

# ***DEADLY VIBE***

---

## **ENGAGING INDIGENOUS STUDENTS AT SCHOOL:**

### **An Evaluation of the *Deadly Vibe* Magazine**

Nola Purdie  
Louise Ellis  
Alison Stone

Learning Processes and Contexts Research Program  
Australian Council for Educational Research  
347 Camberwell Road (Private Bag 55)  
Camberwell, Victoria 3124

**December 2004**



# CONTENTS

---

<b>Acknowledgements</b> .....	<b>i</b>
<b>Executive Summary</b> .....	<b>iii</b>
<b>Introduction</b> .....	<b>1</b>
<b>Section One: Current Educational Context and Issues for Indigenous Students</b> .....	<b>1</b>
School Attendance .....	2
School Completion .....	4
Literacy and Numeracy Outcomes .....	5
Self-Concept.....	6
<b>Section Two: <i>Deadly Vibe</i>, The Magazine</b> .....	<b>7</b>
<b>Section Three: The Evaluation</b> .....	<b>8</b>
Overview.....	8
Participants .....	9
Students.....	9
Principals, teachers, and Indigenous Education Workers .....	10
The Surveys .....	11
Student survey .....	11
Teacher survey .....	12
Results.....	12
Student survey .....	12
Teacher Survey .....	51
<b>Discussion</b> .....	<b>61</b>
<b>References</b> .....	<b>64</b>
<b>Appendix A</b> .....	<b>67</b>
Student Survey .....	67
<b>Appendix B</b> .....	<b>71</b>
Teacher Survey .....	71

# LIST OF TABLES

---

Table 1. Frequency of Student Responses by Sample Characteristics.....	10
Table 2. Frequency of Teacher Responses by Sample Characteristics.....	11
Table 3a. Readership of <i>Deadly Vibe</i> by Indigenous and Non-Indigenous Students, Family and Friends.....	14
Table 3b. Indigenous and Non-Indigenous Family Members Who Read <i>Deadly Vibe</i> .....	14
Table 4. Self-Concept Results for Indigenous and Non-Indigenous Students .....	43
Table 5. Reading of Other Print-Based Materials by Indigenous and Non-Indigenous Students .....	44
Table 6. Indigenous Student Responses to Part D.....	44
Table 7. A Sample of Student Responses to E1 “What do you like most about <i>Deadly Vibe</i> ?”.....	46
Table 8. A Sample of Student Responses to E2 “What would you change about <i>Deadly Vibe</i> if you could?” .....	47
Table 9. A Sample of Student Responses to E3 “Who is the person you like reading about most, and would like to be like if you could?” .....	48
Table 10. A Sample of Student Responses to E4 “Are there any other Aboriginal or Torres Strait Islander people that you would like <i>Deadly Vibe</i> to write about?” .....	49
Table 11. A Sample of Student Responses to E5 “ <i>Deadly Vibe</i> has lots of stories about Indigenous people. Have any of these stories changed you in any way?” .....	50
Table 12. A Sample of Student Responses to E6 “Do you have any other comments you wish to make about <i>Deadly Vibe</i> ?”.....	51
Table 13. A Sample of Teacher Responses to C1 “What is the most positive aspect of <i>Deadly Vibe</i> ?” .....	57
Table 14. A Sample of Teacher Responses to C2 “What would you change about <i>Deadly Vibe</i> if you could?” .....	58
Table 15. A Sample of Teacher Responses to C3 “Do you use <i>Deadly Vibe</i> as a teaching tool? If yes briefly describe how you have used it.”.....	59
Table 16. A Sample of Teacher Responses to C4 “Other comments” .....	60

# LIST OF FIGURES

---

Figure 1a. Responses to Item A1 for Indigenous and Non-Indigenous Students.....	17
Figure 1b. Student Responses to Item A1 by School Level .....	17
Figure 1c. Student Responses to Item A1 by Gender .....	17
Figure 2a. Responses to Item A2 for Indigenous and Non-Indigenous Students.....	18
Figure 2b. Student Responses to Item A2 by School Level .....	18
Figure 2c. Student Responses to Item A2 by Gender .....	18
Figure 3a. Responses to Item A3 for Indigenous and Non-Indigenous Students.....	19
Figure 3b. Student Responses to Item A3 by School Level .....	19
Figure 3c. Student Responses to Item A3 by Gender .....	19
Figure 4a. Responses to Item A4 for Indigenous and Non-Indigenous Students.....	20
Figure 4b. Student Responses to Item A4 by School Level .....	20
Figure 4c. Student Responses to Item A4 by Gender .....	20
Figure 5a. Responses to Item A5 for Indigenous and Non-Indigenous Students.....	21
Figure 5b. Student Responses to Item A5 by School Level .....	21
Figure 5c. Student Responses to Item A5 by Gender .....	21
Figure 6a. Responses to Item A6 for Indigenous and Non-Indigenous Students.....	22
Figure 6b. Student Responses to Item A6 by School Level .....	22
Figure 6c. Student Responses to Item A6 by Gender .....	22
Figure 7a. Responses to Item A7 for Indigenous and Non-Indigenous Students.....	23
Figure 7b. Student Responses to Item A7 by School Level .....	23
Figure 7c. Student Responses to Item A7 by Gender .....	23
Figure 8a. Responses to Item A8 for Indigenous and Non-Indigenous Students.....	24
Figure 8b. Student Responses to Item A8 by School Level .....	24
Figure 8c. Student Responses to Item A8 by Gender .....	24
Figure 9a. Responses to Item A9 for Indigenous and Non-Indigenous Students.....	25
Figure 9b. Student Responses to Item A9 by School Level .....	25
Figure 9c. Student Responses to Item A9 by Gender .....	25

Figure 10a. Responses to Item A10 for Indigenous and Non-Indigenous Students.....	26
Figure 10b. Student Responses to Item A10 by School Level.....	26
Figure 10c. Student Responses to Item A10 by Gender .....	26
Figure 11a. Responses to Item A11 for Indigenous and Non-Indigenous Students.....	27
Figure 11b. Student Responses to Item A11 by School Level.....	27
Figure 11c. Student Responses to Item A11 by Gender .....	27
Figure 12a. Responses to Item A12 for Indigenous and Non-Indigenous Students.....	28
Figure 12b. Student Responses to Item A12 by School Level.....	28
Figure 12c. Student Responses to Item A12 by Gender .....	28
Figure 13a. Responses to Item A13 for Indigenous and Non-Indigenous Students.....	29
Figure 13b. Student Responses to Item A13 by School Level.....	29
Figure 13c. Student Responses to Item A13 by Gender .....	29
Figure 14a. Responses to Item A14 for Indigenous and Non-Indigenous Students.....	30
Figure 14b. Student Responses to Item A14 by School Level.....	30
Figure 14c. Student Responses to Item A14 by Gender .....	30
Figure 15a. Responses to Item A15 for Indigenous and Non-Indigenous Students.....	31
Figure 15b. Student Responses to Item A15 by School Level.....	31
Figure 15c. Student Responses to Item A15 by Gender .....	31
Figure 16a. Responses to Item A16 for Indigenous and Non-Indigenous Students.....	32
Figure 16b. Student Responses to Item A16 by School Level.....	32
Figure 16c. Student Responses to Item A16 by Gender .....	32
Figure 17a. Responses to Item A17 for Indigenous and Non-Indigenous Students.....	33
Figure 17b. Student Responses to Item A17 by School Level.....	33
Figure 17c. Student Responses to Item A17 by Gender .....	33
Figure 18a. Responses to Item A18 for Indigenous and Non-Indigenous Students.....	34
Figure 18b. Student Responses to Item A18 by School Level.....	34
Figure 18c. Student Responses to Item A18 by Gender .....	34
Figure 19a. Responses to Item A19 for Indigenous and Non-Indigenous Students.....	35
Figure 19b. Student Responses to Item A19 by School Level.....	35
Figure 19c. Student Responses to Item A19 by Gender .....	35

Figure 20a. Responses to Item A20 for Indigenous and Non-Indigenous Students.....	36
Figure 20b. Student Responses to Item A20 by School Level .....	36
Figure 20c. Student Responses to Item A20 by Gender .....	36
Figure 21a. Responses to Item A21 for Indigenous and Non-Indigenous Students.....	37
Figure 21b. Student Responses to Item A21 by School Level .....	37
Figure 21c. Student Responses to Item A21 by Gender .....	37
Figure 22a. Responses to Item A22 for Indigenous and Non-Indigenous Students.....	38
Figure 22b. Student Responses to Item A22 by School Level .....	38
Figure 22c. Student Responses to Item A22 by Gender .....	38
Figure 23a. Responses to Item A23 for Indigenous and Non-Indigenous Students.....	39
Figure 23b. Student Responses to Item A23 by School Level .....	39
Figure 23c. Student Responses to Item A23 by Gender .....	39
Figure 24a. Responses to Item A24 for Indigenous and Non-Indigenous Students.....	40
Figure 24b. Student Responses to Item A24 by School Level .....	40
Figure 24c. Student Responses to Item A24 by Gender .....	40
Figure 25a. Responses to Item A25 for Indigenous and Non-Indigenous Students.....	41
Figure 25b. Student Responses to Item A25 by School Level .....	41
Figure 25c. Student Responses to Item A25 by Gender .....	41
Figure 26. Teacher perceptions of the value of <i>Deadly Vibe</i> for their students (cont.).....	54
Figure 27. Value of <i>Deadly Vibe</i> for teachers .....	56





## Acknowledgements

---

We are grateful to members of ACER's Standing Committee on Indigenous Education who provided helpful comment on draft versions of the two surveys. Members also assisted with trialling the surveys. The members of this committee are:

Professor Paul Hughes AM

Ms Isabelle Adams

Ms Wendy Brabham

Ms Sharon Larkins

Ms Lynette Riley-Mundine

Mr Chris Sarra

Mr Shane Williams

Of course, thanks are due to the students, Indigenous Education Workers, teachers, and principals who so graciously and in such a short time provided us with responses to the Student and Teacher Surveys.



## Executive Summary

---

### Background to the Study

Closing the divide between Indigenous and non-Indigenous students is one of the most pressing current educational imperatives. A multifaceted approach is needed to achieve this, given the diversity of educational disadvantage experienced by Indigenous students, and the contexts within which they obtain their education.

One innovative approach to overcoming the disparity between Indigenous and non-Indigenous educational outcomes is that developed by Vibe Australia through its publication of the magazine *Deadly Vibe*.

*Deadly Vibe* is a magazine for Indigenous students that aims to enhance their academic and social outcomes of schooling, including literacy and numeracy learning, self-esteem and self-concept, regular school attendance and retention, career and employment opportunities, and healthy lifestyles.

The Australian Council for Educational Research (ACER) was contracted by Vibe Australia to conduct an evaluation of *Deadly Vibe* and to report on its success in terms of enhancing the outcomes of schooling for Indigenous students.

Four hundred and forty three primary and secondary school students (of whom 290 were Indigenous) and 91 teachers located in 61 schools across Australia completed surveys. Government, Catholic, and Independent schools were included in the sample. The surveys contained both fixed response and open-ended response format items.

### Results

The evidence from both teachers and students very strongly supports the efficacy of the magazine in terms of its positive impact on students' attitudes, knowledge, and achievement in the areas of literacy, numeracy, attendance and retention, career aspirations, health, and Indigenous culture. This positive impact applies to both Indigenous and non-Indigenous students, but more particularly to Indigenous students.

The success of the magazine is remarkable, given the diversity of students for which it currently has strong appeal—including those in urban, regional, and remote locations. This success is almost certainly related to the very strong emphasis on excellence by Indigenous people, as well as content that is meaningful.

The dearth of educational resources with a strong Indigenous focus and content has been a concern for educators, and Indigenous students and community members for a long time. *Deadly Vibe* has addressed this deficiency with exceptional perspicacity.

The popularity of the magazine is unquestionable—92% of Indigenous students enjoy reading *Deadly Vibe*, and 93% of them look forward to its continuation.

Both students and teachers reported that the profiling of positive Indigenous role models is one of the most positive aspects of *Deadly Vibe*. The truism that ‘belief in one’s ability to succeed is a precursor to success’ is especially important for Indigenous students. Prevailing societal attitudes and beliefs have often not promoted the notion of success amongst Indigenous peoples. Thus, *Deadly Vibe*’s success in this sphere is notable.

Most important is the positive impact of the magazine on educational outcomes that is evident in the results of both student and teacher surveys. For instance, as a result of reading the magazine, the Indigenous student self-report data show that:

- 85% of students learn new things;
- 71% have become more interested in reading;
- 76% are more aware of career options;
- 68% have been inspired to complete secondary school;
- 43% are encouraged to come to school more often;
- 68% are more aware of the risks of drinking alcohol; 73% are more aware of the dangers of taking drugs such as marijuana and cocaine; and 72% are more aware of the dangers of sniffing glue, petrol and aerosols; and
- 87% have learned more about their culture; 92% feel proud to be Indigenous.

Teacher data indicate remarkably similar results. It is particularly encouraging that 77% of teachers report that *Deadly Vibe* has had a positive impact on students’ interest in reading as well as on their literacy outcomes; 69% of teachers think the magazine has had a positive impact on students’ numeracy outcomes.

In the eyes of most teachers (92%), students look up to and admire the high profile Indigenous role models featured in the magazine. Most teachers (86%) believe that these featured people have had a positive influence on students’ attitudes and behaviours.

Eighty-three percent of teachers report that *Deadly Vibe* is a useful teaching tool, which they use in a variety of ways, including as a resource for: literacy and numeracy development, Aboriginal Studies, media studies, health and physical education, and the study of citizenship and society.

*Deadly Vibe* appears to be a unique resource for students and teachers. It is highly successful in its current format and most students and teachers would prefer it to remain unchanged.

## Recommendations

**Recommendation 1: The magazine should continue in its current format with very little change.**

The overwhelming message from students and teachers was one of 'no change'. Although there are several potential areas for change mentioned by a few respondents (such as the inclusion of more content for younger students, or from a broader range of Indigenous people), any tinkering with the current format and content must not result in a lessening of popularity of the magazine because this is its great strength—the 'hook' that engages students in educational endeavours. Ongoing minor changes to the magazine could be made in response to student and teacher suggestions, or to new Indigenous Education policy initiatives that provide scope for the incorporation of additional content.

**Recommendation 2: Consideration should be given to developing a new distribution strategy for 2005, given the introduction of the Parent School Partnerships Initiative (PSPI) to replace the Aboriginal Student Support and Parent Awareness (ASSPA) programme.**

The major point of distribution of the magazine has been through the ASSPA committees operating in schools. It is possible that this strategy has resulted in some teachers being unaware of the presence of the magazine in their school. Although the magazine has been successfully promoted by ASSPA committees, its value could be further enhanced by increasing teacher awareness of its existence and how it can be used as an educational tool.

**Recommendation 3: Engage more regular classroom teachers as users of the magazine by establishing a teacher contact in each school (in addition to existing ASSPA contacts).**

This could be done, for instance, by including a form in the first magazine mail out for 2005 requesting nomination of a teacher liaison person who will promote use of the magazine in classrooms. An electronic network of such teachers could be established with a view to sharing of good ideas for magazine usage.

**Recommendation 4: Develop links with State and Territory Indigenous Education Units (or equivalent) to seek ways of further promoting use of the magazine in schools.**

Although it is important for the integrity of the magazine that it retains its independence from education systems, networking with key Indigenous education personnel in each State and Territory could provide further opportunity for promotion of the magazine in innovative ways. For instance, the Literacy Backpack project in Catholic schools in the Kimberley region might provide one such opportunity. Further, important educational opportunities for Indigenous students (such as Indigenous scholarships schemes) could be promoted in the magazine.

## Introduction

---

This document reports on an external evaluation of the magazine *Deadly Vibe* in terms of the contribution it makes to improving educational outcomes for Aboriginal and Torres Strait Islander students in Australia<sup>1</sup>.

In Section One of the report, we summarise the recent and current educational context as it applies to Indigenous students in order to provide a background for understanding the place of *Deadly Vibe* in students' education, and for interpreting the results of this evaluation project.

In Section Two, we provide an overview of *Deadly Vibe* and its parent company Vibe Australia. Information about the magazine was drawn chiefly from the company's website, <<http://www.vibe.com.au/vibe/corporate/about.asp>>.

We describe the process and findings of the evaluation in Section Three of this report. Four hundred and forty-three students and 91 principals/teachers, Indigenous Education Workers in each Australian State and Territory provided the data for the evaluation. Data were obtained from the Student Survey and Teacher Survey developed specifically for this evaluation.

Section Four provides a discussion of the results, in which we highlight the key findings of the evaluation.

## Section One: Current Educational Context and Issues for Indigenous Students

---

It has been well documented that Indigenous students continue to be the most educationally disadvantaged student group in Australia, exhibiting consistently lower levels of academic achievement and higher rates of absenteeism than non-Indigenous students. High absenteeism among Indigenous students is particularly concerning given that school attendance is considered to be essential for educational success (Collins, 1999; Rothman, 2001).

Despite these challenges, initiatives introduced by Commonwealth and State/Territory governments over the past decade appear to have produced some notable improvements for Indigenous students. For example, there is evidence to suggest that literacy and numeracy outcomes for Indigenous students in the primary

---

<sup>1</sup> Hereafter referred to as Indigenous students.

school years may be gradually improving. Schools are making concerted attempts to be more welcoming places for Indigenous students and their families, and curriculum changes are occurring that make educational content more accessible and culturally appropriate.

Nevertheless, recent research in Australia illustrates that continuing efforts are required to increase the numbers of Indigenous students progressing successfully through secondary school. Raising school attendance rates and improving basic literacy and numeracy outcomes are certainly essential to achieving this endeavour. What follows is an overview of contemporary research on Indigenous school attendance, literacy and numeracy outcomes, as well as a brief consideration of the importance of self-concept in achieving successful outcomes.

## **School Attendance**

Despite a lack of a national school attendance data and a lack of consistency in the definition and measurement of non-attendance, it is clear that the attendance rates of Indigenous students are lower than those for non-Indigenous students. For example, Bourke, Rigby and Burden (2000), in a large-scale project funded by the *Commonwealth Department of Education Training and Youth Affairs*, concluded that the number of days absent among Indigenous students is probably up to three times greater for Indigenous students than for non-Indigenous students, and is particularly marked in secondary school.

Research findings suggest that there is considerable variation in the patterns of attendance within the Indigenous student population. In South Australian government schools, for example, one in six Indigenous students recorded perfect attendance during one school term (Rothman, 1999). However, while some Indigenous students attend school on a regular basis, others show very irregular patterns of attendance.

This variation in attendance relates particularly to geographic location, with less absenteeism being reported in metropolitan areas. In rural areas, family mobility is seen by some to contribute to lower rates of attendance (e.g., Bourke et al., 2000; Rothman, 1999). For example, Bourke et al. found that in one data set Indigenous attendance rates were approximately 4 percent higher for metropolitan schools. However, although research largely shows that Indigenous attendance rates are lower in rural and remote areas, there are notable exceptions, thereby indicating that the connection between locality and school attendance is not inevitable. Thus, as noted by Bourke et al., “the question that should be asked is why there should be such a marked contrast between the attendance rates of different groups of Indigenous students” (p. 17).



A high rate of suspension among Indigenous students also contributes to their low attendance figures (for reviews see Gray & Partington, 2003; Lamb, Walstab, Teese, Vickers, & Rumbergen, 2004). It has been reported that Indigenous students are twice as likely to be suspended and more than four times as likely to be excluded from Western Australian school than other students (Gardiner, Evans, & Howell, 1995).

Many factors affect the decisions of Indigenous youth regarding their school attendance. Explanations for Indigenous non-attendance and suspensions that were presented in the early literature generally related to student, family, or community/cultural factors. However, more recent explanations have focused on school and societal interactions with Indigenous young peoples and their communities. School factors include curriculum, and school rules and regulations. Societal aspects link school non-participation with broader issues within Australian society such as youth unemployment and the irrelevance of some forms of schooling for many Indigenous young people (Herbert, Anderson, Price, & Stehbins, 1999).

Following analysis of extensive quantitative and qualitative data, Bourke et al. (2000) concluded that personal factors, expectations, health, and past performance appear to be the most crucial factors affecting school attendance rates. Other important factors included teacher training; school curricula; school environment and atmosphere; and influence of family, friends and community.

If Indigenous school attendance rates are to increase nationally, research indicates that one of the most important issues to be resolved is the provision of positive, welcoming school environments in which Indigenous students feel comfortable, valued, and happy. It is telling indeed that researchers continue to report that some Indigenous students and their parents find school a foreign and uninviting place.

A common theme that has emerged in the literature on Indigenous education is the need to build *cultural responsiveness* and *inclusiveness* into pedagogical practices. It has been observed that where schools fall markedly short of this objective, Indigenous students are not interested in coming to school (Commonwealth of Australia, 2000). Bourke et al. (2000) directed attention to the changes needed in the provision of education for Indigenous students:

For too long, the assumption of many teachers and administrators has been that Indigenous students should be made to fit the existing system, rather than the system changing to accommodate the needs of Indigenous students...however, such assimilationist thinking has no place

in a late twentieth century multi-cultural democracy such as Australia.

The introduction of Aboriginal studies and perspectives into the curriculum has been promoted over the past decade as a means of improving understanding and inclusiveness into classroom learning (Herbert et al., 1999). As a result, many secondary schools are now offering Indigenous Studies courses, and have incorporated Indigenous perspectives into subjects such as History, English, Social Studies and Art. Other schools and education systems are producing learning resources that have a stronger appeal for Indigenous students than the Eurocentric ones that have dominated school curricula for decades. "This broadens the understanding of non-Indigenous students, and allows Indigenous students to study subjects that are grounded in their experience and culture" (Commonwealth of Australia, 2000, p. 26).

### **School Completion**

Related to the issue of school attendance is that of school completion. Evidence from a range of sources indicates that successful completion of secondary school is necessary if young people are to have access to the full range of further education, training, employment, and life chances, consistent with their abilities. For instance, according to Australian Bureau of Statistics (ABS) data presented in Australian Social Trends 2003 (ABS, 2003), the unemployment rate for Australians aged 15 to 64 who did not complete Year 12 was 10.3% in 2002, compared to 7% for those who did complete Year 12 (and had no post-school educational qualifications). For those with a bachelor degree or higher, the unemployment rate fell further to 2.7%.

Enrolment and attainment data show that Indigenous students have, on average, lower school completion rates than their non-Indigenous counterparts. Many Indigenous students leave school before completing Year 10, and of those who enter the senior secondary years, results show that:

- They are less likely to obtain a Year 12 certificate than non-Indigenous students;
- Of those who do obtain a Year 12 certificate, they are less likely than non-Indigenous students to gain a Universities Admissions Index (UAI);
- Of those who obtain a UAI, they are less likely than non-Indigenous students to gain a UAI of a high level, or of a level which will enable admission to university; and

- They are more likely to gain a vocational educational qualification while completing the Year 12 certificate than non- Indigenous students.

Despite the wide gap between Indigenous and non-Indigenous students in terms of finishing school or attaining a Year 12 Certificate, the *National Report to Parliament on Indigenous Education and Training* (Commonwealth of Australia, 2002), reported improvement in grade progression and retention rates for Indigenous students. There was a sharp increase in secondary enrolments—up 7.4% in 2002, which is the biggest single increase in one year on record. Contributing to this was a 12.3% increase in Year 12 enrolments to a record 2,941 students, which in turn led to a best ever Year 12 apparent retention rate of 38.0%<sup>2</sup>.

The indications of improvement in the retention of Indigenous students to Year 12 are encouraging. The *National Report to Parliament on Indigenous Education and Training, 2002* notes “the gains that have been made must be built on through concerted and coordinated effort by all those with an interest in improving these outcomes” (p. xviii).

## Literacy and Numeracy Outcomes

According to the 2002 *National Report to Parliament on Indigenous Education and Training* (Commonwealth of Australia, 2002), the Year 3 reading results of Indigenous students in schools receiving funds from the Indigenous Education Strategic Initiatives Program were 16 percentage points lower than those for non-Indigenous students. By Year 5 this gap had risen to 25 percentage points. In Western Australia, the gap for Year 7 students was even greater (28 percentage points). The results for Year 3 Indigenous students in the Northern Territory were even more alarming, with a reported gap of 40 percentage points. Similar comparatively low achievement statistics in numeracy for Indigenous students are reported in the National Report.

Thus, a significant proportion of Indigenous students are not obtaining the basic skills of reading, writing and numeracy on which later learning is built. What makes the figures even more disheartening is that a significant proportion of Indigenous

---

<sup>2</sup> Apparent retention rate is the number of students who were enrolled at the beginning of secondary school as a proportion of the number enrolled in either Year 10, 11 or 12. Care should be taken when interpreting apparent retention rates, since a range of factors affecting the calculation are not taken into account. For example, some students may repeat a year of education, others may move between schools (including between systems) or states/territories, or there may be other net changes to a school or system's population.

students are excluded from taking the benchmark tests, thereby suggesting that discrepancies between Indigenous and non-Indigenous students are actually significantly worse (Commonwealth of Australia, 2002).

Little appears to have changed since it was reported in 1998 that “Indigenous students were 3 to 4 grade levels below non-Indigenous students, and those students performing at a low level are by Year 5 no better than they were at Year 3” (Council for Aboriginal Reconciliation, 1998).

De Bortoli and Cresswell (2004) provide an equally distressing picture for 15 year-old Indigenous students in their summary of results from the 2000 Program for International Student Assessment (PISA) of reading, mathematical and scientific literacy. Overall, the results of this study found large differences between the performance of Australia’s Indigenous and non-Indigenous students in all three areas of assessment. With regards to reading literacy, 35 percent of Indigenous students (compared with only 12 percent on non-Indigenous students) were at or below Level 1 (the most basic skills level). Students who scored at this basic skill level were regarded as not having the necessary skills and knowledge in reading literacy to meet real-life challenges; these disadvantages are seen to continue in students’ lives beyond school. Only 15 percent of Indigenous students scored at either Level 4 or Level 5 (the most advanced levels) compared with 44 percent of non-Indigenous students. The results of this study also revealed that Indigenous students have fewer books in their home than non-Indigenous students. Approximately a third of Indigenous students have no more than 50 books in the home compared with a fifth of non-Indigenous students.

## **Self-Concept**

There is a substantial body of research demonstrating that a positive self-concept impacts on academic achievement and other desirable educational outcomes (e.g., see Craven, Marsh & Burnett, 2003; Marsh, 2002).

Craven et al. (2003) recently completed a large-scale study commissioned by the *Commonwealth Department of Science, Education and Training* (DEST) on Indigenous students’ aspirations and self-concepts. Participants included Indigenous and non-Indigenous secondary school students aged 14 through 18 from three Australian states. The results of this study demonstrated that Indigenous students were more likely than non-Indigenous students to aspire to leave school early and choose TAFE rather than university as a preference for further education. In addition, Indigenous students were less likely to know what sort of job they would like to undertake or what sorts of further education and training they could undertake after they leave school.

The results of their research also indicated that Indigenous students have higher self-concepts compared to non-Indigenous students in the stereotypical facets of art and physical self-concept as well as general and appearance self-concept. However, Indigenous students' self-concepts are lower compared to non-Indigenous students' scores for academic facets of self-concept (math, school, verbal), peer relations (opposite sex, and same sex relations) and honesty, emotional self-concept. These results demonstrate that for 7 of 11 facets of self-concept measured, Indigenous students had lower self-concept compared to their non-Indigenous peers.

Similar results were found by Purdie, Tripcony, Boulton-Lewis, Fanshawe, and Gunstone (2000) in a national investigation of self-identity for Indigenous students and its relationship to school outcomes. In this study, it was demonstrated that although student self-concept varied according to context, it was generally lower for the school-related or academic components than for the general components. The enhancement of a positive academic self-concept was linked with teachers who were warm, supportive, and had positive expectations; a relevant curriculum, including materials to which students could relate; and a school environment where students felt they belonged

## Section Two: *Deadly Vibe*, The Magazine

---

There are a number of innovative approaches to addressing the seemingly intractable disparity between Indigenous and non-Indigenous educational outcomes. The publication of *Deadly Vibe*, and its distribution to over 2000 schools in Australia is one such attempt. *Deadly Vibe* is a magazine for Indigenous youth that is supported by funding from the Australian Government.

The magazine is produced by Vibe Australia, an Aboriginal media, communications, and events management agency. According to information available on the company's website <<http://www.vibe.com.au/vibe/corporate/about.asp>>, Vibe Australia specialises in "the implementation, production, and dissemination of targeted, culturally sensitive communication products and services for Aboriginal and Torres Strait Islander communities."

*Deadly Vibe* features both high profile Indigenous people who are recognised for their achievements in such areas as music, sport, entertainment, education, and the arts, as well as the "unsung heroes" of Aboriginal communities, such as "those working on the ground to improve living standards, revive culture and create stronger communities."

The magazine is vibrant and aesthetically inviting, containing large colour photos of Indigenous people and stories about their achievements.

The content of the magazine encompasses a broad spectrum of issues including health and nutrition, educational and career opportunities, sport, community care, legal aid, and Indigenous cultural affairs.

The magazine promotes regular school attendance, literacy and numeracy achievement, the completion of secondary schooling, and continuing education and training to enable successful employment for Indigenous young people.

The layout of the magazine caters for a wide range of students with varying reading skills. It promotes student engagement through the use of competitions, worksheets, the Internet, and student contributions to the magazine.

What follows is an evaluation of the extent to which the magazine is successful in enhancing the educational outcomes of Indigenous Australian students.

## Section Three: The Evaluation

---

### Overview

The Australian Council for Educational Research (ACER) was contracted by GJC Vibe Australia to conduct an evaluation of the *Deadly Vibe* magazine. Evaluation is based on examination of:

- The effect of the magazine on improving educational outcomes for Indigenous students;
- The effect of the magazine on increasing school attendance rates of Indigenous students;
- The value of the magazine as a tool for teachers;
- Students', teachers', and principals' views on the value of continuation of the magazine; and
- Students', teachers', and principals' views of the consequences of discontinuation of the magazine.

Two surveys (*Student* and *Teacher*) were developed (see Appendices A and B). The surveys were designed to seek teachers' (principals' and Indigenous Education Workers, IEWs') and students' views of the magazine in the five target areas listed above. ACER's Standing Committee on Indigenous Education provided feedback on draft versions of the surveys. The surveys were trialled with a small sample of both Indigenous and non-Indigenous students. Minor modifications were made as a result of the trialling process.

Surveys were distributed to 1979 primary and secondary schools in all States and Territories. Government, Catholic, and Independent schools were included in the sample.

The research was conducted over a three and a half month period (August – December, 2004), which was a very short timeframe given the time necessary to obtain permission from the relevant education authorities to conduct research in schools. Most schools approached were unable to respond in the available time, although many of them provided informal, positive feedback about the magazine, and indicated that they would have been able and willing to collect and return the student and teacher data if more time had been available to them.

## **Participants**

### ***Students***

Responses to a Student Survey were obtained from 443 students located in 61 schools across Australia. One hundred and ninety-eight students were from capital city metropolitan areas, and 245 students were from rural, regional, or remote areas.

Table 1 shows the number of student responses by State/Territory, location, Indigenous status, and Year level. There were 290 Indigenous students (67%) and 145 non-Indigenous students (33%). Eight students did not indicate their Indigenous status. The distribution of the Indigenous students in the sample is not representative of the Indigenous primary and secondary school student population in Australia. This can largely be accounted for by an underrepresentation of student responses from NSW and an overrepresentation of student responses from Queensland.

**Table 1. Frequency of Student Responses by Sample Characteristics**

<b>Student Sample Characteristic</b>	<b>Count</b>
<b>State</b>	
ACT	17
NSW	184
NT	22
QLD	72
SA	58
TAS	7
VIC	39
WA	44
<b>Location</b>	
Metropolitan	198
Country	245
<b>Indigenous Status</b>	
Indigenous	290
Non-Indigenous	145
Unspecified	8
<b>Year Level</b>	
Primary	172
Secondary	267
Unspecified	4
<b>Gender</b>	
Boy	212
Girl	222
Unspecified	9

### ***Principals, teachers, and Indigenous Education Workers***

Responses to a Teacher Survey were obtained from 91 school principals, teachers, and IEWs located in 61 schools that subscribed to *Deadly Vibe*. Table 2 shows the number of responses by State/Territory, location (metropolitan, country), Indigenous status, and year level taught (primary, secondary, primary and secondary). Location was based on postcode information.



**Table 2. Frequency of Teacher Responses by Sample Characteristics**

<b>Teacher Sample Characteristic</b>	<b>Count</b>
<b>State</b>	
ACT	3
NSW	38
NT	3
QLD	17
SA	10
TAS	2
VIC	11
WA	7
<b>Location</b>	
Metropolitan	38
Country	53
<b>Indigenous Status</b>	
Indigenous	22
Non-Indigenous	52
<b>Year Level</b>	
Primary	33
Secondary	41
Primary & Secondary	3
Unspecified	14
<b>Role</b>	
Principal/Assistant Principal	14
Teacher	39
Indigenous Education Worker	11
Other	14
Unspecified	13

## The Surveys

### ***Student survey***

The Student Survey (Appendix A) consisted of five parts.

Part A was designed to elicit students' perceptions of the extent to which *Deadly Vibe* has a positive influence on their attitudes, knowledge, or achievement in the areas of literacy, numeracy, career aspirations, health, and Indigenous culture. It contained 25 statements that required a response on a 4-point scale (Strongly Agree, Agree, Disagree, and Strongly Disagree).

Part B consisted of nine statements designed as a simple measure of student Academic and General Self-concept. It was similar in format to Part A. (i.e., four response categories).

In Part C, students were asked how often (Almost Every Day, About Once a Week, About Once a Month, Never or Hardly Ever) they read a range of other print-based materials.

Part D was for Indigenous students only. It contained three statements about the pride students felt as an Indigenous person, and the extent to which *Deadly Vibe* had helped them learn more about their Indigenous culture.

Part E consisted of six open-ended questions designed to elicit comment from students about the positive aspects of the magazine, desired changes to the magazine, and the influence of role models featured in *Deadly Vibe*.

In addition, students were asked to indicate their age, gender, and Indigenous status. Students were asked how often they read *Deadly Vibe*, whether they completed the activity sheets (*Vibe School*), and how many of their family and friends also read the magazine.

### **Teacher survey**

The Teacher Survey (Appendix A) consisted of three parts.

Part A was designed to elicit teachers' perceptions of the extent to which *Deadly Vibe* has a positive influence on students' attitudes, knowledge, or achievement in the areas of literacy, numeracy, career aspirations, health, and Indigenous culture. It contained 21 statements that required a response on a 4-point scale (Strongly Agree, Agree, Disagree, and Strongly Disagree).

Part B was similar in format to Part A and concerned teachers' perceptions of how useful the magazine was as a teaching resource and as a source of information about Indigenous issues.

Part C consisted of four open-ended questions designed to elicit comment from teachers about the positive aspects of the magazine, aspects that could be improved, and how the magazine is used in the classroom.

In addition, teachers were asked to indicate their role in the school (e.g., principal, teacher, IEW, librarian), the year level they taught, and their Indigenous status.

## **Results**

### **Student survey**

Table 3 summarises information about the readership of *Deadly Vibe* as reported by the students. Not unexpectedly, Indigenous students reported higher levels of engagement with the magazine than did their non-Indigenous peers.

Eighty-three percent of Indigenous students reported reading the magazine at least once a month. The magazine is published monthly, so it appears that many Indigenous students engage with each edition of the magazine more than once, with 38% of them reading the magazine at least weekly. Some students (14%) reported reading the magazine daily. Although fewer non-Indigenous students reported reading the magazine as frequently as their Indigenous peers, 45% of them do read it at least once a month.

Students reported that other members of their family and some of their friends also read the magazine, although the proportions were considerably higher for the Indigenous students. Notably, for the Indigenous students, more mothers than other family members (fathers, brothers, sisters) also read the magazine (see Table 3b).

Just over half of the Indigenous students complete the activity sheets (compared with 32% of non-Indigenous students), and of those who do, more than half reported that the level of difficulty was 'Just right'. The activities were too easy for 38% of Indigenous students and too hard for 9% of them. Non-Indigenous students made similar observations about the levels of difficulty of the activities.

**Table 3a. Readership of *Deadly Vibe* by Indigenous and Non-Indigenous Students, Family and Friends**

<b>Question</b>	<b>Response type</b>	<b>Indigenous %</b>	<b>Non-Indigenous %</b>
<i>How often do you read Deadly Vibe?</i>	Almost every day	13.9	6.9
	About once a week	24.4	16.6
	About once a month	44.3	21.4
	Never or hardly ever	17.4	55.2
<i>Do you complete the activity sheets?</i>	Yes	51.6	32.2
	No	48.4	67.8
<i>If 'Yes', are these activity sheets too hard, too easy, or just right?</i>	Too hard	9.3	11.7
	Too easy	37.3	35.0
	Just right	53.4	53.3
<i>Does anyone else in your family read Deadly Vibe?</i>	Yes	64.2	13.3
	No	35.8	86.7
<i>Do any of your friends read Deadly Vibe?</i>	Yes	75.3	61.8
	No	24.7	38.2
<i>If 'Yes', how many of your friends read Deadly Vibe?</i>	All	10.9	4.3
	Most	20.5	25.0
	A few	68.6	70.7

**Table 3b. Indigenous and Non-Indigenous Family Members Who Read *Deadly Vibe***

<b>Family Member</b>	<b>Indigenous (Count)</b>	<b>Non-Indigenous (Count)</b>
<i>Mum</i>	104	3
<i>Dad</i>	51	3
<i>Brother</i>	70	6
<i>Sister</i>	83	4
<i>Other family</i>	52	10

Details of the results for Parts A to E of the Student Survey are presented separately in the following sections.

**Part A**

For each of the items in Part A, three graphs are shown:

- (a) the extent of agreement by Indigenous and non-Indigenous students to each statement;
- (b) a breakdown of responses by year level (Primary, Secondary); and
- (c) a breakdown of responses by gender.

Because there were no significant interactions between Indigenous status and year level and between Indigenous status and gender, the results in graphs (b) and (c) are presented for the total group of students.

Figures 1a through 25c are bar graphs depicting students' perceptions of the *Deadly Vibe* magazine. Overall, the results in these graphs indicate that the magazine has a positive influence on students' attitudes, knowledge, and achievement in the areas of literacy, career aspirations, health, and Indigenous culture. We highlight several important aspects of these results.

First, most students reported that they enjoy reading *Deadly Vibe* (Item A1; 83% "agree" to "strongly agree") and look forward to continuing to read the magazine in the future (Item A24; 84% "agree" to "strongly agree"). Seventy-four percent of students agreed that they would be unhappy if their school didn't receive *Deadly Vibe* anymore (Item A25). However, responses to these items were generally more favourable for Indigenous students than non-Indigenous students. For example, 92% of Indigenous students agreed that they enjoy reading the magazine compared with 65% of non-Indigenous students (Item A1).

In terms of academic outcomes, 64% students reported that, through reading *Deadly Vibe*, they have become more interested in reading (Item A9). In addition, more than half of all students reported that the magazine has inspired them to want to complete high school (Item A12; 64% "agree" to "strongly agree") and has made them more aware of future career options (Item A11; 70% "agree" to "strongly agree"). Furthermore, 39% of students reported that the Solid Score competition encouraged them to attend school more often (Item A6). Again the responses to items regarding academic outcomes were generally more favourable for Indigenous than non-Indigenous students. However, the results of non-Indigenous students were also very positive, with 66% of non-Indigenous students reporting that they learn new things from the magazine (Item A4).

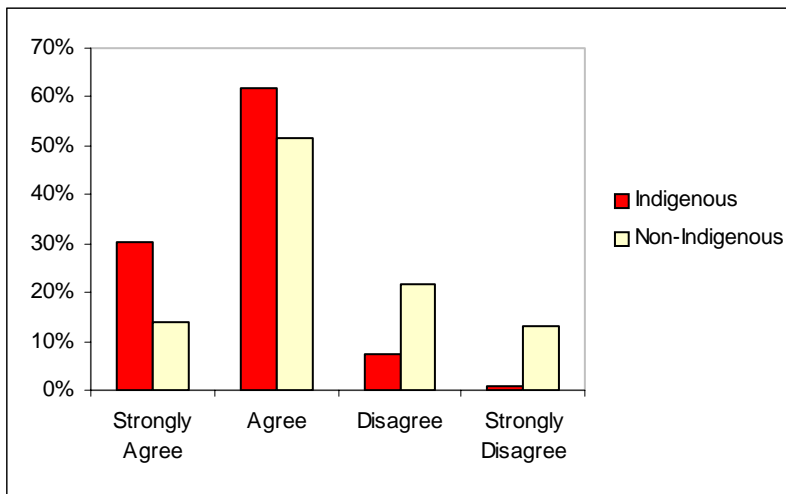
Health-related outcomes also appear to have been positive, with more than 60% of all students reporting that *Deadly Vibe* has helped them become more aware of the

risks of alcohol (Item A14; 63% “agree” to “strongly agree”) and other drugs, such as marijuana and cocaine (Item A16; 70% “agree” to “strongly agree”). Most students also indicated that the magazine has encouraged them to become more involved in sports activities (Item A15; 65% “agree” to “strongly agree”). Although there were discrepancies between the responses of Indigenous and non-Indigenous students for such items, the responses for both groups of students were very encouraging.

Indigenous and non-Indigenous students indicated that the magazine has had a positive influence on their knowledge and understanding of Indigenous cultures. The vast majority of students reported that *Deadly Vibe* has helped them learn more about Indigenous cultures (Item A10; 81% “agree” to “strongly agree”). In addition, an impressive 84% of students stated that through reading *Deadly Vibe*, they have developed greater respect for Indigenous people.

The vast majority of students indicated that they look up to and admire the high profile Indigenous role models featured in the magazine (Item A8; 75% “agree” to “strongly agree”). Moreover, 72% of students reported that these featured people have had a positive influence on them (Item A18).

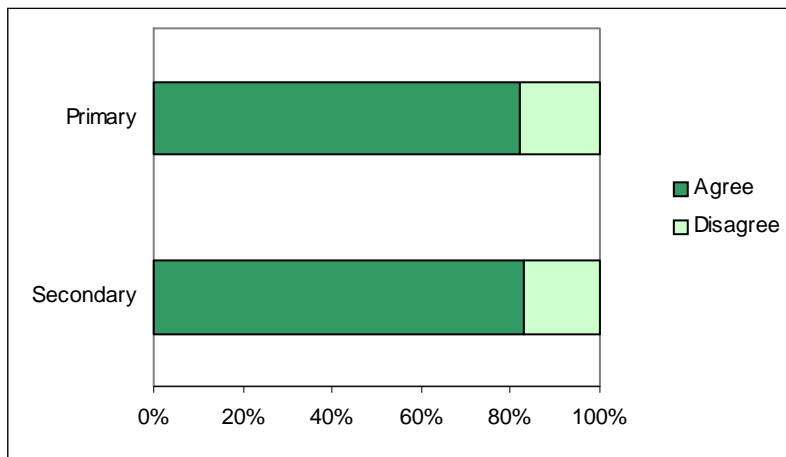
I like reading *Deadly Vibe* (A1)



83% of all students enjoyed reading *Deadly Vibe*.

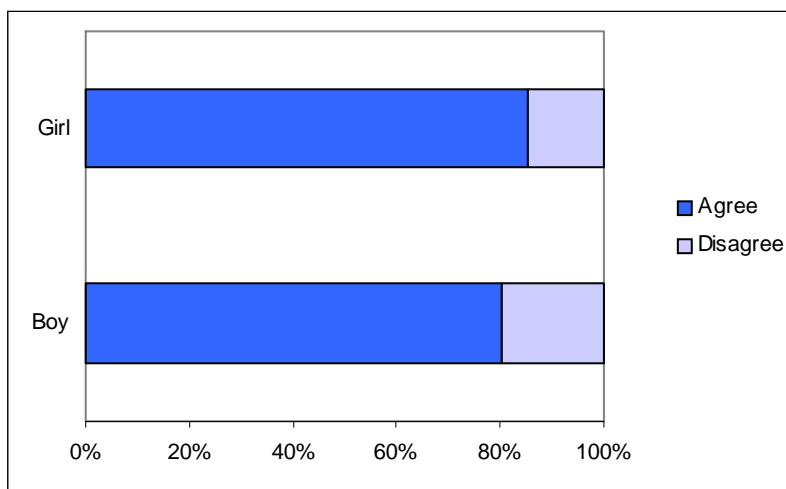
However, more Indigenous students enjoyed reading the magazine (92%) than non-Indigenous students (65%).

Figure 1a. Responses to Item A1 for Indigenous and Non-Indigenous Students



Overall, there was no difference between primary and secondary school students in terms of their enjoyment of *Deadly Vibe*.

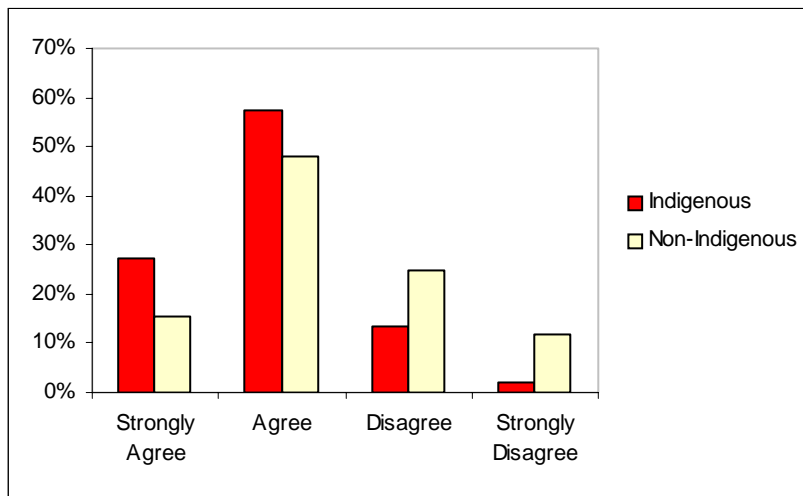
Figure 1b. Student Responses to Item A1 by School Level



Overall, boys and girls did not differ in how much they enjoyed reading *Deadly Vibe*.

Figure 1c. Student Responses to Item A1 by Gender

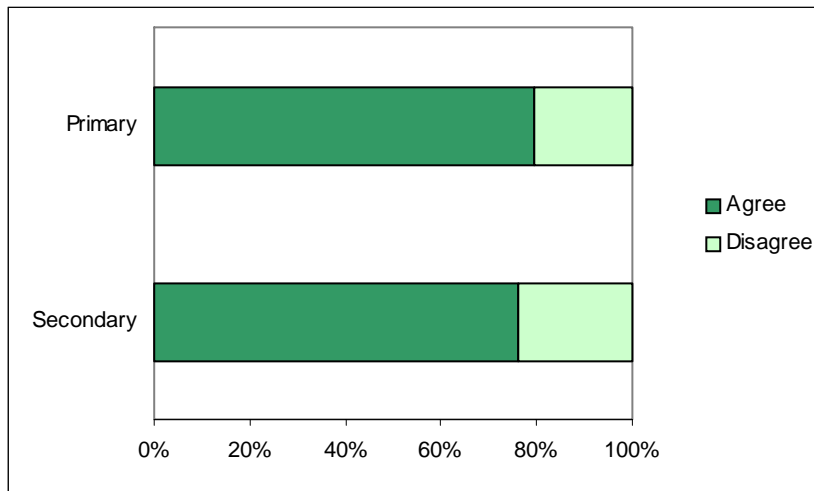
**I would recommend *Deadly Vibe* to a friend (A2)**



78% of all students would recommend *Deadly Vibe* to a friend.

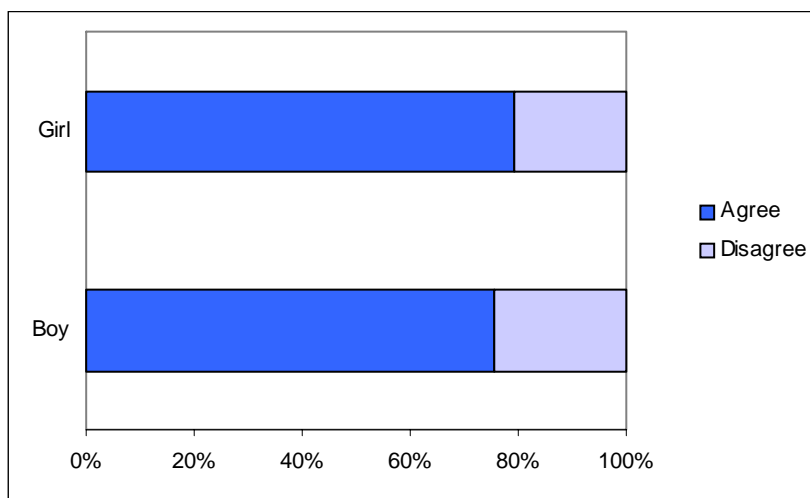
However, more Indigenous students would recommend the magazine (85%) than non-Indigenous students (63%).

**Figure 2a. Responses to Item A2 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of whether they would recommend the magazine to a friend.

**Figure 2b. Student Responses to Item A2 by School Level**

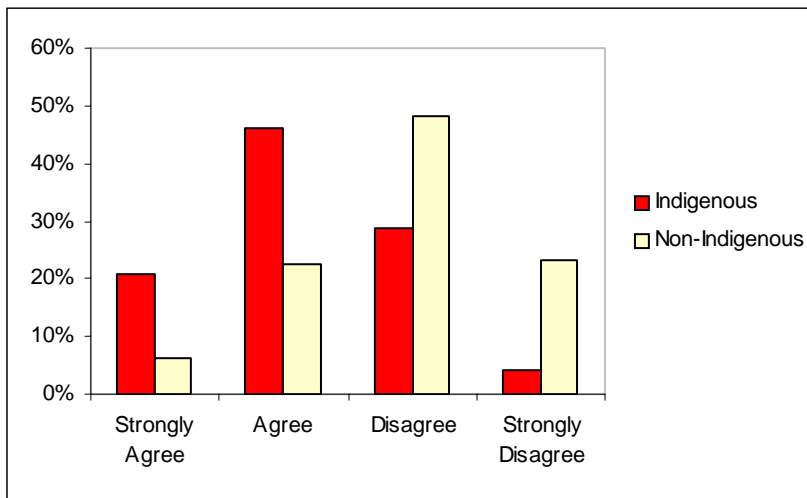


Overall, boys and girls did not differ in how much they would recommend the magazine to a friend.

**Figure 2c. Student Responses to Item A2 by Gender**



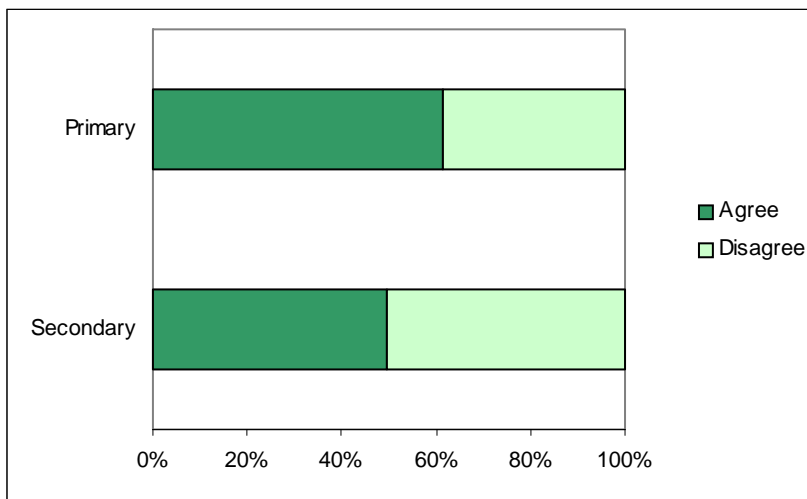
**Deadly Vibe is important to me (A3)**



54% of all students reported that *Deadly Vibe* was important to them.

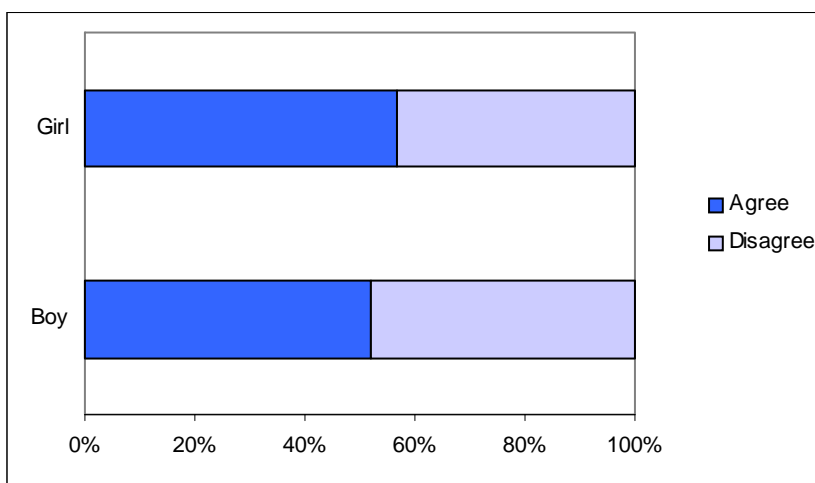
However, more Indigenous students felt that the magazine was important (67%) than non-Indigenous students (29%).

**Figure 3a. Responses to Item A3 for Indigenous and Non-Indigenous Students**



More primary school students reported that the magazine was important to them (61%) than secondary school students (49%).

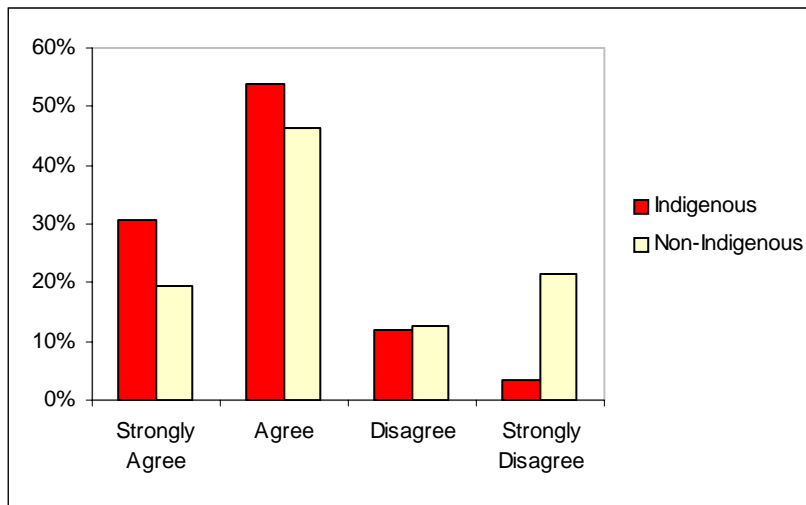
**Figure 3b. Student Responses to Item A3 by School Level**



Overall, boys and girls did not differ in terms of whether the magazine was important to them.

**Figure 3c. Student Responses to Item A3 by Gender**

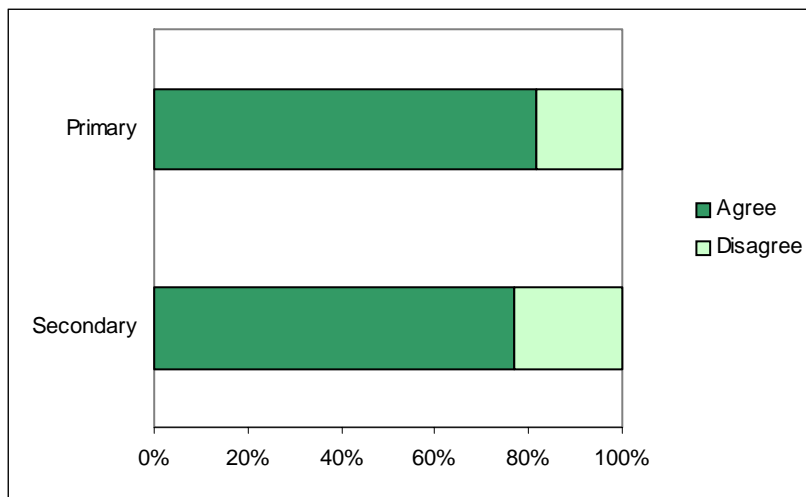
**I learn new things when I read *Deadly Vibe* (A4)**



78% of all students learn new things when they read *Deadly Vibe*.

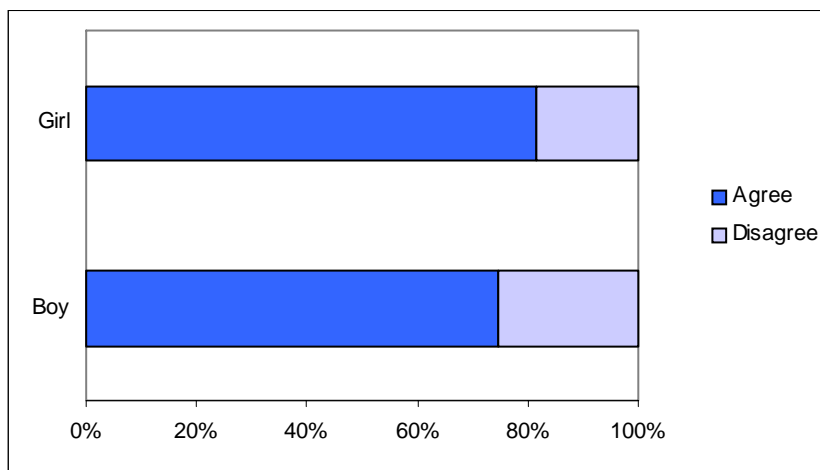
However, more Indigenous students learn new things from the magazine (85%) than non-Indigenous students (66%).

**Figure 4a. Responses to Item A4 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in how much they learn from the magazine.

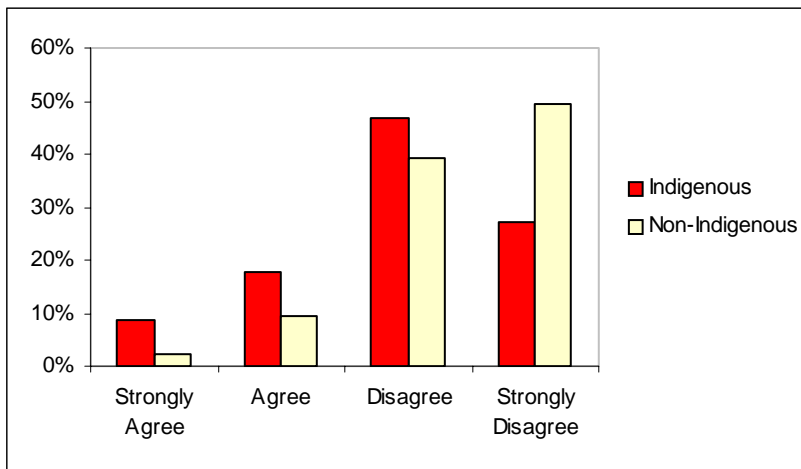
**Figure 4b. Student Responses to Item A4 by School Level**



More girls learn new things from the magazine (82%) than boys (75%).

**Figure 4c. Student Responses to Item A4 by Gender**

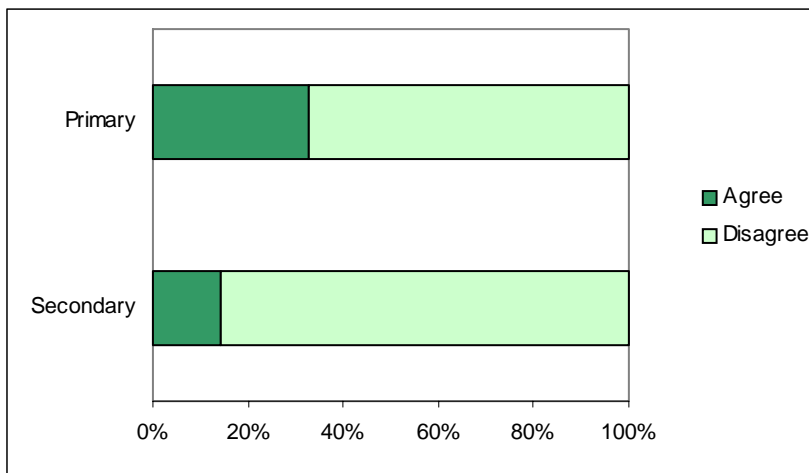
**I enter the competitions in *Deadly Vibe* (A5)**



22% of all students enter the competitions in *Deadly Vibe*.

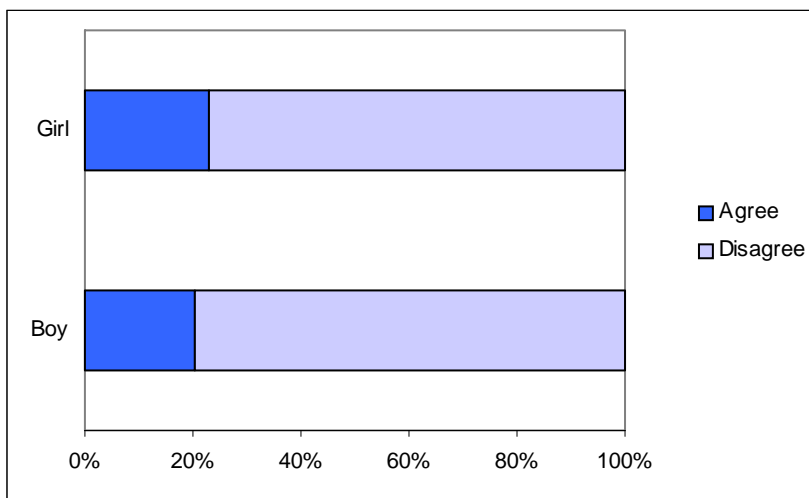
However, more Indigenous students enter the competitions (26%) than non-Indigenous students (11%).

**Figure 5a. Responses to Item A5 for Indigenous and Non-Indigenous Students**



More primary school students enter the competitions (33%) than secondary school students (14%)

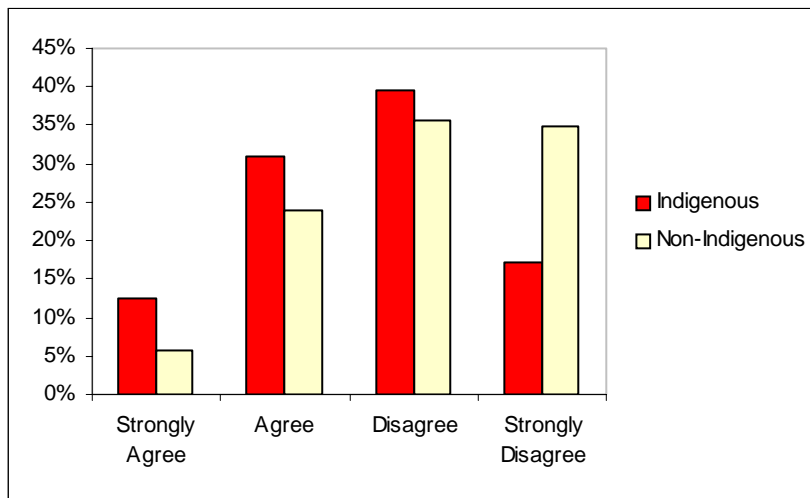
**Figure 5b. Student Responses to Item A5 by School Level**



Overall, boys and girls did not differ in terms of how much they enter the competitions in *Deadly Vibe*.

**Figure 5c. Student Responses to Item A5 by Gender**

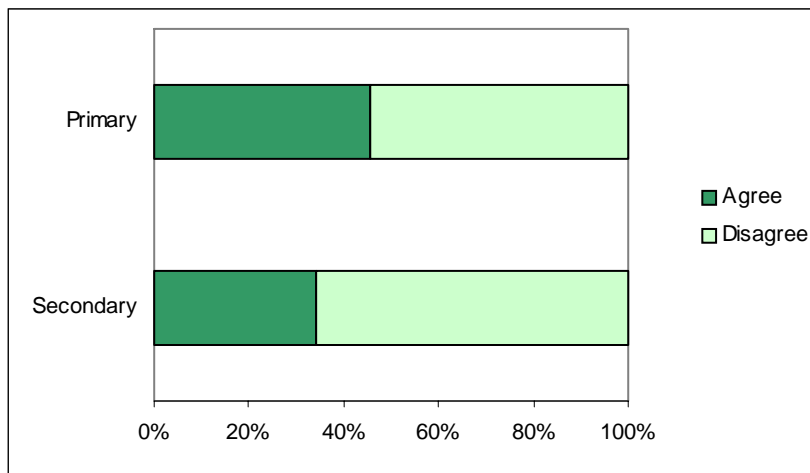
**The solid score competition has encouraged me to come to school more often (A6)**



39% of all students reported that the Solid Score competition had encouraged them to come to school more often.

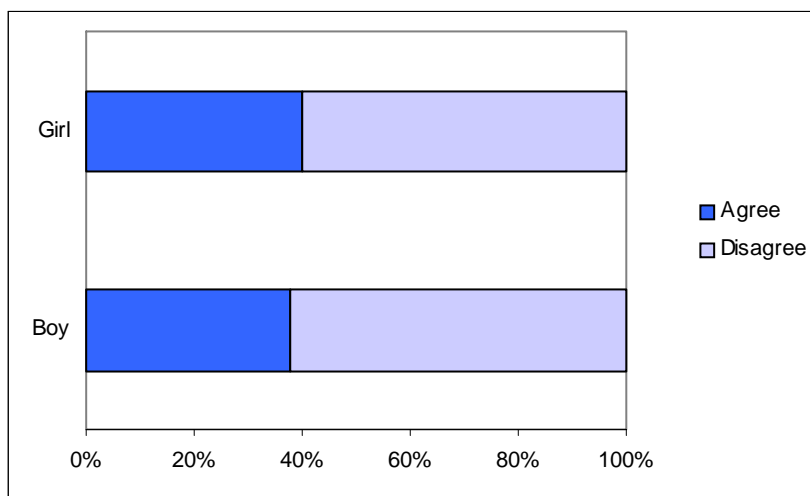
However, the competition encouraged more Indigenous students to attend school (43%) than non-Indigenous students (30%).

**Figure 6a. Responses to Item A6 for Indigenous and Non-Indigenous Students**



The Solid Score competition has encouraged more primary school students to attend school (46%) than secondary school students (34%).

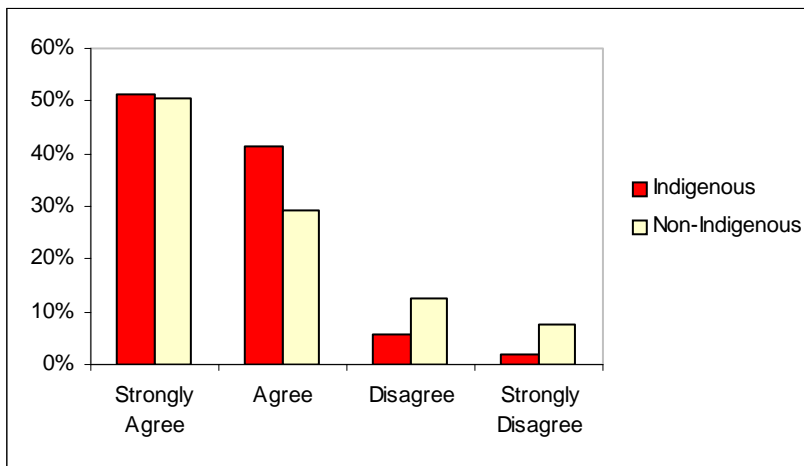
**Figure 6b. Student Responses to Item A6 by School Level**



Overall, boys and girls did not differ in how much the competition encouraged them to come to school.

**Figure 6c. Student Responses to Item A6 by Gender**

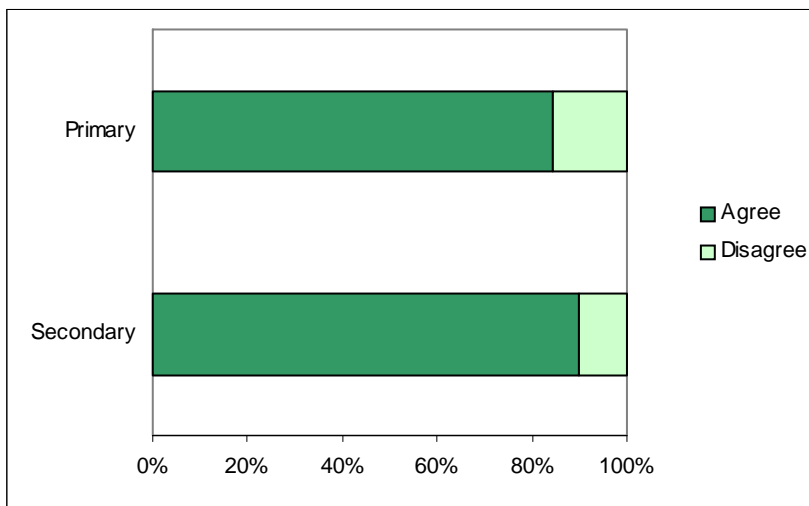
**Deadly Vibe is an important magazine for Indigenous people (A7)**



88% of all students reported that *Deadly Vibe* is an important magazine for Indigenous people.

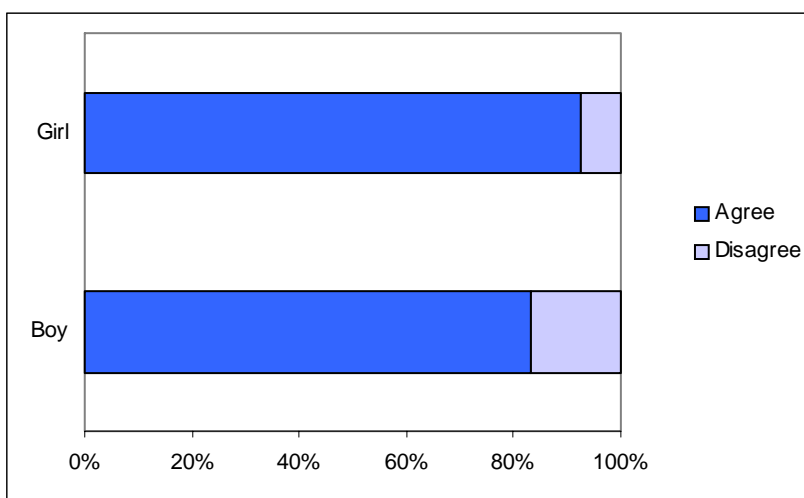
However, more Indigenous students felt that the magazine is important for Indigenous people (93%) than non-Indigenous students (80%).

**Figure 7a. Responses to Item A7 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of the importance of the magazine for Indigenous people.

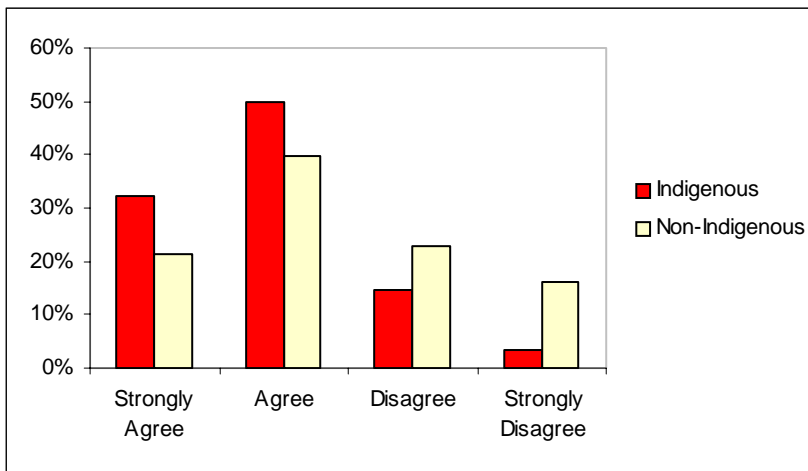
**Figure 7b. Student Responses to Item A7 by School Level**



More girls reported that *Deadly Vibe* is an important magazine for Indigenous people (93%) than boys (83%).

**Figure 7c. Student Responses to Item A7 by Gender**

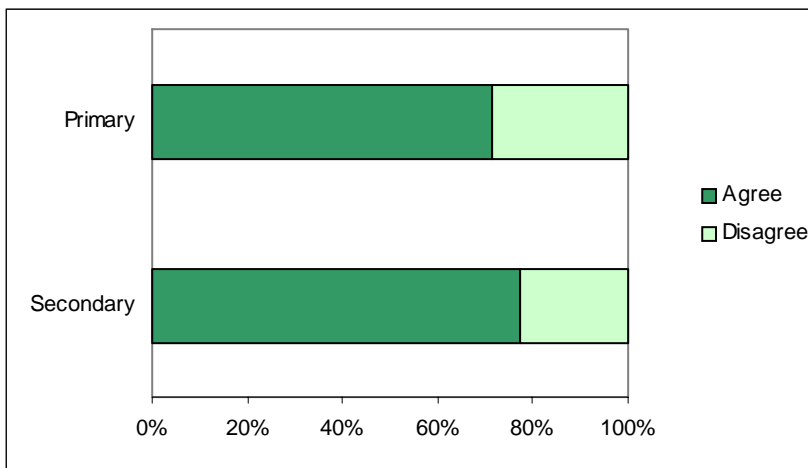
**I look up to and admire the people I have read about in *Deadly Vibe* (A8)**



75% of all students look up to and admire the people they have read about in *Deadly Vibe*.

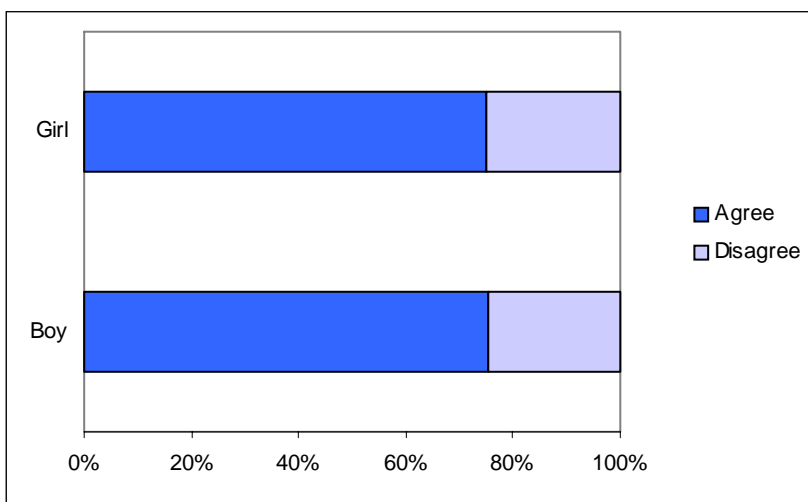
However, more Indigenous students admire the people they have read about (82%) than non-Indigenous students (61%).

**Figure 8a. Responses to Item A8 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of their admiration for people featured in the magazine.

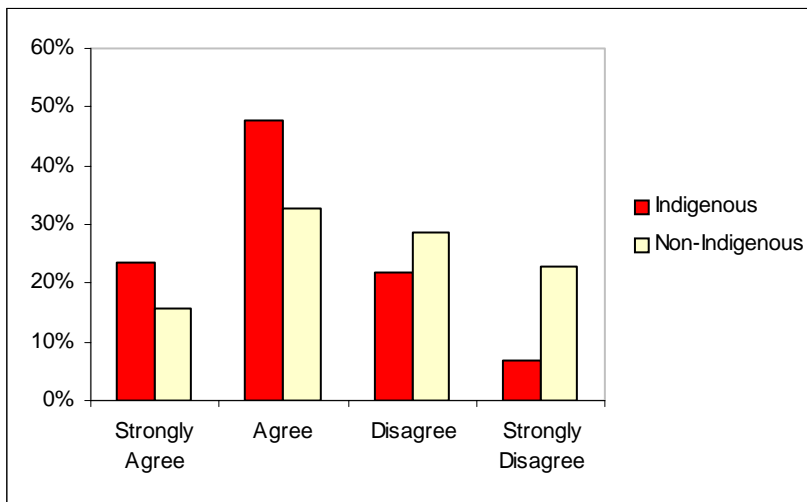
**Figure 8b. Student Responses to Item A8 by School Level**



Overall, boys and girls did not differ in how much they admire the people featured in *Deadly Vibe*.

**Figure 8c. Student Responses to Item A8 by Gender**

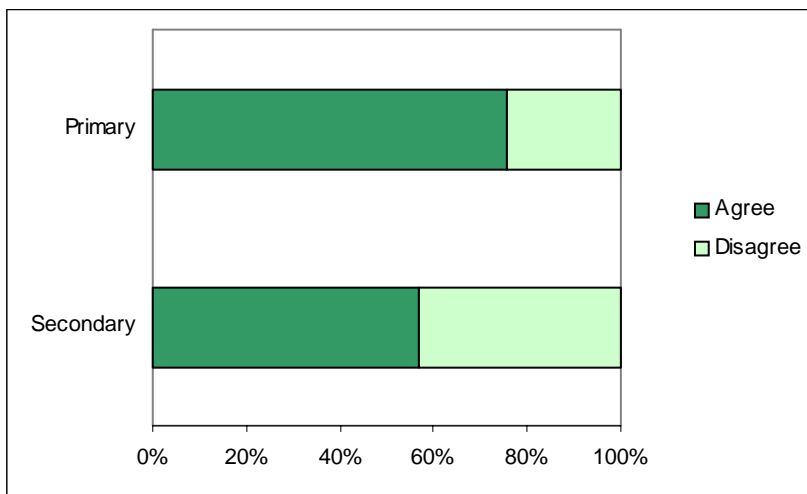
**Through reading *Deadly Vibe*, I have become more interested in reading (A9)**



64% of all students reported that, through reading *Deadly Vibe*, they have become more interested in reading.

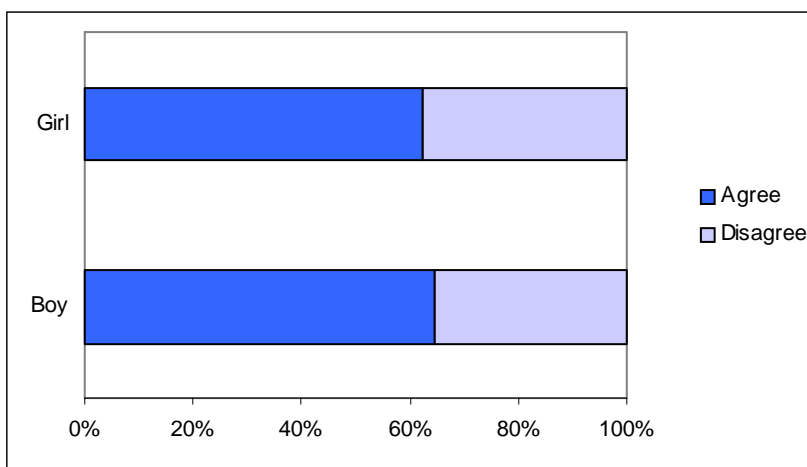
However, the magazine has increased interest in reading for more Indigenous students (71%) than non-Indigenous students (49%).

**Figure 9a. Responses to Item A9 for Indigenous and Non-Indigenous Students**



*Deadly Vibe* has increased interest in reading for more primary school students (76%) than secondary school students (57%).

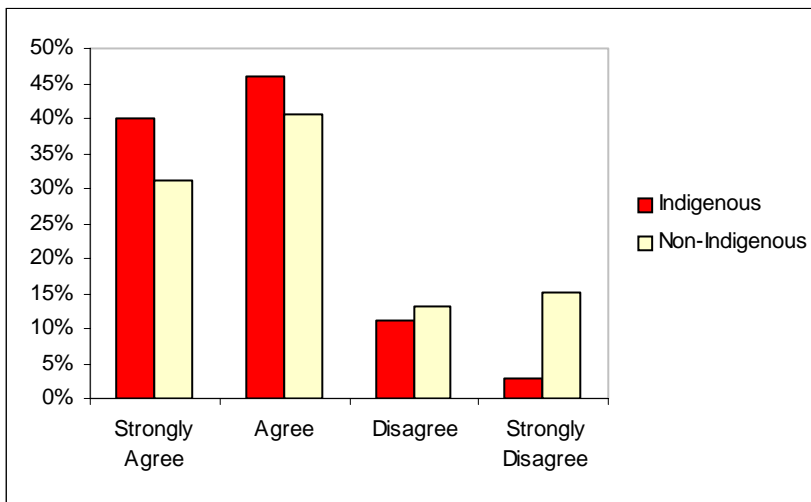
**Figure 9b. Student Responses to Item A9 by School Level**



Overall, boys and girls did not differ in how much the magazine increased interest in reading.

**Figure 9c. Student Responses to Item A9 by Gender**

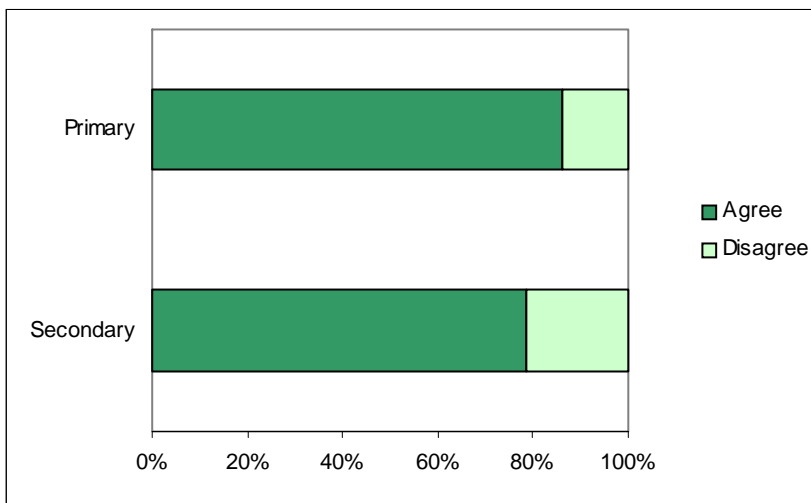
**Deadly Vibe has helped me learn more about Indigenous cultures (A10)**



81% of all students reported that *Deadly Vibe* has helped them learn more about Indigenous cultures.

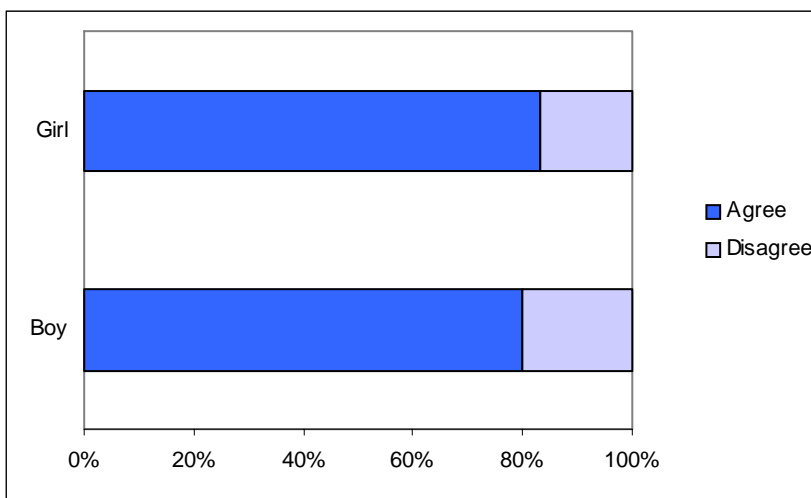
However, the magazine has helped more Indigenous students learn about Indigenous cultures (86%) than Non-Indigenous students (72%).

**Figure 10a. Responses to Item A10 for Indigenous and Non-Indigenous Students**



*Deadly Vibe* has helped more primary school students learn about Indigenous cultures (86%) than secondary school students (78%).

**Figure 10b. Student Responses to Item A10 by School Level**

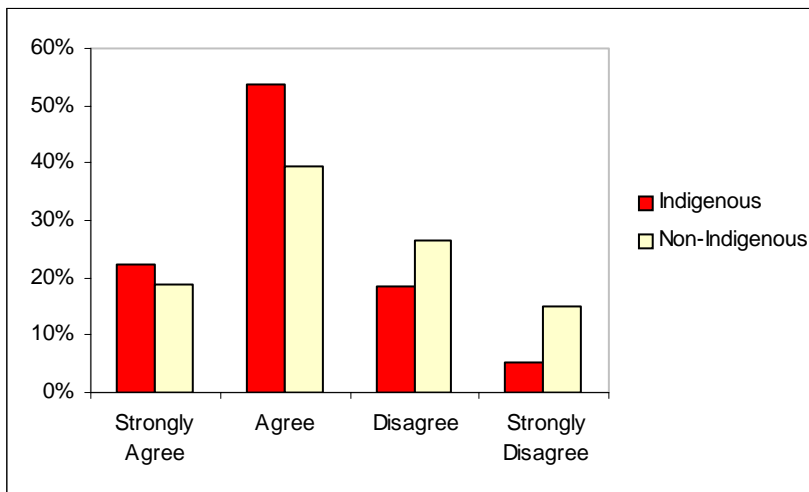


Overall, boys and girls did not differ in how much the magazine has helped them learn about Indigenous cultures.

**Figure 10c. Student Responses to Item A10 by Gender**



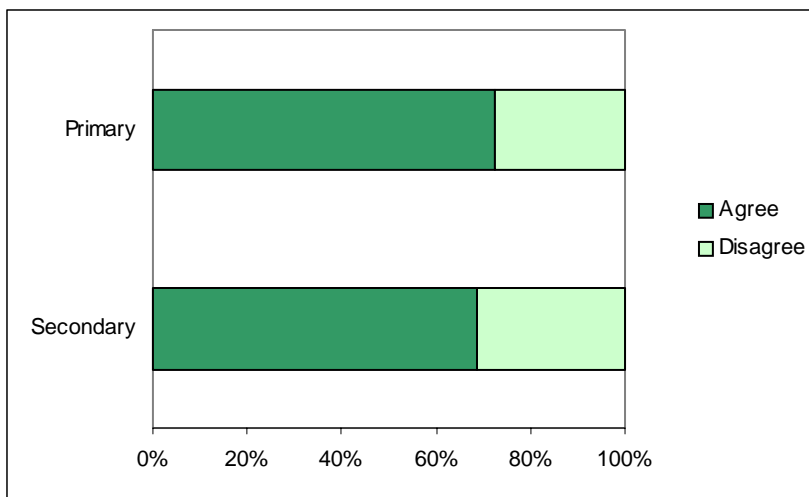
**Deadly Vibe has made me more aware of future career options (A11)**



70% of all students reported that *Deadly Vibe* has made them more aware of future career options.

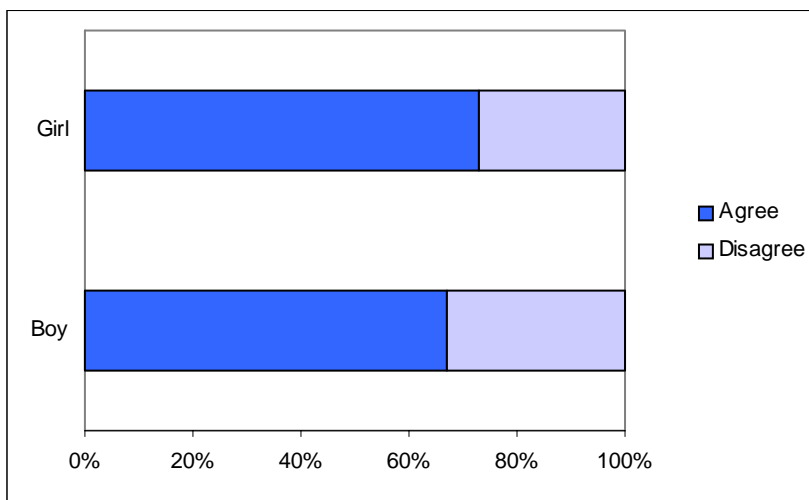
However, the magazine increased awareness of future career options for more Indigenous students (76%) than non-Indigenous students (58%).

**Figure 11a. Responses to Item A11 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of their awareness of future career options.

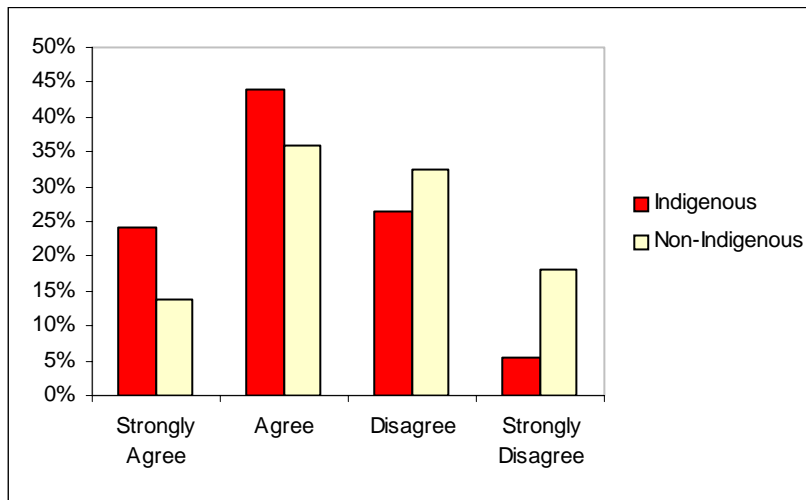
**Figure 11b. Student Responses to Item A11 by School Level**



Overall, boys and girls did not differ in how much the magazine taught them about future career options.

**Figure 11c. Student Responses to Item A11 by Gender**

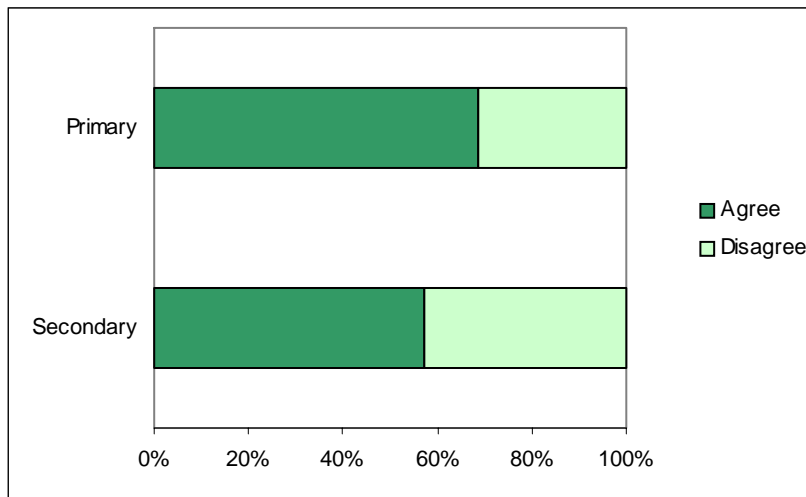
**Deadly Vibe has inspired me to want to complete secondary school (A12)**



62% of all students reported that *Deadly Vibe* has inspired them to want to complete secondary school.

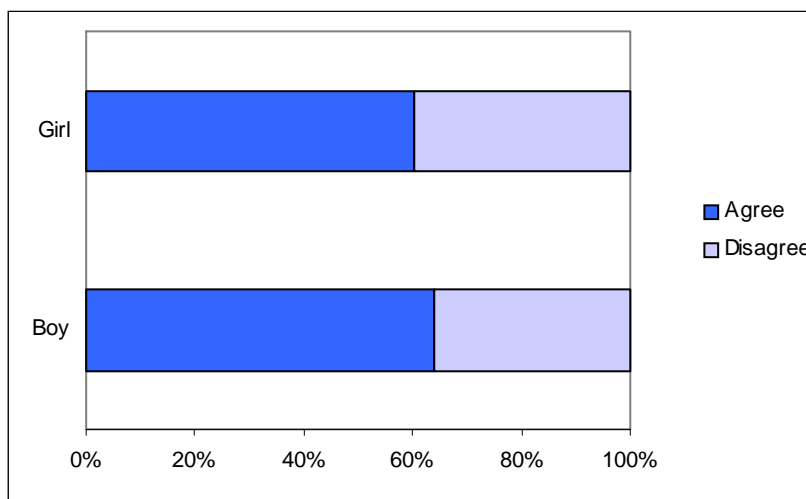
However, more Indigenous students have been inspired by the magazine (68%) than non-Indigenous students (50%).

**Figure 12a. Responses to Item A12 for Indigenous and Non-Indigenous Students**



More primary school students have been inspired by the magazine (69%) than secondary school students (57%).

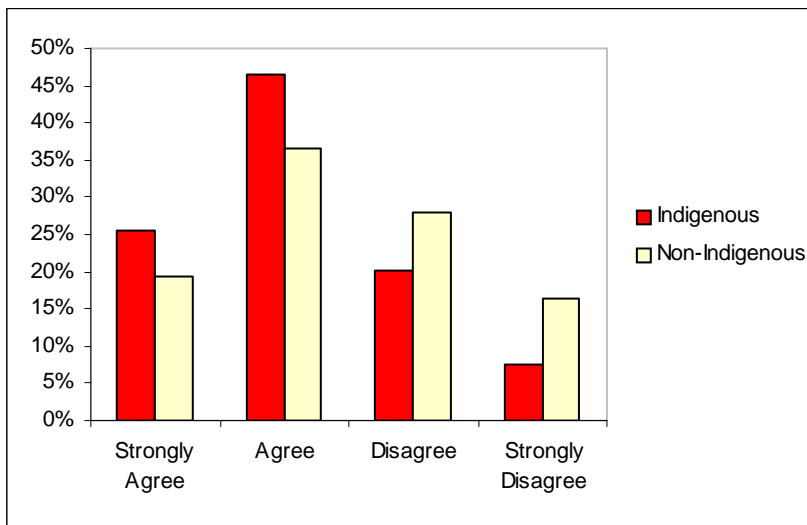
**Figure 12b. Student Responses to Item A12 by School Level**



Overall, boys and girls did not differ in how much the magazine has inspired them to want to complete secondary school.

**Figure 12c. Student Responses to Item A12 by Gender**

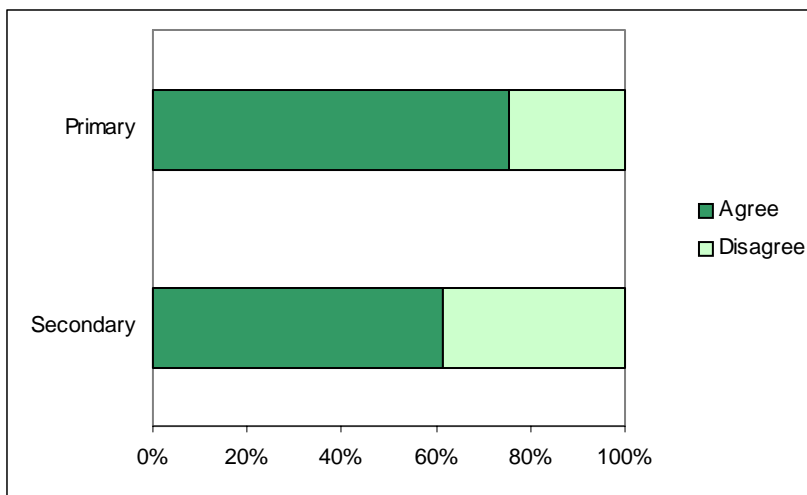
**Through reading *Deadly Vibe*, I have become more aware of health issues (A13)**



67% of all students reported that, through reading *Deadly Vibe*, they have become more aware of health issues.

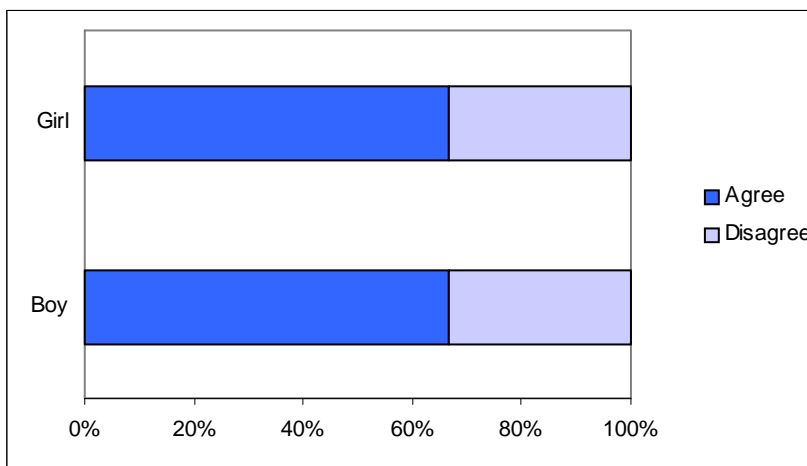
However, the magazine has increased awareness of health issues for more Indigenous students (72%) than non-Indigenous students (56%).

**Figure 13a. Responses to Item A13 for Indigenous and Non-Indigenous Students**



*Deadly Vibe* has increased awareness of health issues for more primary school students (76%) than secondary school students (26%).

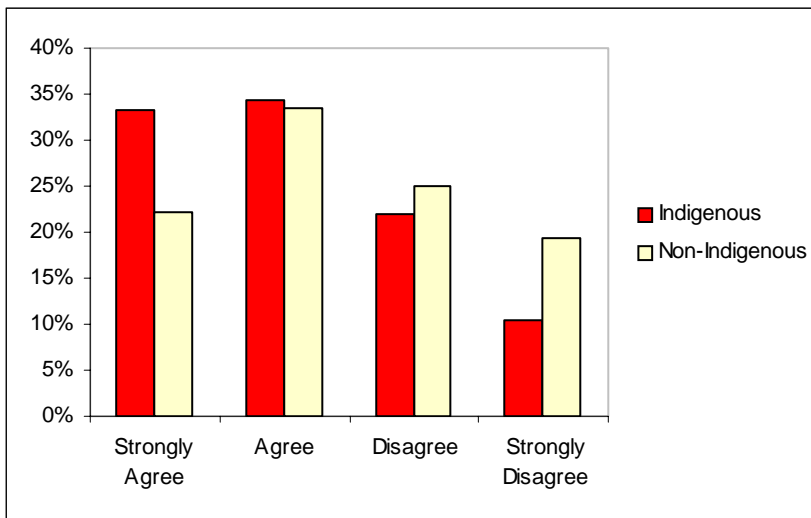
**Figure 13b. Student Responses to Item A13 by School Level**



Overall, boys and girls did not differ in how much the magazine has increased their awareness of health issues.

**Figure 13c. Student Responses to Item A13 by Gender**

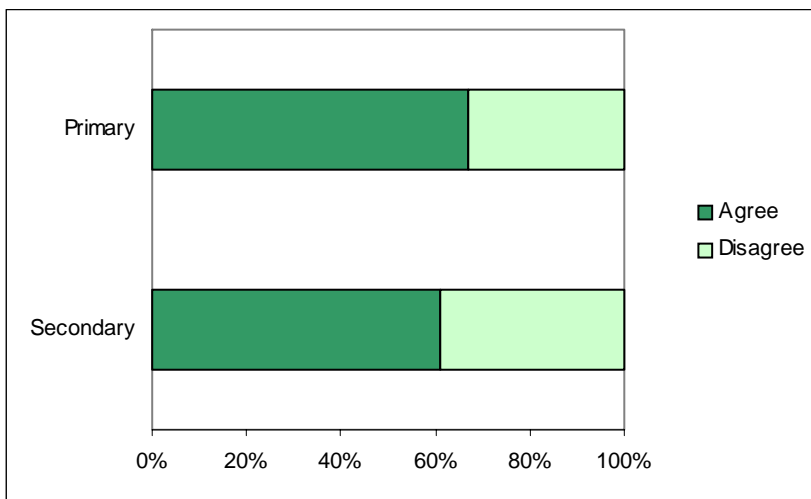
**Deadly Vibe has helped me to understand the risks of drinking alcohol (A14)**



63% of all students reported that *Deadly Vibe* has helped them to understand the risks of drinking alcohol.

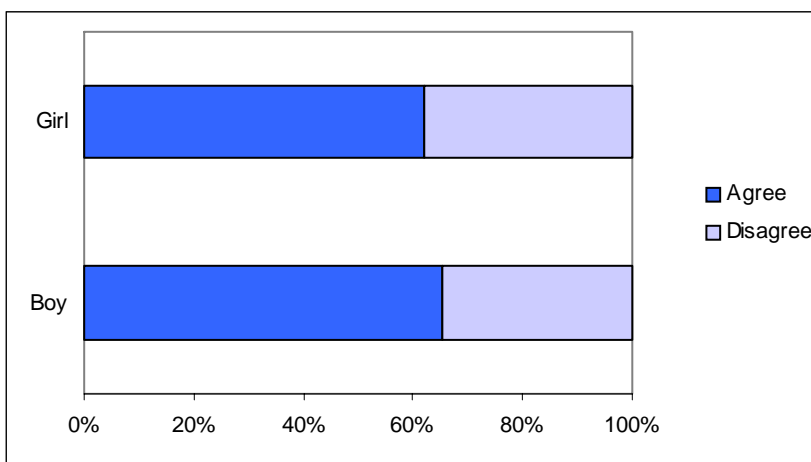
However, the magazine increased understanding for more Indigenous students (68%) than non-Indigenous students (56%).

**Figure 14a. Responses to Item A14 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of their understanding of the risks of drinking alcohol.

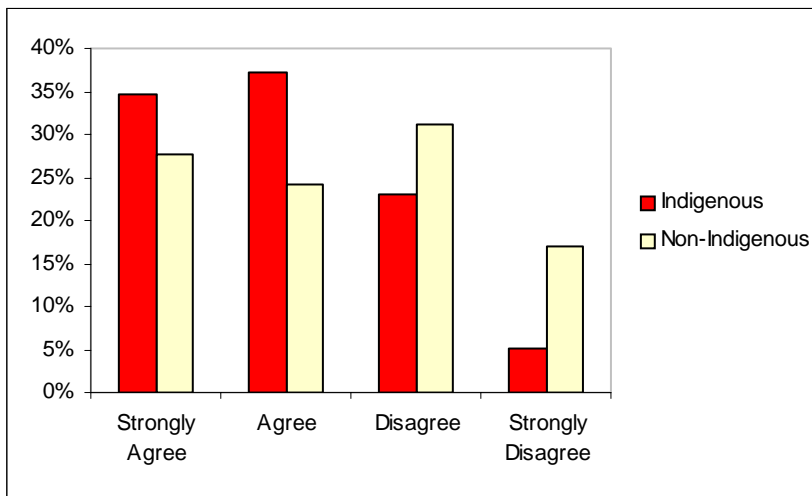
**Figure 14b. Student Responses to Item A14 by School Level**



Overall, boys and girls did not differ in how much they understand the risks of drinking alcohol.

**Figure 14c. Student Responses to Item A14 by Gender**

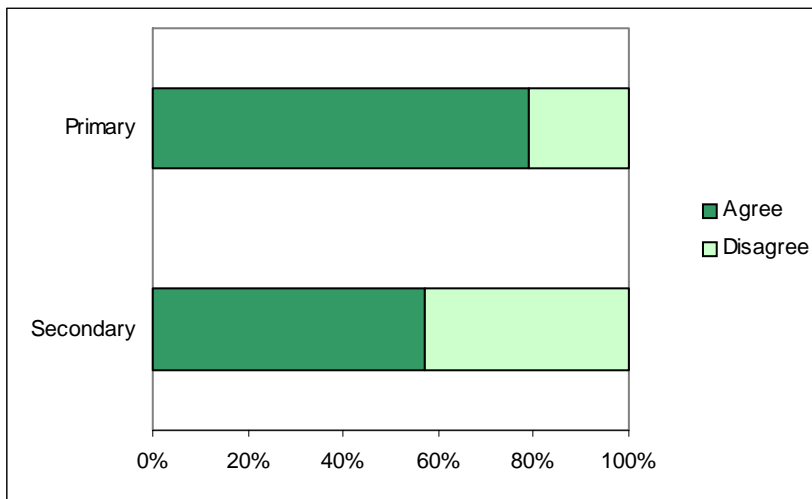
**Through reading *Deadly Vibe*, I have become more involved in sports activities (A15)**



65% of all students reported that, through reading *Deadly Vibe*, they have become more involved in sports activities.

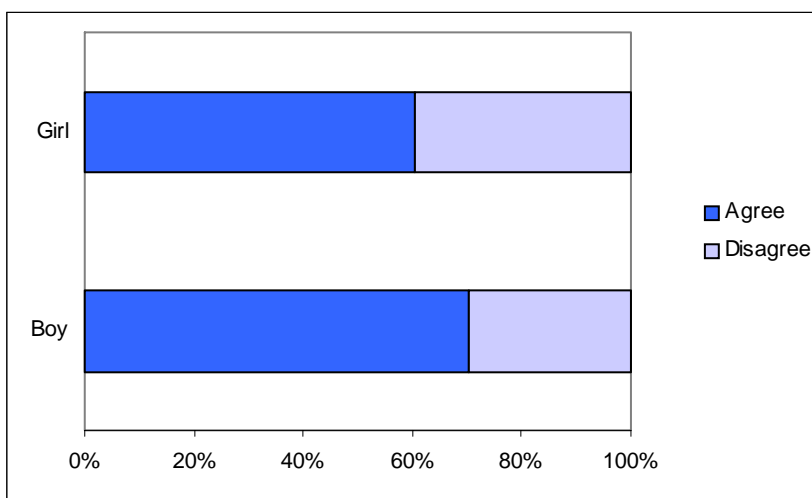
However, the magazine has increased involvement for more Indigenous students (72%) than non-Indigenous students (52%).

**Figure 15a. Responses to Item A15 for Indigenous and Non-Indigenous Students**



*Deadly Vibe* has increased involvement in sports activities for more primary school students (79%) than secondary school students (57%).

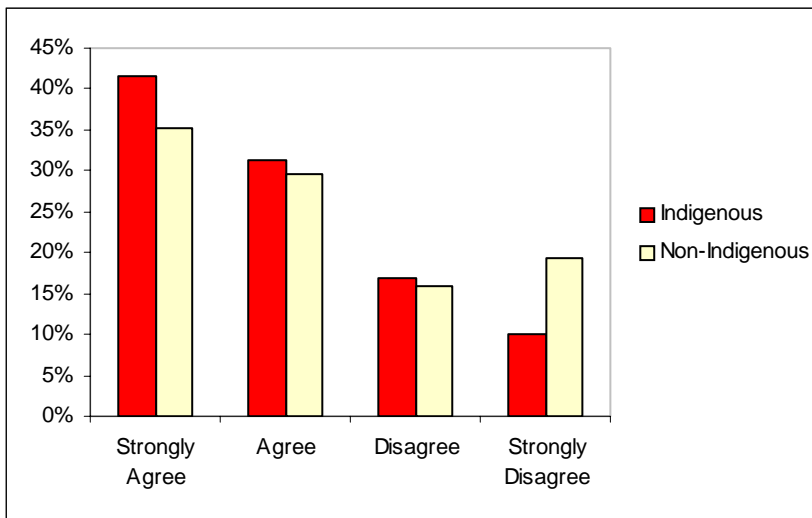
**Figure 15b. Student Responses to Item A15 by School Level**



More boys increased their involvement in sports activities through reading *Deadly Vibe* (70%) than girls (60%).

**Figure 15c. Student Responses to Item A15 by Gender**

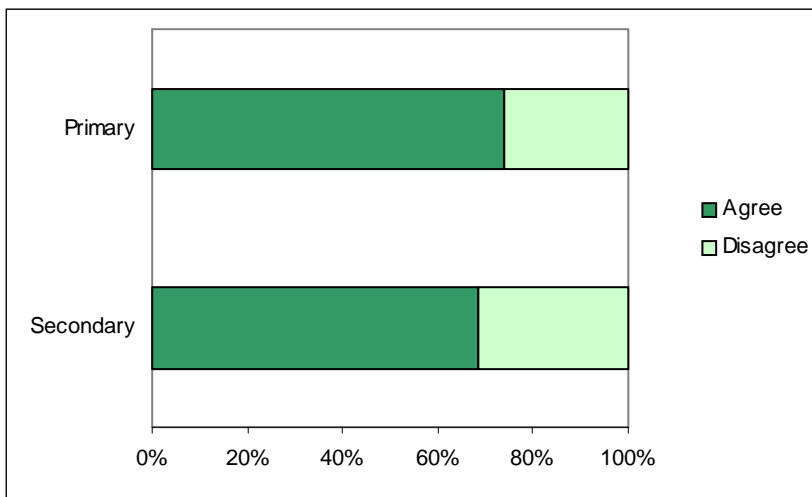
**Deadly Vibe has helped me to understand the dangers of taking drugs, such as marijuana and cocaine (A16)**



70% of all students reported that *Deadly Vibe* has helped them to understand the dangers of taking drugs, such as marijuana and cocaine.

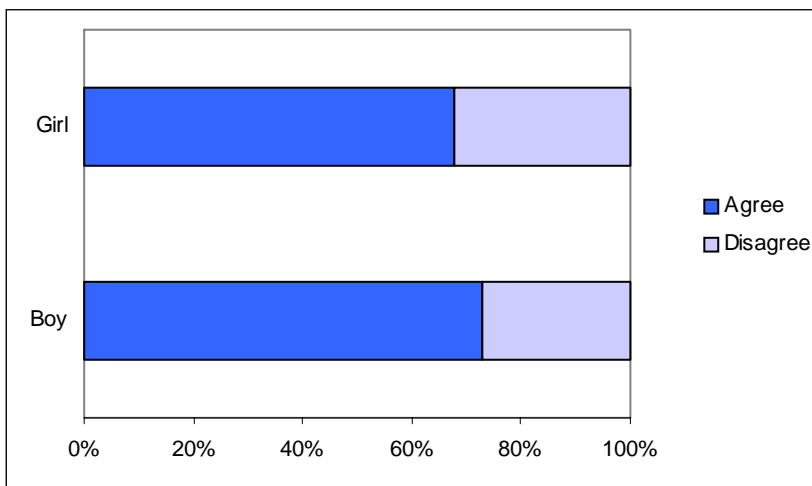
However, the magazine has increased understanding for more Indigenous students (73%) than non-Indigenous students (65%).

**Figure 16a. Responses to Item A16 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of their understanding of the dangers of taking drugs.

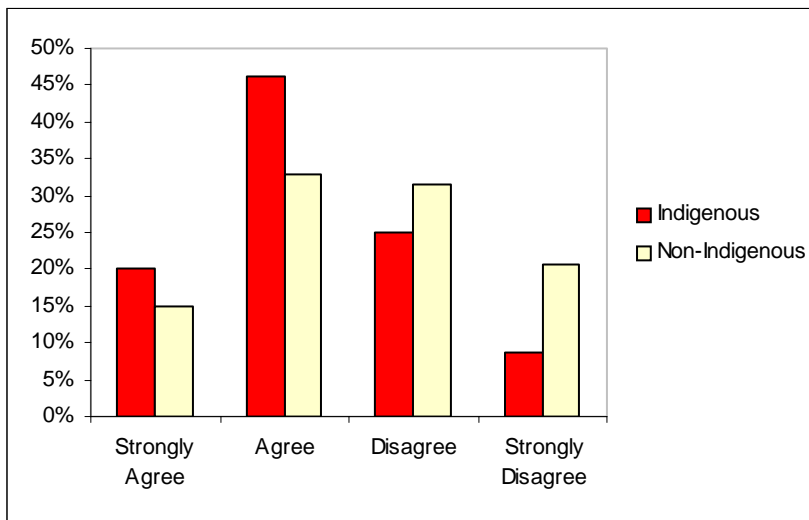
**Figure 16b. Student Responses to Item A16 by School Level**



Overall, boys and girls did not differ in how much they understand the dangers of taking drugs.

**Figure 16c. Student Responses to Item A16 by Gender**

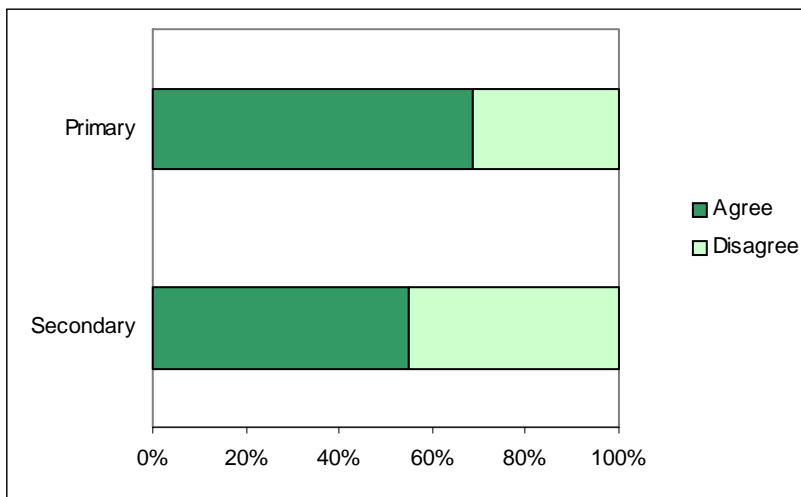
**Deadly Vibe has taught me to seek help when I am sick (A17)**



60% of all students reported that *Deadly Vibe* has taught them to seek help when they are sick.

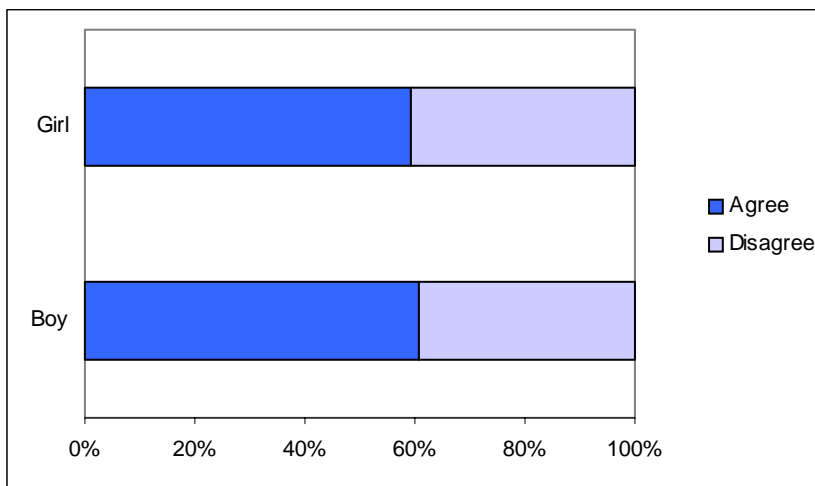
However, the magazine has taught more Indigenous students to seek help when they are sick (66%) than non-Indigenous students (48%).

**Figure 17a. Responses to Item A17 for Indigenous and Non-Indigenous Students**



More primary school students have been taught to seek help when they are sick (69%) than secondary students (55%).

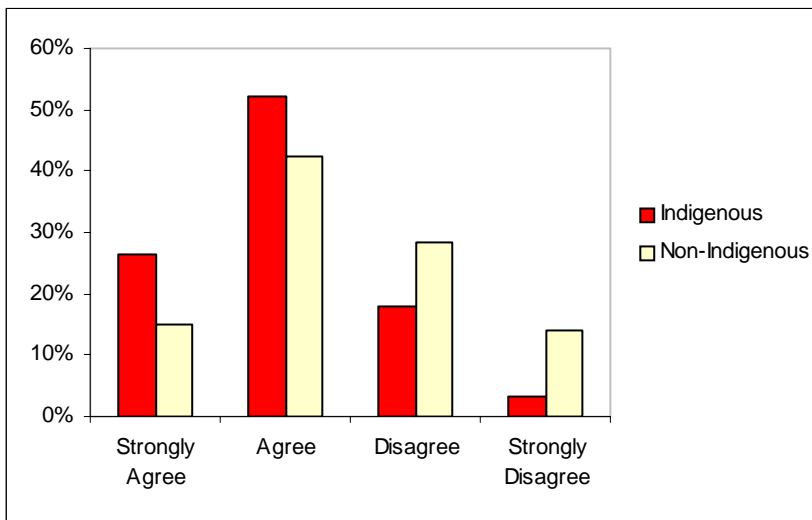
**Figure 17b. Student Responses to Item A17 by School Level**



Overall, boys and girls did not differ in how much they enjoyed reading *Deadly Vibe*.

**Figure 17c. Student Responses to Item A17 by Gender**

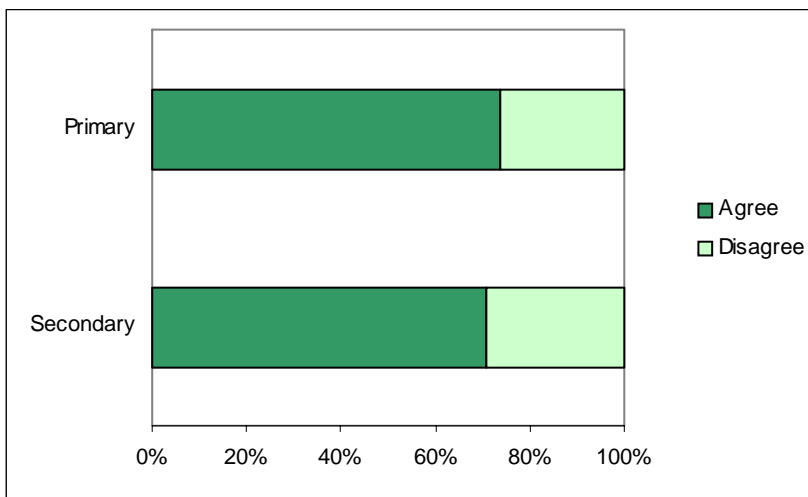
**The people I read about in *Deadly Vibe* have had a positive influence on me (A18)**



72% of all students reported that the people they read about in *Deadly Vibe* have had a positive influence on them.

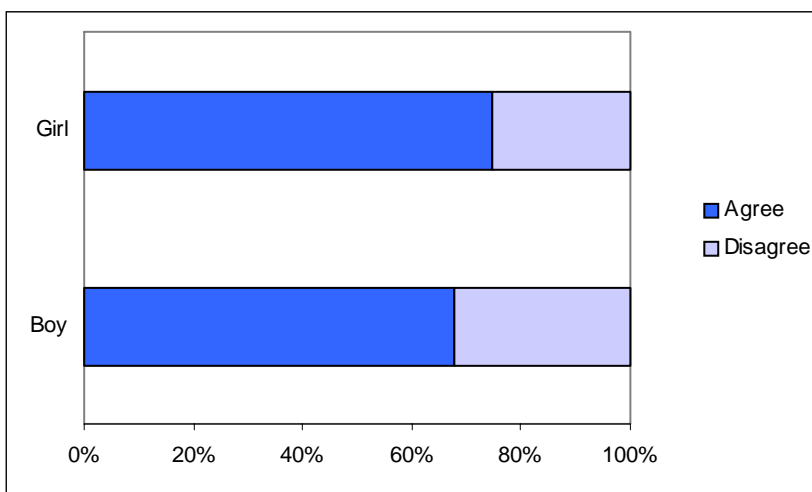
However, more Indigenous students have been positively influenced by the people they read about (79%) than non-Indigenous students (57%).

**Figure 18a. Responses to Item A18 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of whether they have been influenced by people featured in *Deadly Vibe*.

**Figure 18b. Student Responses to Item A18 by School Level**

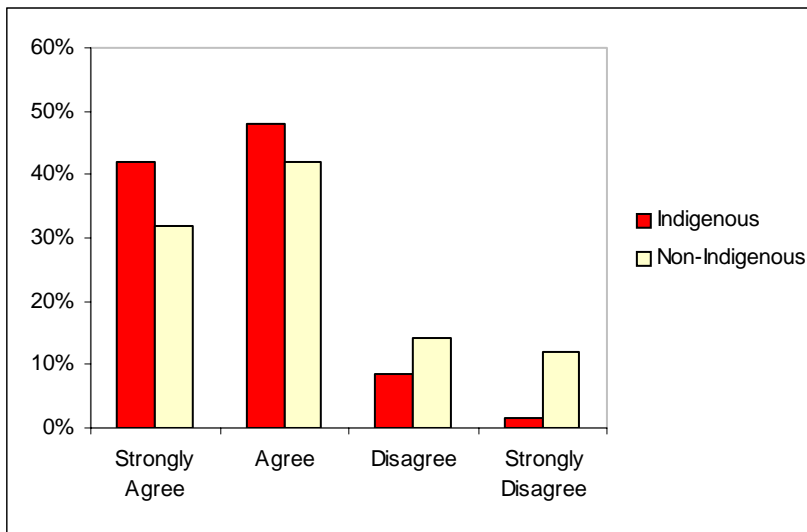


Overall, boys and girls did not differ in how much they are influenced by people featured in the magazine.

**Figure 18c. Student Responses to Item A18 by Gender**



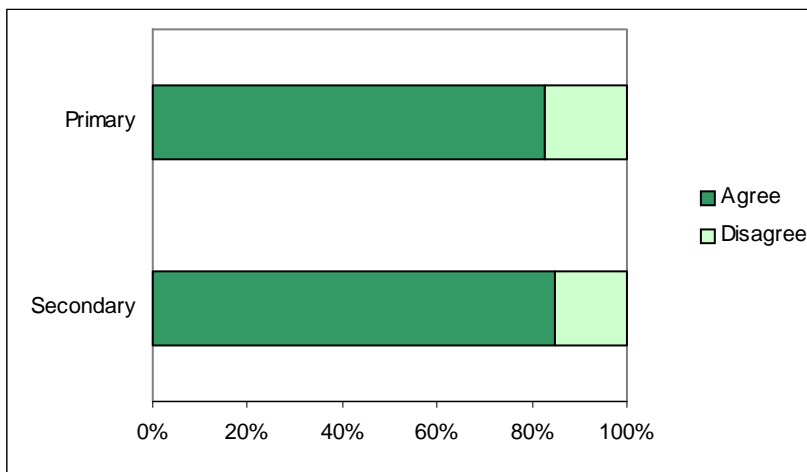
**Through reading *Deadly Vibe*, I have developed greater respect for Indigenous people (A19)**



84% of all students reported that, through reading *Deadly Vibe*, they have developed greater respect for Indigenous people.

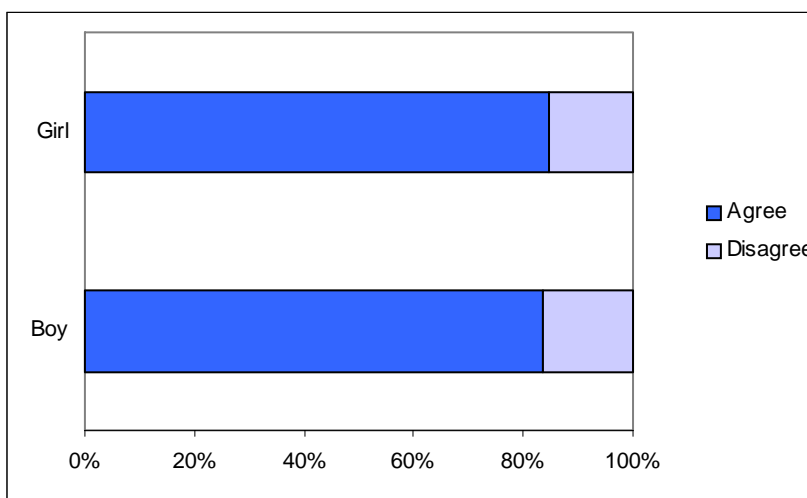
However, more Indigenous students have developed greater respect (90%) than non-Indigenous students (74%).

**Figure 19a. Responses to Item A19 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in the extent to which the magazine has increased their respect for Indigenous people.

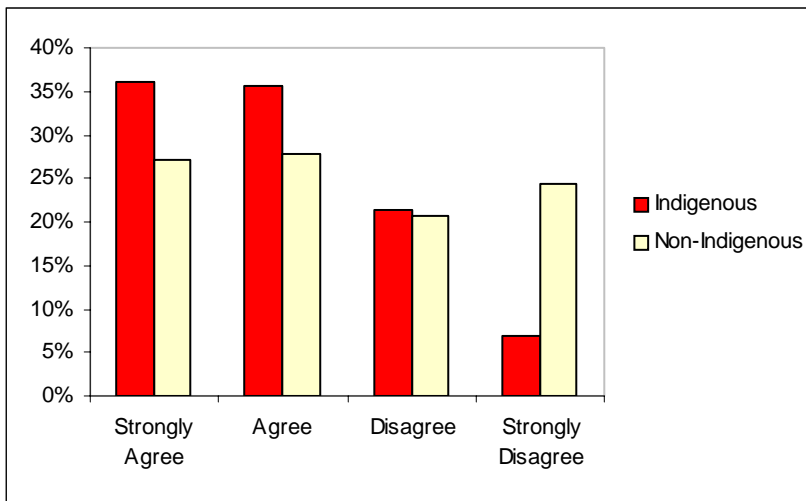
**Figure 19b. Student Responses to Item A19 by School Level**



Overall, boys and girls did not differ in how much the magazine has increased their respect for Indigenous people.

**Figure 19c. Student Responses to Item A19 by Gender**

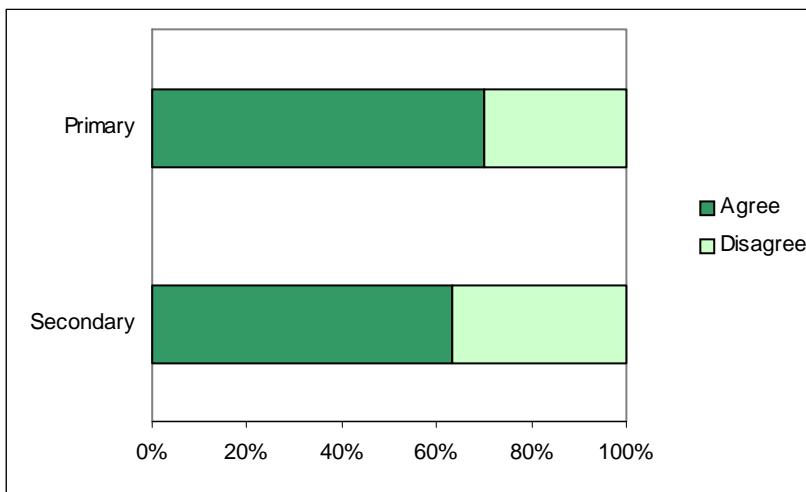
**Deadly Vibe has helped me to understand the dangers of sniffing glue, petrol and aerosols (A20)**



66% of all students reported that *Deadly Vibe* has helped them to understand the dangers of sniffing glue, petrol and aerosols.

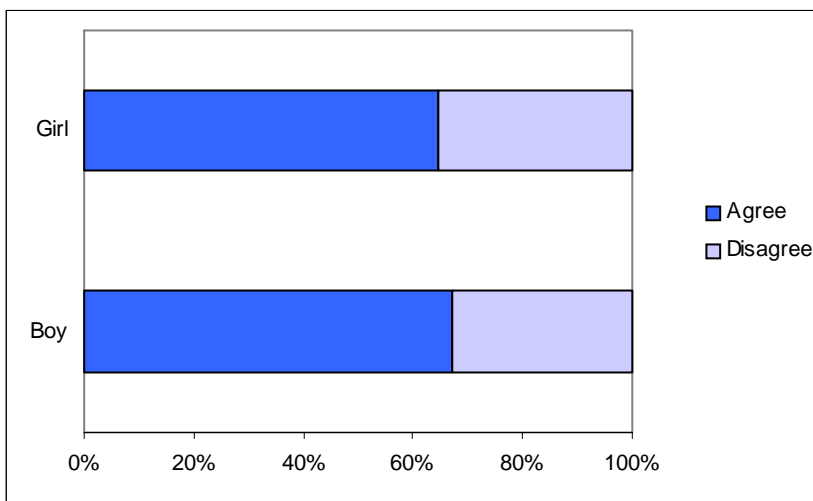
However, the magazine has increased understanding for more Indigenous students (72%) than non-Indigenous students (55%).

**Figure 20a. Responses to Item A20 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of their understanding of the dangers of sniffing glue, petrol and aerosols.

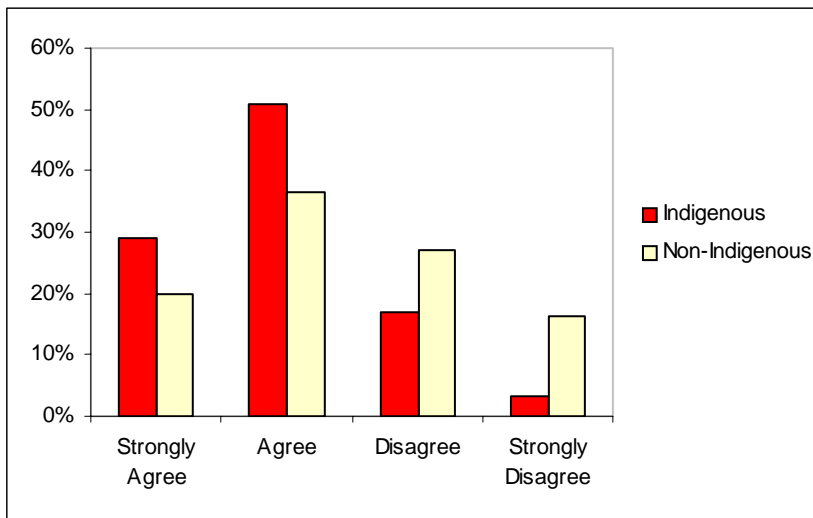
**Figure 20b. Student Responses to Item A20 by School Level**



Overall, boys and girls did not differ in how much the magazine increased their understanding of the dangers of sniffing glue, petrol and aerosols.

**Figure 20c. Student Responses to Item A20 by Gender**

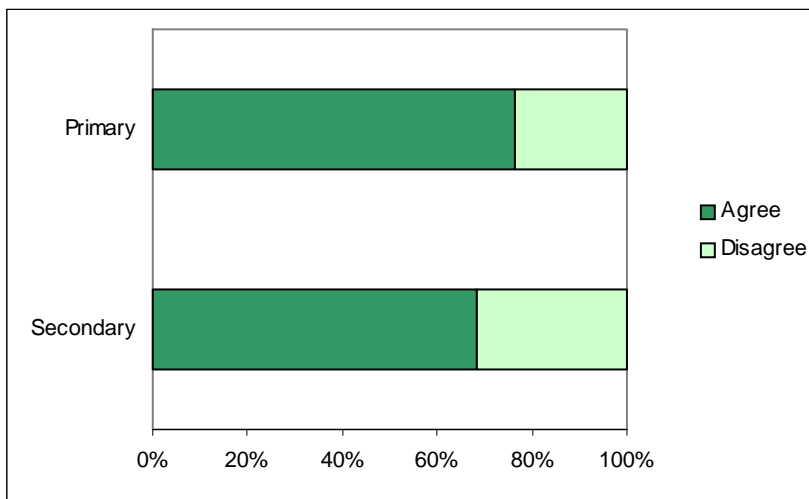
**Through reading *Deadly Vibe*, I have become more aware of future employment opportunities (A21)**



72% of all students reported that *Deadly Vibe* has made them more aware of future employment opportunities.

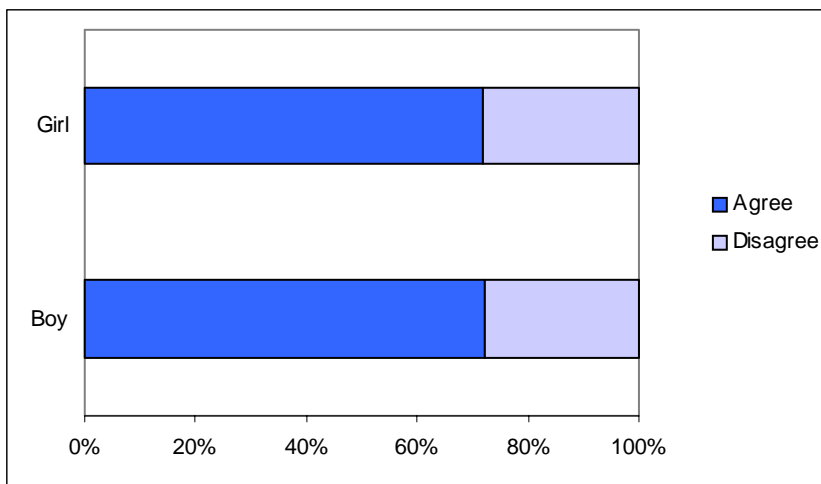
However, the magazine has increased awareness for more Indigenous students (80%) than non-Indigenous students (56%).

**Figure 21a. Responses to Item A21 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of their awareness of future employment opportunities.

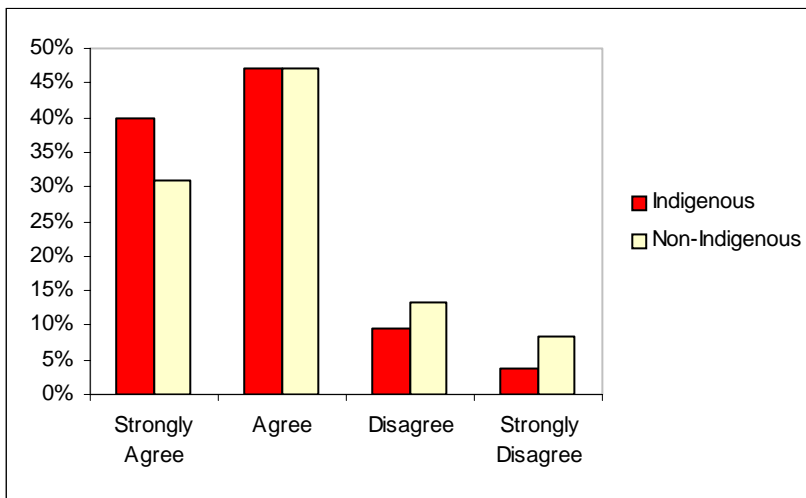
**Figure 21b. Student Responses to Item A21 by School Level**



Overall, boys and girls did not differ in how much the magazine has increased their awareness of future employment opportunities.

**Figure 21c. Student Responses to Item A21 by Gender**

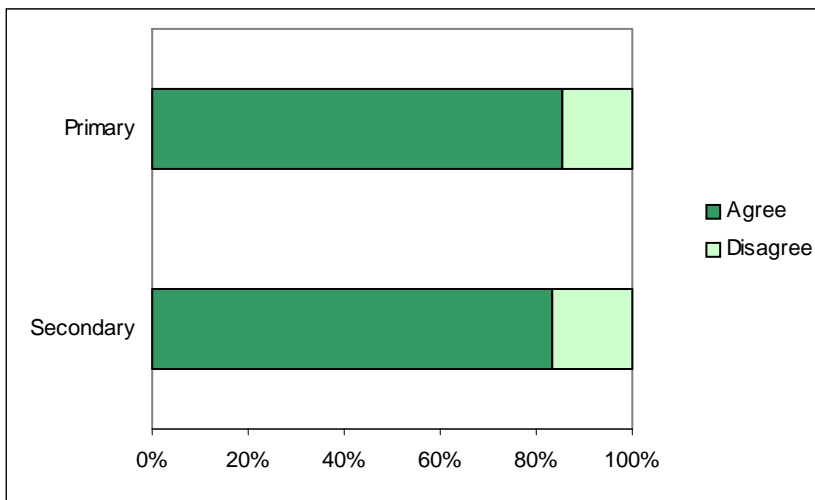
**It is important for Indigenous students to read *Deadly Vibe* (A22)**



84% of all students reported that it is important for Indigenous students to read *Deadly Vibe*.

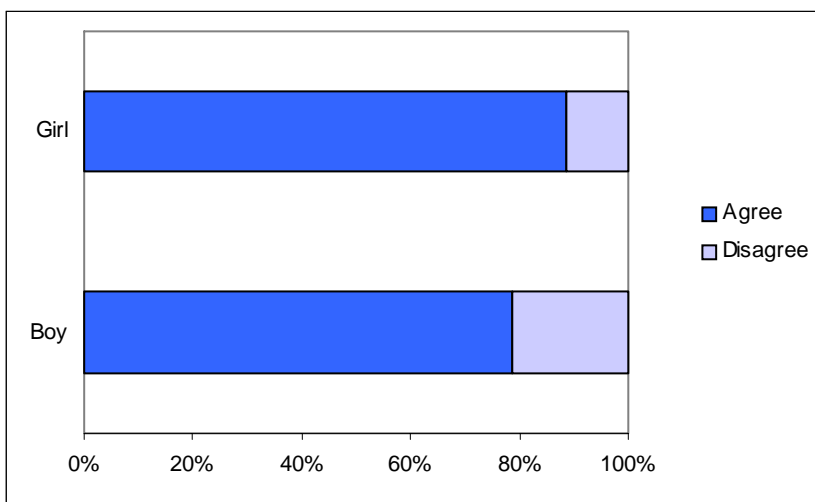
However, more Indigenous students felt that it important for Indigenous people to read the magazine (87%) than non-Indigenous students (78%).

**Figure 22a. Responses to Item A22 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of whether they believe it is important for Indigenous students to read *Deadly Vibe*.

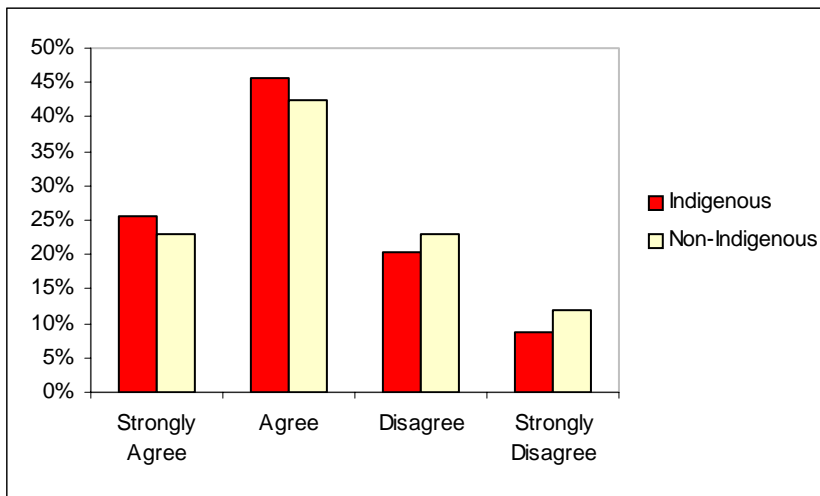
**Figure 22b. Student Responses to Item A22 by School Level**



More girls reported that it is important for Indigenous students to read *Deadly Vibe* (79%) than boys (89%).

**Figure 22c. Student Responses to Item A22 by Gender**

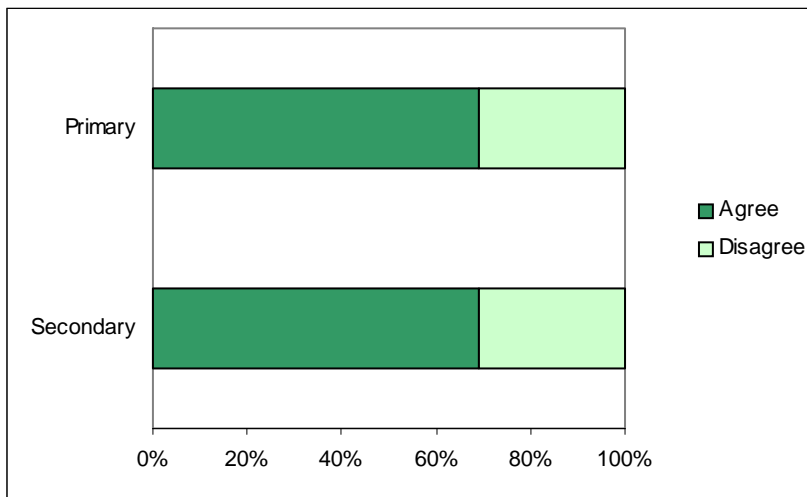
**It is important for non-Indigenous students to read *Deadly Vibe* (A23)**



69% of all students reported that it is important for non-Indigenous students to read *Deadly Vibe*.

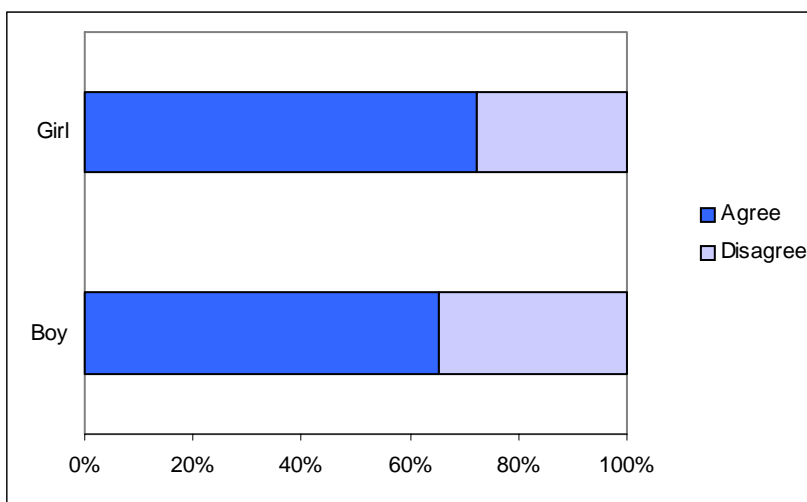
Overall, there were no differences between Indigenous and non-Indigenous students for this item.

**Figure 23a. Responses to Item A23 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of whether they believe it is important for non-Indigenous students to read *Deadly Vibe*.

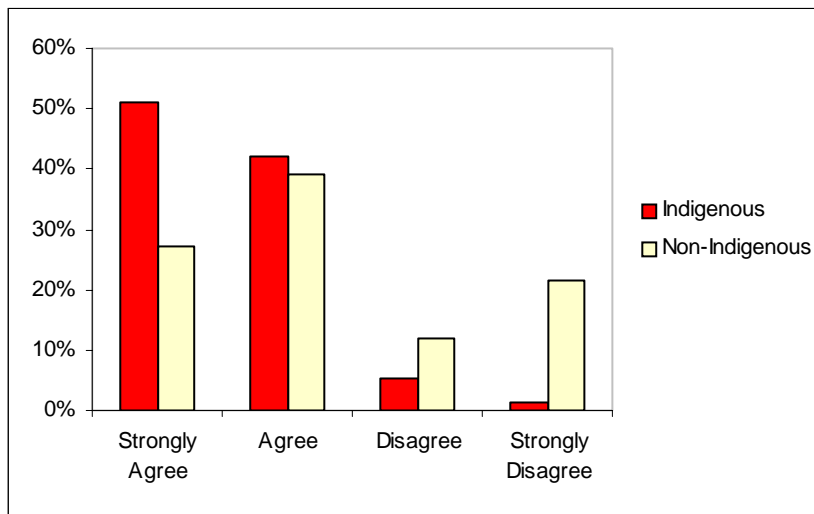
**Figure 23b. Student Responses to Item A23 by School Level**



Overall, boys and girls did not differ in how much they believed non-Indigenous should read *Deadly Vibe*.

**Figure 23c. Student Responses to Item A23 by Gender**

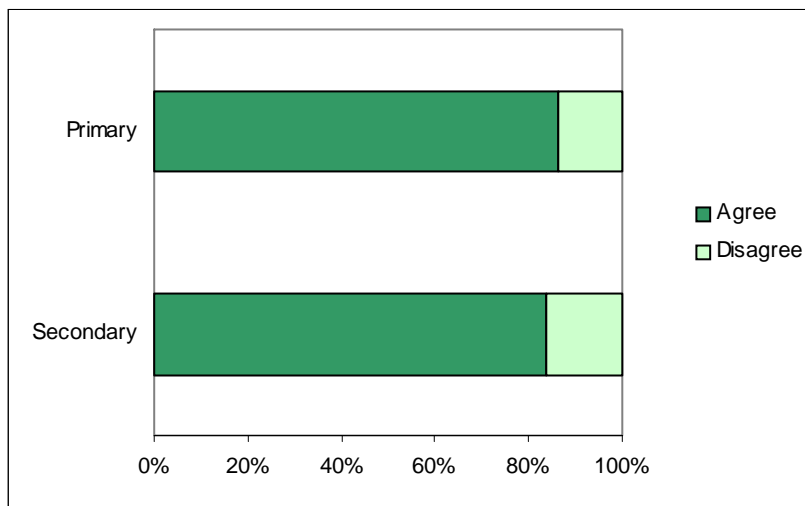
**I look forward to continuing to read *Deadly Vibe* in the future (A24)**



84% of all students look forward to continuing to read *Deadly Vibe* in the future.

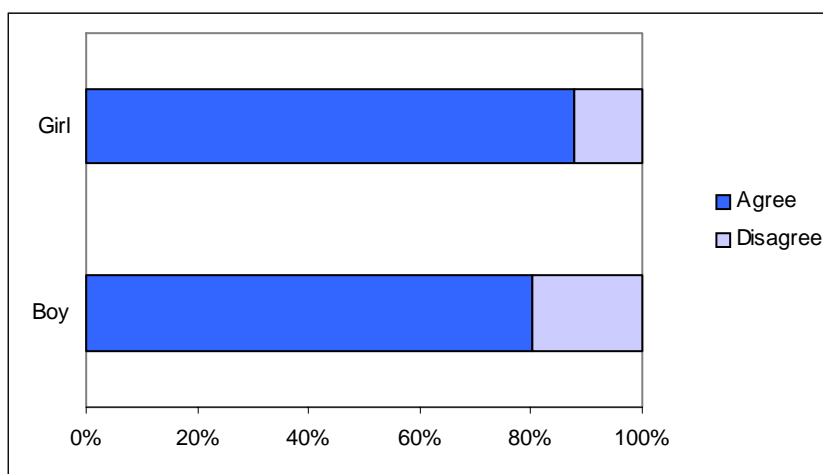
However, more Indigenous students look forward to reading the magazine (93%) than non-Indigenous students (66%).

**Figure 24a. Responses to Item A24 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of their eagerness to continue to read *Deadly Vibe* in the future.

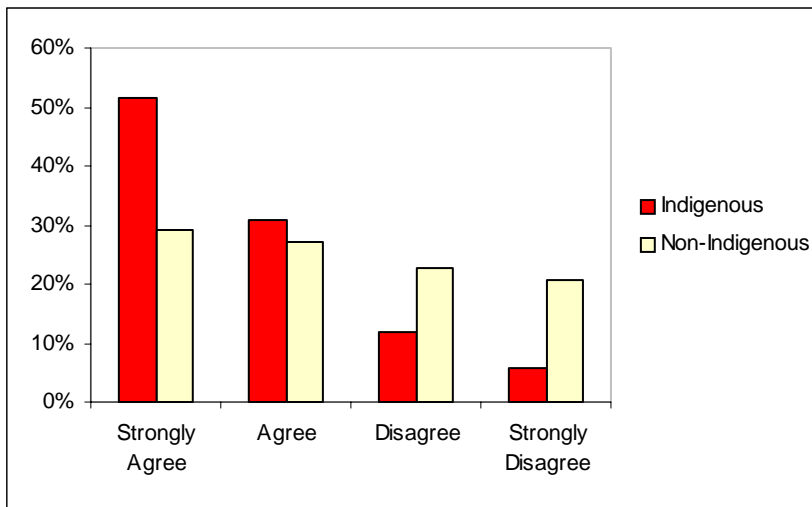
**Figure 24b. Student Responses to Item A24 by School Level**



More girls look forward to continuing to read *Deadly Vibe* (88%) than boys (80%).

**Figure 24c. Student Responses to Item A24 by Gender**

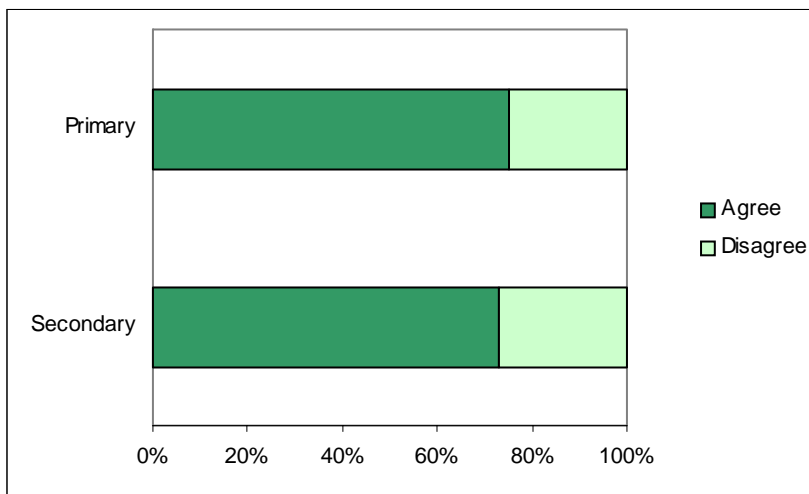
**I would be unhappy if my school didn't get *Deadly Vibe* anymore (A25)**



74% of all students would be unhappy if their school didn't receive *Deadly Vibe* anymore.

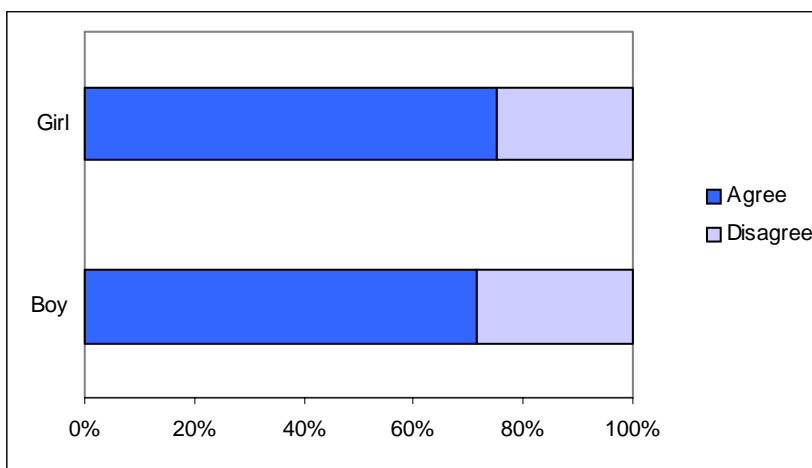
However, more Indigenous students would be unhappy if their school didn't get the magazine (82%) than non-Indigenous students (56%).

**Figure 25a. Responses to Item A25 for Indigenous and Non-Indigenous Students**



Overall, there was no difference between primary and secondary school students in terms of their unhappiness.

**Figure 25b. Student Responses to Item A25 by School Level**



Overall, boys and girls did not differ in how unhappy they would be if their school didn't receive *Deadly Vibe* anymore.

**Figure 25c. Student Responses to Item A25 by Gender**

**Part B**

Table 4 shows the results for the nine self-concept statements for Indigenous and non-Indigenous students. There were no significant differences between the two groups of students (based on chi-square tests of statistical significance), with the majority of students indicating agreement or strong agreement with each statement. It is worth noting that the statement “I would change many things about myself if I could” is reverse worded, and this may explain why students reported overall agreement, which is contrary to expectation given the results for the previous statement “I am happy with the way I am.”

These results are generally encouraging, given the strong evidence that a positive self-concept is related to positive outcomes of schooling.

Two self-concept scales, School Self-Concept and General self-concept, were created by combining sets of items. We examined correlations between the two self-concept scales and individual items in Part A of the Student Survey.

For Indigenous students, both School and General self-concepts were significantly and positively correlated with a positive view of the magazine as reflected by all of the items in Part A, except for item A2, which was small and non-significant (.09).

For non-Indigenous students, there were fewer significant correlations between School and General self-concepts and items in Part A. There were 13 small significant, positive correlations with General self-concept and, 7 small significant, positive correlations with School self-concept.

Although causality cannot be inferred from correlational analysis, one interpretation of the group differences in these results is that the magazine does contribute to positive feelings of self in relation to school (e.g., “I enjoy going to school”) and in general (e.g., “I am happy with the way I am”). This interpretation is supported by analysis of student and teacher responses to the open-ended questions at the end of each survey (see Part E of Student results and Part C of Teacher results).



**Table 4. Self-Concept Results for Indigenous and Non-Indigenous Students**

<b>Self-Concept Statement</b>	<b>N</b>	<b>Strongly Agree %</b>	<b>Agree %</b>	<b>Disagree %</b>	<b>Strongly Disagree %</b>
<i>I am happy with the way I am</i>					
Indigenous	281	50.9	41.6	6.8	0.7
Non-Indigenous	145	50.3	40.0	7.6	2.1
<i>I would change many things about myself if I could</i>					
Indigenous	279	22.2	35.5	28.7	13.6
Non-Indigenous	144	23.6	34.7	22.2	19.4
<i>I have respect for myself</i>					
Indigenous	279	50.5	43.4	5.0	1.1
Non-Indigenous	145	47.6	46.2	4.8	1.4
<i>I enjoy going to school</i>					
Indigenous	279	38.0	40.1	12.5	9.3
Non-Indigenous	143	34.3	48.3	9.8	7.7
<i>I hardly ever miss going to school</i>					
Indigenous	280	31.4	38.6	22.5	7.5
Non-Indigenous	144	31.3	45.8	16.7	6.3
<i>I am good at my school work</i>					
Indigenous	283	25.8	55.1	14.5	4.6
Non-Indigenous	145	35.2	46.9	13.1	4.8
<i>I am a good reader</i>					
Indigenous	283	35.3	46.6	14.1	3.9
Non-Indigenous	144	45.8	36.1	16.0	2.1
<i>I am good at Math</i>					
Indigenous	277	30.7	41.5	19.5	8.3
Non-Indigenous	145	38.6	37.2	15.2	9.0
<i>I plan to complete high school</i>					
Indigenous	278	65.1	25.2	7.2	2.5
Non-Indigenous	145	71.0	24.1	1.4	3.4

**Part C**

Table 5 shows how frequently Indigenous and non-Indigenous students read a variety of print-based materials other than *Deadly Vibe*. The only significant differences between the two groups were for fiction books/novels (non-Indigenous students were more frequent readers), and comics (Indigenous students were more frequent readers).

Students who rated themselves as good readers (Part B, "I am a good reader") also tended to read each of the specified print materials more frequently. Correlations, though small, were all significant and ranged from .11 to .28.

**Table 5. Reading of Other Print-Based Materials by Indigenous and Non-Indigenous Students**

<b>Print Material</b>	<b>N</b>	<b>Almost every day %</b>	<b>About once a week %</b>	<b>About once a month %</b>	<b>Never or hardly ever %</b>
<i>Magazines</i>					
Indigenous	275	23.6	37.8	21.1	17.5
Non-Indigenous	142	28.2	40.1	15.5	16.2
<i>Fiction books/novels*</i>					
Indigenous	276	24.6	35.9	20.7	18.8
Non-Indigenous	143	42.0	28.0	20.3	9.8
<i>Non-fiction books</i>					
Indigenous	275	16.4	34.9	25.8	22.9
Non-Indigenous	141	24.1	32.6	27.7	15.6
<i>Newspapers</i>					
Indigenous	273	22.3	34.1	13.2	30.4
Non-Indigenous	141	24.8	32.6	19.9	22.7
<i>Comics*</i>					
Indigenous	279	19.0	22.2	19.4	39.4
Non-Indigenous	141	22.7	31.2	20.6	25.5
<i>Internet stories/articles</i>					
Indigenous	278	17.3	27.3	23.4	32.0
Non-Indigenous	140	21.4	29.3	25.7	23.6
<i>Other</i>					
Indigenous	111	41.4	27.9	8.1	22.5
Non-Indigenous	56	46.4	28.6	7.1	17.9

**Part D**

The results from this section of the survey, shown in Table 6, support the notion that Indigenous readers of *Deadly Vibe* have pride in themselves as Indigenous people and that the magazine has contributed to these feelings of pride.

**Table 6. Indigenous Student Responses to Part D**

<b>Statement</b>	<b>Strongly Agree %</b>	<b>Agree %</b>	<b>Disagree %</b>	<b>Strongly Disagree %</b>
<i>I am proud to be an Aboriginal/Torres Strait Islander person</i>	79.3	19.3	1.0	0.4
<i>DV has helped me to learn more about my culture</i>	47.3	41.9	9.0	1.8
<i>When I read DV, I feel proud to be an Indigenous person</i>	58.2	35.7	4.3	1.8

### **Part E**

Students' written responses to the open-ended questions contained in Part E confirm that *Deadly Vibe* is a widely read and popular magazine amongst both Indigenous and non-Indigenous students throughout Australia. Responses from students suggest that it is a magazine that engages and informs them about a wide range of topics. It serves as an inspiration to students by highlighting the successes of Indigenous people in a variety of high profile as well as ordinary endeavours.

Of the 443 students who responded to Parts A to D of the survey, 394 provided written responses to the questions in this section. We summarise responses for each question separately. Examples of students' responses are provided in Tables 7 to 12.

#### **E1. What do you like most about *Deadly Vibe*?**

Both Indigenous and non-Indigenous students reported that they enjoy reading the magazine very much. There were numerous references to the inspirational quality of the magazine and its positive representations of successful Indigenous people in a variety of spheres.

Many Indigenous students commented that the magazine encouraged them to feel confident about their own identity, and provided them with the opportunity to learn more about Indigenous culture.

There were numerous comments on how the magazine has inspired students to play sport.

Overall, the most common remarks related to:

- the portrayal of positive images of Indigenous people and the positive effect this had on readers;
- how *Deadly Vibe* had informed students of the dangers of drugs and alcohol;
- its variety in terms of content; and
- particular magazine sections that were enjoyed such as the poems section, maths challenges, Cathy's Column, *Deadly Wes*, the puzzles, and the "3 on 3" competitions.

**Table 7. A Sample of Student Responses to E1 “What do you like most about *Deadly Vibe*?”**

<b>Student Statements</b>	
I like reading about how people are proud to be Aboriginal	Well, I like the maths at the back and I like reading about some Indigenous people
How it shows how successful Indigenous Australians can be is you are determined. It shows Indigenous children that they can be whatever they want to be if they put their minds to it	The <i>Deadly Vibe</i> magazine encourages other people on what the world/Australia is like out there! I like reading it because I like seeing Aboriginal people achieve stuff
It's helpful and talks about a wide range of topics that are useful	It helps me to know who else is an Indigenous person
My fav bit in <i>Deadly Vibe</i> is Deadly Wes cos it's a great comic it is also funny. I also like healthy living, it gives you great advice	Cath's Column, Aboriginal medical services, substance use, <i>Deadly Vibe</i> start watch, Editors Tag, Vibe Time, Helping out, Parent of the month, writing it, my story
It has stories about Aboriginals and Torres Strait Islanders that are inspirational to me	It has a range of topics and helps me to understand what is going on around me
I like Deadly Wes	It's good there is stuff to learn about
Puzzles and poems	I like all of the activities
I like playing the games that are in the <i>Deadly Vibes</i> and also like reading and learning about my culture	I enjoy the kids' section. I love filling them out. I find most pretty easy. Maybe stick a few more challenges in there?
It's a book that tries to get Aboriginal people back on their feet and not making Aboriginals a bad name for themselves	I like Vibe Time because it is fun to see how smart and quick I am at quizzes
How it has parts for kids, adults and medical problems and how to cure them	What I like most about reading about famous Aboriginal people stories
It is a great magazine and I think it could help younger kids learn that it is bad to drink and sniff drugs	I like the stories they have about athletes because I enjoy sport and consider those people as role models
Reading Cathy's Column and learn about Indigenous people. I also like the poems	The people inspire me to get active and go to school and not do drugs

## **E2. What would you change about *Deadly Vibe* if you could?**

The majority of students indicated that they would not change anything about *Deadly Vibe*.

- The few suggestions that were made about how the magazine could be improved related to the inclusion of:

- more pictures of 'traditional' Indigenous Australians;
- a broader range of articles;
- a video game;
- a movie review section;
- more worksheets that were suitable for older students; and
- more poems by students.

Several younger students indicated that they would prefer less writing.

One student suggested promoting greater interaction from readers, for example by asking questions or running monthly polls on current issues.

**Table 8. A Sample of Student Responses to E2 “What would you change about *Deadly Vibe* if you could?”**

<b>Student Statements</b>	
I would put more pages in and more work	I would not change anything about <i>Deadly Vibe</i> because I like it how it is
I would like to change the amount of pages that <i>Vibe</i> has, I would probably add another 20 pages	I wouldn't change any about its perfect the way it is
I wouldn't want to change anything in <i>Deadly Vibe</i> because its perfect	Absolutely nothing, its awesome

**E3. Think of all the people you have read about in *Deadly Vibe*. Who is the person you like reading about most, and would like to be like if you could?**

In response to this question, students mentioned a wide range of Indigenous people, from a variety of professions, but particularly sporting people. Frequently mentioned favourites included Cathy Freeman, Archie Roach, Casey Donovan, Deborah Mailman, David Warrapunda, Bo de la Cruz, Gary Foley, Deadly Wes, Byron Pickett and Anthony Mundine.

Admired characteristics of people mentioned included:

- a high profile in the music industry (“good singer”);
- an ability, by example, to encourage Aboriginal people to speak up;

- physical attraction ('she is pretty');
- acting ability,
- athletic ability.

The range of Indigenous people identified by students highlights the importance that *Deadly Vibe* has in providing students with multiple perspectives and role models from varying professional backgrounds. The magazine is a medium that allows both Indigenous and non-Indigenous students to develop a positive and informed awareness of a range of topics that they may not have otherwise been exposed to.

**Table 9. A Sample of Student Responses to E3 “Who is the person you like reading about most, and would like to be like if you could?”**

<b>Student Statements</b>	
I like Anthony Mundine because he is the world champion boxer and he is an <i>aboriginal</i> champion boxer	I like reading about Aboriginal football players. I like all Aboriginal players because I love watching and playing the game
I don't have one person I like reading about the most. I like reading about everyone	Cathy Freeman! Because she won so much for Australia and got a lot of respect for Indigenous people
They are all my favourites because they are cool and I look up to them as heroes	Leah Purcell because she is a kind beautiful person and inspires me to follow my dreams by watching her work
Rebecca Cartwright, she is very cool, she's got great songs	Byron Pickett because he is an excellent football player and he is a top bloke
Percy Hobson was the first Aboriginal to win a Gold Medal in 1962	Matthew Bowen he's my nephew and he is in the young guns cowboys
Patrick Johnson because of his perseverance	Samantha Harris because she's very cool
The Aboriginals who have succeeded	Nathan Merritt, he's got a bit of talent
Bianca Franklin because she is pretty, all her family is great at sport! I would love to be awarded AIS scholarship	Gary Foley, he is a person that teaches Aboriginals to speak up

**E4. Are there any other Aboriginal or Torres Strait Islander people that you would like *Deadly Vibe* to write about?**

Suggestions made in response to this question indicated that:

- students would like their school to be featured in the *Deadly Vibe* magazine;
- there should be more information about Torres Strait Islanders;

- students would like to see someone from their family featured in the magazine.
- there should be a broader range of professions and people featured in *Deadly Vibe* (e.g., nurses, builders, teachers, accountants, and local people from communities around Australia). In particular, ordinary people should be featured as well as older Indigenous people because “they have a story to tell.”

**Table 10. A Sample of Student Responses to E4 “Are there any other Aboriginal or Torres Strait Islander people that you would like *Deadly Vibe* to write about?”**

<b>Student Statements</b>	
Yothu Yindi because he is still living in his community Yolgnu people	People doing ordinary jobs like nurses plumbers, builders, care salesman accountants
Casey Donovan because she is the first Aboriginal person that make it in the finalist in Australian Idol	I would like <i>Deadly Vibe</i> to write about us the koori Kids at Narrabundah Primary and our dancing group (The Bunda Booris)
Young Aboriginal leaders within the local communities because they believe to in Aboriginal leadership and dedicate a lot of time in it.	Mr Sterling Minniecon for his poetry he lives in Lowmead near Rosedale he won a lot of awards
The old Indigenous people. Because they have a lot of stories to tell	Ashanti and other aboriginal singers, actors
Eric Pigram, he's awesome	Elders because they know all about the old days
Ben Austin, because he gives it everything he has got	Yes my grandmother - Aunty Veronica Brody
Not really, only the elders	No I like the people who are already in it
I wouldn't mind some more sport, e.g., Preston Campbell, Willie Tonga, Jonathon Thurston	I'd like them to put some things about some soccer stars like Harry Kewell
Willie Tonga because has a great career and that I want that sort of career	Young people who achieve a scholarship and are ready to take on a career

**E5. *Deadly Vibe* has lots of stories about Indigenous people. Have any of these stories changed you in any way?**

Many students commented that, through reading *Deadly Vibe*, they

- had developed greater respect for themselves and others;

- had developed a greater appreciation of life;
- had changed their attitude towards Indigenous people;
- felt inspired to work towards their goals and dreams; and
- felt proud to be Aboriginal.

There were a number of comments indicating that *Deadly Vibe* has encouraged students to go to school more often, to become more interested in and better at reading, and to aspire to careers otherwise not considered.

**Table 11. A Sample of Student Responses to E5 “*Deadly Vibe* has lots of stories about Indigenous people. Have any of these stories changed you in any way?”**

<b>Student Statements</b>	
Yes, make me feel good about my culture and not afraid about the changes that are going to happen	Yes, they make me think that there are more of me out there and since I live in a white community I feel different
Yes, it's inspirational and makes me feel like I can achieve what I want	Yes, they have shown me to work for what you want
Yes, they inspire me to be better than I am	Yes, it helped me understand my culture
Yes, changing to go to school	Yes, reading better
Yes, they have made me stronger, braver and more confident in what I want to become.	Yes, it has made me think that I should finish high school
Yes, Land Stand Vincent Lingiari's story reminded me about the courage of strong individuals	Yes, <i>Deadly Vibe</i> has changed me to become a better reader, normally I only read one page of my novel
Yes, it made me appreciate life more and do more activities	Yes, it made me enter more competitions when cousin Tasmin Davison won!

**E6. Do you have any other comments you wish to make about *Deadly Vibe*?**

Responses to this question were mostly reiterations of comments made in A1 and reflected the generally high esteem students had for the magazine. There were several requests for more competitions, and some students said they would like to be featured in the magazine or have a visit to their school from the Vibe team.

The overwhelming sentiment was that the “magazine is perfect the way it is”.



**Table 12. A Sample of Student Responses to E6 “Do you have any other comments you wish to make about *Deadly Vibe*?”**

<b>Student Statements</b>	
<i>Deadly Vibe</i> is cool. I like reading it. You're doing a good job and keep on doing <i>Deadly Vibes</i> .	It makes people very happy
I love your magazine so much	It's very bright and I like it
<i>Deadly Vibe</i> is the best magazine in the world and it's cool	I would just like to say to the writers of <i>Deadly Vibe</i> , never stop writing.
<i>Deadly Vibe</i> is the best mag and you guys rock keep up the good work!	<i>Deadly Vibe</i> Rocks
Thank you very much for doing all this work that address Aboriginal achievements and issues	It is great to read magazine. I love to read more and more about Laila Ali
Thank you for showing me us Aboriginals can make a difference in the world if you believe	I hope that the keep supplying these magazines, they're great
Thankyou, you have helped me so much.	I hope <i>Deadly Vibe</i> continues for a long time and continues to be a successful magazine
<i>Deadly Vibe</i> is cool and one day I wish some day my column would be in what I think is the best magazine ever	Yes, first of all <i>Deadly Vibe</i> is a really great read. It really open up your mind and you can feel proud!
Come to our school!	Good work. I think you should make fortnightly mags instead of monthly! Good on you fullas, you are deadly!!!

## **Teacher Survey**

### **Part A Teacher Survey**

The respondents to the Teacher Survey included principals, assistant principals, teachers, school counsellors, and Indigenous support staff within the school. In the discussion we refer to all of these respondents as 'teachers'.

Figure 26 reports summary information about teachers' perceptions of the value of *Deadly Vibe* for their students. Teachers views of the value of the magazine for students were remarkably similar to those expressed by the students. In general, teachers indicated that the magazine has a very positive effect on students' attitudes, behaviours, and learning outcomes. We highlight several important aspects of these results.

According to 91% of teachers, students enjoy reading the magazine. In general, they believe that it is important for both Indigenous and non-Indigenous students to read the magazine (96% and 92% of teachers, respectively).

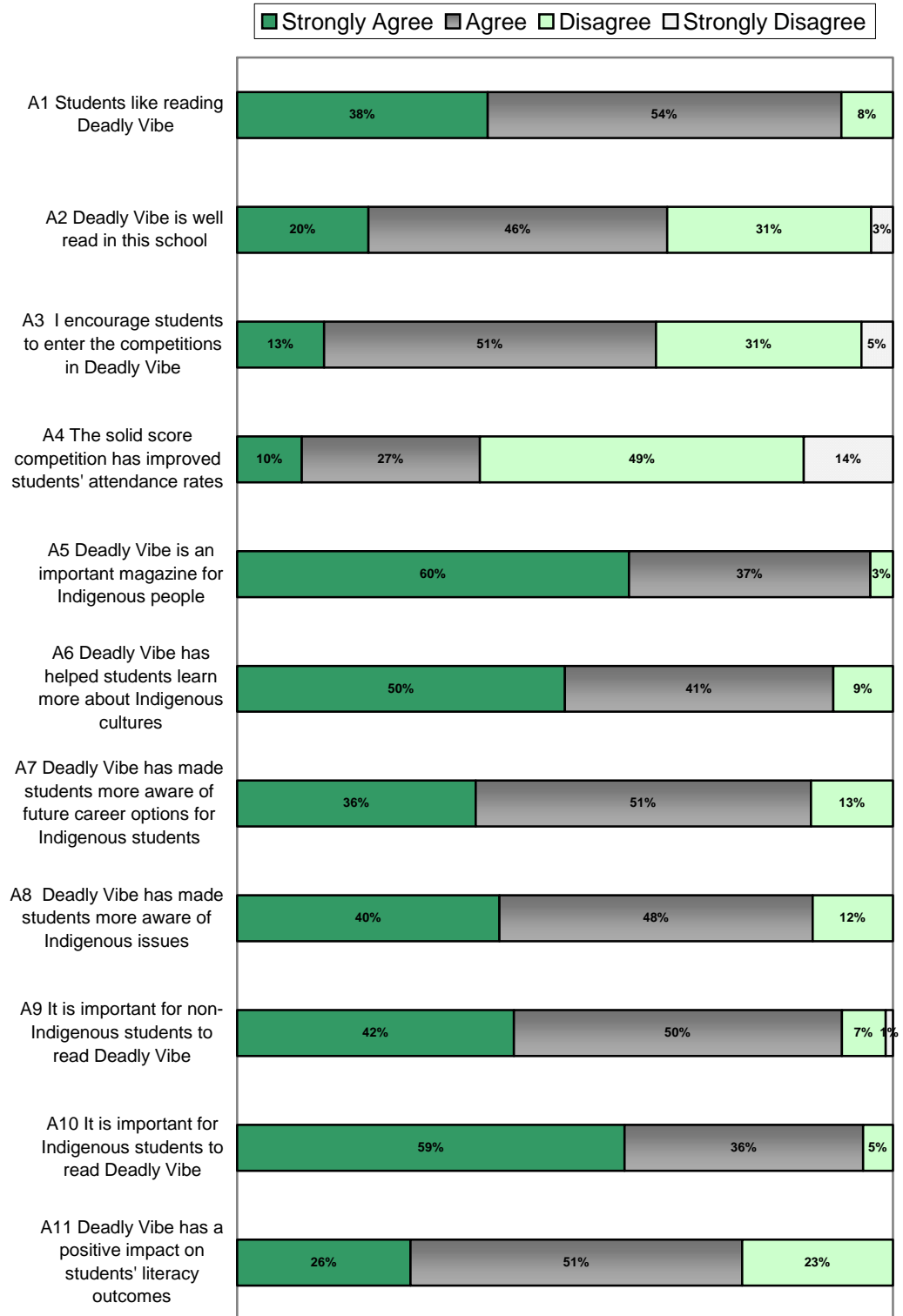
It is noteworthy that 77% of teachers reported that *Deadly Vibe* has had a positive impact on students' interest in reading as well as their literacy outcomes; 69% of teachers think the magazine has had a positive impact on students' numeracy outcomes.

Most teachers believe the magazine has made students more aware of future career options (88%), and employment opportunities (85%).

Health-related outcomes are perceived to have been positive, with 80 % of teachers indicating that the magazine has helped students become more aware of the risks of alcohol and other drug use. Most teachers (79%) also believe the magazine has encouraged students to become more involved in sport activities.

In the eyes of most teachers (92%), students look up to and admire the high profile Indigenous role models featured in the magazine. Furthermore, most teachers (86%) believe that these featured people have had a positive influence on students' attitudes and behaviours.

Most teachers (94%) believe that their school should continue to receive the magazine. Ninety-one percent of teachers would be disappointed if their school did not continue to receive *Deadly Vibe*.



continued overleaf...



**Figure 26. Teacher perceptions of the value of *Deadly Vibe* for their students (cont.)**

**Part B Teacher Survey**

Figure 27 reports summary information about the value of *Deadly Vibe* as a resource for teachers.

Eighty-three percent of teachers reported that *Deadly Vibe* was a useful teaching tool; and 75% of teachers keep back copies of the magazine as a resource.

Most teachers reported that the magazine has increased their knowledge about Indigenous cultures (86%), their awareness of Indigenous issues (88%), and their respect for Indigenous people (89%). Most teachers are more aware of career options (85%) and employment opportunities (88%) for Indigenous students.

Most teacher (90%) would be unhappy if their school no longer received *Deadly Vibe*.



Figure 27. Value of *Deadly Vibe* for teachers

### **Part C Teacher Survey**

Overall, the comments indicated a very strong commitment by teachers to the value of *Deadly Vibe* both as a useful teaching resource and as an engaging text that influences students positively in a variety of ways. Examples of teacher responses are provided in Tables 13 to 16.

#### **C1. In your opinion, what is the most positive aspect of *Deadly Vibe*?**

The *Deadly Vibe* magazine was viewed as providing students with a culturally relevant text that covers a range of issues. Teachers felt that it could be easily incorporated into many aspects of the school curriculum, providing the school had enough copies.

The featuring of Indigenous role models was considered to be a particular strength.

Generally, the magazine was regarded as being popular amongst both Indigenous and non-Indigenous students.

**Table 13. A Sample of Teacher Responses to C1 “What is the most positive aspect of *Deadly Vibe*?”**

<b>Teacher Statements</b>	
Kids like to read it – it’s modern, colourful, discusses issues that kids relate to, offers quizzes, etc	The way that the reading material is presented; also there are some really excellent photos
Packed full of information and activities.	The showcasing of positive role models.
The Indigenous students feels important that there is a magazine just for them and about them. Great stories and competitions in there. A wide range of issues is addressed.	It doesn't alienate Indigenous student. The mere idea of a 'zine dedicated to Indigenous content makes these kids proud. It engages them.
Role models - Children relate with especially in sport/games... articles give knowledge and activities are fun to do while learning. Promotes healthy living	A great magazine that presents articles that are interesting to this year level. Easy to read and well presented
The promotion of Aboriginal achievement across the arts, music and sport	<i>Deadly Vibe</i> has a very positive impact on staff/students and community at S.H.S
Featuring Indigenous people who have achieved much or succeeded in their field	Having young Aboriginal Ambassadors for younger up-and-coming children
It is a magazine for ALL students, both Indigenous and non-Indigenous. Articles and profiles are relevant for All students	Encourages Indigenous students to read and also keeps them up to date with Indigenous celebrities and sports people
Another interesting option for choice of reading material	It's well produced, varied and interesting magazine
I feel it's a great insight to employment opportunities for Indigenous people.	Students wanting to read

## C2. What would you change about *Deadly Vibe* if you could?

Most teachers recommended that no changes should be made to the magazine.

The few suggestions for changes that were made related to the inclusion of:

- more sections targeted at younger students, who are at earlier reading levels.
- section with a focus on individual schools;
- more activities for senior students; and
- a broader range of Indigenous people from a variety of different occupations.

**Table 14. A Sample of Teacher Responses to C2 “What would you change about *Deadly Vibe* if you could?”**

Teacher Statements	
Nothing at present	Nothing I think it's perfect for our youths
More activities, experiments and games that the students can do in their own time	Ordinary Indigenous Australians featured on the front cover occasionally. Too much emphasis on famous people.
More articles at a lower literacy level. i.e. , Stage 2	I'd add a letter for the Editor opinion page for students to be able to express opinions and participate in written form
Not so much sport, have common interest stories about Nunga's	Maybe <i>Deadly Vibe</i> needs to visit the N.T and do some stories from communities and student up here
Have a schools' feature page where you do articles about individual schools and their Indigenous students	Email access to articles in the magazine
Have competitions suitable for older students, have other success stories in academic and other areas	To get more copies! We'll have to order more copies



**C3. Do you use *Deadly Vibe* as a teaching tool? If yes briefly describe how you have used it.**

The majority of teachers indicated that they use the *Deadly Vibe* Magazine in some form or another as a teaching tool within their immediate school context. For example, teachers indicated that they use *Deadly Vibe* for comprehension tasks, as a tool to stimulate discussions amongst students, or as an extension activity for maths, and for quiet reading.

Teachers also indicated that they use the magazine for Indigenous Studies, and as a tool to provide Indigenous students with information about further study and career options.

**Table 15. A Sample of Teacher Responses to C3 “Do you use *Deadly Vibe* as a teaching tool? If yes briefly describe how you have used it.”**

<b>Teacher Statements</b>	
Yes. After hours homework classes and privately at home	Yes, only as another source of interest reading material
Yes. The students read the articles and we discuss any issues that arise. They also do the maths activities	Yes, Use the articles as discussion points in class and as comprehension tasks
Yes, as a text type example for reading/writing activities	Yes. Used in historical contexts - HSIE
Yes. Useful in giving students some focus with respect to career options and suitable courses of study	Yes, I spend time one on one with our Indigenous students and help them with the worksheets
Yes, silent reading	Yes, reading comprehension, guided reading
Yes, as a source/stimulus materials in Aboriginal Studies classes	No, I haven't but will use it as reading material for the school's Peer Tutoring Reading Program
Yes. Aboriginal Studies classes, literacy tool for Junior reading	Yes. As a whole school we need to better use this valuable resource. More than just available in the reading corner
Yes, as a resource for HSC Aboriginal studies	Yes, photocopied literacy and numeracy activities and reading
Yes, I've chosen relevant articles from time to time, enlarging them on a photocopier and facilitating whole group reading and comprehension. Yes, the articles about social issues	Yes. Media studies, cultural information for citizenship and society, literacy and English, PD/H/PE healthy living etc

#### C4. Do you have any other comments you wish to make about *Deadly Vibe*?

Responses to this question confirm that most teachers have a very high regard for the magazine.

**Table 16. A Sample of Teacher Responses to C4 “Other comments”**

Teacher Statements	
Congratulations to the team who put it together - our students like the package arriving in the school	More about what people are doing in the community not sports people all the time
No its encouraging to know that there is a magazine out there for students	Our students, parents, caregivers, teachers love getting <i>Deadly Vibe</i> . Kids pester me to find out when the next issue is coming
We only have four Indigenous Yr 4-6 students and we only receive 10 copies in a large school. More copies would be welcome	Promote on TV - Radio in Children's times, promote on radio - free community announcements
A great magazine, easily accessible	
I think that you do a wonderful job and I look forward to taking my children to the 3 on 3 each year. Keep up the good work	I wish more teachers would avail this magazine and use the articles as talking point in class or as a resource
More poster's about our history to hang around our classroom	All Indigenous Educators should receive copy as a teaching tool
Vibrant, interesting, and the articles are not too long	Excellent magazine diverse + positive keep up the positive message. Liaise with Message Stick some of them fellas are very deadly

In addition to the formal data obtained from the survey responses, many schools who were unable to respond within the given timeframe indicated that the magazine was well read and enjoyed by students, and successfully used in their school's literacy program.

## Discussion

---

It is clear that both students and teachers who were surveyed in this study believe that *Deadly Vibe* has a very positive impact on students' attitudes, knowledge, and achievement in the areas of literacy, numeracy, career aspirations, health, and Indigenous culture. This positive impact applies to both Indigenous and non-Indigenous students, but more particularly to Indigenous students.

It is especially encouraging to note students' increased interest in reading as a result of reading *Deadly Vibe*. This effect is reported by both students and teachers. Moreover, it appears that an increased engagement with reading has translated into improved literacy outcomes.

Literacy is one of the critical components of human development, especially during children's early formative years. It becomes the foundation upon which all learning is based. Literacy skills enable people to expand their quality of life in terms of self-satisfaction, increased opportunities, and ability to participate fully in modern society.

Improved literacy leads to reduced poverty, unemployment and income assistance and helps to improve individual and family health. Improved levels of literacy also contribute to a society's economic, political, social and cultural life.

There are differing views on what it means to be literate. Although many of the definitions of literacy have focused narrowly on the ability to read and write, contemporary views have a much broader focus. For example, the Department of Education, Science and Training (DEST) has defined literacy as "the ability to read, write, speak and listen to language in a way that allows us to communicate with others and make sense of the world".

Teachers' reports of how they use *Deadly Vibe* as a teaching resource suggest that the magazine makes a significant contribution to the meaningful integration of the fundamental literacy skill areas of reading, listening, viewing, writing, and speaking. For example, in addition to use of the magazine for reading tasks, many teachers reported using it to stimulate discussion about a range of topics (i.e., listening and speaking). The competitions and activities in *Vibe School* (e.g., *My Story*, *Writing It Up*) provide opportunity to focus on writing skills. Teachers also reported using the magazine in media studies, and some commented on the opportunities afforded by the magazine's Internet presence.

Similar heartening results are being achieved in numeracy. Again, an expanded interpretation of numeracy is reflected in activities contained in *Vibe Time*.

The definition of numeracy provided in the report of the Numeracy Education Strategy Conference (AAMT, 1997) highlights that numeracy not only includes the capacity to manipulate numbers, but also includes the ability to work with space, measurement, data, and formulae. This report further suggests that “to be numerate is to use mathematics effectively to meet the general demands of life at home, in paid work, and for participation in community and civic life” (p. 15). Numeracy is a critical awareness that builds bridges between mathematics and the real world, with all its diversity (Johnston, 1994). It relates to the understanding of mathematical concepts and the capacity to choose between and apply mathematical skills appropriately in real life situations (Milton, 2000).

Thus, the *Deadly Vibe* team is to be commended for devising *Vibe Time* activities that require students to work across the strands of number, space, measurement, data, chance, and time, as well as for incorporating real life situations and problems to which Indigenous students can relate.

There is no doubt that the Indigenous people featured in *Deadly Vibe* are powerful role models for students. Although some students and teachers commented that the achievements of more ‘ordinary’ people should be highlighted, it is clear that the success stories that have been featured have been potent in their effect. Many students commented on the inspiration they have received to pursue their dreams, and the increased sense of pride they have in their Indigenous heritage.

This finding is not surprising given that research suggests that role models play an important role in the development of young people’s sense of self, and in their goals and aspirations for the future (Freedman-Doan, 1996; Hackett, Esposito, & O’Halloran, 1989). As young people become increasingly aware of how they fit into a larger social context, role models can provide invaluable information about the possibilities for their future (Zirkel, 2002). Various researchers have suggested that role models may be especially important for students’ from ethnic minorities because they can provide young people with a sense of having a place of value and importance for the future (Karunanayake & Nauta, 2004). Indeed, there is evidence to suggest that role models can be effectively used to foster cultural identity, self-concept, and adaptive coping behaviour in intervention programs for high-risk minority groups (Malgady, Rogler, & Costantino, 1990). Furthermore, there is empirical support for the positive effects of role model influences on minority students’ academic achievement and achievement-related goals (Zirkel, 2002).

Of the 25 and 21 items in the Student and Teacher Surveys, respectively, only two items showed results indicating less than a 50% positive response. Both responses related to competitions in *Deadly Vibe*. Thirty-seven percent of teachers agreed that the Solid Score competition has improved students’ attendance rates. However, this

figure must be viewed in light of the indication by Indigenous students that only 26% of them enter the competitions. This figure in itself must be interpreted in light of the accepted wisdom that magazine competitions do not normally attract a high percentage of reader response unless the prize is very large in terms of material return. This is not to suggest that the competitions do not make an important contribution to the success of the magazine. Anecdotal evidence suggests that the impact of winning a competition in *Deadly Vibe* can have a profound effect on the winning student, as well as a vicarious positive effect on readers who identify with the winner.

Overall, *Deadly Vibe* is a unique resource for students and teachers. The magazine has an impressive distribution rate of over 47,000 copies per month, although this includes distribution to detention centres, Aboriginal Corporations, and Indigenous health services as well as to schools.

We are not aware of another educational resource that captures the attention of as many Indigenous students so successfully. There have been numerous individual school and system-based programs or sets of materials devised to suit particular groups of students in specific settings. There is a need for such materials and many of them have produced very sound results. But they have not been disseminated on such a large scale, despite (we guess) greater access to financial and infrastructure support. The independence of the company that produces and publishes *Deadly Vibe* is possibly a strength; however, it is important that Vibe Australia continues to monitor the educational progress of Indigenous students in Australia. It must be alert to the influence of its magazine on its readers and focus on those areas that can make a difference to their lives. So far, the magazine has done this very effectively.

Although there were a small number of suggestions for improvements, additions, or changes to the magazine, the overwhelming consensus was that the magazine was highly successful in its current form and most students and teachers would prefer it to remain unchanged. In the parlance of the business world, the magazine should 'stick with the knitting' (Peters & Waterman, 2004). More importantly, in educational terms it is worth sticking with the knitting because the current mix of content and format has been highly successful in engaging Indigenous students.

## References

- AAMT (1997). Numeracy = Everyone's business. The Report of the Numeracy Education Strategy Development Conference. Adelaide: Australian Association of Mathematics Teachers.
- Australian Bureau of Statistics. (2003). *Schools Australia*. Canberra: Author
- Bourke, C. J., Rigby, K., & Burden, J. (2000). *Better practice in school attendance: Improving the school attendance of Indigenous students*. Canberra: Department of Education, Training and Youth Affairs.
- Collins, H. B. (1999). *Learning lessons: An independent review of Indigenous education in the Northern Territory*. Darwin: Northern territory Department of Education.
- Commonwealth of Australia (2000). *National Indigenous English and Numeracy Strategy*. Canberra: Commonwealth Department of Education, Training and Youth Affairs.
- Commonwealth of Australia (2002). *National report to parliament on Indigenous education and training*. Canberra, Department of Education, Science and Training.
- Craven, R. G., Marsh, H. W., & Burnett, P. (2003). Cracking the self-concept enhancement conundrum: A call and blueprint for the next generation of self-concept enhancement research. H. W. Marsh, R. G. Craven, & D. McInerney (Eds.). *International advances in self research. Vol. 1*. Greenwich, CT: Information Age.
- De Bortoli, L., & Creswell, J. (2004). *Australia's Indigenous students in PISA 2000: Results from an international study*. Camberwell, Victoria: Australian Council for Educational Research.
- Freedman-Doan, C. (1996). Where have you gone Joe Dimaggio? An examination of adolescent's heroes and identity formation. Paper presented at the *Society for Research on Adolescence*, Sixth Biennial Meeting, Boston, MA.
- Gardiner, J., Evans, D., & Howell, K. (1995). Suspension and exclusion rates for Aboriginal students in Western Australia. *The Aboriginal Child at School*, 23(1), 32-34.
- Gray, J., & Partington, G. (2003). Attendance and non-attendance at school. In Q. Beresford & G. Partington, *Reform and resistance in Aboriginal education: The Australian Experience*. Crawley, WA: University of Western Australia Press.

Hackett, G., Esposiot, D., & O'Halloran, M. S. (1989). The relationship of role model influences to the career salience and educational and career plans of college women. *Journal of Vocational Behavior*, 35, 164-180.

Herbert, J., Anderson, L., Price, D., Stehbins, C. (1999). *If they learn us right... A study of the factors affecting the attendance, suspension, and exclusion of Aboriginal students in secondary schools*. Erskinsville, NSW: Australian Centre for Equity through Education.

Johnson, B. (1994). Critical numeracy. *Fine Print*, 16, 32-36.

Karunanayake, D., & Nauta, M. M. (2004). The relationship between race and students' identified career role models and perceived role model influence. *The Career Development Quarterly*, 52, 225-234.

Lamb, S., Walstab, Teese, Vickers, & Rumbergen, R. (2004). *Staying on at school: Improving student retention in Australia*. Melbourne, Victoria: Centre for Post-compulsory Education and Lifelong Learning.

Malgady, R. G., Rogler, L. H., & Costantino, G. (1990). Hero/heroine modelling for Puerto Rican adolescents: A preventative mental health intervention. *Journal of Consulting and Clinical Psychology*, 58, 469-474.

Marsh, H. W. (2002). Causal ordering of academic self-concept and achievement. Paper presented at the 2<sup>nd</sup> Biennial International Conference of the Self-Concept Enhancement Learning Facilitation Centre, 6-8 August, Sydney.

Milton, M. (2000). Numeracy. In W. Loudon, L. Chan, J. Elkins, D. Greaves, H. House, M. Milton, S. Nichols, M. Rohl, J. Rivalland, & C. Van Kraayenoord. *Mapping the territory. Primary students with learning difficulties: Literacy and numeracy* (Vol 1, pp. 109-133). Canberra: Department of Education, Training and Youth Affairs.

Peters, T., & Waterman, R. (2004). *In search of excellence*. New York: Harper & Row.

Purdie, N., Tripcony, P., Boulton-Lewis, G., Fanshawe, J., & Gunstone, A. (2000). *Positive self-identity for Indigenous students and its relationship to school outcomes*. Canberra: Commonwealth of Australia.

Rothman, S. (1999). A multilevel model of student non-attendance. Paper presented at the Joint Annual Conference of the Australian Association for Research in Education (AARE) and New Zealand Association for Research in Education (NZARE), 29 Nov – 2 Dec, Melbourne.


Rothman, S. (2001). School absence and student background factors: A multilevel analysis. *International Educational Journal*, 2(1), 59-68.

Zirkel, S. (2002). Is there a place for me? Role models and academic identity among white students and students of color. *Teachers College Record*, 104, 357-376.



## APPENDIX A

### Student Survey



# Evaluation of the Deadly Vibe Magazine Student Survey

Dear respondent,

We are interested in finding out what students think about the *Deadly Vibe* magazine, and we would like you to give your honest opinions.

If you have any difficulties, please ask your teacher for help.

We appreciate your time and effort in completing this survey.

What is the name of your school?

Date


Day	Month	Year			

How old are you?

 years

### MARKING INSTRUCTIONS

- Use a soft pencil, preferably 2B
- Do not use a blue, black or red pen
- Completely erase any errors or stray marks



Please MARK LIKE THIS ONLY:

Are you a boy or a girl?  Boy  Girl

Are you of Aboriginal or Torres Strait Islander origin? (If you are of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes).  No  Yes, Aboriginal  Yes, Torres Strait Islander

How often do you read *Deadly Vibe*?  Almost every day  About once a week  About once a month  Never or hardly ever

Do you complete the activity sheets (Vibe School)?  Yes  No

If 'Yes', are these activity sheets too hard, too easy, or just right?  Too hard  Too easy  Just right

Does anyone else in your family read *Deadly Vibe*?  Yes  No

If 'Yes', who?  Mum  Dad  Brother/s  Sister/s  Other

Do any of your friends read *Deadly Vibe*?  Yes  No

If 'Yes', how many of your friends read *Deadly Vibe*?  All  Most  A few

Copyright © Australian Council for Educational Research 2004.

■
1
■
■

© NCS Pearson 19409 00 01 02 03 04 05

**Part A: Your thoughts about *Deadly Vibe***

Please mark one box in each row.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. I like reading <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I would recommend <i>Deadly Vibe</i> to a friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <i>Deadly Vibe</i> is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I learn new things when I read <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I enter the competitions in <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The Solid Score competition has encouraged me to come to school more often	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. <i>Deadly Vibe</i> is an important magazine for Indigenous people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I look up to and admire the people I have read about in <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Through reading <i>Deadly Vibe</i> , I have become more interested in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. <i>Deadly Vibe</i> has helped me learn more about Indigenous cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. <i>Deadly Vibe</i> has made me more aware of future career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. <i>Deadly Vibe</i> has inspired me to want to complete secondary school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Through reading <i>Deadly Vibe</i> , I have become more aware of health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. <i>Deadly Vibe</i> has helped me to understand the risks of drinking alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Through reading <i>Deadly Vibe</i> , I have become more involved in sport activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. <i>Deadly Vibe</i> has helped me to understand the dangers of taking drugs, such as marijuana and cocaine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. <i>Deadly Vibe</i> has taught me to seek help when I am sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The people I read about in <i>Deadly Vibe</i> have had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Through reading <i>Deadly Vibe</i> , I have developed greater respect for Indigenous people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. <i>Deadly Vibe</i> has helped me to understand the dangers of sniffing glue, petrol and aerosols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Through reading <i>Deadly Vibe</i> , I have become more aware of future employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. It is important for Indigenous students to read <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. It is important for non-Indigenous students to read <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

■ ■ 2 ■ ■

**Part A: Your thoughts about *Deadly Vibe* (continued)**

Please mark one box in each row.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
24. I look forward to continuing to read <i>Deadly Vibe</i> in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I would be unhappy if my school didn't get <i>Deadly Vibe</i> anymore.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part B: Your thoughts about yourself**

Please mark one box in each row.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. I am happy with the way I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I would change many things about myself if I could	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have respect for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I enjoy going to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I hardly ever miss going to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am good at my school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am a good reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I am good at Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I plan to complete high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part C: How often do you read the following?**

Please mark one box in each row.

	ALMOST EVERY DAY	ABOUT ONCE A WEEK	ABOUT ONCE A MONTH	NEVER OR HARDLY EVER
1. Magazines (other than <i>Deadly Vibe</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Fiction books or novels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Non-fiction books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Comics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Internet stories or articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Other (write it in: .....)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3

### Part D: If you are an Indigenous student, please respond to the following items

Please mark one box in each row.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. I am proud to be an Aboriginal/Torres Strait Islander person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <i>Deadly Vibe</i> has helped me to learn more about my culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. When I read <i>Deadly Vibe</i> , I feel proud to be an Indigenous person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


### Part E: Please write your responses to the following questions in the space provided

- What do you like most about *Deadly Vibe*?
- What would you change about *Deadly Vibe* if you could?
- Think of all the people you have read about in *Deadly Vibe*. Who is the person you like reading about most, and would like to be like if you could?  
  
 Why do you like this person?
- Are there other Aboriginal or Torres Strait Islander people that you would like *Deadly Vibe* to write about? Which people, and why?
- Deadly Vibe* has lots of stories about Indigenous people. Have any of these stories changed you in any way?  
 Yes    No   If 'Yes', in what ways?
- Do you have any other comments you wish to make about *Deadly Vibe*?

Thank you for your time in completing this survey

## APPENDIX B

### Teacher Survey



# Evaluation of the Deadly Vibe magazine Teacher Survey

Dear Respondent,

We are interested in finding out what school principals and teachers think about the *Deadly Vibe* magazine. We greatly appreciate your time and effort in completing this survey.

What is the name of your school?

Date

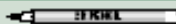
Day	Month	Year	Year

What is your role in the school (e.g. principal, teacher, AEW, librarian)?

What Year Level/s do you teach?

**MARKING INSTRUCTIONS**

- Use a soft pencil, preferably 2B
- Do not use a blue, black or red pen
- Completely erase any errors or stray marks



Please MARK LIKE THIS ONLY:

Are you of Aboriginal or Torres Strait Islander origin?  No

(If you are of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes).  Yes, Aboriginal

Yes, Torres Strait Islander

**Part A: Value of the magazine for students at your school**

Please mark one box in each row:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Students like reading <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <i>Deadly Vibe</i> is well read in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I encourage students to enter the competitions in <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The Solid Score competition has improved students' attendance rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. <i>Deadly Vibe</i> is an important magazine for Indigenous people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. <i>Deadly Vibe</i> has helped students learn more about Indigenous cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. <i>Deadly Vibe</i> has made students more aware of future career options for Indigenous students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. <i>Deadly Vibe</i> has made students more aware of Indigenous issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. It is important for non-Indigenous students to read <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. It is important for Indigenous students to read <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. <i>Deadly Vibe</i> has a positive impact on students' literacy outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. <i>Deadly Vibe</i> has a positive impact on students' numeracy outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Our school should continue to receive <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students look up to and admire the people they read about in <i>Deadly Vibe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. <i>Deadly Vibe</i> has helped students become more aware of the risks of drinking alcohol and other drug use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. <i>Deadly Vibe</i> has made students more aware of future employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The people featured in <i>Deadly Vibe</i> have a positive influence on students' attitudes and behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Copyright © Australian Council for Educational Research 2004.

1

© ACER Position 19482 ID 01.02.03.04.02

### Part A: Value of the magazine for students at your school (continued)

Please mark one box in each row.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
18. <i>Deedly Vibe</i> has helped students develop greater respect for Indigenous people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Through reading <i>Deedly Vibe</i> , students have become more interested in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. <i>Deedly Vibe</i> has encouraged students to become more involved in sport activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Students would be unhappy if our school didn't receive <i>Deedly Vibe</i> anymore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Part B: Value of the magazine for teachers

Please mark one box in each row.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. <i>Deedly Vibe</i> is a useful teaching tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I keep issues of <i>Deedly Vibe</i> as a teaching resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <i>Deedly Vibe</i> has helped me learn more about Indigenous cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. <i>Deedly Vibe</i> has made me more aware of future career options for Indigenous students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. <i>Deedly Vibe</i> has made me more aware of Indigenous issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. <i>Deedly Vibe</i> has helped me develop greater respect for Indigenous people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. <i>Deedly Vibe</i> has made me more aware of future employment opportunities for Indigenous students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I would be unhappy if our school didn't receive <i>Deedly Vibe</i> anymore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Part C: Please write your responses to following questions in the space provided

1. In your opinion, what is the most positive aspect of *Deedly Vibe*?

---



---



---

2. What would you change about *Deedly Vibe* if you could?

---



---



---

3. Do you use *Deedly Vibe* as a teaching tool?  Yes  No  
If 'Yes', briefly describe how you have used it.

---



---



---

4. Do you have any other comments you wish to make about *Deedly Vibe*?

---



---



---

Thank you for your time in completing this survey