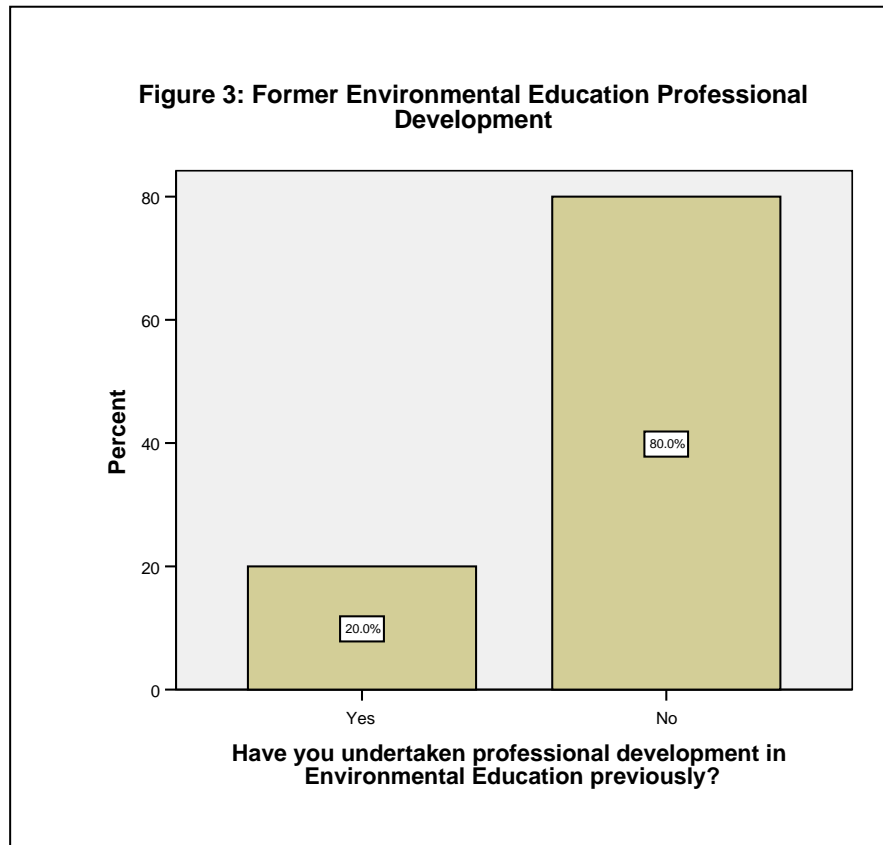


SURVEY RESULTS

A progress survey was administered to each school during the project, with a post survey administered at the beginning of 2007. 5 of the 12 participating teachers participated in the progress survey (41%), with 4 teachers participating in the post survey (33%)². The survey results are reported in two broad categories, namely: professional development and learning; and Schoolgrounds for Learning program.

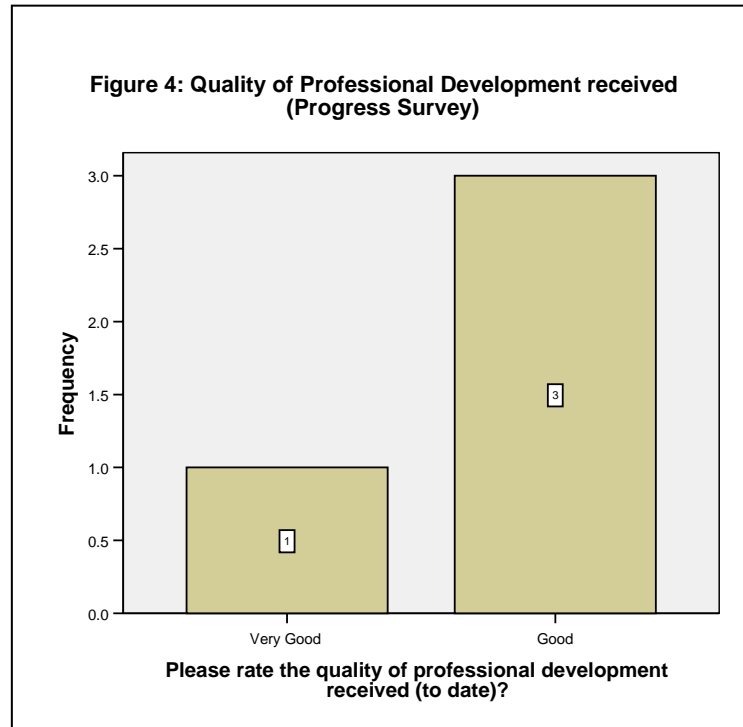
Professional Development and Learning

In the progress survey participants were asked if they had previously participated in environmental education professional development and learning. As shown in Figure 3, only 1 participant (20%) indicated that they had previously participated in environmental education professional development, namely a two day environmental education conference in 2006.

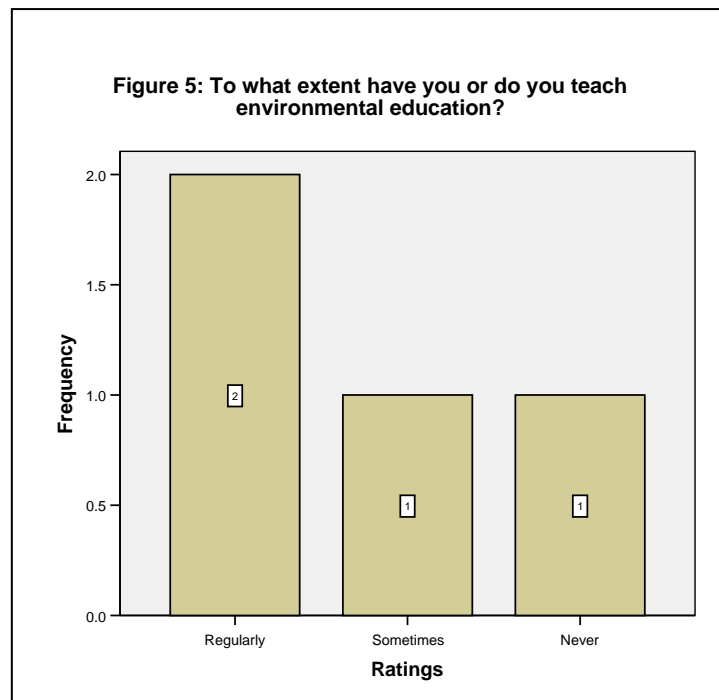


² The surveys were administered online. Unfortunately, there was a relatively low response rate for both surveys. That given, statistical analysis (bivariate and multivariate) is limited. In 2007, the surveys are being administered in hard-copy resulting in a significantly higher response rate. That given, the results of the 2007 survey will provide a more comprehensive analysis of the teachers' experiences.

4 of the 5 survey subjects participated in the Schoolgrounds for Learning professional development workshop. During the early stages of the program, 25% (n=1) of participants rated the professional development as very good and 75% (n=3) as good (see Figure 4). The same ratings were also reported in the post survey.



In the pre/progress survey, the participants indicated varying levels of environmental education practice (teaching), with 2 teachers stating 'regularly', 1 'sometimes' and 1 'never'.



Schoolgrounds for Learning Program

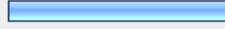

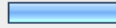
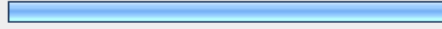
Participants were asked to describe their understanding of the Schoolgrounds for Learning program. The following comment is representative of the participants, and demonstrates a commitment to environmental education:

“The program will provide me with the tools and methodology to instigate change within my school. It will assist me with the planning both long and short term for school ground developments and environmental education. It will provide me with a network of contacts and a store of information that I and my school can use in the development of school environmental curriculum” (primary school teacher).

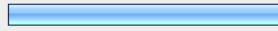

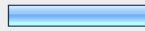

In both the pre and post surveys, participants were invited to rate the developments that had occurred at their respective schools since the commencement of program. As shown in Table 1, 40% (n=2) reported substantial development in the beginning and 50% (n=2) reported substantial development at the conclusion of the program. Further, 1 school reported little development at the commencement of the program and no schools reported no or little development at the end of the program.

Table 1: Development of Schoolgrounds for Learning Program

Pre-Survey Results

Please rate the developments that have occurred at your school since the commencement of the program.		
	Response Percent	Response Count
There has been substantial development 	40.0%	2
There has been reasonable development 	40.0%	2
There has been some development	0.0%	0
There has been little development 	20.0%	1
There have been no developments	0.0%	0
Please describe the developments made to date and/or indicate why no development has been made: 	80.0%	4
	<i>answered question</i>	5
	<i>skipped question</i>	0

Post Survey Results

Please rate the developments that have occurred at your school since the commencement of the program.			Response Percent	Response Count
There has been substantial development			50.0%	2
There has been reasonable development			25.0%	1
There has been some development			25.0%	1
There has been little development			0.0%	0
There have been no developments			0.0%	0
Please describe the developments made and/or indicate why no development was made:			100.0%	4
			answered question	4
			skipped question	0

In both the pre and post surveys, participants were invited to detail the developments that had taken place at their schools. The post survey revealed:

“Student involvement in decision making with regard to grounds improvements was a big development. Two projects are well underway, and an ethos of consultation was established. Also, because of this program we have embarked on a major project to become self-sufficient for water by putting in full roof collection, storm water collection and water recycling system” (primary school teacher).

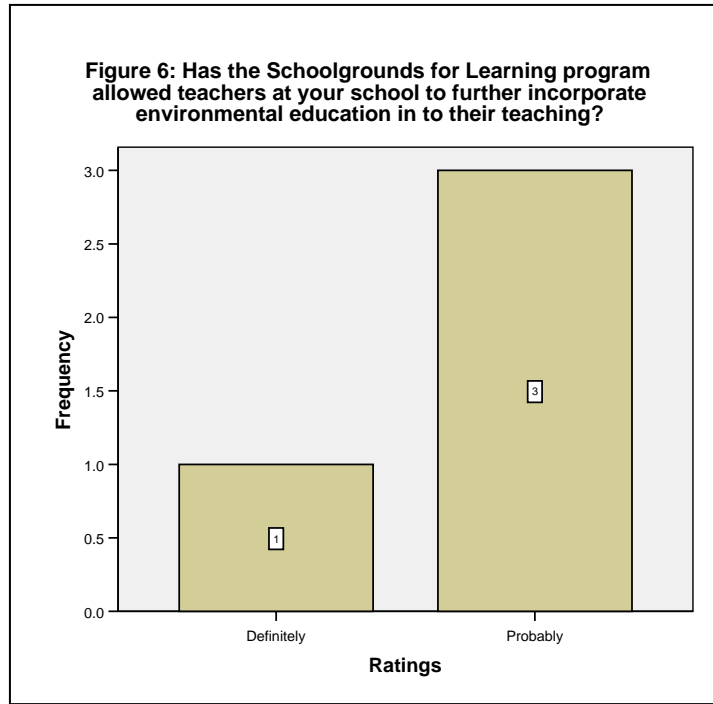
“An environment group for socially disengaged and interested students was formed. More community input is also happening” (primary school teacher).

“Final designs are coming - but the idea has been accepted at the school. The involvement of the whole school community was successful, a cubby has been built, water grants successful and interest continuing” (secondary school teacher).”

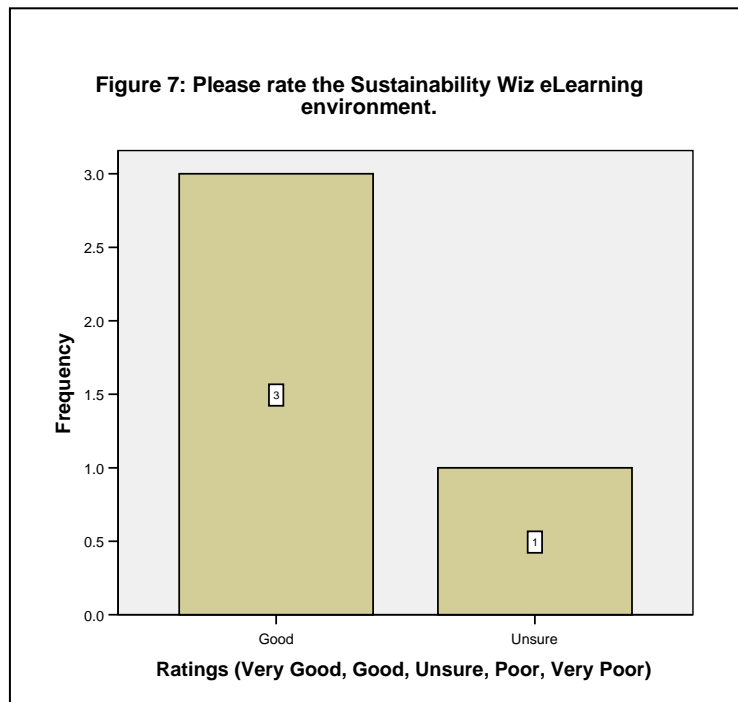
“Opening of our CELL (Carrum Environmental Living & Learning) Centre. Developed and then revised a master plan for the school grounds. Incorporated many cross curricula activities into our school grounds Established 'No Dig Garden' beds. Became a certified 'Sustainable School'. Embedded Sustainable practices and programs into our curriculum” (primary school teacher).

Further, the post survey revealed that 3 (75%) of the participating schools are also a ‘sustainable school’. This is consistent with the findings reported in the case studies, showing a growing sustainability culture in schools. The post survey also identified that the Schoolgrounds for Learning program allowed teachers (25% definitely and 75% probably) at the various participating schools to further incorporate environmental education into their teaching (see Figure 6). 1 teacher described the ‘influence’ of this program as: “sustainability

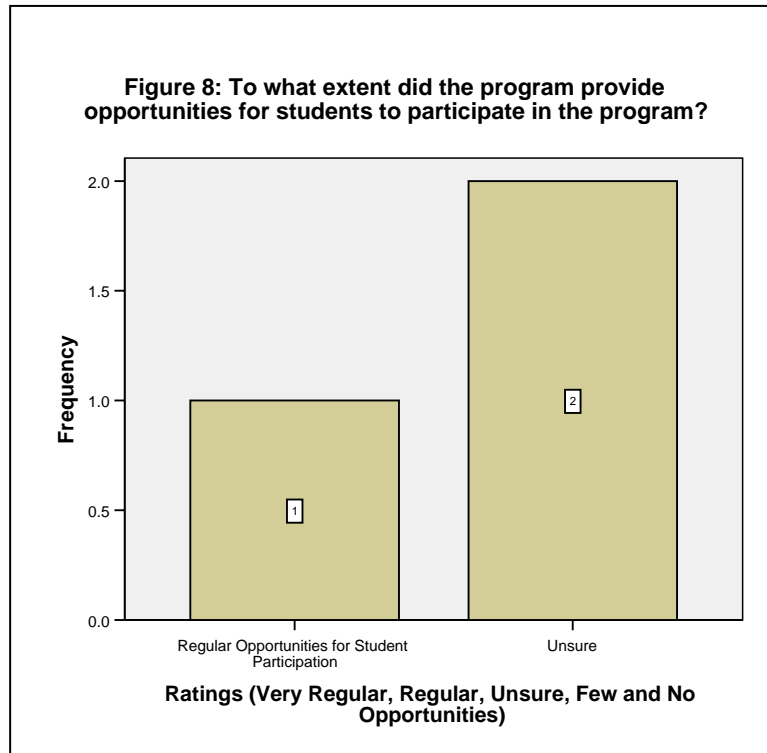
has become an ethos at the school which is the foundation for the total curriculum which involves staff, students, School Council and school community” (primary school teacher).



Both pre and post survey participants were invited to rate 12 statements about the Schoolgrounds for Learning program. Pre and Post ratings were consistent such that there was little variance (see Appendix 2 for pre and post survey ratings). One statement clearly showed a difference though in the pre and post survey analysis, namely: *‘The online environment was very effective’*. In the pre survey 100% of the participants indicated that they were unsure about the online learning environment, whereas in the post survey 75% of the participants were quite favorable (positive) of the online learning environment. This finding was confirmed in another item (see Figure 7).



100% (n=3) of the post survey participants also identified that the program is ‘useful’ in implementing the Victorian Essential Learning standards (see Figure 8). As shown in Figure 8, 25% (n=1) of the participants indicated that there were regular opportunities for student participation because of the program. 50% (n=2) were unsure.



The post survey revealed barriers or challenges that the participants experienced during the Schoolgrounds for Learning program. The following comments are representative:

“Barriers for us were threefold: my long service leave during which involvement was not maintained; bushfires in December/January; and drought throughout the summer. It still is having a huge impact on what we can do” (primary school teacher).

“The ongoing crowded curriculum is a barrier and challenge” (primary school teacher).

“The timeframe for the program was difficult and maybe a bit unrealistic. It was difficult to follow the timeframe when many other factors can influence and interrupt. I also found it difficult to communicate/translate the information gained with my team members because of the intense schedule. I also found it very difficult to reconcile the commitments with my many other responsibilities as the only leading teacher at a small school.(Sports and P.E. coordinator, I.C.T. coordinator, Professional Development Coordinator, Senior School Coordinator, School Councillor, in charge of PRMS, Camps coordinator etc). Much of the features of the Sustainability Wiz were denied to me at home because of the restrictions my dial service provided so it meant more time spent after hours at school” (secondary school teacher).

“Unfortunately with so many other duties within teaching, the online learning tends to be forgotten about sometimes, but I can't see how you can run the program any other way. Rural teachers may miss out if it is run as a face to face program” (primary school teacher).

“My major concerns have been with the technology. Many features of the Sustainability Wiz were underutilized because my lack of understanding in that area. I think more work could have been done early in the course to ensure everyone knew and understood how to use the technology. I believe the time line for the program is restrictive. It should be a whole year project. It is also a shame that some of the features of the program cannot be accessed at the conclusion of the program - e.g. Master Planning Tool - not much use unless you can make additions or change after Feb 2007. There is no way of saving some of the material in the program. In this regard it is very unrealistic. I think there should be some kind of ongoing registration - for a charge of course - for schools and participants to access the resources presented through the course. I think there should be more face to face sessions - I am not that comfortable with the chat format - it implies that you are in cocoon between 4 and 5 every Thursday. In my setting where I wanted to involve the schools team in the program I felt it very difficult with the way it was set up” (secondary school teacher).

As shown in Table 2, the participants rated their Schoolgrounds for Learning experience very high. 100% (n=4) of the participants identified that the Schoolgrounds for Learning program provided a springboard for other sustainability initiatives. 100% (n=4) of the participants also rated the involvement of the Gould Group as very good.

Table 2: Overall Schoolgrounds for Learning Experience

Item	Very Good	Good	Unsure	Poor	Very Poor
Schoolgrounds for Learning Experience	75%	25%			
Teacher involvement for Benefit of School	25%	75%			
Gould Group Support	100%				
Springboard for other Sustainability Initiatives	100%				

75% (n=3) of participants indicated that they would definitely recommend the program, with 25% (n=1) would probably recommend it. The participants overall impression of the program were as represented in the following comments:

“It was a very well organised program that could be easily followed, given commitment and time, that most precious resource which challenges us all” (primary school teacher).

“The drawing tool was well below my expectations, but the rest was really clear and very informative” (primary school teacher).

“I thought the program was very good. I thought the support provided by Helen was great even when the technology let her down at times. I would have preferred the option of sending a team to participate in the program because in a small school that's the way you have to operate. I had difficulty with some of the technology which was frustrating but overall I'm glad I participated” (secondary school teacher).

Significance Testing (Relationships)

As the sample size was very small, any level of advanced statistical analysis was not possible. However, a bivariate analysis (*Kendall's Tau_b Correlation*) revealed significance relationships between two items. These relationships were:

- ☒ Positive changes to the physical environment and the school's enthusiasm for the program (1.000**); and
- ☒ The quality of professional development and the program's capability to lead to economic, social, environmental and educational benefits for the schools (1.000**).

Table 3: Significant Relationships

			Please rate the quality of the professional development you received?	My school is still enthusiastic about this program
Kendall's tau_b	The program resulted in positive changes to the physical school environment	Correlation Coefficient	-.333	1.000(**)
		Sig. (2-tailed)	.564	.
		N	4	4
	The program will lead to economic, social, environmental and educational benefits for the school	Correlation Coefficient	1.000(**)	-.333
		Sig. (2-tailed)	.	.564
		N	4	4

** Correlation is significant at the 0.01 level (2-tailed).

CONCLUDING COMMENTS AND FUTURE DIRECTIONS

“The Schoolgrounds for Learning program was effective as an agent for change. Someone, like me, supporting these concepts and processes is a lone voice without the ‘authority’ of an outside body. I think people listened to me more because I was ‘following the course’ rather than just trying to implement ‘my own’ ideas. Also the structure of the course is an effective guide and very useful” (primary school teacher).

The 2006 research shows that the Schoolgrounds for Learning project is having great success in working toward meeting its stated objectives.

Although not comprehensive, both the case studies and survey analysis identified key success factors, including

- ✧ Schoolgrounds for Learning program as a mode of environmental education professional (teacher) development and learning;
- ✧ springboard leading to other sustainability initiatives;
- ✧ significant driver for teacher enthusiasm, commitment and change in adopting environmental education / sustainability teaching and learning pedagogies;
- ✧ Gould Group support both in a face-to-face capacity and online environment;
- ✧ contribution to whole-school environmental education through staff development and student involvement;
- ✧ improvement to physical school grounds and sustainable building practices;
- ✧ impetus for outdoor learning or play spaces/scapes; and
- ✧ community engagement and partnerships, particularly through parent input.

The identified barriers or challenges were:

- ✧ ongoing crowded curriculum and other school and teacher priorities and commitments;
- ✧ Australian climate issues, particularly drought;
- ✧ timeframe for the program identified as too short; and
- ✧ technology challenges such as saving resources and teacher confidence in using tools.

The first challenge is an ongoing issue for all schools and is commonly identified as a barrier or challenges. The latter three challenges could be addressed by:

- ✧ providing existing resources to future participants about drought and overcoming climate challenges;
- ✧ the timeframe of the program could either be extended or participants could be granted access for a greater period of time possibly at their expense; and
- ✧ provide further professional development in using the Sustainability Wiz tools, in addition to enhancing the service so that participants and save/download their work.

APPENDIX ONE

*Progress and Post
Questionnaires*

Progress Survey: Schoolgrounds for Learning

1. Project Information Sheet

Chief Investigator
Dr Amy Cutter Mackenzie
Email: Amy.CutterMackenzie@Education.Monash.edu.au

The role of the researchers is to evaluate the Schoolgrounds for Learning project. It is also to measure the effectiveness of the project against its stated objectives. The aim of this questionnaire is to learn about teachers' progress relating to this program. The questionnaire will take ten minutes to complete. Of course, all participants remain anonymous. Data are treated as strictly confidential. All completed surveys and data will be stored on the chief investigator's computer. No data is stored on the website.

While the burdens and risks in this project are limited, the study may cause some concern to participants in terms of the protection of their privacy. In order to limit such discomfort, the questionnaire has been made anonymous. No identifying information is required by (or asked of) the participants in the questionnaire. Alternative surveying arrangements can be made upon request.

Participation in this research is completely voluntary and you are free to withdraw from the study at any time without comment or penalty. By completing and submitting the questionnaire, it is understood that you agree to participate in the progress-survey.

If you have any questions or queries relating to this project please contact Dr Amy Cutter-Mackenzie at Amy.CutterMackenzie@Education.Monash.edu.au.

If you agree to participate please click 'next' to complete the general information section, followed by the questionnaire.

2. General Information

Please complete the following demographic details in the spaces provided.

1. Please Insert School Name or Region (Optional)

2. Gender

Female

Male

3. Teaching Year Levels (please list)

4. Teaching Qualifications (please list)

5. Teaching Experience (in years)

6. Methods/Subjects (please list)

7. Have you undertaken professional development in Environmental Education?

Progress Survey: Schoolgrounds for Learning

- Yes
- No
- If yes, please describe

3. Questionnaire

Please complete the following questionnaire in the spaces provided.

1. How were you first made aware of the program?

- Colleague
- Principal
- Letter of invitation
- Other (please provide details)

2. Please describe your understanding of the program (Schoolgrounds for Learning).

3. Have you undertaken any professional development (face-to-face) with respect to this project?

- Yes
- No

4. Please rate the quality of professional development received (to date)?

- Very Good
- Good
- Unsure
- Poor
- Very Poor

5. Please rate the developments that have occurred at your school since the commencement of the program.

- There has been substantial development
- There has been reasonable development
- There has been some development
- There has been little development
- There have been no developments
- Please describe the developments made to date and/or indicate why no development has been made:

Progress Survey: Schoolgrounds for Learning

6. To what extent have you or do you teach environmental education?

- Always
- Regularly
- Sometimes
- Rarely
- Never
- Please describe the ways in which sustainability is incorporated into your teaching:

7. Rate how you feel about each of the statements. Please select one response for each question.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I am enthusiastic about this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my school will embrace this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think this program will provide effective learning tools for my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schoolgrounds is an important component in the students' learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education (sustainability) is a priority in my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities and resources are very appropriate for this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will approach this project from an integrated/cross-curricular perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel prepared to implement the program effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school is enthusiastic about the program and will provide the necessary support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This program provide students with stimulating challenges that may take them into their wider community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program is achievable and will extend the students' learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online learning environment is very effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program will enrich the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program will contribute to students' health and wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program will lead to economic, social, environmental and educational benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent has the program assisted in implementing the Victorian Essential Learning Standards?

Progress Survey: Schoolgrounds for Learning

- It has been invaluable
- It has been useful
- I can see much potential
- It is of little relevance
- It is of no relevance

9. Please rate the Sustainability Wiz eLearning environment.

- Very Good
- Good
- Unsure
- Poor
- Very Poor

10. At this stage, please rate your experience in the Schoolgrounds for Learning Program.

- Very Good
- Good
- Unsure
- Poor
- Very Poor

11. Please describe how this program could be improved. Please also insert additional comments here.

Thank you for your Participation in this Survey

Post Survey: Schoolgrounds for Learning (2006)

1. Project Information Sheet

Chief Investigator
Dr Amy Cutter Mackenzie
Email: Amy.CutterMackenzie@Education.Monash.edu.au

The role of the researchers is to evaluate the Schoolgrounds for Learning project. It is also to measure the effectiveness of the project against its stated objectives. The aim of this questionnaire is to learn about teachers' progress relating to this program. The questionnaire will take ten minutes to complete. Of course, all participants remain anonymous. Data are treated as strictly confidential. All completed surveys and data will be stored on the chief investigator's computer. No data is stored on the website.

While the burdens and risks in this project are limited, the study may cause some concern to participants in terms of the protection of their privacy. In order to limit such discomfort, the questionnaire has been made anonymous. No identifying information is required by (or asked of) the participants in the questionnaire. Alternative surveying arrangements can be made upon request.

Participation in this research is completely voluntary and you are free to withdraw from the study at any time without comment or penalty. By completing and submitting the questionnaire, it is understood that you agree to participate in the progress-survey.

If you have any questions or queries relating to this project please contact Dr Amy Cutter-Mackenzie at Amy.CutterMackenzie@Education.Monash.edu.au.

Should you have any complaint concerning the manner in which this research (project number 2006/907) is conducted, please do not hesitate to contact the Monash University Standing Committee on Ethics in Research Involving Humans at the following address:

The Secretary
The Standing Committee on Ethics in Research Involving Humans (SCERH)
Building 3d
Research Grants & Ethics Branch
Monash University VIC 3800
Tel: +61 3 9905 2052
Fax: +61 3 9905 1420
Email: scerh@adm.monash.edu.au

If you agree to participate please click 'next' to complete the general information section, followed by the questionnaire.

2. General Information

Please complete the following demographic details in the spaces provided.

1. Please Insert School / Region Name (Optional):

2. School Type:

- Primary
- Secondary
- Other

3. Gender

- Female
- Male

4. Teaching Year Level/s:

5. Teaching Qualifications:

6. Teaching Experience:

7. Areas of Expertise:

8. Have you undertaken professional development in Environmental Education previously?

- Yes
- No
- If yes, please describe

9. Is your school participating in any other environmental education programs? Please tick the programs your school is participating in:

- Sustainable Schools
- Waste Wise Schools
- Sustainables Challenge
- Sustainable Cities
- Other (please specify)

3. Questionnaire

Please complete the following questionnaire in the spaces provided.

1. Was the Schoolgrounds for Learning program worthwhile? What were the benefits? Please explain:

2. Please rate the quality of the professional development you received?

- Very Good
- Good
- Unsure
- Poor
- Very Poor

3. Please rate the developments that have occurred at your school since the commencement of the program.

- There has been substantial development
- There has been reasonable development
- There has been some development
- There has been little development
- There have been no developments
- Please describe the developments made and/or indicate why no development was made:

4. Has the Schoolgrounds for Learning program allowed teachers at your school to further incorporate environmental education in to their teaching?

- Definitely
- Probably
- Unsure
- Probably Not
- Definitely Not
- Please describe the ways in which sustainability is incorporated into your teaching:

5. Rate how you feel about each of the statements.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My school is still enthusiastic about this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Post Survey: Schoolgrounds for Learning (2006)

My School has been very supportive of my involvement in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think this program provided effective learning tools for my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schoolgrounds is now an important component of teaching and learning at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education (sustainability) is now a greater priority for teachers at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities and resources were very appropriate for this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online learning environment was very effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program enriched the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program will lead to economic, social, environmental and educational benefits for the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program resulted in positive changes to the physical school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program positively influenced the school culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Schoolgrounds for Learning program will be continued at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent did the program provide opportunities for students to participate in the program?

- Very Regular Opportunities for Student Participation
 Regular Opportunities for Student Participation
 Unsure
 Few Opportunities for Student Participation
 No Opportunities for Student Participation
 Other (please specify)

7. To what extent did the program assist in implementing the Victorian Essential Learning Standards?

- It has been invaluable
 It has been useful
 I can see much potential
 It is of little relevance
 It is of no relevance

8. Please rate the Sustainability Wiz eLearning environment.

- Very Good
 Good
 Unsure
 Poor
 Very Poor

Post Survey: Schoolgrounds for Learning (2006)

9. Please rate your experience in the Schoolgrounds for Learning Program.

- Very Good
- Good
- Unsure
- Poor
- Very Poor

10. How beneficial has your involvement in this program been for your school?

- Very Beneficial
- Beneficial
- Unsure
- Little Benefit
- No Benefit

11. Please rate the support of the Gould Group:

- Very Good
- Good
- Unsure
- Poor
- Very Poor

12. Do you feel that the Schoolgrounds for Learning program will provide a springboard for other sustainability initiatives?

- Definitely
- Probably
- Unsure
- Probably Not
- Definitely Not
- Other (please specify)

13. Did you experience any barriers and/or challenges? Please describe:

14. Would you recommend this program to another school?

- Definitely
- Probably
- Unsure
- Probably Not
- Definitely Not

15. What was your overall impression of the program?

Thank you for your Participation in this Survey
Please press/click 'done' to complete the survey

APPENDIX TWO

Progress and Post Results (Ratings)

Pre/Progress Survey

Rate how you feel about each of the statements. Please select one response for each question.						
	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Response Count
I am enthusiastic about this program	60.0% (3)	40.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	5
I believe my school will embrace this program	20.0% (1)	40.0% (2)	40.0% (2)	0.0% (0)	0.0% (0)	5
I think this program will provide effective learning tools for my students	50.0% (2)	50.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	4
Schoolgrounds is an important component in the students' learning	100.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	4
Environmental Education (sustainability) is a priority in my teaching	66.7% (2)	33.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	3
The activities and resources are very appropriate for this program	20.0% (1)	80.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	5
I will approach this project from an integrated/cross-curricular perspective	60.0% (3)	40.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	5
I feel prepared to implement the program effectively	40.0% (2)	60.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	5
The school is enthusiastic about the program and will provide the necessary support	20.0% (1)	40.0% (2)	40.0% (2)	0.0% (0)	0.0% (0)	5
This program provide students with stimulating challenges that may take them into their wider community	60.0% (3)	20.0% (1)	20.0% (1)	0.0% (0)	0.0% (0)	5
The program is achievable and will extend the students' learning	60.0% (3)	20.0% (1)	20.0% (1)	0.0% (0)	0.0% (0)	5
The online learning environment is very effective	0.0% (0)	0.0% (0)	100.0% (5)	0.0% (0)	0.0% (0)	5
The program will enriche the curriculum	60.0% (3)	40.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	5
The program will contribute to students' health and wellbeing	80.0% (4)	20.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	5
The program will lead to economic, social, environmental and educational benefits	60.0% (3)	20.0% (1)	20.0% (1)	0.0% (0)	0.0% (0)	5

Post Survey

Rate how you feel about each of the statements.						
	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Response Count
My school is still enthusiastic about this program	25.0% (1)	75.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	4
My School has been very supportive of my involvement in the program	25.0% (1)	50.0% (2)	25.0% (1)	0.0% (0)	0.0% (0)	4
I think this program provided effective learning tools for my students	0.0% (0)	100.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	3
Schoolgrounds is now an important component of teaching and learning at my school	25.0% (1)	25.0% (1)	50.0% (2)	0.0% (0)	0.0% (0)	4
Environmental Education (sustainability) is now a greater priority for teachers at my school	50.0% (2)	50.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	4
Activities and resources were very appropriate for this program	50.0% (2)	50.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	4
The online learning environment was very effective	0.0% (0)	75.0% (3)	25.0% (1)	0.0% (0)	0.0% (0)	4
The program enriched the curriculum	0.0% (0)	100.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	3
The program will lead to economic, social, environmental and educational benefits for the school	25.0% (1)	75.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	4
The program resulted in positive changes to the physical school environment	25.0% (1)	75.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	4
The program positively influenced the school culture	50.0% (2)	50.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	4
The Schoolgrounds for Learning program will be continued at my school	25.0% (1)	75.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	4

