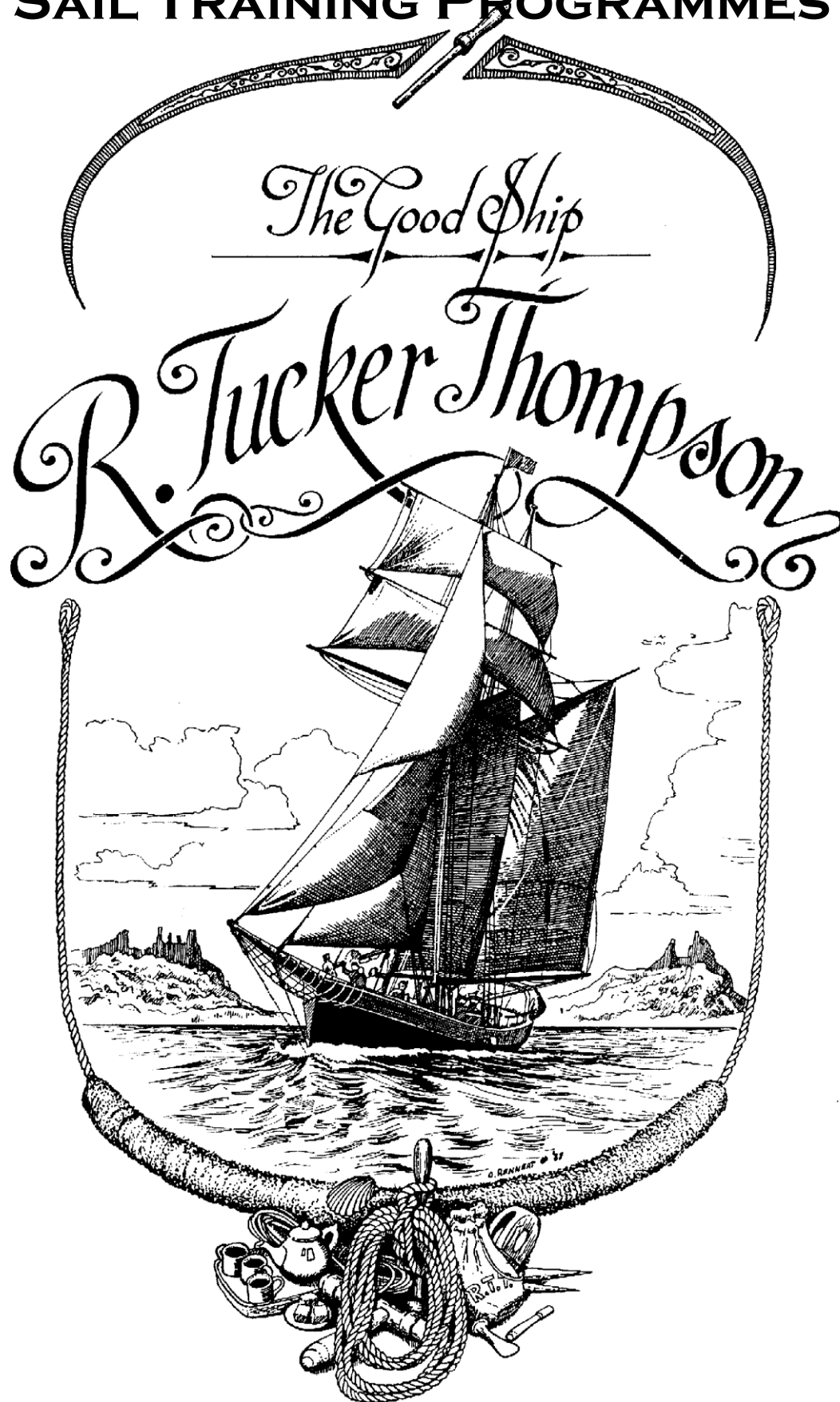


**SURVEY INTO THE EFFECTIVENESS
OF R. TUCKER THOMPSON
SAIL TRAINING PROGRAMMES**



Date: February 2014
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R. Tucker Thompson Sail Training Trust
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SURVEY INTO THE EFFECTIVENESS OF R. TUCKER THOMPSON SAIL TRAINING PROGRAMMES

EXECUTIVE SUMMARY

In February 2014, the R. Tucker Thompson Sail Training Trust initiated two surveys to establish the effectiveness of their 7-day youth development voyages. The Trust promotes **confidence**, **leadership** and **teamwork** as three key outcomes of participation. These two surveys tested the validity of this statement to analyse the benefits from the perception of the parents but as importantly from the sail trainees themselves.

The Trust delivers its programmes to students from the Northland region, an area of high need due to high unemployment, low average wages and low educational achievement. Over 45% of schools in Northland are rated as Decile 1 or Decile 2 and 81% of schools are rated Decile 5 or below. Significant poverty exists in many areas and consequently students have very limited opportunity to access programmes of this nature. For this reason, the voyages make a big difference.

The results clearly confirmed that these programmes work and more importantly they have benefits that last for the long term. Key findings were as follows:

- **100%** of students stated they got some benefit from the voyage, 92.3% indicating it was a great deal or a lot
- **98.7%** of parents believed their child benefited from the voyage
- **96%** parents believed their child's confidence had improved as the result of the voyage
- **Confidence benefits were long term:** *"She gained a confidence that I had never been able to give her and I saw the change as soon as she got back and she has never looked back"*
- **70% of students** felt confident or very confident taking on a leadership role following the voyage, compared to 44% prior
- **80% of students** felt they were confident or very confident working with others to achieve a common goal after the voyage, compared to 52% prior
- **Parents agreed:** *My son's experience with the R Tucker Thompson was a huge help in both behaviour and initiative to work with others likewise at home.*
- **74% of students** felt they were confident or very confident meeting new people following the voyage compared to 39% prior to the voyage
- **Confidence that will last throughout their lives** *"He has developed a yes it can be done attitude and his school grades and involvement in sports and other community activities continue to amaze us. It seems like a short time ago but it is over three years since he was on board the Tucker T.*
- **It can be life-changing:** *"It has been a while since our son [] had his boat trip, but I must tell you it was a real turning point in [his] confidence, life changing"*



INTRODUCTION

The New Zealand tall ship R. Tucker Thompson has been sailing for 28 years, providing numerous individuals with sail training experiences during the course of her voyages to Europe, the Pacific and the USA West Coast. In the past 7 years, she has been operated as a Trust and now focuses on youth sail training voyages for 13-18 year olds. The voyages are promoted to schools and groups as providing confidence, leadership and teamwork; attributes which are generally ascribed to sail training experiences throughout the world.

The term Sail Training is intended to encompass a broader experience than learning to sail, indeed

“Many if not most sail trainers will say that they are not principally concerned to train young people as sailors, although that may be a by-product of the work. The essential features are the use of sailing vessels of a size which can accommodate a group of young people and one or more staff living aboard for a period of time spent at sea, normally but not always exclusively under sail power, and motives that give priority to the trainees’ development as people in some way.” (McCulloch, McLaughlin, Allison, Edwards, & Tett, 2010)

Over the past decade there have been a number of surveys into the effectiveness of Sail Training. The majority of surveys are concerned with one particular vessel however the most comprehensive one carried out for Sail Training International by the University of Edinburgh, conducted across 17 vessels of varying sizes from 13 different countries and the most extensive research undertaken to date. This proved that sail training does, regardless of the size or type vessel, develop confidence in young people. (McCulloch, McLaughlin, Allison, Edwards, & Tett, 2007, p. 35). What counts, and is key to the experience, is the fact of going to sea as a group.

The R. Tucker Thompson Trust has been operating for over seven years and has developed a structured range of programmes which have been delivered to over 800 young people from the Northland region of New Zealand. Although there is plenty of anecdotal feedback that the voyages are making a difference to our young people, it seems timely to undertake some quantitative and qualitative analysis to establish our own effectiveness. This report will also be provided to Sail Training International to support the evidence of the benefits and effectiveness of sail training.

We conducted two surveys. Unlike other research we identified, we first asked for the parents or caregivers views on impact of the voyage on their child. A second survey then canvassed students for their views.

In considering the attributes of confidence, leadership and teamwork, our survey supported the belief that participation in a voyage was beneficial. Improved confidence was rated highly by students and parents alike. Improved levels of teamwork were also evident in both sets of responses. Leadership was less clear cut, but improved levels of confidence in specific areas suggested that some students would be more confident taking on a leadership role. Both the parents and the student surveys indicated that participating in a sail training voyage was beneficial.



ABOUT THE TRUST

The R. Tucker Thompson Sail Training Trust is owned and operated by a not-for-profit Charitable Trust for the benefit of the people of Tai Tokerau Northland.

Previously the vessel was privately owned and it was transferred into a Trust in 2006. However since the mid 1990s prior to this, the vessel had operated three sail training voyages per year for students deemed to be at risk of poor life outcomes funded by New Zealand's Child Youth & Family Services (CYFS).

Since the Trust's establishment in 2006, the Sail Training Trust has developed its sail training programmes, now providing a structured approach to learning outcomes, and has grown the number of sail trainees from the initial 42 students (two CYFS intakes) over 5 voyages, to 183 students over 16 voyages in the last financial year. This has been achieved through a combination of grants, sponsorships and donations which has supported the Trust to provide a minimum 50% subsidy on the cost of these places.

The Trust's business model is to support itself as far as possible by operating commercial tourism activities during summer months, using any surplus from these to help maintain the ship and cover fixed costs over winter. The voyage fee only covers the direct costs of running the voyage being wages, fuel and food and the trust subsidises other central costs such as insurance, survey, rent etc.

ABOUT OUR STUDENTS

Northland is a region of New Zealand which has a number of low socio-economic indicators in terms of lower educational achievement, higher unemployment and lower average wage (Statistics New Zealand, 2006). Within the region there are pockets of affluence, particularly on the Eastern coastlines (for example parts of Whangarei, Bay of Islands and Kerikeri), although generally the students are from families with limited disposable income.

Significant poverty exists in many areas, particularly on the West Coast and in the Far North. New Zealand's Ministry of Education uses a decile rating system to identify the extent that schools draw students from low socio-economic communities (Ministry of Education, 2013). Decile 1 represents the 10% of schools nationally with the highest proportion of students from low socio-economic communities; Decile 2 represents the next highest group of students. Within the Far North, the majority fall into Decile 1 and Decile 2 classifications (refer table in Appendix 1).

As a result, very few students and their families can afford even the 50% subsidised placements. To supplement the 21 places each year which are fully paid for by Child Youth & Family, the Trust actively seeks additional funding from grants, sponsorships and donations. This ensures that many young people from families, often living in "grinding poverty" (according to one deputy-principal) are given a chance to experience an opportunity that would otherwise be impossible for them to access.

In many instances, grants reduce placements to between \$250-\$400 for the 7-day voyage with approximately 40 in the 2013 calendar year being fully subsidised and offered free of charge through sponsorships and philanthropic donations for individual places.



The Trust does not discriminate one type of student over another and wherever possible tries to mix students from different schools, different ethnicities and different socio-economic backgrounds. This often means that there is a wide range of social norms on each voyage but all students are treated equal as they step on board. It is their behaviour on the voyage and their ability to interact with others that matters, as it is this that will prepare all of them with life skills for the future.

ABOUT THE VOYAGES

Each voyage lasts for a total of 7 days, and based in the coastal environs of the Bay of Islands, in the North Island of New Zealand. Depending on the aptitude and ability of the sail trainees, some voyages remain in the Bay, which is sheltered and offers plenty of water based and land based activities, whereas others travel north or south to places such as Whangarei, the Poor Knights and Cavalli Islands as well as other sheltered harbours on the coast.

The programme is structured, yet flexible enough such that it can be tailored to suit specific students and particular programmes. For example by re-ordering the learning components, we can deliver the Duke of Edinburgh Adventurous Journey for the Bronze and Silver awards (DOE Award, 2012) or alternatively New Zealand Qualifications Authority (NZQA) standards for Sailing. Where groups students show limited learning ability, some of the modules are not delivered in favour of physical activities such as fishing and tramping. Activity manuals are provided to sail trainees which enable them to record their learnings and experiences. These are for trainees to take home after the voyage.

The voyage accommodates a maximum of 12 sail trainees aged between 13-18 and 4 crew members, providing a ratio of 1:3 adults to sail trainees. Accommodation is bunk style and communal with a single head and enclosed shower. Morning swims are compulsory and much of the discipline is imposed through the structure of life on board a ship.

SURVEY APPROACH

Since 2009 the Trust has carried out pre and post voyage assessments for all students referred through the CYFS funding stream in order to establish the effectiveness of their sail training programmes. This survey has been directed at caregivers, parents or teachers of sail trainees looking at 5 key metrics specifically:

- Confidence;
- the ability to relate to other students;
- relationship with authority figures;
- their desire for learning and
- general behaviour

We used these metrics as the basis for our Parent survey but given the broader range of students, additional questions were included to cover leadership and teamwork.

At the same time, it also seemed appropriate to consider the youth voice to understand what the perceptions are from a young person's perspective. The Student survey was loosely based on the format 2007 survey conducted by Sail Training International (McCulloch et al., 2007). These questions were focused on the voyage expectations, pre-



voyage anxieties post voyage feelings. The questions explored their levels of confidence in different settings prior to the voyage and how they felt after the voyage.

They were then asked what they thought they gained from the voyage, with a range of options ranging from fun, adventure to personal development such as confidence and spiritual changes. They were also asked about what they didn't enjoy about the voyage, and then asked to reconsider their levels of confidence explored prior to the voyage.

SURVEY METHODOLOGY

The two surveys were carried out by email invitation over a seven-week period between 20 January 2014 and 9 March 2014. The student survey was sent to a total of 221 former sail trainees while the parent survey was sent to a total of 278. A reminder was sent out two weeks after the survey was sent, with a further reminder that we were closing the survey being sent a week before it closed.

With the students, reminders were posted on the Tucker Trainees Facebook group, the R. Tucker Thompson Facebook page as well as the reminder emails. Students proved more problematical to engage with because although we had an email list:

- Many of them had moved from a school email address
- Many of them had supplied their parents' email addresses
- Many of them had changed their email address
- Many simply don't use email for communication

In 2009, the Trust implemented Salesforce.com which enabled better recording of statistics about Sail Trainees which has meant we have been able to record email addresses when offered. However many parents have not included an email address on the student paperwork which, noting the demographics of the region is likely to be because many of the parents simply don't own computers or regularly access the internet. As a consequence, we had very few email addresses prior to 2011 with most survey respondents relating to voyages in 2011, 2012 or 2013.

The CYFS student surveys were conducted by post and fax and completion was a condition of receiving the funded placement. This ensured a far higher response rate from parents and caregivers. By way of comparison, where a question can be directly compared between the CYFS respondents and parents of students from the second survey, we have included these responses.

	Parents	Students	CYFS referrers
Total surveyed	276	211	105
Total responded	77	40	89
Percentage response rate	28%	19%	85%



PARENT & CAREGIVER SURVEY

FEBRUARY 2014



QUESTION 1:

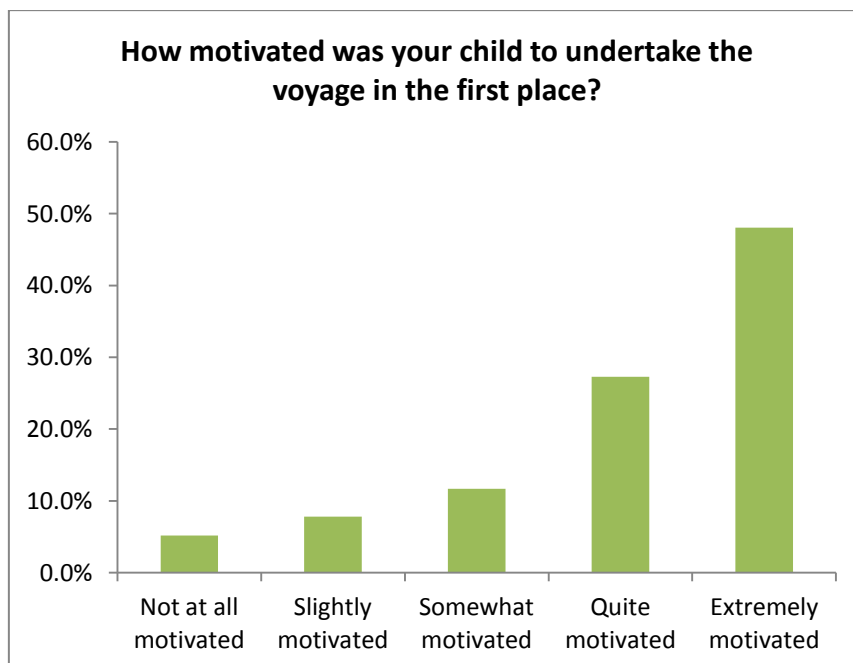
How motivated was your child to undertake the voyage in the first place?

This question sought to establish whether the child was a willing participant on the voyage. In the early establishment of the Trust when 100% of the funding available was provided by Child, Youth & Family, many of the students were not willing participants, being told to attend voyage rather than choosing the experience. Indeed between 2007–2010 during our first few years of operation, it was unusual for all students to actually turn up on the day and on some occasions there were 2 or 3 no-shows for any voyage.

As the Trust’s voyages became more established and recognised as a provider of positive programmes to develop the region’s youth, it was possible to attract more sponsorship and grants. These could be offered to students who were achieving well at school, with leadership potential. This has resulted in the “at risk” students funded through CYFS now comprising approximately only 10% of overall students, with 90% of the students being nominated to attend for other reasons.

As a consequence, students now see the voyage as something to aspire for, with **75.5%** being either “quite motivated” or “extremely motivated” to undertake the voyage. This question is not asked for CYFS placements, as they are all nominated.

Not at all motivated	4	5.2%
Slightly motivated	6	7.8%
Somewhat motivated	9	11.7%
Quite motivated	21	27.3%
Extremely motivated	37	48.1%
Totals	77	100.0%





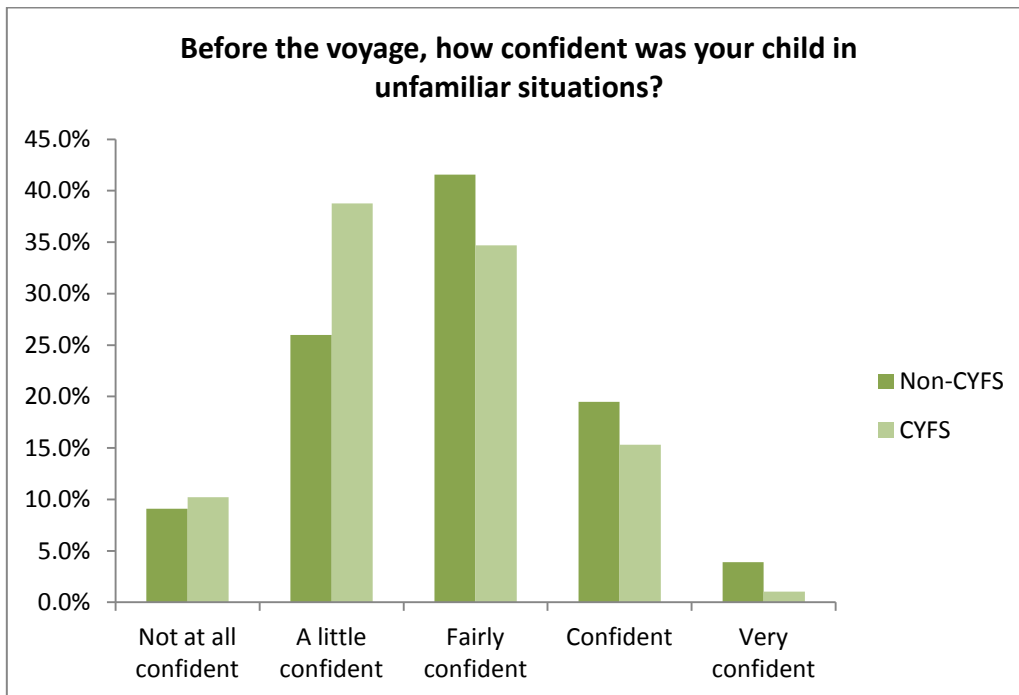
QUESTION 2:

Before the voyage, how confident was your child in unfamiliar situations?

Improving confidence is often cited as a major benefit of Sail Training and the Trust promotes these benefits to schools. It therefore comes as no surprise that prior to the voyage, **35%** of sail trainees were either not at all confident or had only a little confidence. Only **3.9%** were considered to be very confident, with the majority being considered fairly confident.

By way of comparison, nearly **50%** of students referred for CYFS funded placements were considered not particularly confident.

		Non-CYFS	CYFS
Not at all confident	7	9.1%	10.2%
A little confident	20	26.0%	38.8%
Fairly confident	32	41.6%	34.7%
Confident	15	19.5%	15.3%
Very confident	3	3.9%	1.0%
Totals	77	100.0%	100.0%





QUESTION 3:

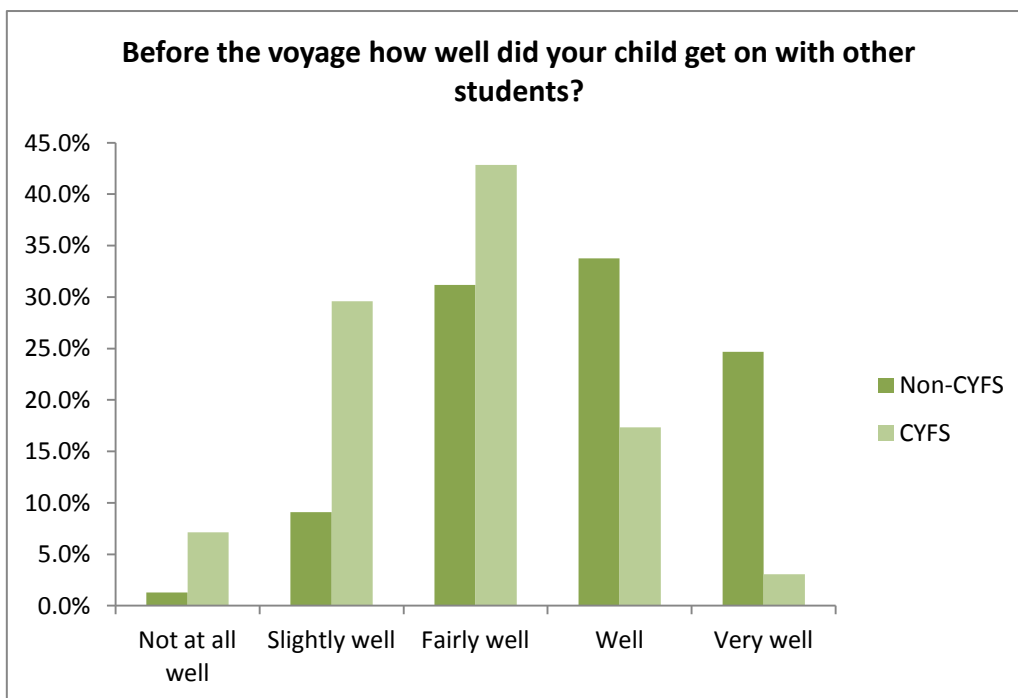
Before the voyage how well did your child get on with other students?

Prior to each voyage, students are asked to fill in a brief questionnaire about themselves and their families as part of the registration process. A recurring theme in response to the question “what do you think will be the biggest challenge” is the idea of meeting new people or being placed in situation where they don’t know anyone. While parents or caregivers perceive that their child engages well with other students, the majority of young people feel less confident at the thought of facing a group of strangers, let along the prospect of spending 7 days with them.

Over **58%** of parents or caregivers felt their children got on well or very well with other students, with just over **10%** saying that they felt they did not get on particularly well or only slightly well with others.

Students referred for CYFS funded voyages indicated that they had less ability to relate with others, with just over **20%** getting on well or very well, with around **36%** not getting on particularly well with others their own age.

		Non-CYFS	CYFS
Not at all well	1	1.3%	7.1%
Slightly well	7	9.1%	29.6%
Fairly well	24	31.2%	42.9%
Well	26	33.8%	17.3%
Very well	19	24.7%	3.1%
Totals	77	100.0%	100.0%





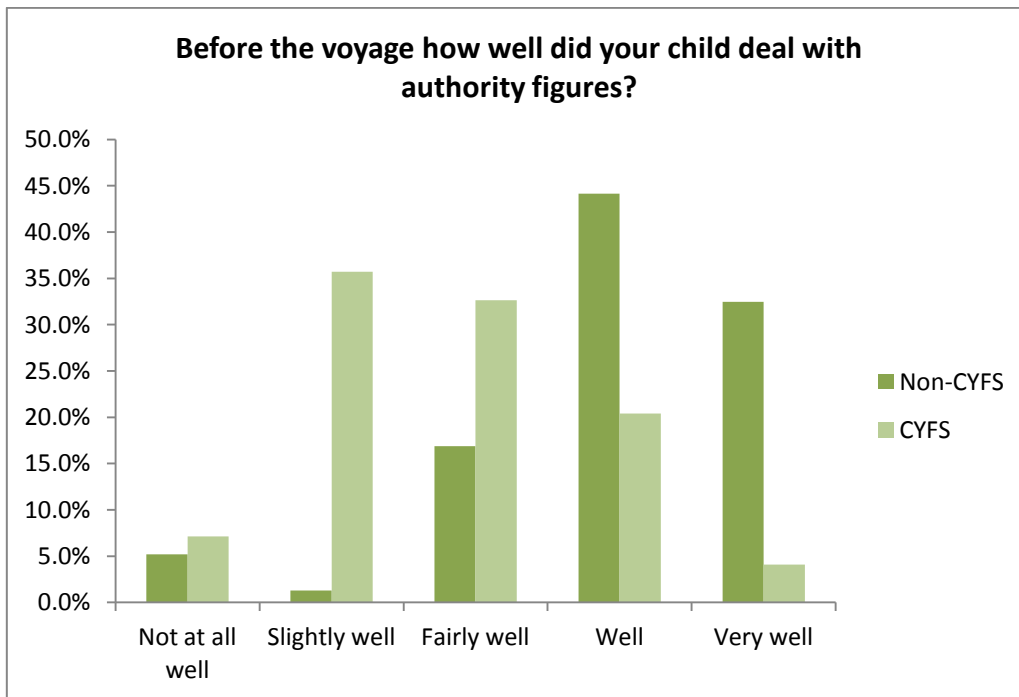
QUESTION 4:

Before the voyage how well did your child deal with authority figures?

This question related to the student’s ability to deal with parents, teachers or other people in authority. It is a key metric for the assessment for students being referred for CYFS placements and was included for comparison in the main survey.

Not surprisingly, **76.6%** of students got on well with parents and teachers prior to coming on the voyage, with only **6.5%** only dealing with authority slightly well or not at all well. This was a significant contrast for the CYFS student referrals, with nearly **43%** of them not getting on at all well or only slightly well. Only **24.5%** of CYFS students got on well or very well with authority figures. This difference was not unexpected.

		Non-CYFS	CYFS
Not at all well	4	5.2%	7.1%
Slightly well	1	1.3%	35.7%
Fairly well	13	16.9%	32.7%
Well	34	44.2%	20.4%
Very well	25	32.5%	4.1%
Totals	77	100.0%	100.0%





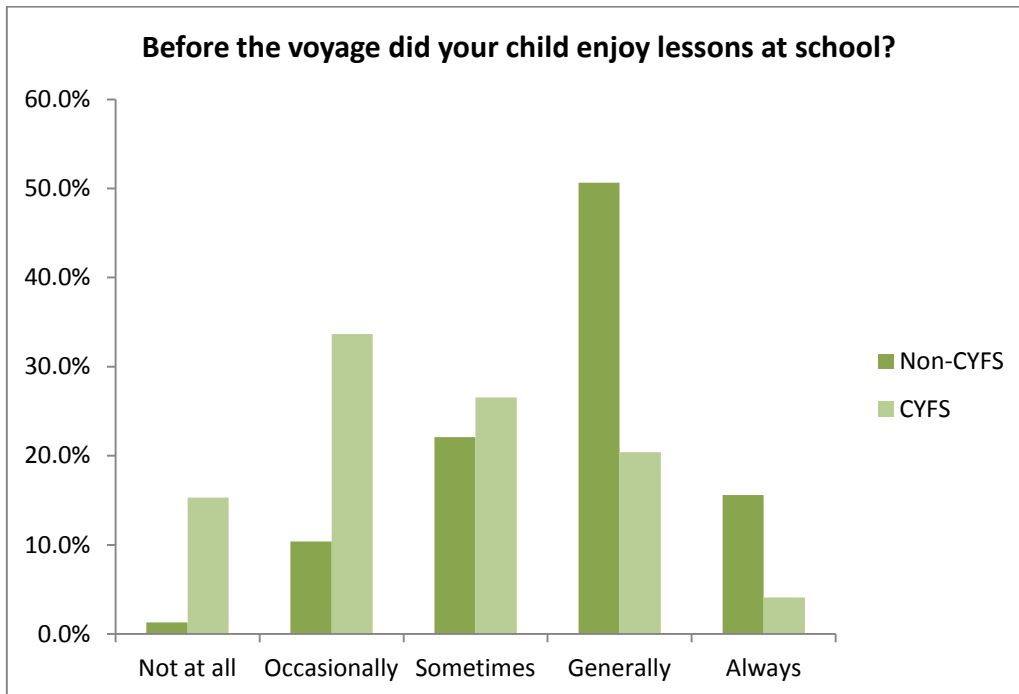
QUESTION 5:

Before the voyage did your child enjoy lessons at school?

Like the previous question, this question is a key metric for our assessments for CYFS funded places as Sail Training provides an excellent example of applied learning which often encourages a return to class based teaching.

Again, not surprisingly, over **66%** of students either generally or always enjoyed their lessons and were engaged with school. Only **11.7%** of the students did not enjoy their lessons or were not or only occasionally engaged. By contrast, and again not surprisingly, these figures were reversed with CYFS funded placements with nearly **50%** not or only occasionally engaged with lessons and **24.5%** always or generally enjoying school.

	Non-CYFS		CYFS
Not at all	1	1.3%	15.3%
Occasionally	8	10.4%	33.7%
Sometimes	17	22.1%	26.5%
Generally	39	50.6%	20.4%
Always	12	15.6%	4.1%
Totals	77	100.0%	100.0%





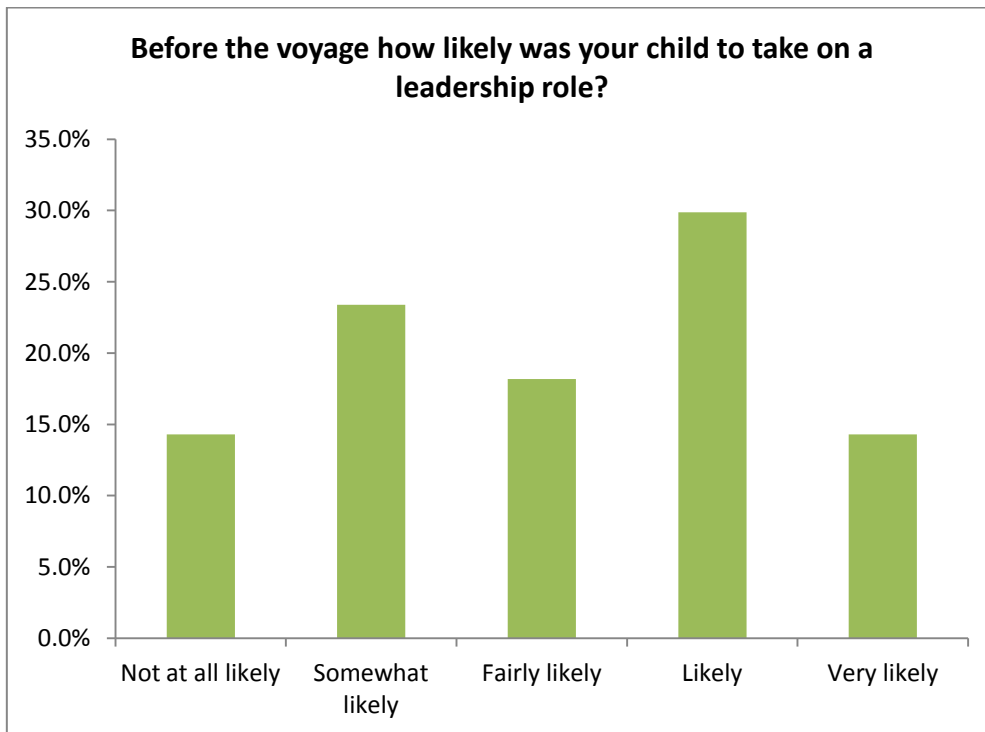
QUESTION 5:

Before the voyage how likely was your child to take on a leadership role?

This question was only asked in the general survey and sought to establish the level of leadership in the students attending sail training voyages noting that a number of voyages were specifically funded for students who had leadership potential.

Over **44%** of students were either likely or very likely to take on a leadership role prior to the voyage which indicated that students were being selected for their leadership ability. Just over **37%** were not at all or somewhat unlikely to take on a leadership role.

Not at all likely	11	14.3%
Somewhat likely	18	23.4%
Fairly likely	14	18.2%
Likely	23	29.9%
Very likely	11	14.3%
Totals	77	100.0%





QUESTION 7:

Did the voyage improve your child's confidence?

A generally acknowledged benefit of Sail Training is building confidence. However the means of measuring this on the Parents & Caregivers survey differed significantly from the existing CYFS assessments. The results are therefore not as easy to compare, but an attempt has been made for completeness.

Over **81%** of parents responded that they felt their child's confidence had improved a lot or a great deal as the result of taking part on a sail training voyage. Only **2.6%** of responses felt the voyage had no effect on confidence, and these students had a moderate or good level of confidence prior to the voyage.

Over **77%** of the CYFS students monitored had seen a good improvement in the level of confidence following the voyage, but **8.5%** felt that there was no significant shift in the child's confidence following the voyage. It is likely that these students lack confidence for a variety of reasons relating to other aspects of their lives so it is important to be realistic as to how much a 7-day voyage can effect change, if anything.

	Non-CYFS		CYFS
None at all	2	2.6%	8.5%
A little	1	1.3%	13.8%
A moderate amount	11	14.3%	35.1%
A lot	24	31.2%	37.2%
A great deal	39	50.6%	5.3%
Totals	77	100.0%	100.0%





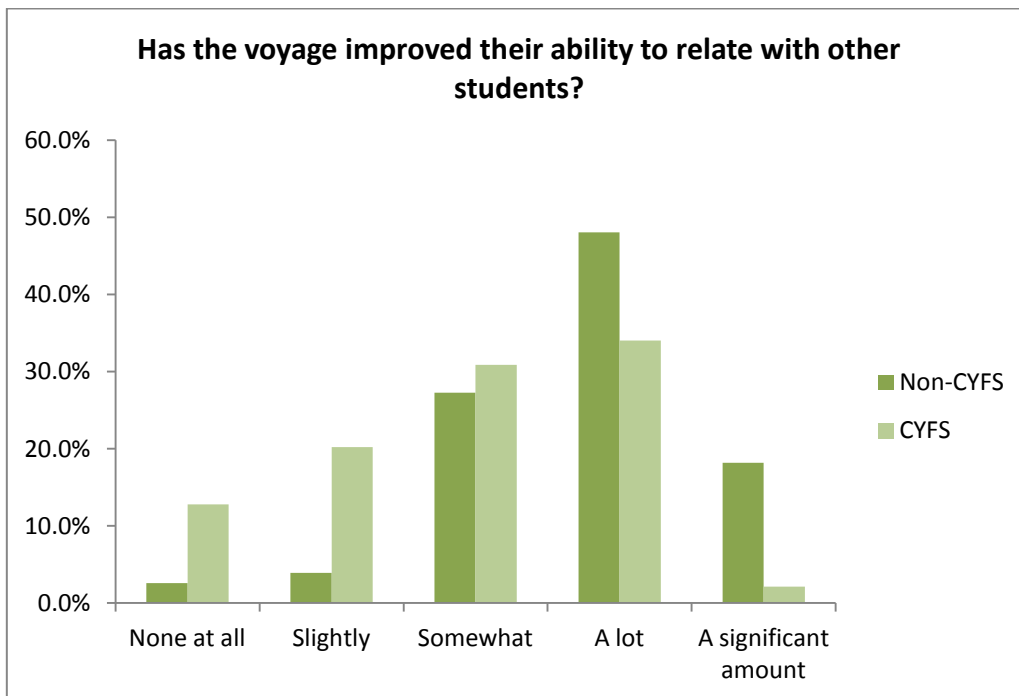
QUESTION 8:

Has the voyage improved their ability to relate with other students?

Given that over **58%** of students in the survey had been identified as getting on well with other students, it was unlikely that there would be a significant improvement in terms of this measurement. Over **33%** saw no change, little change or some improvement, but **68%** reported a lot or significant improvement in ability to relate to other students. Noting that the sail training experience required the students to meet and relate with total strangers, something that the students themselves identified as a challenge, it is likely that this accounts for this shift.

Students that had been referred for CYFS funded placements saw a similar improvement, with **67%** being better able to relate to other students. A limited effect was evidenced by **33%**, again most likely being as the result of other factors.

	Non-CYFS		CYFS
None at all	2	2.6%	12.8%
Slightly	3	3.9%	20.2%
Somewhat	21	27.3%	30.9%
A lot	37	48.1%	34.0%
A significant amount	14	18.2%	2.1%
Totals	77	100.0%	100.0%





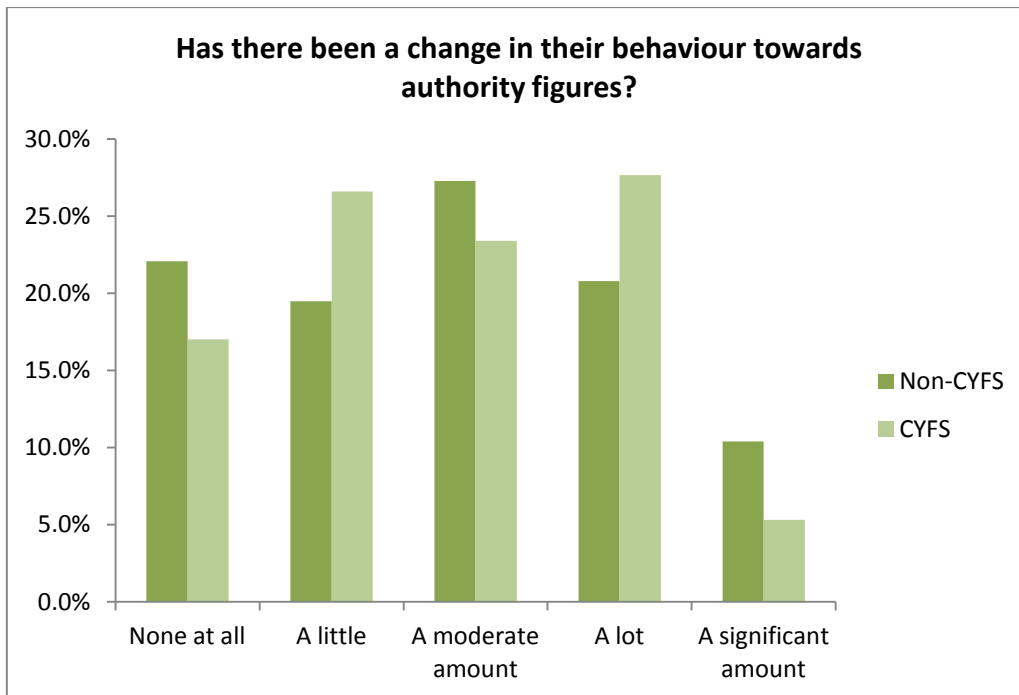
QUESTION 9:

Has there been a change in their behaviour towards authority figures?

As with the previous question, given that **76.6%** of the students already got on well with their teachers and parents, there was no expectation of a significant improvement. A total of **41%** saw little or no change but **58.4%** did indicate that they saw a moderate to significant improvement in the students' behaviour towards authority figures.

Young people who had been referred to for CYFS funded places had a similar improvement, with **56.4%** showing moderate, a lot or a significant improvement. Given that some of these students had been disengaged for a number of years, this was pleasing. Even the **26.6%** who showed a small improvement was obviously of benefit. This actually meant that a total of **83%** came back from the voyage with an improved attitude to parents and teachers.

	Non-CYFS		CYFS
None at all	17	22.1%	17.0%
A little	15	19.5%	26.6%
A moderate amount	21	27.3%	23.4%
A lot	16	20.8%	27.7%
A significant amount	8	10.4%	5.3%
Totals	77	100.0%	100.0%





QUESTION 10:

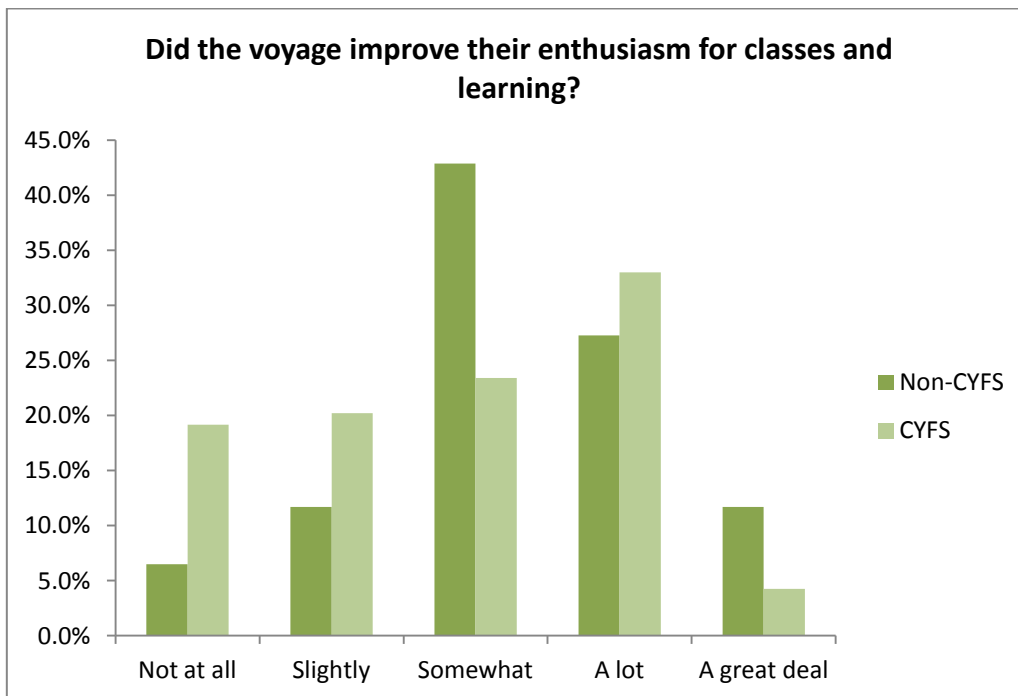
Did the voyage improve their enthusiasm for classes and learning?

Sail training provides students with applied learning, putting in to practise information about mathematics, meteorology and geography amongst other things. Some students find that the application of learning in a real life context makes class work more relevant. This question is designed to understand the effect, particularly for students who are not necessarily engaging with school.

Given that over **66%** of the students were already enjoying lessons and school work, it was not surprising that only **39%** found their enthusiasm for class and learning a lot or a great deal, but **42.9%** did see somewhat of an improvement.

With the students referred for CYFS funded placement, **37.2%** saw their enthusiasm for learning increased a lot or a great deal, with **23.4%** showing somewhat of an increase. A total of **80.9%** showed an improvement of some degree.

	Non-CYFS		CYFS
Not at all	5	6.5%	19.1%
Slightly	9	11.7%	20.2%
Somewhat	33	42.9%	23.4%
A lot	21	27.3%	33.0%
A great deal	9	11.7%	4.3%
Totals	77	100.0%	100.0%





QUESTION 11:

Has your child's ability to work with others on common goals increased?

This question was designed to explore improvements in team working abilities rather than simply the ability to get on with other students. Teamwork is a very important aspect of the sail training experience. It is not possible to sail a tall ship without good communication and an ability to work with others. Throughout the voyage, students work in watches which act as teams both to sail the ship as well as complete chores such as scrubbing down decks, and preparing food in the galley.

A total of **54.5%** responded that there was a significant or great improvement of the student's teamwork ability, with only **10.4%** seeing little or no change. This question is not asked in the CYFS assessment so there is no direct comparative response.

Not at all increased	3	3.9%
Slightly increased	5	6.5%
Moderately increased	27	35.1%
Greatly increased	27	35.1%
Significantly increased	15	19.5%
Totals	77	100.0%



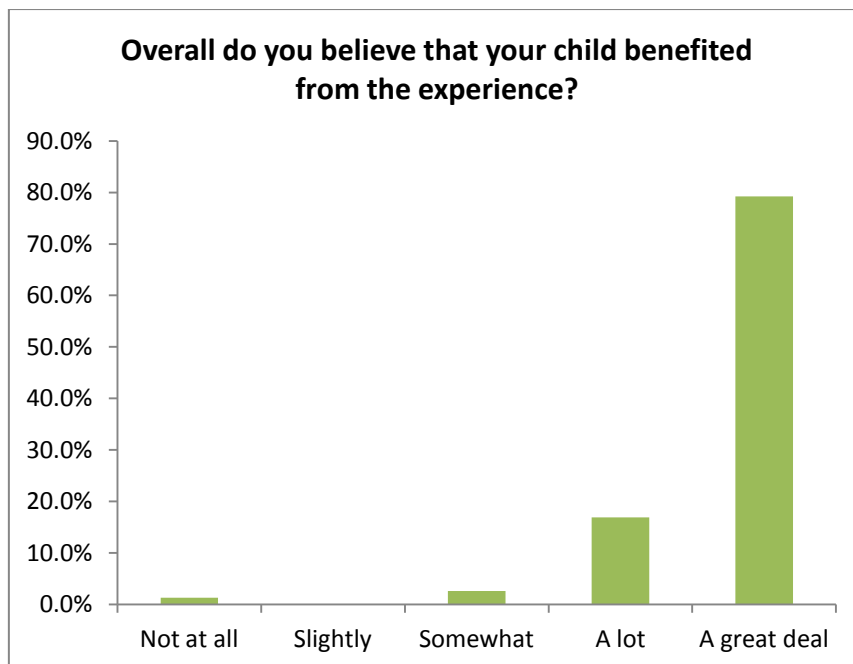


QUESTION 12:

Overall do you believe that your child benefited from the experience?

The final question simply asked whether the student had benefited from the experience in some way. A total of 76 out of 77, **98.7%** of respondents believed that the child received some benefit from the voyage.

Not at all	1	1.3%
Slightly	0	0.0%
Somewhat	2	2.6%
A lot	13	16.9%
A great deal	61	79.2%
Totals	77	100.0%





STUDENT SURVEY

FEBRUARY 2014



QUESTION 1:

What is your gender?

Of the 40 respondents to the survey, significantly more girls responded than boys. This is quite different from the total breakdown of sail trainees which has a slightly greater percentage of boys to girls. This probably just indicates that girls are more likely to respond to email surveys.

	Survey		Total Students	
Female	25	62.5%	362	42.7%
Male	15	37.5%	486	57.3%
Total	40	100%	848	100%

QUESTION 2:

How old were you when you went on your voyage?

The Trust accepts students between the ages of 13-18, but in reality many of the senior students who are focused on New Zealand's National Certificate of Educational Achievement (NCEA) requiring class time are unwilling to miss term time. This means that in practise, the majority of students fall between the ages of 13-16.

Age		
13-14	17	42.5%
15-16	20	50.0%
17-18	3	7.5%
Total	40	100%

QUESTION 3:

Have you had a prior voyage on a sail training vessel (e.g. Spirit of New Zealand or R. Tucker Thompson)?

This question sought to establish whether the student had previous sail training experience prior to the voyage.

Experience		
No	23	57.5%
Yes once	5	12.5%
Yes, more than once	5	12.5%
No but I have sailing experience	7	17.5%
Total	40	100%



QUESTION 4:

Before the voyage, how would you rate your levels of confidence?

Students were then asked to rate their confidence in a number of different situations prior to the voyage. Every student answered this question, although not every student answered each question.

The summary results are as follows

Answer Options	Not at all confident	A little confident	Fairly confident	Confident	Very confident	Total
Meeting new people	2	11	10	10	5	38
Getting on with a group of strangers	4	12	12	8	2	38
Speaking in a group	6	12	11	6	3	38
Complaining about problems	7	13	10	5	2	37
Taking on a leadership role	1	11	8	8	8	36
Dealing with conflict in a group	6	5	11	10	6	38
Dealing with authority figures (eg teacher/lecturer/supervisor)	1	1	12	14	9	35
Working cooperatively with others to achieve a goal	1	1	15	12	7	36
Understanding other people's points of view	1	2	11	18	6	38
Speaking up in a formal settings	11	6	12	4	5	38
TOTAL						40

MEETING NEW PEOPLE

A third of students (34%) felt they were only a little confident or not at all confident, but the remaining two thirds were fairly to very confident about meeting new people. This is in contrast to what is written on the voyage but it is likely that those who responded to the survey may well have had higher levels of confidence than the students that did not respond.

Not at all confident	2	5.3%
A little confident	11	28.9%
Fairly confident	10	26.3%
Confident	10	26.3%
Very confident	5	13.2%
Total	38	100.0%



GETTING ON WITH A GROUP OF STRANGERS

Over 42% of students were not that confident with getting on with a group of strangers, declaring they were only a little or not at all confident with a group of strangers.

Not at all confident	4	10.5%
A little confident	12	31.6%
Fairly confident	12	31.6%
Confident	8	21.1%
Very confident	2	5.3%
Total	38	100.0%

SPEAKING IN A GROUP

Confidence dropped further with nearly half 47% of the student not students feeling comfortable speaking in front of a group.

Not at all confident	6	15.8%
A little confident	12	31.6%
Fairly confident	11	28.9%
Confident	6	15.8%
Very confident	3	7.9%
Total	38	100.0%

COMPLAINING ABOUT PROBLEMS

Not surprisingly, over 54% of the students did not feel assertive enough to complain about problems.

Not at all confident	7	18.9%
A little confident	13	35.1%
Fairly confident	10	27.0%
Confident	5	13.5%
Very confident	2	5.4%
Total	37	100.0%

TAKING ON A LEADERSHIP ROLE

There was however a good level of confidence in around two thirds of the students who felt they were fairly confident or better in a leadership role. However fewer students (4 of them) did not respond at all to this question.

Not at all confident	1	2.8%
A little confident	11	30.6%
Fairly confident	8	22.2%
Confident	8	22.2%
Very confident	8	22.2%
Total	36	100.0%



DEALING WITH CONFLICT IN A GROUP

Students felt less likely to feel confident when confronted with conflict in a group.

Not at all confident	6	15.8%
A little confident	5	13.2%
Fairly confident	11	28.9%
Confident	10	26.3%
Very confident	6	15.8%
Total	38	100.0%

DEALING WITH AUTHORITY FIGURES (EG TEACHER/LECTURER/SUPERVISOR)

The majority of students were comfortable with authority figures, with only a couple not that confident.

Not at all confident	1	2.7%
A little confident	1	2.7%
Fairly confident	12	32.4%
Confident	14	37.8%
Very confident	9	24.3%
Total	37	100.0%

WORKING COOPERATIVELY WITH OTHERS TO ACHIEVE A GOAL

Again four students did not answer this question but it indicated a high level of confidence in their ability to work with others, again with only a couple not being particularly confident.

Not at all confident	1	2.8%
A little confident	1	2.8%
Fairly confident	15	41.7%
Confident	12	33.3%
Very confident	7	19.4%
Total	36	100.0%

UNDERSTANDING OTHER PEOPLE'S POINTS OF VIEW

Generally, students considered themselves fairly empathetic to others, nearly two thirds being confident or very confident that they could relate to others.

Not at all confident	1	2.6%
A little confident	2	5.3%
Fairly confident	11	28.9%
Confident	18	47.4%
Very confident	6	15.8%
Total	38	100.0%

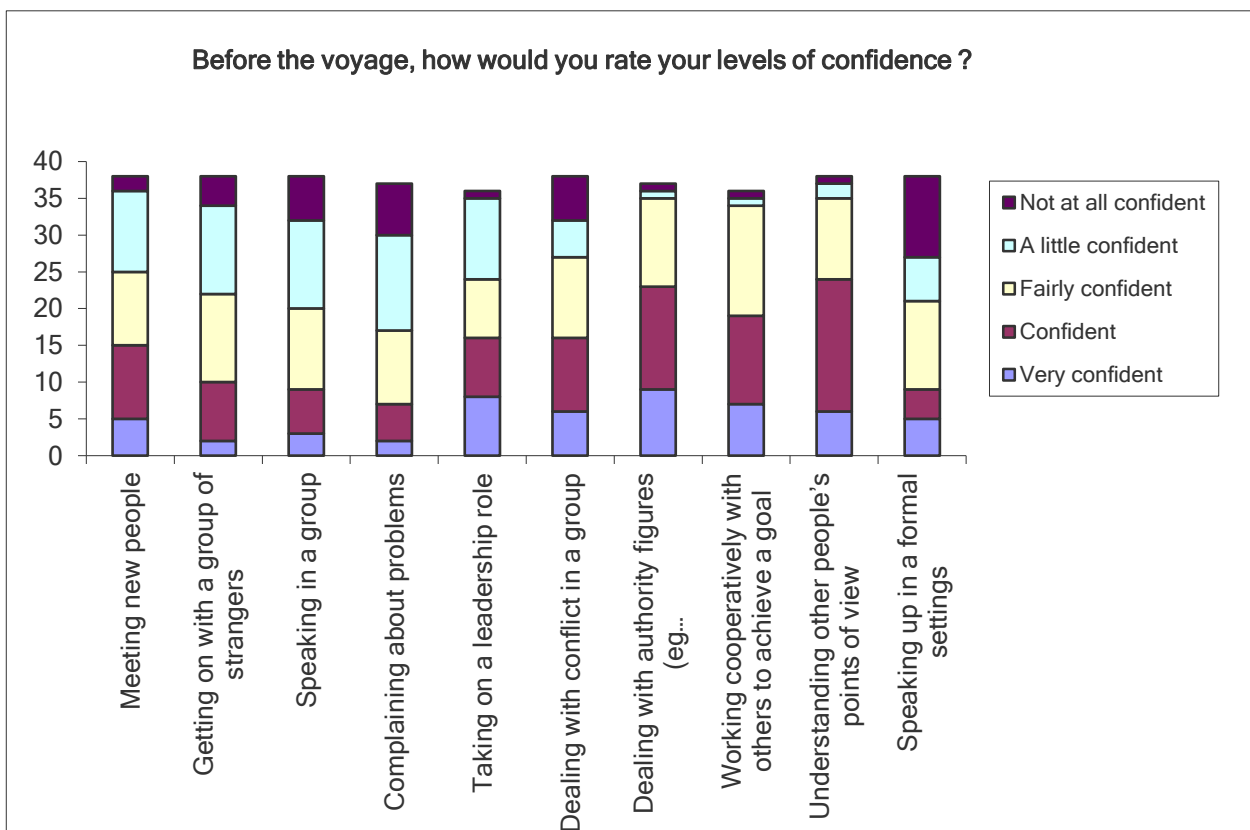


SPEAKING UP IN A FORMAL SETTINGS

Students were far less comfortable having to speak in formal settings. This is not unusual as many adults are also not comfortable in this situation.

Not at all confident	11	28.9%
A little confident	6	15.8%
Fairly confident	12	31.6%
Confident	4	10.5%
Very confident	5	13.2%
Total	38	100.0%

The chart below shows that prior to the voyage, formal speaking, dealing with conflict and complaining about problems were the areas of most concern. Students were fairly confident to very confident generally in dealing with authority figures, understanding others viewpoints and taking on a leadership role.



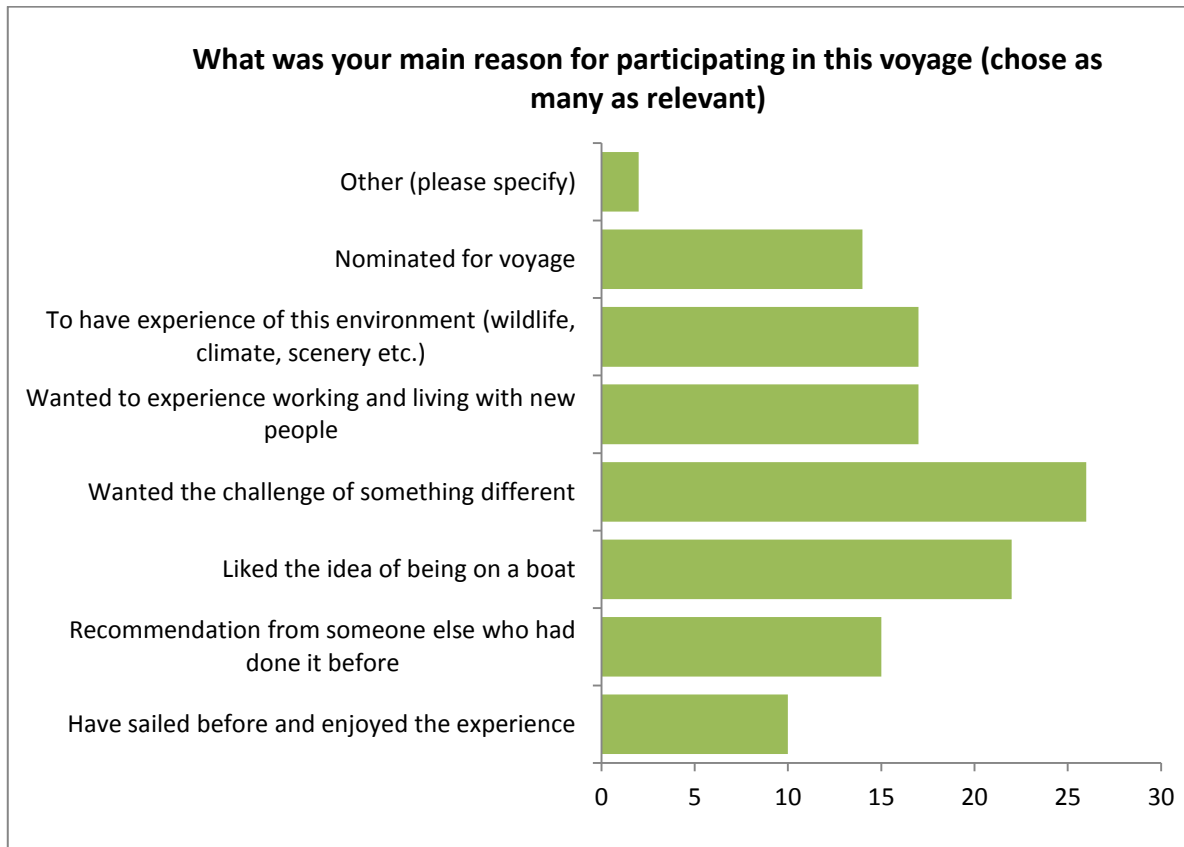


QUESTION 5:

What was your main reason for participating in this voyage?

Students were then asked why they participated in the voyage. They were able to select more than one response and there were a total of 123 selections. By far the greatest reason for going on a voyage was the students “wanting the challenge of doing something different”, with 65% citing this as a reason. Over half the students liked the idea of being on a boat. Notably, 35% were nominated by their school or other group.

Have sailed before and enjoyed the experience	10	25.0%
Recommendation from someone else who had done it before	15	37.5%
Liked the idea of being on a boat	22	55.0%
Wanted the challenge of something different	26	65.0%
Wanted to experience working and living with new people	17	42.5%
To have experience of this environment (wildlife, climate, scenery etc.)	17	42.5%
Nominated for voyage	14	35.0%
Other (see below)		
Total answers	123	
Needed a positive change	1	
As part of my Duke of Edinburgh Award	1	



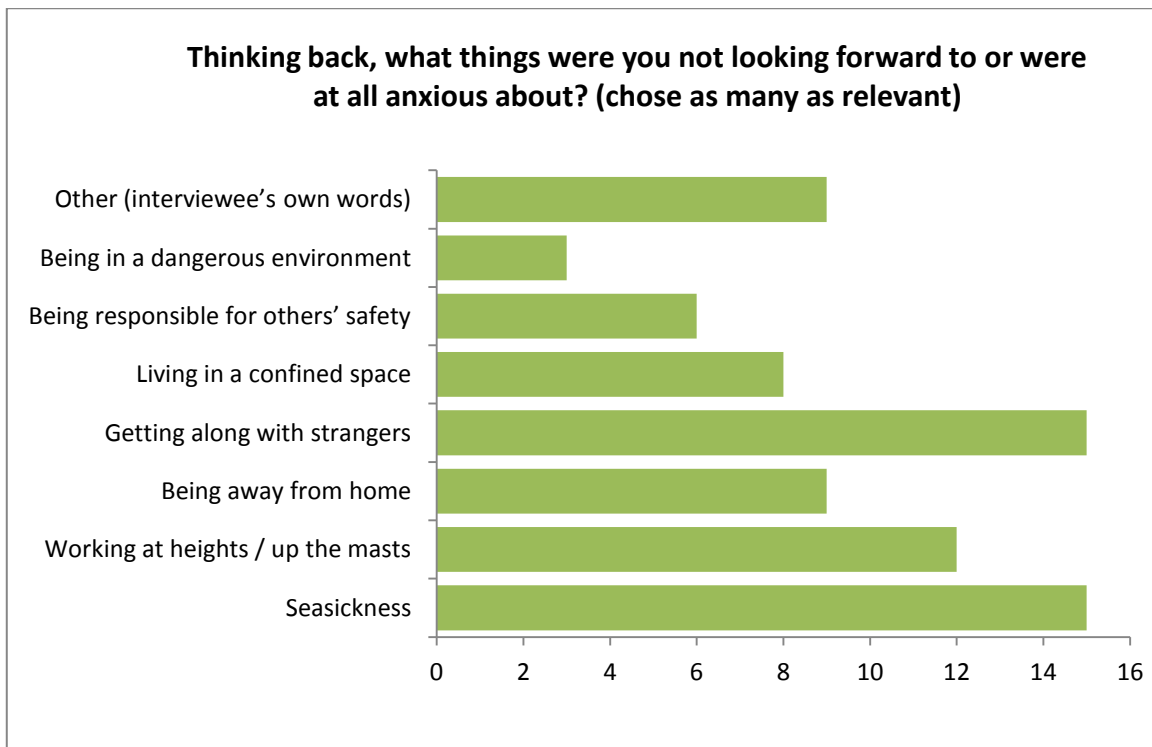


QUESTION 6:

Thinking back, what things were you not looking forward to or were at all anxious about?

As with the previous question, students were able to select more than one response and only 77 areas of concern were identified. Interestingly, despite two thirds of them being fairly confident or greater with meeting new people, when asked what they were anxious about, the most significant area of concern related to getting along with strangers.

Seasickness	15	37.5%
Working at heights / up the masts	12	30.0%
Being away from home	9	22.5%
Getting along with strangers	15	37.5%
Living in a confined space	8	20.0%
Being responsible for others' safety	6	15.0%
Being in a dangerous environment	3	7.5%
Other (interviewee's own words)	9	22.5%
Total answers	77	
I was rushed into this, I didn't think about dangers.	1	
scared i wouldn't know anyone	1	
Nothing	1	
Being away from my cell phone	1	
not having coffee or my fone for a week	1	
Not knowing anyone	1	
my anxiety problem	1	
nothing	1	
Not having proper showers	1	



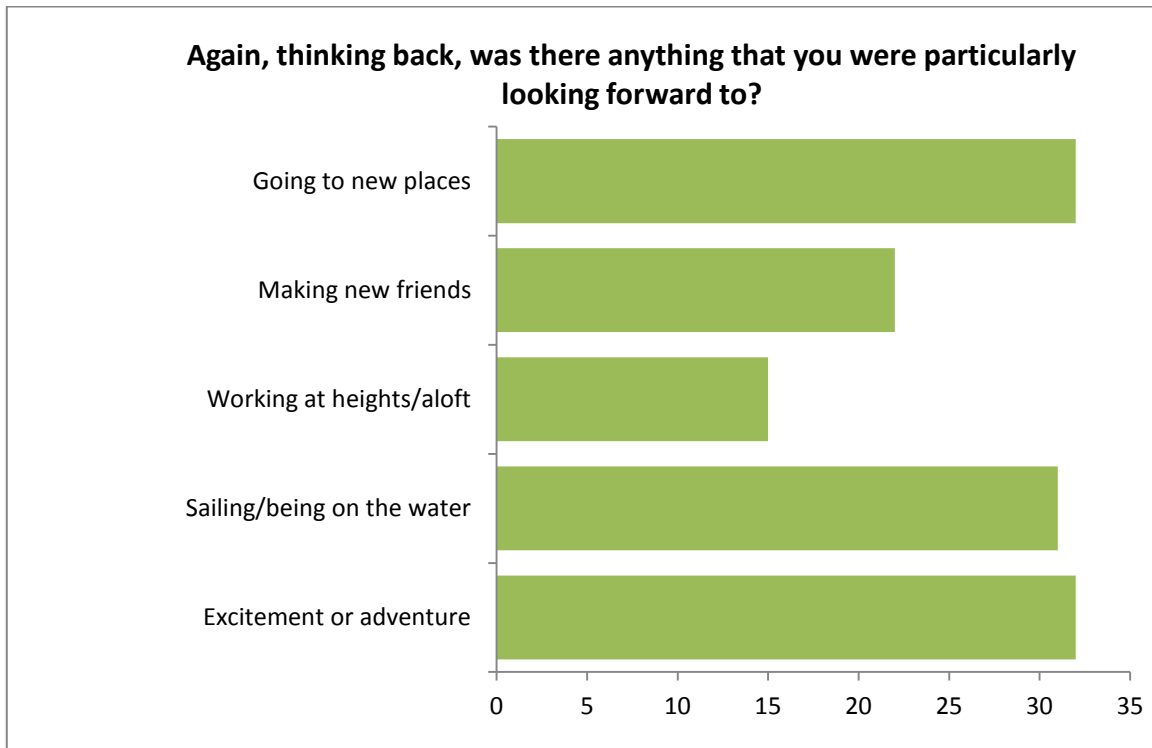


QUESTION 7:

Again, thinking back, was there anything that you were particularly looking forward to?

All students responded to this question and a total of 134 responses were given regarding to things they were looking forward to. The vast majority of sail trainees were looking forward to the excitement and adventure, particularly of going to new places. Although 31% of the respondents identified going aloft and heights as a concern, 37.5% were looking forward to it.

Excitement or adventure	32	80.0%
Sailing/being on the water	31	77.5%
Working at heights/aloft	15	37.5%
Making new friends	22	55.0%
Going to new places	32	80.0%
Other (interviewee's own words)	32	
Total	134	
Again, I was rushed into this. I didn't think about what could happen.	1	
Didn't no what to expect	1	



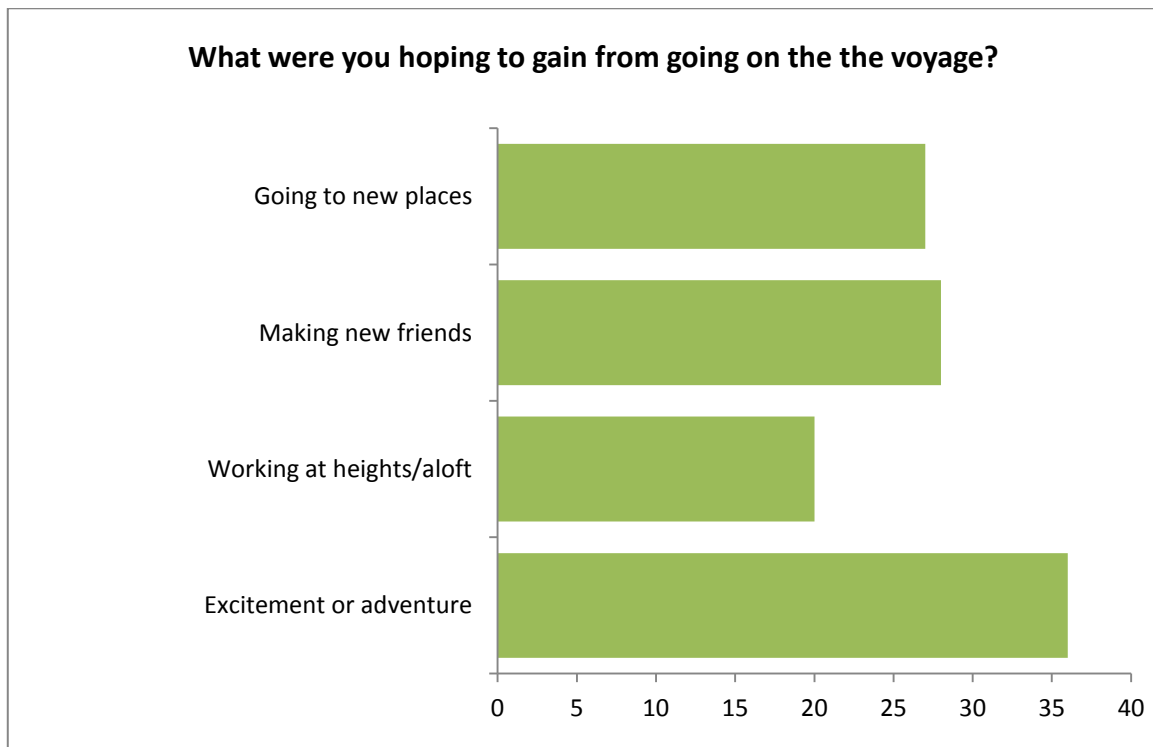


QUESTION 8:

What were you hoping to gain from the voyage?

Students were then asked what they were hoping to gain from the voyage. As with the other questions, there was an open ended answer and this enabled them to articulate their own thoughts forward. Nearly 90% were looking for excitement and adventure but confidence was a theme in those that expressed their own words.

Excitement or adventure	36	90.0%
Working at heights/aloft	20	50.0%
Making new friends	28	70.0%
Going to new places	27	67.5%
Other (interviewee's own words)	2	
Total	116	
Getting closer to the others on my voyage.	1	
Confidence and team building	1	
confidence to put myself out there	1	
Confidence	1	
Having a new experience	1	



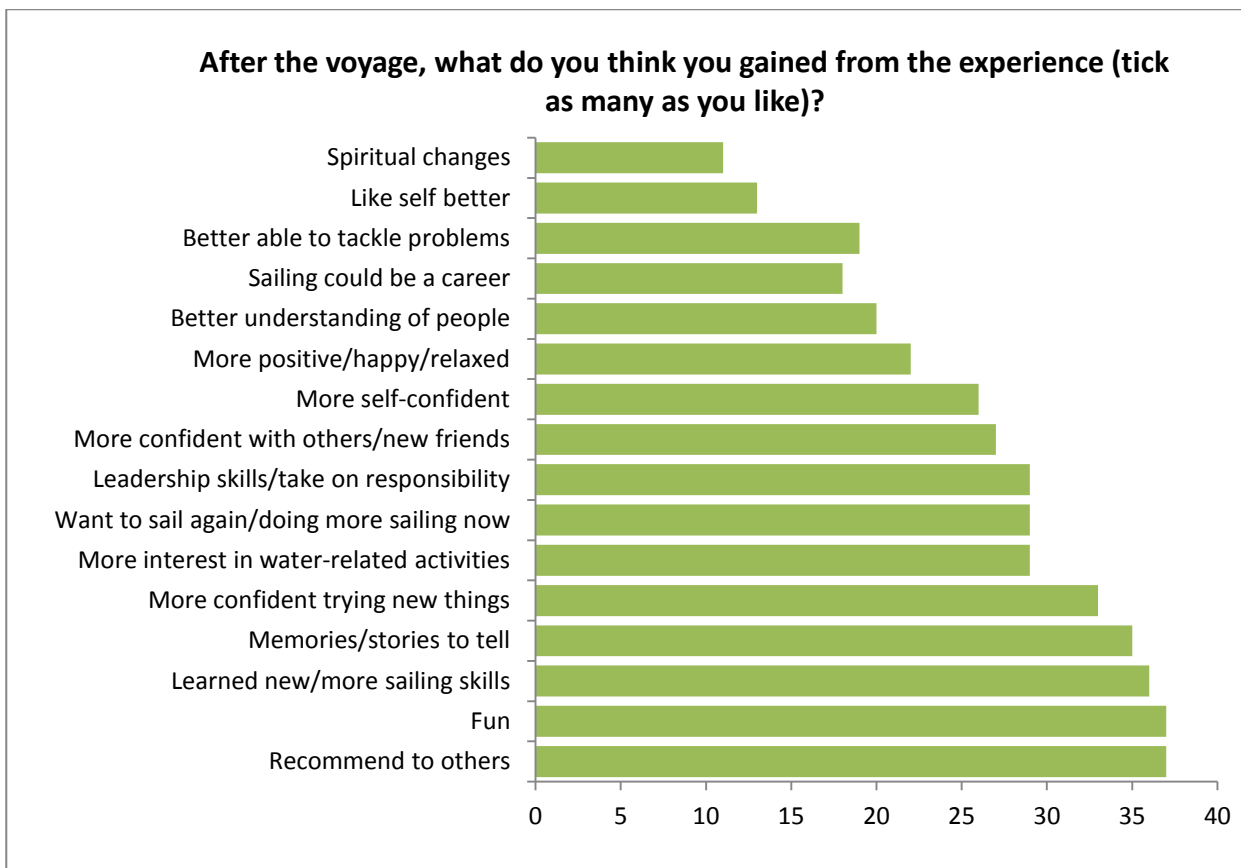


QUESTION 9:

After the voyage, what do you think you gained from the experience?

Students were able to select multiple options for this question. There were a total of 422 responses to this question with 39 of the students answering this question.

Recommend to others	37	94.9%
Fun	37	94.9%
Learned new/more sailing skills	36	92.3%
Memories/stories to tell	35	89.7%
More confident trying new things	33	84.6%
More interest in water-related activities	29	74.4%
Want to sail again/doing more sailing now	29	74.4%
Leadership skills/take on responsibility	29	74.4%
More confident with others/new friends	27	69.2%
More self-confident	26	66.7%
More positive/happy/relaxed	22	56.4%
Better understanding of people	20	51.3%
Sailing could be a career	18	46.2%
Better able to tackle problems	19	48.7%
Like self better	13	33.3%
Spiritual changes	11	28.2%
Other	1	
Total answers	422	
Interest to go on another voyage	1	





QUESTION 10:

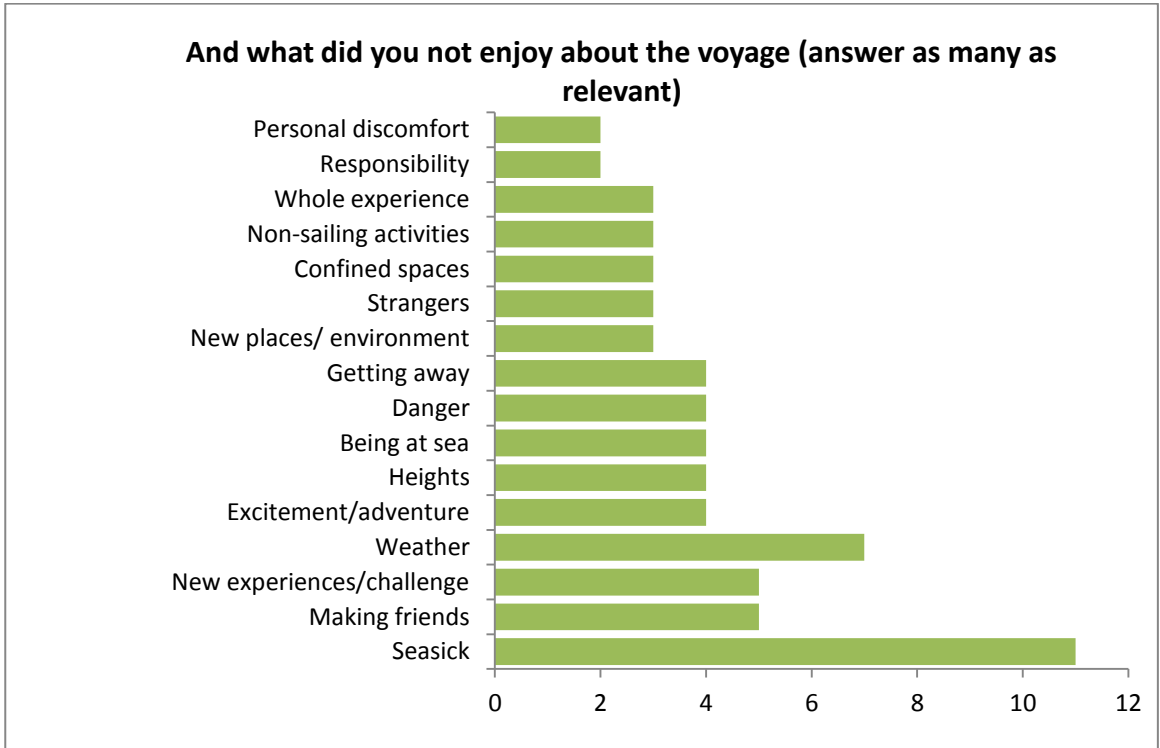
And what did you not enjoy about the voyage?

Only 20 of the respondents answered this question, indicating that 20 of the students enjoyed everything about the voyage. The biggest problem for students was seasickness, whilst some did not like the challenges and heights involved. Some people didn't like the general discomfort and 3 of the students did not enjoy the experience at all.

Where there were direct pre-voyage concerns these have been noted in the column to the right. Of note, meeting strangers proved to be less of a problem after the voyage, as did their concern over heights. Seasickness is unfortunately an inevitable component of being at sea and is unpleasant for all that suffer.

Some of the student generated responses were that they enjoyed the whole voyage or leaving. Some comments related to the behaviours of other sail trainees rather than the voyage itself.

	Post	Post	Pre-voyage
Seasick	11	28.9%	13
Making friends	5	13.2%	
New experiences/challenge	5	13.2%	
Weather	7	18.4%	
Excitement/adventure	4	10.5%	
Heights	4	10.5%	12
Being at sea	4	10.5%	
Danger	4	10.5%	2
Getting away	4	10.5%	
New places/ environment	3	7.9%	
Strangers	3	7.9%	14
Confined spaces	3	7.9%	7
Non-sailing activities	3	7.9%	
Whole experience	3	7.9%	
Responsibility	2	5.3%	6
Personal discomfort	2	5.3%	
Other	9		
Total	65		
Some of the other trainees were pretty nasty to some of the crew	1		
having to leave my new friends			
Enjoyed everything			
i like everything on it			
Personal hygiene			
actions of specific other trainees			
Leaving the ship.			
sharks			
nothing			



Unfortunately the weather is what the weather is, and there is very little the crew can do to change it, other than keep sail trainees engaged.



QUESTION 11:

After the voyage how would you rate your levels of confidence?

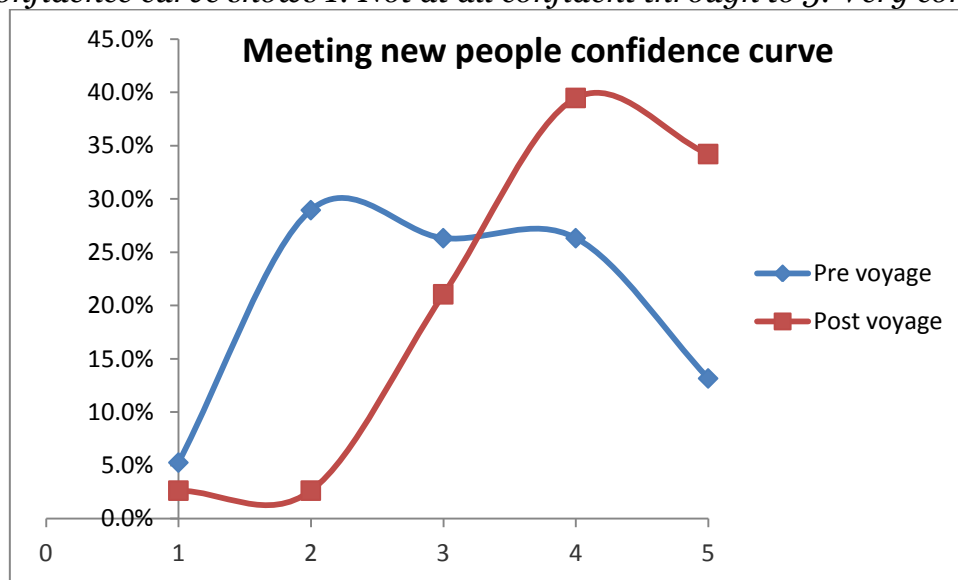
This question was designed to reflect the sail trainees assessments of their own social confidence from prior to the voyage and afterwards.

MEETING NEW PEOPLE

There was a significant shift in confidence reported by the sail trainees when meeting new people. Prior to the voyage, 39.5% considered they were either confident or very confident, compared to 73.5% following the voyage.

	Pre voyage		Post voyage	
Not at all confident	2	5.6%	1	2.8%
A little confident	10	27.8%	1	2.8%
Fairly confident	10	27.8%	7	19.4%
Confident	10	27.8%	15	41.7%
Very confident	4	11.1%	12	33.3%
Total responses	36	100.0%	36	100.0%

The confidence curve shows 1: Not at all confident through to 5: Very confident.



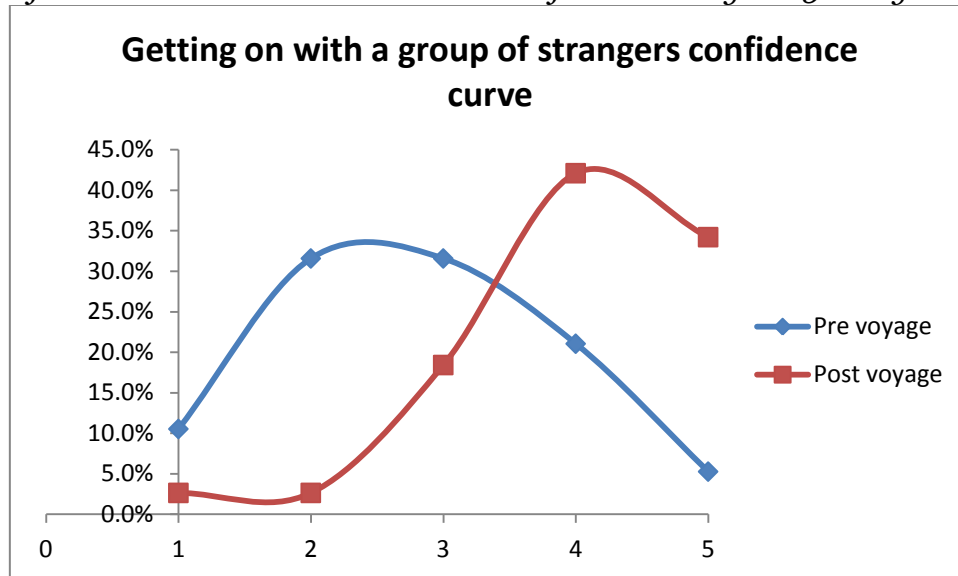
GETTING ON WITH A GROUP OF STRANGERS

There was an equally significant shift in confidence reported by the sail trainees when considering meeting a group of strangers. Just 26% of the respondents felt confident or very confident in this situation, compared to 76% following the voyage.

	Pre voyage		Post voyage	
Not at all confident	3	8.3%	1	2.9%
A little confident	12	33.3%	1	2.9%
Fairly confident	12	33.3%	6	17.1%
Confident	8	22.2%	16	45.7%
Very confident	1	2.8%	11	31.4%
Total responses	36	100.0%	35	100.0%



The confidence curve shows 1: Not at all confident through to 5: Very confident.

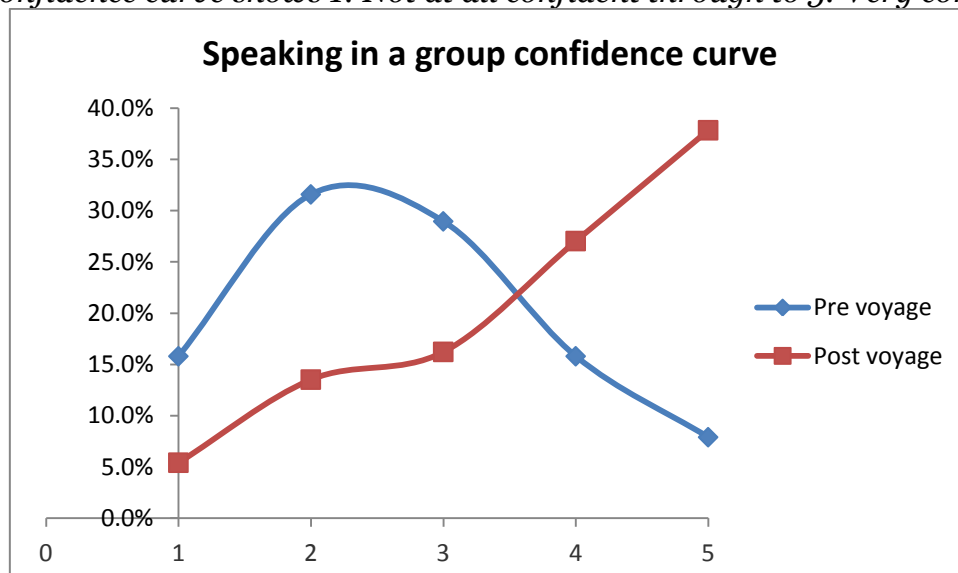


SPEAKING IN A GROUP

There was an equally significant shift in confidence reported by the sail trainees when considering meeting a group of strangers. Only 23.7% of the respondents felt confident or very confident speaking in a group, compared to 64.9% following the voyage.

	Pre voyage		Post voyage	
Not at all confident	6	16.7%	2	5.7%
A little confident	11	30.6%	5	14.3%
Fairly confident	11	30.6%	6	17.1%
Confident	6	16.7%	9	25.7%
Very confident	2	5.6%	13	37.1%
Total responses	36	100.0%	35	100.0%

The confidence curve shows 1: Not at all confident through to 5: Very confident



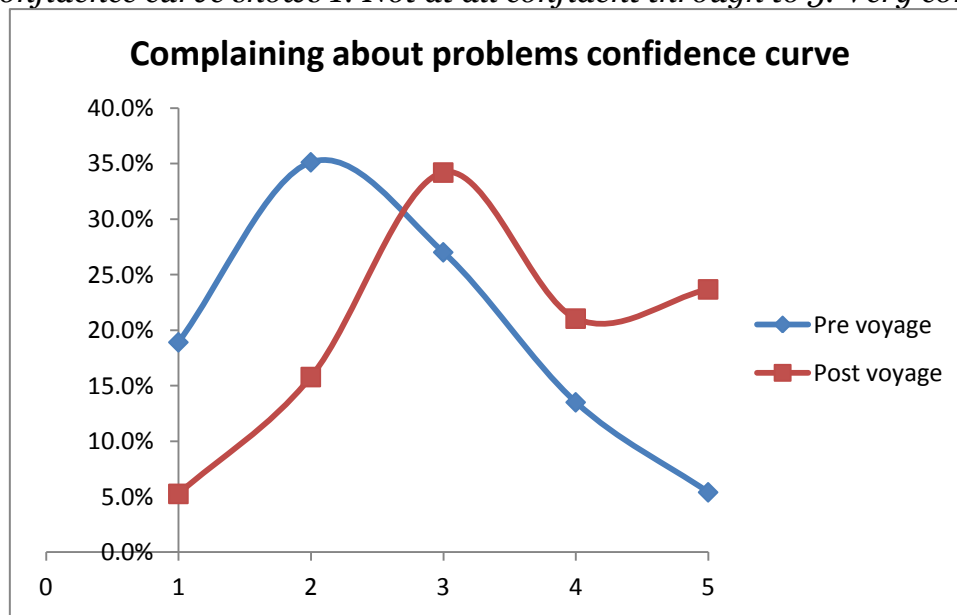


COMPLAINING ABOUT PROBLEMS

Sail Trainees were still not particularly confident in complaining about problems, and this is difficult for adults as well, but the number feeling confident or very confident about complaining more than doubled from 18.9% to 44% showing they felt more assertive. The number who felt not at all confident dropped considerably.

	Pre voyage		Post voyage	
Not at all confident	6	16.7%	2	5.7%
A little confident	11	30.6%	5	14.3%
Fairly confident	11	30.6%	6	17.1%
Confident	6	16.7%	9	25.7%
Very confident	2	5.6%	13	37.1%
Total responses	36	100.0%	35	100.0%

The confidence curve shows 1: Not at all confident through to 5: Very confident



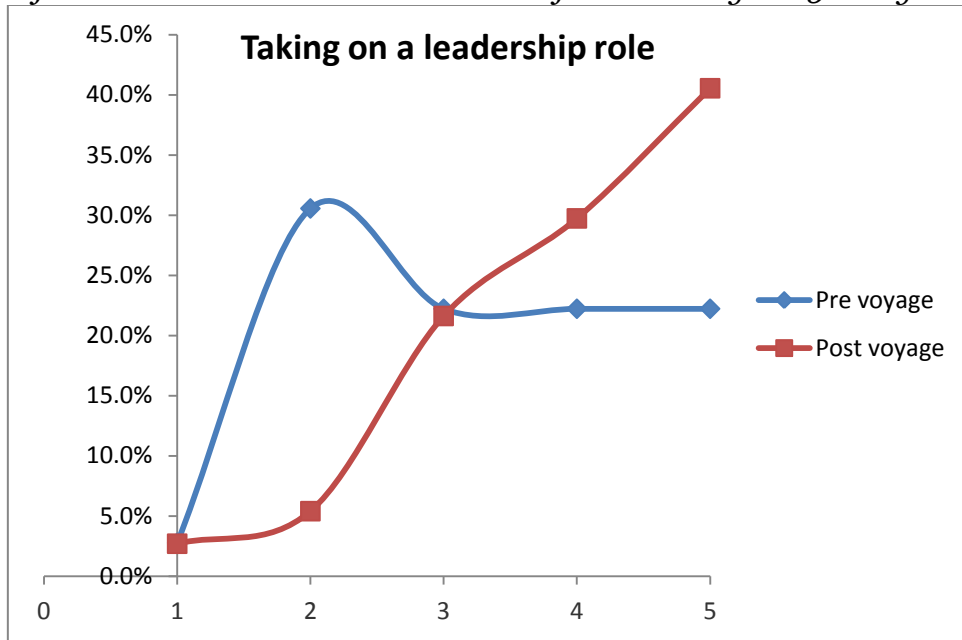
TAKING ON A LEADERSHIP ROLE

The number of students feeling confident about a leadership role was fairly high prior to the voyage but the big difference was in those that felt a little bit confident now becoming confident or very confident.

	Pre voyage		Post voyage	
Not at all confident	1	2.9%	1	2.9%
A little confident	10	29.4%	2	5.7%
Fairly confident	8	23.5%	8	22.9%
Confident	8	23.5%	10	28.6%
Very confident	7	20.6%	14	40.0%
Total responses	34	100.0%	35	100.0%



The confidence curve shows 1: Not at all confident through to 5: Very confident

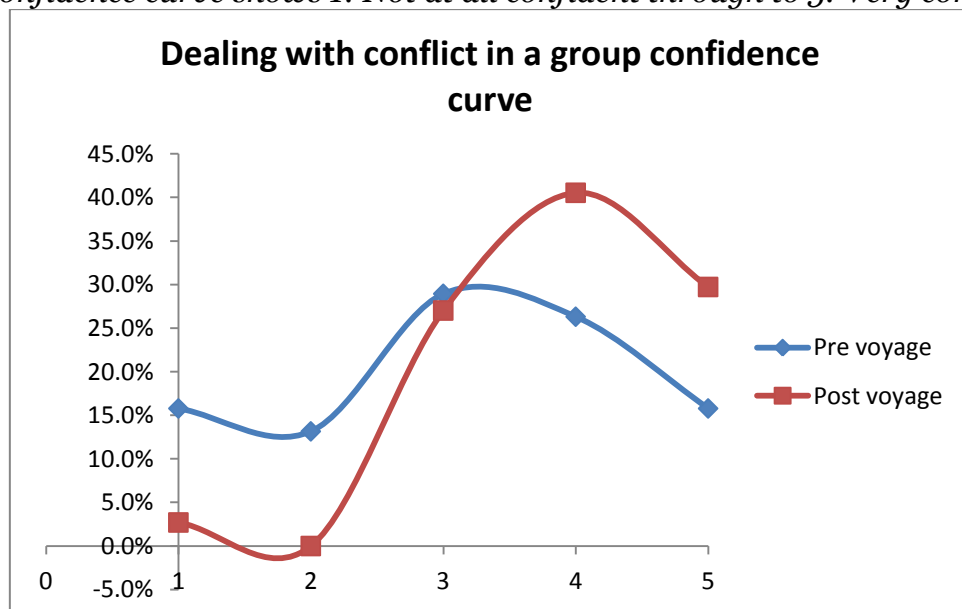


DEALING WITH CONFLICT IN A GROUP

After the voyage, student's confidence in dealing with conflict in a group also showed improvement. Prior to the voyage, only 42.1% were confident or very confident, whereas following the experience, this had increased to 70.3%

	Pre voyage		Post voyage	
Not at all confident	6	16.7%	1	2.9%
A little confident	5	13.9%	0	0.0%
Fairly confident	10	27.8%	10	28.6%
Confident	10	27.8%	14	40.0%
Very confident	5	13.9%	10	28.6%
Total responses	36	100.0%	35	100.0%

The confidence curve shows 1: Not at all confident through to 5: Very confident



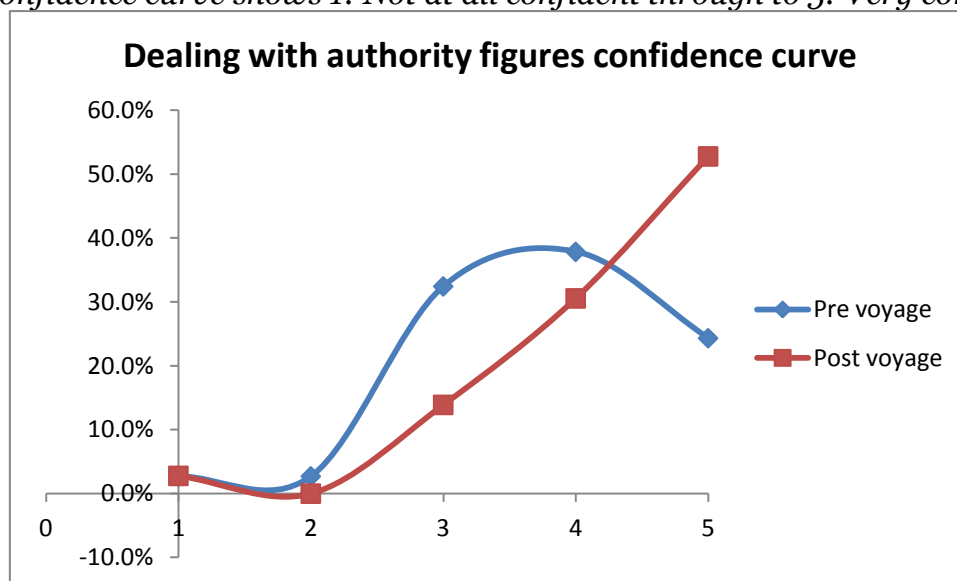


DEALING WITH AUTHORITY FIGURES

There was a good level of confidence prior to the voyage in dealing with authority figures such as teachers, with 62.2% being confident or very confident. However this increased to 83.3% following the voyage, again showing a marked improvement for those students that were less confident.

	Pre voyage		Post voyage	
Not at all confident	1	2.9%	1	2.9%
A little confident	1	2.9%	0	0.0%
Fairly confident	11	31.4%	5	14.7%
Confident	14	40.0%	10	29.4%
Very confident	8	22.9%	18	52.9%
Total responses	35	100.0%	34	100.0%

The confidence curve shows 1: Not at all confident through to 5: Very confident



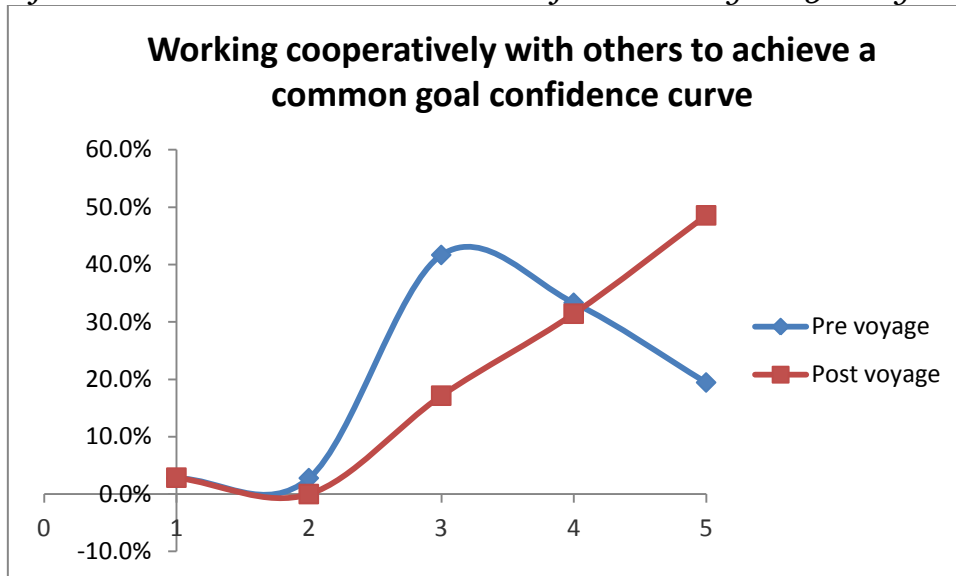
WORKING COOPERATIVELY WITH OTHERS TO ACHIEVE A COMMON GOAL

There was a significant improvement in sail trainees confidence in teamwork, where prior to the voyage, only 52.8% of students felt confident or very confident. This increased to 80% following their experience.

	Pre voyage		Post voyage	
Not at all confident	3	8.3%	1	3.0%
A little confident	12	33.3%	0	0.0%
Fairly confident	12	33.3%	6	18.2%
Confident	8	22.2%	11	33.3%
Very confident	1	2.8%	15	45.5%
Total responses	36	100.0%	33	100.0%



The confidence curve shows 1: Not at all confident through to 5: Very confident

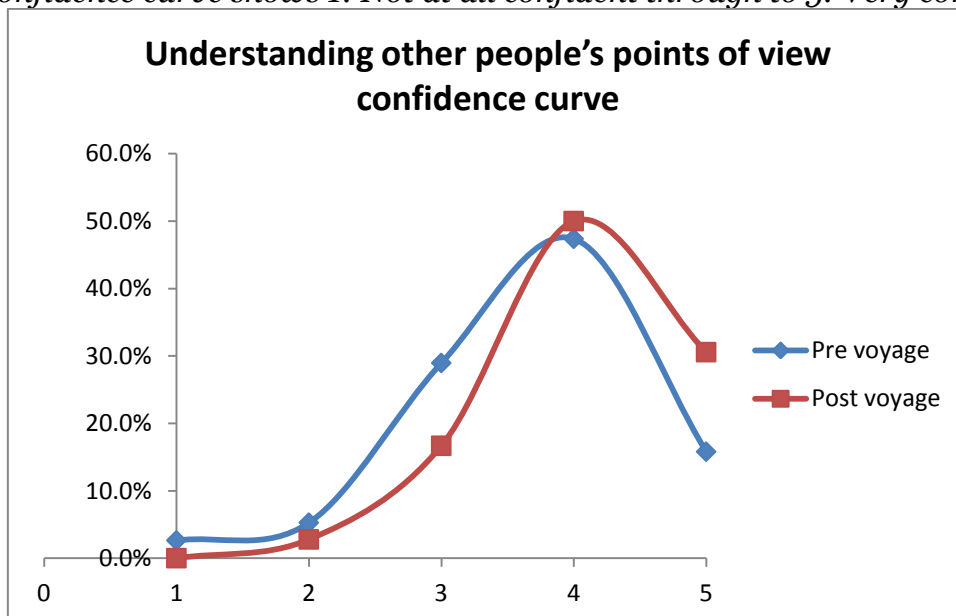


UNDERSTANDING OTHER PEOPLE'S POINTS OF VIEW

Considering the high level of empathy that students perceived they had prior to the voyage with 63.9% confident or very confident that they understood others, it was interesting to note that the sail trainees felt considerably more confident with a total of 82.4% feeling this way following the voyage.

	Pre voyage		Post voyage	
Not at all confident	0	0.0%	0	0.0%
A little confident	2	5.6%	1	2.9%
Fairly confident	11	30.6%	5	14.7%
Confident	18	50.0%	18	52.9%
Very confident	5	13.9%	10	29.4%
Total responses	36	100.0%	34	100.0%

The confidence curve shows 1: Not at all confident through to 5: Very confident



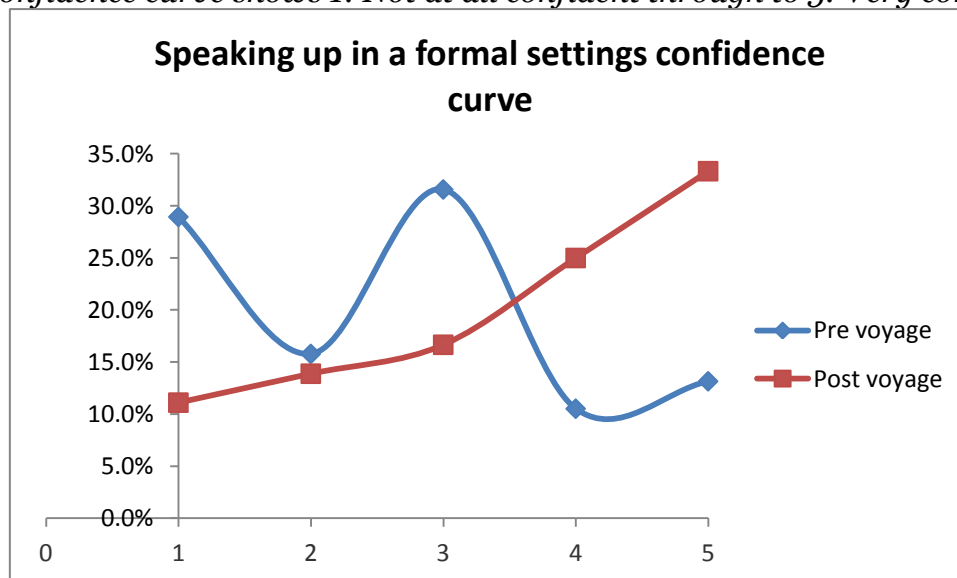


SPEAKING UP IN A FORMAL SETTINGS

Only 22.2% of the students felt confident or very confident with speaking up in a formal setting, but following the voyage, 58.8% felt confident or very confident. This is a good improvement although still an area which sail trainees somewhat lack confidence.

	Pre voyage		Post voyage	
Not at all confident	10	27.8%	4	11.8%
A little confident	6	16.7%	5	14.7%
Fairly confident	12	33.3%	5	14.7%
Confident	4	11.1%	9	26.5%
Very confident	4	11.1%	11	32.4%
Total responses	36	100.0%	34	100.0%

The confidence curve shows 1: Not at all confident through to 5: Very confident

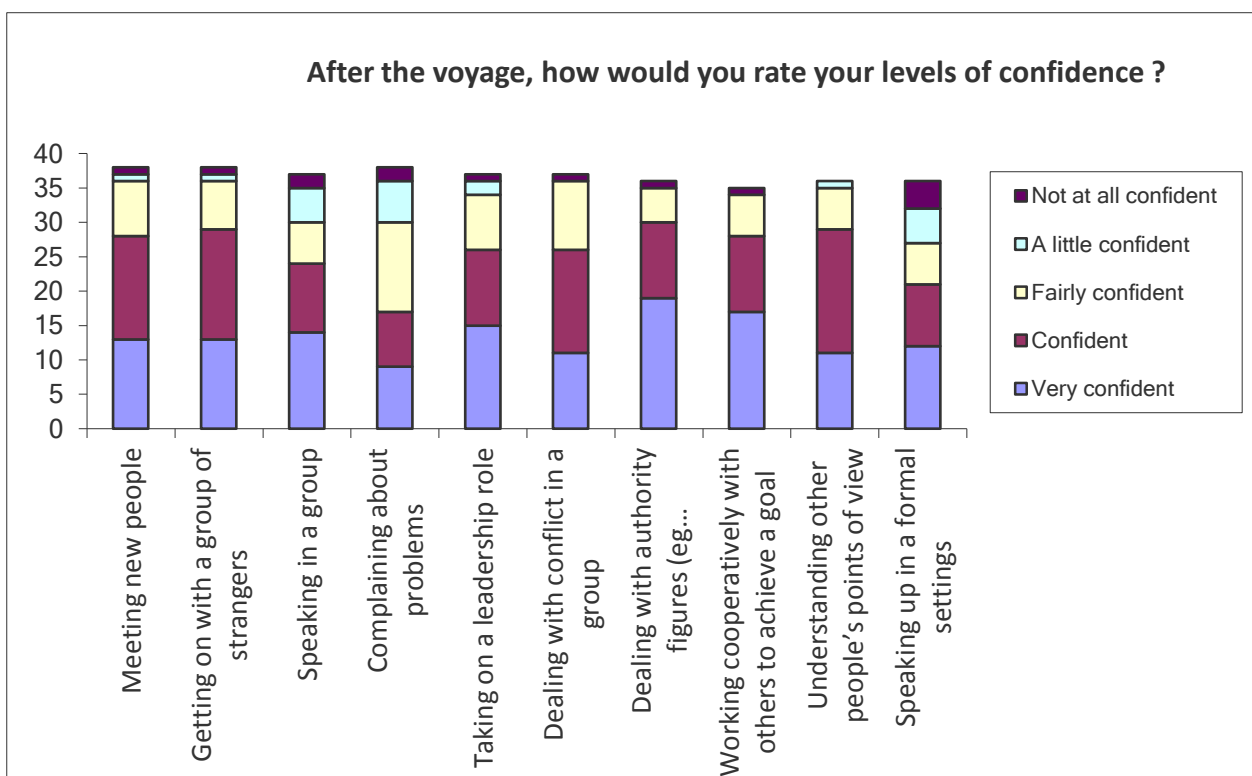


In summary, there was a significant shift in the sail trainees confidence levels across a range of behaviours as shown in the following table.



Table showing confidence shifts

Answer Options	Not at all confident		A little confident		Fairly confident		Confident		Very confident		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Meeting new people	2	1	11	1	10	8	10	15	5	13	38	38
Getting on with a group of strangers	4	1	12	1	12	7	8	16	2	13	38	38
Speaking in a group	6	2	12	5	11	6	6	10	3	14	38	37
Complaining about problems	7	2	13	6	10	13	5	8	2	9	37	38
Taking on a leadership role	1	1	11	2	8	8	8	11	8	15	36	37
Dealing with conflict in a group	6	1	5	0	11	10	10	15	6	11	38	37
Dealing with authority figures (eg teacher/lecturer/supervisor)	1	1	1	0	12	5	14	11	9	19	35	34
Working cooperatively with others to achieve a goal	1	1	1	0	15	6	12	11	7	17	36	35
Understanding other people's points of view	1	0	2	1	11	6	18	18	6	11	38	36
Speaking up in a formal settings	11	4	6	5	12	6	4	9	5	12	38	36
TOTAL ANSWERED											40	



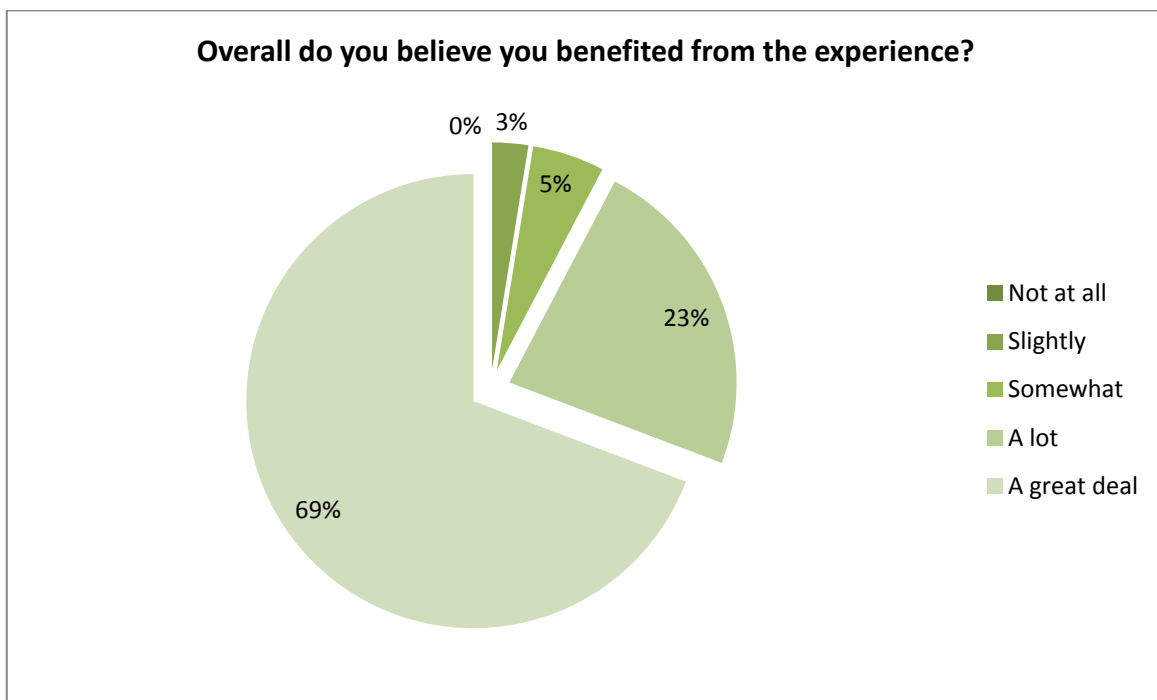


QUESTION 12:

Overall do you believe you benefited from the experience?

All students indicated that they received some benefit from the experience in some way, despite the aspects they did not enjoy.

Not at all	0	0.0%
Slightly	1	2.7%
Somewhat	2	5.4%
A lot	9	24.3%
A great deal	25	67.6%
Totals	37	100.0%





CONCLUSION

The R. Tucker Thompson Sail Training Trust puts forward confidence, leadership and teamwork as three outcomes as the result of participation in Sail Training. These two surveys attempted to explore the validity of this statement and analyse the benefits from the perception of the parents but more importantly from the stance of the sail trainees themselves.

It is clear from both the feedback from parents that they saw a significant increase in their child's confidence not just immediately after the return from the voyage but long term:

Keep up the great work. We believe the opportunities the Bay of Islands has offered our son has helped him become a lot more confident in all areas. We rate the time spent on the Tucker T as one of our son's big confidence boosters and motivational experiences. He has developed a yes it can be done attitude and his school grades and involvement in sports and other community activities continue to amaze us. It seems like a short time ago but it is over three years since he was on board the Tucker T. I am sure he would say, if you have the opportunity to go on a Youth Training voyage ... grab it and go with it ... absolutely no regrets!

Hi, It has been a while since our son XXX had his boat trip, but i must tell you it was a real turning point in XXX's confidence, life changing. He has always been a good kid, but quite shy, and now he is a great sportmans, he is an axeman and doing well at his chopping. He came back from his trip interested in exercise and hasn't looked back. so thank you for everything. I am hoping his sister XXX can go on the boat this year. cheers

More importantly the sail trainees themselves also felt that their confidence in a number of different situations had improved.

Don't say that you can't do something until you give it a go

We can therefore state with certainty that participating in sail training increases confidence for a significant number of the participants.

When it came to leadership, this was less conclusive. Although a number of students after the voyage indicated that they would now be confident taking on a leadership role, the biggest shift was that the percentage that were previously not at all confident were now slightly confident. More importantly, aspects of leadership such as understanding other people's points of view and dealing with authority figures also showed positive improvements indicating that sail trainees were gaining important skills. In the words of one sail trainee :

Absolutely amazing experience and is truly what New Zealand needs more of to help youth become a member of the world (so to speak) crew was amazing and food was great! Small conflicts within group but it's expected really! Bettered me in preparation for such opportunities as prefect and head boy role with such skills as leadership and public speaking attributes. Inspired me to be the best I can be!! Would go again tomorrow if I could!!!

From a parent:

The sailing experience increased XXX's leadership skills, ability to pass on knowledge to others. Be able to cope with living in confined space with strangers and develop camaraderie with the crew. He came out of the experience as a more rounded individual who had a higher confidence in his abilities



Perhaps more important than leadership is teamwork as this life skill prepares people for the workplace and relationships with others. There is also good evidence that indicates that teamwork, and the ability to work with others on common goals is a substantial benefit of participation. This appears to be a specific benefit of going to sea, “the unique environment on board a boat and the particular demands of sailing as an activity” (Mccarty, 2011) as opposed to participation in other land based activities.

My daughter has always respected authority figures and worked well in school and this has stayed the same. The biggest change is that she didn't like group work but now is able to work with others even if she feels they may not be pulling their weight or they have the same standards as she does. While confident in some areas physically this has caused improvements. Thanks so much for the opportunities she has had.

My son's experience with the R Tucker Thompson was a huge help in both behaviour and initiative to work with others likewise at home. He's keen to have another sailing experience in the near future, thanks

Students themselves particularly saw that they were more confident to work with others in achieving common goals and working together.

I personally loved being on that boat. R. Tucker for life. Not because of the experience but because of the people I met. We all took the time to come out of our comfort zones and do things we never thought we would. By the end of the voyage we we're all pretty much family. Nothing on the boat was too much it was all great and I'd do I again anytime. My group I was with was the best group I could have been put with. No Limits :)

In conclusion, it is clear that nearly all parents and sail trainees consider that the experience of participation in a sail training voyage has been beneficial in some way. In summary, sail training offers:

A fabulous opportunity. Our child learned to grasp opportunities despite fear of the unknown or unfamiliar. I would recommend this experience to other parents.

And for some, the experience can be genuinely life changing:

XXX benefited enormously from the voyage. In the beginning she applied because it was free and the trip and would not cost me her solo mother anything as we had not been able to afford a holiday that year. Before the voyage XXX was afraid of heights and very afraid of boats and also would never eat fish or seafood. The voyage changed all of the above attitudes completely. In addition and more importantly the structure of the ship with Captain, first mate, crew, its regularity, organisation and reliability gave her an insight into her own nature and need for organisation, and structure that has been instrumental in her later career choices and actually changed her whole attitude to herself. She went forward from there confident that her need for a set hierarchy, regularity and organisation was actually shared by many and was an asset in many careers. She also found out she loved living with other people and got on well in that environment. Immediately after the trip on The Tucker Thompson XXX sought out information on other like opportunities. She found Rotary Exchange and spent her year 13 in Austria, travelled Europe became fluent in German, learnt to ski, ice skate, and learnt Te Reo and Waiata in order to represent New Zealand as a Maori and Pakeha country. The voyage on the Tucker Thompson was I can honestly and genuinely say instrumental in this. As soon as she returned she was inspired and away she went. I would like to take this opportunity to thank you all for your contribution to her life. She gained a confidence that I had never been able to give her and I saw the change as soon as she got back and she has never looked back. She remembers the voyage with enormous joy, and her picture on your website at the top of the mast looking up has featured on every subsequent public and private representation of herself and Aotearoa New Zealand that she has given since. Thank you all and Arohanui to you all.



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NORTHLAND SCHOOL DECILE RATINGS

Organization Name	Decile Rating	Area
Bay of Islands College	1	Far North
Broadwood	1	Far North
Moerewa School	1	Far North
Northland College	1	Far North
Te Rangi Aniwaniwa	1	Far North
TKKM o Kaikohe	1	Far North
TKKM o Te Rawhiti Roa	1	Far North
Kaitaia Abundant Life School	2	Far North
Kaitaia College	2	Far North
Okaihau College	2	Far North
Opononi Area School	2	Far North
Tikipunga High School	2	Whangarei
TKKM o Taonga o Hokianga	2	Far North
Te Kura Taumata o Panguru	2	Far North
Whangaroa College	2	Far North
Dargaville High School	3	Kaipara
Mangakahia Area School	3	Kaipara
Taipa Area School	3	Far North
Bream Bay College	4	Whangarei
Kaikohe Christian School	4	Far North
Christian Renewal School	5	Whangarei
Excellere College	5	Whangarei
Kamo High School	5	Whangarei
Ruawai College	5	Kaipara
Whangarei Boys High School	5	Whangarei
Whangarei Girls High School	5	Whangarei
Otamatea High School	6	Kaipara
Otamatea Christian School	6	Kaipara
Kerikeri High School	7	Far North
Pompallier Catholic College	7	Whangarei
Springbank School	7	Far North
Tauraroa Area School	7	Kaipara
Huanui College	Independent No Rating	Whangarei



PARENT SURVEY QUESTIONNAIRE



STUDENT SURVEY QUESTIONNAIRE