

6 June 2018

Learning Environment Evaluation

LEaRN Evaluation Module 3: Alignment of Pedagogy and Space

St Mary's College, Cairns

Learning Environment Evaluation Report

Analysis of the pedagogical effectiveness of the Performing Arts learning environments



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This report contains information that is confidential to the named school and may not be distributed without written approval.

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Executive Summary

The evaluation process identified that the Performing Arts learning environments at St Mary's Catholic College (Blocks H, I and P) were not supporting realisation of the overall educational vision of the College. While a strong Performing Arts program is being delivered, this is being achieved despite the make-shift nature of the facilities. Some key findings are summarised below:

- The lack of a large performance space was identified as a significant obstacle to showcasing and celebrating students' achievements in the Performing Arts and providing them with the opportunity to learn from the experience of performing in front of large audiences.
- The current spaces used for the Performing Arts program lack cohesion. While various spaces are located in close proximity to one another, their lack of suitable connection disrupts flows of people and resources and the learning experiences of students.
- The current Performing Arts spaces are make-shift in nature. They require holistic re-design with an understanding of the specific requirements of Performing Arts teaching and learning. A large element of this is the need for rehearsal and performance facilities, including provision for storage and the movement of musical instruments and equipment.
- Toilet facilities in the Performing Arts precinct are insufficient for the numbers of teachers and students, and do not cater for parents or audiences at all.
- To achieve full coverage of the Performing Arts curriculum, collaborative spaces with desks that students can use for writing, including individual and joint activities, are needed - in addition to more active spaces for rehearsal and performance.

The following key opportunity warrants consideration in the context of the above fundings:

- The Hugh O'Brien Centre is situated in a prominent position at the front of the school. This 'tired' facility could be re-developed as a Performing Arts facility and 'meeting place' for the school community, helping to further enhance the profile of the College's rich Performing Arts program.



"New spaces are needed that are fit for purpose and consider the whole Performing Arts program including curriculum and instrumental music, dance, drama, film and TV."

LEaRN Evaluation Module 3

For the purposes of this evaluation project, Module 3 was used for data collection, analysis and reporting. The broad objectives of LEaRN Evaluation Module 3 are to:

- ~ Provide feedback to school communities and parent agencies about the design and use of their learning environments – potentially highlighting future refurbishment/rebuilding requirements and/or professional learning requirements.
- ~ Improve the functional fit between school communities and their facilities – with a focus on the alignment between teaching and learning activities and the design and use of learning environments.
- ~ Provide feedback for education agencies about the design and use of the learning environments in their schools – providing evidence that can support future decision making about facility design and professional learning requirements associated with the use of these facilities
- ~ Involve a range of stakeholders in the evaluation of learning environments and share the ‘lessons learned’.
- ~ Support improved communication between the various stakeholders involved in school design.
- ~ Support continuous improvement in the design and use learning environments in primary and secondary schools – by identifying correlations/disjunctions between educational philosophy, learning activities and the physical environment.

Privacy

This research was conducted with Human Ethics Approvals from The University of Melbourne. The teacher and students who participated in the evaluation process are anonymous. The information contained within this report is confidential to the named school and may not be distributed without their consent.

Methodology

Information about the Performing Arts learning environments at St Mary's Catholic College was collected using LEaRN Evaluation Module 3. The methods used to collect data using this tool is outlined below.

Fieldwork: LEaRN Evaluation Module 3

There are three stages of fieldwork involved in undertaking an evaluation using LEaRN Evaluation Module 3 (Figure 2).















Stages of fieldwork & participation	 PRINCIPAL	 EXPERT	 TEACHERS	 STUDENT
1. Online survey	 50-60 minutes	 Completed as part of observational walkthrough	 25-30 minutes	 15-20 minutes
2. Observational Walkthrough (1 hour)			 2 teachers	
3. Focus group Discussion (1 hour)			 2-10 teachers	

Figure 2: The three stages of fieldwork

Stage 1 - Online surveys

Stage 1 of the fieldwork involved the school principal, teachers, students and a learning environment expert² (LEE) completing an online survey about their experience and perception of the learning environment under evaluation.

The Principal survey contained 31 questions, of which:

- ~ 20 questions were short answer and/or multiple-choice, asking for contextual details about the school.
- ~ Three questions were long answer, asking about the type of documentation the school has on its facilities;
- ~ Four questions were long answer, asking about the school culture and teaching practice; and
- ~ Four questions were long answer, asking about the school's educational philosophy and vision for learning.

The school Principal completed the survey.

The Teacher and LEE surveys contained 69 questions, of which:

- ~ Four questions were multiple-choice and/or short answer, asking for contextual details about the respondents (non-personal) and the learning environment being evaluated.
- ~ Four questions were long answer, asking about school's educational philosophy and vision for learning.
- ~ 45 questions were multiple-choice, asking about qualities of the learning environment under evaluation.
- ~ 12 questions were multiple-choice, asking about the school's culture and teaching practice; and
- ~ One multiple-choice question and three long answer questions about the teachers' general impression of the learning environment under evaluation.

2. This person is required to have expert knowledge about the design and use of learning environments in primary and/or secondary schools. They cannot be directly linked to the school (i.e. it is advisable not to involve the school's own architect) as in their role is to provide an independent point-of-view about the learning environment being evaluated.

The Student survey contained 70 questions, of which:

- ~ Six questions were multiple-choice and / or short answer, asking for contextual details about the respondents (non-personal) and the learning environment being evaluated.
- ~ 44 questions are multiple-choice, asking about the qualities of the learning environment under evaluation.
- ~ 16 questions are multiple-choice, asking about the school's culture and teaching practice; and
- ~ One multiple-choice question and three long answer questions about the students' general impression of the learning environment under evaluation.

Stage 2 - Observational walkthrough

Stage 2 of the fieldwork involves the LEE completing an observational walkthrough of the learning environment. An observational 'walkthrough' is an established architectural observation method where an expert uses a checklist to evaluate the 'performance' of specific spaces within a site. Sally Towns was the LEE and completed this aspect of the evaluation.

Stage 3 - Focus group discussions

Stage 3 of the fieldwork involves a focus group forum for each learning environment. The purpose of the forum is to present the group with the results of the surveys and to identify/discuss any specific factors of the learning environment that enable or constrain the teachers from achieving the school's educational vision for learning and desired pedagogy. The surveys questions are grouped into overarching themes and the results mapped on graphs, which visually communicate the three respondent group's unique perspectives about the learning environment. A teacher focus group with 4 participants was facilitated by Roz Mountain on May 10th, 2018.

Analysis of multiple choice questions

Under Section 1 of this report, the results from Stages 1 and 2 of the LEaRN Evaluation Module 3 fieldwork are expressed in terms of overall satisfaction with the design and use variable in question. The six result bands are:

	Outcomes	Explanation in terms of trend across responses
1	High satisfaction	The majority (90%) of respondents agreed or 'strongly agreed' with question
2	Satisfaction	A large number (80-90%) of respondents 'agreed' with question
3	General satisfaction	Most (70-80%) respondents 'agreed' with question, a small number 'disagreed' with question
4	Some dissatisfaction	Some (60-70%) respondents 'agreed' with question and some 'disagreed' with question
5	General dissatisfaction	Most respondents 'disagreed' with question, a small number 'agreed' with question
6	May need attention	Most respondents 'disagreed' or 'strongly disagreed' with question,
7	Varied responses	A high level of variation amongst respondent groups to question

It is assumed that the variables which are categorised under Outcomes 1-3 are *favourable*, and enable users to implement the school's educational vision. Variables which are categories under Outcomes 4 -7 are *unfavourable* and may constrain how users engage with their learning environment to good pedagogical effect. These should be further investigated by the school. Varied responses are not necessarily indicative of a problem, but suggest that respondents have different expectations about the learning environment, which should be clarified by the school.

School context

School summary

St Mary's College, Cairns has 876 enrolled students typically from the suburbs of Woree, Bently Park, Bayview Heights, Mount Sheridan, Edmonton, Gordonvale and Erville. Enrolments have not changed significantly over the past 5 years and are expected to remain fairly constant.

The Performing Arts areas (Blocks H, I and P) were the spaces evaluated. They are classified as Type A and C learning environments (see Appendix C for details on learning environment typologies). Floor plans of the three learning environments are in Figure A2.

At full capacity, the Performing Arts spaces are large enough to accommodate around 60 students and 5 teachers.

The school's education vision, as described by the school's leaders and teachers, is to provide an exceptional holistic education that enables every person to maximise their potential.

The social qualities of the school that students, parents, teaching staff and non-teaching staff identify with is "an open and friendly community; the gift of a co-educational setting; a strong Catholic Identity; the diversity of our programs; a strong sense of family; the Courage of Mary - the courage to say 'yes'".

The educational values symbolically communicated to the community through the school facilities are: "tradition, structure, organisation, as well as a commitment to multiple career pathways. Gardens and fields: rich beauty, celebration of the tropics".

The sense of community among the staff and students is typified by "the term family being used consistently to describe our College".

The practices that typify the collaborative nature of the teachers' work at school are shown in the following ways: "Collegiality is strong among teachers at St Mary's. It would be fair to say that collaboration happens more prominently during planning and in sharing of resources than in pedagogy. We are looking to de-privatise classrooms and encourage coaching, mentoring and sharing of best practice."



Figure A1 : view of I block - one of the Performing Arts spaces

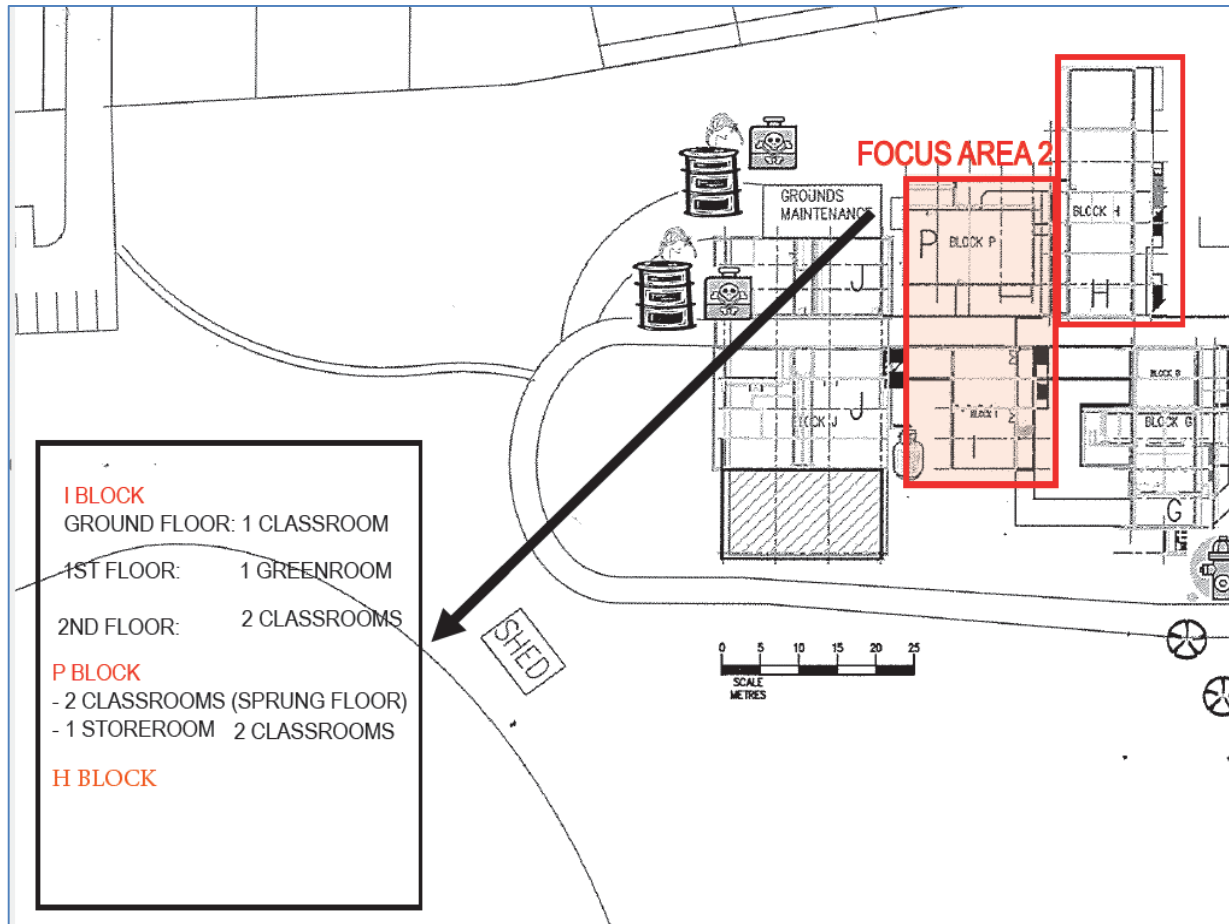


Figure A2 : Floor plan of the Performing Arts spaces

Character and aesthetics

Impacts on teacher and students' perceptions of quality in the learning environment.

Outcomes of evaluation

Information from six survey questions was used to determine whether users like the character and aesthetics of the learning environment. Overall the responses showed a high degree of dissatisfaction although there were many positive student comments. A general summary of the results for the spaces is provided in Table 1. A detailed summary of the results can be found in Appendix B1.

Table 1: A general summary of the survey responses to questions about the character and aesthetics of the learning environments.

Influencing factors	Outcome
design	May need attention
Colours	General dissatisfaction
Materials	General dissatisfaction
Furniture	General dissatisfaction
Views to the outside	May need attention
Symbolism	General dissatisfaction

Below are comments made in the focus group and surveys about the design and use of the Performing Arts spaces.

"They're make-shift rooms. P block is a demountable that has been retrofit with two workshop-classrooms. I block is two general learning areas with stuff piled in them because there's nowhere else to put it. We've worked around the space in any way we can"

- "The plain black in the room is standard in drama spaces as it allows the space to be transformed easily through the use of symbolic props"
- "Colour schemes need to reflect the mood of the discipline and type of learning undertaken in each area. There isn't a single fit. Mind numbing beige and institutional boring should be avoided at all costs!"
- "The spaces are basic and utilitarian. Nothing inspiring is evident"
- "Inside P block is the only area where the space looks like it's for drama"
- "Drama has a good atmosphere has great projectors"



Accessibility

Impacts on teacher and students' ability to access the learning environment

Outcomes of evaluation

Information from two survey questions was used to determine whether the learning environment is readily accessible. Overall the responses were unsatisfactory. A general summary of the results is provided in Table 2. A detailed summary of the results can be found in Appendix B2.

Table 2: A general summary of the survey responses to questions about the accessibility of the learning environments.

Influencing factors	Outcome
Disability access	May need attention
Pedestrian way-finding	May need attention

Below are comments made in the focus group and surveys about the accessibility of the Performing Arts spaces.

"Disability access is a school-wide issue"

- "Access to rooms along the central concourse is good and the general layout of building is functional. The rooms themselves (or partitions) need replanning"
- "The school layout is quite simple and each block is clearly identified"
- " The drama spaces are far into the school and difficult to locate"
- " Parents have to travel a fair way through the school to reach the Performing Arts area. Toilets are far away and not easy to point out to them"

- " The concourse is crowded between classes and the only access is via ramps on the upper buildings, one ramp at the southern end, a a single, very slow lift which requires keyed entry"
- " While there is a lift, it is not very accessible"



Security

Impacts on teacher and students' perception of safety

Outcomes of evaluation

Information from two survey questions was used to determine whether students and teachers feel safe inside the learning environment. Overall the responses were positive. A general summary of the results is provided in Table 3. A detailed summary of the results can be found in Appendix B3.

Table 3: A general summary of the survey responses to questions about the security of the learning environments.

Influencing factors	Outcome
Safety (as experienced)	Satisfaction
Safety (as perceived)	High satisfaction

Below are comments made in the focus group and surveys about the security of the Performing Arts spaces.

- " I feel safe, however, as there is a need to move equipment/sets etc. from room to room due to the limited practice and performance spaces, I am concerned we are not meeting the WPHS requirements for lifting. Particularly when teachers get students to do the lifting/setting up/using electrical equipment"
- " Students might have interpreted the question as referring to bullying"
- " Getting up to perform may feel unsafe for some students"

Size and scale

Impacts on the opportunities that exist for a variety of learning modalities

Outcomes of evaluation

Information from five survey questions was used to determine whether the overall size and scale of the learning environment supports a variety of learning modalities. Overall the responses were neutral to negative. A general summary of the results is provided in Table 4. A detailed summary of the results can be found in Appendix B4.

- "I'm having to send students outside due to lack of space – the concourse is not built for drama"
- "Generally, class sizes are good for the space, but breakout areas are the problem"

Table 4: A general summary of the survey responses to questions about the size and scale of the learning environments.

Influencing factors	Outcome
Ability to supervise students	Some dissatisfaction
Provision of working area	May need attention
Level of personal comfort	Some dissatisfaction
Provision of flexibility and operable space	Some dissatisfaction
Use of flexibility and operable space	May need attention

Below are comments made in the focus group and surveys about the size and scale of the Performing Arts spaces.

- "We do not have enough room for the furniture. We have a beautiful piano and because of the lack of space, it faces the wrong way for performance"
- "Because the room is small, when I have 70 people in there for choir, the chairs are quite tight as it is just a classroom. The same for musical rehearsal. Space is limited"
- "Partitions are difficult to operate in I Block. P Block requires a number of staff to operate and steps to work through to utilise"
- "Monitoring depends on the type of activity and where the teacher operates from the front of room layouts rarely present good vantage points"



Activity settings

Impacts on the types of activities and pedagogical encounters that students can engage in

Outcomes of evaluation

Information from six survey questions was used to determine whether the learning environment provides suitable activity settings to support the desired learning activities. Overall the responses were mixed. A general summary of the results is provided in Table 5. A detailed summary of the results can be found in Appendix B5.

Table 5: A general summary of the survey responses to questions about the activity settings in the learning environment.

Influencing factors	Outcome
Variety of learning activities supported	General satisfaction
Variety of activity settings provided	May need attention
Individual work supported	High satisfaction
Paired work supported	Some dissatisfaction
Small group work supported	Some dissatisfaction
Whole class work supported	Some dissatisfaction

Below are comments made in the focus group and surveys about the activity settings of the Performing Arts spaces.

" We need a theatre to cater for large concerts and musical events."

- " Students don't get the opportunity to practice where they perform"
- " Group work can be quite loud and does not allow for groups to function effectively"
- " We want them to be using costumes but there's nowhere for them to get changed. There's not enough storage space for props"

- " I block is not a good performance space. P block is better but it does not have the piano. Visibility is difficult. I block works well for practical assessment but not very well if there is an audience"
- " I run choir in a classroom. We spend about 20 minutes setting up the room and resetting it at each rehearsal. For musical preparation, we have very limited facilities. We have to move percussion and climb through percussion to reach the air conditioning"



Furniture to support learning activities

Impacts on the learning activities and pedagogical encounters available to students

Outcomes of evaluation

Information from two survey questions was used to determine whether the furniture inside the learning environment supports the desired learning activities. The responses from students showed some dissatisfaction, but the teacher results were of concern. The issue of mobility was highlighted in the focus groups as an issue with lack of space to move furniture and equipment, rather than the furniture not being mobile. A general summary of the results is provided in Table 6. A detailed summary of the results can be found in Appendix B6.

Table 6: A general summary of the survey responses to questions about the learning environment furniture.

Influencing factors	Outcome
Variety of furniture	May need attention
Mobility of furniture	May need attention

Below are comments made in the focus group and surveys about the furniture of the Performing Arts spaces.

- " Much of the furniture has been purchased when required. Little planning evident here"
- " If we had more room, we would be able to use desks. Not enough space to store them when not in use. It's difficult to do theory-based activities – the students write on the floor"
- " H block – the keyboard desks are too low"
- " I block – have to put desks back if we use them – we're constantly moving equipment"
- " Moving all the furniture takes quite a lot of work"
- " We have trolleys which we can move between rooms - but the rooms are a little way apart"



Opportunities for agile and flexible use

Impacts on the variety of learning modalities for students to engage in, student ownership of the learning environment and teacher supervision.

Outcomes of evaluation

Information from three survey questions was used to determine whether the learning environment provides opportunities for agile and flexible use. Overall the responses were negative, although students were generally satisfied they could move around the environment and to the outside. A general summary of the results is provided in Table 7. A detailed summary of the results can be found in Appendix B7.

Table 7: A general summary of the survey responses to questions about agile and flexible use of the learning environments.

Influencing factors	Outcome
Student/Teacher Movement	May need attention
Indoor/Outdoor connections	May need attention
Sightlines through space	May need attention

Below are comments made in the focus group and surveys about agile and flexible use of the Performing Arts spaces.

" There are no break-out spaces."

- " Students often work outside, causing disruption to other classes"
- " Visibility into practice rooms is limited or non-existent"
- " Lecture style seating and keyboard desks limit flexibility"
- "The space is effective for teaching, but does not allow for students to break out in groups in drama to rehearse effectively"

"I run choir in a classroom. We spend about 20 minutes setting up the room and resetting it at each rehearsal. For musical preparation, we have very limited facilities. We have to move percussion and climb through percussion to reach the air conditioning."



Access to resources and resource storage

Impacts on the variety of learning modalities and activities available to students

Outcomes of evaluation

Information from eight survey questions was used to determine whether the learning environment is adequately resourced with provision of appropriate storage for the resources that are used/required. Overall the responses were mixed with storage being of concern. A general summary of the results is provided in Table 8. A detailed summary of the results can be found in Appendix B8.

Table 8: A general summary of the survey responses to questions about access to resources and resource storage of the learning environments.

Influencing factors	Outcome
Fixed computers	Not part of school vision
Mobile computers	Varied responses
Display technologies	Some dissatisfaction
Books and reading materials	Some dissatisfaction
Hands on materials	Some dissatisfaction
Storage of student belongings	May need attention
Storage of shared resources	May need attention
Secure storage (Restricted access)	Some dissatisfaction

Below are comments made in the focus group and surveys about access to resources and storage in the Performing Arts spaces.

"I like using the library to store filming equipment. They manage the equipment very well. Students sign out equipment and return it. The teachers are not responsible for monitoring equipment, so I like the library for that reason. Distance to the library is not an issue"

- " There's a projector and screen in every room" (identified as a positive attribute)
- " There's no room for instruments"
- " We'd like a place for the shoes, bags and books to be stored outside. The mats are also stored outside in a cage. There's not enough room when we have two classes"
- " I try not to clutter as we are forced to use areas as concert performance spaces"
- " Some equipment needs upgrading - digital equipment in iBlock and some Whiteboards"
- " It would be great to store some hands-on resources in the drama room, but more important to have enough space for performance"
- " I block is unsafe with the amount of equipment"



Provision and use of display space

Impacts on opportunities to celebrate students' work and student/staff ownership of the learning environment

Outcomes of evaluation

Information from five survey questions was used to determine if adequate display space is provided inside the learning environment and if so, whether it is used effectively to communicate with all members of the learning community. Overall the responses were negative. A general summary of the results is provided in Table 9. A detailed summary of the results can be found in Appendix B9.

Table 9: A general summary of the survey responses to questions about provision and use of display in the learning environments.

Influencing factors	Outcome
Provision of 2-dimensional display space	May need attention
Provision of 3-dimensional display space	May need attention
Display of student work	May need attention
Display of learning resources	May need attention
Display of community info	May need attention

Below are comments made in the focus group and surveys about display in the Performing Arts spaces.

" We've shifted to laptops with digital display of work"

- " In music, most resources are digital – projector and a screen in every room"
- " Links for recordings are emailed to students"
- " School notices are also electronic"
- " Notice boards are not really used"

- " We cannot display learning resources as they function as performance areas. We need a theatre"



Student toilets

Impacts on teacher and students' perception about the quality of the learning environment

Outcomes of evaluation

Information from two survey questions was used to determine whether students can access toilets safely. Overall the responses were neutral to negative. A general summary of the results is provided in Table 10. A detailed summary of the results can be found in Appendix B10.

Table 10: A general summary of the survey responses to questions about the toilets used by students from the learning environments.

Influencing factors	Outcome
Ease of access	May need attention
Student's perception of safety	Some dissatisfaction

Below are comments made in the focus group and surveys about the toilets used by students from the Performing Arts spaces.

" We desperately need a toilet for the drama area."

- " We also have no change rooms"
- " Teacher toilets is a school-wide issue too – it's pretty embarrassing for the number of staff we have"
- " When I've had to go down to the student toilets, they don't feel safe"
- " The toilets would not feel safe at night"



Occupant comfort

Impacts on students' ability to engage in learning activities without distraction from environmental factors that may affect their personal comfort

Outcomes

Information from twelve survey questions was used to determine whether students and teachers consider the learning environment to provide a comfortable setting. Overall the responses were positive. A general summary of the results is provided in Table 11. A detailed summary of the results can be found in Appendix B11.

- "We're often distracted by other classes walking through spaces to use rehearsal rooms"
- " Air flow is an issue. Can't open windows because of the heat and noise"
- " Fans in P block work well and there are some extraction vents"
- " All rooms have aircon, but some feel hot with too little airflow"
- " In some rooms, there is too much light and the projector is impossible to see"

Table 11: A general summary of the survey responses to questions about levels of occupant comfort inside the learning environment.

Influencing factors	Outcome
Comfort in summer	General satisfaction
Comfort in winter	General satisfaction
Comfort: Air quality	General satisfaction
Comfort: Air flow	Some dissatisfaction
Comfort: Artificial light	General satisfaction
Comfort: Daylight access	Varied responses
Comfort: Lighting control	Satisfaction
Comfort: Sunlight reflection	Varied responses
Comfort: Furniture	May need attention
Comfort: Distractions	Some dissatisfaction
Comfort: Hear instructions	Satisfaction
Comfort: Noise levels	Satisfaction

Below are comments made in the focus group and surveys about the levels of student comfort in from the Performing Arts spaces.

" Orchestra, stage band, jazz group are all being run in non-purpose-built spaces. Acoustics were never considered"



Movement of people and objects

Impacts on opportunities for students to take ownership of their learning and engage in a variety of learning activities

Outcomes of evaluation

Information from four survey questions was used to determine whether the movement of people and objects aligns with the desired pedagogies and learning activities. Overall the responses were positive. A general summary of the results is provided in Table 12. A detailed summary of the results can be found in Appendix B12.

Table 12: A general summary of the survey responses to questions about movement of people and objects in the learning environments.

Influencing factors	Outcome
Student movement (freedom)	Varied responses
Teacher movement (roaming)	Satisfaction
Student access to resources	General satisfaction
Student movement of furniture (freedom)	General satisfaction

Below are comments made in the focus group and surveys about the movement of people and objects in the Performing Arts spaces.

- " Sometimes we allow students to move around for a specific task"
- " If the activity is enhanced by access to computers we allow it"
- " Moving all the furniture takes quite a lot of work"



Staff professional development

Impacts on the range of pedagogical approaches employed by teachers

Outcomes of evaluation

Information from three survey questions was used to determine whether teacher professional development is well supported by the school. Overall the responses were strongly positive. A general summary of the results is provided in Table 13. A detailed summary of the results can be found in Appendix B13. There were no specific comments made in the focus group and surveys about staff professional development. Teachers in the focus group agreed they were very well supported.

Table 13: A general summary of the survey responses to questions about professional development for teachers working in the learning environments.

Influencing factors	Outcome
School support for implementing desired pedagogy	High satisfaction
Internal opportunities for PD	High satisfaction
External opportunities for PD	High satisfaction



Geographical engagement

Impacts on student and teacher demonstration of affinity, mastery and ownership of the learning environment

Outcomes of evaluation

Information from three survey questions was used to determine whether teachers and teachers demonstrate affinity for, and mastery and ownership of the learning environment. Overall the responses were varied. Teachers showed strongly positive results for making optimum use of their learning environment despite the limitations and students were generally positive too. A general summary of the results is provided in Table 14. A detailed summary of the results can be found in Appendix B14.

Table 14: A general summary of the survey responses to questions about student and staff engagement with the learning environment.

Influencing factors	Outcome
Affinity for learning environment	Varied responses
Feelings of belonging and ownership	Varied responses
Mastery of the learning environment	General satisfaction

Below are comments made in the focus group and surveys about the movement of people and objects in the Performing Arts spaces.

" I enjoy working in this space but we need a theatre"

" I feel we have created good spaces"

- The size and shape of the space is not fit for purpose. There are limitations to supervision. The space needs to be used for non performance based subjects too "



Appendix A: Outcomes of Evaluations: Extended responses

Educational philosophy and vision for learning (Directly imported from surveys)

Responses from Principal survey

Why should students be educated?

Responses from Principal survey

What should students learn?

Responses from Teacher survey - Performing Arts

Why should students be educated?

So that they can develop a passion for learning and extending themselves further. Also to provide them with the necessary capabilities for life as a whole.
To take part in and contribute to society
To create holistic humans that fulfil their individual potential to augment society and environment.
Education is essential to create opportunities for individuals to become well rounded contributors to society. They should be able to develop personal capacities by extending knowledge, skills, flexibility and creativity as well as learning essential social skills.
Education equips students to build skills and progress academically, emotionally, socially and spiritually. All students should have the opportunity to feel successful.

Responses from Teacher survey -Performing Arts

What should students learn?

Students should be learning different concepts that broaden their knowledge base. These should be able to be applied to their life after school. Students should also be taught social and emotional skills that set them up to be resilient.
Literacy, Numberacy, arts and sports
As much as possible. A range of human endeavours and areas.
Students should learn a wide variety of disciplines based on a sound functional knowledge of literacy and numeracy. They then need to use that knowledge as a springboard to develop their own areas of specialized interests, deepening their personal repertoire of skills, learning to solve problems and create new possibilities.
Students should be learning academically (in its various forms), socially and emotionally.

Educational philosophy and vision for learning

Responses from Principal survey

What does good learning look like?

--

Responses from Principal survey

What does good teaching/pedagogy look like?

--

Responses from Teacher survey - Performing Arts

What does good learning look like?

Especially in the arts, students should be engaged in practical hands on work. Although there is a time and a place for aural and visual learning, most learning should be kinaesthetic and allow students the opportunity to be creative.

Both practical and theoretical

It looks very different depending on what the task or subject is. Good learning could look like many things.

Good learning always looks like active engagement in tasks. Enquiry based learning is already part of the Arts syllabi and ensures that students are provided with a basic structure, are able to research, experiment and develop personal interests, reflect upon their own work and produce a resolved work/script/artwork/performance. In the Arts, any activity which gives students opportunities to creatively problem solve are core.

Students should be engaged in excellent explicit teacher directed learning, learners gaining knowledge through reflection and study, explore, discuss and meaningfully construct concepts and relationships.

Responses from Teacher survey - Performing Arts

What does good teaching/pedagogy look like?

Again, a mostly practical approach is needed. This still allows for a visual learning environment, as well as a modelled, guided, then independent approach to instruction.

Music should be uplifting. It teaches many things such as perseverance. It is great for intellectual development.

Direct instruction, modelling, listening, experimenting, creating, reflecting and appraising.

My area is Visual Art. The basis of my teaching is initially explicit teaching of a skill which is then to be applied in creatively solving a set task. Students are encouraged to pursue their own interpretations/ ideas in the resolution of a work. They are also engaged in discussion, critical analysis and evaluation of art works. The bulk of my teaching consists of one on one conferencing and assistance.

Instructional approach for the most part, and student exploration and discussion.

Responses from Teacher survey - Performing Arts

Aspects that I like about the the learning environment

Good as a classroom

The learning spaces allow us to deliver the curriculum in a flexible way. It allows us to cater for many different student needs/instruments.

Spaces aren't on top of each other ie students are not distracted by what is going on in another classroom. There are sound proofed rooms for individual practice. Rooms aren't cramped or too small.

The learning environment is clean.

Responses from Teacher survey - Performing Arts

Aspects that I don't like about the the learning environment

We need a performance area - theatre

We have no theatre to perform in. That is what we need.

Furniture lack of efficient storage spaces lack of effective performance spaces

There are not nearly enough rehearsal/break-out spaces. The rooms are classrooms that are used as performances spaces. Not enough storage.

Responses from Teacher survey - Performing Arts

Aspects that I would change about the the learning environment

A dedicated purpose built theatre which supports instruments groups, choir, musical and other performances.

We have no theatre to perform in. That is what we need.

We need a real theatre to enable students to perform and present in a more professional manner. This requires a purpose built, appropriately functional space to reflect real life learnig opportunities.

More rooms, a performance space that allows for drama, music and dance. Classrooms to be built purposely for the teaching of music/dance/drama with adequate sound-proof practice/rehearsal spaces.

Responses from student survey - Performing Arts	Responses from student survey - Performing Arts
Aspects that I like about the the learning environment	
I like the display of others artwork and the easy accessible material	it is very open and dramatic good or drama
In P block you do not have to sit in chairs	Darkness in the drama room
It is a very free space.	All the blocks/rooms are close together which makes it easy to move around from class to class and access certain resources required.
I like the performance area display	Provided a sense of community. All arts blocks are close together and easy to move between.
I like how the drama rooms are painted black and creates the feel of an actual studio. I like how the performing arts blocks are close together because all of the performing arts subjects comes hand in hand.	The darkness in the drama rooms are good when performing as they create a better environment for performances. The smaller rooms in H Block are good because it creates more room to practise. The lights in P Block are also good as they create a better performing environment. The amount of musical instruments (pianos, drums etc) are good for pracs. The spotlights are also good in I block. The amount of storage is good. The costume room is good to find different props for performances.
The space is open with lost of room. The furniture is good for the activities completed in the rooms.	I love that you can move around and do different activities
that a lot of the classrooms are open to the next.	because its pretty big and its a good working space
there is a large amount of windows placed around the rooms giving you access to see the outdoors	Everything.
it's nice and the environment is fun.	eat
I like how all of the blocks are very close together - it helps to access equipment that can be used across all areas and provides a sense of community.	The things I like about this space is able to have room in practicing our music skills.
The area of P block and I block are the places where i have drama and music lessons the space that is provided is very much suitable.	They Rooms are very boring
I like that the students can at least fit into the classroom so it isn't very small and squishy.	I like how all the art area is close together. You don't have to walk all around the school to get to the drama room from music..
All good.	They are Bigger
Easy to move around and suitable for teaching and learning	Good number of small rooms for individual instrument practice, lots of space.
What I like about P block is that you can move around and be active while learning about new things.	it open and the blocks are right next to each other and the blocks are very large with lots of space.

Responses from student survey - Performing Arts	
Aspects that I like about the the learning environment	
It has the equipment we need	it works for small classes and the desk chairs are nice.
that there is space to perform when is we need to	How freely we can move around and be comfortable
Big room, area at the back to work on music assignments, large area for drama.	The room has a large amount of space when the sliding doors of the other classroom is open.
The space contains musical instruments which is nice.	The coolness.
There is lots of space to do activities in.	There is a lot of windows
The equipment is of high quality in all three spaces.	Lots of windows
It is different then the other, normal classrooms of Blocks B - G. I also feel safe in these classrooms because it houses drama props and musical instruments - all things I love.	Sufficient equipment available in all three blocks however projectors and sound system in P block continuously fails etc. all arts blocks are close creating a sense of community
The place is very interactive and we can easily discuss topics and other discussions.	I like the teachers that usually work in this space and the opening space to the outdoors!
I like that there are rooms that are soundproof for music students. I also like that there are keyboards under the desks in H block to easily access them.	It supplies classrooms for us to learn in, and they are the major English, Maths and Language classrooms.
I like that we can interact and learn effectively.	It has enough room
The variety of activities they can be used for	it has lots of space to do activiys
it is comfortable and a good place to learn stuff like music and drama	

Responses from Student survey - Performing Arts	
Aspects that I don't like about the the learning environment	
The projectors in P Block are good but they don't work most of the time. The sound system is also good but hardly works. There are not enough spaces for all of the classes in music (H and I block) when performances need to be practised. During Block exams, when there are performances, there is not enough space for everyone to practise at the same time. The desks in I block are not good for working as they are small and you cannot put all books on there.	The space feels very neglected. There isn't a good place to hold events and perform. There isn't enough practice rooms for both music and drama departments which limits students. This space dosent have enough space for theory lessons when writing/typing is required - it is difficult. The space is not comfortable. During vocal ensemble performances due to lack of space parents and other people who come have to stand out the back. Overall I don't like the lack of space and discomfort.
the music rooms are really small with with big friend groups	All good.

Responses from Student survey - Performing Arts

Aspects that I don't like about the the learning environment

Many musical performances aren't high quality due to the space. Formal musical events that occur in the space look worse due to the space. Not enough space for a variety of instruments.

Very crowded, not enough rooms for group work etc. for drama when rehearsing groups are forced to go outside and other random classrooms which do not provide the resourses. For music when rehearsing for prac performances students forced to share prac rooms with numerous students attempting to practice while competing with noise from other instruments etc. The arts are specifically for entertainment purposes however the arts blocks do not provide sufficient space for performance. At drama nights many parents are forced to stand as there isn't enough room for audience members. For performers there isn't sufficient room back stage to change and prepare for performance, currently students are forced to squish into costume room as their backstage. Vocal concerts are forced to perform in I block which is unprofessional as drum kits and other instruments are exposed. Some parents again are forced to stand due to lack of seating. Seating is also very uncomfortable. There aren't enough room for the costume room which we use as a backstage wing during drama nights.

The space is good but I feel like H block (H8), their music rooms should be bigger cause there can be a lot of people in one room. P bock is very dark and plain and should get some more props so the activities in P block can be more fun and more people will enjoy it.

I think I block just needs a little more of something

uncomfortable seating, chairs are too cramped together, not allowed to move around.

The colour I am not sure about, space could be a little wider, there is limit to the outside world and the furniture could be a little more comfortable.

I like everything in this space

I don't like how there is little to no room to do performances.

that the rooms are small

The chairs are so uncomfy

The space is not big enough for everyone to go and do group works, especially P block. Whenever we need to do group work, we have to be spread all around the school. In H block, there are 5-6 people in one prac room.

P block - there aren't enough space for all of us to rehearse. The space of P block does not support the number of drama students enrolled. During block exams, the grade 11 and 12 students try to access two room and are constantly fighting over who gets what room and when. The teachers have to make a roster on who is rehearsing when. The lack of room to practice leaves students to practice outside and not in the same environment as the final performance environmental, causing us to not rehearse properly. All of this occurs during class lessons. The lights and the projectors installed are good but it does not work 90% of the time, therefore it is no used to us during performances. H/I block - during music practices there aren't enough to room for everyone to practice individually. The final performances can not be exicuted properly as there aren't enough space for the audiences to watch. The performance lights are installed in I block however I believe they can be made better. Overall there is not enough space for everyone to rehearse and practice in the performing arts blocks and the school does not have ANY adequate place for performcaes (e.g auditorium). The main purpose of the performing arts is to perform and entertain however this is not happening right now because of the lack of performance space and practice rooms.

There are very few spaces to go privately to rehearse for performances because the back rooms in H block are taken by music lessons and other school learning things. There is pretty much no space to put on performances and musicals. For our musicals we have to off site to perform them, which is inconvenient.

the airconditioners get to cold.

That we don't have enough room, as well as the desks don't move.

It is good space for learning and for class but it is not good for performances for class or for parents and guests to watch.

I don't know

the music rooms are really small with with big friend groups

All good.

The hard plastic chairs

Responses from Student survey - Performing Arts

Aspects that I don't like about the the learning environment

There is not enough room for all the students - in music, we cannot all have a room to individually practice because there aren't enough, so we have to practice in groups and cannot do quality practice. For drama especially, any rehearsals for performances students are sent all over the school to find spare classrooms because there is no extra space outside of P block designated specifically for drama, therefore we are not used to a big enough area for the actual performances. For any actual performances for the public (Drama night, vocal concerts, etc.) - P block and I block are not suited for big audiences. On drama night many audience members are left to stand because there isn't enough room in P block for that many seats, and for vocal concerts, I block does not provide an appealing atmosphere to properly watch and enjoy a performance. Many light and sound systems throughout the blocks are unreliable, and while they are very good when they do work, it is not uncommon for the sound and technology system to crash in P block right before students drama assessments, which adds extra unnecessary stress on the students right before the exam which reduces the quality of their performance.

The storage area in P block (costume room) is quite small and sometimes difficult around assessment time when people need to bring in extra props/costumes etc.

Sometimes the drama rooms (P block) gets too cold or stuffy, and if there is an exam in H7, the noise outside the drama rooms can be heard and is annoying.

The space is very crowded and it takes a while to get to one place from another.

I don't like the amount of space we have to perform, practice and learn as it can get quite crowded at times.

- There is not enough individual practice space

The colors and textures

that there is lots of it

P Block needs more practise space.

The colour I am not sure about, space could be a little wider, there is limit to the outside world and the furniture could be a little more comfortable.

P block - there aren't enough space for all of us to rehearse. The space of P block does not support the number of drama students enrolled. During block exams, the grade 11 and 12 students try to access two room and are constantly fighting over who gets what room and when. The teachers have to make a roster on who is rehearsing when. The lack of room to practice leaves students to practice outside and not in the same environment as the final performance environmental, causing us to not rehearse properly. All of this occurs during class lessons. The lights and the projectors installed are good but it does not work 90% of the time, therefore it is no used to us during performances. H/I block - during music practices there aren't enough to room for everyone to practice individually. The final performances can not be executed properly as there aren't enough space for the audiences to watch. The performance lights are installed in I block however I believe they can be made better. Overall there is not enough space for everyone to rehearse and practice in the performing arts blocks and the school does not have ANY adequate place for performcaes (e.g auditorium). The main purpose of the performing arts is to perform and entertain however this is not happening right now because of the lack of performance space and practice rooms.

There is not enough space for group activities or performances. And bad desining and furniture.

It is not big enough, the air is bad, there are no windows, the furniture cant move, the desks are frustrating, the space is poorly constructed

This area is not performance sanded and is not ideal for guests to come and enjoy with us.

Too small. Not enough space for practising. Too small for performing

there is not enough space for everyone to practise in

It's too quiet.

there is lots of space

you cant move anything in H block

uncomfortable seating, chairs are too cramped together, not allowed to move around.

Responses from Student survey - Performing Arts	
Aspects that I don't like about the the learning environment	
What I don't like about the space is that it isn't colourful enough and there is a lot of space but there needs to be more space because of musical rehearsals and dance routines in the future.	limited drama practice room no place to rehearse for concerts / musicals / showcase nights no place for audience members to comfortable sit always needing to go off campus for music resources.
that we dont get freetime when were finished everything	not enough room to eat
The hard plastic chairs	The chairs are so uncomfy
The storage area in P block (costume room) is quite small and sometimes difficult around assessment time when people need to bring in extra props/costumes etc.	the rooms are too small and have not much space to do our own thing. there is also conflicting noises between the drama and music student, for example if the are more than 1 drama group practising for a performance it then become a shouting matching trying to hear themselves over the others.
I think I block just needs a little more of something	that the rooms are small
The space is good but I feel like H block (H8), their music rooms should be bigger cause there can be a lot of people in one room. P bock is very dark and plain and should get some more props so the activities in P block can be more fun and more people will enjoy it	There are very few spaces to go privately to rehearse for performances because the back rooms in H block are taken by music lessons and other school learning things. There is pretty much no space to put on performances and musicals. For our musicals we have to off site to perform them, which is inconvenient.
the airconditioners get to cold.	I don't know
That we don't have enough room, as well as the desks don't move.	Many musical performances aren't high quality due to the space. Formal musical events that occur in the space look worse due to the space. Not enough space for a variety of instruments.
How enclosed it is with no sunlight.	because its pretty big and its a good working space
It is good space for learning and for class but it is not good for performances for class or for parents and guests to watch.	There is not enough space for group activities or performances. And bad desining and furniture.
I like everything in this space	I don't like how there is little to no room to do performances.
There are not desk in the rooms.The chairs have just a little flexible desk on it.	Dark with no air flow, not enough pianos, individual rooms aren't sound proofed, no instrument store room only a rack outside.
It's small and doesn't have much professional performing space where students can build the courage on stages.	Dark with no air flow, not enough pianos, individual rooms aren't sound proofed, no instrument store room only a rack outside.
The equipment is of high quality in all three spaces.	there is lots of space
The room has a large amount of space when the sliding doors of the other classroom is open.	What I like about P block is that you can move around and be active while learning about new things.
The coolness.	The space contains musical instruments which is nice.
They are Bigger	There is lots of space to do activities in.
Good number of small rooms for individual instrument practice, lots of space.	it open and the blocks are right next to each other and the blocks are very large with lots of space.

Responses from Student survey - Performing Arts

Aspects that I don't like about the the learning environment

	There are not desk in the rooms.The chairs have just a little flexible desk on it.
The colors and textures	It's too quiet.
that there is lots of it	P Block needs more practise space.
This area is not performance sanded and is not ideal for guests to come and enjoy with us.	It is not big enough, the air is bad, there are no windows, the furniture cant move, the desks are frustrating, the space is poorly constructed
- There is not enough individual practice space	there is not enough space for everyone to practise in
Everything.	Too small. Not enough space for practising. Too small for performing
Sometimes the drama rooms (P block) gets too cold or stuffy, and if there is an exam in H7, the noise outside the drama rooms can be heard and is annoying.	What I don't like about the space is that it isn't colourful enough and there is a lot of space but there needs to be more space because of musical rehearsals and dance routines in the future.
The space is very crowded and it takes a while to get to one place from another.	I don't like the amount of space we have to perform, practice and learn as it can get quite crowded at times.

Responses from Student survey - Performing Arts

Aspects that I would change about the the learning environment

The space could be improved by having a practice room to keep the guitars and the drums.	What I want improved in the space is the colourful pictures and also the space needs to be bigger so more activities can be held in these blocks.
If we put the tables in I and H block into small groups.	more movement, better seating, more prac lessons,
They can add more windows, the furniture could be more comfortable and space could be expanded.	more noise.
Comfier chairs	i dont know
have bigger music rooms	more areas for storage so everything has a place.
The space is not big enough for everyone to go and do group works, especially P block. Whenever we need to do group work, we have to be spread all around the school. In H block, there are 5-6 people in one prac room.	There need to be more places for the students to rehearse as well as perform. More practice rooms need to be installed as this can be used for music, drama as well as backstage area during drama nights and vocal nights. Auditorium, theatre or concert halls will provide the students with professional spaces for them to perform, allowing us to experience and prepare us for professional situations in their performing arts career if we chose to do so. High schools are supposed to prepare us for after school however this is not happening as students are unable to access professional areas to truely prepare them for future endeavours. Please make a theatre for us to perform. This would allow us to perform our musical, vocal night, drama night, Music extension concert, school assembly, presentation evenings and class room assessments.

Responses from Student survey - Performing Arts	
Aspects that I would change about the the learning environment	
By be able to move the desks and having more rooms so we are able to practice individually.	Less fluorescent lights more sun light and not so bright class rooms
This space could be improved if we had a performing arts center that we can use to have drama performances, vocal/ music related performances	Adding more windows that aren't closed with curtains drawn, increase ventilation, add an instrumental store room.
if we had a dedicated space to do performances it would really helpful	get more space of equipment
It would be greatly beneficial if we had a place to perform and practice for events such as eisteddfod, big performances and concerts, musicals, production shows and showcase nights such as the year 12 MEX performance. The drama rooms need to be updated and have prac rooms, not resulting in going outside - ESPECIALLY WHEN IT'S RAINING! Whilst the drama room is great for class time, when groups have to split up, there is nowhere for them to go! H block would highly benefit from updated prac rooms with a mic and modern sound system in each. The performing arts section needs to have a place where parents and onlookers / audiences can comfortably sit in a theatre, watching their children. We are constantly needing to go off campus to rehearse and have concerts.	it could have more room put in and more areas available to practice. there could also have a minor stage in place to actually perform and practice better. the sound proof rooms in music could be improved and more be added. a theatre will provide the students with adequate space for performances. it will bring the st Mary's community together, creating a relationship between audience and performers and showcase the talents within the students of st Mary's. these places could be used for multiple purpose. we are one of the only schools in cairns without a theatre, disadvantaging us. smcc are spending all of our money on ANOTHER sports centre even though we already have one, yet the performing arts area remain neglected. currently, the drama block has inadequate lighting, sound systems, no stage, no auditorium, and an incredibly small costume room which doubles as a backstage area.
Maybe adding a space where students can express them self's more and perform in a bigger place that isn't I block or some people call it just a storage room for instruments.	This can be improved by H block making the rooms bigger. In P block, they should make the classroom bigger and make it more colourful, add more props etc.
let me eat	Nothing.
Air conditioning is too cold in I block.	I don't know
have more resources and space that supports the music and drama electives because it is more like a normal classroom and not different.	I think there could be more practice rooms as there are only 4 of them easily accessible in H block. Also there isn't much room to perform and to hold a big audience so maybe a bigger performance area could help with that.
More room for a variety of instruments, larger performing arts area. More areas for formal performances.	Perhaps a larger storage area and some comfortable seating in the drama classrooms could improve this space.
Maybe windows or something in the drama rooms, or maybe sound proofing on the wall near the drama rooms.	We should have a theater or big performance stage for other people and other schools to enjoy.
Have a larger space with a variety of activities.	More space. More prop room storage.
A theatre for formal events would be much appreciated	add more space netter furniture and better designs
soundproof rooms for individual pracatices	Improving colours and thextures
A bigger space would be needed. Projectors need to be fixed.	be more color ful
I don't think it needs to be	The space needs to be bigger with a lot more practice spaces.

Responses from Student survey - Performing Arts

Aspects that I would change about the the learning environment

Overall, a larger space in the form of a theatre would improve learning and performances. A theatre provides a space for community to gather, creating relationship between audience and performers. A theatre can be used for musicals, presentation nights, open nights, drama nights, vocal nights, school assemblies, mex performances, school performances. When not in use for performances a theatre can be used as practice space. Bringing me to my second point the arts rooms need more practice spaces to allow students/ performers to practice individually in rooms which provide sufficient reacources for performers. The theatre would provide us with sufficient back stage area, wings, A STAGE, lighting equipment and sound system that works and a place for audiences.

If a theatre was built on school grounds then there would be heaps of room to perform musicals and shows as well as put on performance nights involving drama and music students. Also more practice rooms so that there is more room for drama people to rehearse as well as music lessons to occur. A bigger rehearsal space for when concert bands and string ensembles can rehearse without feeling squished.

A renevation of all performing art spaces would provide more space and a good place to hold formal events. I think a theatre would be fantastic. Making the rooms a more enjoyable and comfortable space.

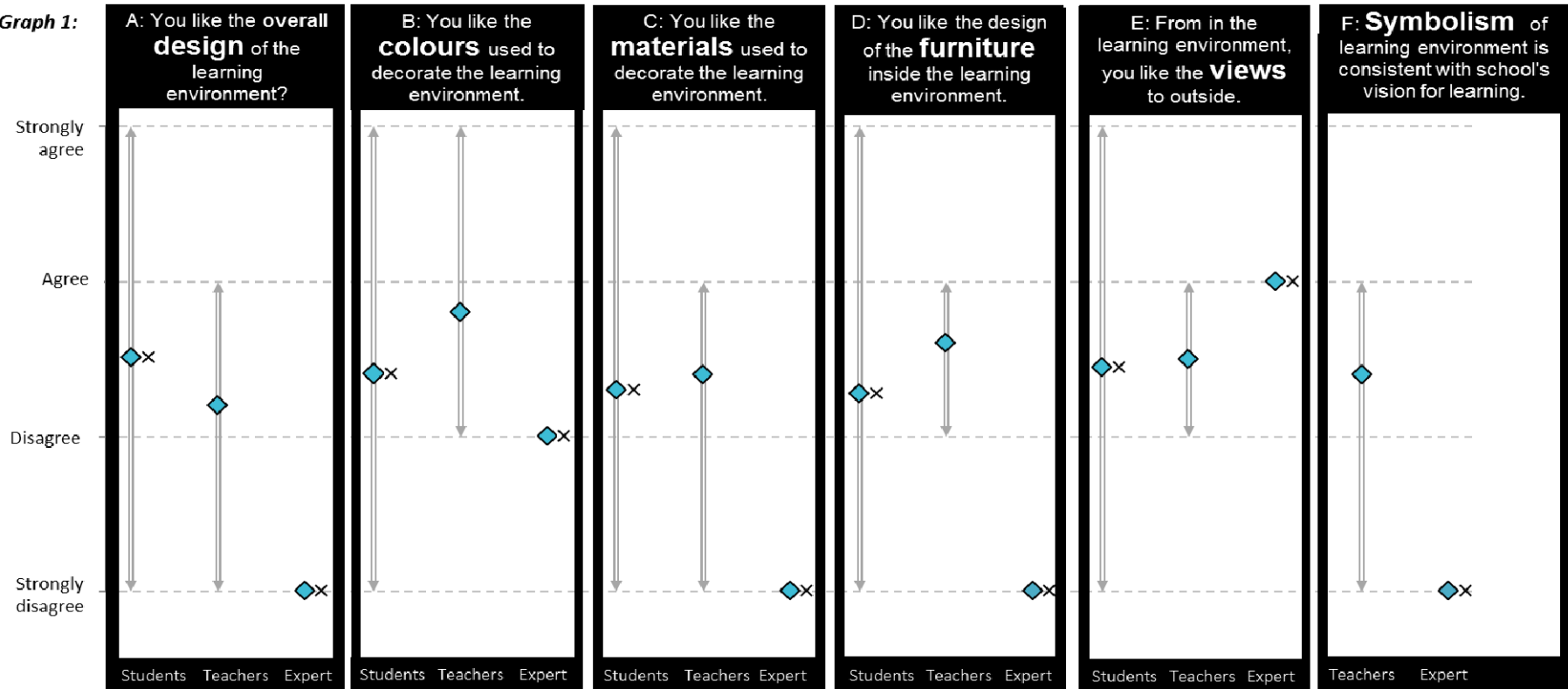
Ultimately - the area needs a theatre. This would provide space for school musicals, vocal concerts, drama nights, presentation evenings, dance performances, formal events, assemblies, etc. This would enable students to perform in a proper arts environment, without requiring to move to other venues as usual. It would be more appealing for audiences to watch these presentations in a professional theatre rather than a classroom. If it was built on the back of I block, the entrance could be extended through the tuck shop area and into the cafe, giving audiences access to the cafe and other venues before performances. As for the performers, students could use I block and the other areas as dressing room areas or an area to quickly rehearse before a performance in private. As well as a theatre, more rehearsal rooms for both drama and music should be implemented for students to practice for school assessments, as it happens very reguarly. P block also needs a larger costume room, as it is uncomfortable to get changed in and only a very small group of people can comfortably share the room to get changed at once, which is useless for a group school assessment performance.

Add a big open theatre. Classes that are connected to the theatre and are for normal classes. Then have smaller rooms for individual practice and one on one learning. Storage rooms made for musical instruments and costumes. The theatre could have side and backstage. A backdrop that could change the background scenario. good changing lighting and a rope system that could life props and stuff. a surrond sound system.

The desks in I block could be bigger. There can be more spaces to practise in all blocks. The costume room should be kept clean as it is hard to find what you need when looking for props.

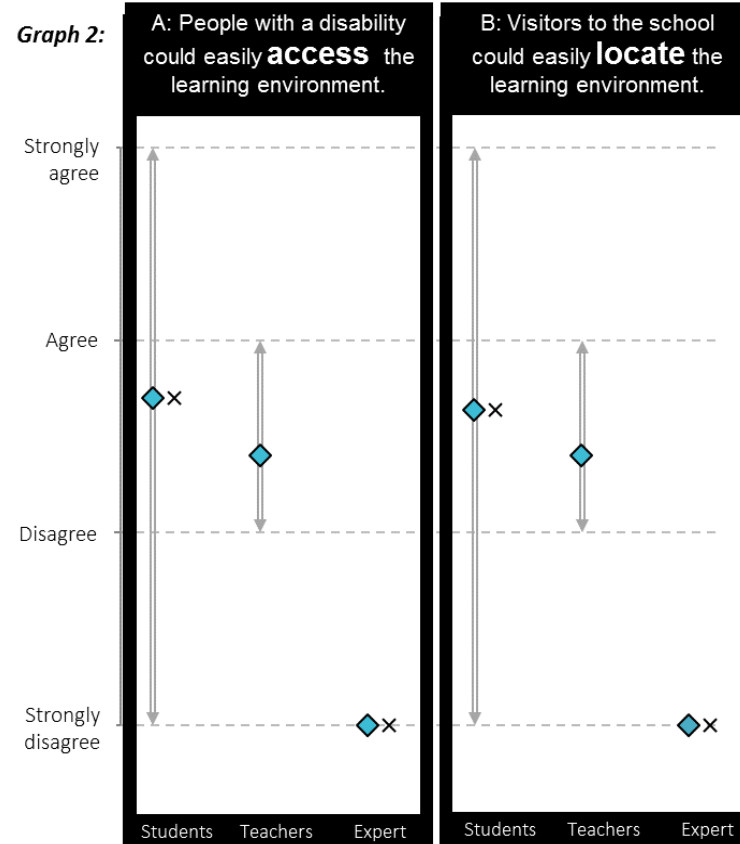
1. Do the users like the *character* and *aesthetics* of the learning environment?

Graph 1:



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Teachers	Expert
Strongly agree	3	0	0	5	1	0	2	0	0	3	0	0	10	0	0	0	0
Agree	42	2	0	32	2	0	31	3	0	29	3	0	27	2	1	3	0
Disagree	26	2	0	32	2	1	32	1	0	30	2	0	30	2	0	1	0
Strongly disagree	8	1	1	10	0	0	12	1	1	14	0	1	12	0	0	1	1
Responses (total)	79	5	1	79	5	1	77	5	1	76	5	1	79	4	1	5	1

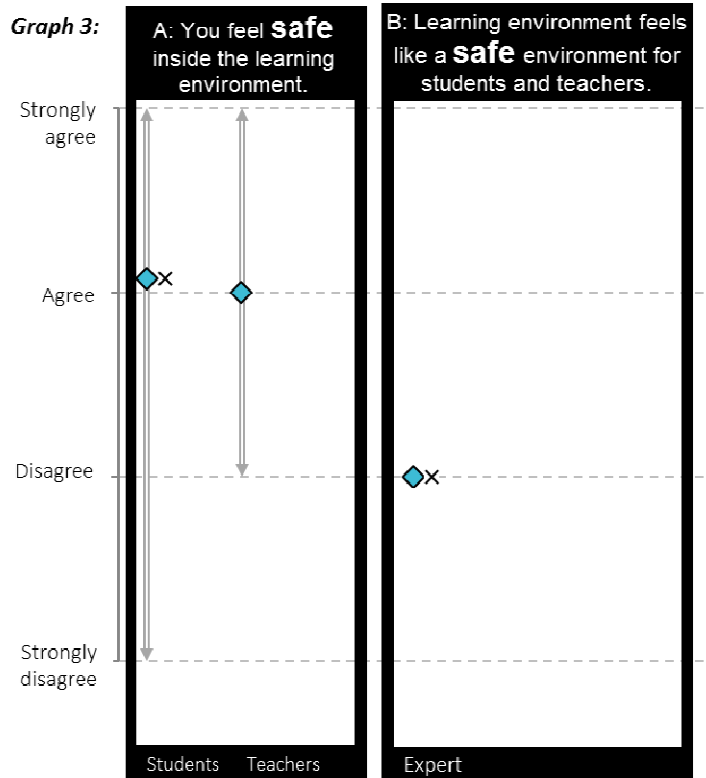
2. Is the learning environment *easily* accessible?



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert
<i>Strongly agree</i>	8	0	0	10	0	0
<i>Agree</i>	45	2	0	40	2	0
<i>Disagree</i>	20	3	0	19	3	0
<i>Strongly disagree</i>	6	0	1	10	0	1
Responses (total)	79	5	1	79	5	1

3. Do students and teachers feel safe inside the learning environment?

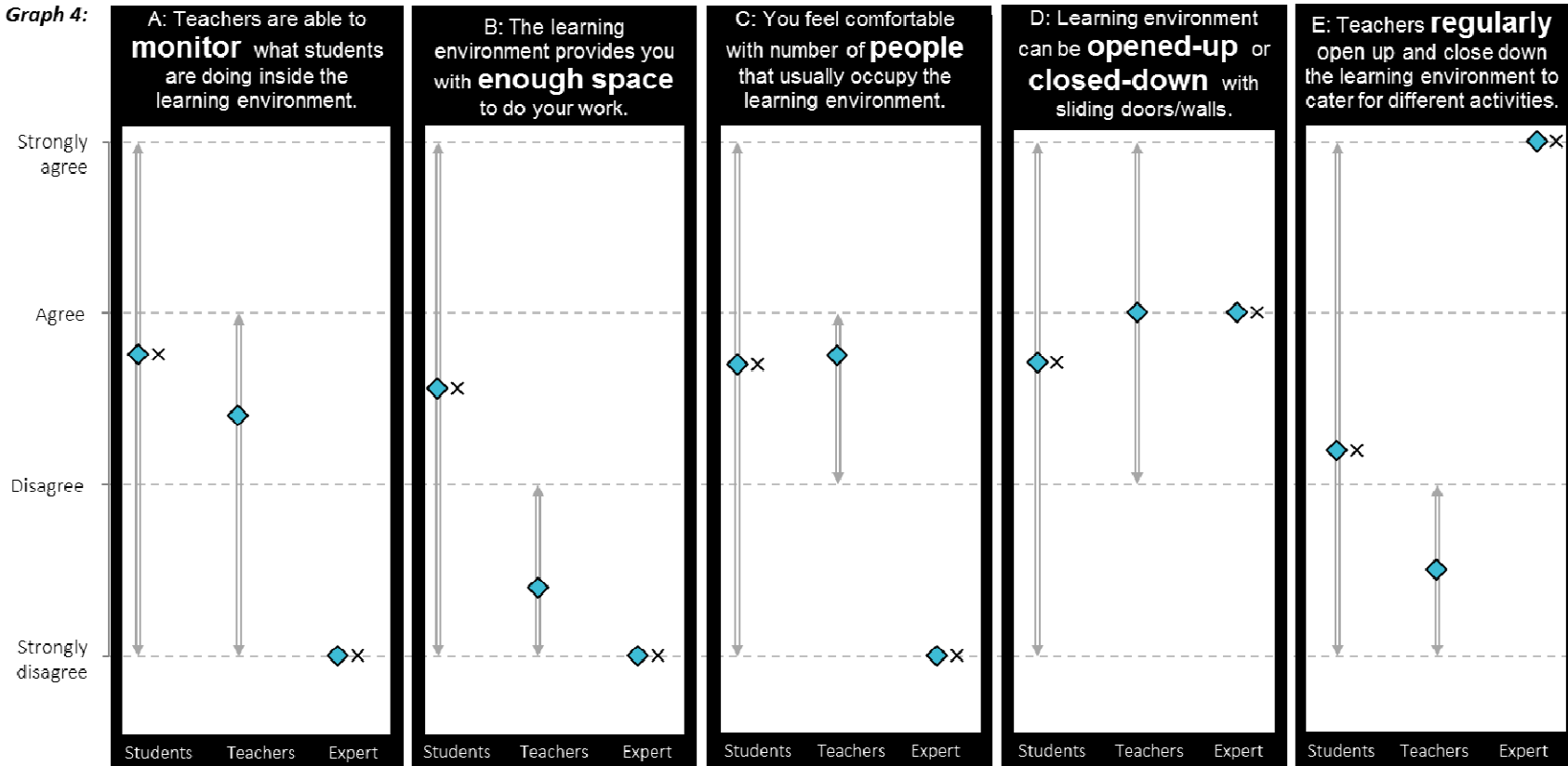
Graph 3:



Respondent type	Students	Teachers	Expert
<i>Strongly agree</i>	22	1	0
<i>Agree</i>	44	3	0
<i>Disagree</i>	10	1	1
<i>Strongly disagree</i>	3	0	0
Responses (total)	79	5	1

4. Does the overall size and scale of the learning environment support a variety of learning modalities?

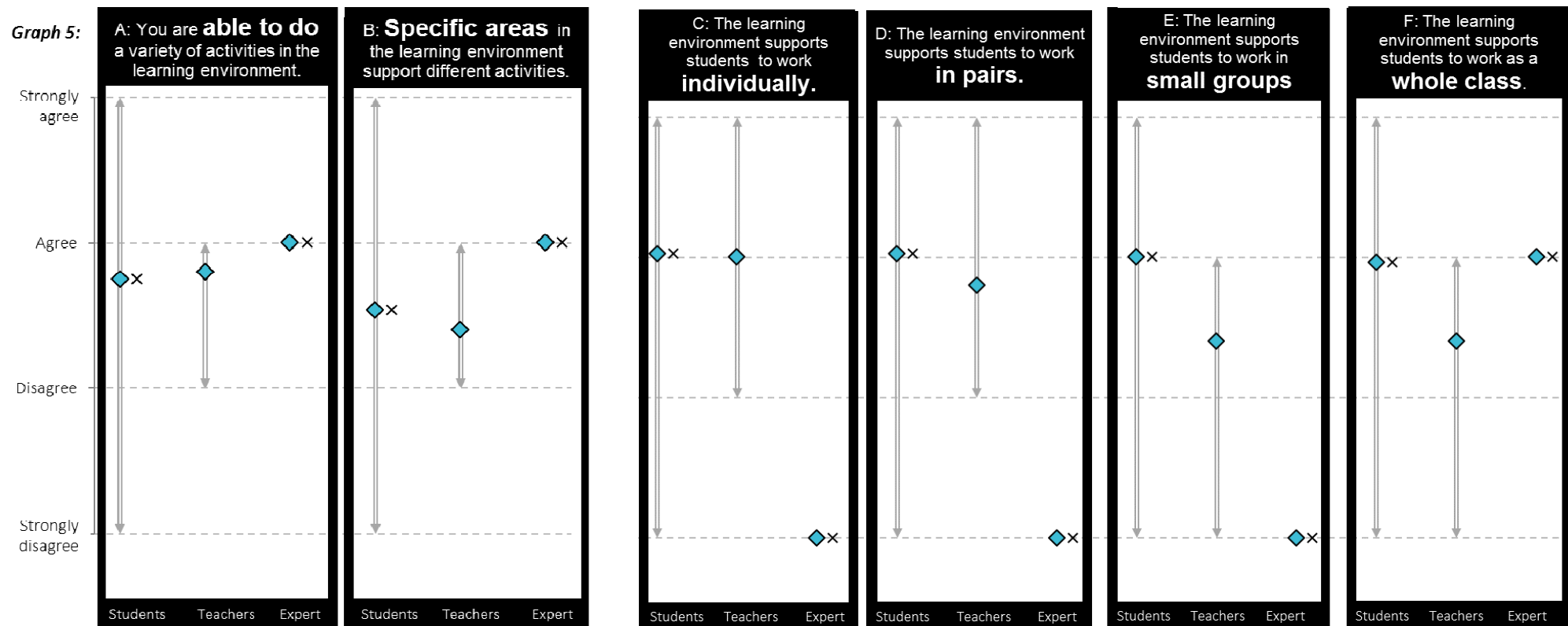
Graph 4:



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert
Strongly agree	13	0	0	12	0	0	11	0	0	14	1	0	4	0	1
Agree	42	3	0	33	0	0	40	3	0	38	3	1	26	0	0
Disagree	16	1	0	18	2	0	21	1	0	17	1	0	27	2	0
Strongly disagree	8	1	1	14	3	1	7	0	1	10	0	0	19	2	0
Responses (total)	79	5	1	77	5	1	79	4	1	79	5	1	76	4	1

5. Does the learning environment provide suitable settings to support the desired elarning activities?

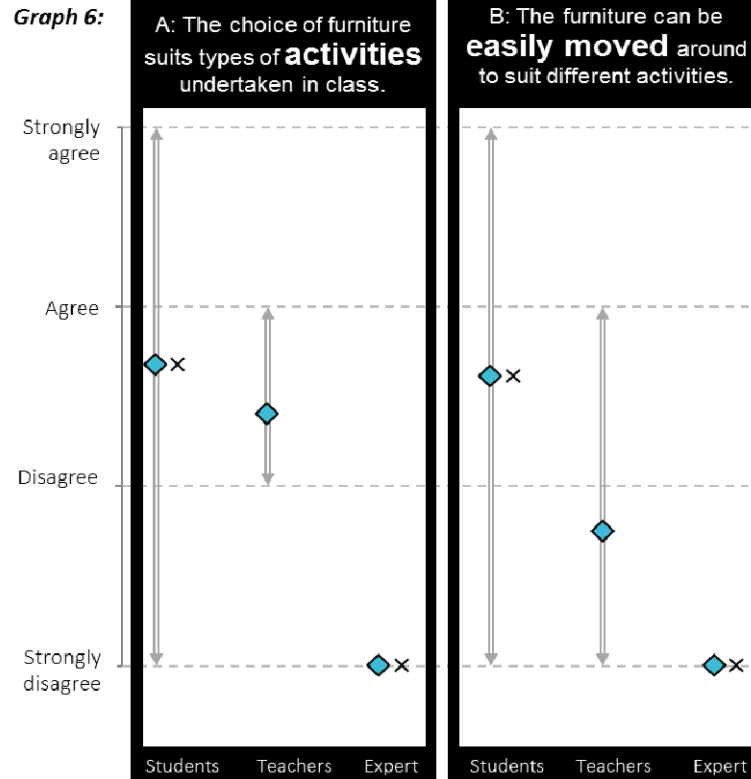
Graph 5:



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert
Strongly agree	11	0	0	9	0	0
Agree	42	4	1	34	2	1
Disagree	16	1	0	25	3	0
Strongly disagree	7	0	0	10	0	0
Responses (total)	76	5	1	78	5	1

Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert
28	1	0	23	1	0	21	0	0	22	0	0			
32	3	0	40	2	0	39	3	0	35	3	1			
6	1	0	5	2	0	13	1	0	15	1	0			
10	0	1	8	0	1	4	1	1	5	1	0			
76	5	1	76	5	1	77	5	1	77	5	1			

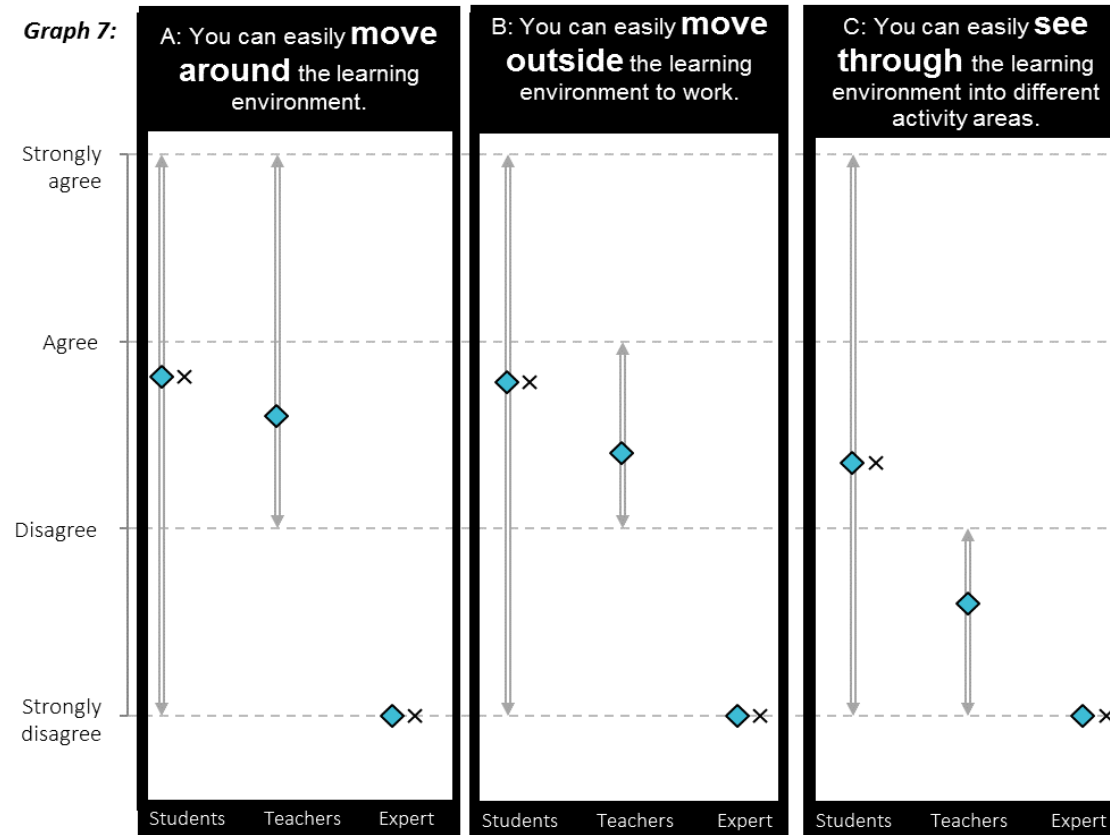
6. Does the furniture support the desired learning activities?



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert
<i>Strongly agree</i>	8	0	0	7	0	0
<i>Agree</i>	43	2	0	42	1	0
<i>Disagree</i>	19	3	0	21	1	0
<i>Strongly disagree</i>	7	0	1	8	2	1
Responses (total)	77	5	1	78	4	1

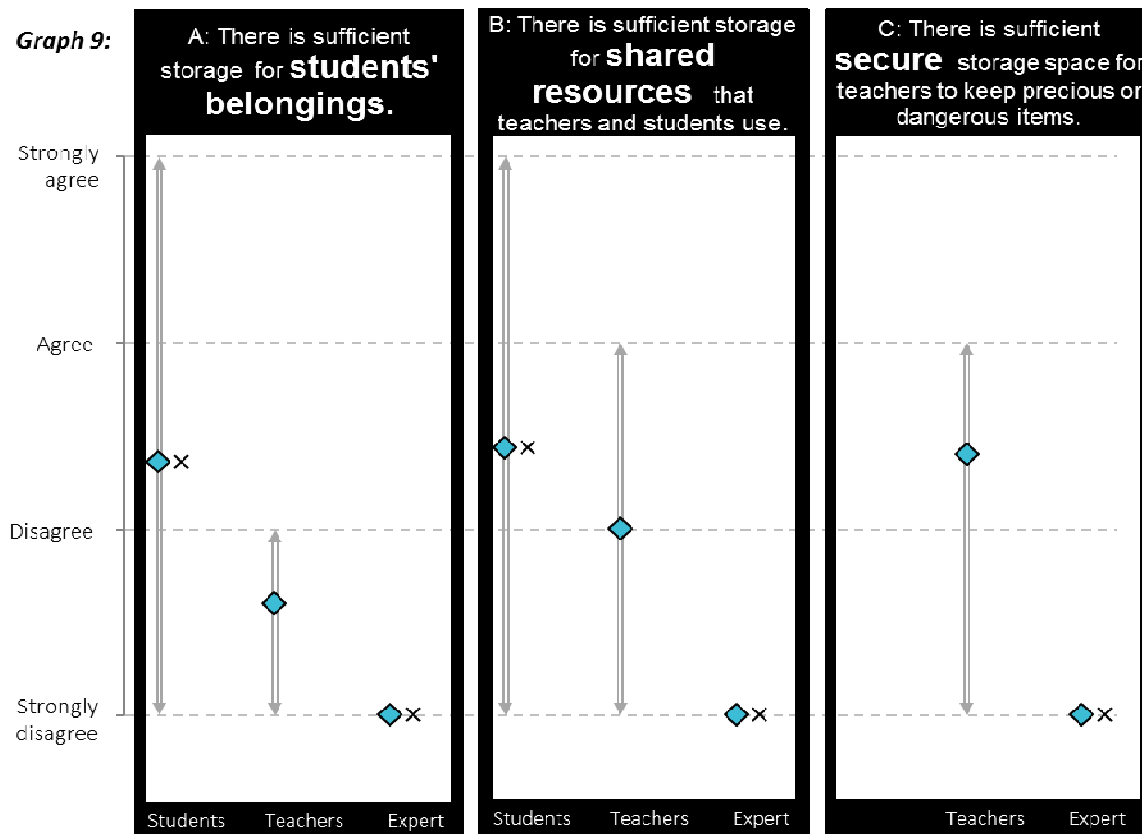
7. Does the learning space provide opportunities for agile and flexible use?

Graph 7:



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert
Strongly agree	14	1	0	4	0	0	4	0	0
Agree	40	1	0	58	2	0	31	0	0
Disagree	19	3	0	9	3	0	30	3	0
Strongly disagree	5	0	1	6	0	1	12	2	1
Responses (total)	78	5	1	77	5	1	77	5	1

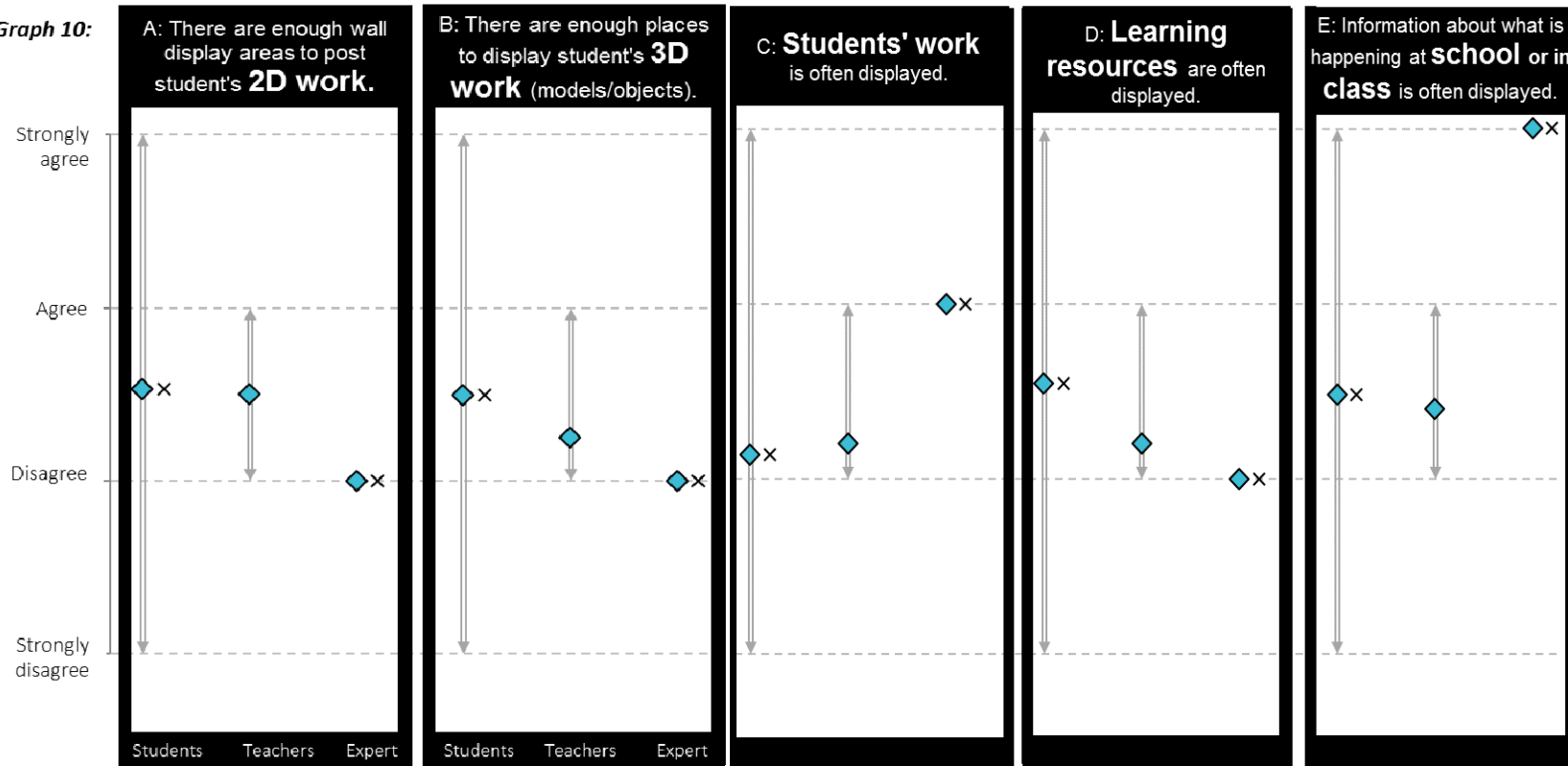
9. Is there adequate provision for storage of students' belongings and class resources?



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert		Teachers	Expert
<i>Strongly agree</i>	6	0	0	5	0	0		0	0
<i>Agree</i>	30	0	0	31	1	0		3	0
<i>Disagree</i>	24	3	0	28	3	0		1	0
<i>Strongly disagree</i>	15	2	1	9	1	1		1	1
Responses (total)	75	5	1	73	5	1		5	1

10. Is there adequate display space?

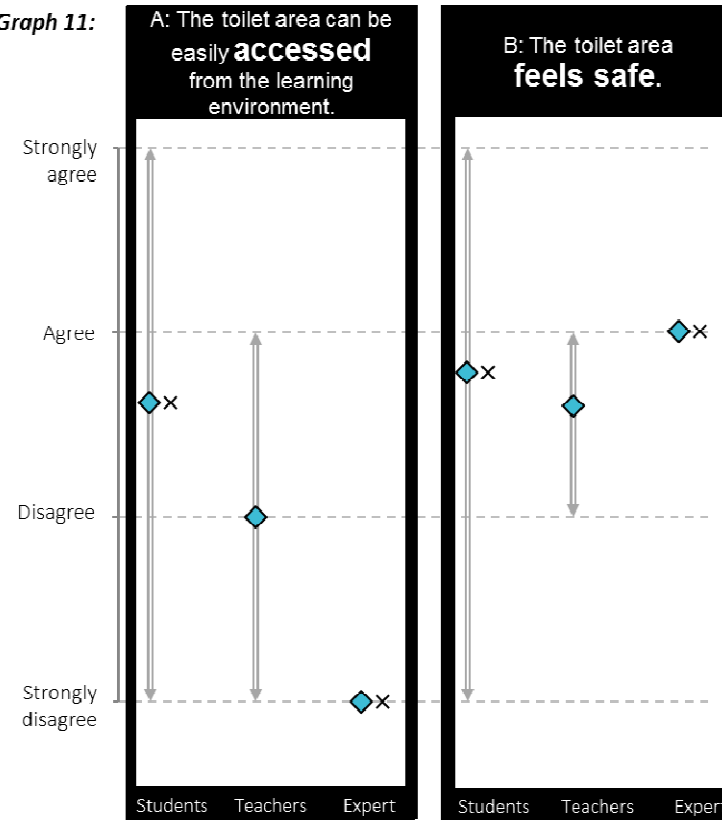
Graph 10:



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert
Strongly agree	8	0	0	8	0	0	6	0	0	7	0	0	6	0	1
Agree	34	2	0	23	1	0	19	1	1	36	1	0	36	2	0
Disagree	24	2	1	15	3	1	28	4	0	23	4	1	21	3	0
Strongly disagree	10	0	0	11	0	0	21	0	0	9	0	0	12	0	0
Responses (total)	76	4	1	57	4	1	74	5	1	75	5	1	75	5	1

11. Can students access the toilet area safely?

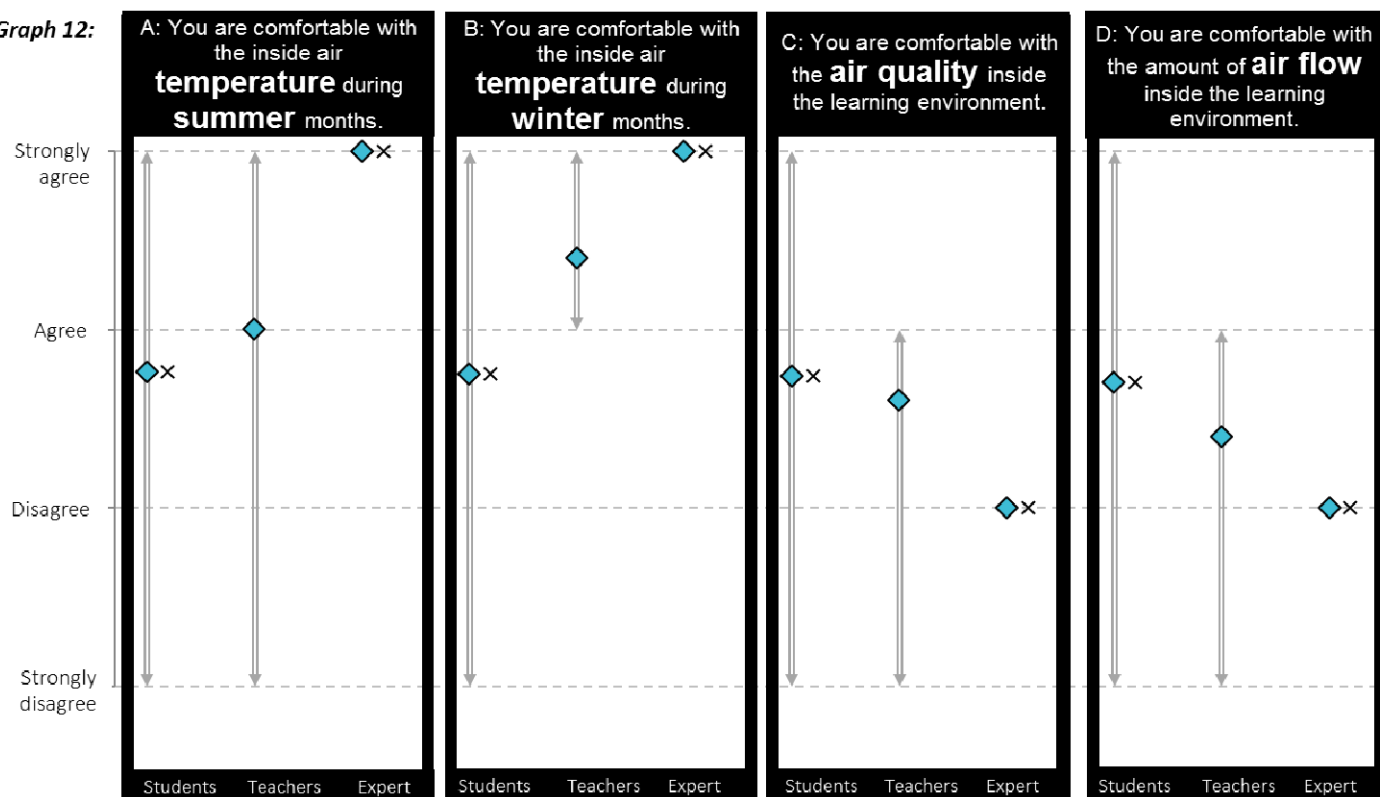
Graph 11:



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert
Strongly agree	9	0	0	11	0	0
Agree	36	2	0	44	3	1
Disagree	24	1	0	16	2	0
Strongly disagree	7	2	1	6	0	0
Responses (total)	76	5	1	77	5	1

12. Does the learning environment provide a comfortable setting for teaching and learning?

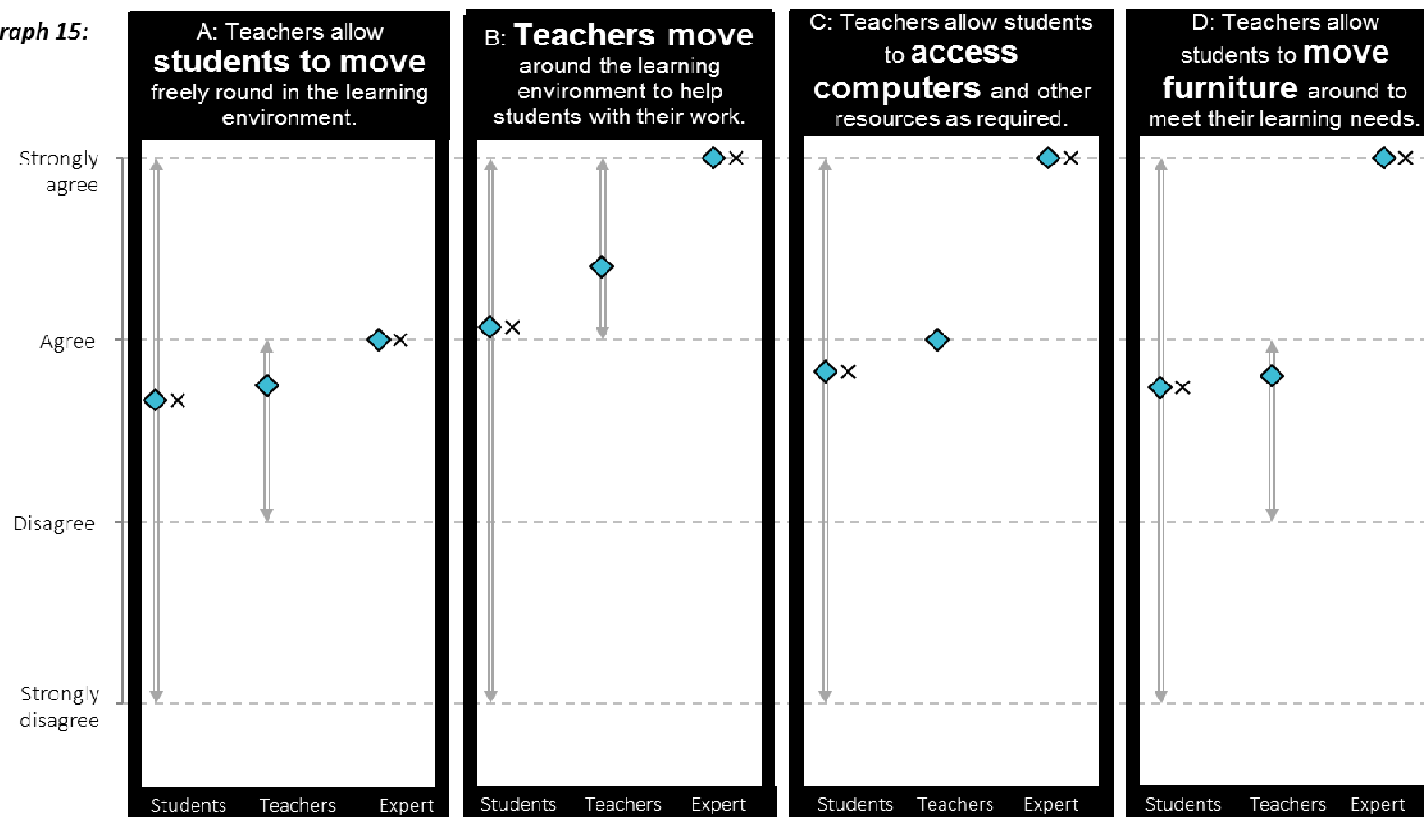
Graph 12:



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert
Strongly agree	11	2	1	8	2	1	6	0	0	8	0	0
Agree	45	2	0	48	3	0	49	4	0	43	3	0
Disagree	11	0	0	13	0	0	16	0	1	21	1	1
Strongly disagree	9	1	0	7	0	0	5	1	0	5	1	0
Responses (total)	76	5	1	76	5	1	76	5	1	77	5	1

13. Does the movement of people and objects align with the desired pedagogies and learning activities?

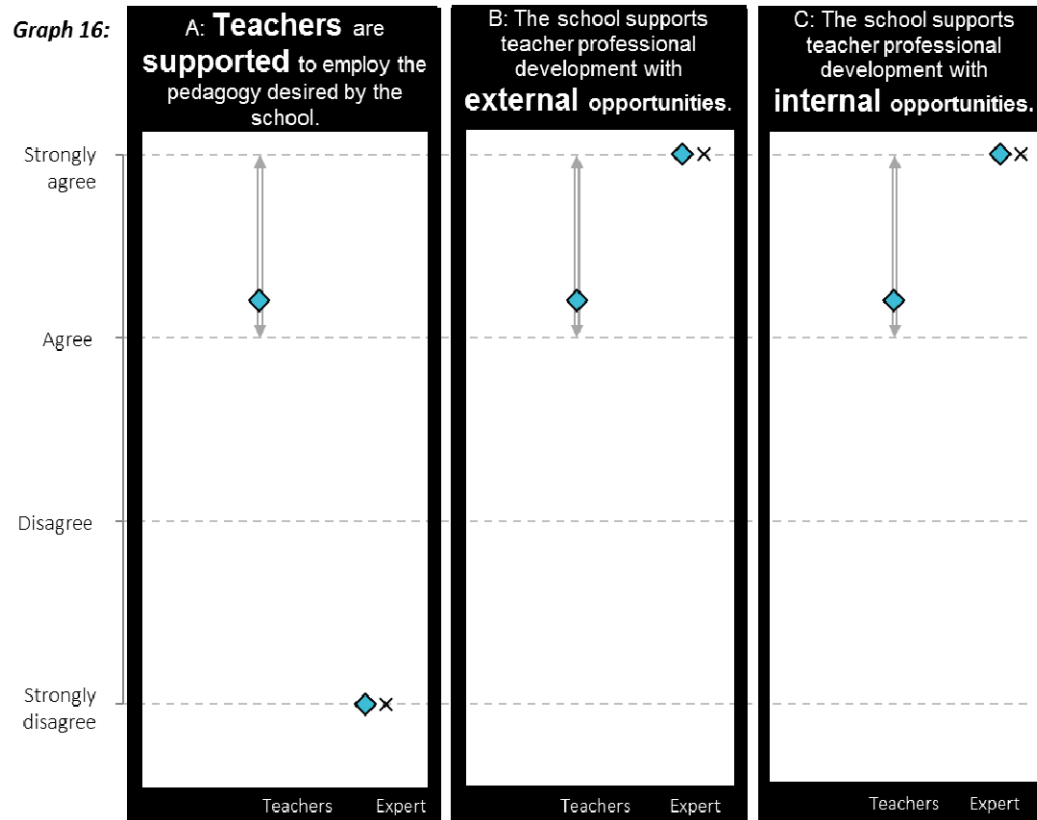
Graph 15:



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert
Strongly agree	14	0	0	17	2	1	12	0	1	14	0	1
Agree	33	3	1	49	3	0	42	5	0	37	4	0
Disagree	17	1	0	6	0	0	15	0	0	14	1	0
Strongly disagree	11	0	0	3	0	0	5	0	0	10	0	0
Responses (total)	75	4	1	75	5	1	74	5	1	75	5	1

14. Is teacher professional development well supported by the school?

Graph 16:



Respondent type		Teachers	Expert		Teachers	Expert		Teachers	Expert
Strongly agree		1	0		1	1		1	1
Agree		4	0		4	0		4	0
Disagree		0	0		0	0		0	0
Strongly disagree		0	1		0	0		0	0
Responses (total)		5	1		5	1		5	1

16. Do users demonstrate affinity for, mastery and ownership of the learning spaces?



Respondent type	Students	Teachers	Expert	Students	Teachers	Expert	Students	Teachers	Expert
Strongly agree	18	0	0	17	0	1	26	1	1
Agree	44	2	0	38	2	0	31	3	0
Disagree	12	1	1	16	3	0	15	0	0
Strongly disagree	1	1	0	2	0	0	3	0	0
Responses (total)	75	4	1	73	5	1	75	4	1

Learning Environment Typologies

Research and sampling framework

For the purposes of LEaRN's evaluation activity, 'learning environments' have been delineated by the zones of adjoining spaces that are used by a class, cohort or year level at the same school. Five spatial typologies identified by Dovey and Fisher (2014) have been used to group learning environments with similar spatial relationships. These typologies are differentiated by their relative degree of openness, from traditional classrooms (Type A - enclosed) to permanently open-plan spaces (Type E - open). Refer to Figure 7 and the corresponding description for a detailed summary about each type of learning environment.

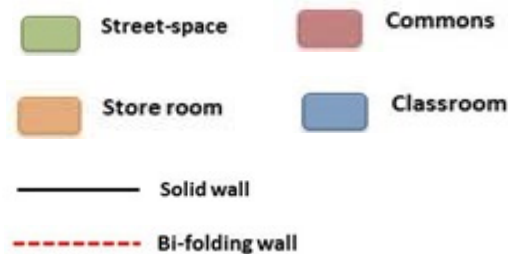


Figure 7: A visual representation of the five learning environment types defined by Dovey and Fisher (2014)