross motor/physical development at school.

- What children want to learn and what they think they will learn at school don't necessarily align.

- Children want to learn about nature (e.g., bees, weather, reptiles etc.)

- Children appreciate teachers who listen to children and continue to develop their skills.

- Teachers and friends can be relied upon to help when children need it.

- Making mistakes and thinking are important parts of learning.

- Friends and playing are important at both kindy and school.

Mentimeter Data Tabs

Cognitive strategies

Before starting to work on a task, I think first about the best way to approach/answer/solve it

Legend: ■ Always ■ Sometimes ■ Never

Category	Always	Sometimes	Never
Total [n=210]	42%	54%	4%
Years 5 & 6 [n=138]	41%	57%	3%
Years 7 & 9 [n=32]	41%	50%	9%
Years 10 & 11 [n=40]	48%	50%	3%
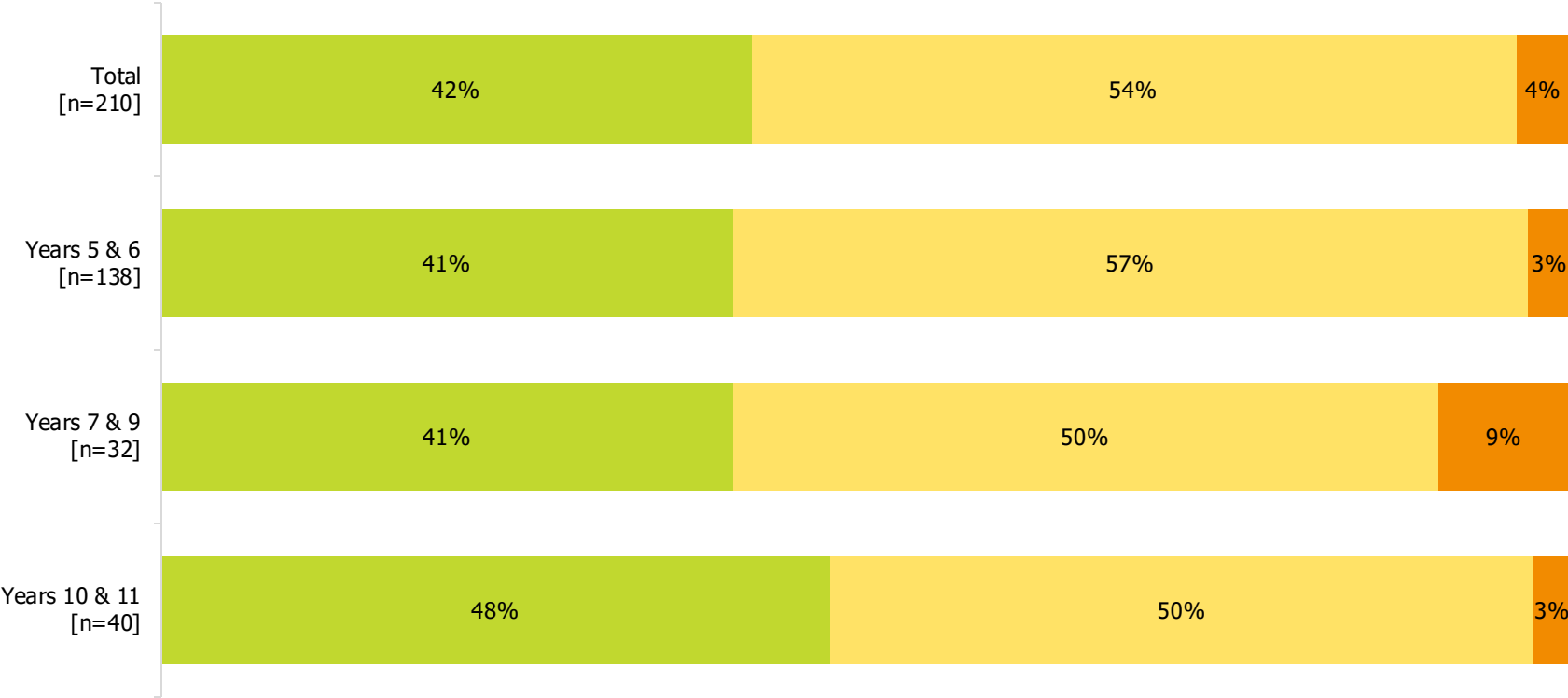
Cognitive strategies

When I learn, I feel safe to take risks or voice my opinion

■ Always   ■ Sometimes   ■ Never

	Always	Sometimes	Never
Total [n=206]	30%	64%	6%
Years 5 & 6 [n=135]	30%	65%	5%
Years 7 & 9 [n=31]	23%	65%	13%
Years 10 & 11 [n=40]	38%	60%	3%
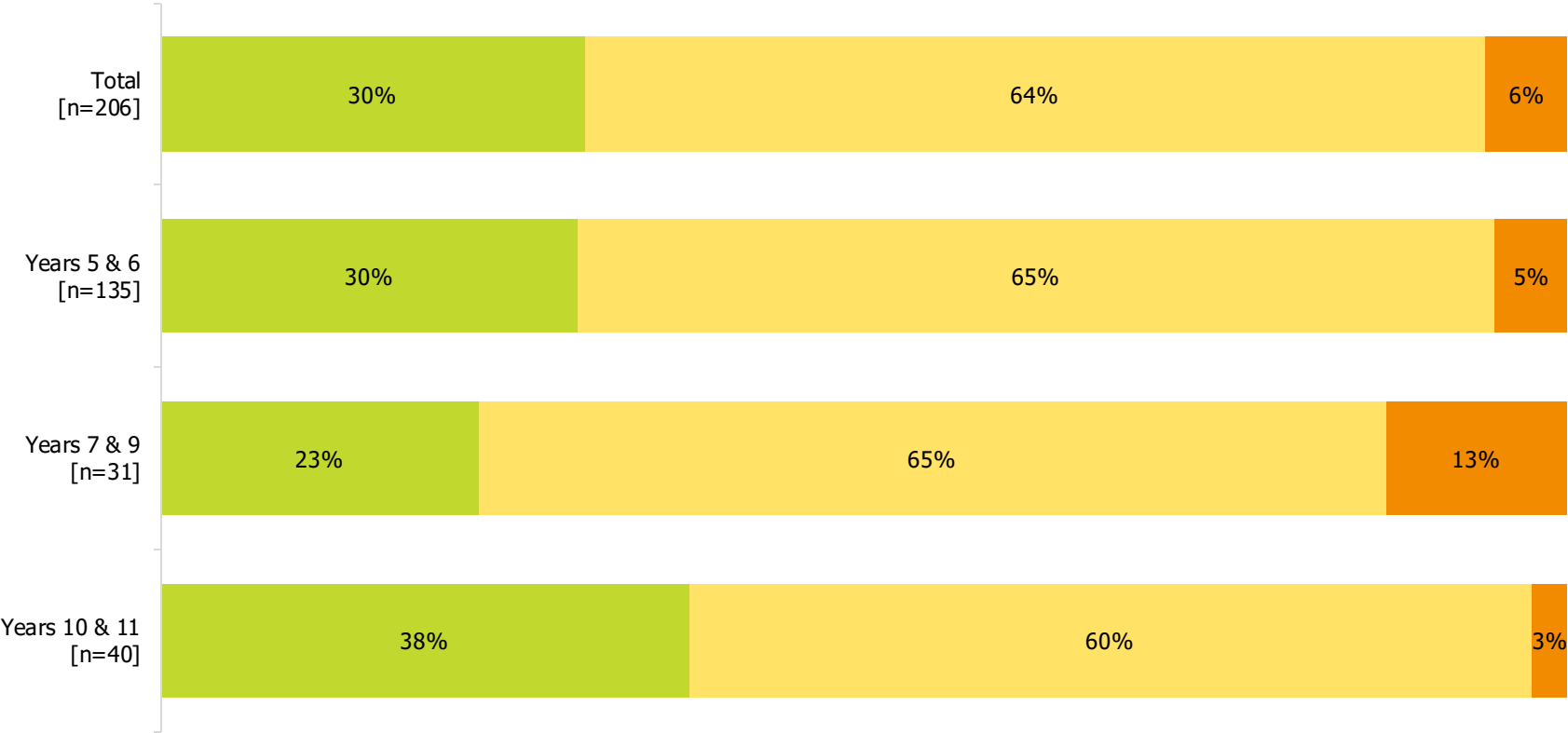
Cognitive strategies

I am asked to think about what I ALREADY know about a topic

- Very Often
- Often
- Sometimes
- Rarely
- Never
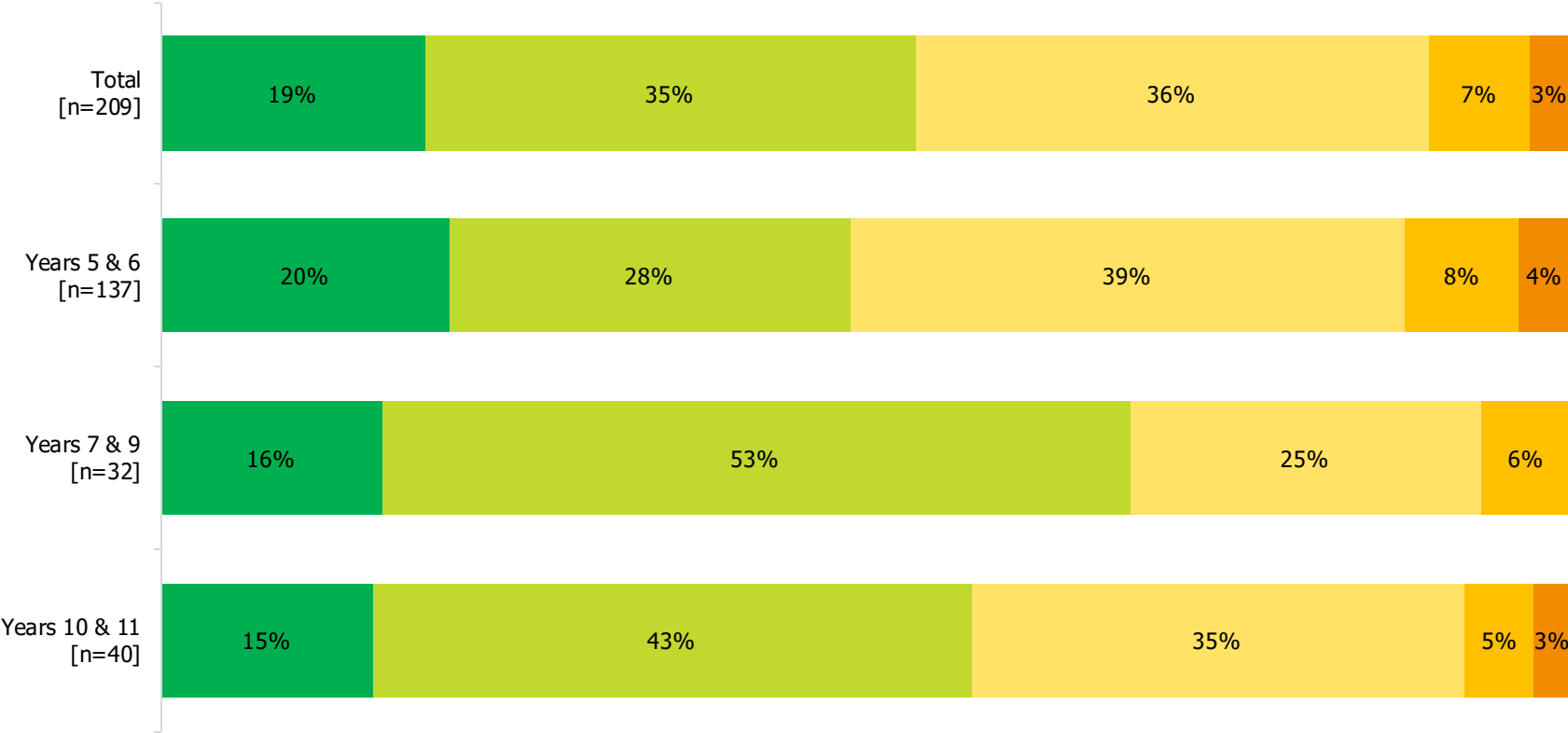
Group	Very Often	Often	Sometimes	Rarely	Never
Total [n=209]	19%	35%	36%	7%	3%
Years 5 & 6 [n=137]	20%	28%	39%	8%	4%
Years 7 & 9 [n=32]	16%	53%	25%	6%	
Years 10 & 11 [n=40]	15%	43%	35%	5%	3%

Cognitive strategies

I am asked to SHARE what I already know about a new topic with my peers

Legend: ■ Very Often ■ Often ■ Sometimes ■ Rarely ■ Never

	Very Often	Often	Sometimes	Rarely	Never
Total [n=210]	11%	39%	35%	10%	5%
Years 5 & 6 [n=138]	12%	42%	31%	9%	5%
Years 7 & 9 [n=32]	19%	44%	25%	9%	3%
Years 10 & 11 [n=40]	3%	25%	58%	10%	5%
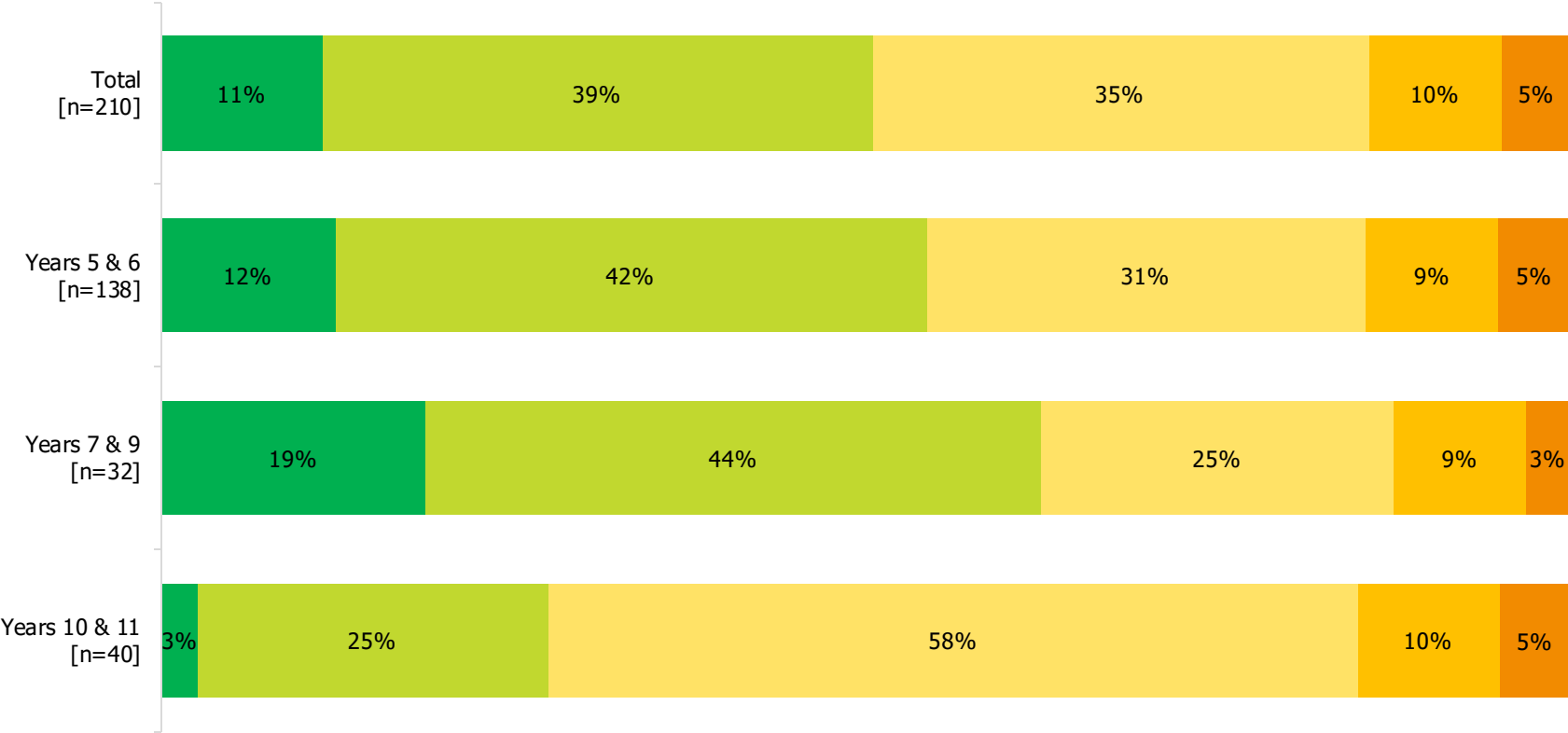
Cognitive strategies

My teachers MODEL ways of approaching tasks through talking aloud

■ Very Often ■ Often ■ Sometimes ■ Rarely ■ Never

	Very Often	Often	Sometimes	Rarely	Never
Total [n=209]	19%	37%	30%	11%	3%
Years 5 & 6 [n=138]	22%	36%	31%	7%	4%
Years 7 & 9 [n=31]	13%	55%	19%	13%	
Years 10 & 11 [n=40]	13%	30%	33%	20%	5%
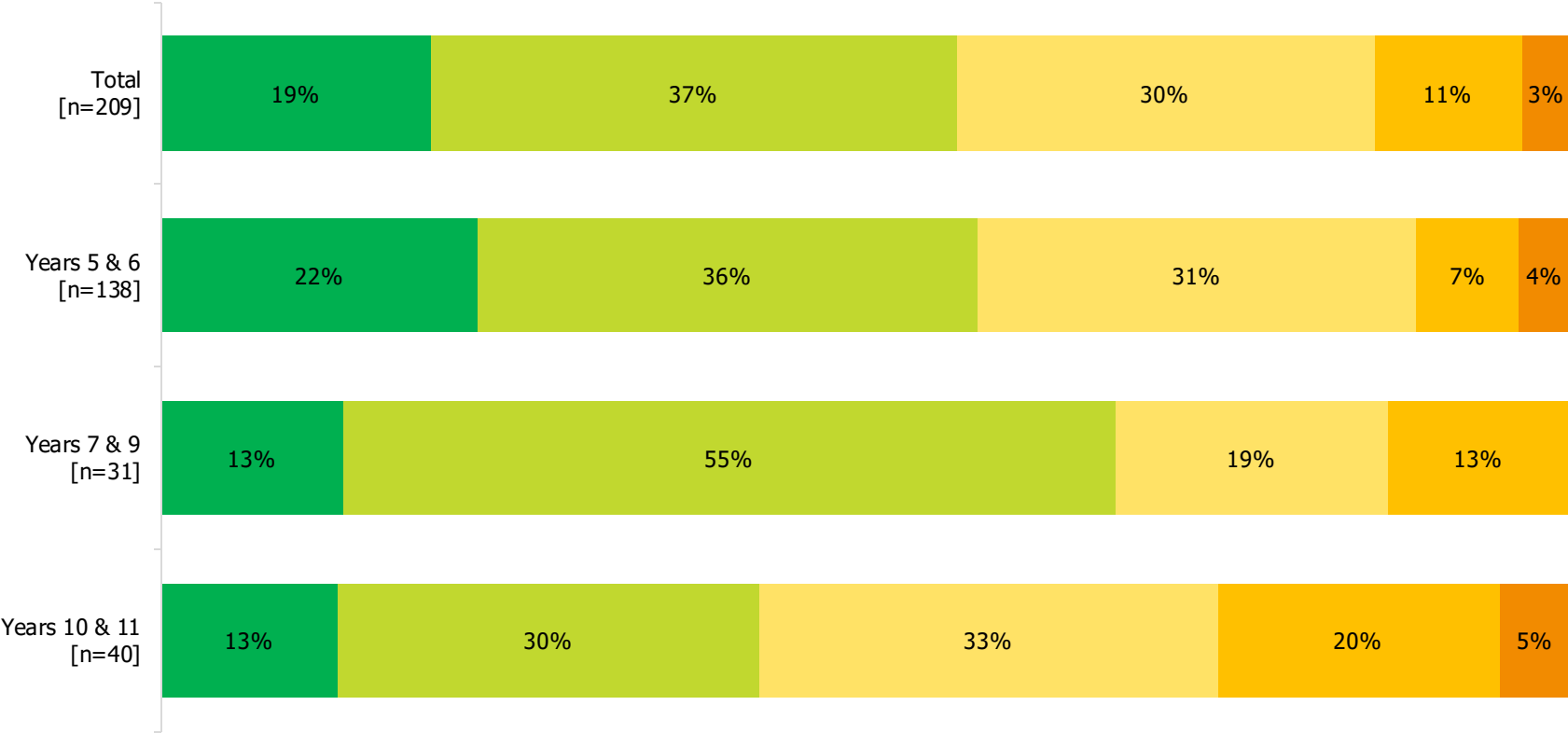
Cognitive strategies

My teacher helps me CONNECT my new learning to what I already know

Legend: ■ Very Often ■ Often ■ Sometimes ■ Rarely ■ Never

Group	Very Often	Often	Sometimes	Rarely	Never
Total [n=210]	18%	43%	27%	10%	
Years 5 & 6 [n=138]	19%	43%	25%	10%	3%
Years 7 & 9 [n=32]	16%	41%	34%	6%	3%
Years 10 & 11 [n=40]	15%	45%	28%	13%	
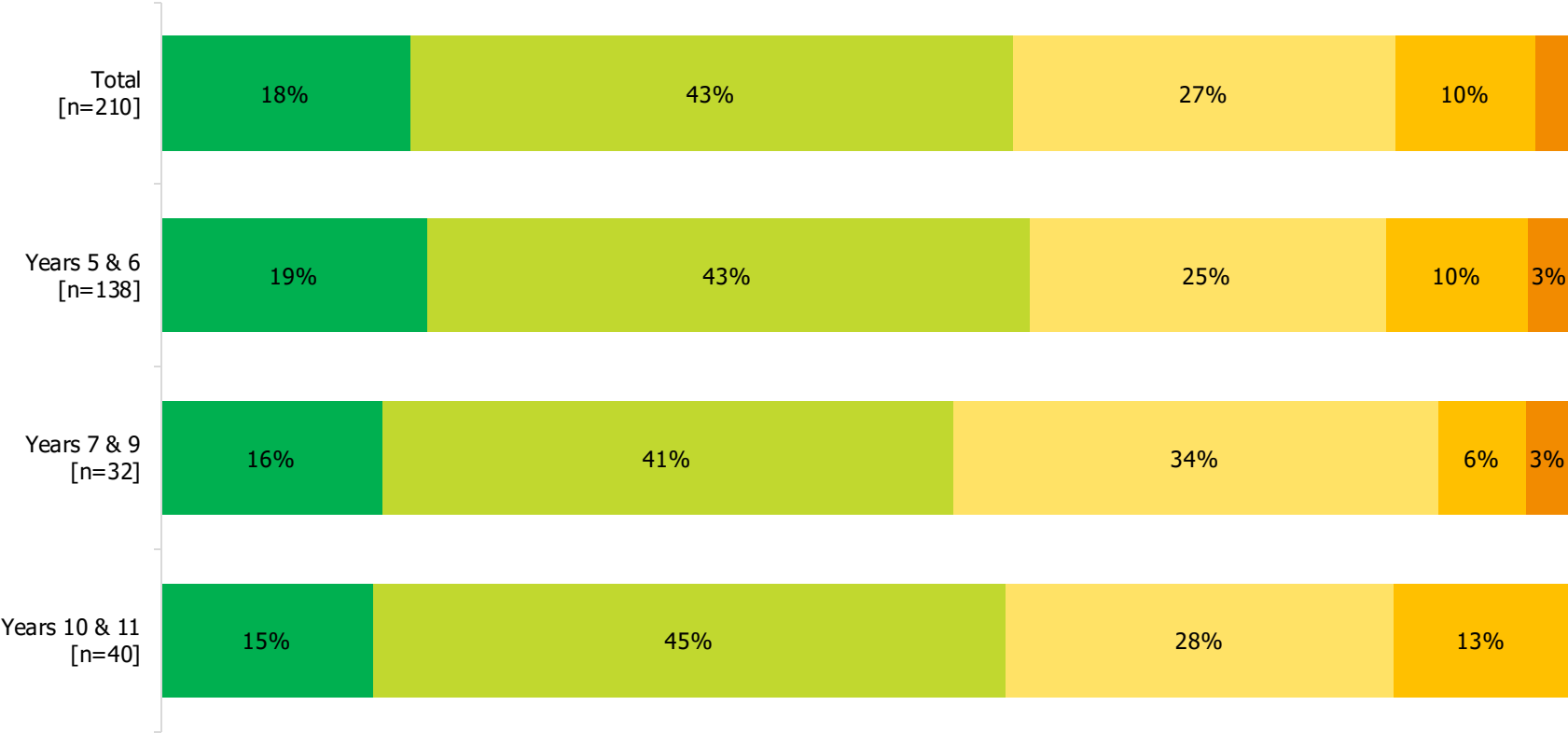
Cognitive strategies

I am expected to show MORE THAN ONE way to solve problems

■ Very Often   ■ Often   ■ Sometimes   ■ Rarely   ■ Never

Group	Very Often	Often	Sometimes	Rarely	Never
Total [n=209]	28%	32%	30%	8%	
Years 5 & 6 [n=137]	37%	32%	23%	4%	3%
Years 7 & 9 [n=32]	16%	34%	31%	16%	3%
Years 10 & 11 [n=40]	5%	30%	53%	13%	
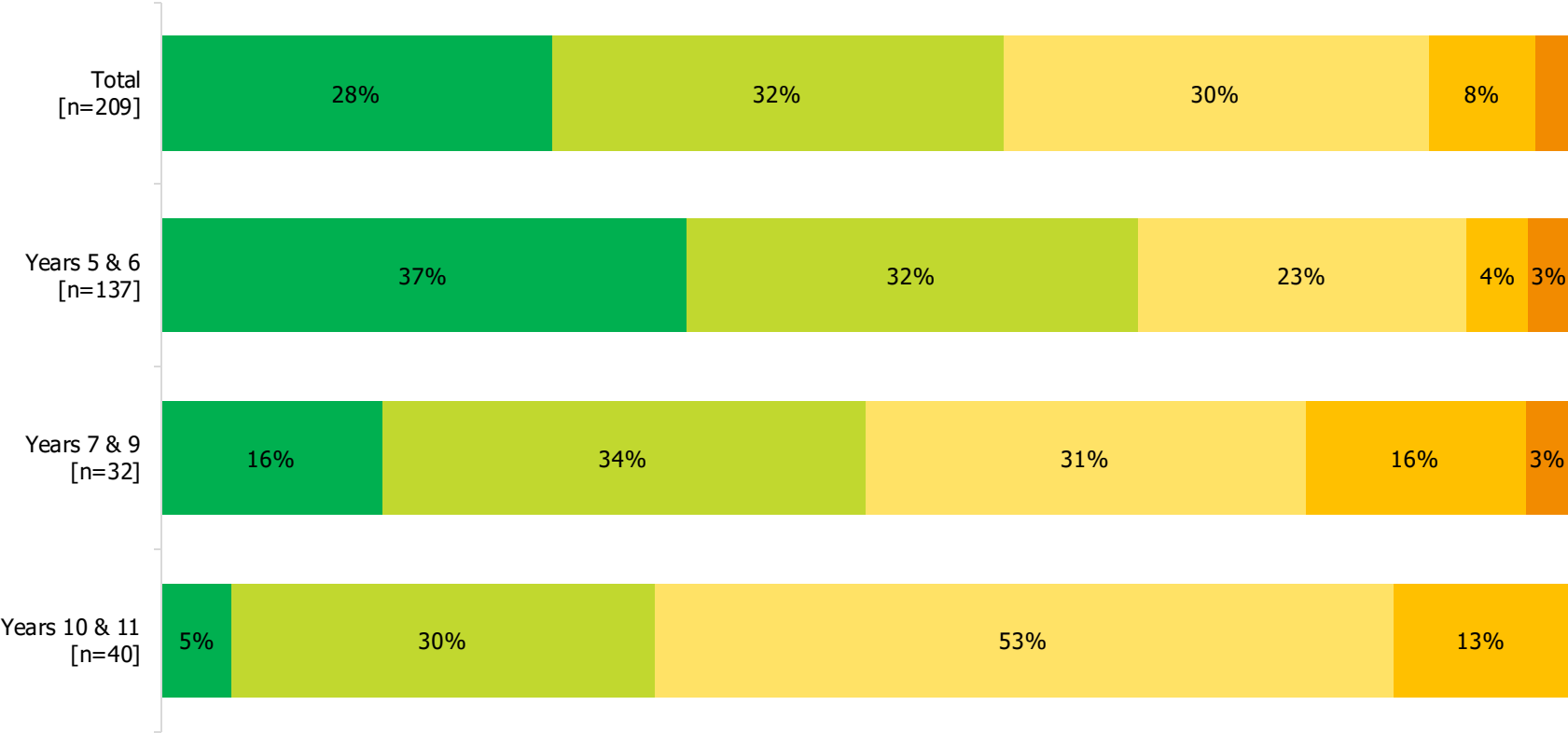
Cognitive strategies

I am asked GUIDING QUESTIONS about where I can go next, rather than being told

Legend: ■ Very Often ■ Often ■ Sometimes ■ Rarely ■ Never

	Very Often	Often	Sometimes	Rarely	Never
Total [n=209]	17%	31%	39%	9%	4%
Years 5 & 6 [n=137]	18%	30%	39%	7%	6%
Years 7 & 9 [n=32]	9%	41%	38%	13%	
Years 10 & 11 [n=40]	20%	28%	40%	13%	
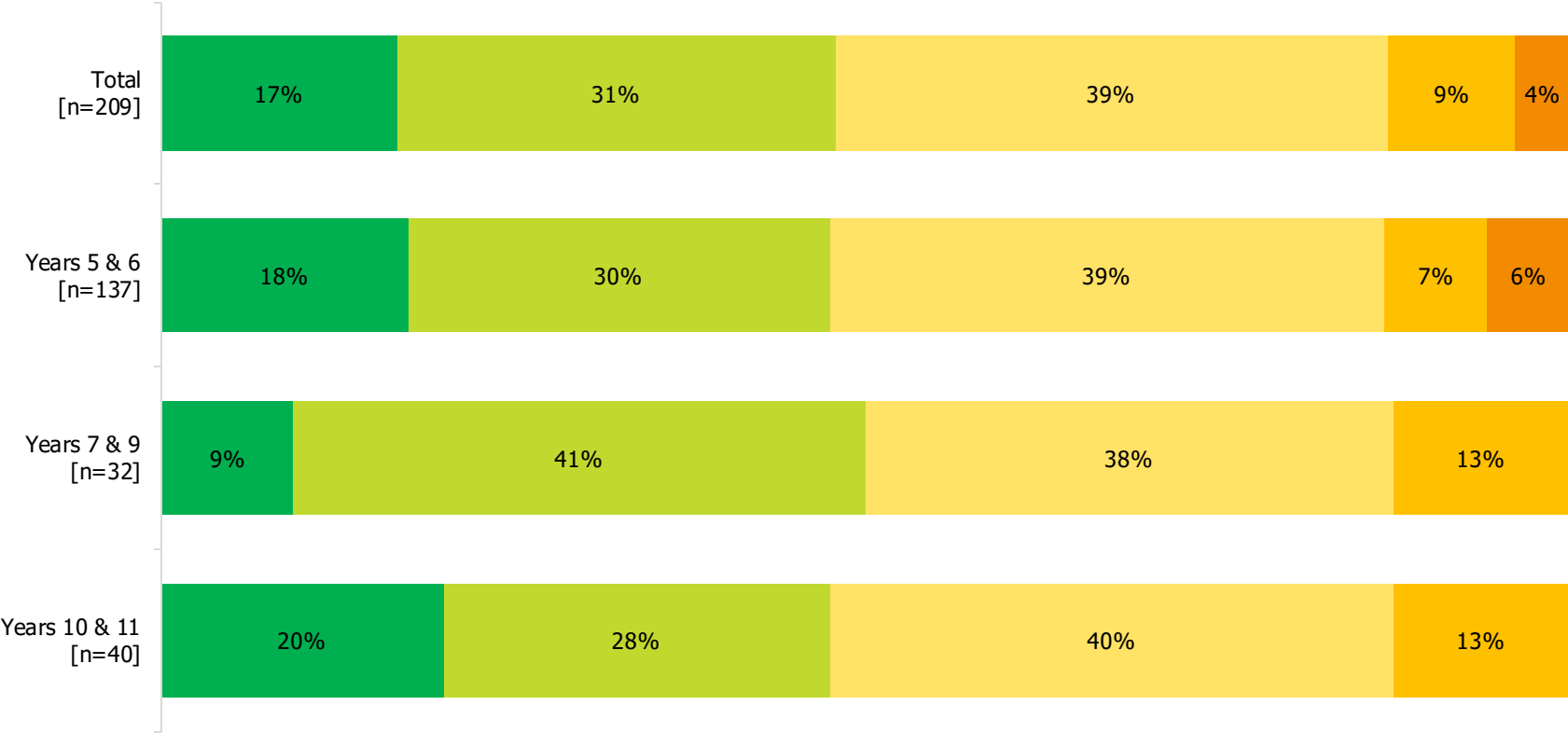
Cognitive strategies

I get step-by-step INSTRUCTIONS for how to solve problems

Legend: ■ Very Often ■ Often ■ Sometimes ■ Rarely ■ Never

	Very Often	Often	Sometimes	Rarely	Never
Total [n=210]	15%	26%	35%	19%	4%
Years 5 & 6 [n=138]	17%	25%	33%	19%	5%
Years 7 & 9 [n=32]	22%	28%	28%	19%	3%
Years 10 & 11 [n=40]	3%	28%	48%	20%	

Cognitive strategies

I try my own way of solving problems BEFORE seeking help

■ Very Often ■ Often ■ Sometimes ■ Rarely ■ Never

	Very Often	Often	Sometimes	Rarely	Never
Total [n=210]	31%	36%	24%	6%	3%
Years 5 & 6 [n=138]	36%	38%	17%	5%	4%
Years 7 & 9 [n=32]	22%	38%	28%	9%	3%
Years 10 & 11 [n=40]	23%	28%	45%	5%	
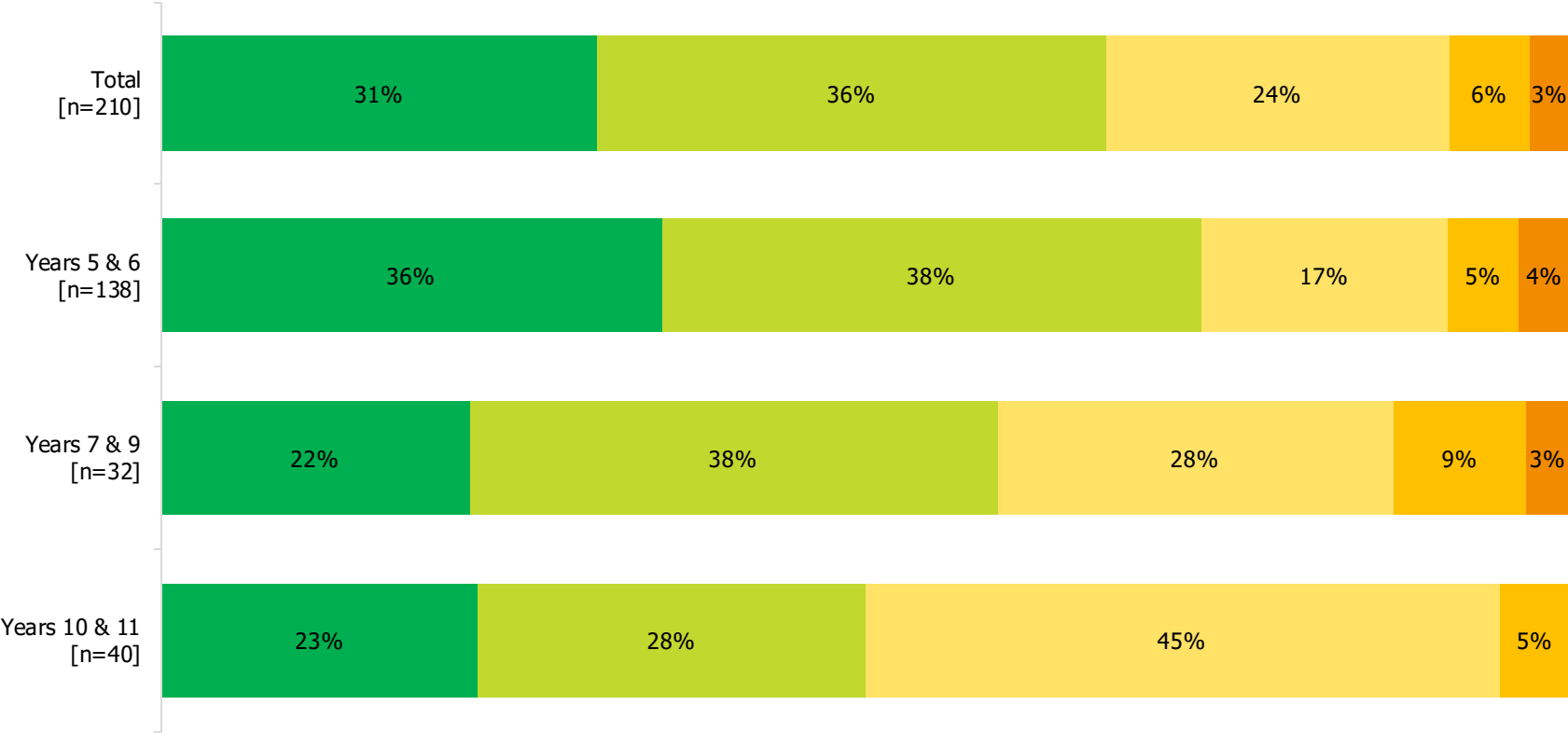
Collaborative learning

YESTERDAY I talked most about my learning with

- Years 5 & 6 [n=378]
- Years 7 & 9 [n=41]
- Years 10 & 11 [n=42]

	My teacher	The person next to me	A small work group	Nobody
Years 5 & 6	33%	30%	20%	17%
Years 7 & 9	20%	37%	22%	22%
Years 10 & 11	31%	29%	19%	21%
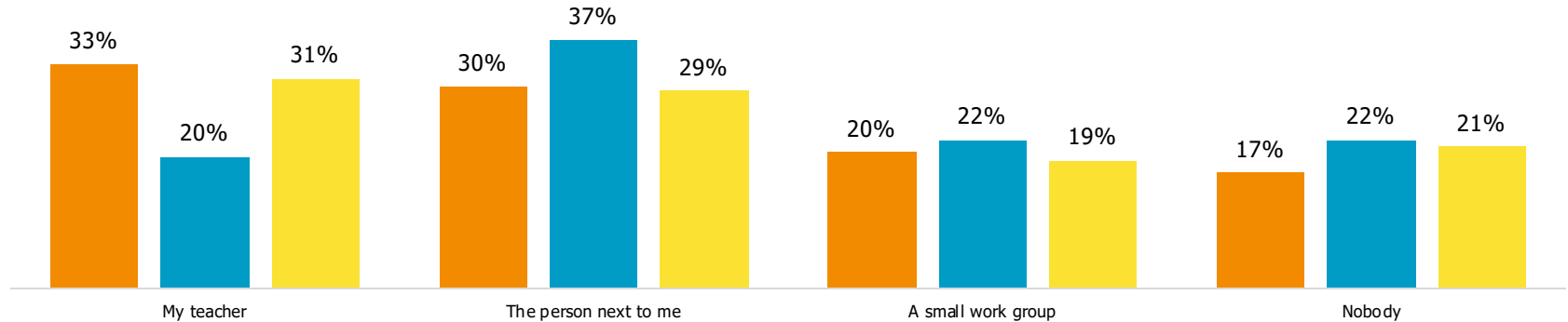
Collaborative learning

Yesterday when I worked with others in class, it was with...

■ Total
[n=449]　■ Years 5 & 6
[n=367]　■ Years 7 & 9
[n=40]　■ Years 10 & 11
[n=42]

	One other person, in a pair	A small group between 3 and 5 members	A large group of more than 5	No-one - I didn't work with anyone yesterday
Total	33%	39%	6%	22%
Years 5 & 6	35%	38%	6%	21%
Years 7 & 9	25%	53%	3%	20%
Years 10 & 11	24%	40%	7%	29%
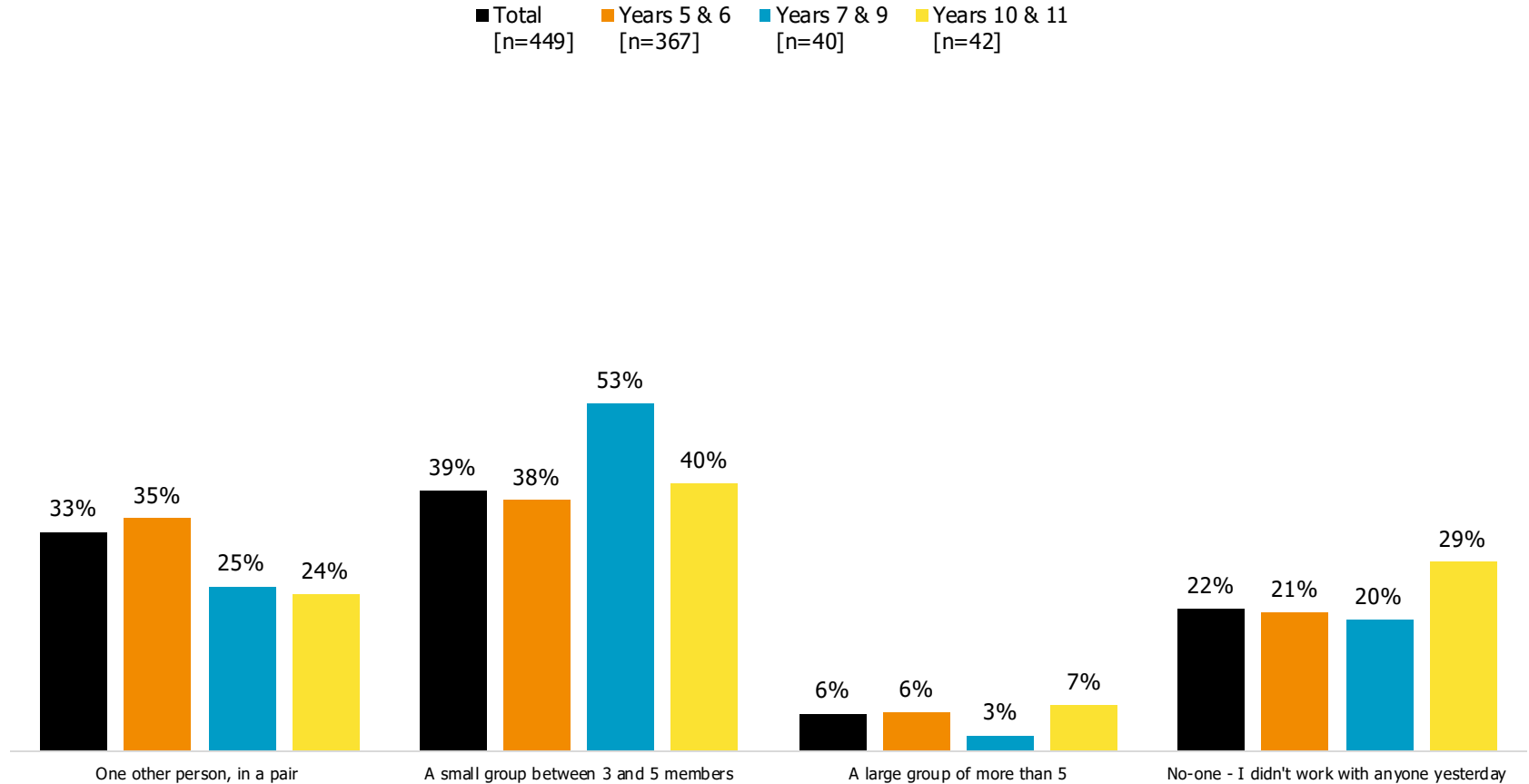
Collaborative learning

Yesterday, if I had the opportunity to work in a group...

Total [n=446]　　Years 5 & 6 [n=364]　　Years 7 & 9 [n=40]　　Years 10 & 11 [n=42]

I chose my group
- Total: 68%
- Years 5 & 6: 66%
- Years 7 & 9: 83%
- Years 10 & 11: 69%

I didn't choose my group
- Total: 32%
- Years 5 & 6: 34%
- Years 7 & 9: 18%
- Years 10 & 11: 31%
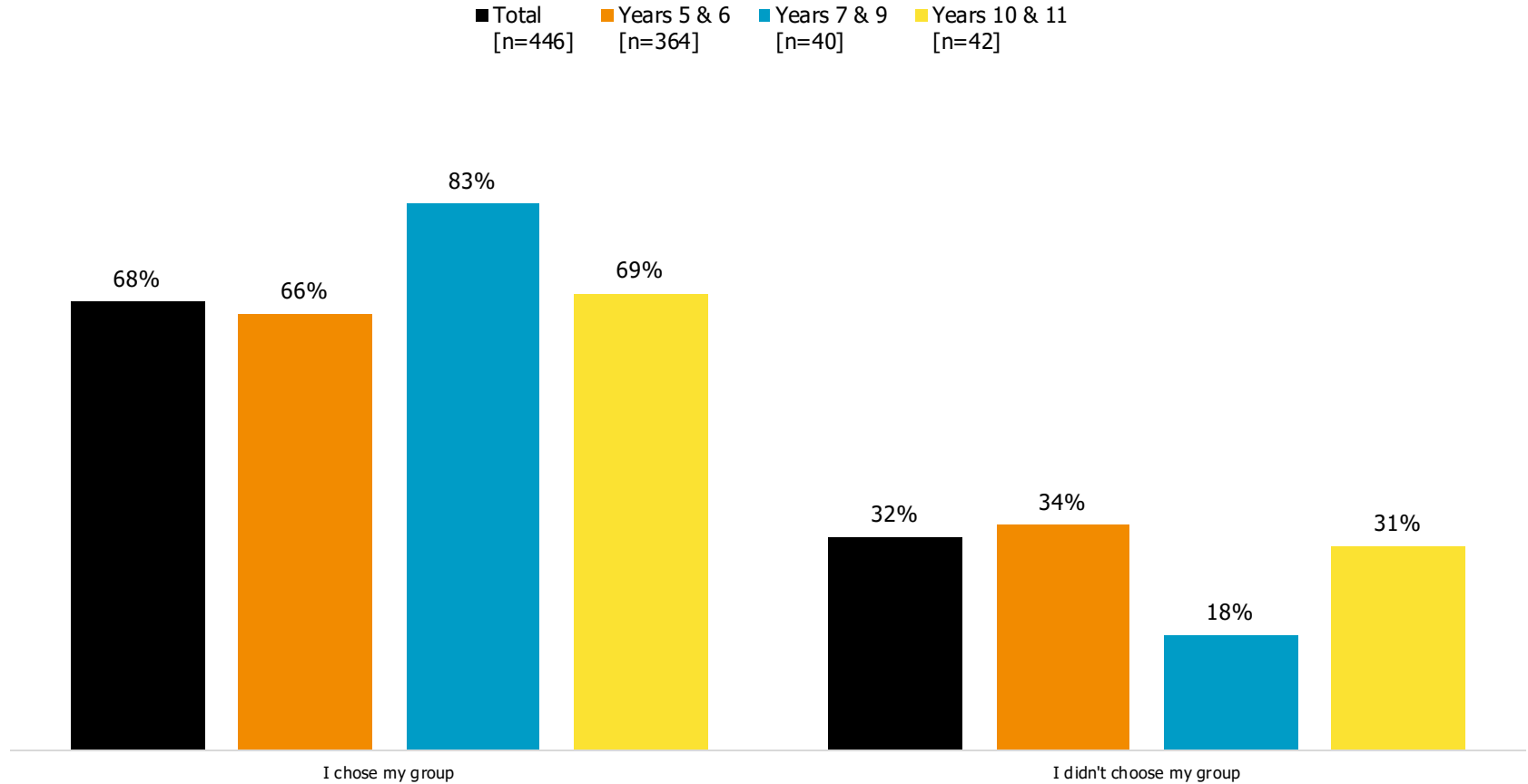
Collaborative learning

Yesterday I was EXCITED about something I was learning

■ Total
[n=423]　■ Years 5 & 6
[n=342]　■ Years 7 & 9
[n=39]　■ Years 10 & 11
[n=42]

YES! I experienced this!
- 72%
- 73%
- 72%
- 64%

NO, not at all
- 28%
- 27%
- 28%
- 36%
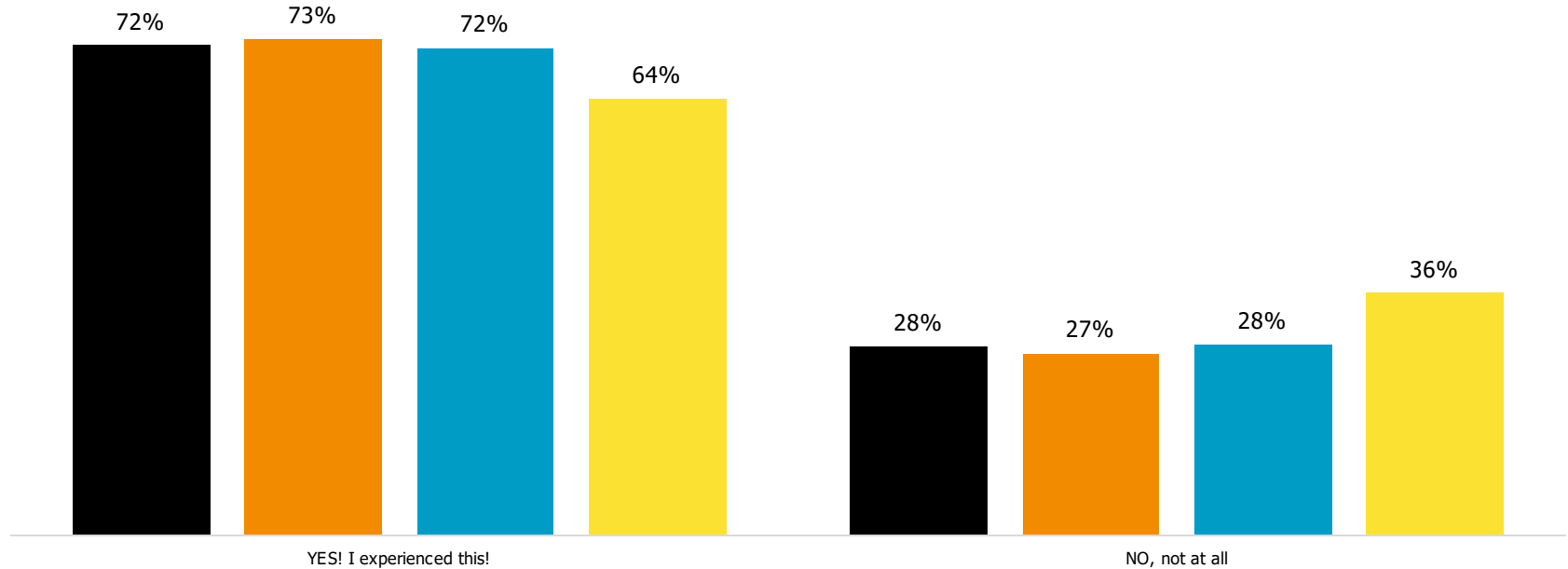
Collaborative learning

Yesterday I was BORED at school

■ Total [n=434] ■ Years 5 & 6 [n=352] ■ Years 7 & 9 [n=40] ■ Years 10 & 11 [n=42]

YES! I experienced this!
- 59%
- 57%
- 65%
- 71%

NO, not at all
- 41%
- 43%
- 35%
- 29%
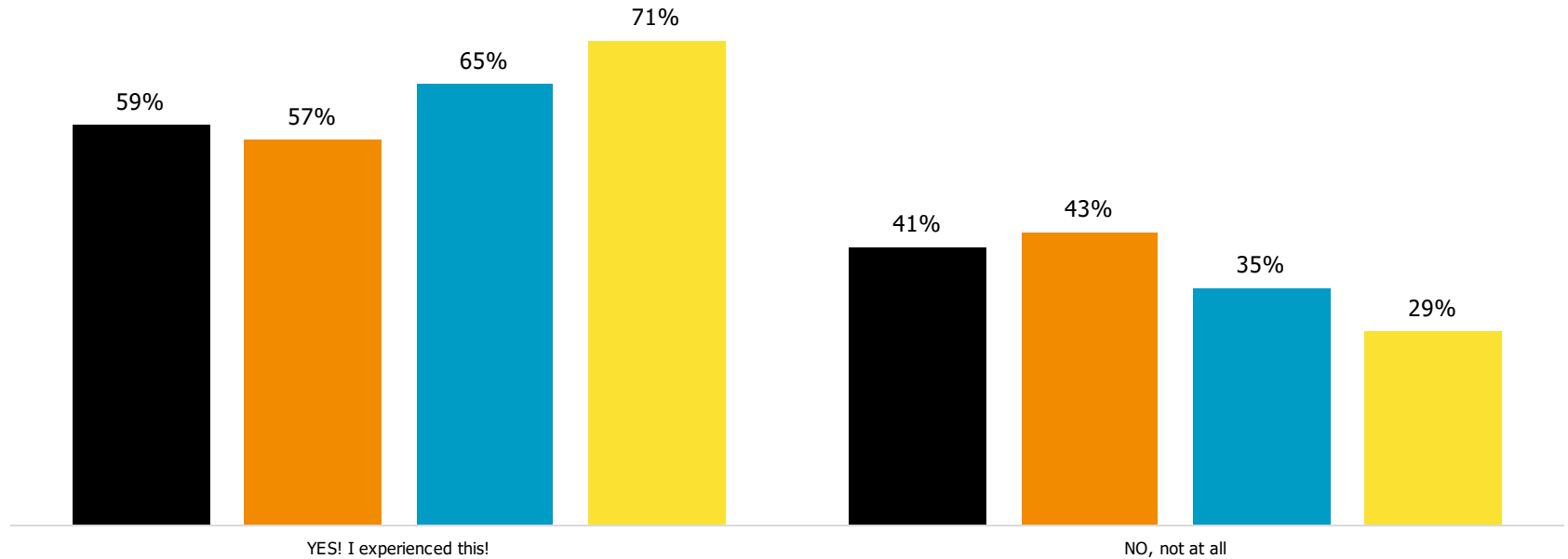
Collaborative learning

Yesterday I was CHALLENGED in my learning in a good way

■ Total [n=433]　■ Years 5 & 6 [n=351]　■ Years 7 & 9 [n=40]　■ Years 10 & 11 [n=42]

YES! I experienced this!
- 72%
- 74%
- 55%
- 71%

NO, not at all
- 28%
- 26%
- 45%
- 29%

Collaborative learning

In the LAST WEEK at school I worked on challenging problems with my peers

Legend: ■ Very often ■ Often ■ Sometimes ■ Rarely ■ Never

Group	Very often	Often	Sometimes	Rarely	Never
Total [n=439]	6%	27%	44%	17%	6%
Years 5 & 6 [n=357]	7%	27%	43%	16%	6%
Years 7 & 9 [n=40]	3%	33%	50%	8%	8%
Years 10 & 11 [n=42]		21%	48%	29%	
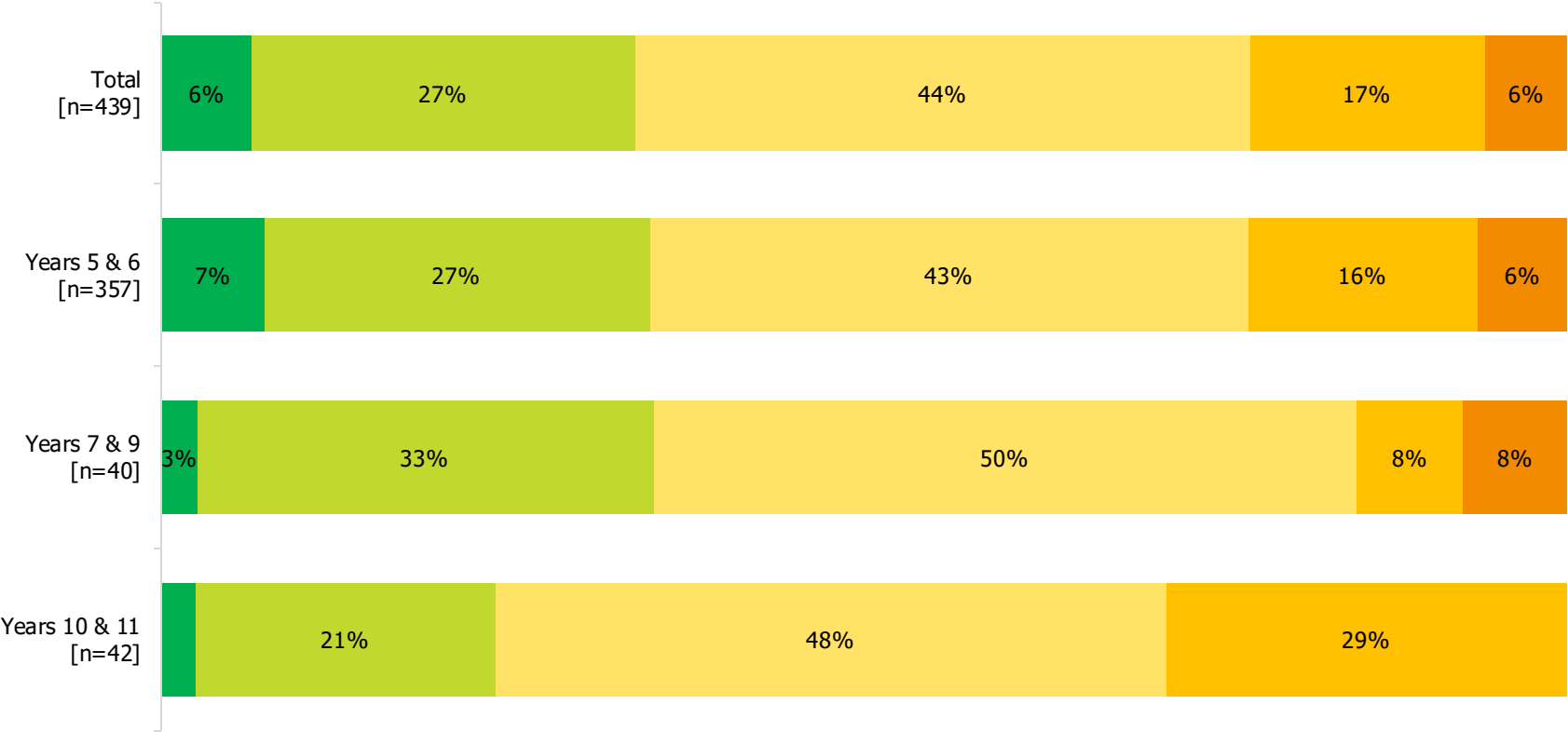
Collaborative learning

In the LAST WEEK at school my peers helped me understand something that was challenging me in my learning

■ Very often ■ Often ■ Sometimes ■ Rarely ■ Never

	Very often	Often	Sometimes	Rarely	Never
Total [n=432]	4%	18%	45%	22%	10%
Years 5 & 6 [n=351]	4%	18%	44%	23%	11%
Years 7 & 9 [n=40]	3%	23%	55%	13%	8%
Years 10 & 11 [n=41]	10%	15%	46%	29%	
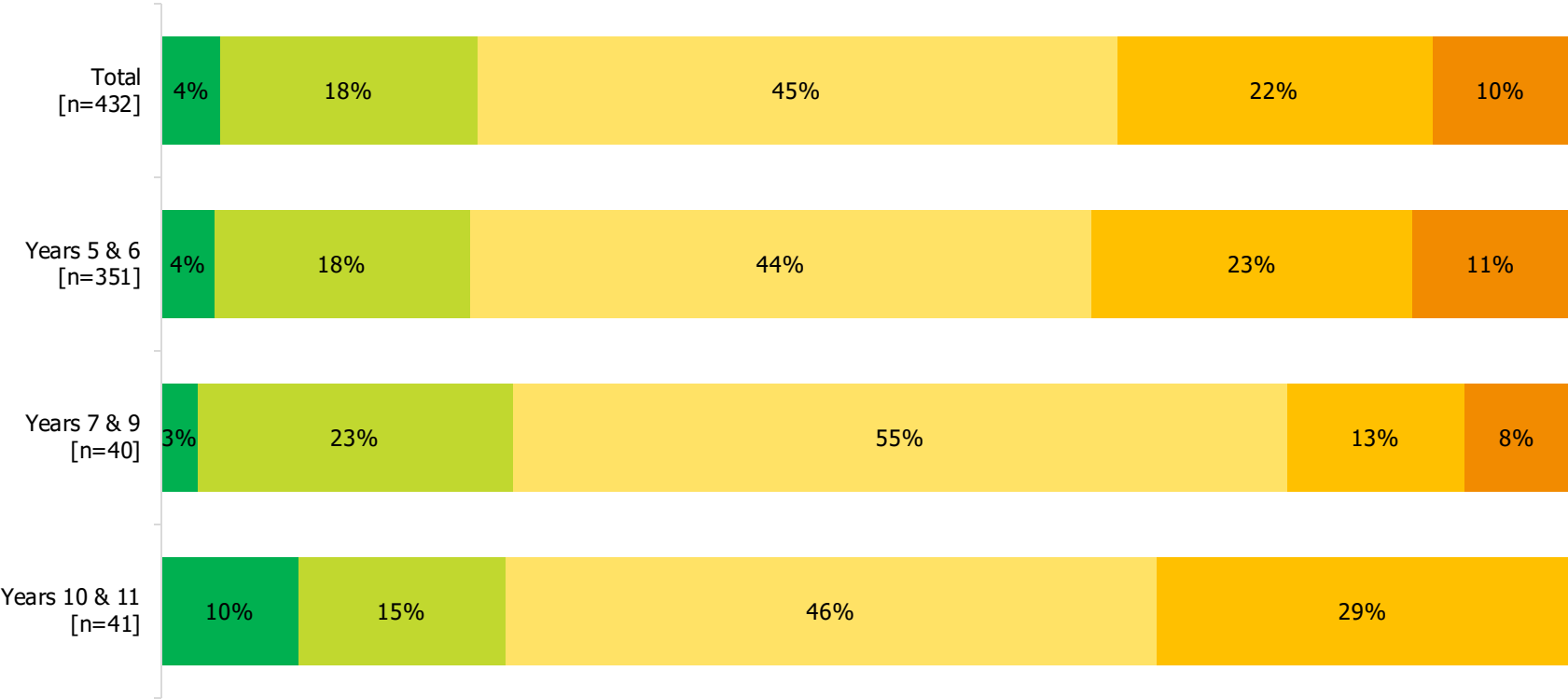
Collaborative learning

In the LAST WEEK at school I worked mainly by myself

■ Very often ■ Often ■ Sometimes ■ Rarely ■ Never

	Very often	Often	Sometimes	Rarely	Never
Total [n=433]	18%	31%	30%	18%	3%
Years 5 & 6 [n=352]	18%	28%	30%	19%	4%
Years 7 & 9 [n=40]	15%	43%	25%	18%	0%
Years 10 & 11 [n=41]	20%	44%	32%	5%	

Collaborative learning

We help each other learn at school

■ Total
[n=434]　■ Years 5 & 6
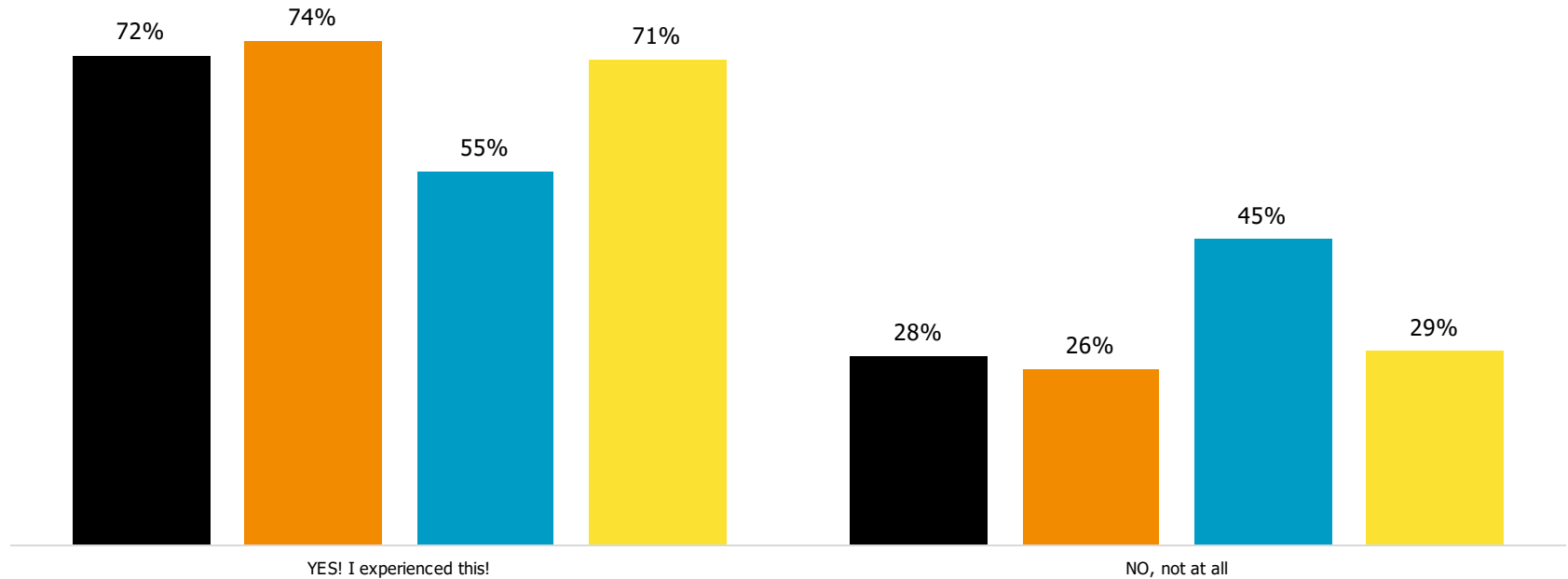[n=353]　■ Years 7 & 9
[n=40]　■ Years 10 & 11
[n=42]

Yes: 94%, 94%, 98%, 88%

No: 6%, 6%, 3%, 12%
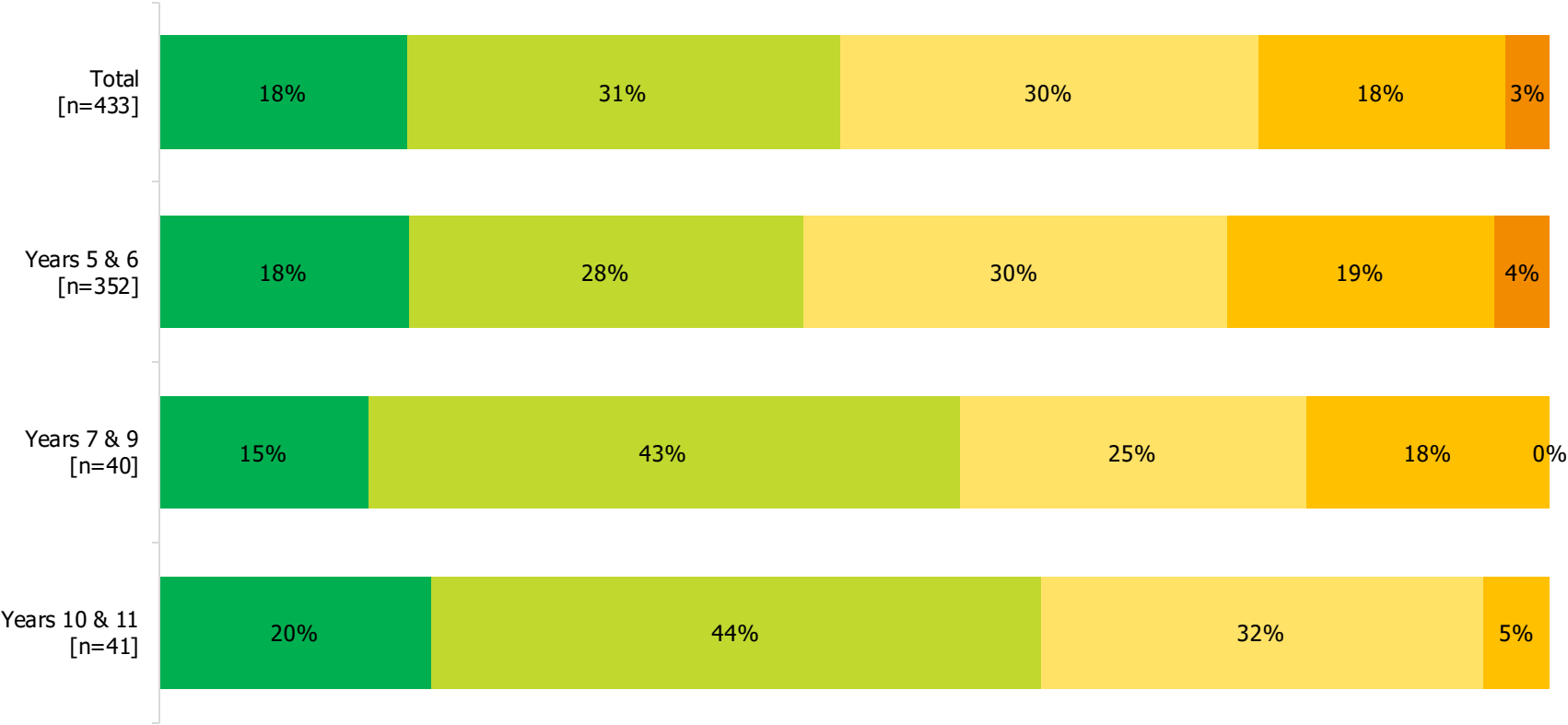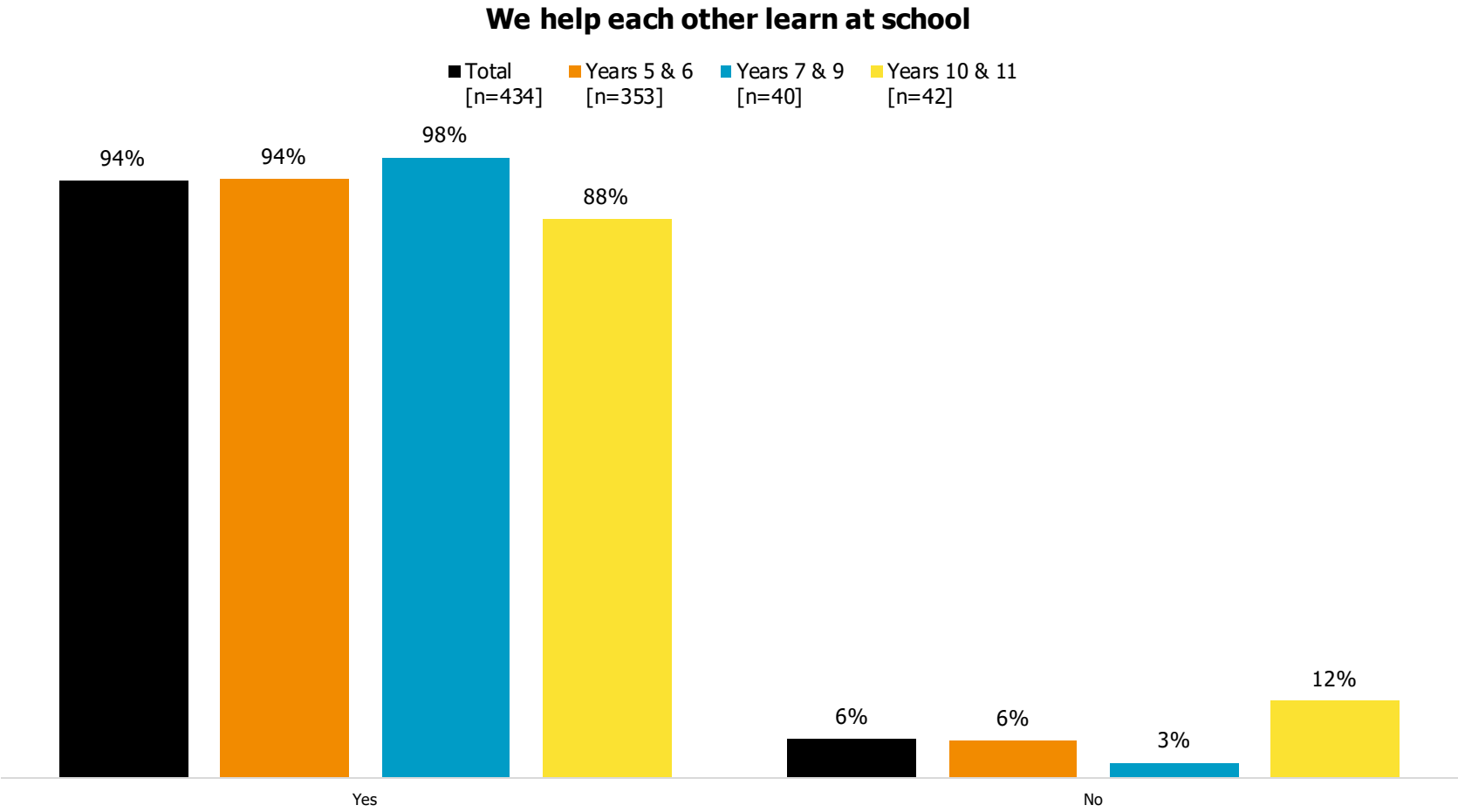
Collaborative learning

We discuss and question why people think the way they do

- Total [n=417]
- Years 5 & 6 [n=337]
- Years 7 & 9 [n=40]
- Years 10 & 11 [n=40]

Yes
- 73%
- 74%
- 73%
- 68%

No
- 27%
- 26%
- 28%
- 33%
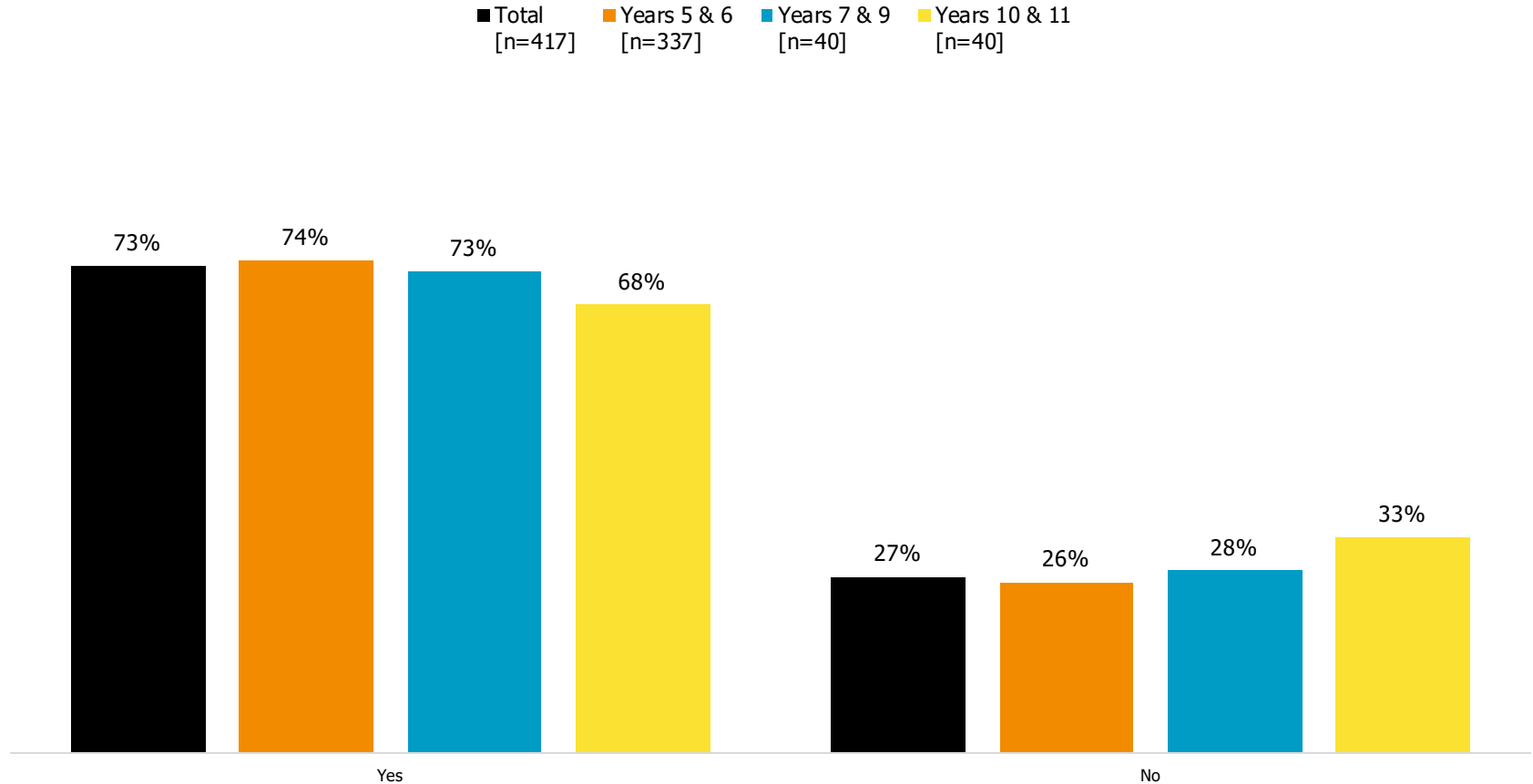
Collaborative learning

I learn by talking and sharing ideas with others

■ Total
[n=421]　■ Years 5 & 6
[n=340]　■ Years 7 & 9
[n=40]　■ Years 10 & 11
[n=41]

Yes: 83%, 83%, 88%, 83%

No: 17%, 17%, 13%, 17%
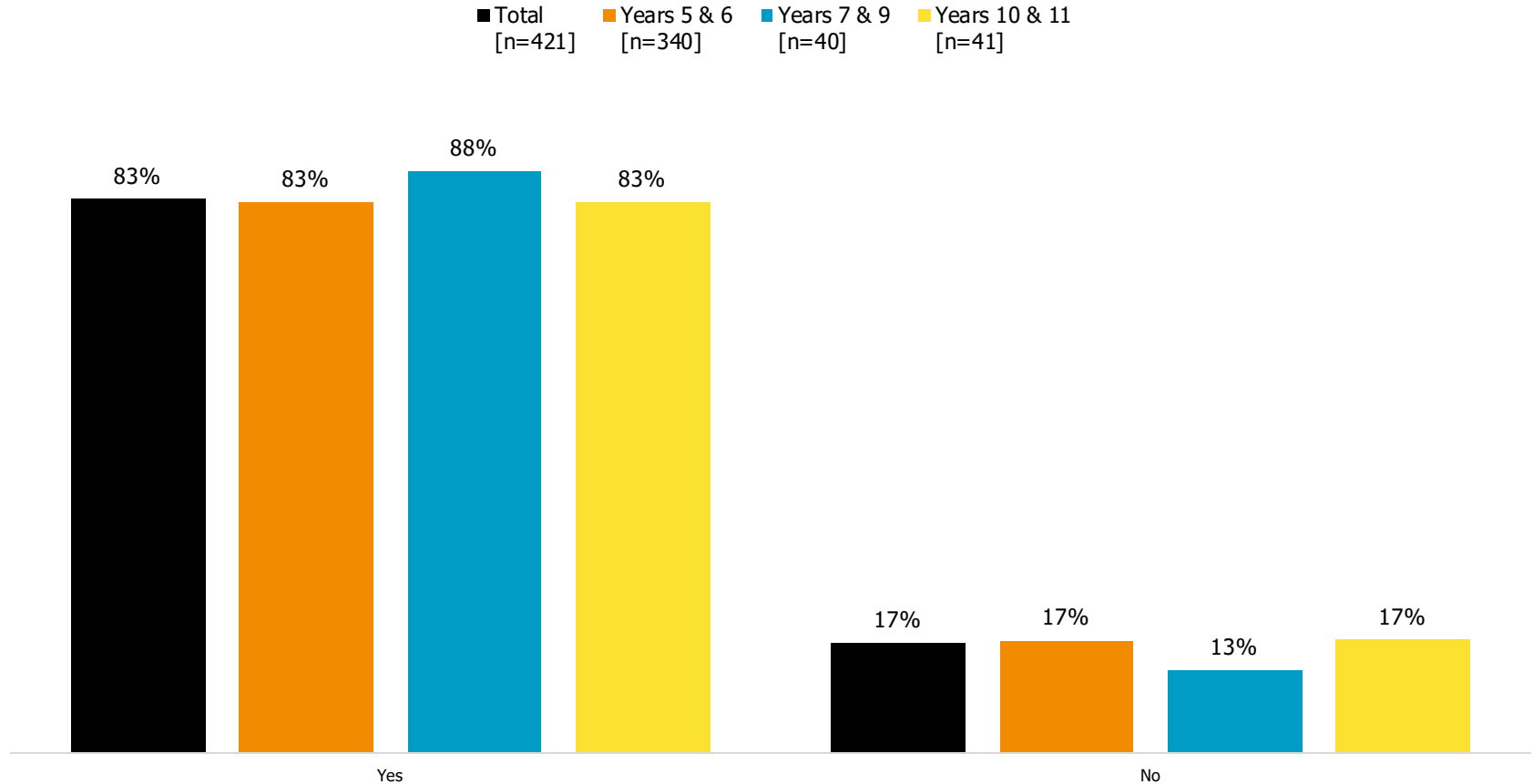
Collaborative learning

I ask questions about what we are learning

■ Yes - This happens frequently ■ Sometimes ■ No - This rarely happens

	Yes - This happens frequently	Sometimes	No - This rarely happens
Total [n=422]	41%	54%	5%
Years 5 & 6 [n=341]	40%	55%	5%
Years 7 & 9 [n=40]	45%	45%	10%
Years 10 & 11 [n=41]	41%	59%	
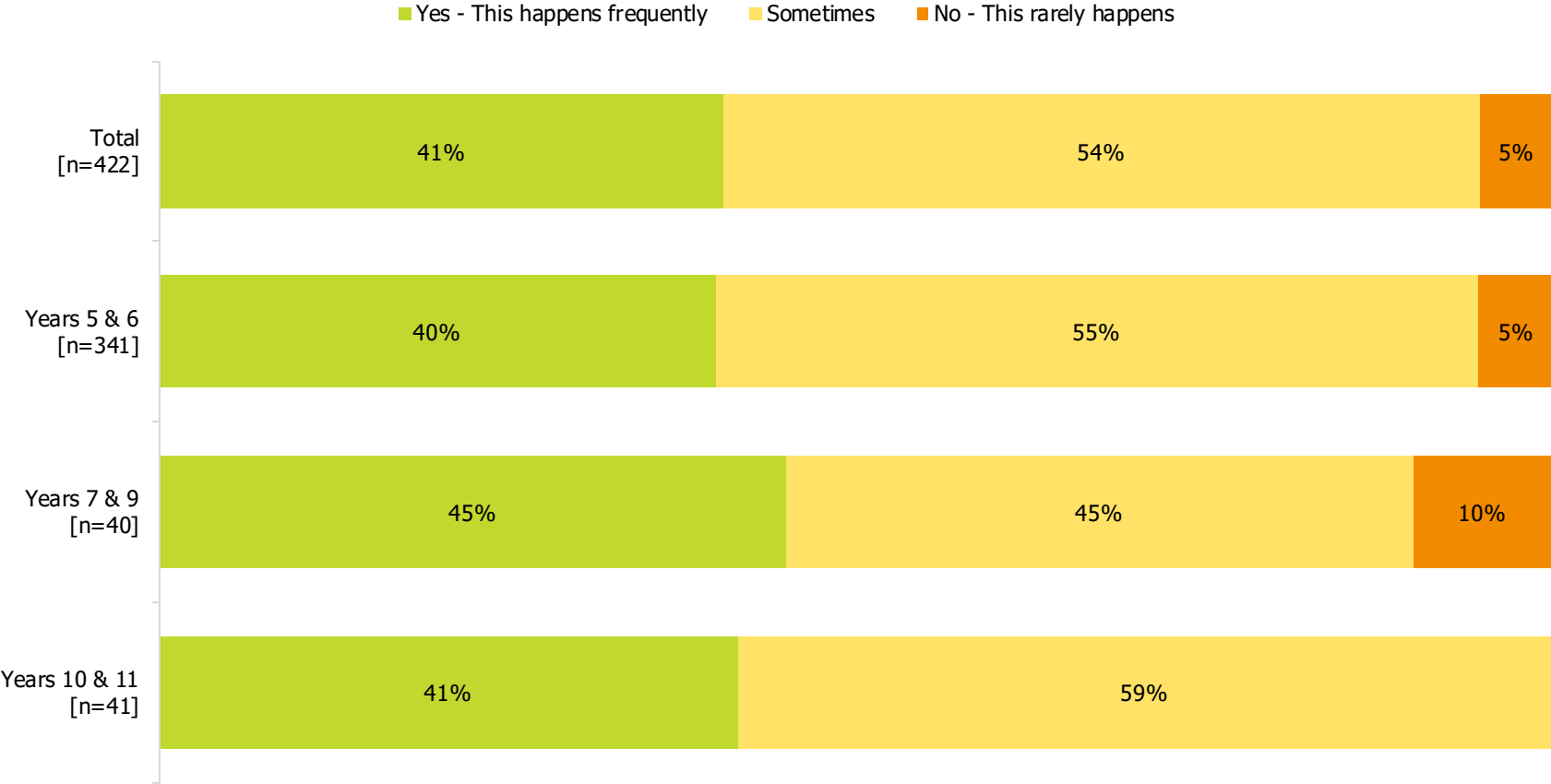
Collaborative learning

I contribute to group tasks where everyone must contribute in order to succeed

Legend: 🟩 Yes - This happens frequently 🟨 Sometimes 🟧 No - This rarely happens

	Yes - This happens frequently	Sometimes	No - This rarely happens
Total [n=414]	71%	25%	4%
Years 5 & 6 [n=333]	72%	23%	4%
Years 7 & 9 [n=40]	63%	33%	5%
Years 10 & 11 [n=41]	66%	34%	
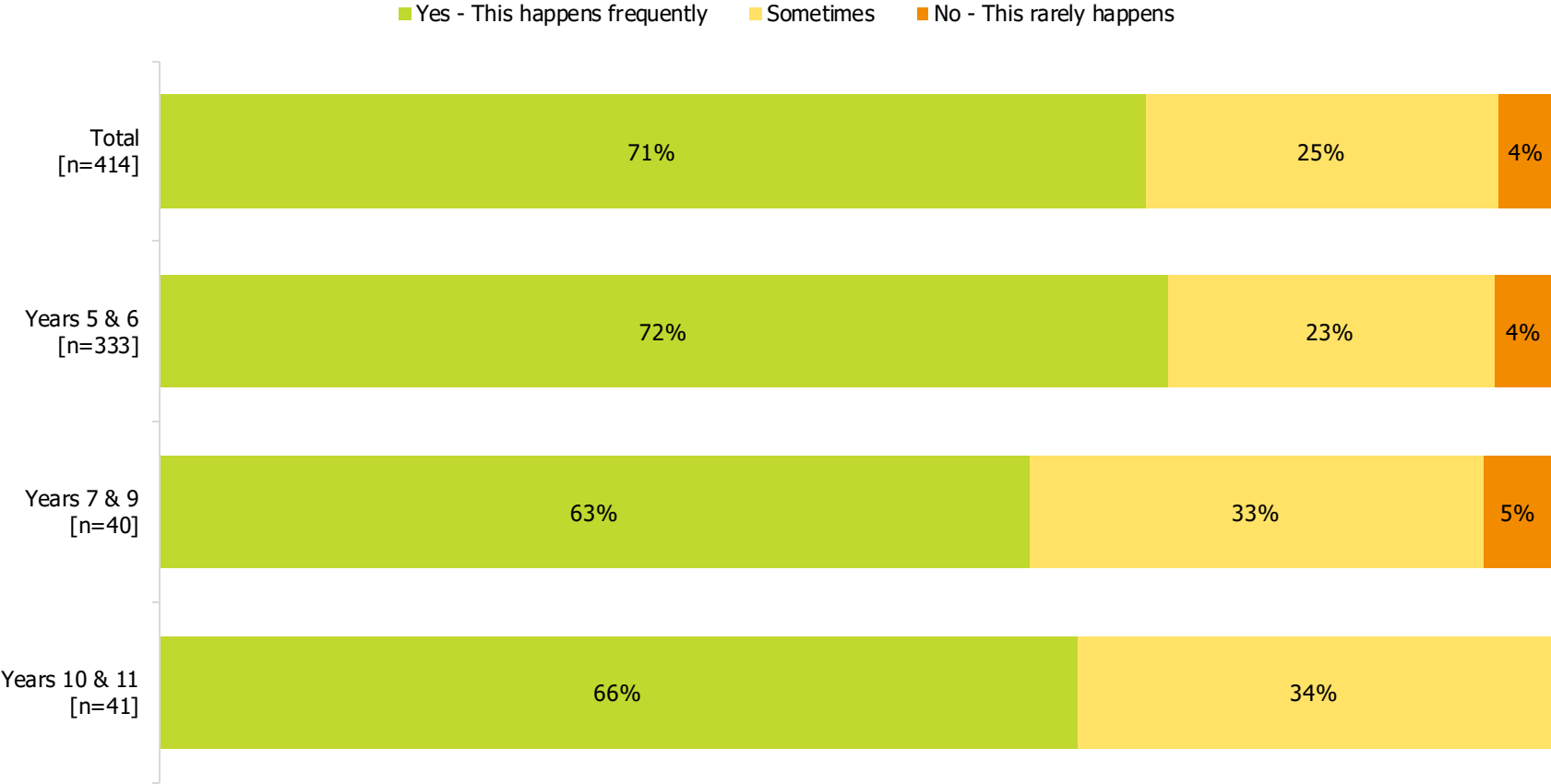
Collaborative learning

I give answers to teachers questions

■ Yes - This happens frequently ■ Sometimes ■ No - This rarely happens

	Yes - This happens frequently	Sometimes	No - This rarely happens
Total [n=413]	59%	37%	4%
Years 5 & 6 [n=332]	61%	35%	5%
Years 7 & 9 [n=40]	60%	38%	3%
Years 10 & 11 [n=41]	44%	56%	
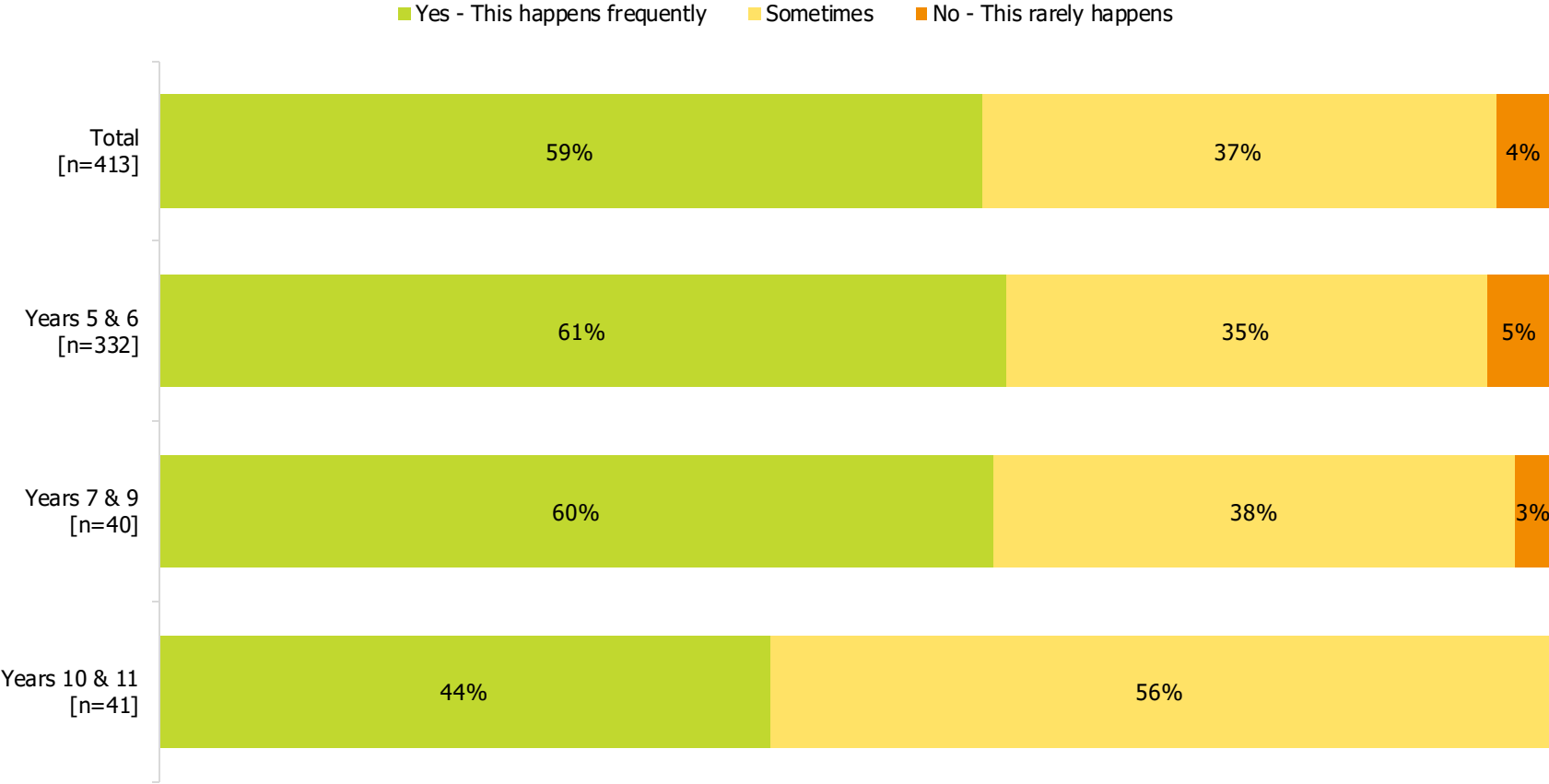
Feedback

I receive feedback IN WRITING

■ Very often　■ Often　■ Sometimes　■ Rarely　■ Never

	Very often	Often	Sometimes	Rarely
Total [n=563]	26%	37%	24%	12%
Years 5 & 6 [n=483]	25%	36%	25%	13%
Years 7 & 9 [n=39]	23%	54%	13%	10%
Years 10 & 11 [n=41]	39%	37%	22%	
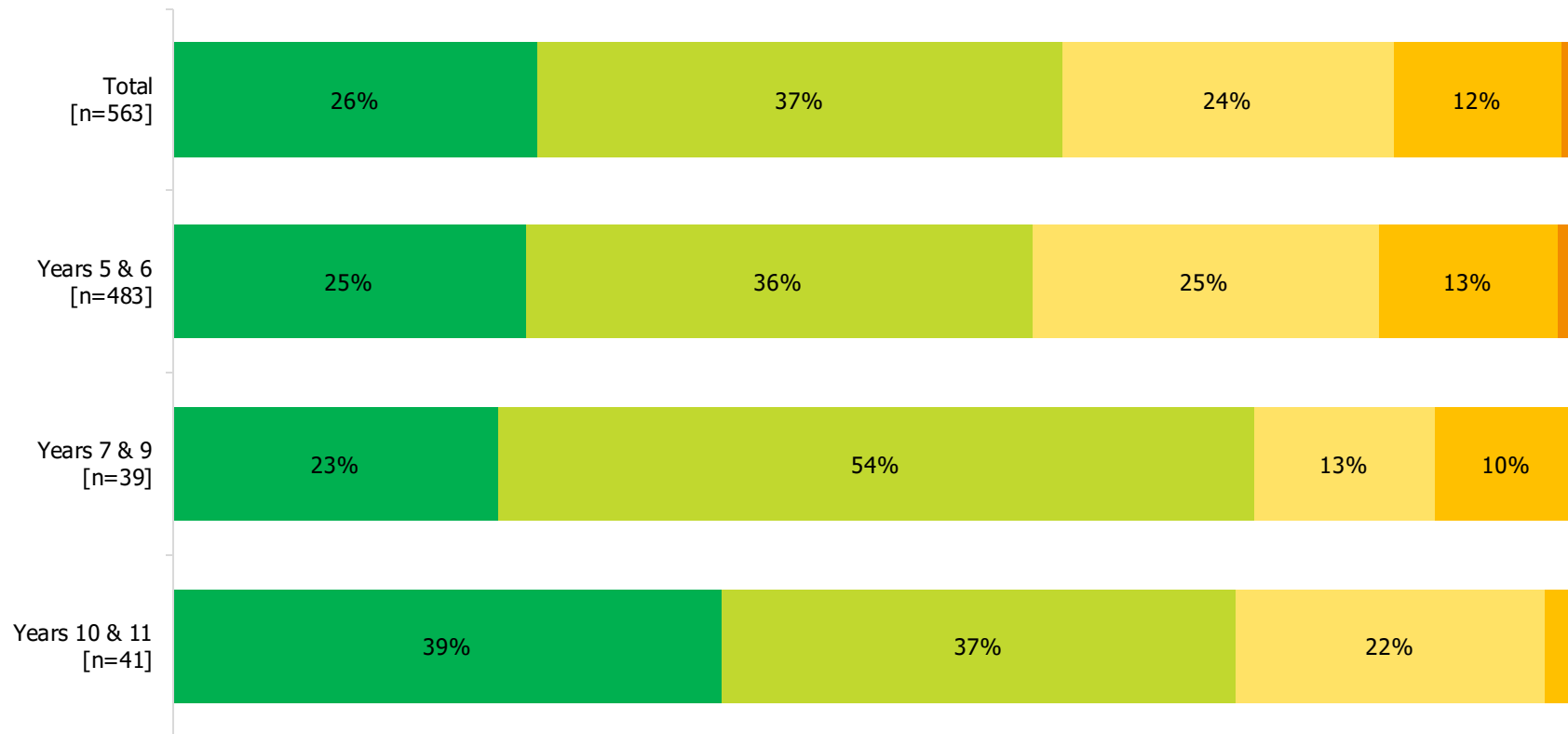
Feedback

I receive SPOKEN feedback

Very often ■ Often ■ Sometimes ■ Rarely ■ Never

	Very often	Often	Sometimes	Rarely	Never
Total [n=562]	16%	38%	31%	12%	3%
Years 5 & 6 [n=482]	16%	38%	31%	12%	3%
Years 7 & 9 [n=39]	15%	36%	41%	8%	
Years 10 & 11 [n=41]	20%	34%	24%	20%	
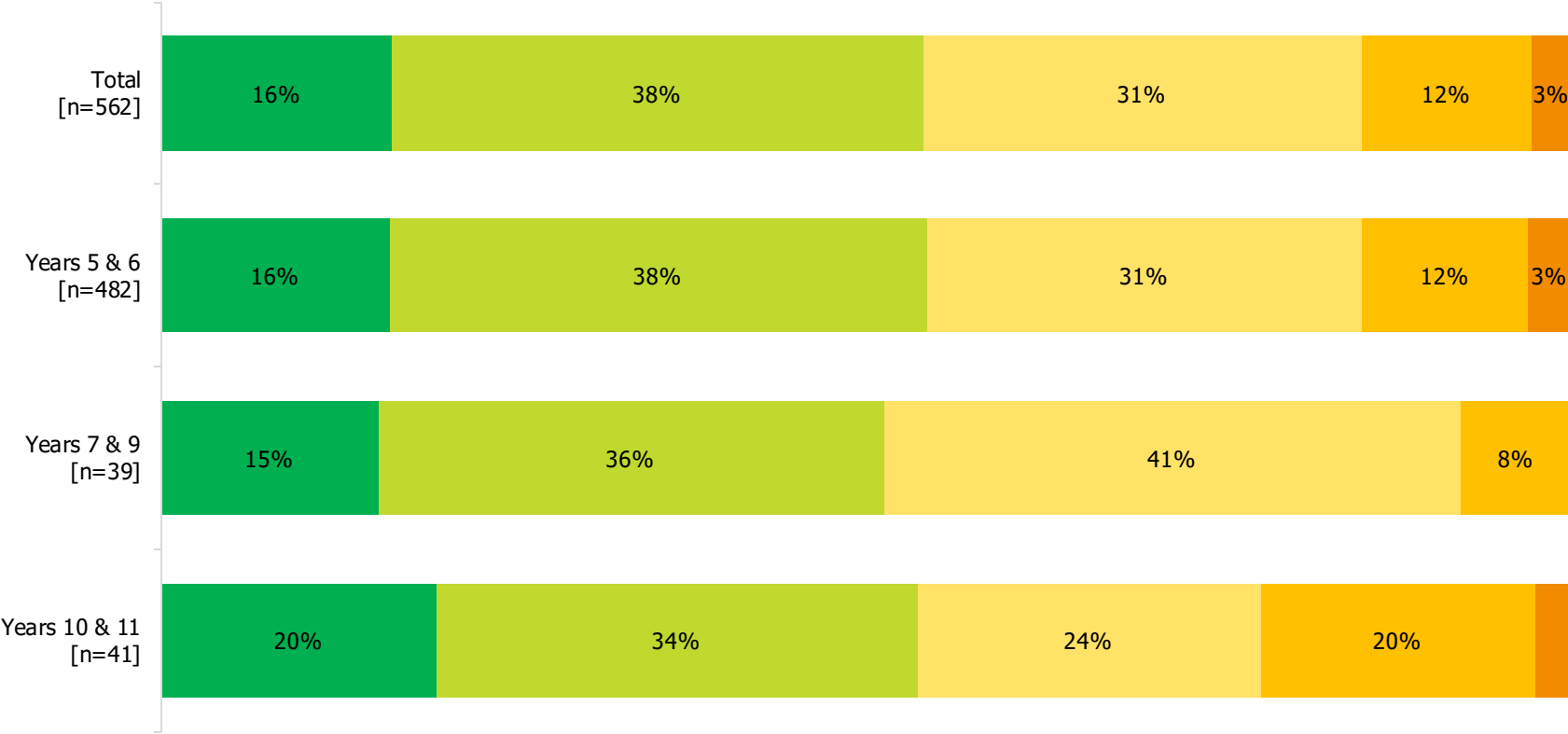
Feedback

Feedback clearly outlines a way I can IMPROVE

■ Very often ■ Often ■ Sometimes ■ Rarely ■ Never

	Very often	Often	Sometimes	Rarely
Total [n=558]	29%	39%	23%	8%
Years 5 & 6 [n=478]	29%	40%	23%	7%
Years 7 & 9 [n=39]	36%	49%	10%	5%
Years 10 & 11 [n=41]	27%	29%	32%	12%

Feedback

I receive feedback DURING a task

Legend: ■ Very often ■ Often ■ Sometimes ■ Rarely ■ Never

	Very often	Often	Sometimes	Rarely	Never
Total [n=551]	13%	35%	36%	14%	3%
Years 5 & 6 [n=472]	12%	35%	36%	14%	3%
Years 7 & 9 [n=39]	21%	28%	41%	10%	
Years 10 & 11 [n=40]	15%	38%	33%	15%	
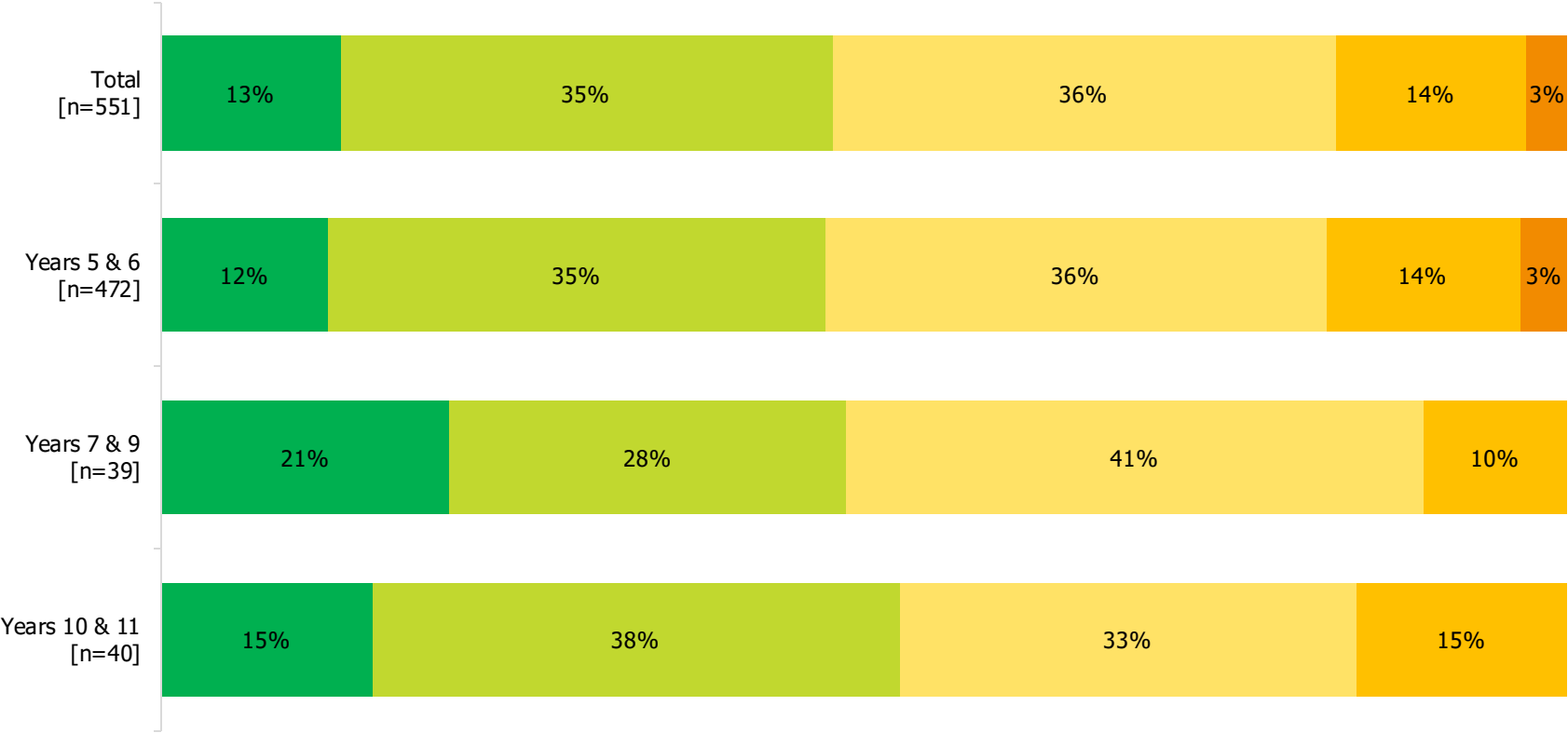
Feedback

I look CAREFULLY at my teacher's comments and feedback to see how to demonstrate improvements in my learning

Legend: ■ Very often ■ Often ■ Sometimes ■ Rarely ■ Never

Category	Very often	Often	Sometimes	Rarely	Never
Total [n=554]	36%	38%	21%	4%	
Years 5 & 6 [n=474]	35%	38%	22%	4%	
Years 7 & 9 [n=39]	44%	38%	15%	3%	
Years 10 & 11 [n=41]	39%	41%	15%	5%	
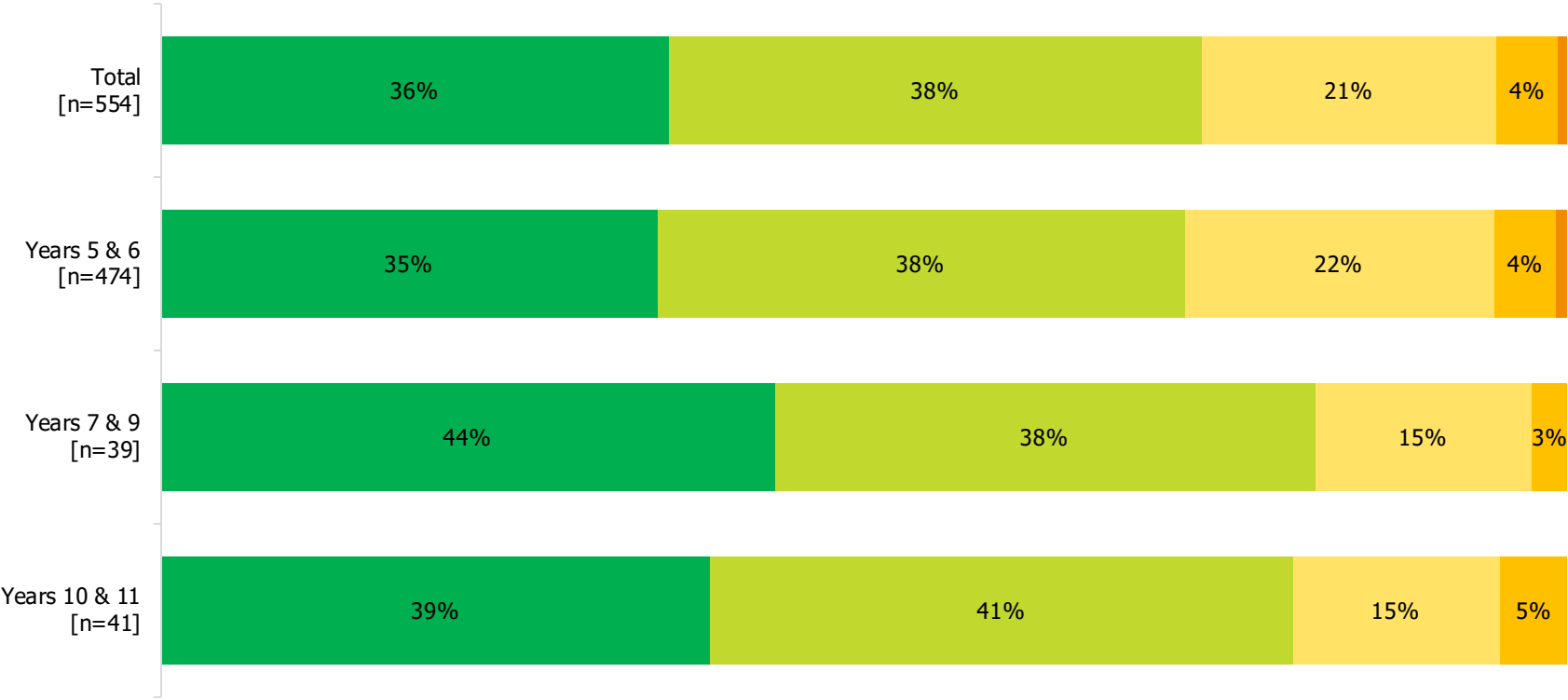
Feedback

Which type of feedback do you feel most helps you learn?
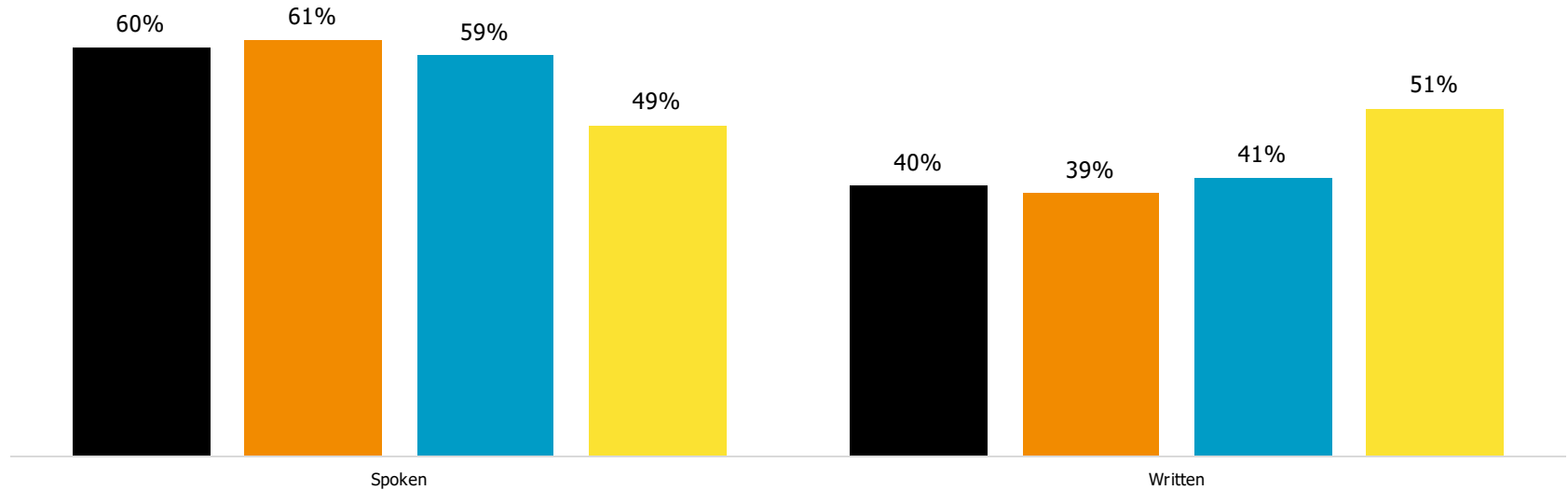
Feedback

Giving feedback challenges me as a learner

■ Total
[n=546] ■ Years 5 & 6
[n=466] ■ Years 7 & 9
[n=39] ■ Years 10 & 11
[n=41]

90%   89%   92%   93%

Yes! It does!

10%   11%   8%   7%

No, it doesn't
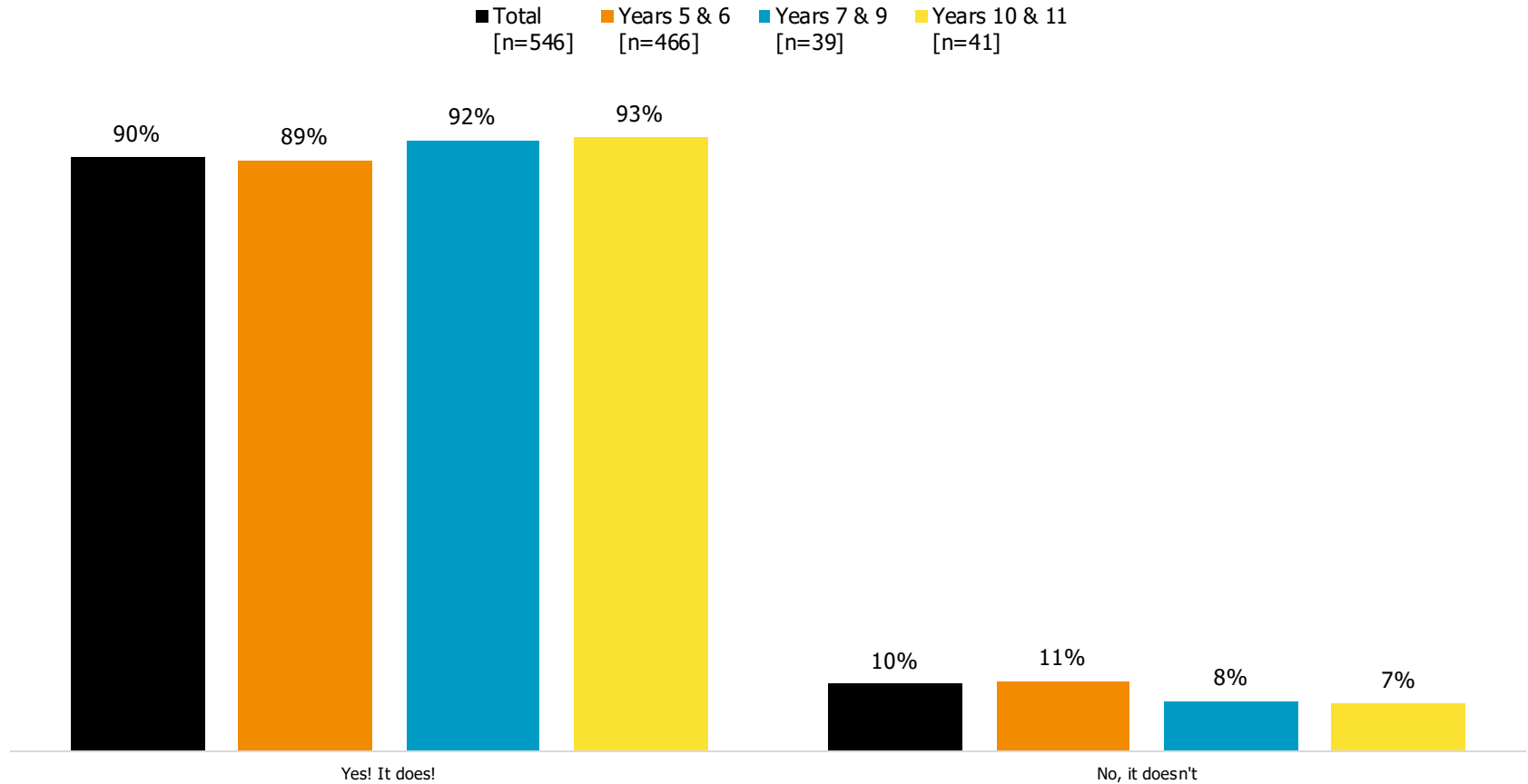
Feedback

Getting feedback challenges me as a learner

- ■ Total [n=536]
- ■ Years 5 & 6 [n=457]
- ■ Years 7 & 9 [n=38]
- ■ Years 10 & 11 [n=41]

	Yes! It does!	No, it doesn't
Total	85%	15%
Years 5 & 6	86%	14%
Years 7 & 9	84%	16%
Years 10 & 11	85%	15%
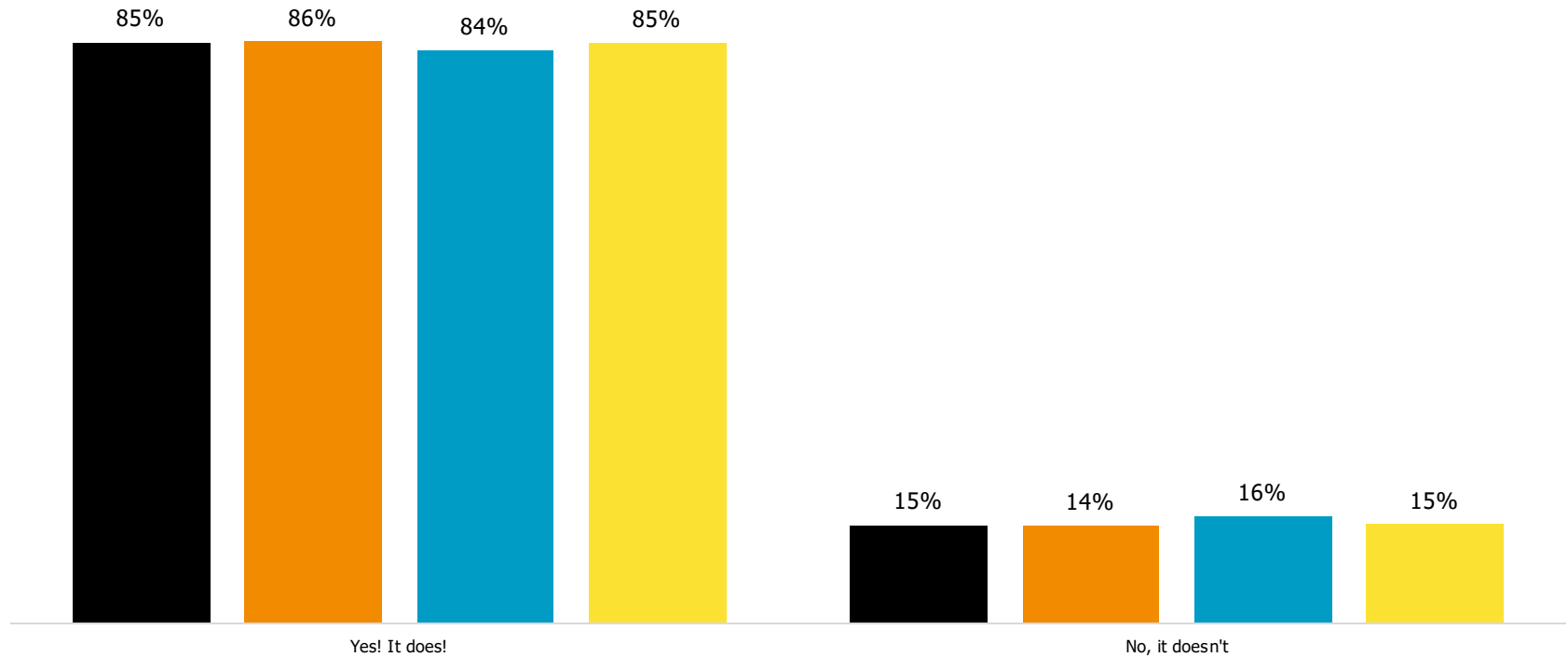
Feedback

Who do you get feedback for learning from the most

■ Years 5 & 6
[n=463]   ■ Years 7 & 9
[n=39]   ■ Years 10 & 11
[n=41]
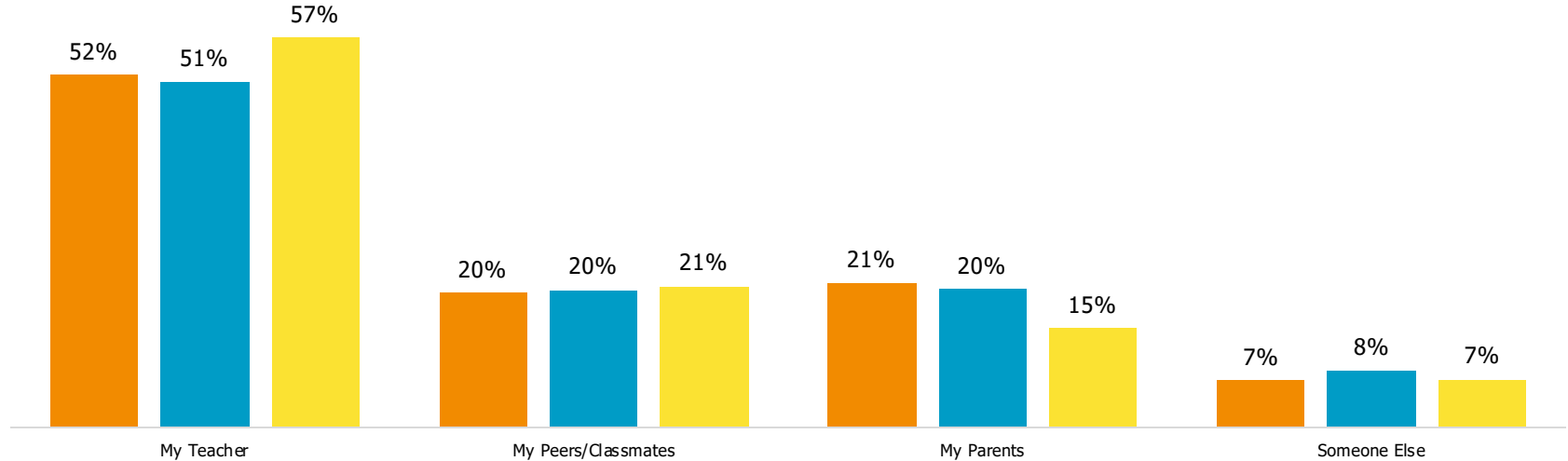
	My Teacher	My Peers/Classmates	My Parents	Someone Else
Years 5 & 6	52%	20%	21%	7%
Years 7 & 9	51%	20%	20%	8%
Years 10 & 11	57%	21%	15%	7%

Feedback

The feedback I receive includes clear steps about what to do to IMPROVE

■ Yes ■ Sometimes ■ No

Group	Yes	Sometimes	No
Total [n=542]	43%	53%	4%
Years 5 & 6 [n=462]	44%	51%	5%
Years 7 & 9 [n=39]	38%	62%	
Years 10 & 11 [n=41]	27%	68%	5%

Feedback

The feedback I receive encourages me to REFLECT on my learning

Legend: ■ Yes ■ Sometimes ■ No

Category	Yes	Sometimes	No
Total [n=524]	65%	32%	3%
Years 5 & 6 [n=445]	66%	31%	3%
Years 7 & 9 [n=39]	72%	28%	
Years 10 & 11 [n=40]	53%	43%	5%
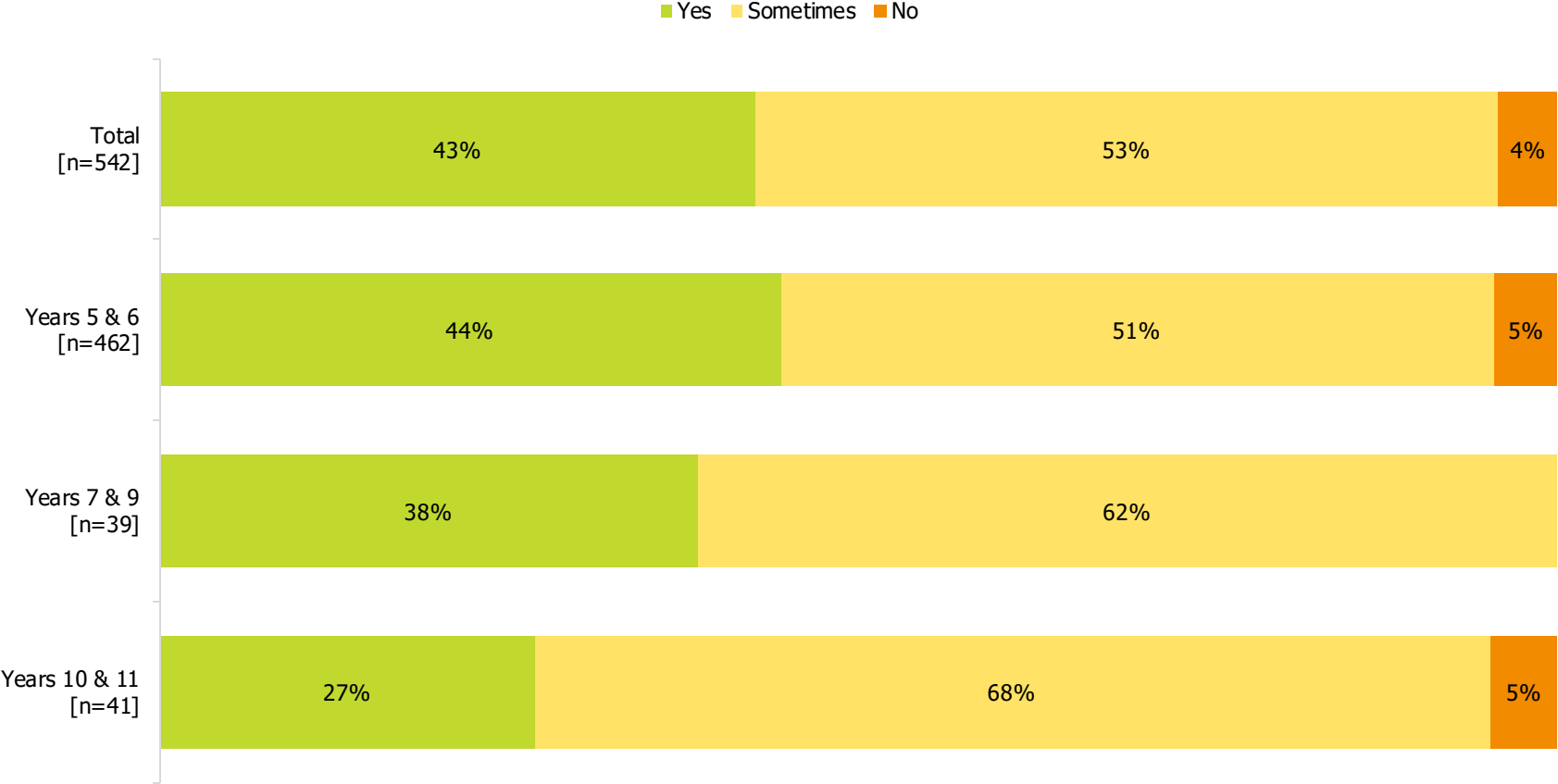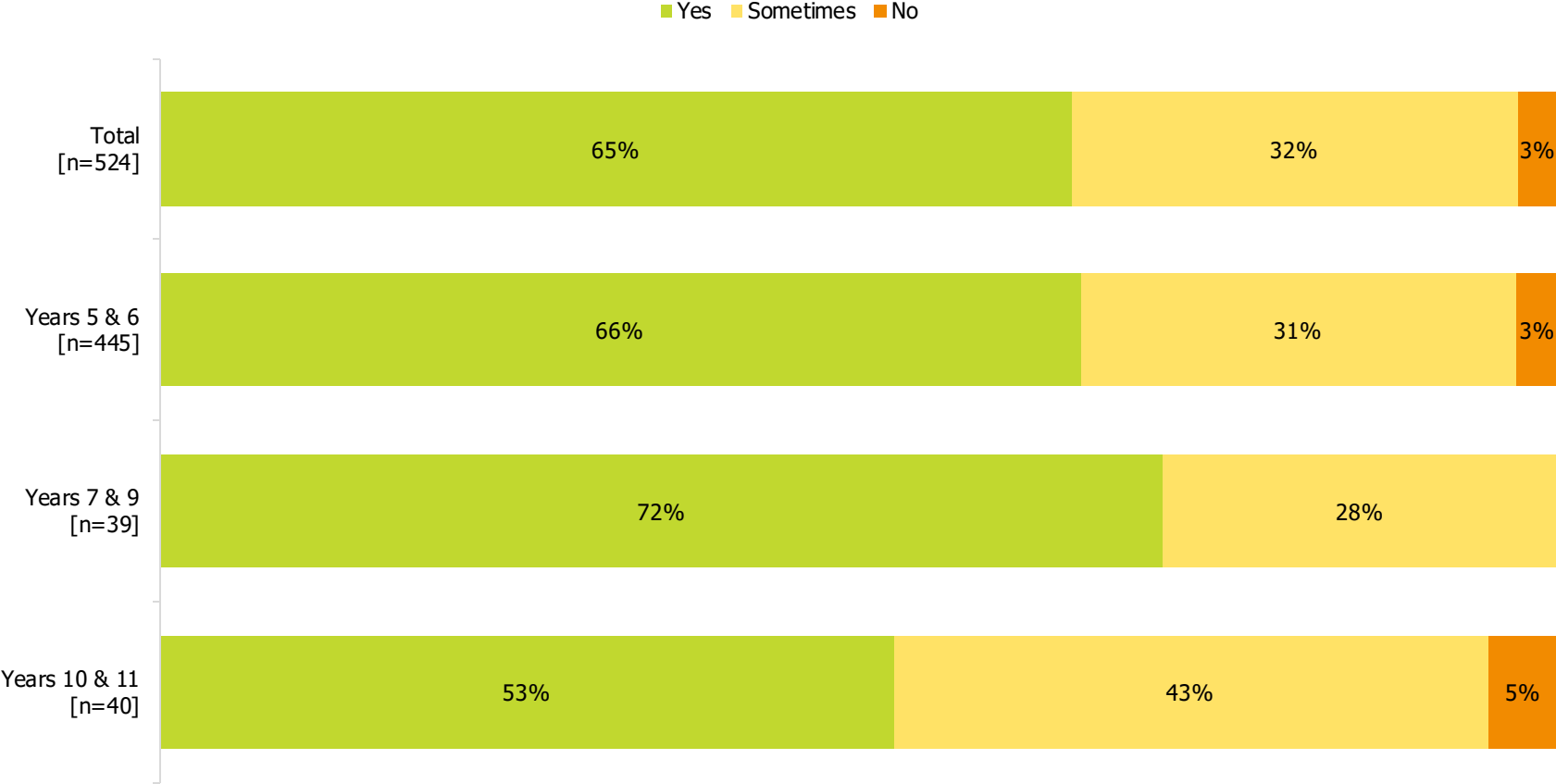
Active learning

DURING tasks, I remind myself to check my work against set learning goals

■ Very often ■ Often ■ Sometimes ■ Rarely ■ Never

Category	Very often	Often	Sometimes	Rarely	Never
Total [n=474]	11%	33%	36%	15%	6%
Years 5 & 6 [n=392]	13%	33%	35%	14%	5%
Years 7 & 9 [n=39]	8%	28%	33%	23%	8%
Years 10 & 11 [n=43]		35%	42%	12%	12%
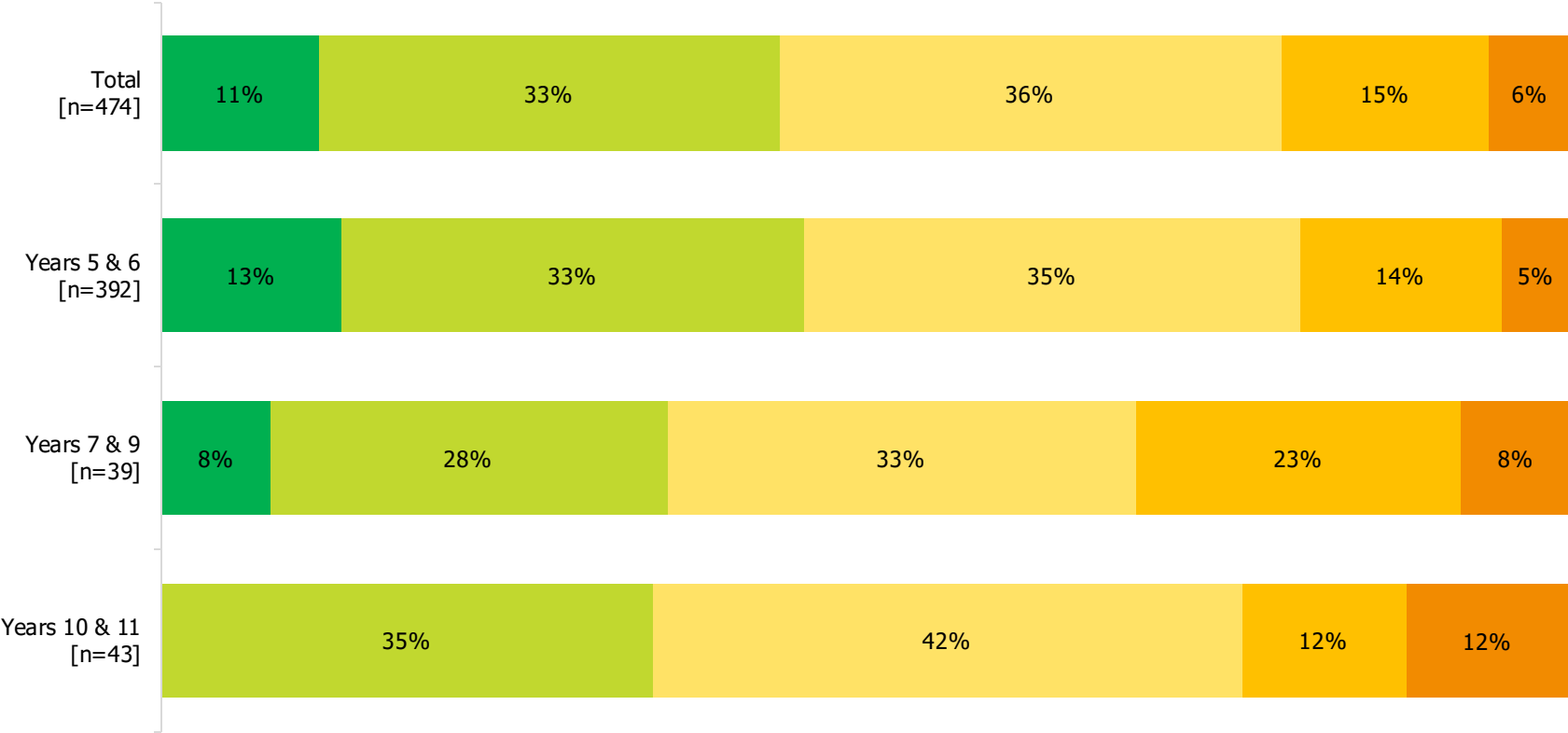
Active learning

I ENCOURAGE myself to keep working on tasks until they are finished

■ Very often   ■ Often   ■ Sometimes   ■ Rarely   ■ Never

Category	Very often	Often	Sometimes	Rarely
Total [n=474]	38%	43%	14%	5%
Years 5 & 6 [n=393]	38%	42%	14%	4%
Years 7 & 9 [n=38]	39%	47%	11%	3%
Years 10 & 11 [n=43]		42%	16%	14%
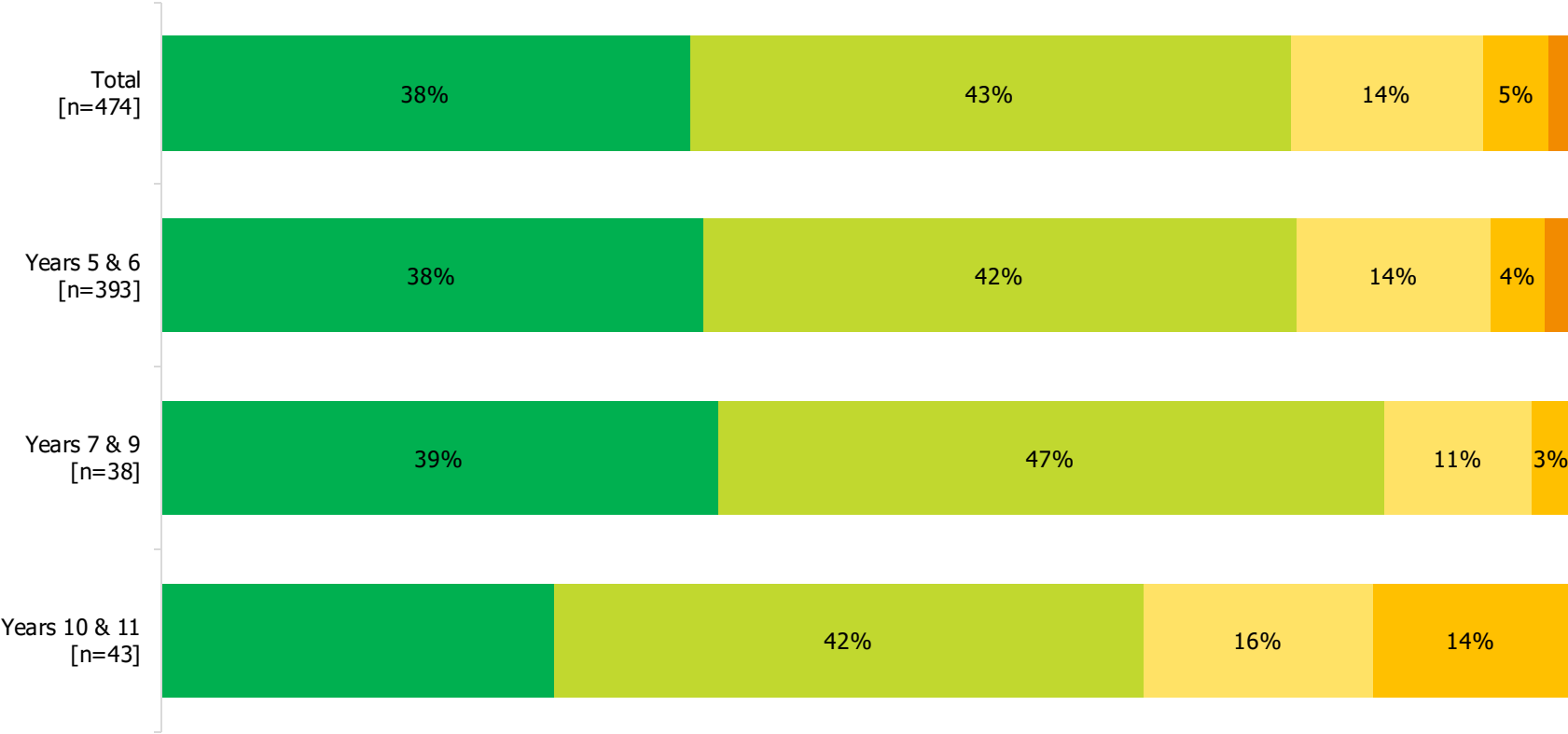
Active learning

I give up on tasks BEFORE they are finished if I find them hard

■ Very often   ■ Often   ■ Sometimes   ■ Rarely   ■ Never

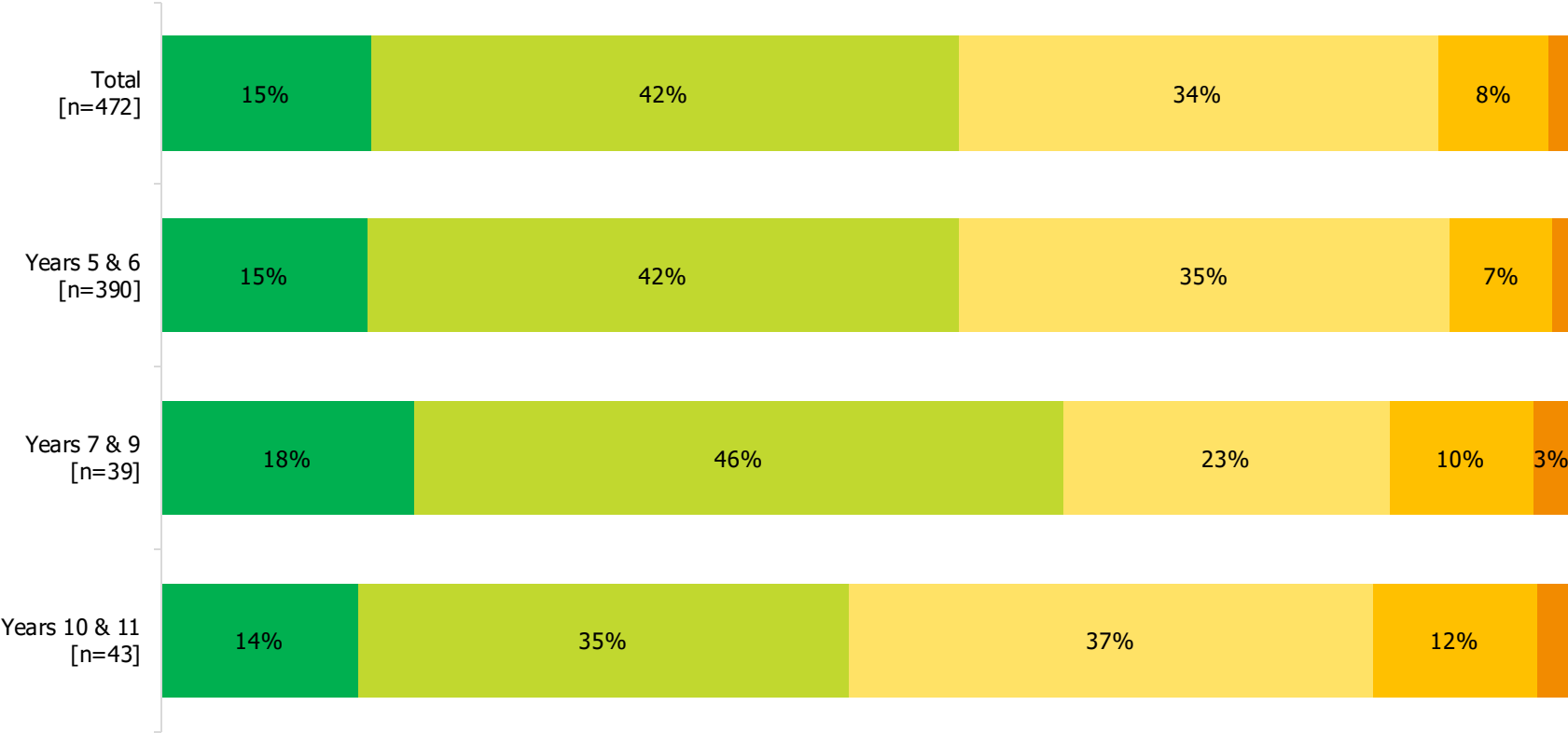|	Very often	Often	Sometimes	Rarely	Never
Total [n=435]		6%	15%	41%	37%
Years 5 & 6 [n=392]		5%	13%	41%	38%
Years 7 & 9 [n=0]					
Years 10 & 11 [n=43]		9%	28%	40%	23%
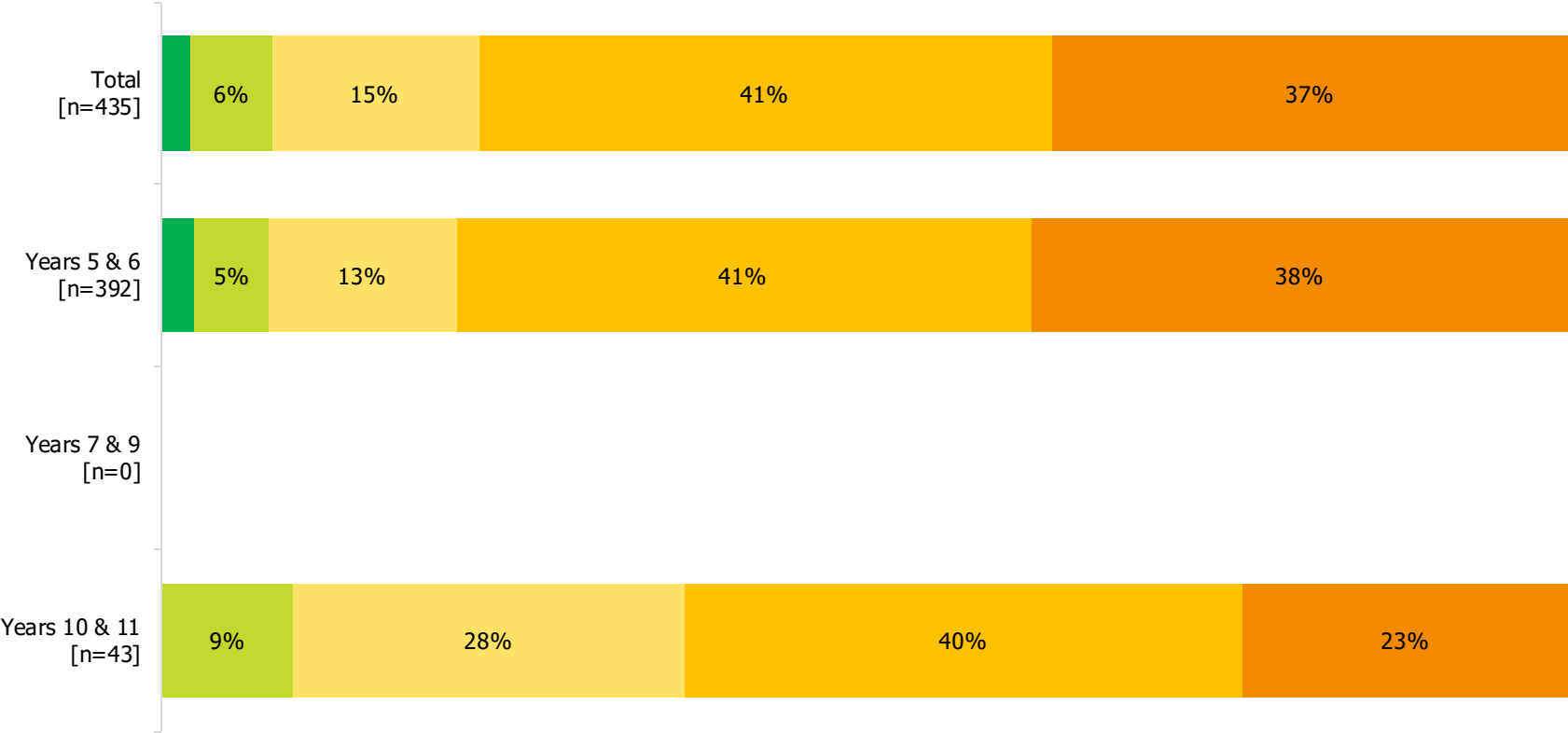
Active learning

I REFLECT on my learning and think about what I could do differently

■ Very often ■ Often ■ Sometimes ■ Rarely ■ Never

Group	Very often	Often	Sometimes	Rarely	Never
Total [n=472]	15%	42%	34%	8%	
Years 5 & 6 [n=390]	15%	42%	35%	7%	
Years 7 & 9 [n=39]	18%	46%	23%	10%	3%
Years 10 & 11 [n=43]	14%	35%	37%	12%	

Active learning

If I am stuck, I stop and think about how I can approach a task DIFFERENTLY

Legend: ■ Very often ■ Often ■ Sometimes ■ Rarely ■ Never

Group	Very often	Often	Sometimes	Rarely
Total [n=471]	15%	39%	35%	9%
Years 5 & 6 [n=389]	17%	38%	35%	8%
Years 7 & 9 [n=39]	8%	44%	36%	13%
Years 10 & 11 [n=43]	9%	40%	40%	9%

Active learning

When faced with a task I don't know how to complete, I usually...

■ Total
[n=470] ■ Years 5 & 6
[n=388] ■ Years 7 & 9
[n=39] ■ Years 10 & 11
[n=43]

- Ask someone for help: Total 56%, Years 5 & 6 55%, Years 7 & 9 64%, Years 10 & 11 58%
- Try some different ways on my own: Total 44%, Years 5 & 6 45%, Years 7 & 9 36%, Years 10 & 11 42%
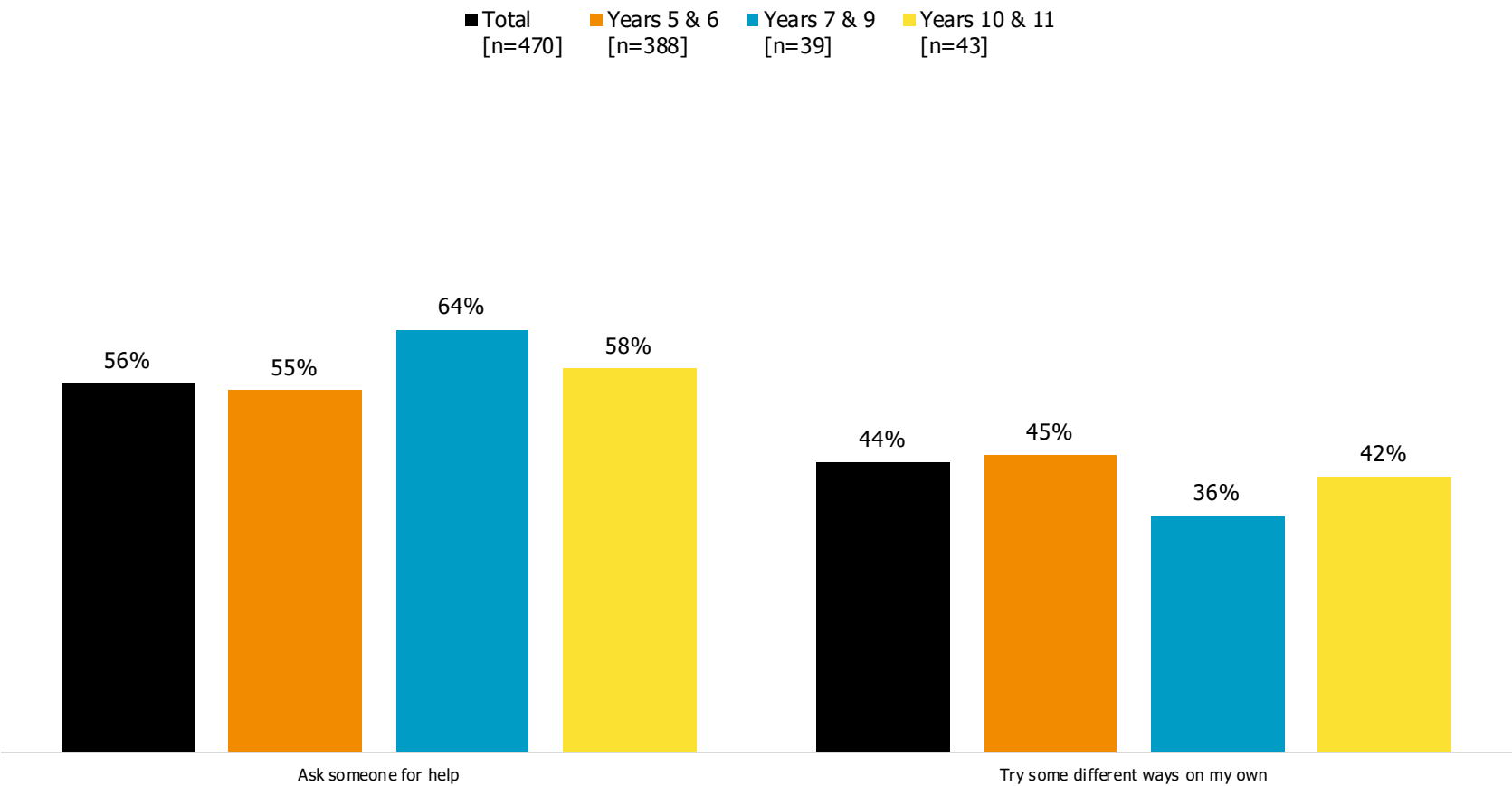
Active learning

I am ENCOURAGED to keep asking questions and persist until I am satisfied that I understand

■ Total [n=465]   ■ Years 5 & 6 [n=385]   ■ Years 7 & 9 [n=38]   ■ Years 10 & 11 [n=42]

YES! I experience this!
- 85%
- 85%
- 87%
- 76%

NO, this doesn't happen for me
- 15%
- 15%
- 13%
- 24%
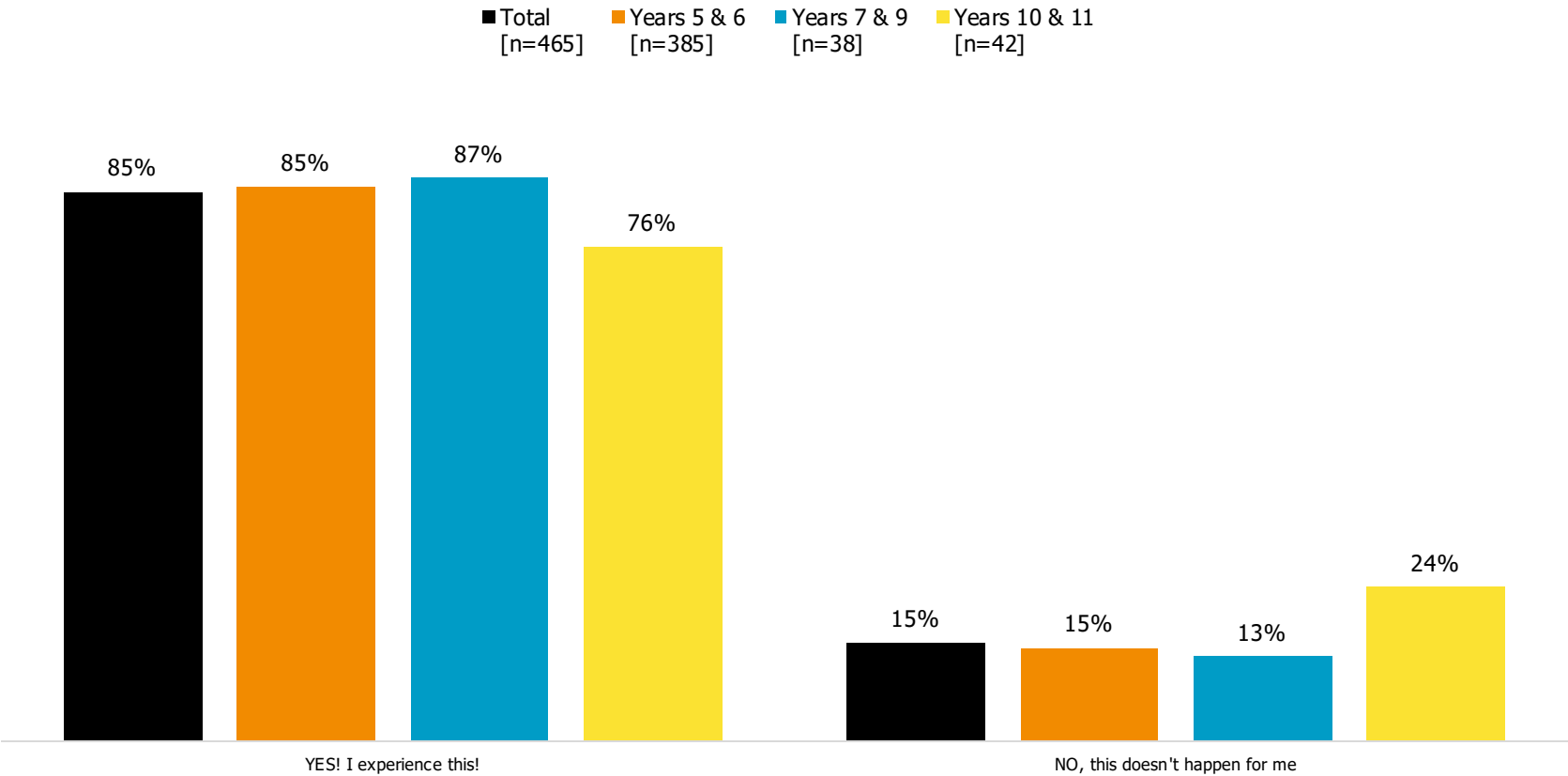
Active learning

I get more involved in learning when my teacher gives me CHOICE about what or how I learn

■ Total
[n=462]   ■ Years 5 & 6
[n=383]   ■ Years 7 & 9
[n=36]   ■ Years 10 & 11
[n=43]

YES, that's true for me — 90%, 89%, 100%, 86%

NO, that's not true for me — 10%, 11%, 0%, 14%
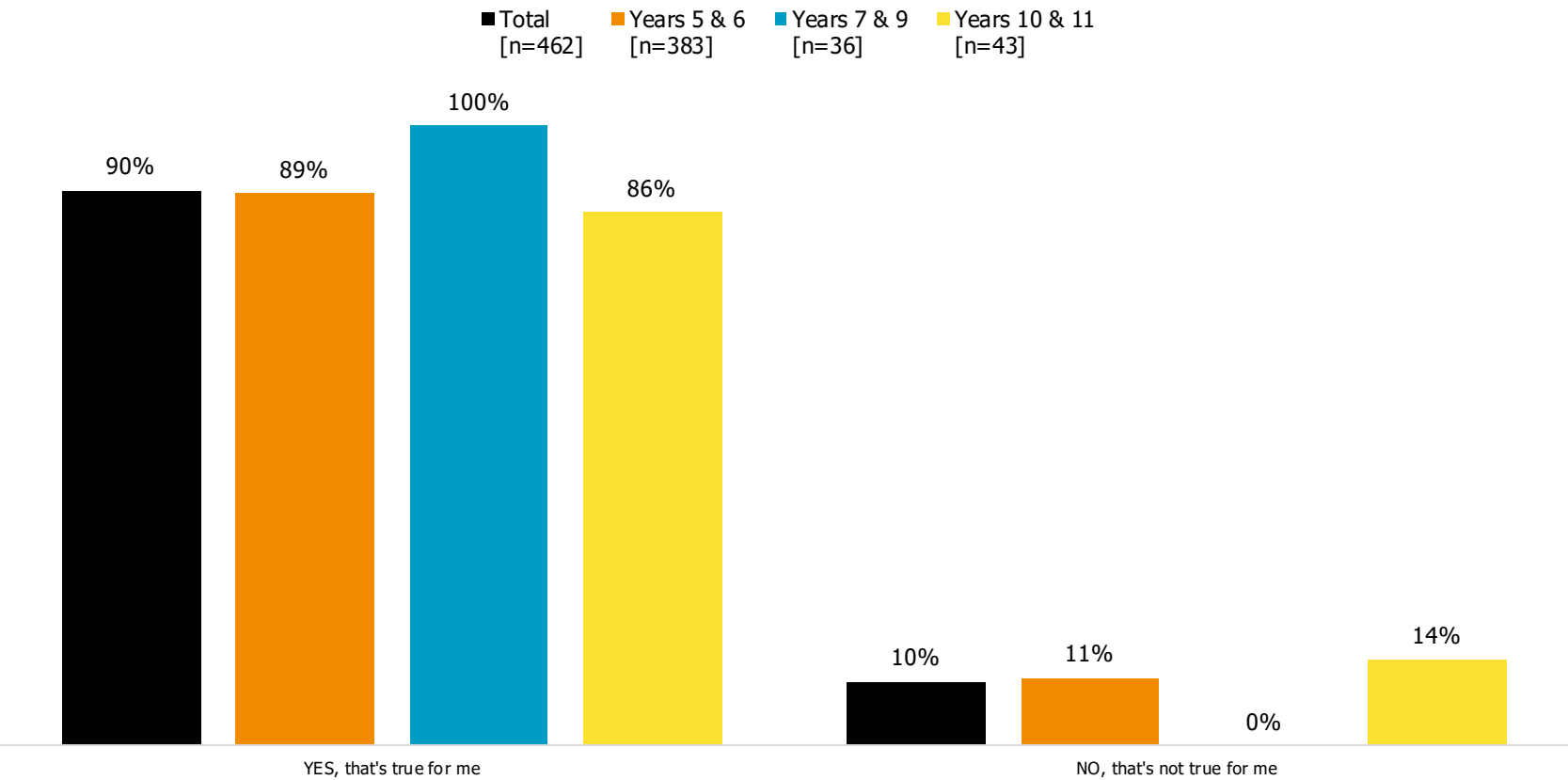
Active learning
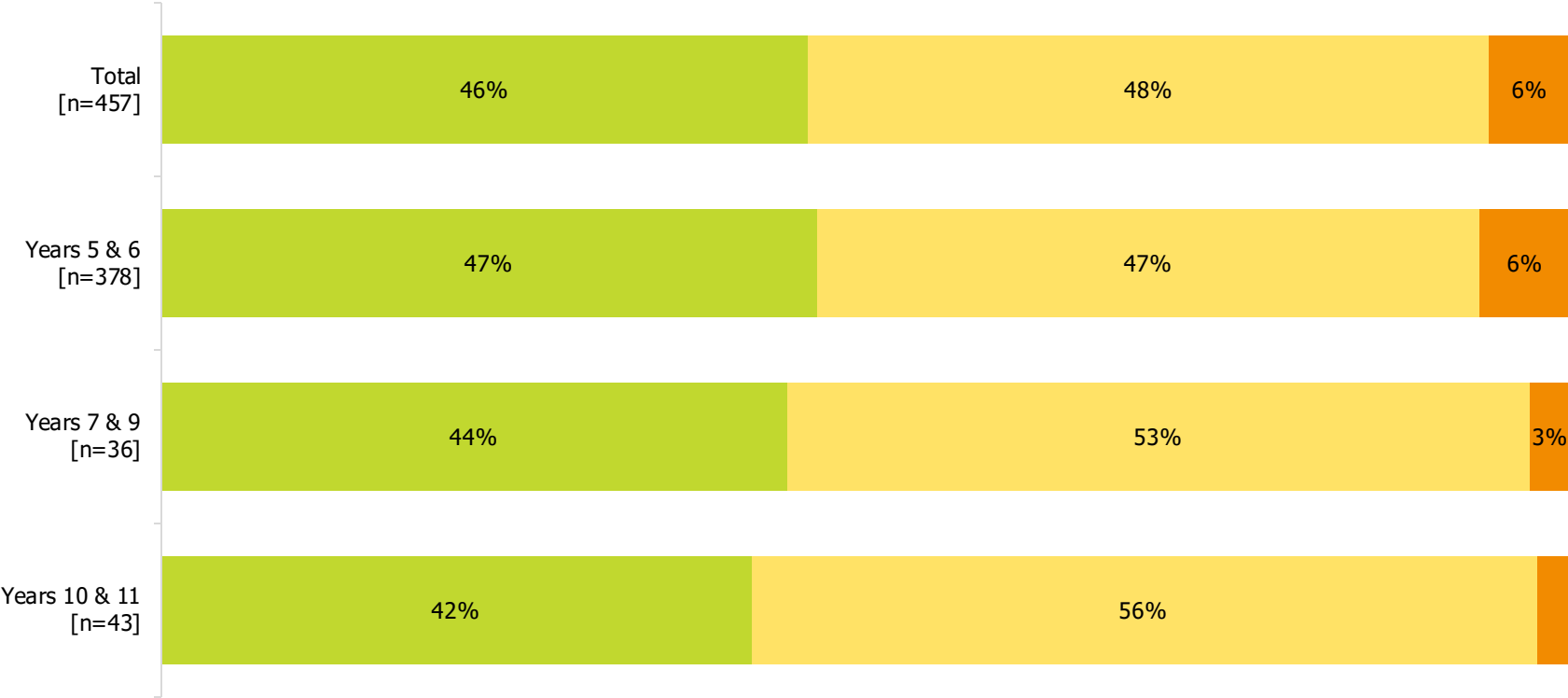
When I am working on a new topic, I try to work out how all the ideas I have from previous learning fit together

■ Always ■ Sometimes ■ Never

	Always	Sometimes	Never
Total [n=460]	41%	53%	5%
Years 5 & 6 [n=380]	40%	54%	6%
Years 7 & 9 [n=37]	43%	51%	5%
Years 10 & 11 [n=43]	47%	49%	5%
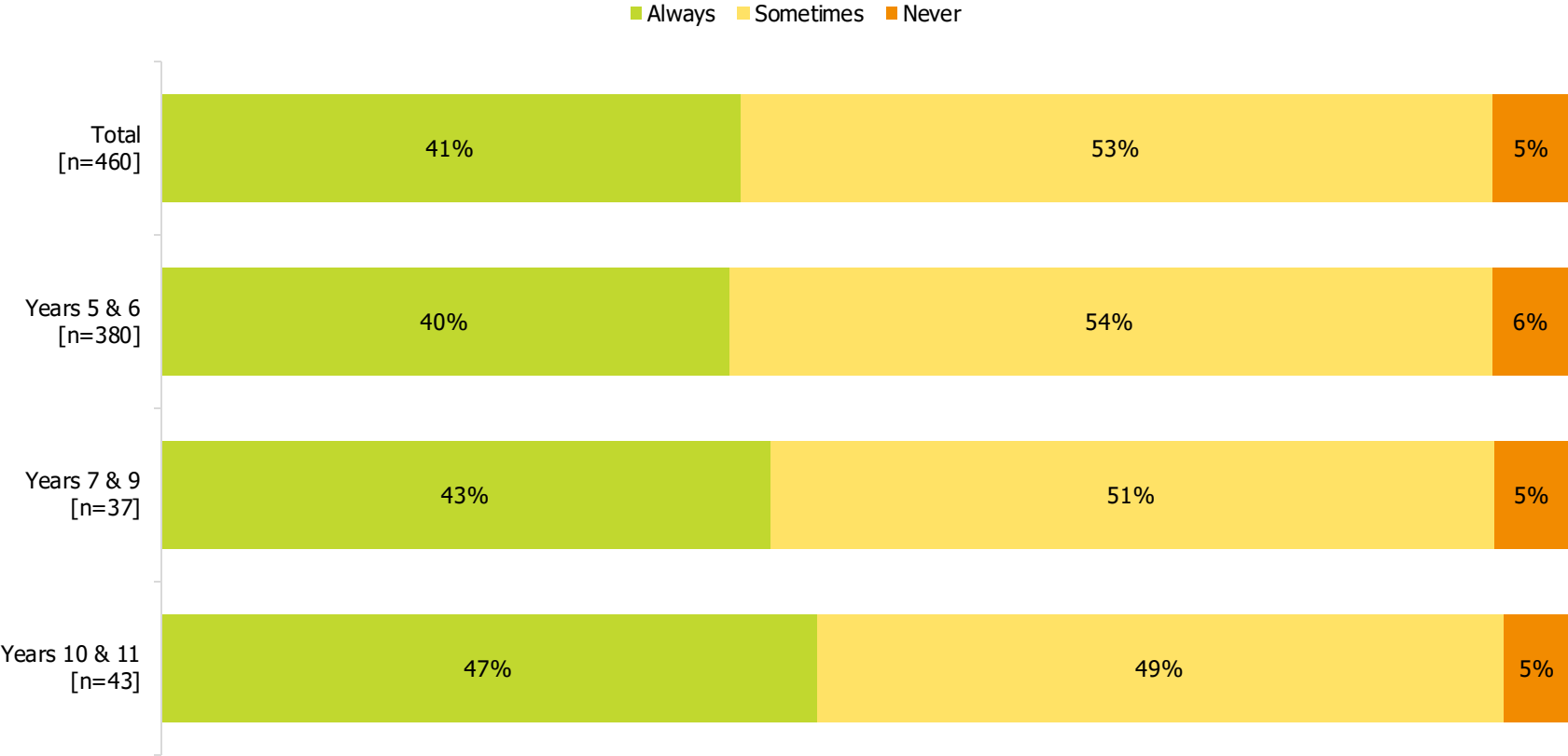
Active learning

I check my work and thinking throughout a task, not just at the point right before handing it in

■ Always ■ Sometimes ■ Never
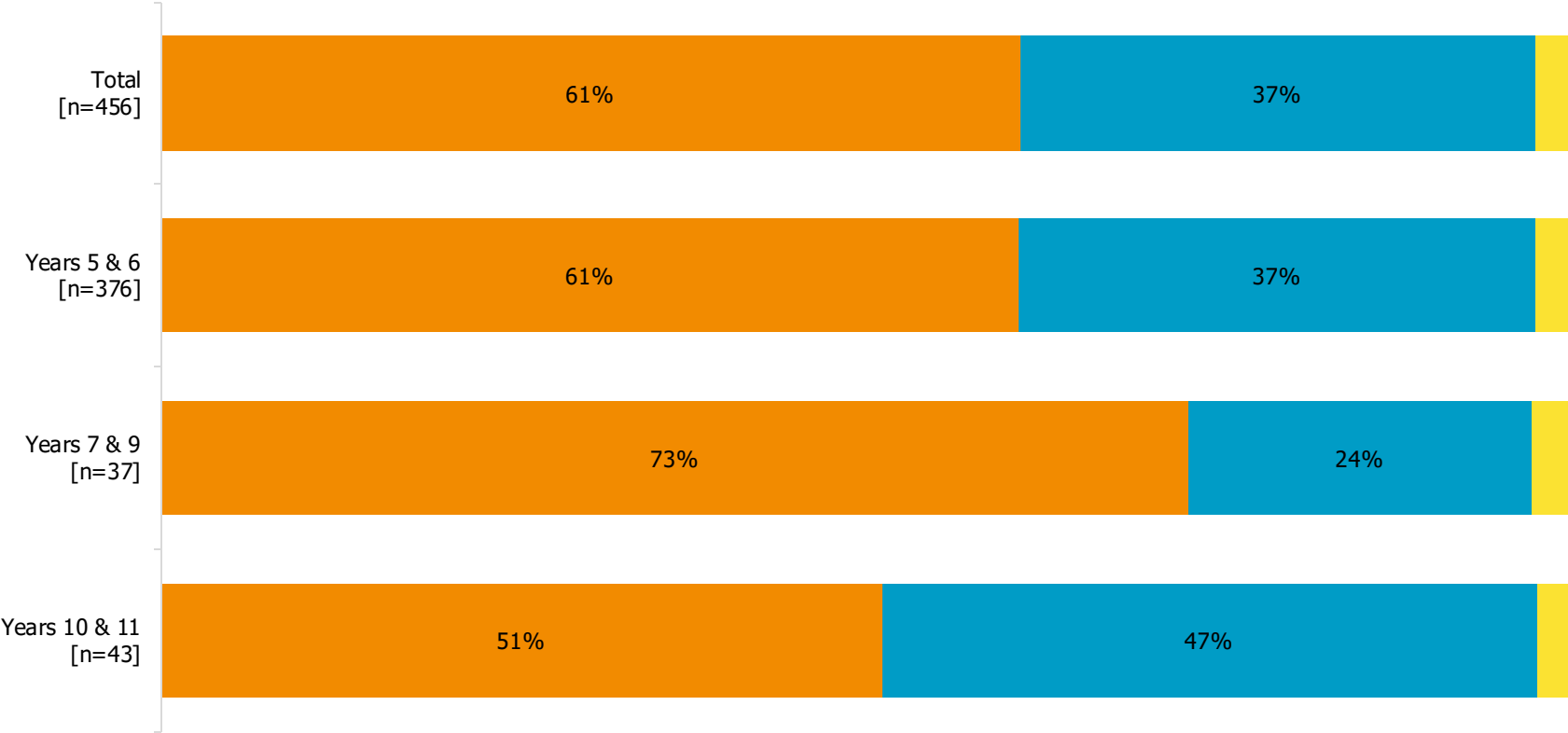
	Always	Sometimes	Never
Total [n=457]	46%	48%	6%
Years 5 & 6 [n=378]	47%	47%	6%
Years 7 & 9 [n=36]	44%	53%	3%
Years 10 & 11 [n=43]	42%	56%	

Active learning

I like to be told exactly what I need to do for my assignments

■ Always ■ Sometimes ■ Never

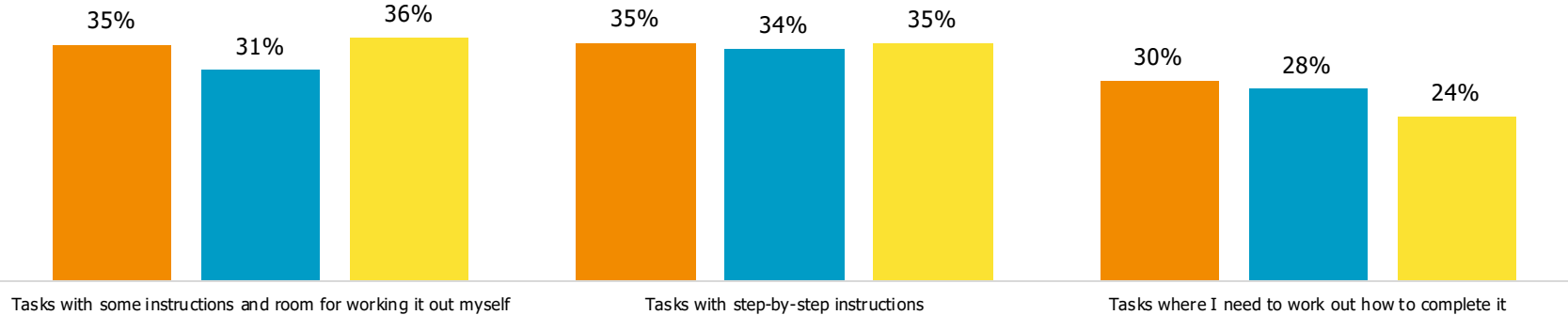|	Always	Sometimes
Total [n=456]	61%	37%
Years 5 & 6 [n=376]	61%	37%
Years 7 & 9 [n=37]	73%	24%
Years 10 & 11 [n=43]	51%	47%

Active learning

You have 100 points. Allocate points to indicate how often you experience these types of tasks

■ Years 5 & 6   ■ Years 7 & 9   ■ Years 10 & 11

	Tasks with some instructions and room for working it out myself	Tasks with step-by-step instructions	Tasks where I need to work out how to complete it
Years 5 & 6	35%	35%	30%
Years 7 & 9	31%	34%	28%
Years 10 & 11	36%	35%	24%