

Taylor, Grant (2001)

Report for board of trustees project

# **Report for School Board of Trustees Project**

*Kellogg Rural Leadership Course  
Lincoln University*

2001

*By Grant Taylor*

# Executive Summary

School Boards of Trustees are working well, but there is room for fine tuning as there are some factors limiting them from being more effective.

- Time commitment by Trustees to their BOT is large, especially when they still have busy lives with their families and their careers or business.
- Government expectations in time and responsibilities of Trustees is large and underpaid.
- Government is expecting a lot from communities in skills and dollars, if a school is to work in a progressive way.
- Funds from Government are restricting in terms of:
  - Education
  - Capital development (If over budget the community has to pay)
  - Repairs and maintenance (If over budget the community has to pay)
- BOT knowledge is lacking even after three years or more.
- Training should be available before joining BOT.
- Training delivery methods need a different approach for existing BOT members.
- Changes by MOE and Government to education policies are necessary, but are increasing BOT workload.
- Decile school rating system is creating unfairness between schools.
- Bureaucracy that BOT's handle is restricting the amount of time they have available to address academic excellence, and allow them more time for creativity.

***If we can reduce the above limitations, we might help contribute positively to a knowledge wave that New Zealand can ride on.***

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# Introduction

At the time of writing this introduction, the New Zealand Government and media are talking about the knowledge wave economy - if we were able to reduce any limitations that school Boards of Trustees (BOT's) experience and encourage them to use their creativity, positively affecting every child in our education system, and the whole of society as they enter the workforce, there would be a far greater impact on the whole of society.

Within the time I spent on the BOT (5 years), I or other BOT people I met, had experienced some frustrating times. This survey endeavours to find out if these issues are fact or myth and what may be hindering BOT's to perform at their best.

The BOT structure was developed from the "Report Of The Taskforce To Review Education Administration" in 1988, headed by Brian Picot. The general result was:

"That a Board of Trustees be responsible for the broad policy objectives and the efficient and effective running of the school. The board will be expected to be responsive to community educational needs and to set programmes and courses to meet them, within national objectives."

The BOT system works well, and is in line with the recommendations of the above report, but like any good business or organization to accept the status quo, is not in keeping with progress. It should be open minded to refinement for improvement and efficiencies.

BOT members are democratically elected by the school community every 3 years or are co-opted on by the BOT to fill a particular need or balance within the Board e.g. ethnic, financial or special project etc.

BOT's via a survey conducted by myself for this report are the main source for the information for this report, as they are the people who are actually doing it.

## **Aim**

To find out if there are limitations on Board of Trustees working effectively via a questionnaire to elected members of Boards of Trustees.

That the findings will help lead to changes to make BOT's more efficient or effective and consequently flow on to education being improved to New Zealand's children.

## **Method**

Fifty schools were chosen covering the whole of Hamilton city and surrounding country schools. Private schools were omitted. Two of the schools selected returned their questionnaires unanswered as a commissioner was in place.

The Hamilton area was chosen for two reasons:

1. Close proximity to myself, logistics etc
2. Hamilton, in the political elections is classed as an indicator to New Zealand's political swings. Therefore, I presumed it would give a good cross section on educational thoughts, to represent New Zealand.

The schools were asked for their present and past elected BOT members to participate, giving a potential group of between 250 and 350 respondents.

The questionnaire was developed from ideas and questions I had from my own experiences and at times what had been quoted on in the media. The questions were fine tuned with advice from personnel (Roslina and Sonja) from STA.

The responses were collated into core data, then graphed in percentages so that the groups could be compared.

# Results

## Questions 1 to 5

### Introduction to the Background of the Respondents

There were 78 respondents to the Questionnaire (representing a 22% to 31% response rate), which were broken into three groups to give an indication of trends of experience and thoughts etc.

- There were 44 people with experience between 0 and 3 years. (It is appropriate to acknowledge that a lot of these people were very new to the board system, having been recently elected to the BOT).
- In the 3 –6 year experience group there were 20 respondents.
- There were 14 respondents in the 6 years plus experience category.

As these survey results were obtained in June and July 2001, a large number of the 0-3 year respondents would possibly be new BOT members after recent elections.

The respondents were split into urban and rural schools as follows:

Demographics	0-3 years Exp.	3-6 Yrs Exp.	6 Yrs Plus Exp.
Urban	28	16	11
Rural	16	4	3

The respondents were also asked what type of school they represented. Results are as follows:

School Type	0-3 years Exp.	3-6 Yrs Exp.	6 Yrs Plus Exp.
Primary	34	11	9
Intermediate	3	5	0
Secondary	6	4	5

The following table gives an indication of the school sizes that were represented by the respondents:

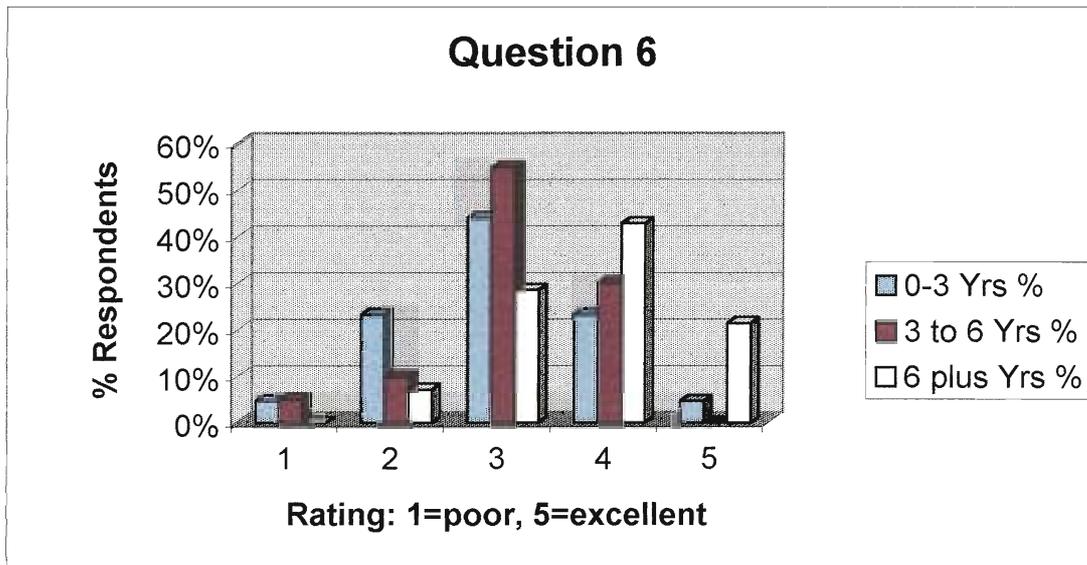
School Size	0-3 years Exp.	3-6 Yrs Exp.	6 Yrs Plus Exp.
Less than 150	12	2	1
150-300	9	5	3
300-450	10	1	3
Greater than 450	13	11	7

Decile ratings were broken up as follows:

Decile Rating	0-3 years Exp.	3-6 Yrs Exp.	6 Yrs Plus Exp.
1	1	1	0
2	0	0	0
3	5	1	1
4	3	3	3
5	3	1	1
6	1	0	1
7	9	6	1
8	9	4	3
9	7	1	3
10	0	0	1

**Question 6**

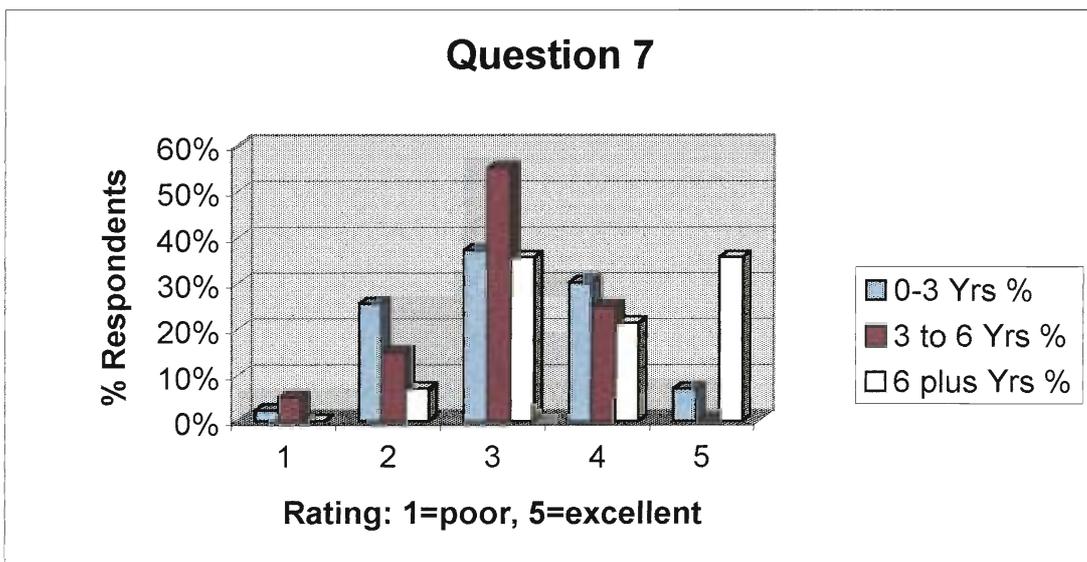
*What is your understanding of the NEGs (National Educational Goals)?*



Observation - The knowledge level is increasing with years.

**Question 7**

*What is your understanding of the NAGS (National Administration Guidelines)?*

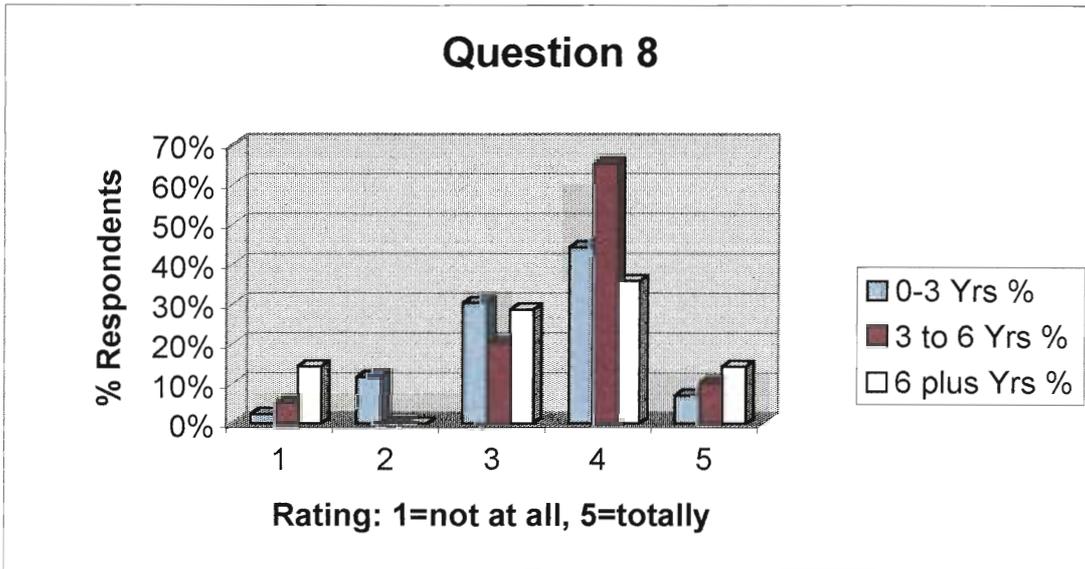


The knowledge level is increasing with years.

However, the above two questions are core to BOT guidelines and the knowledge/understanding should be far greater.

**Question 8**

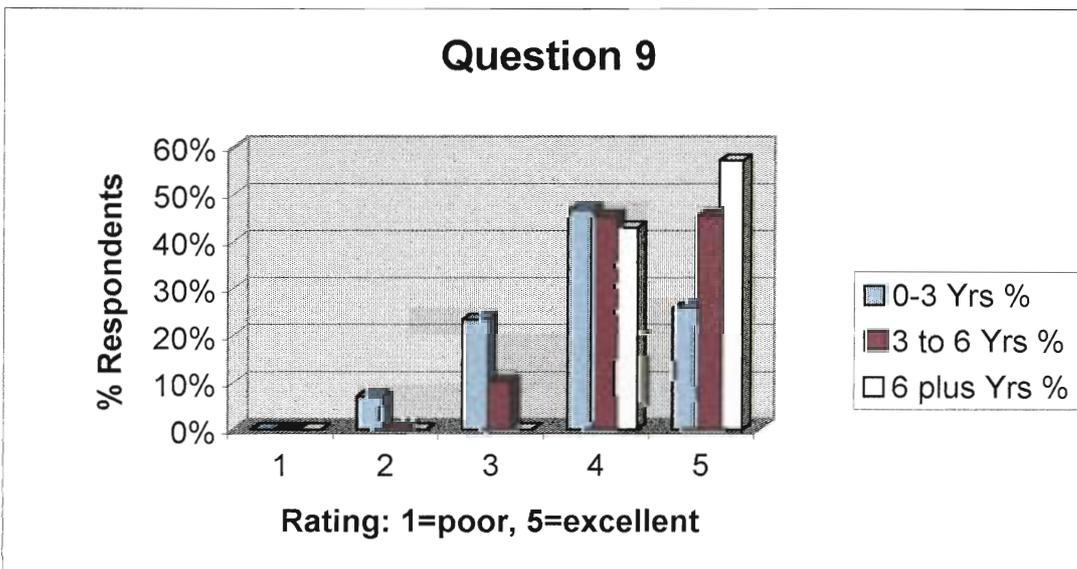
*How responsible do you believe a BOT should be for the academic results of a school?*



All groups show a consistent result leaning towards being responsible. My own thoughts are that the schools BOT are responsible – directly or indirectly, for all students who go through the educational system.

**Question 9**

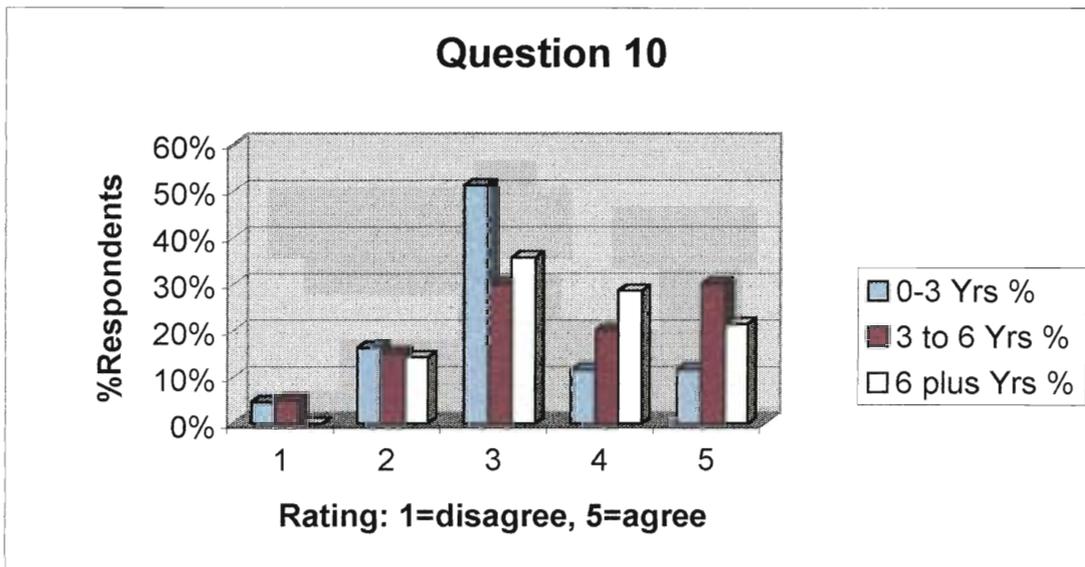
*What is the level of reporting to your BOT of the academic progress in your school?*



Respondents were generally very happy with the reporting level.

**Question 10**

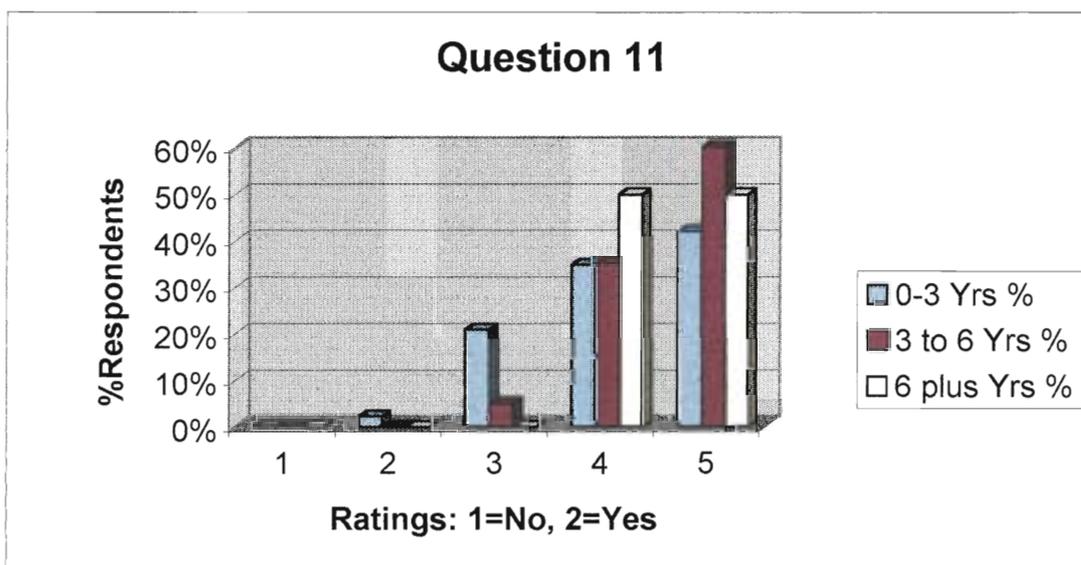
*Do you believe that at policy level BOTs should have a greater say in the direction of NZ education?*



As knowledge increased, there was a greater wish to be involved with direction.  
Brian Picot Report 10.1.7

**Question 11**

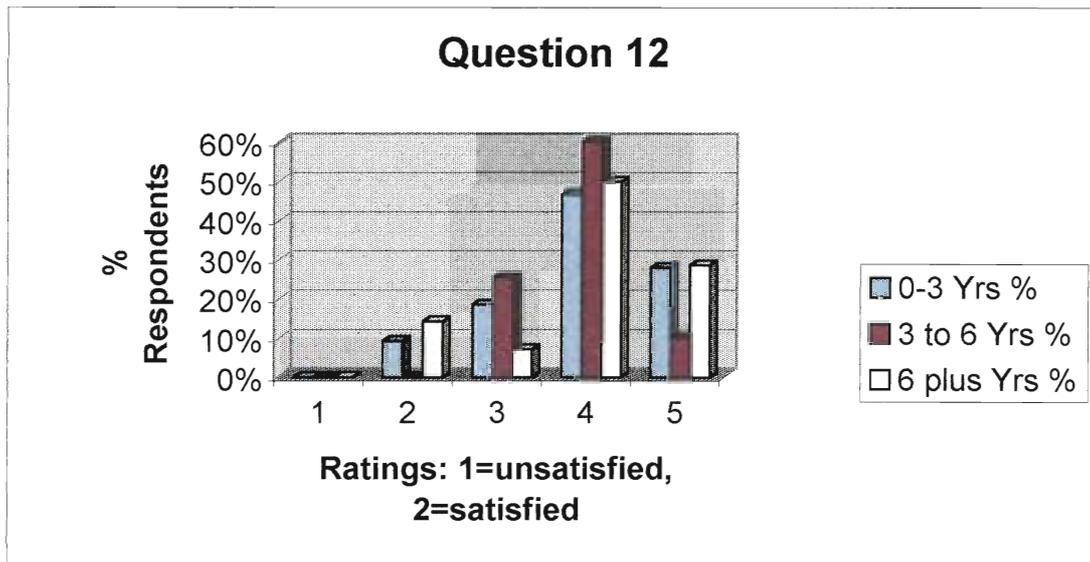
*Does your school have good processes in place for identifying children that are struggling with school work?*



This response is a credit to schools on their endeavours to locate children who are struggling.

**Question 12**

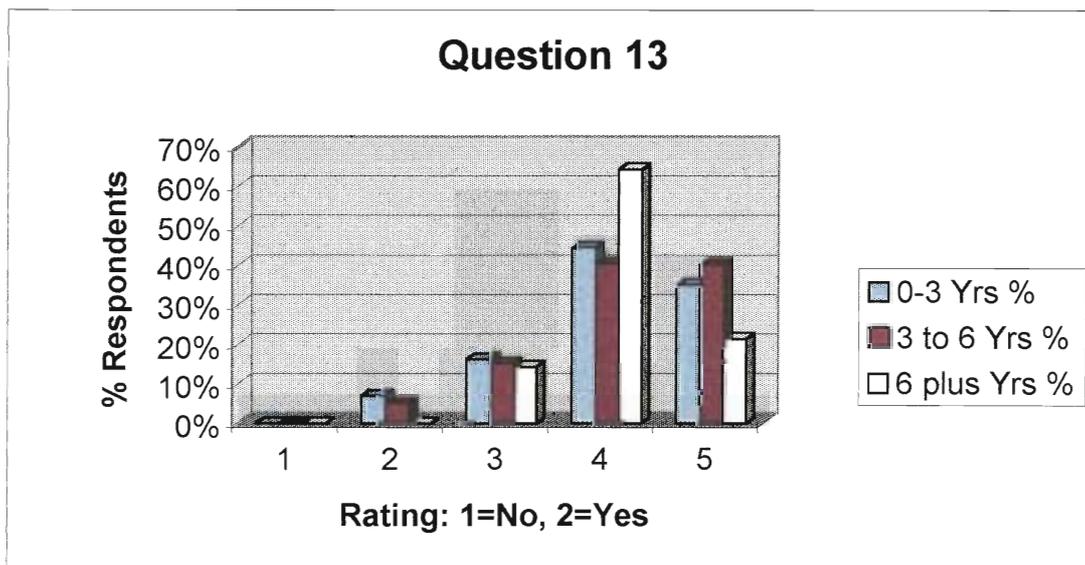
*Is your BOT satisfied that students that need extra help get the help they need from your school?*



This is a consistent result among the three groups.

**Question 13**

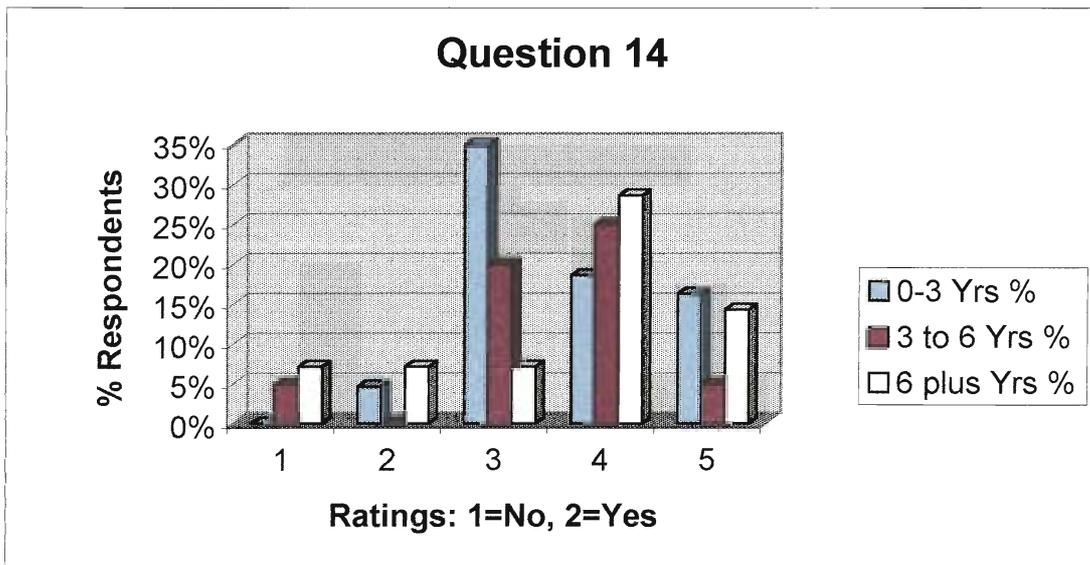
*Are you satisfied that your school ensures that Maori students educational needs are met?*



This response shows that respondents generally feel that maori are well catered for.

### Question 14

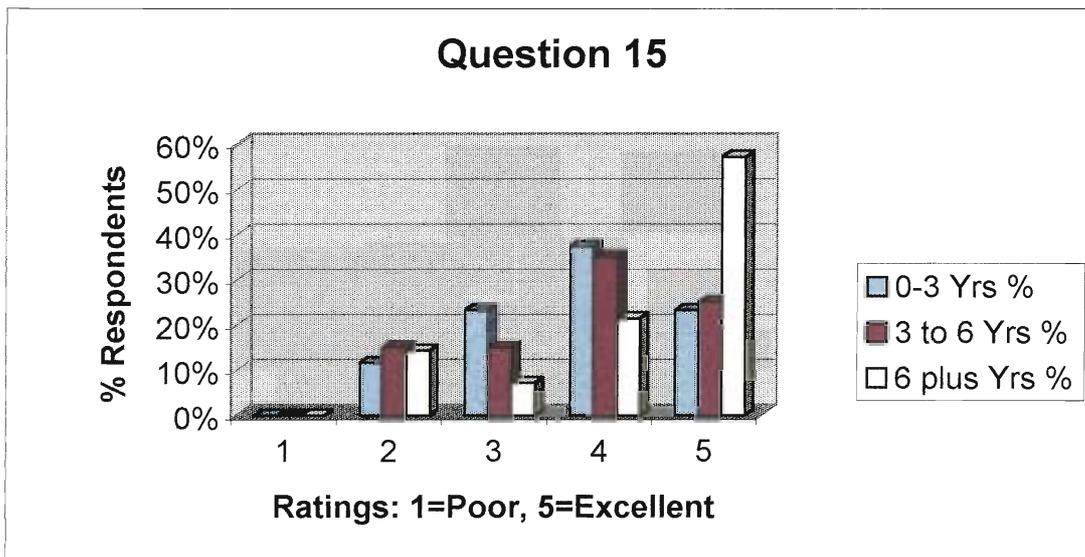
*Has your school been paying greater attention to the curriculum requirements for children in years one to four in the last year?*



Government has been pushing for a greater emphasis in this area. This question endeavours to find out if schools are delivering.

### Question 15

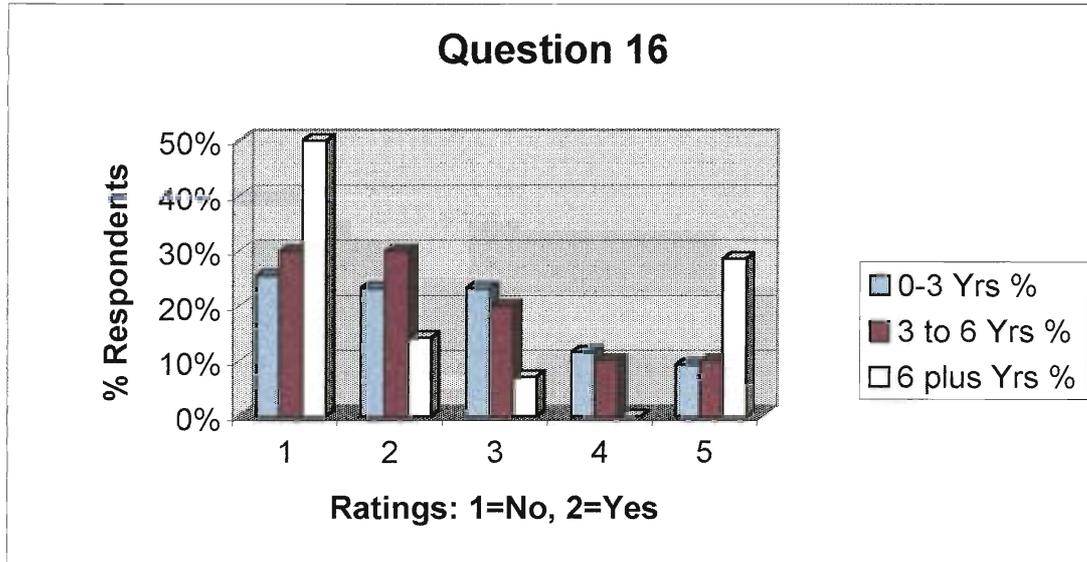
*Are you able to have enough input into school asset management? E.g. New classrooms being required etc.*



Respondents are happy with the management of assets.

### Question 16

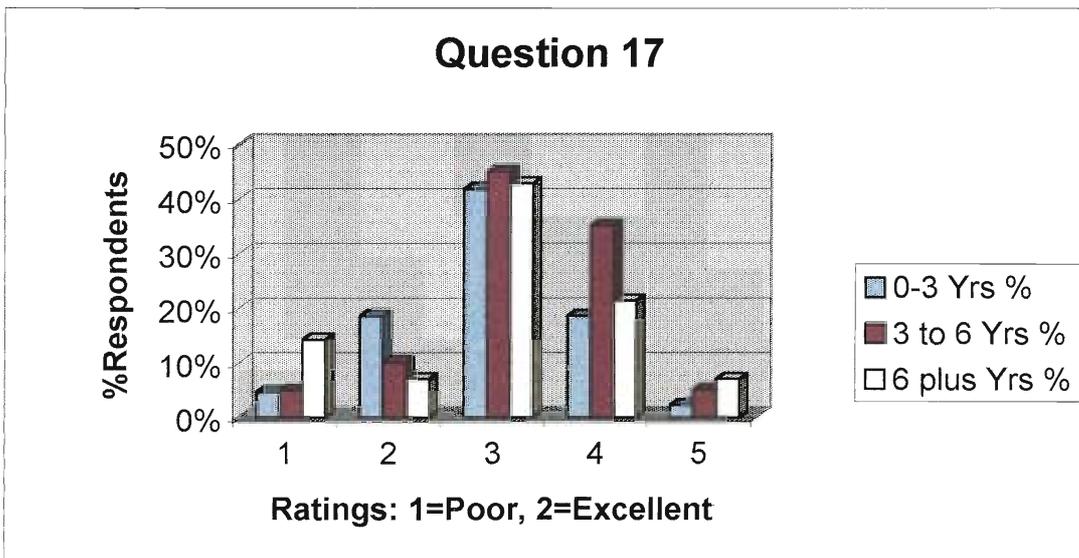
*Is the property portfolio too large?*



A lot of comments received in this area indicated that the larger schools had a greater staff management involvement, thus reducing their workload. Therefore small schools and perhaps less professional experience added up to a bigger workload. A diverse response.

### Question 17

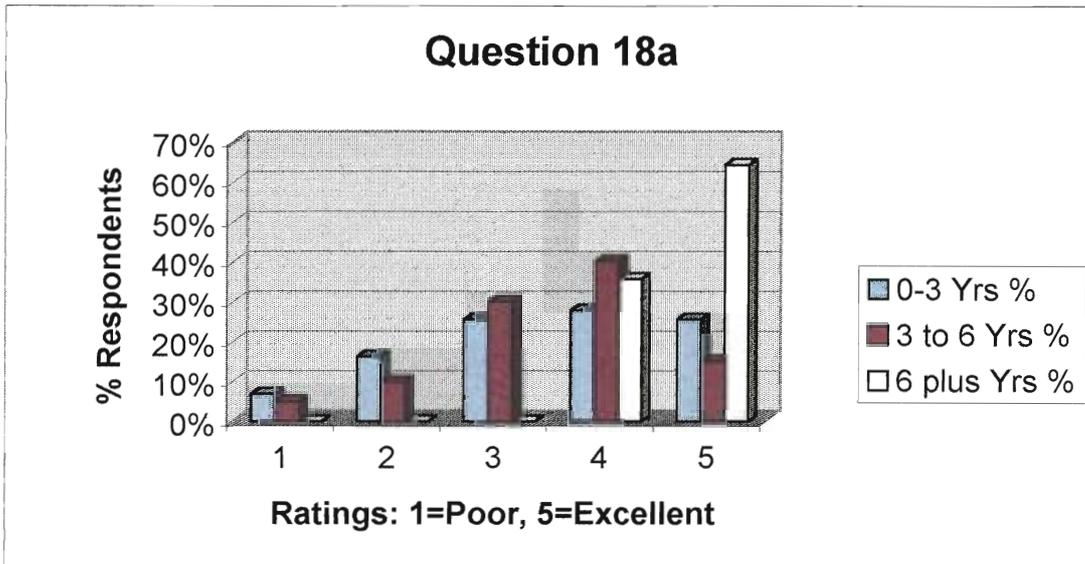
*Are MOE guidelines clear to work with in regard to property?*



By the average result (and some comments) guidelines need to be clearer.

**Question 18a**

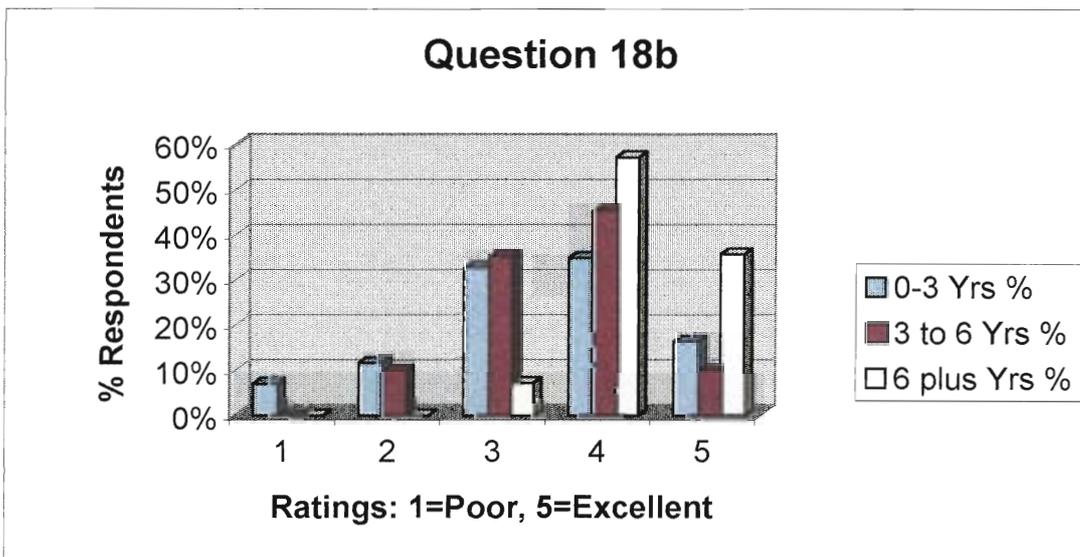
*How do you rate your knowledge of the funding of a school in the following issues?  
Day to day running*



Knowledge generally good.

**Question 18b**

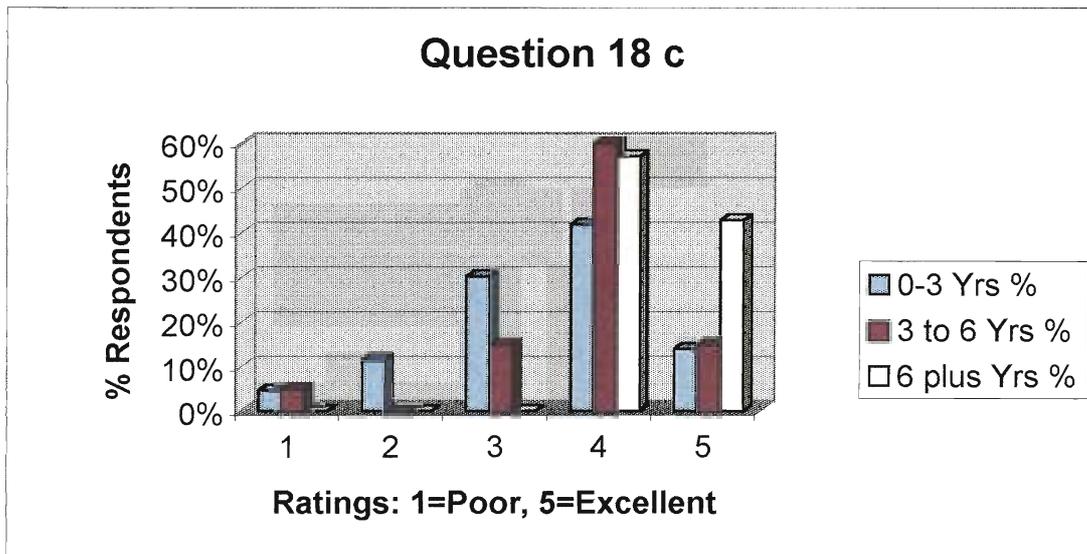
*How do you rate your knowledge of the funding of a school in the following issues?  
Repairs and maintenance*



Knowledge generally good and increasing with years of experience.

**Question 18c**

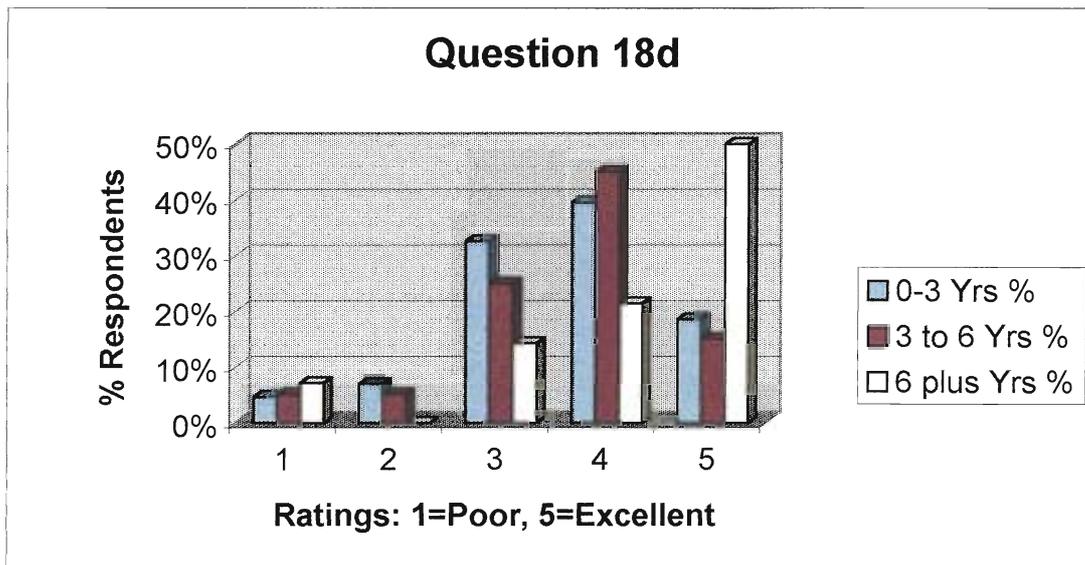
*How do you rate your knowledge of the funding of a school in the following issues?  
Improvements*



Knowledge generally good and increasing with years.

**Question 18d**

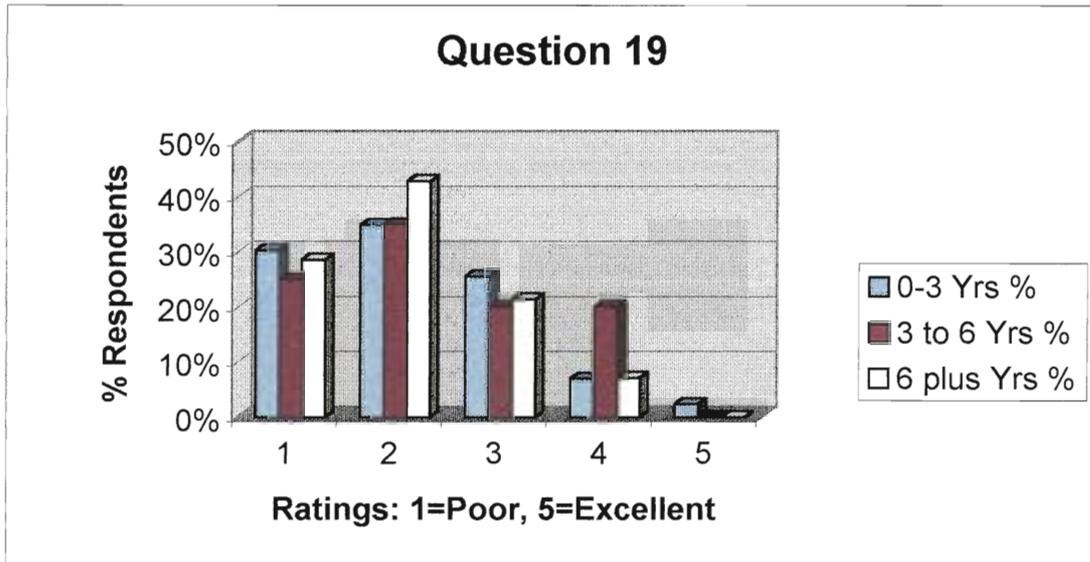
*How do you rate your knowledge of the funding of a school in the following issues?  
Special projects*



Knowledge generally good, but more diverse.

**Question 19**

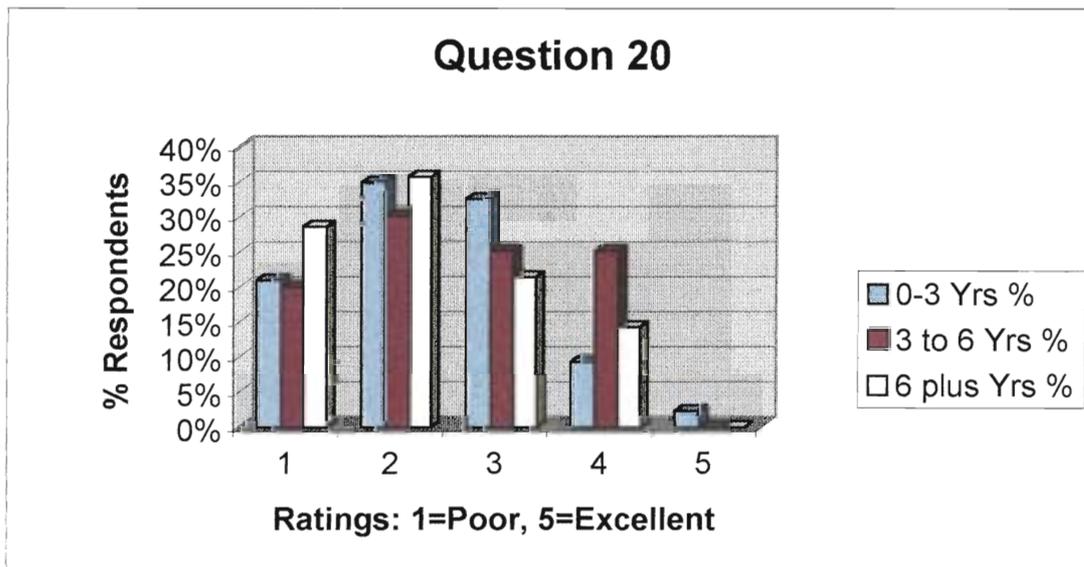
*Is the MOE funding adequate for capital development?*



Results here show a strong swing to lack of funds. This is also where the strongest comments were received. Diversity of decile rating did not seem to affect this strong leaning.

**Question 20**

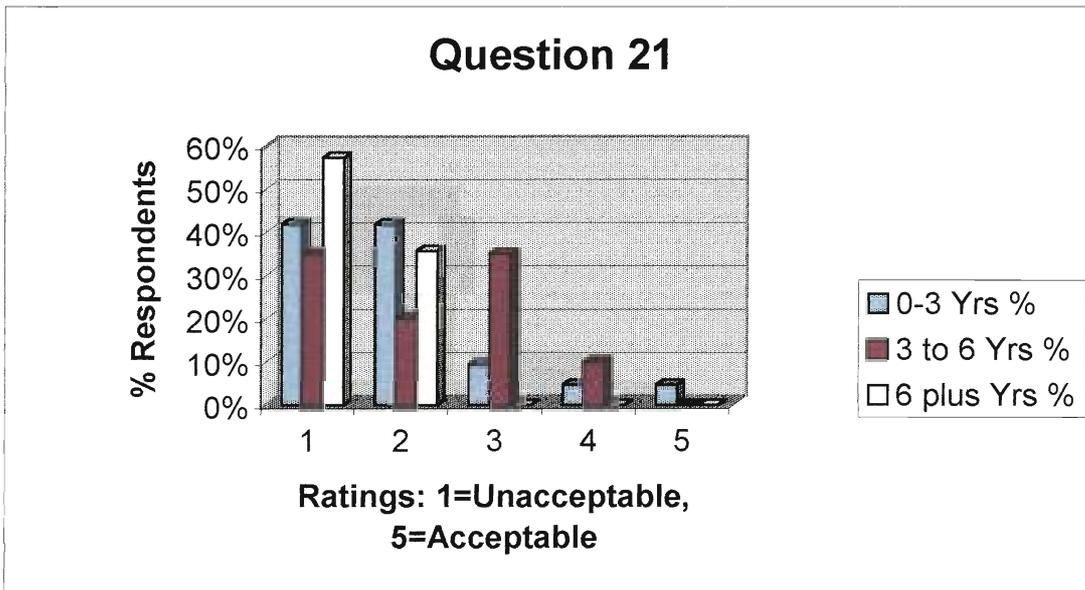
*Is MOE funding adequate for the capital repairs and maintenance of the school?*



This question received a similar response to Question 19 above.

**Question 21**

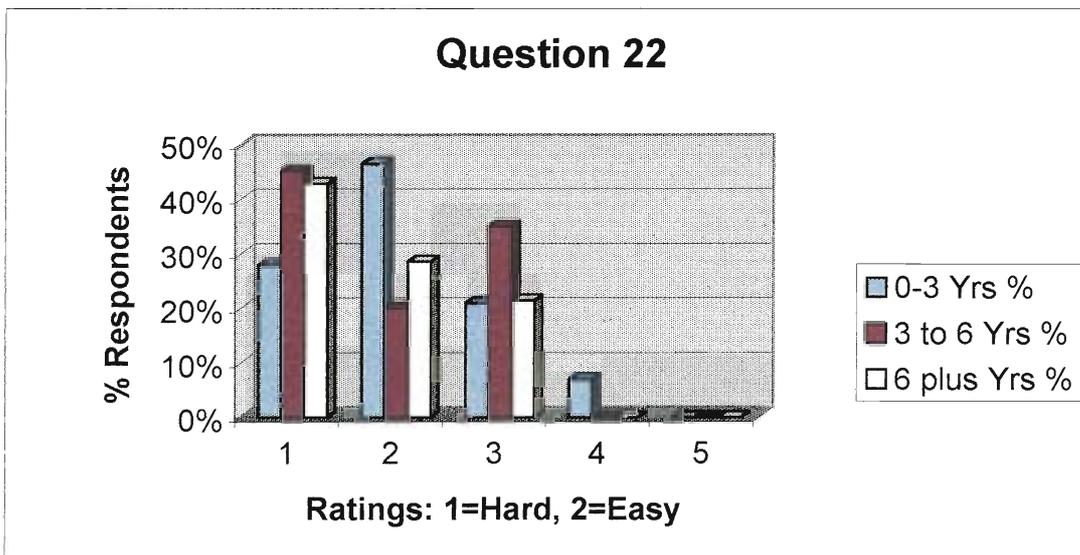
*The school or community are regularly required to fund what the Govt will not pay for. How acceptable do you feel this is?*



Resoundingly unacceptable, especially in the 6 years plus group. Several respondents commented on the fact that the community already pays taxes and shouldn't have to pay twice. They commented that it is hard to raise funds in high decile schools because parents are working, and in low decile schools because parents can't afford it.

**Question 22**

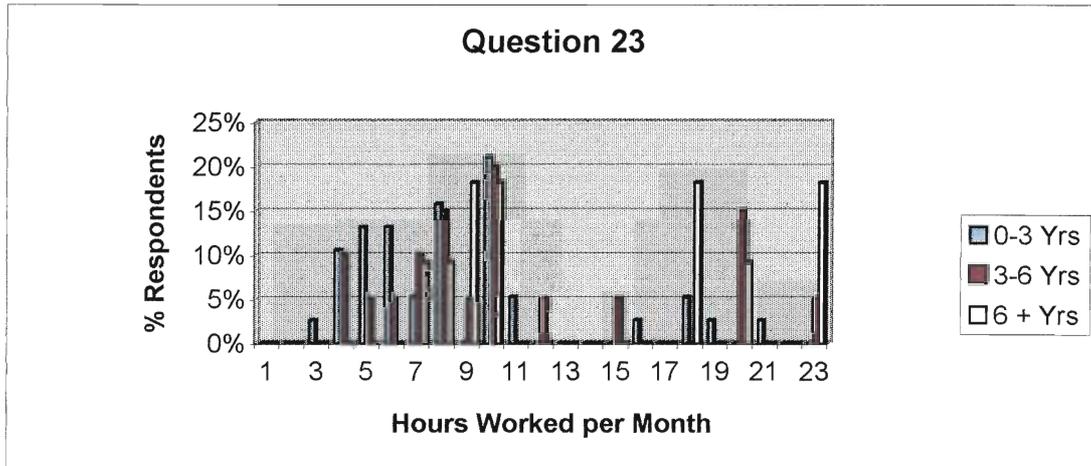
*How difficult do you find the raising of these extra funds by the community?*



See comments for Question 21 above.

### Question 23

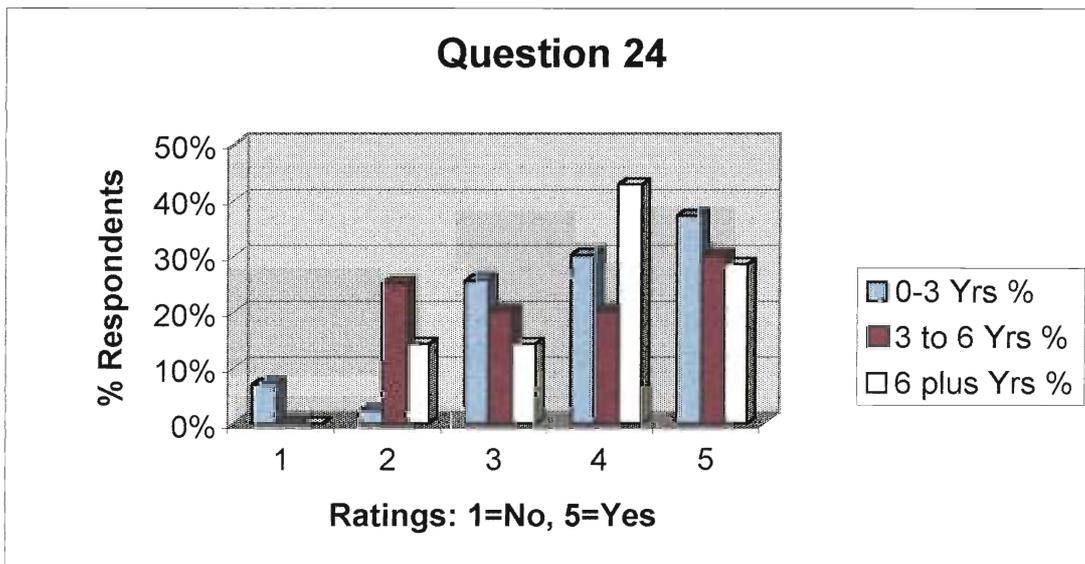
How many hours per month would you contribute to your school on BOT work?



Hours increased as experience increased. I think a lot of people do not appreciate the hours put in before they join a BOT.

### Question 24

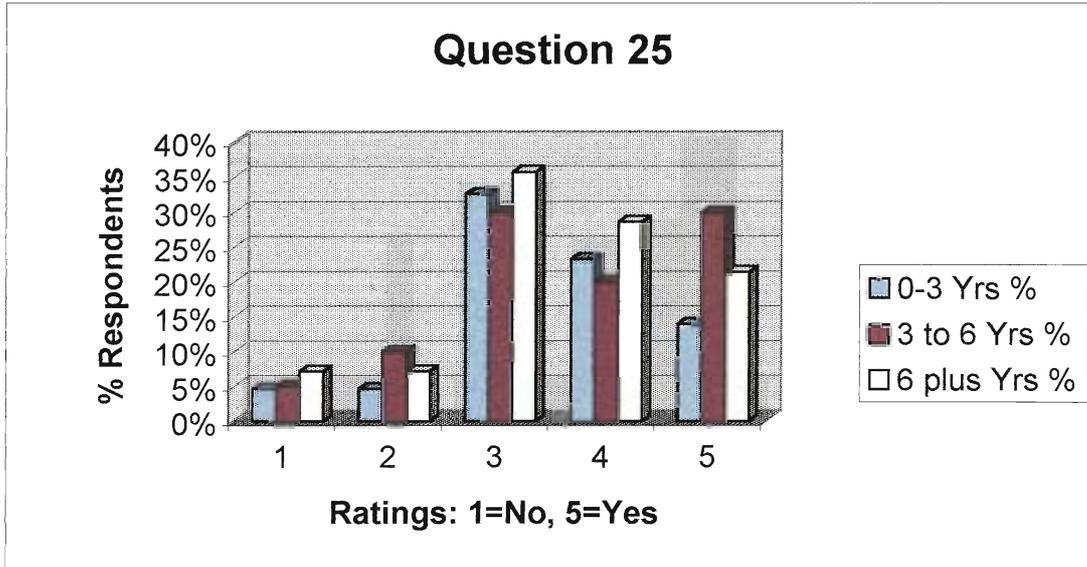
Have you found BOT training easy to access?



Varying response to this very important learning area. Perhaps further investigation/refinement may be required. Interesting how the 2 experienced groups still responded broadly.

**Question 25**

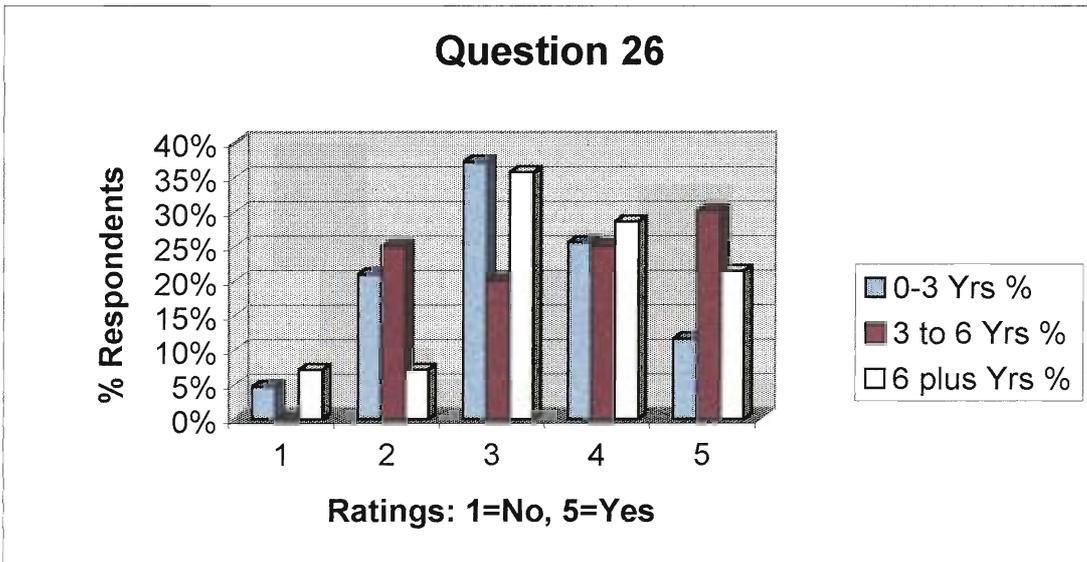
*Has training met your needs?*



Varying response to this very important learning area even after years of experience.

**Question 26**

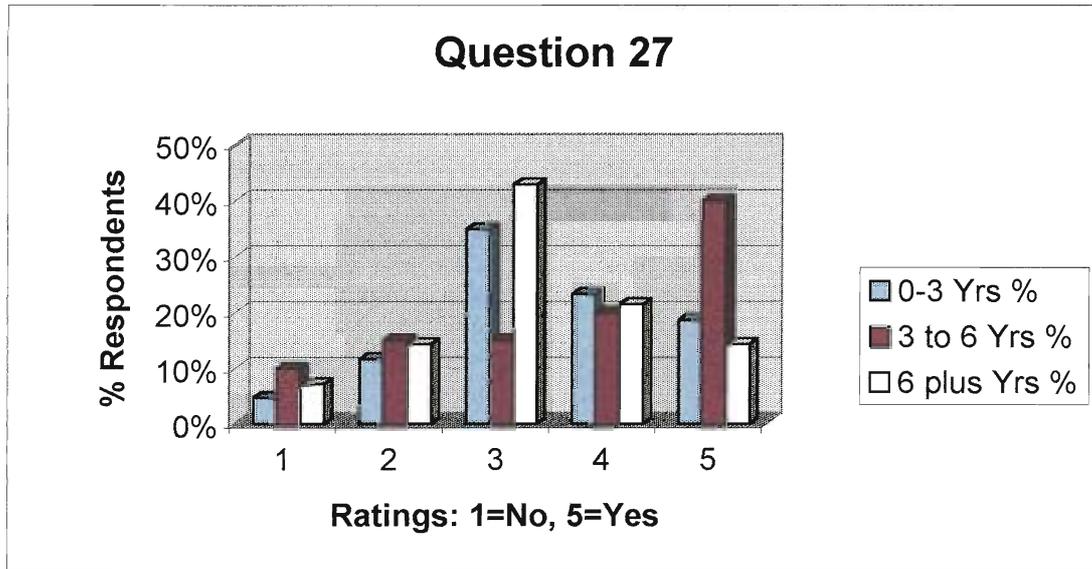
*Do you believe you are informed well enough to handle cultural issues?*



A variation depending on experience. Interesting to compare these results with those of Question 13.

**Question 27**

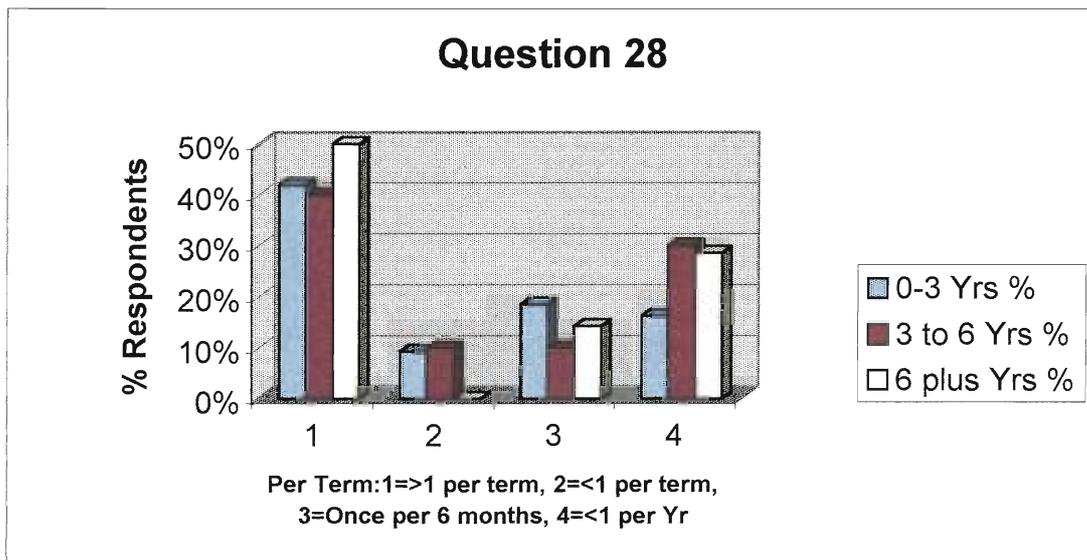
*Does your BOT regularly liaise with the local Maori community?*



Diverse results, although the BOT is held responsible to liaison with local Maori, communication should be both ways.

**Question 28**

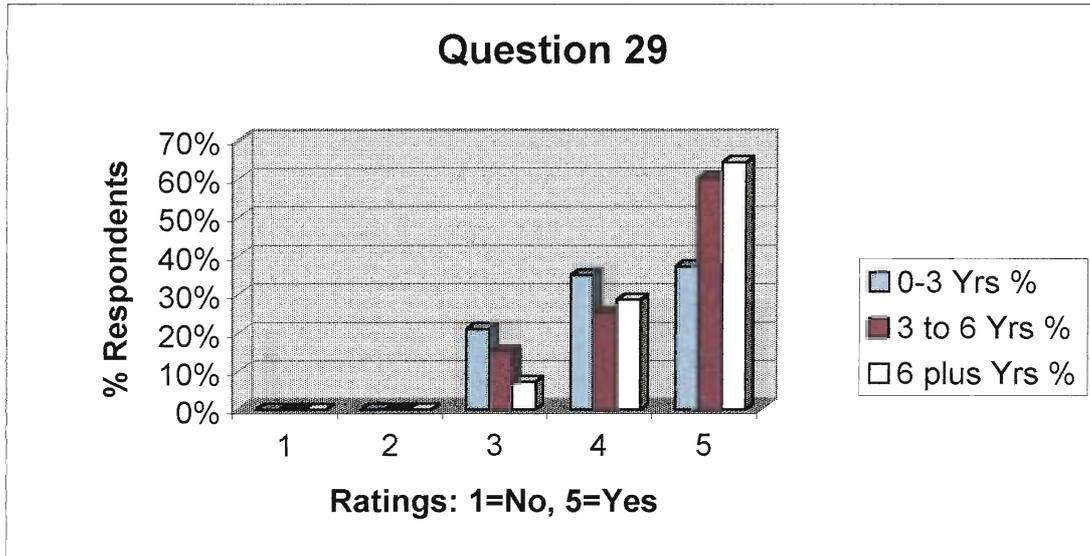
*Does your BOT regularly consult with the wider community?*



50% is very good with some improvement required.

**Question 29**

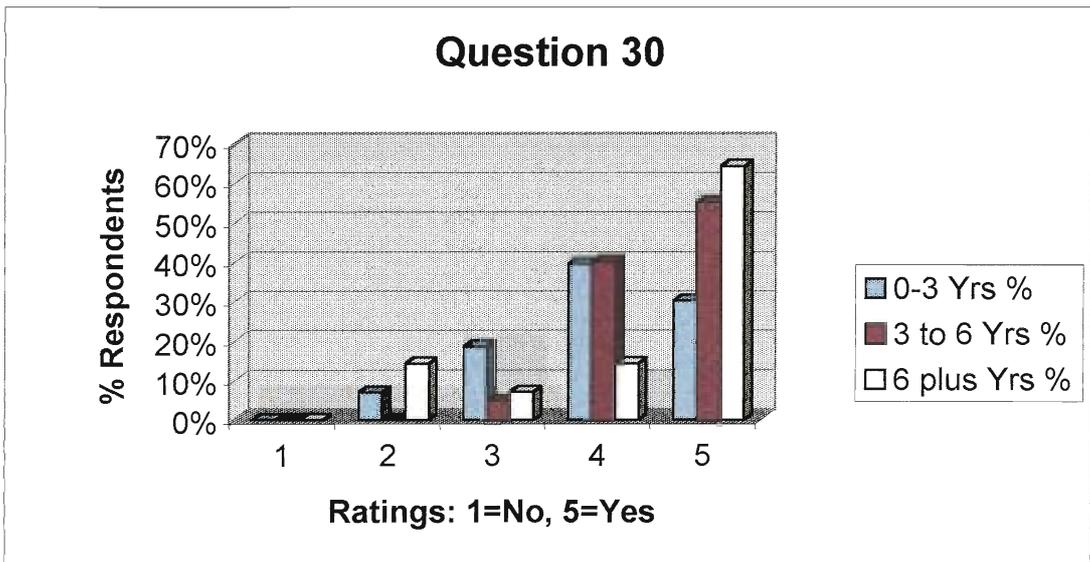
*Do you believe your school has good processes for recruiting quality staff?*



Strong swing to Yes.

**Question 30**

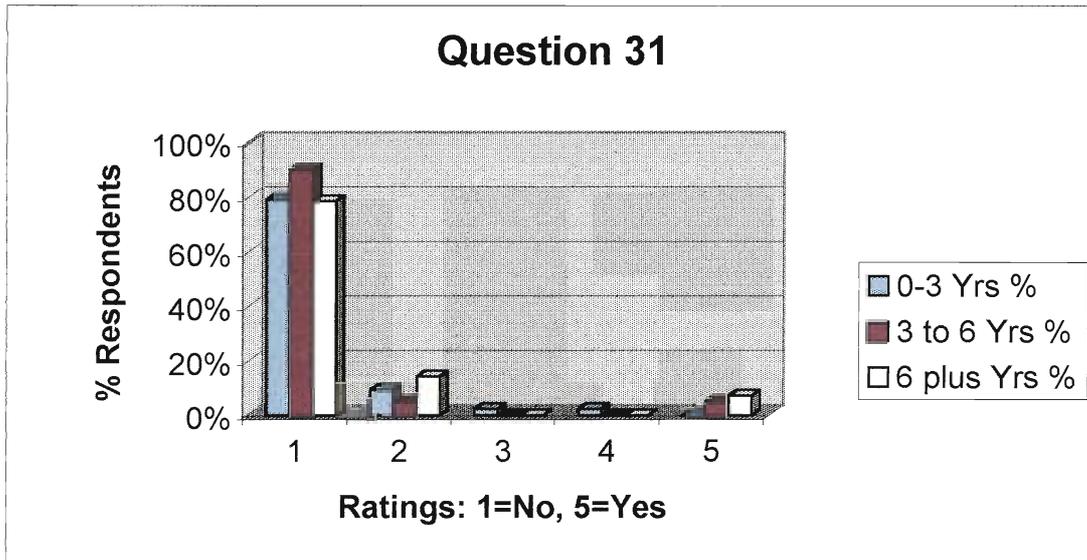
*Do you believe you BOT has good processes for the management of staff?*



Similar to question 29 above.

**Question 31**

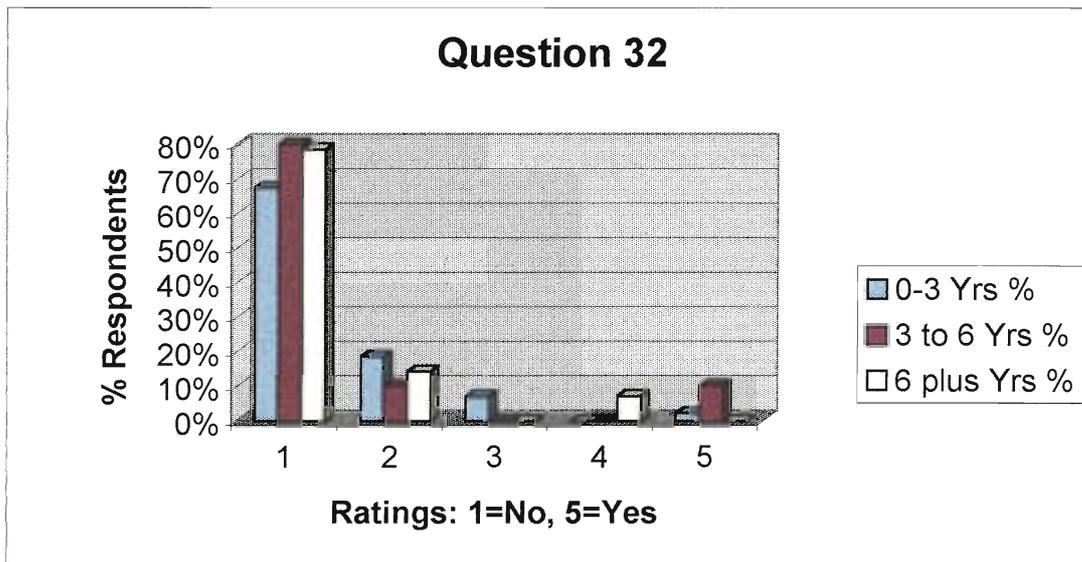
*Has personal conflict between BOT members been an issue (excluding Principal and Staff rep.) that has been hard to resolve?*



This response is a real credit to the principals and BOT members for their hard work and good will on behalf of children.

**Question 32**

*Is there at times conflict between the BOT and the principal that is hard to resolve?*



Comments the same as for Question 31.

### Question 33

*What has been helpful in resolving these issues?*

#### *From 0 to 3 Year Respondents*

- Good communication x4
- Having a balanced ethnicity.
- Good staff and management, and a common goal
- No surprises at meetings
- Clear procedures to follow
- Support from school services
- Close liaison between principal, staff and BOT
- Understanding of roles – precludes division and acrimony
- Advice from School Trustees Association

#### *3 to 6 Year Respondents*

- Good communication x2
- Clear guidelines and policies for addressing complaints or concerns x2
- Knowing the difference between governance and management
- The ability of the principal to take criticism constructively
- Chairperson ability
- Seeking legal advice
- Talking
- Advice from School Trustees Association
- Close working relationship between chairman and principal

*6 years plus*

Regular personal contact	
Commitment to the good of the school beyond personal agendas	X2
Common sense approach by all	
Objective being what is best for the students	
Open and frank discussion	
BOT members with an open minded approach to governance	
BOT members who support teachers and the management	
Knowing the difference between governance and management	
Appreciating the knowledge of the principal and senior staff	

### Question 34

*What other factors limit your effectiveness in a BOT?*

#### *0-3 Year Respondents*

- Lack of time x5
- Lack of funds x3
- Continued changes to policies and regulations by MOE and govt x2
- Training prior to taking up position of Trustee x2
- High decile schools are disadvantaged/much less funding, and yet parents are too busy working to have time to support fundraising x2
- The huge responsibility to run a multimillion dollar business without adequate funding from government
- Portfolios and responsibilities should be available to all parents prior to beginning BOT duties
- MOE could provide better information packs for BOTs
- Having the right people for the right portfolio
- Ability of chairperson
- Having to push for matters maori
- Lack of experience
- Knowing the difference between governance and management
- Restrictions from ministry and guidelines
- Property portfolio is too large when right skills aren't available in the community
- Need for skilled help to BOT (funded by MOE) e.g like a mentor available
- Community division on issues
- Community support is everything
- 1 rogue BOT member can sabotage years of good work
- Govt is expecting too much from communities in skills and dollars and not providing enough support
- More autonomy would be helpful
- Even the best efforts of our fundraising committee see us thousands of dollars short of lower decile schools both in terms of operational funding, and funding for works schemes
- BOT members are severely underpaid when you consider the hours that they contribute
- Lack of knowledge of the educational system – to know how it all works
- A lot of jargon in initial using – e.g. NEG's and NAG's
- Apathy from parents

### 3 to 6 Year Respondents

- Lack of funds x3
- Lack of time
- Other commitments to job and family etc
- Find MOE bureaucracy baffling
- Limited agendas of some board members
- Tiredness
- Lack of experience of Board
- Lack of ability of parents to pay school fees
- Efficiencies in time management
- Time as volunteers is huge
- Accepted norms dominant monoculture
- Management of monthly meetings and subcommittees
- Clear directions when things are changed
- Better resources for ethnic minorities

### 6 years plus

- Lack of finance x3
- Governments high expectations of us as volunteers, high responsibility x2
- Working full time in your own career puts pressure on time and energy to effectively govern the school x2
- Lack of time
- Bring back bulk funding
- Decile ratings are unfair
- Difficulty finding a person to take care of property portfolio
- Only now after 6 years on the board do I feel I know what my job is
- MOE never anticipates (even though they have the facts) and only react after the problem has occurred
- Minister announcing that school fees are voluntary, while reducing funding to higher Decile schools
- Lack of support from MOE at local and national levels
- Having to come up with a baby-sitter
- BOT personal who want to stir or be negative
- BOT personal who are on power trips and want to poke their nose into other people's areas
- Poor communication
- Limited people skills
- People who lose site of why we are here at the school
- MOE changes to legislation, curriculum
- Amount of paper work
- Schools need professional teachers and principals to educate
- Why do government continue to have personal governing a school who are not qualified and experienced enough to do it, e.g. you do not have teachers governing a farmer on a farm. *My personal comment to this response would be – but you do have parents governing teachers who teach their child.*

## Discussion

BOT members are generally the best people to know how a school is being managed. They are having daily contact with their own children and other children and parents of the school. As parents, they have their biggest asset (their child) at the school. Also, a large number of BOT people are in management roles within the private/business community. They are consequently the final judges of what the education system delivers in school leavers to the workforce and society!

The Picot report said “We are convinced that our proposals will encourage commitment, initiative, energy and enthusiasm and that these will inevitably lead to improved performance”. This is still the case today with many fine initiatives done with education delivery, staff management, asset use and building developments.

Many of my own views/concerns prior to this project have been confirmed. E.g.

- Personalities – lacking skills or knowledge of BOT
- Some people misguided, and are there for the wrong reasons
- Time – busy with their own family or career
  - Large commitment to BOT
- Not being paid enough for involvement (subsidising Government and families who do not put the effort in)
- MOE – restraining directions
  - Lack of finances for school
  - How hard it is to raise extra funds

But also a lot of the strengths came through:

- Effective and honest communications
- Knowing the difference between governance and management
- Dedicated people and the time and energy they are prepared to commit for all the children.

It is interesting in the access to training area that the two experienced groups responded with such a broad response, where I would have thought that after three years on the BOT their training needs would have been met. I acknowledge though that as people become more experienced, they are less inclined to go to further training. The more experienced groups are already committing a larger proportion of their time, therefore have less time available, so a different approach of delivery may be required.

From time to time, a school BOT has large conflict between themselves and/or the principal and is quoted in the media, unfortunately, in a sensational way. The replies received in regard to Questions 31 and 32 were overwhelming that there was not a problem, which is a great credit to BOT's and principals for all their hard work and goodwill.

Two comments come to mind:

“People who come on (to a BOT) with their own agendas”, and  
“One rogue BOT member can sabotage years of good work.”

I believe the assistance of STA in these areas has been extremely valuable, and when all else fails a commissioner can be appointed.

Another strong response was to how unacceptable it was that Government requires communities to fund budget shortfalls and extra funds for other educational needs when the community is already paying taxes.

“Government is expecting too much from communities in skills and dollars.”  
“Even the best efforts of our fundraising committee see us \$1000's short.”

It would be interesting to compare the dollar investment versus the result of investing in the so called knowledge wave – for part of the community or investing similar dollars in increasing New Zealand's core education for all schools.

The decile rating issue raised several comment as to how unfair it is, although the decile rating scheme was put in place to bring equality. Comments have been made (in my time on BOT) that all the hard work fund-raising will come no where near the disparity of funds when comparing to a Decile 8 school to a Decile 4 rated school.

The responsibility of the property portfolio seemed to depend on the skill of the person or the size of the school and delegation or spreading the workload to management staff or other BOT members.

One comment summed up several graphs and many comments:

“Government is expecting too much from communities in skills and dollars and not providing enough support.

## Conclusions

As the results of the questionnaire have indicated, the BOT system works well with fine tuning required particularly in the areas that follow:

- Time requirement on Trustees
- Financial constraints on schools
- Ongoing training to increase knowledge needed
- Expectations on the total community
- Decile ratings are creating funding unfairness
- Bureaucracy

Kevin Roberts – CEO worldwide of advertising company Saatchi & Saatchi recently said:

“Nothing is impossible.  
Ordinary people can achieve extraordinary things.  
Inspiration comes from the bottom up.”

This is the case today with BOT’s.

The question results and in particular the comments have raised a wide range of issues that limit BOT.

Perhaps the availability of a mentor to BOT’s to help where there is a lack of knowledge and bring in motivation from other experiences may help to solve some of the problems that this report has found. (This comment, though, is not demeaning to the role that principals admirably do already).

If we can reduce the limitations and further release the creativity that BOT’s have within the members, the results will be far greater than any other so called knowledge wave!

## References

- School Trustees Association
  - Roslina Chai
  - Sonja
- New Zealand School Trustee Handbook
- Brian Picot and Team Report 1988
  - “Administering for Excellence – Effective Administration in Education  
Report of the Taskforce to Review Education Administration”

## Acknowledgements

- Matthew Taylor – for his help and computer skills
- Debbie Moore – her guidance and wonderful help and skill

# Appendices

A.1 Questionnaire

A.2 Spreadsheet working data, final data, and graphs

QUESTIONNAIRE FOR BOT PROJECT

TO SCHOOL BOT MEMBERS

My name is Grant Taylor and I am asking for assistance from your present and past BOT members

This questionnaire is part of a project that I am doing , to complete the Kellogg Rural Leadership Course through Lincoln University

I hope that the results of this project will be able to contribute to enhancing the work that BOT members do

The results of the project will be available and all comments will be kept anonymous

*The project is to endeavour to find out what is perceived to be limiting BOTs from being more effective*

I wish to acknowledge the assistance of the NZ School Trustees Association in compiling this questionnaire

If you would like extra copies or more information please contact me

I would appreciate it if this could be returned by 20 July to

G A Taylor

371 Piako RD

RD 1

Hamilton

or ph/fax 078243454 or 025 929700

or GCTAYLOR@xtra.co.nz

Yours sincerely  
Grant Taylor





QUESTIONNAIRE FOR BOT PROJECT

**Other Issues**

23. How many hours per month would you contribute to your school on BOT work?

**Page 3**

24. Have you found BOT training easy to access?

no yes  
1 2 3 4 5

25. Has training met your needs?

no yes  
1 2 3 4 5

26. Do you believe you are informed well enough to handle cultural issues?

no yes  
1 2 3 4 5

27. Does your BOT regularly liase with the local Maori community?

no yes  
1 2 3 4 5

28. Does your BOT regularly consult with the wider community? (Circle one)

-More than once a term -Less than once a term -Once every 6 months -Once a year or less

29. Do you believe your school has good processes for recruiting quality staff?

no yes  
1 2 3 4 5

30. Do you believe your BOT has good processes for the management of staff?

no yes  
1 2 3 4 5

31. Has personal conflict between BOT members been an issue (excluding Principal and Staff Rep.) that has been hard to resolve?

no yes  
1 2 3 4 5

32. Is there at times conflict between the BOT and the principal that is hard to resolve?

no yes  
1 2 3 4 5

33. What has been helpful in resolving these issues?

34. What other factors limits your effectiveness in a BOT?

Please make any other comments that you wish.

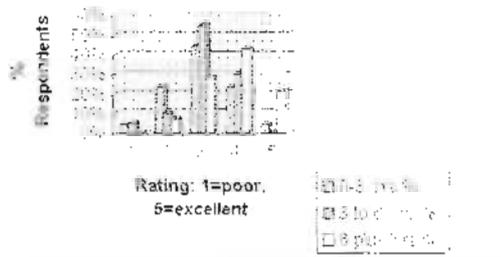
Thank you for your time.

**Page 4**

Question 5

Response	1	2	3	4	5	6
1	0%	0%	0%	0%	0%	0%
2	20%	0%	0%	0%	0%	0%
3	44%	55%	33%	15%	14%	14%
4	33%	30%	45%	15%	14%	14%
5	0%	0%	21%	0%	0%	0%
6	0%	0%	0%	0%	0%	0%
Mean			3.00	3.12	3.14	

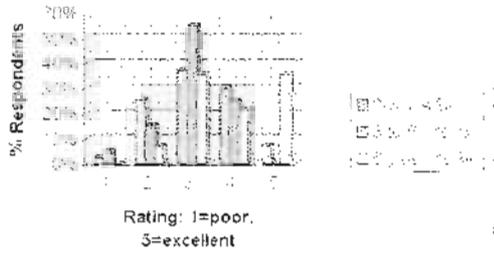
Question 6



Question 7

Response	1	2	3	4	5	6
1	0%	0%	0%	0%	0%	0%
2	15%	0%	0%	0%	0%	0%
3	55%	55%	33%	15%	14%	14%
4	20%	20%	45%	15%	14%	14%
5	0%	0%	21%	0%	0%	0%
6	0%	0%	0%	0%	0%	0%
Mean			3.34	3.03	3.72	

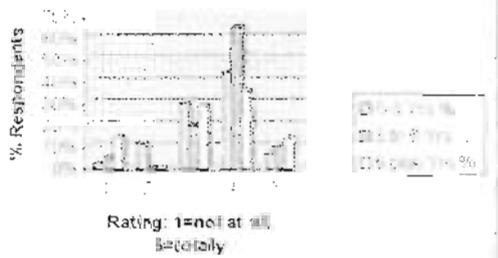
Question 7



Question 8

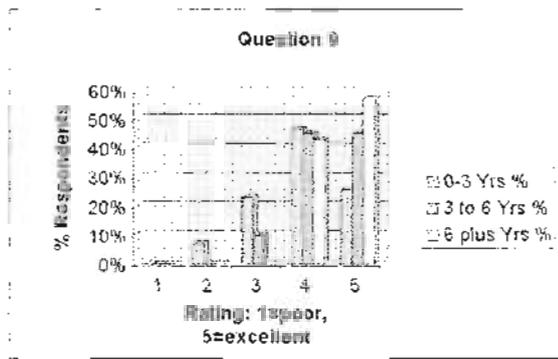
Response	1	2	3	4	5	6
1	0%	0%	0%	0%	0%	0%
2	0%	0%	0%	0%	0%	0%
3	0%	0%	0%	0%	0%	0%
4	0%	0%	0%	0%	0%	0%
5	0%	0%	0%	0%	0%	0%
6	0%	0%	0%	0%	0%	0%
Mean			3.24	3.15	3.75	

Question 8



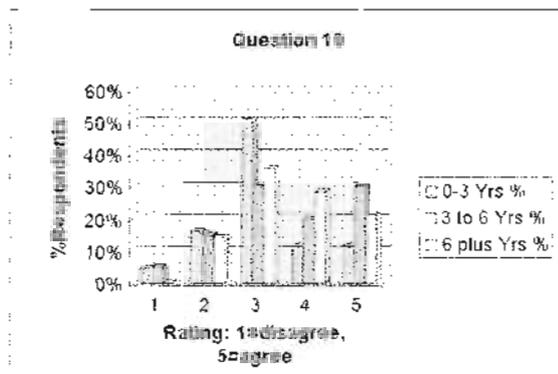
Question 9

Response	Count	% of Total	Count	% of Total	Count	% of Total
1	1	2%	0	0%	0	0%
2	0	0%	0	0%	0	0%
3	23	45%	10	19%	10	19%
4	27	51%	17	32%	17	32%
5	11	21%	4	8%	4	8%
<b>Total</b>	<b>62</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>31</b>	<b>100%</b>



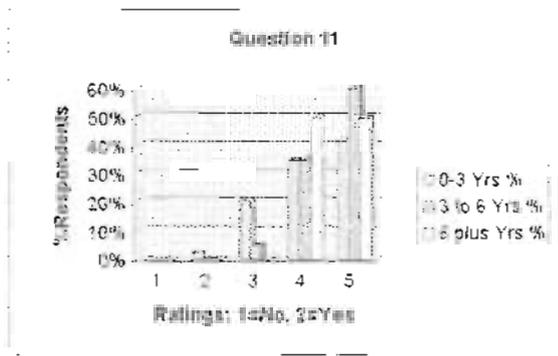
Question 10

Response	Count	% of Total	Count	% of Total	Count	% of Total
1	0	0%	0	0%	0	0%
2	15	28%	10	32%	9	29%
3	21	39%	10	32%	10	32%
4	17	31%	7	23%	11	35%
5	10	18%	4	13%	10	32%
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>31</b>	<b>100%</b>



Question 11

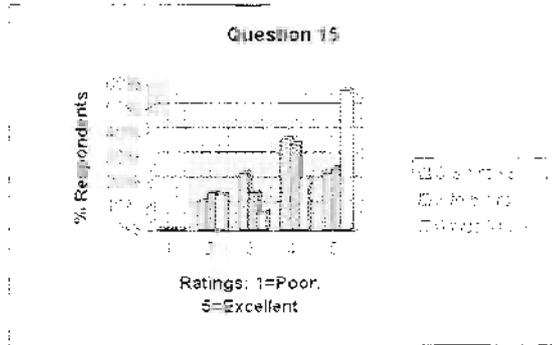
Response	Count	% of Total	Count	% of Total	Count	% of Total
1	0	0%	0	0%	0	0%
2	1	2%	0	0%	0	0%
3	10	16%	0	0%	0	0%
4	17	27%	10	32%	10	32%
5	35	55%	21	68%	21	68%
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>31</b>	<b>100%</b>





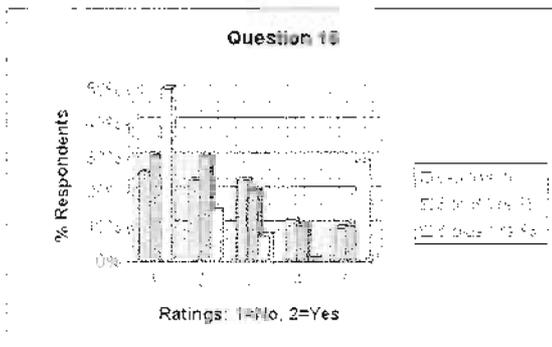
Question 15

Response	1st Choice	2nd Choice	3rd Choice	1st Choice	2nd Choice	3rd Choice
1	10%	14%	16%	5	7	7
2	23%	19%	24%	11	9	12
3	23%	26%	44%	10	13	22
4	23%	20%	16%	11	9	8
5	17%	21%	20%	8	11	11
Median				1.00	1.00	1.00



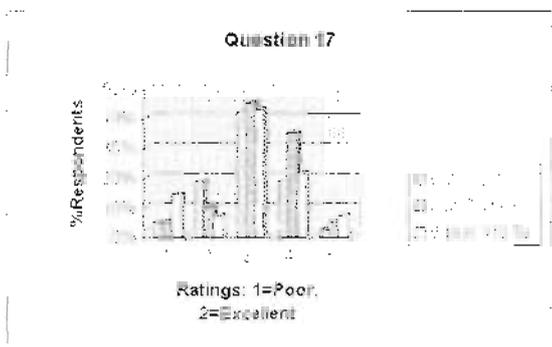
Question 16

Response	1st Choice	2nd Choice	3rd Choice	1st Choice	2nd Choice	3rd Choice
1	20%	14%	10%	11	8	6
2	23%	27%	14%	12	15	8
3	23%	23%	29%	12	13	15
4	17%	17%	15%	9	9	8
5	17%	19%	24%	9	10	13
Median				1.50	1.50	1.50



Question 17

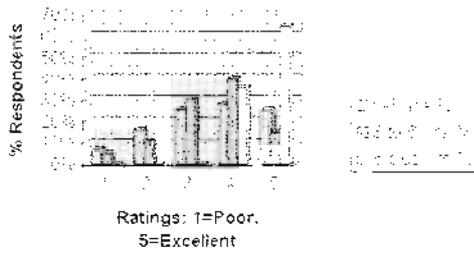
Response	1st Choice	2nd Choice	3rd Choice	1st Choice	2nd Choice	3rd Choice
1	23%	14%	14%	12	7	7
2	17%	27%	17%	9	14	9
3	23%	19%	20%	12	10	11
4	17%	20%	15%	9	11	8
5	20%	20%	30%	11	11	16
Median				2.00	2.00	2.00



Question 17

Response	Frequency	Percentage	Total Responses	Total Answers	Total Score
1	1	5%	20	1	1
2	1	5%	20	1	2
3	10	50%	20	10	30
4	7	35%	20	7	28
5	1	5%	20	1	5
<b>Average</b>				<b>20</b>	<b>67</b>

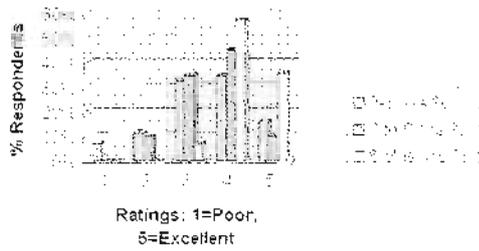
Question 18a



Question 18

Response	Frequency	Percentage	Total Responses	Total Answers	Total Score
1	1	5%	20	1	1
2	1	5%	20	1	2
3	10	50%	20	10	30
4	7	35%	20	7	28
5	1	5%	20	1	5
<b>Average</b>				<b>20</b>	<b>67</b>

Question 18b



Question 18c

Response	Frequency	Percentage	Total Responses	Total Answers	Total Score
1	1	5%	20	1	1
2	1	5%	20	1	2
3	10	50%	20	10	30
4	7	35%	20	7	28
5	1	5%	20	1	5
<b>Average</b>				<b>20</b>	<b>67</b>

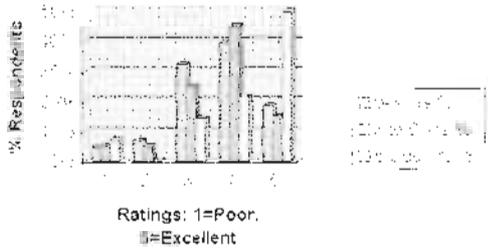
Question 18 c



Question 18a

Response	0-3 Yrs %	3 to 6 Yrs %	6 plus Yrs %	Total	Count	Order
1	5%	5%	1%	11%	1	1
2	22%	15%	1%	38%	4	2
3	45%	44%	1%	90%	10	3
4	28%	36%	1%	65%	7	4
5	0%	0%	0%	0%	0	5
			<b>Total</b>	<b>100%</b>	<b>21</b>	

Question 18d



Question 19

Response	0-3 Yrs %	3 to 6 Yrs %	6 plus Yrs %	Total	Count	Order
1	2%	11%	21%	34%	3	1
2	10%	11%	20%	41%	4	2
3	20%	22%	19%	61%	6	3
4	1%	11%	1%	13%	1	4
5	0%	0%	0%	0%	0	5
			<b>Total</b>	<b>100%</b>	<b>14</b>	

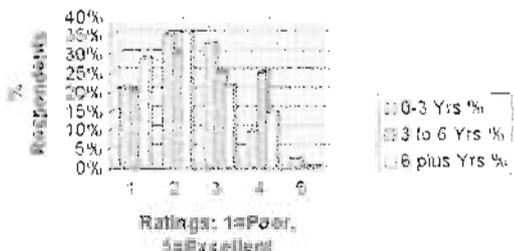
Question 19



Question 20

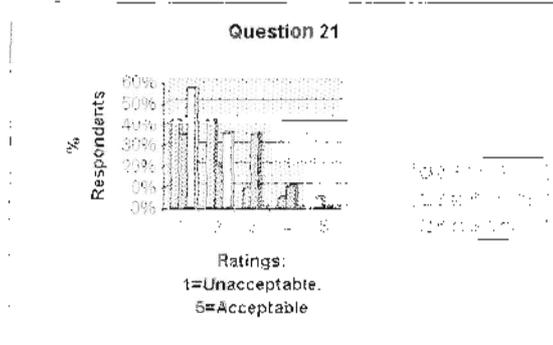
Response	0-3 Yrs %	3 to 6 Yrs %	6 plus Yrs %	Total	Count	Order
1	1%	11%	11%	23%	2	1
2	10%	11%	11%	32%	4	2
3	25%	22%	11%	58%	8	3
4	1%	20%	11%	32%	4	4
5	0%	0%	0%	0%	0	5
			<b>Total</b>	<b>100%</b>	<b>18</b>	

Question 20



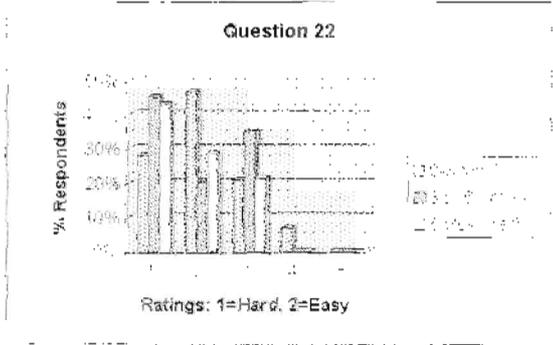
Question 21

Response	1=Unacceptable %	2 to 4 (pts) %	5 plus (pts) %	1 to 4 (pts)	5 plus (pts)	5 plus (pts)
1	47%	45%	8%	11	7	0
2	0%	20%	1%	17	4	0
3	9%	35%	0%	4	7	0
4	5%	10%	0%	1	2	0
5	1%	1%	0%	1	2	0
Median						1



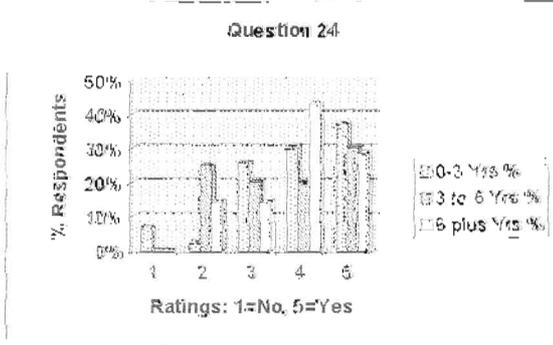
Question 22

Response	1=Hard %	2 to 4 (pts) %	5 plus (pts) %	1 to 4 (pts)	5 plus (pts)	5 plus (pts)
1	47%	47%	6%	11	9	0
2	0%	21%	20%	4	7	0
3	7%	5%	0%	1	2	0
4	1%	2%	0%	1	2	0
5	1%	2%	0%	1	2	0
Median						2



Question 24

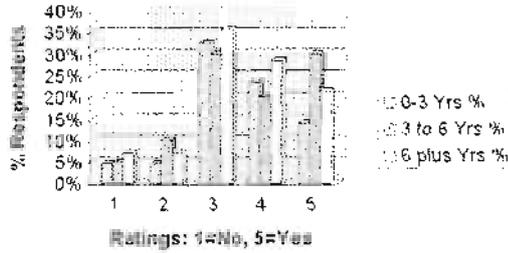
Response	0-3 Yrs %	3 to 6 Yrs %	6 plus Yrs %	0-3 Yrs	3 to 6 Yrs	6 plus Yrs
1	2%	25%	14%	7	4	0
2	25%	20%	14%	11	4	0
3	50%	20%	48%	17	4	0
4	2%	1%	28%	3	2	0
Median						3



Question 25

Response	0=No (%)	1=0-3 Yrs (%)	2=3-6 Yrs (%)	3=6-9 Yrs (%)	4=10-15 Yrs (%)	5=16+ Yrs (%)
1	2%	2%	1%	1%	1%	1%
2	5%	7%	7%	11%	11%	9%
3	22%	20%	26%	17%	12%	4%
4	4%	11%	21%	21%	21%	10%
Median				3	3	3

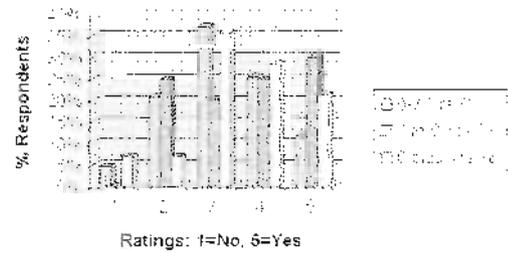
Question 25



Question 26

Response	0=No (%)	1=0-3 Yrs (%)	2=3-6 Yrs (%)	3=6-9 Yrs (%)	4=10-15 Yrs (%)	5=16+ Yrs (%)
1	2%	2%	1%	1%	1%	1%
2	5%	7%	7%	11%	11%	9%
3	27%	20%	26%	17%	12%	4%
4	2%	10%	21%	21%	21%	10%
5	1%	1%	1%	1%	1%	1%
Median				3	3	3

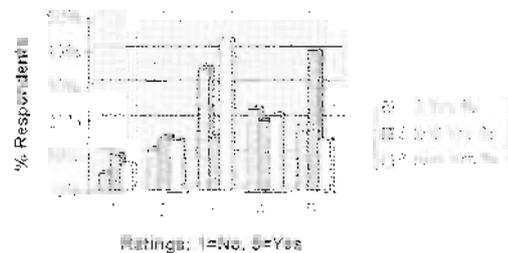
Question 26



Question 27

Response	0=No (%)	1=0-3 Yrs (%)	2=3-6 Yrs (%)	3=6-9 Yrs (%)	4=10-15 Yrs (%)	5=16+ Yrs (%)
1	2%	2%	1%	1%	1%	1%
2	5%	7%	7%	11%	11%	9%
3	27%	20%	26%	17%	12%	4%
4	2%	10%	21%	21%	21%	10%
5	1%	1%	1%	1%	1%	1%
Median				3	3	3

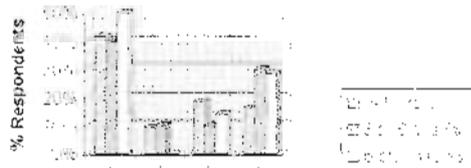
Question 27



Question 27

Response	1	2	3	4	5	Total
1	0%	4%	0%	0%	0%	4
2	0%	0%	0%	0%	0%	0
3	0%	0%	0%	0%	0%	0
4	0%	0%	0%	0%	0%	0
5	0%	0%	0%	0%	0%	0
Total	0%	4%	0%	0%	0%	4

Question 28

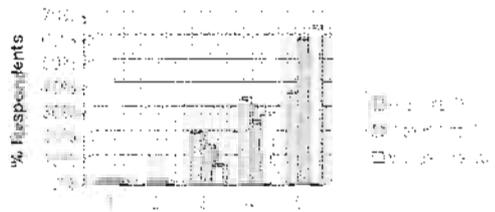


Per Term: 1=>1 per term, 2=<1 per term, 3=Once per 6 months, 4=<1 per Yr

Question 29

Response	1	2	3	4	5	Total
1	0%	0%	0%	0%	0%	0
2	0%	0%	0%	0%	0%	0
3	0%	0%	0%	0%	0%	0
4	0%	0%	0%	0%	0%	0
5	0%	0%	0%	0%	0%	0
Total	0%	0%	0%	0%	0%	0

Question 29

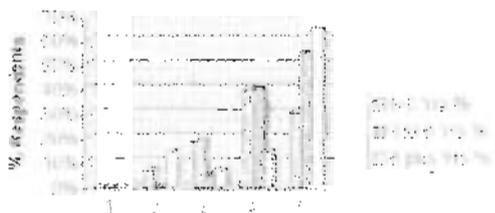


Ratings: 1=No, 5=Yes

Question 30

Response	1	2	3	4	5	Total
1	0%	0%	0%	0%	0%	0
2	0%	0%	0%	0%	0%	0
3	0%	0%	0%	0%	0%	0
4	0%	0%	0%	0%	0%	0
5	0%	0%	0%	0%	0%	0
Total	0%	0%	0%	0%	0%	0

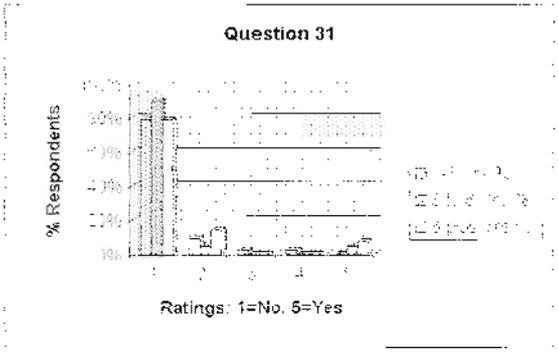
Question 30



Ratings: 1=No, 5=Yes

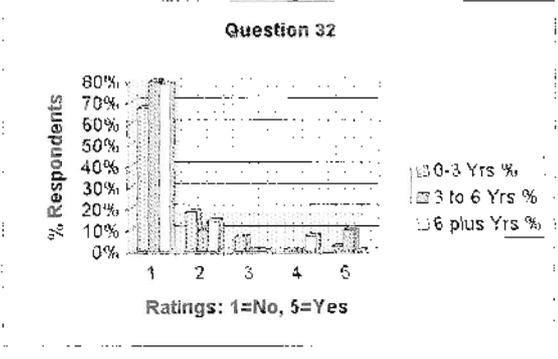
Question 31

Response	0-3 Yrs %	3 to 6 Yrs %	6 plus Yrs %	0-3 Yrs	3 to 6 Yrs	6 plus Yrs
1	73%	78%	71%	14	13	11
2	1%	14%	1%	2	7	1
3	0%	0%	0%	0	0	0
4	0%	0%	0%	0	0	0
5	0%	0%	0%	0	0	0
Median				14	13	11



Question 32

Response	0-3 Yrs %	3 to 6 Yrs %	6 plus Yrs %	0-3 Yrs	3 to 6 Yrs	6 plus Yrs
1	73%	78%	71%	14	13	11
2	1%	14%	1%	2	7	1
3	0%	0%	0%	0	0	0
4	0%	0%	0%	0	0	0
5	0%	0%	0%	0	0	0
Median				14	13	11



Question 23

Hours	0-3 Yrs %	3 to 6 Yrs %	6 plus Yrs %	0-3 Yrs	3 to 6 Yrs	6 plus Yrs
0	0%	0%	0%	0	0	0
1	0%	0%	0%	0	0	0
2	0%	0%	0%	0	0	0
3	0%	0%	0%	0	0	0
4	0%	0%	0%	0	0	0
5	0%	0%	0%	0	0	0
6	0%	0%	0%	0	0	0
7	0%	0%	0%	0	0	0
8	0%	0%	0%	0	0	0
9	0%	0%	0%	0	0	0
10	0%	0%	0%	0	0	0
11	0%	0%	0%	0	0	0
12	0%	0%	0%	0	0	0
13	0%	0%	0%	0	0	0
14	0%	0%	0%	0	0	0
15	0%	0%	0%	0	0	0
16	0%	0%	0%	0	0	0
17	0%	0%	0%	0	0	0
18	0%	0%	0%	0	0	0
19	0%	0%	0%	0	0	0
20	0%	0%	0%	0	0	0
21	0%	0%	0%	0	0	0
22	0%	0%	0%	0	0	0
23	0%	0%	0%	0	0	0
24	0%	0%	0%	0	0	0
25	0%	0%	0%	0	0	0
26	0%	0%	0%	0	0	0
27	0%	0%	0%	0	0	0
28	0%	0%	0%	0	0	0
29	0%	0%	0%	0	0	0
30	0%	0%	0%	0	0	0
31	0%	0%	0%	0	0	0
32	0%	0%	0%	0	0	0
33	0%	0%	0%	0	0	0
34	0%	0%	0%	0	0	0
35	0%	0%	0%	0	0	0
36	0%	0%	0%	0	0	0
37	0%	0%	0%	0	0	0
38	0%	0%	0%	0	0	0
39	0%	0%	0%	0	0	0
40	0%	0%	0%	0	0	0
41	0%	0%	0%	0	0	0
42	0%	0%	0%	0	0	0
43	0%	0%	0%	0	0	0
44	0%	0%	0%	0	0	0
45	0%	0%	0%	0	0	0
46	0%	0%	0%	0	0	0
47	0%	0%	0%	0	0	0
48	0%	0%	0%	0	0	0
49	0%	0%	0%	0	0	0
50	0%	0%	0%	0	0	0
51	0%	0%	0%	0	0	0
52	0%	0%	0%	0	0	0
53	0%	0%	0%	0	0	0
54	0%	0%	0%	0	0	0
55	0%	0%	0%	0	0	0
56	0%	0%	0%	0	0	0
57	0%	0%	0%	0	0	0
58	0%	0%	0%	0	0	0
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61	0%	0%	0%	0	0	0
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65	0%	0%	0%	0	0	0
66	0%	0%	0%	0	0	0
67	0%	0%	0%	0	0	0
68	0%	0%	0%	0	0	0
69	0%	0%	0%	0	0	0
70	0%	0%	0%	0	0	0
71	0%	0%	0%	0	0	0
72	0%	0%	0%	0	0	0
73	0%	0%	0%	0	0	0
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