

Georges River College Community Consultation Report

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Education

Community consultations September and
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Key Terms

Term	Definition
The Department	The NSW Department of Education
GRC	Georges River College
Comprehensive	A stand alone years 7-12 high school
College model	A collection of campuses comprising of one or more years 7-10 junior campus that transitions to a years 11 and 12 senior campus
Cohort	A stakeholder group
Educational offering	Curricular and co-curricular options that a school offer
Professional learning	The development of teaching skills

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Executive Summary



Executive Summary

Georges River College community consultation

SEC Newgate was engaged by the NSW Department of Education (the Department) to design and undertake comprehensive consultation of stakeholders both within and outside the Georges River College (GRC) throughout Term 3 (Monday 18 July - Monday 31 October 2022).

Georges River College is comprised of four high school campuses:

- GRC Peakhurst 7-10 (co-educational)
- GRC Hurstville Boys 7-10
- GRC Penshurst Girls 7-10
- GRC Oatley Senior 11-12 (co-educational).

Prior to 2022, students enrolling into years 7 -10 at Georges River College (GRC) were required to enrol at the campus designated by their local intake area. This meant there was no co-educational option for students living in the intake areas for the GRC Hurstville Boys Campus and GRC Penshurst Girls Campus and no single-sex option for students living in the intake area of the GRC Peakhurst Campus.

In 2022, a pilot initiative has been implemented: Year 7 students living within any of the GRC intake areas and new families to the area in all year levels are entitled to enrol at any GRC 7-10 campuses, without having to make an out of area enrolment application.

The 2022 change has resulted in a significant increase in enrolments at GRC Peakhurst only.

At the time this change was being communicated to school communities, members of the Oatley community expressed a desire to have a 7-12 government high school option in their local area.

Overall findings

The purpose of the consultations was to answer the question:

“What are the preferences of families, students, teaching staff and the community for the educational offerings for high school students in years 7-12 across the GRC local intake area?”

The outcome of the consultation shows:

Stakeholders were asked about their preference toward single sex or co-educational schools:

- The majority of stakeholder cohorts who completed the survey or participated in a workshop prefer to attend or send their child to a co-education school environment.

Stakeholders were asked about their attitudes towards the current Georges River College campus model:

- There is a split in positive and negative attitudes to the current GRC model between cohorts.
- Attitudes change from a low level of support for the model (primarily the K-6 cohort) to a high level of support as parents, carers and students enter the College at Year 7 and progress through to Year 12.

Stakeholders were asked about their preference towards separate year 7-12 comprehensive schools or a year 7-10 and year 11-12 split campus model.

- Unlike co-education, there is a low level of preference for change to comprehensive (years 7-12) campuses from the current GRC model (which is separate schools for years 7-10 and years 11-12).
- Parents and carers of year K-6 students and GRC teaching staff were the only stakeholder groups that had a majority preference for year 7-12 comprehensive schooling.

Important factors in decision-making

Participants were asked to nominate what they prioritise when choosing a High School.

- Overall, **subject offerings** are very important in the decision-making process with:
 - 92% of K-6 parents;
 - 88% of 7-12 parents;
 - 70% of 7-12 students and
 - 88% of former students indicating extensive subject choice as a top priority.

Additional insights

- Parents had strong views on the importance of an inclusive school culture. In discussions, it became clear that culture was a key driver of their own experiences and a key driver for how satisfied their children are at school.

Who was involved

The stakeholder cohorts consulted were as follows.

- Parents and carers with students enrolled at feeder primary schools within the GRC local intake area
- Parents and carers of students currently enrolled at a GRC campus
- Students currently enrolled in a GRC campus
- Teachers currently working at a GRC campus
- Former students of a GRC campus (from 2001 onwards)
- General public within the GRC local intake area (area defined by the Department)
- General public who live outside of the GRC local intake area
- Representatives of the NSW Teachers Federation
- Representatives of the Local Aboriginal Education Consultative Group.



Community Consultation Statistics

Report considerations

- This is a community consultation process and report and should not be viewed as a research report. **The percentages reported here reflect participant views.**
- Participation in the consultations was voluntary - anyone who wanted to provide their views could do so - and the results reported here are not weighted to community demographics.
- A high number of people participated in the consultations. The high level of responses received means the data is dependable with a maximum margin of error of 6.8%.
- Within each stakeholder cohort there are wide ranging opinions on the issues.
- Each stakeholder group must be considered independently (it's not appropriate to combine the results for an 'overall result').



Attitudes Towards Co-educational Schools

If choosing a high school for their child again, around one third of participant parents and carers of both boys and girls currently enrolled in the single sex GRC campuses said they would choose a co-educational setting (Hurstville Boys Campus 36% of participants, Penshurst Girls Campus 34% of participants).

A higher proportion of parents and carers of students enrolled at Penshurst Girls Campus (42%) said they would choose a single sex government school compared to parents and carers of students enrolled at Hurstville Boys Campus (25%).

The majority of Kindergarten to Year 6 parents and carers who participated (74%) would prefer to send their child to a co-educational high school.

Even though most parents and carers with students enrolled in GRC would have preferred to send their own child to a co-educational junior campus, they still valued the single sex campus choice that the current campus model gives parents and students.

More people **prefer co-educational schools over single sex schools.**



Parents years K-6 74% prefer to send their child to a co-educational school. This was strongly reflected in anecdotal evidence during the workshops.



Students years 11-12 69% prefer to attend a co-educational school. 9% of year 11 and 12 students preferred single sex. 22% of year 11 and 12 students had no preference between co-education and single sex schooling.



Parents years 11-12 66% prefer to send their child to a co-educational school. Workshop discussions examined why year 11 and 12 parents have a desire for more co-educational junior school options.



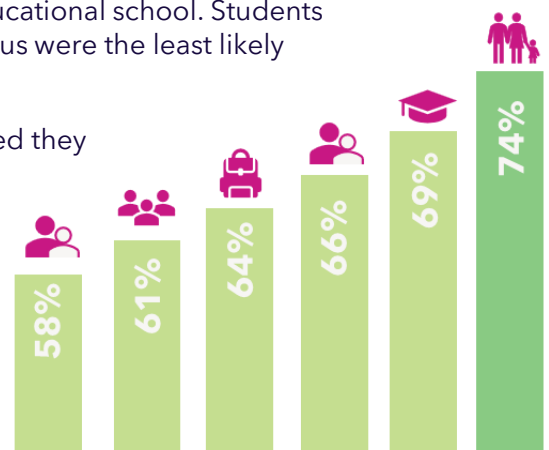
Students years 7-10 64% prefer to attend a co-educational school. Students who are currently enrolled at a single sex girls campus were the least likely to favor co-education.



General public outside GRC intake area 61% noted they prefer co-educational schooling.



Parents Years 7-10 58% prefer to send their child to a co-educational school. Workshop discussions revealed that parents highly value being able to send their sons and daughters to the same school.



31%

46%



General public within GRC intake area 46% of general public participants expressed a preference for co-educational schooling. Workshop discussions indicated that the local general public was not satisfied with the current co-educational government school options in the area.

Students Years K-6 31% express a direct preference for co-educational schooling, and only 4% expressed a direct preference for single sex education.

Level of acceptability (50%)

Attitudes Towards the Current Georges River College Campus Model (Three years 7-10 campuses and one year 11-12 campus)

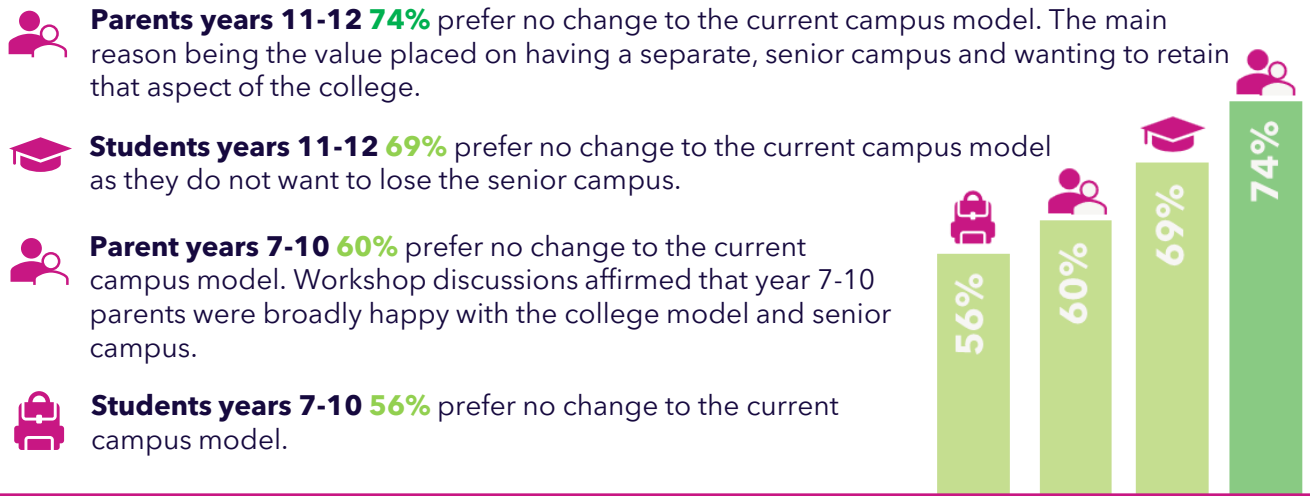
There is a difference in the level of support for the GRC campus model between those parents and carers with at least one child who has gone through the 'transition' into the Oatley Senior Campus, compared to the parents and carers whose oldest child was yet to attend a GRC campus or undertake the transition to the Oatley Senior Campus.

Parents and carers with students enrolled in Kindergarten to Year 6 had the lowest levels of acceptability (31%) towards the current GRC model.

Once students commence at the GRC, the acceptability of the current model substantially increases within the parent and carer cohort (60%) and the years 11-12 student cohort (74%).

Student support for the GRC model slightly increases once the student has transitioned from Year 10 to the Oatley Senior Campus. The majority of students enrolled in 7-10 campuses (53%) still support the campus model.

Preference for keeping the GRC model status quo is highest amongst those involved in the college.

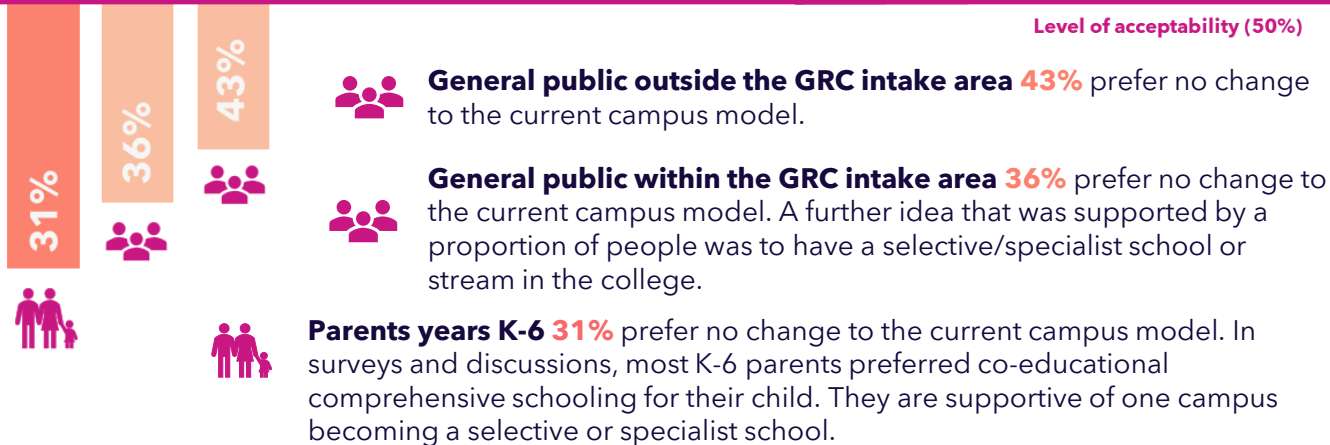


Parents years 11-12 74% prefer no change to the current campus model. The main reason being the value placed on having a separate, senior campus and wanting to retain that aspect of the college.

Students years 11-12 69% prefer no change to the current campus model as they do not want to lose the senior campus.

Parent years 7-10 60% prefer no change to the current campus model. Workshop discussions affirmed that year 7-10 parents were broadly happy with the college model and senior campus.

Students years 7-10 56% prefer no change to the current campus model.



General public outside the GRC intake area 43% prefer no change to the current campus model.

General public within the GRC intake area 36% prefer no change to the current campus model. A further idea that was supported by a proportion of people was to have a selective/specialist school or stream in the college.

Parents years K-6 31% prefer no change to the current campus model. In surveys and discussions, most K-6 parents preferred co-educational comprehensive schooling for their child. They are supportive of one campus becoming a selective or specialist school.

Attitudes Towards Single Campus Comprehensive (Years 7-12)

The only stakeholder cohort who had majority of support for a comprehensive 7-12 model is Kindergarten to Year 6 parents and carers (66%). Parents and carers of years 11-12 students had the lowest support for a comprehensive 7-12 model (24%).

Workshop discussions with K-6 parents and carers indicated that they would benefit greatly from more information on how the GRC operates in this model and the student benefits of the Oatley Senior Campus.

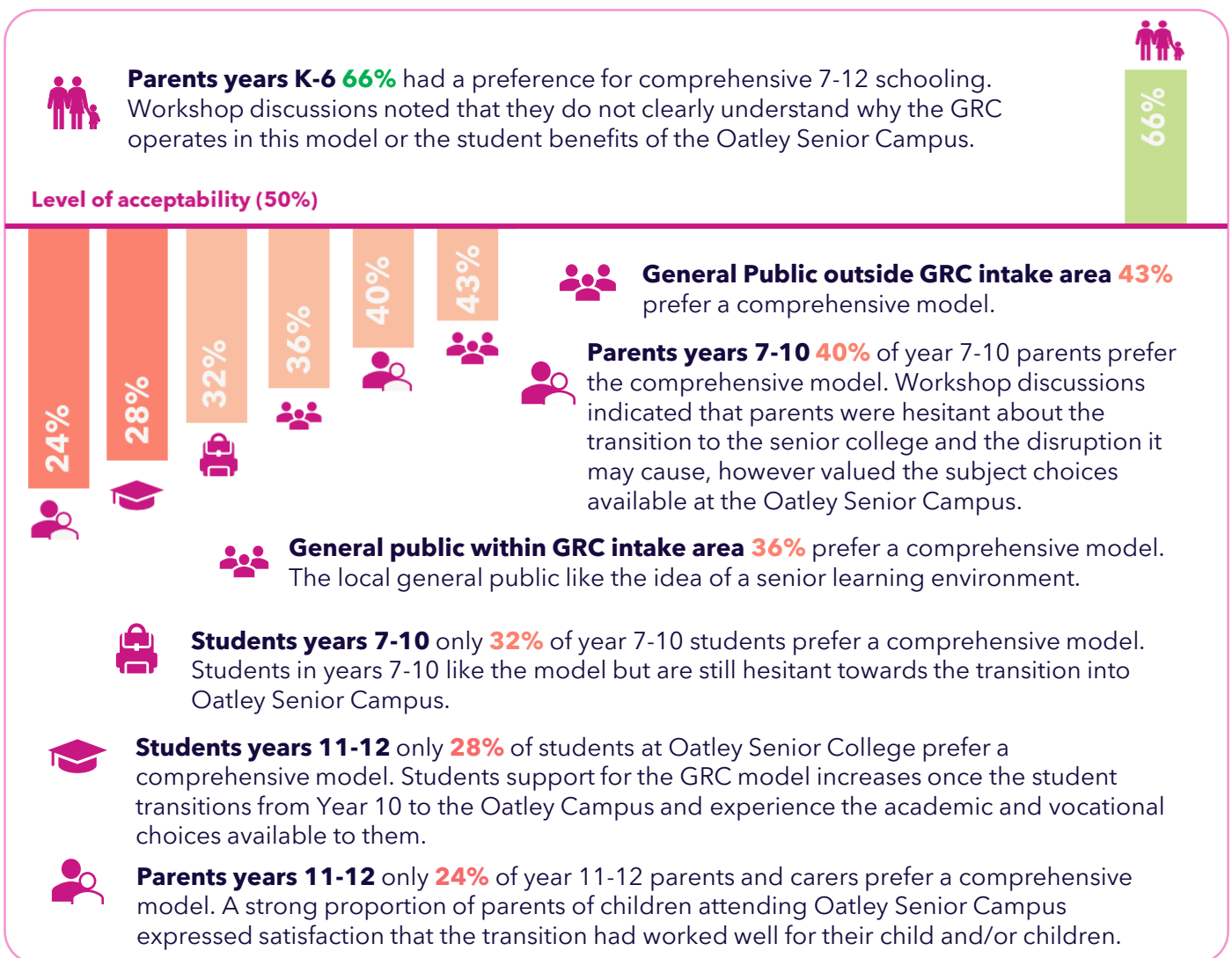
A strong proportion of parents that had children in Kindergarten to Year 10 expressed worries about their child's ability to successfully transition to the senior campus, in particular parents who have sent their child to a single sex junior school.

Year 7-10 parents' preferences are split between a comprehensive year 7-12 model (40% support) and the existing campus model (46% support). Parents and carers of students enrolled at a single sex campus were less likely to be supportive of the existing GRC campus model.

A strong proportion of parents of children attending Oatley Senior Campus expressed satisfaction that the transition had worked well for their child and/or children.

K-6 parents had a strong preference for comprehensive schooling. In some cases, this could be attributed to their lack of understanding of the benefits of the GRC model.

Stakeholders already within the college system **strongly support the model.**








Summary of Parents and Carers' Preferences

There is high support for co-educational campuses from all parent and carer cohorts.

Support for co-education from most parent and carer cohorts decreases when preferences are coupled with retaining the current campus model, except for parents and carers of years 11-12 students who support this.

There is a low level of support from 7-12 parents and carers for the GRC changing from the current campus model to all campuses becoming 7-12.

Parents and carers of students in K-6 support single campus comprehensive (7-12) education and would support a change to the GRC campus model from split year campuses to single campus comprehensive 7-12.

		PARENTS/ CARERS OF CHILDREN AGED K-6 (FUTURE STUDENTS)	PARENTS/ CARERS OF GRC 7-12 STUDENTS		
			All 7-12 parents and carers	Has child enrolled years 7-10	Has child enrolled years 11-12
High support   Low support   					
Number of survey participants		667	354	296	58
No change to GRC Model	Level of acceptability for retaining the current GRC model*	24%	63%	60%	74%
Co-educational campuses	Level of preference for parents and carers to send their child to a co-educational school (When given the options 'Co-educational', 'Single sex', or 'no preference')	74% <i>A further 13% stated no preference</i>	60% <i>A further 17% stated no preference</i>	58% <i>A further 16% stated no preference</i>	66% <i>A further 22% stated no preference</i>
	Level of acceptability for co-education while retaining the 7-10/11-12 campus model*	32%	56%	53%	71%
Year 7-12 campuses	Level of preference for parents and carers to send their child to a year 7-12 campus (When given the options 'A single campus for years 7-12', or 'A campus for years 7-10, with a separate senior campus for years 11 and 12', or 'no preference')	66% <i>A further 21% stated no preference</i>	38% <i>A further 14% stated no preference</i>	40% <i>A further 14% stated no preference</i>	24% <i>A further 12% stated no preference</i>
	Level of acceptability for making all campuses year 7-12 while retaining current single-sex schools*	43%	40%	41%	29%
Co-educational campuses and 7-12	What is the level of support across cohorts for making all GRC campuses co-educational and year 7-12?*	60%	40%	39%	41%
SUMMARY	OVERALL: <ul style="list-style-type: none"> Majority support making all campuses co-educational. Future student parents do not appear to value the Senior Campus model. Whether this is a need for education or an immovable demand for change to 7-12 is unclear. 	Majority preference <ul style="list-style-type: none"> All campuses years 7-12 All campuses co-educational 	Majority preference for <ul style="list-style-type: none"> No change All campuses co-educational 	Majority preference for <ul style="list-style-type: none"> No change All campuses co-educational 	Strong preference for <ul style="list-style-type: none"> No change Majority preference for All campuses co-educational

*% rating option as 'Somewhat Acceptable' or 'Completely Acceptable' on a 5-point scale from 'Completely Unacceptable', to 'Completely Acceptable'

1. Project Scope and Background



1. Project Scope and Background

1.1. Background

Georges River College (GRC) is comprised of four campuses:

- GRC Peakhurst 7-10 (co-educational) (856 students)
- GRC Hurstville Boys 7-10 (280 students)
- GRC Penshurst Girls 7-10 (511 students)
- GRC Oatley Senior 11-12 (co-educational) (800 students)

Prior to 2022, students enrolling into years 7 -10 at Georges River College (GRC) were required to enrol at the campus designated by their local intake area. This meant there was no co-educational option for students living in the intake areas for the GRC Hurstville Boys Campus and GRC Penshurst Girls Campus and no single-sex option for students living in the intake area of the GRC Peakhurst Campus.

In 2022, a pilot initiative has been implemented: Year 7 students living within the any of the GRC intake areas and new families to the area in all year levels are entitled to enrol at any GRC 7-10 campuses, without having to make an out of area enrolment application.

The 2022 change has resulted in a significant increase in enrolments at GRC Peakhurst only.

At the time this change was being communicated to school communities, members of the Oatley community expressed a desire to have a 7-12 government high school option in their local area

1.2. Aims of this engagement

The purpose of the consultation was to answer the question:

“What are the preferences of families, students, teaching staff and the community for the educational offerings for high school students in years 7-12 across the GRC local intake area?”

The project aimed to do this by:

- demonstrating how authentic consultation will yield feedback from all representative communities
- understanding the values of students, parents, teachers and the general public in regard to education, not just which model for the College they might prefer
- verifying how well the community understands how the College currently operates. It would be ideal if the methodology could also provide them with this information
- understanding how the general public ranks co-educational/single gender education and comprehensive/high school or college models to deliver educational offerings for high school students enrolled in years 7-12, and the importance of factors such as proximity, academic results, vocational and/or academic pathways, wellbeing, the ability to cater to different needs in parental decision making on school choices.



Oatley Senior Campus Teaching Staff Workshop

The consultation includes insights from different student groups and their caregivers, including:

- current students who live in the local intake area and are enrolled at a GRC campus
- current students who live in the local intake area but are enrolled at different high schools
- current students who are enrolled at local primary schools
- current students enrolled at a GRC campus from a different intake area
- current students enrolled at a GRC Oatley Senior Campus who attended a different school for years 7-10
- previous students at GRC (noting the calendar year and scholastic year they left)
- GRC teaching staff.

See Table 1 in Section 2.2 for an overview of the different stakeholder groups and the method to engage with them.

The methodology was designed to minimise disruption to student learning and staff workloads and to allow a flexible consultation approach - in light of ongoing COVID-19 health advice.

1.3 A model framework for good community engagement

SEC Newgate designed the project methodology utilising an effective and proven survey framework, qualitative engagement, and survey tools. These tools were chosen to reach the target stakeholders effectively.

1.3.1 Qualitative engagement framework

The International Association of Public Participation (IAP2) best practice engagement framework was used to:

- consider a best practice community engagement approach
- design the consultation strategy for this consultation.

IAP2 is a leading international organisation for the improvement and promotion of the practice of community and stakeholder engagement and public participation. It is a familiar logic to many government agencies at local, State and Federal levels and to the community. IAP2 conducts nationwide training for engagement including Government employees on a regular basis. The framework is based on the following two tools.

IAP2 Core Values

IAP2 has developed seven core values for the implementation of the public participation process, used globally. These are:

1. Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
2. Public participation includes the promise that the public's contribution will influence the decision.
3. Public participation promotes sustainable decisions by recognising and communicating the needs and interests of all participants, including decision makers.
4. Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
5. Public participation seeks input from participants in designing how they participate.
6. Public participation provides participants with the information they need to participate in a meaningful way.
7. Public participation communicates to participants how their input affected the decision.

These core values shaped the way SEC Newgate designed and implemented the community consultations.

An evaluation of the engagement process against the IAP2 core values is in Section 7.2.

IAP2 Spectrum of Participation

IAP2's Public Participation Spectrum (Figure 1 below) is designed to assist with the selection of the level of participation that defines the public's role in any community engagement program.

The spectrum shows that different levels of participation depend on the engagement goals, the timeframe available for engagement, the resources available for activities and the levels of community concern regarding the decision to be made. Most importantly, the IAP2 Spectrum sets out the promise being made to the public at each 'level' of participation.

On the public participation spectrum, the engagement level of this consultation was to involve, to work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.


Please see Section 7.2 for an analysis of how the consultations met the IAP2 framework.

1.3.2 Survey framework

SEC Newgate Research specialists assisted with the design of the surveys, using best practice approaches. SEC Newgate Research consultants are members of The Research Society (TRS) and its senior researchers have Qualified Practising Market Researcher (QPMR) status.

The surveys for this project were conducted in accordance with internationally recognised AS: ISO2025:2019 guidelines, to which SEC Newgate Research is accredited. Through the research activities, we have adhered to the industry's Code of Professional Behaviour and are bound by the Australian Privacy Principles.

Figure 1: IAP2 Spectrum of Participation

		INCREASING IMPACT ON THE DECISION 				
		INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL		To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC		We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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2. Consultation Methodology



2. Consultation Methodology











2.1 Stakeholders consulted

SEC Newgate consulted with four main stakeholder groups: students, parents and carers, teaching staff and the general public.

Meaningful consultation with each of these groups has given the project a wide range of evidence points to draw upon when creating solutions and the future direction of GRC. How we engaged with each group is described in Table 1 below.

2.2 Community outreach activities

Table 1: Community Outreach Overview

Stakeholder	Engagement Activities	Outcome
 Students enrolled at GRC feeder primary schools	Due to their age, specific K-6 student questions were included within the parental survey, where their parents could assist them with answering	Survey responses: 621
 Current students at GRC	In school activity to complete a survey	Survey responses: 1,485
 Former students of GRC	Specific questions for this stakeholder cohort in the general public survey	Survey responses: 25
 Parents and carers of students at primary schools within the GRC local intake area	Option to attend 1 of 3 online workshops and to complete a survey	Survey responses: 630 Workshop attendees: 46
 Parents and carers of students at GRC	Option to attend an online workshop for each GRC campus (4) and to complete a survey	Survey responses: 371 Workshop attendees: 57
 GRC teaching staff	In-person workshop at each campus (4) and option to complete a survey	Survey responses: 206 Workshop attendees: 174
 GRC principals	One-on-one interview with each principal	Interviews: 5
 Wider general public members who live within the GRC local intake area	Recruited participants attended 3 online workshops and a survey was available to the public.	Survey responses: 217 Workshop attendees: 53
 Wider general public members who do not live within the GRC local intake area	Option to complete a survey	Survey responses: 51
 NSW Teachers Federation	Option to complete a survey and to attend a 45-minute workshop	Workshop attendees: 3

2.3 General public feedback mechanisms

It was important to the Department that everyone, even those who are not familiar with the GRC, had the opportunity to participate in this consultation.

All stakeholders were given the opportunity to participant in at least one primary tool of the consultations.

Further, a project email and phone number was available throughout the consultation period for all stakeholders to provide submissions or give feedback about the engagement process. All submission received are in Appendix H.

Primary tools for consultation:



Stakeholder specific surveys



Workshop/interview surveys

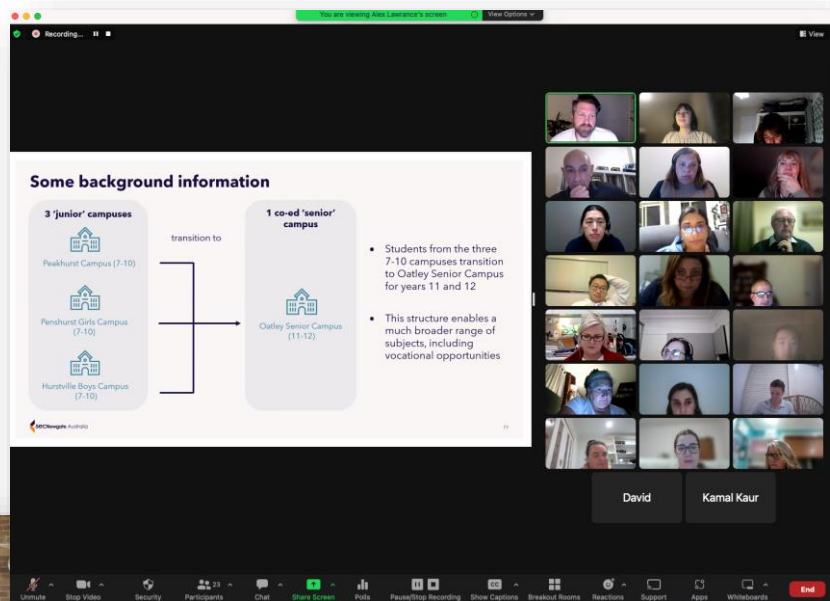
Secondary tools for consultation:



Project email



Project phone number



General Public Workshop



Penshurst Girls Campus Teaching Staff Workshop

3. Introduction to the Consultation Findings



3.1 Consultation Statistics

This section provides the community consultation statistics. There were some 4,123 data points collected. This was a strong consultation process with many participants providing their thoughts in detail.

Stakeholder Surveys

Survey Cohort	Responses
Parents and carers K-6 total	667
Parents and carers K-6 Mandarin	39
Parents and carers K-6 Cantonese	13
Parents and carers K-6 Arabic	1
Parents and carers 7-12 total	354
Parents and carers 7-12 Mandarin	14
Parents and carers 7-12 Cantonese	5
Parents and carers 7-12 Arabic	2
Teaching staff	207
Primary school students	621
High school students	1,485
Past students	25
General public within the GRC local intake area and former GRC students	366
General public from outside the GRC local intake area	51
TOTAL	3,776

Interviews with GRC Principals

w/c 12 September

1 x GRC Principal, 4 x Campus principals

Teaching Staff Workshops

w/c 22 August

Penshurst staff workshop 33 attendees

w/c 29 August

Peakhurst staff workshop 56 attendees

w/c 5 September

Oatley staff workshop 55 attendees

w/c 12 September

Hurstville staff workshop 30 attendees

NSW Teachers Federation Workshop

w/c 31 October

NSW Teachers Federation 3 attendees

GRC Campus Parent and Carer Workshops

w/c 29 August

Oatley parents and carers workshop 8 attendees

Hurstville parents and carers workshop 10 attendees

w/c 5 September

Peakhurst parents and carers workshop 22 attendees

Penshurst parents and carers workshop 17 attendees

Primary School Parent and Carer Workshops

w/c 12 September

Primary parents and carers workshop 1 13 attendees

Primary parents and carers workshop 2 12 attendees

Primary parents and carers workshop 3 21 attendees

Recruited General Public Workshops

w/c 19 September

Recruited workshop 1 15 attendees

Recruited workshop 2 18 attendees

w/c 26 September

Recruited workshop 3 20 attendees

Stakeholder Representatives

NSW Aboriginal Education Consultative Group

Individual submissions x 9

3.2 Understanding How Data is Reported in this Document

3.2.1 Approach to survey metrics

In this report, we provide a measure that averages the data provided by each stakeholder cohort. This averaged data is indicative of the average sentiment of the survey participants in that cohort.

This is community consultation and represents those who participated, and it is not technically representative of the community at large. That noted, please see the margin of error calculations.

It would be misleading to distil all data into a single population measure. To do so would require the weighting of each cohort to its approximate relative incidence within the true population. This cannot be achieved because:

- The cohorts overlap with each other to an unknown extent, i.e. most cohorts can be represented in the wider general public sample, and there may be overlaps beyond this. This may distort the weighting.

- The cohorts are all answering the questions from slightly different frames of reference, for example as a current student, as a K-6 parent, as an educator etc.
- Finally, the significantly larger size of the wider general public population compared to the size of the cohorts that are interested in the issue would distort the result.

It is more accurate to view the data for each stakeholder cohort side by side and look at the key themes and the key differences that emerge.

3.2.2 How accurate is the survey data?

SEC Newgate Research has calculated the margin of error for each cohort, shown in the table below. This is explained as the range in which the true population percentage for each cohort would be in this range 19 times out of 20 if the survey was repeated 20 times (i.e. at a 95% confidence level). This is the standard benchmark for all surveys.

The margin of error (range for the population %) for each of the cohorts is shown here.

Table 2: Margin of Error by Stakeholder

Cohort	Sample size	Margin of error
K-6 Parents and Carers	667	+/-3.78%
K-6 Students	621	+/-3.93%
High School Student Parent and Carers	354	+/-5.21%
Current GRC Students	1,485	+/-2.54%
GRC Teaching Staff	207	+/-6.81%
General public inside the GRC local intake area	366	+/-5.95%
General public outside the GRC local intake area	51	+/-13.72%

3.2.3 Matrix of proposals (ideas) presented in the surveys and workshops

All stakeholder groups, beside years K-6 students due to their age and the wider general public, were asked in the surveys to rate the acceptability of six proposals describing how GRC could be structured in the future (see matrix below).

These proposals were designed to prompt survey respondents to think about their preference between:

- single sex vs co-education,
- single campus comprehensive 7-12 vs 7-10 and 11-17 college structure,
- and specialist and selective schooling.

Following this question, survey respondents were given the opportunity to provide other ideas that they felt were not presented in the matrix.

The survey results from this question are shown in Section 5.

Figure 2: Survey Matrix

	What it would look like			
	Georges River College Peakhurst Campus	Georges River College Penshurst Campus	Georges River College Hurstville Campus	Georges River College Oatley Campus
NO CHANGE: Keep the college structure how it is currently	Years 7-10 co-educational	Years 7-10 girls only	Years 7-10 boys only	Years 11-12 co-educational
IDEA A: Make all year 7-10 campuses co-educational and keep the senior campus	Years 7-10 co-educational	Years 7-10 co-educational	Years 7-10 co-educational	Years 11-12 co-educational
IDEA B: Make all the campuses co-educational for years 7-12	Years 7-12 co-educational	Years 7-12 co-educational	Years 7-12 co-educational	Years 7-12 co-educational
IDEA C: Make all campuses for years 7-12, but keep the current gender mix	Years 7-12 co-educational	Years 7-12 girls only	Years 7-12 boys only	Years 7-12 co-educational
IDEA D: One of the 7-10 campuses would become a selective campus	One of these campuses would become a selective school			Years 11-12 co-educational
IDEA E: One of the 7-10 campuses would become a specialist school e.g. for sport, languages or agriculture	One of these campuses would become a specialist school			Years 11-12 co-educational

4. Analysis Across the Stakeholder Cohorts



4.1 Factors Driving High School Choice

Survey respondents were asked to rank eight given factors from least to most important in helping them decide which high school to send child, such as educational offerings which included including subject choices and extra-curricular activities.

Across all the stakeholder cohorts presented in the table below, educational offerings are within the top three most important factors in the decision-making process when deciding which high school to attend. How this translates into a college model is then seen differently by various stakeholders.

Culture and community is also important but tends to lose ground to gender mix and proximity to home when participants are asked to nominate their single biggest factor driving their school selection or their experiences.

Academic performance is also an important factor across most stakeholder cohorts.

The school's reputation in being supportive of student needs both socially and academically, being safe, inclusive and community involved. I want to send my children somewhere I can trust that our values and beliefs will be respected and where school and parent communication is clear and easy. I want to know my child will only be exposed to appropriate educative experiences and be kept informed of their progress and requirements.
K-6 Parent Survey response

Safe environment with a strong focus not only around education, but around strong family values. As Christians we would love a school that focuses around faith. We would like a school that plays an active role in our local community.
K-6 Parent Survey response

Table 3. Factors Driving High School Choice

'Weighted' average calculated across cohorts**	FUTURE HIGH SCHOOL	CURRENT HIGH SCHOOL		LESS INVESTED - General Public	
	K-6 Parents and Carers	H.S. Parents and Carers	H.S. Students	Within GRC intake area	Outside GRC intake area
Number of participants	667	354	1,485	11 Caution low base	51
Top 3 Most Important Factors Driving High School Choice (% rating factor as Important or Very Important). [Within the GRC intake area participants are only those who had attended Oatley Senior Campus. These participants were asked about the importance of each factor in delivering them their best 11-12 experience.]	<ul style="list-style-type: none"> Culture and community (93%) Academic performance (92%) Educational offerings (92%) 	<ul style="list-style-type: none"> Educational Offering (88%) Academic performance (83%) Culture and community (83%) <i>(this drops in importance when a single choice is forced - proximity to home and gender mix come to the fore)</i> 	<ul style="list-style-type: none"> Educational offering (70%) Proximity to home (70%) Academic performance (67%) 	<ul style="list-style-type: none"> Proximity to home Gender mix Educational offerings Friends there / students of similar age 	<ul style="list-style-type: none"> Culture and community (92%) <i>(this drops in importance when a single choice is forced - gender mix comes to the fore)</i> Educational offering (91%) Academic performance (91%)

4.2 Parents and Carers' Preferences





The level of acceptability to retain the current GRC model starts at a relatively low base with the K-6 cohort, but then begins to become more acceptable to parents and carers as students progress through the college.

Co-education is supported by all stakeholder cohorts, however, support decreases when preferences are coupled with retaining the current campus model, except for parents and carers of years 11-12 students who support this.

Parents and carers of children already attending the GRC do not support sending their child to a single campus comprehensive 7-12 school or changing the current campus model to four 7-12 campuses.

Parents and carers of primary school students however do support comprehensive education and would accept changing all GRC campuses to 7-12.

Table 4. Parents and Carers' Preferences

		PARENTS/ CARERS OF CHILDREN AGED K-6 (FUTURE STUDENTS)	PARENTS/ CARERS OF GRC 7-12 STUDENTS		
			All 7-12 parents and carers	Has child enrolled years 7-10	Has child enrolled years 11-12
High support   Low support  					
Number of survey participants		667	354	296	58
No change to GRC Model	Level of acceptability for retaining the current GRC model*	24%	63%	60%	74%
Co-educational campuses	Level of preference for parents and carers to send their child to a co-educational school (When given the options 'Co-educational', 'Single sex', or 'no preference')	74% <i>A further 13% stated no preference</i>	60% <i>A further 17% stated no preference</i>	58% <i>A further 16% stated no preference</i>	66% <i>A further 22% stated no preference</i>
	Level of acceptability for co-education while retaining the 7-10/11-12 campus model*	32%	56%	53%	71%
Year 7-12 campuses	Level of preference for parents and carers to send their child to a year 7-12 campus (When given the options 'A single campus for years 7-12', or 'A campus for years 7-10, with a separate senior campus for years 11 and 12', or 'no preference')	66% <i>A further 21% stated no preference</i>	38% <i>A further 14% stated no preference</i>	40% <i>A further 14% stated no preference</i>	24% <i>A further 12% stated no preference</i>
	Level of acceptability for making all campuses year 7-12 while retaining current single-sex schools*	43%	40%	41%	29%
Co-educational campuses and 7-12	What is the level of support across cohorts for making all GRC campuses co-educational and year 7-12?*	60%	40%	39%	41%
SUMMARY	OVERALL: <ul style="list-style-type: none"> Majority support making all campuses co-educational. Future student parents do not appear to value the Senior Campus model. Whether this is a need for education or an immovable demand for change to 7-12 is unclear. 	Majority preference <ul style="list-style-type: none"> All campuses years 7-12 All campuses co-educational 	Majority preference for <ul style="list-style-type: none"> No change All campuses co-educational 	Majority preference for <ul style="list-style-type: none"> No change All campuses co-educational 	Strong preference for <ul style="list-style-type: none"> No change Majority preference for All campuses co-educational

*% rating option as 'Somewhat Acceptable' or 'Completely Acceptable' on a 5-point scale from 'Completely Unacceptable', to 'Completely Acceptable'

The responses from high school students, parents and carers (all cohorts), preferred a co-education schooling environment, except for parents and carers of students at single sex campuses.

The majority of students at each of the GRC campuses preferred co-educational schooling - despite two cohorts currently attending a single sex campus.

Over 10% of each stakeholder cohort had no preference between single sex and co-education.

Stakeholder cohorts at single sex campuses

Roughly a third of Hurstville Boys Campus parents and carers supported co-education (36%) and a third single sex education (36%). The majority of Hurstville Boys Campus students preferred co-education (66%) with only 15% preferring single sex education.

Similar to the boys school, roughly a third of Penshurst Girls Campus parents and carers supported co-education (34%) however a higher proportion of these parents supported single sex education (50%). The majority of Penshurst Girls Campus students supported coeducation (52%) but out of all student cohorts they were the biggest supporters of single sex education (32%).

Gender Preference (%)

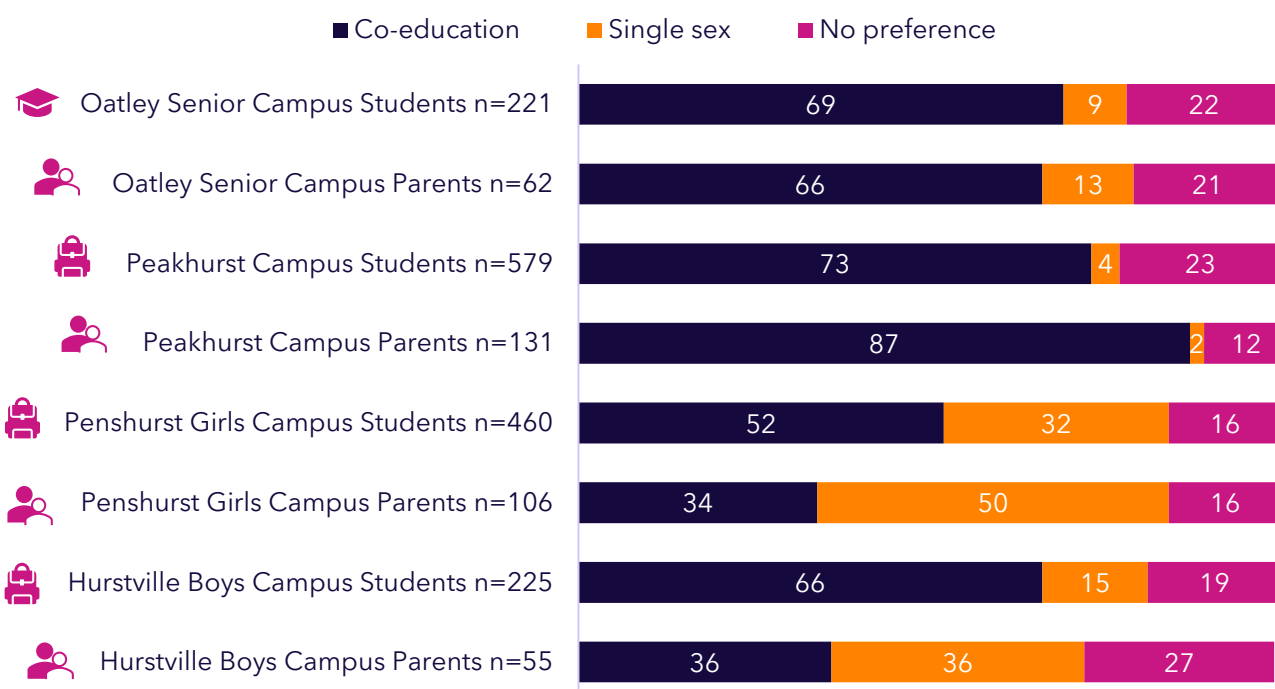


Figure 3. Q5. If you were making the choice again which type of high school would you prefer to enrol in?

I chose this campus myself because it was the only co-ed school available out of all the GRC campuses for Year 7 and under. I would rather go to a co-ed school because I feel if I grew up in a co-ed primary that I was used to, why not co-ed high school. And I feel if I grew up with the opposite gender in high school, I would probably be able to know how to deal with them better than those who spent 3 years without getting used to a co-ed environment.
Student Survey response

I like how that after Year 10 I move to Oatley senior Campus. I also liked that I was going to be in a girls school from 7-10 and I liked that in year 11 and 12 I would be in a co-ed school.
Student Survey response

As a male child, we thought it was important to provide a co-education learning environment for our child, to best represent the real world.
7-12 Parent Survey response

4.3 Teacher and General Public Preferences

Teaching staff

GRC teaching staff's views on the current structure of the college were varied.

The two most supported proposals both involved making all four campuses comprehensive 7-12 schools.

The highest support was expressed for retaining the current gender mix but making all campuses 7-12. Co-education was less important to teaching staff compared to parents, carers, students and the general public.

General public

The general public within the GRC local intake area and outside of the GRC local intake area both had majority support for changing all GRC campuses to co-educational.

The general public within the GRC local intake area highest supported proposal was to change all campuses to years 7-12.

The general public outside the GRC local intake area highest supported proposal was to retain the current college structure.

Table 5. Teachers and General Public Preferences

		GRC EDUCATORS ACROSS ALL CAMPUSES			GENERAL PUBLIC AT LARGE		
					Within the GRC intake area	Outside the GRC intake area	
		Number of survey participants			207	217	51
No change to GRC	Level of support across all cohorts for retaining the current GRC model*	37%			36%	43% (when described the proposal)	
	Level of support across all cohorts for co-education while retaining the 7-10/11-12 campus model	31%			46%	61% (when described the proposal)	
Co-educational campuses	What is the level of preference for parents to send their child to a co-educational school?***	-			-	-	
	What is the level of support across cohorts for making all GRC campuses year 7-12 (while keeping the current gender structure)?*	49%			37%	-	
Year 7-12 campuses	What is the level of preference for parents to send their child to a year 7-12 campus?***	-			-	-	
	What is the level of support across cohorts for making all GRC campuses Co-Educational and year 7-12?*	40%			49%	53% (when described the proposal)	

SUMMARY

Only minority support for the current College system. Highest support for standalone campuses for years 7-12 that retain the current gender structure for the schools.

Higher levels of support for Co-Educational schools over the current gender mix. Lower levels of support for the current College system.

Higher levels of support for Co-Educational schools over the current gender mix. Lower levels of support for the current College system.

*% rating option as 'Somewhat Acceptable' or 'Completely Acceptable' on a 5-point scale from 'Completely Unacceptable', to 'Completely Acceptable'

**% selecting 'Co-educational' from a single response question which had the options 'Co-educational', 'Single sex', or 'no preference'

***% selecting '7-12' from a single response question which had the options 'A single campus for years 7-12', 'A campus for years 7-10, with a separate senior campus for years 11 and 12', or 'no preference'

4.4 Acceptability of Different Educational Offerings

In all surveys except for K-6 students, respondents were asked to rate the level of acceptability of different proposals about what the GRC model could look like (see Section 3.2.1 for the matrix).

Stakeholders are consistent in their sentiment throughout the survey. The open text responses from each stakeholder cohort (shown below) echo the same sentiment as the multiple-choice data shown in the previous slides.

In all cohorts except teaching staff, there was a low rate of mention by participants for retaining a single sex campus within the college model.

In all cohorts, there was a medium to high rate of mention for campuses being single campus comprehensive 7-12 and all campuses to become co-educational.

Table 6. Acceptability of Different Educational Offerings

	High rate of mention	Low rate of mention	FUTURE HIGH SCHOOL COHORTS	CURRENT HIGH SCHOOL COHORTS		ENGAGED	LESS INVESTED
Themes from open text responses			K-6 Parents/Carers	GRC Parents/Carers	Current students	Teaching Staff	GRC General Public/ Former Students
Respondents who mention their preference/support for the current GRC model to remain as is							
Respondents who mention their preference/support for campuses to be years 7-12 inclusive							
Respondents who mention their preference/support for GRC model to include junior 7-10 and senior 11-12 campus/es							
Respondents who mention their preference/support for all GRC campuses to be co-educational							
Respondents who mention their preference/support for one or more GRC campuses to be selective and/or specialist							
Respondents who mention their preference/support for one or more GRC campuses to be single sex							
Respondents who mention their preference/support for the GRC model to include co-educational and/or single sex campus/es							

Note: K-6 students were not asked these questions so have not been included in this table

5. Insights by Each Stakeholder Cohort



5.1 Kindergarten to Year 6 Students (K-6)

5.1.1 Survey results

The K-6 parents and carers survey included additional questions for their eldest K-6 child to complete (with parental assistance). The K-6 students' responses are shown here and the K-6 parents and carers' responses are shown in Section 5.3. A total of 621 K-6 students completed the survey.

5.1.1.1 Who participated?

Three demographic questions were asked at the beginning of the survey.



Figure 4. S7. What gender is your eldest K-6 child? N=666

There was a relatively even split between male and female K-6 students.

Most students were enrolled in Year 5 (22%).

School Year Enrolled (%)

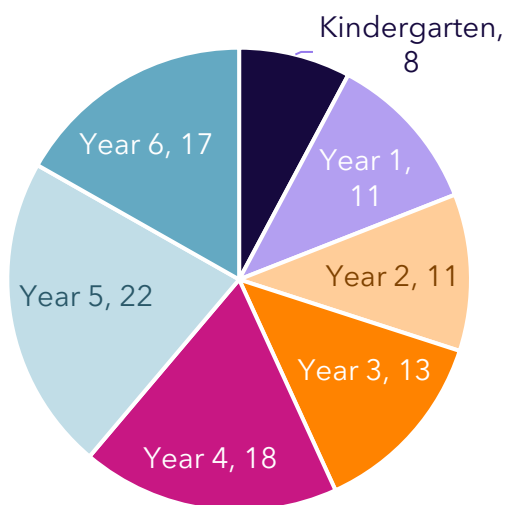


Figure 5. S6. In which school year is your eldest K-6 aged child currently enrolled? N=667

The largest percentage survey of respondents were enrolled at Oatley West Public School (18%) and Oatley Public School (16%). Respondents were also enrolled in the following schools.

Oatley West Public School	18%
Oatley Public School	16%
Hurstville South Public School	9%
Peakhurst Public School.	7%
Carlton Public School	7%
Lugarno Public School	7%
Hurstville Public School	6%
Penshurst West Public School	5%
Narwee Public School	4%
Peakhurst South Public School	4%
Peakhurst West Public School	4%
Mortdale Public School	3%
Another school not listed	3%
Kingsgrove Public School	2%
Beverley Hills Public School	1%
Beverly Hills North Public School	1%
Hurstville Grove Infants School	1%
Penshurst Public School	1%

Figure 6. S8. In which public school is your eldest K-6 child enrolled? N=667

5.1.1.2 Factors in deciding where to go to high school

Respondents were asked to select which pre-set factor played the biggest role in deciding where to go to high school. See Figure 7 over the page.

Most K-6 students wanted to go to the same high school that their friends were going to (45%), and secondly a co-educational school (31%).

9% of students noted they want to go to a single sex high school.

Preferred High School characteristics (%)

- A school where my friends are going
- A school where both girls and boys go
- A school where my brother(s) and/or sister(s) are enrolled
- A single sex school

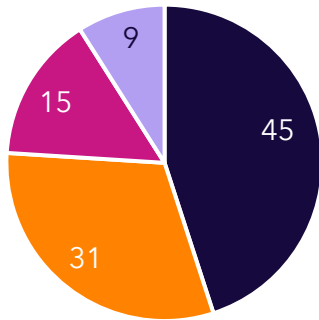


Figure 7. Q9. When you think about High School, which type of school would you like to go to?
N=667

When asked why they would like to go to that type of school, most participants said because they would prefer to go to school with their friends.

Why they like that type of school (%)

- Prefer a co-educational school
- Prefer a single sex school
- Prefer a school with friends
- Prefer a school with family
- Other
- Don't know

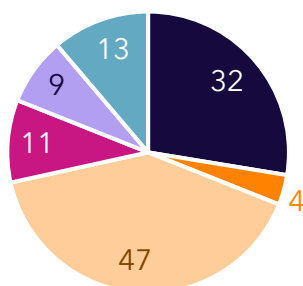


Figure 8. Q10. Why do you like that type of school the most?
N=667

When asked **why they would like to go to a school that their friends are going to (47%)**, some of the reasons they gave were:

- Wanting to stay friends with kids from primary school
- Feeling more comfortable transitioning to high school with people they know
- So they will have people to talk to at high school
- Friendships are important

It's nice to go to school with my friends and people who live in my area. At our primary school a lot of kids end up going to many different high schools and they lose the friends they have in primary school. I love our primary school and the community where we all go to school and play sport together.
Survey response

When asked **why they would prefer to go to a co-educational school (32%)**, some of the reasons they gave were:

- Have friends that are boys and girls
- Primary school is co-educational
- University and life are co-educational
- Don't want to go to a single sex school.

I think it is important to go to school with boys and girls.
Survey response

It teaches kids to be able to communicate with the other sex and see different points of view. Seeing each other as equals.
Survey response

Kindergarten to Year 6 (K-6) insights

- Friendship circles are important.
- Possibly as a result, high schools with both boys and girls are attractive.

5.2 Georges River College Students (Years 7-12)

5.2.1 Survey results

A total of n=1,485 students enrolled across the four GRC campuses completed the survey.

5.2.1.1 Who participated?

Four demographic questions were asked at the beginning of the survey.



Figure 9. S3: What is your gender?
N=1,481

Participation by Campus (%)

- Georges River College, Hurstville Boys Campus
- Georges River College, Peakhurst Campus
- Georges River College, Penshurst Girls Campus
- Georges River College, Oatley Senior Campus

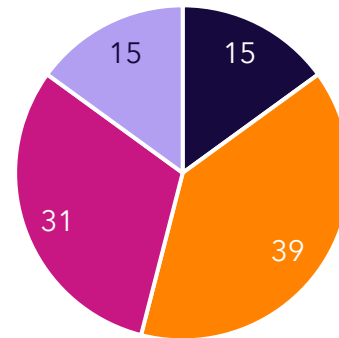


Figure 11. S2: Which High School are you enrolled at?
N=1,485

The largest number of responses were received from Peakhurst Campus students (39%) and Penshurst Girls Campus students (31%).

Participation by Suburb (%)

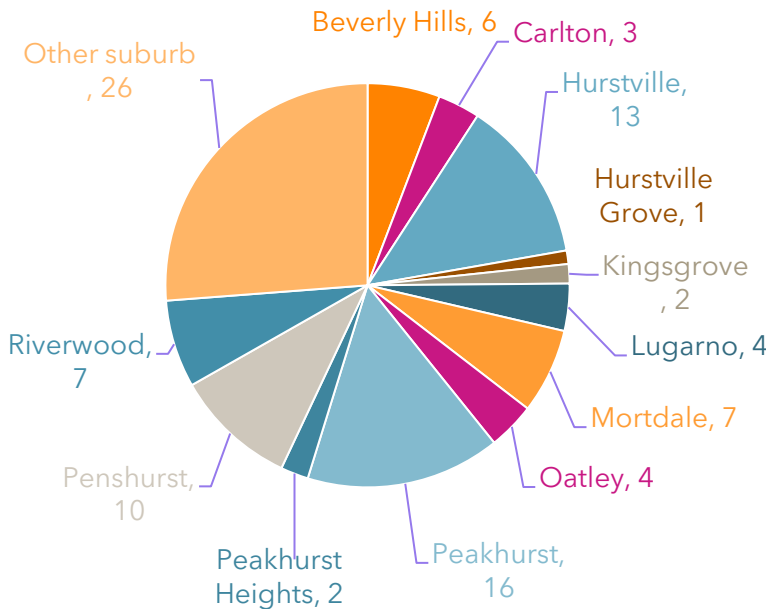


Figure 10. S1: Firstly, where do you live?
N=1,485

The highest proportion of students lived in Oatley (26%), and secondly Peakhurst (16%).

Participation by Year Group (%)

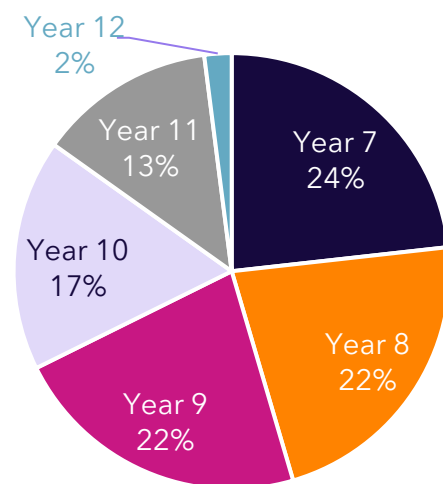


Figure 12. S4: Which school year are you currently enrolled at?
N=1,485

A similar number of responses were received from Year 11 (24%), Year 9 (22%), and Year 7 (22%) students and the lowest response rate was from Year 12 students (2%).

5.2.1.2 Factors in deciding where to go to high school

The top eight factors students gave for deciding which school they would attend (open text response) follow.

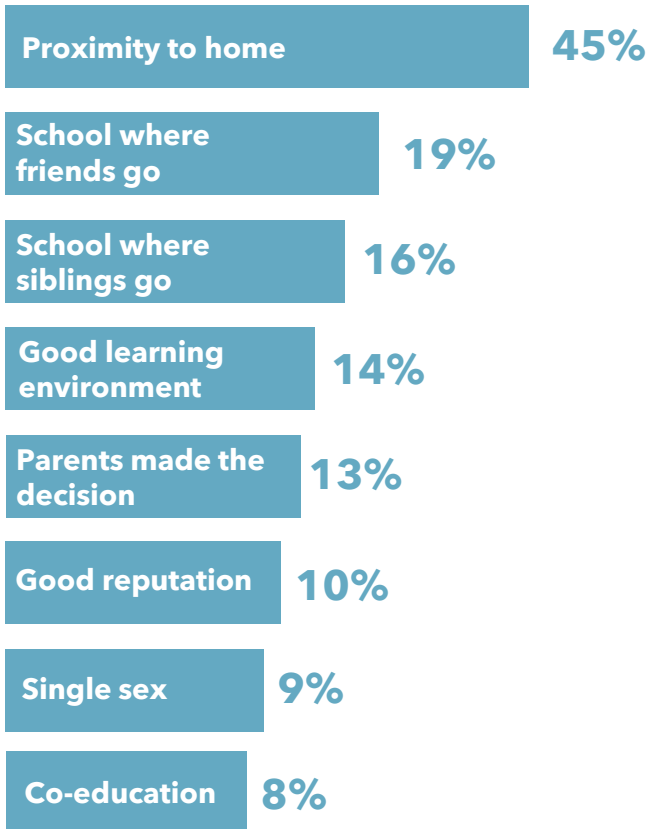


Figure 13. Q1. Please let us know as much as you can about why you chose to enrol at this campus
N=1,485

The top factor for students when deciding where to go to high school is **proximity to their home (45%)**.

It was the closest senior campus, the easiest to get to and was also a GRC which just felt more convenient.
Survey response

The next most important factor to students' decisions is **a school that their primary school friends were going to (19%)**.

I wanted to go to this school because most of my friends are at this school. I also chose this school because of the fact it belongs to the GRC community. I would love to attend Oatley after this school as a senior and would hate if it were to be a 7-12 school.
Survey response

16% of respondents chose the high school **because it is where their siblings go to school.**

Both my sister attended the all-girls campus and they both loved it so much and also I really wanted to go. When I got here, I loved I only girls because it is so much less rowdy, and I most definitely would not learn as much so it should stay a girls school 7 to 10.
Survey response

14% of respondents chose the high school because it **provides a good learning environment**. Things that contribute to a good learning environment are:

- School discipline
- School culture
- Academic performance
- Presentation of the school (how clean it is).

I chose to enroll at this school because I heard that this school was a good school. I prefer this campus over other campuses because I heard that Hurstville boys had a lot of bullying going on and the education level their was really low. I am learning a lot in this school and I am getting better grades.
Survey response

We were living in Riverwood for a while, but we then moved to Bankstown and all the schools there do not compare
Survey response

Students were asked to rank the following options from 'very important' through to 'not important'. **Educational offerings at the school** (including subject choices and extracurricular activities) and **proximity to home** were ranked as the two most important factors.

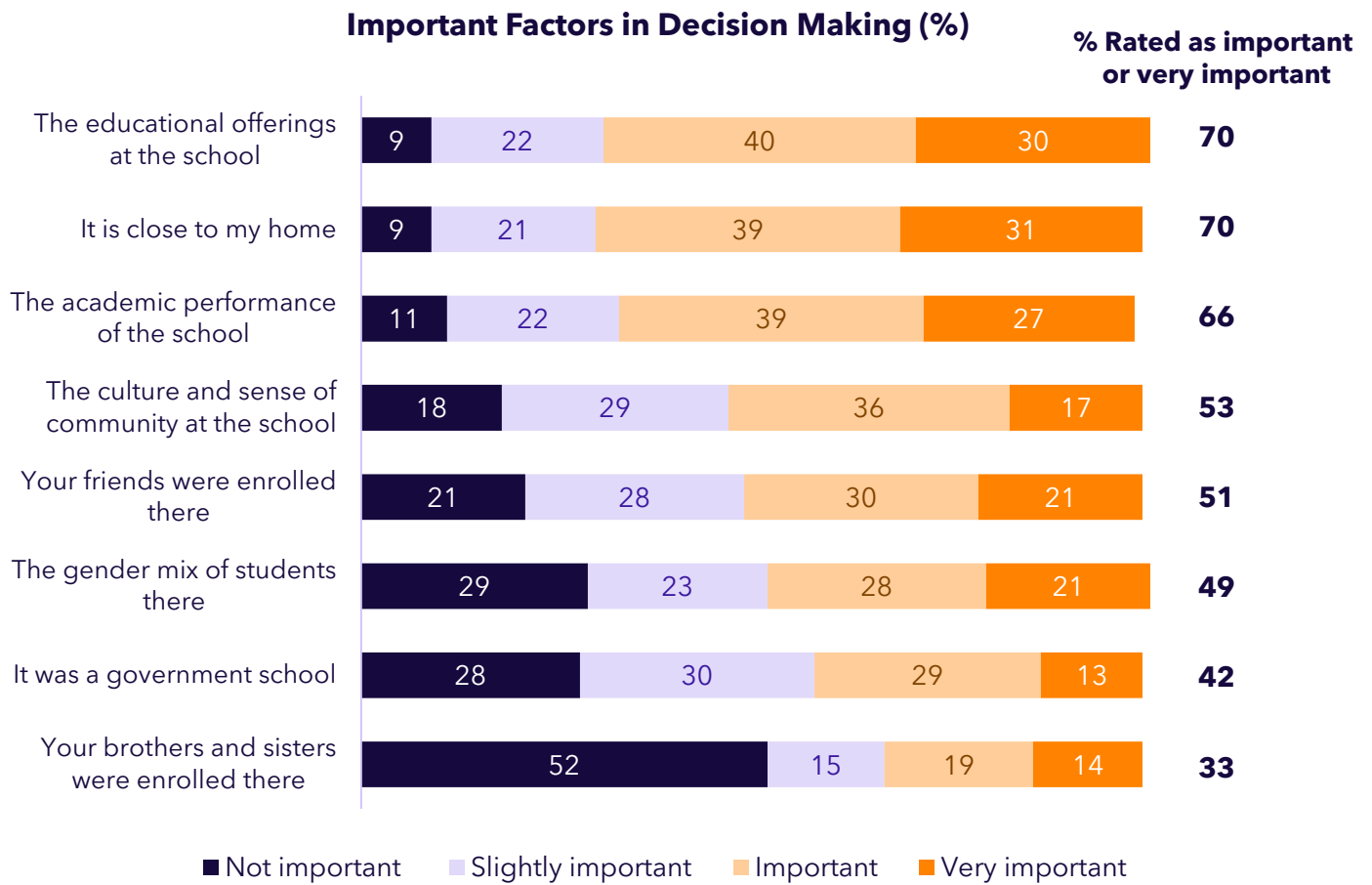


Figure 14. Q2. How important were the following in your decision-making? N=1,485 (Margin of error +/-2.54%)

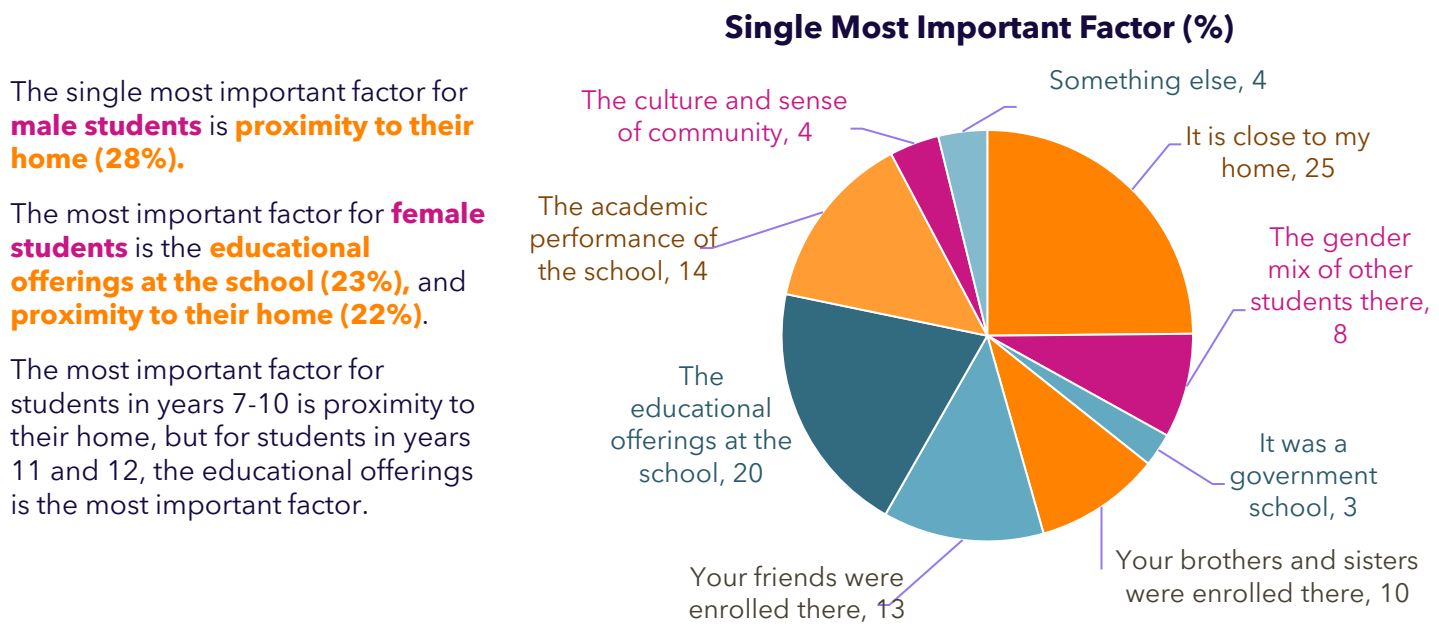


Figure 15. Q3. Which one of these factors was most important? N=1,485

5.2.1.3 Preference of school type

When asked to preference the type of school students would like to attend, the majority of students stated they would prefer to attend either a government or non-government co-educational school (64%).

Penshurst Girls Campus students (28%) were the largest group to prefer a single sex government school and students from Peakhurst Campus were the least likely to prefer this option (3%). 11% of Hurstville Boys students prefer single sex.

The majority of student participants (66%) at Hurstville Boys Campus would prefer to attend a co-educational school.

Similarly, Penshurst Girls students who participated indicated they prefer co-education (52%) over single sex schooling (32%).

Female student participants are three times more likely to favour single sex education (18%), over male students (6%).

The preference for non-government schooling was the same for both genders (13%).

A statistically relevant number of students across all campuses stated they had no preference towards the type of school they attended (16% to 23%).

Type of School Preference by Campus (%)

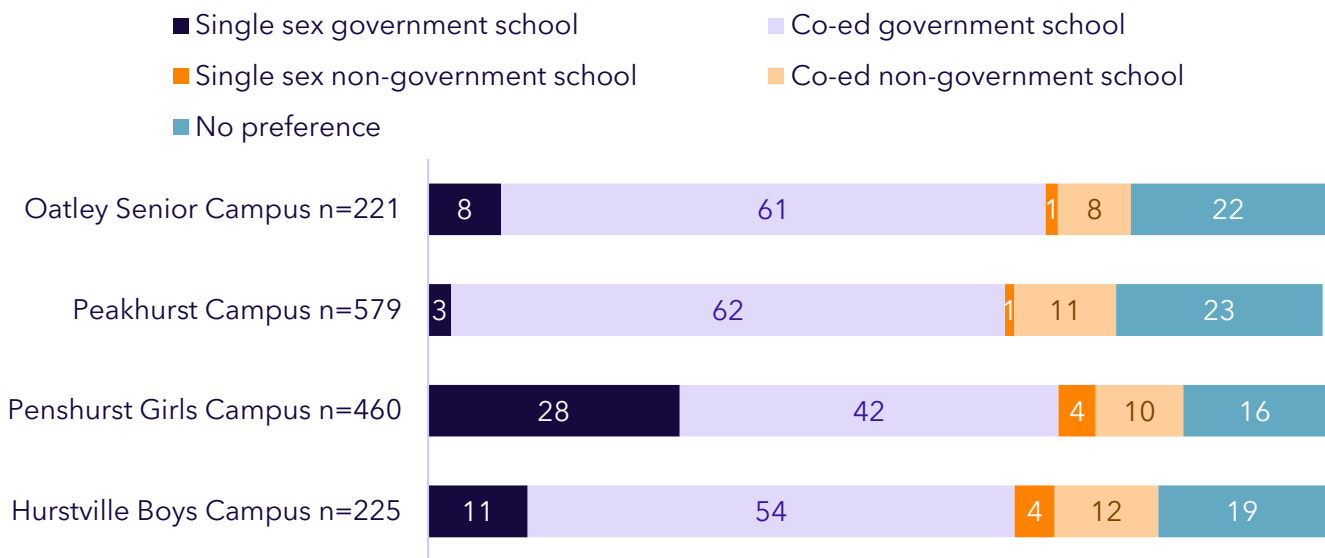


Figure 16. Q5. If you were making the choice again which type of high school would you prefer to enrol in? N=1,485

Government or Non-Government Preference (%)

- Government school
- Non-government school
- No preference

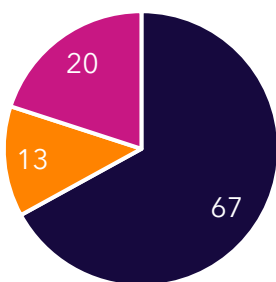
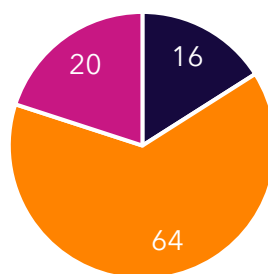


Figure 17. Q5. If you were making the choice again which type of high school would you prefer to enrol in? N=1,485

Single Sex or Co-ed Preference (%)

- Single sex school
- Co-ed school
- No preference



Preference of School Composition (%)

- A separate senior and junior campus
- A single campus for years 7 - 12
- No preference

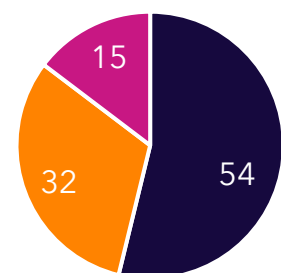


Figure 18. Q5. And which type of high school would you prefer enrol in? N=1,485

Overall, about half of the students consulted (54%) supported a separate senior campus model.

Students in years 11 and 12 were the most likely to support a separate senior campus model (60%).

Only 43% of students in Year 10 were supportive of a single campus comprehensive 7-12 model.

Female students had a slight preference for the current GRC model (57%) compared to male students (49%).

Preference of School Composition by Year Group (%)

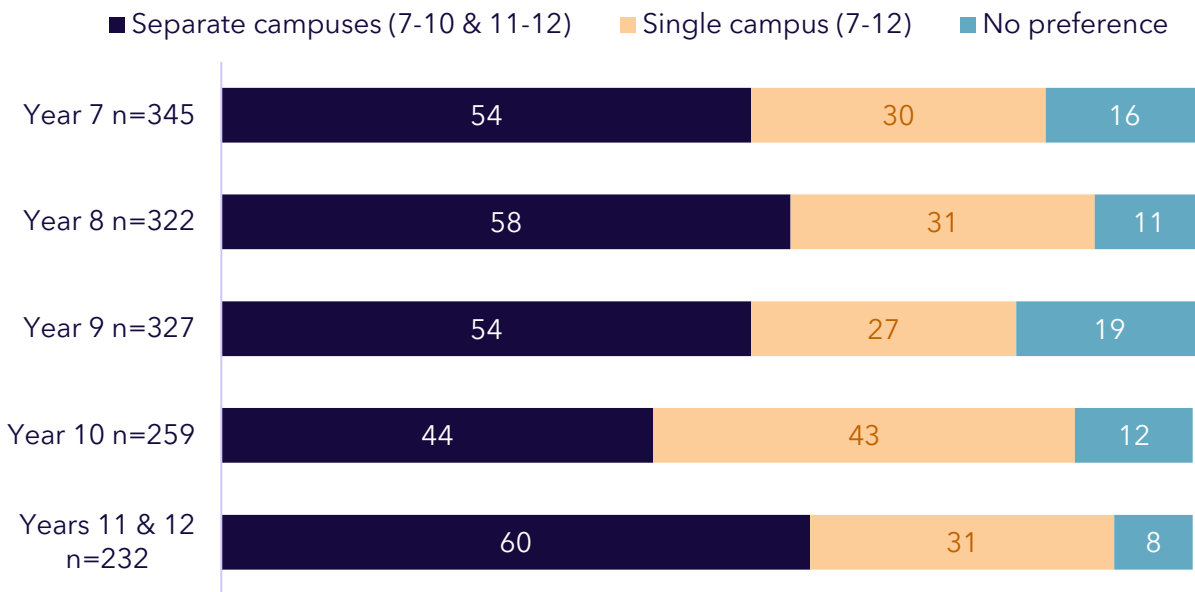


Figure 19. Q5. And which type of high school would you prefer enrol in? N=1,485

5.2.1.4 Input on proposals (ideas)

Students thought the most acceptable proposals presented were *no change* (58% acceptability) and *Idea A* to make all campuses co-educational (51% acceptability) (see Figure 21 over the page).

Students thought the least acceptable proposals presented were *Idea C* (39% unacceptability) and *Idea B* (39% unacceptability). Both of these proposals change the campuses composition to a single campus comprehensive 7-12.

Students at single sex campuses were twice as likely to view *no change* as unacceptable (rating 1 or 2) than students at co-educational campuses.

Half of the student responses from every campus supported *Idea A* (see Figure 21 overpage):

- Hurstville Boys Campus 52%,
- Penshurst Girls Campus 49%,
- Peakhurst Campus 51%,
- Oatley Senior Campus 52%.

When asked if they had any other proposals on what the college should look like, students reinforced the following:

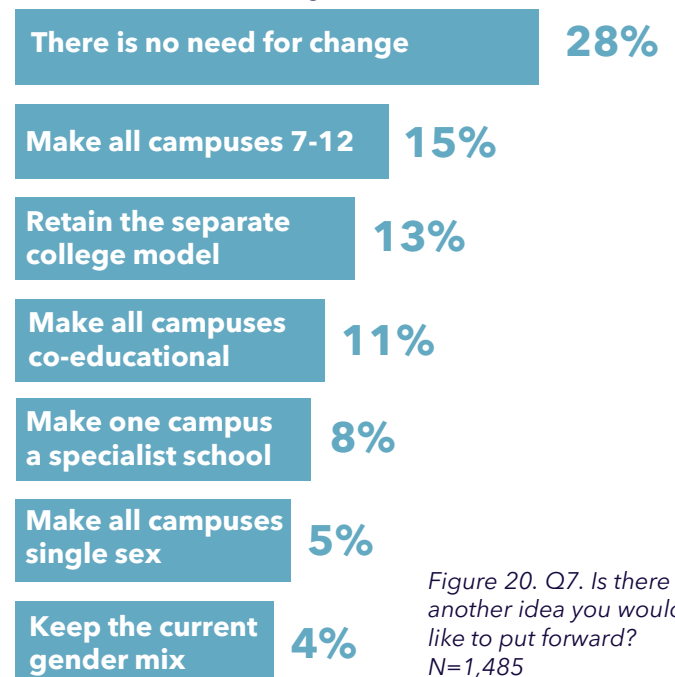


Figure 20. Q7. Is there another idea you would like to put forward? N=1,485

I am happy to not change the structure of the college but if I had to choose a different structure, I would choose idea A. It is good to have a mix of people and genders in each school as it will be easier to transition into Oatley campus knowing males instead of coming from an all females school making it hard to socialize and make friends.
Survey response

I would like to keep Penshurst and Peakhurst the same (7-10, followed by Oatley 11-12) and make Hurstville a 7-12 school. I think Peakhurst should stay co-ed, Penshurst should stay girls-only and I think Hurstville should become co-ed.
Survey response

I would like to make it a 7-12 school system, with selective specialist programs available.
Survey response

My preferred idea is to keep the schools as is. Changing the schools would be difficult, especially when the schools may not be a big enough campus etc. I don't have any ideas to be frank, I don't think these schools are fit for changes unless real effort into making these campuses better is put in. E.g., changing the chairs and tables, fixing the lights, changing the bathrooms, these small changes matter, a lot.
Survey response

Acceptability of Possible School Structure (%)

% Rated as 4 or 5 (i.e. acceptable)

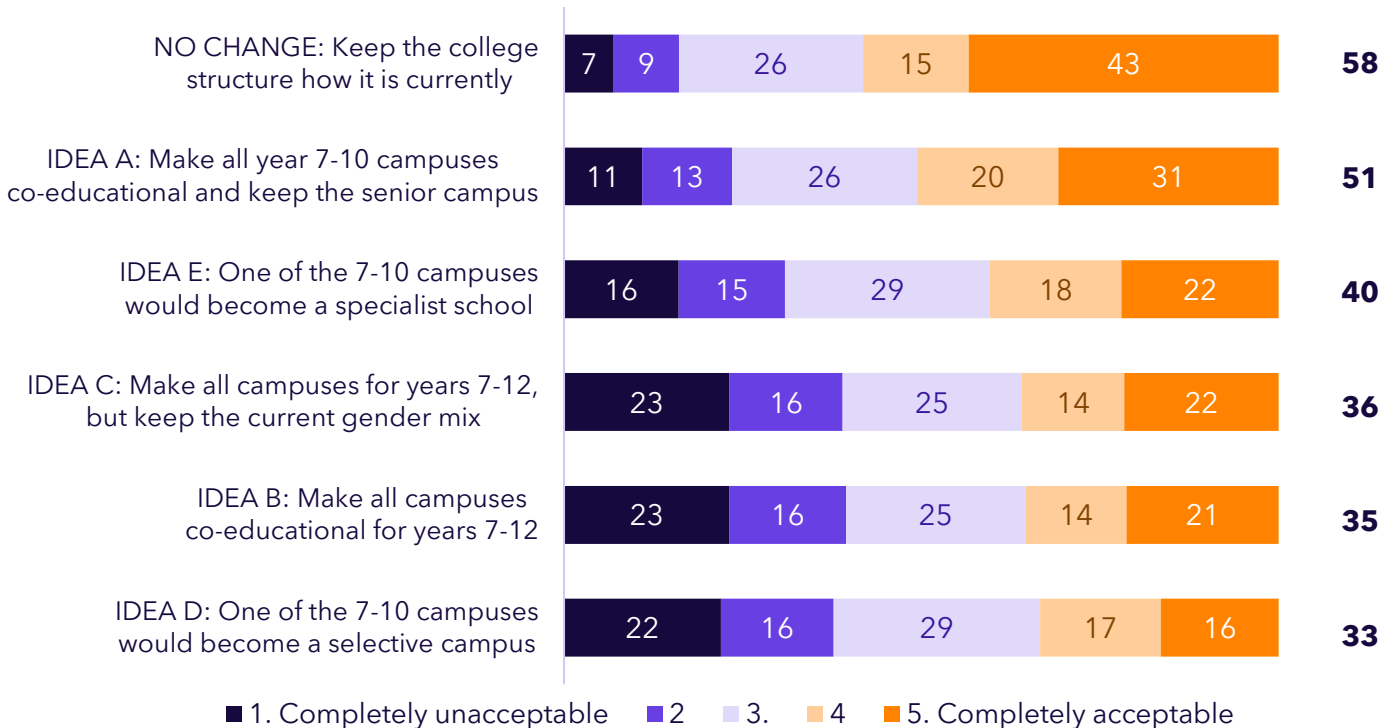


Figure 21. Q6. The NSW Department of Education would like to know what students think about some potential ideas for the educational offerings at the government high schools in your area. N=1,485

Georges River College students (years 7-12) insights

- Students are divided. Half like and want to retain the existing GRC model, whilst half are motivated to move to a co-educational setting for years 7-10, with the exception of Penshurst Girls student participants, for which a greater proportion value their junior high school experience at a single sex school.
- There is strong endorsement of the senior campus - which increases with student age.
- Students have an interest in specialist and selective ideas and proposals.

5.3 Parents and Carers: Kindergarten to Year 6

5.3.1 Survey results

A total of n=667 parents and carers with students enrolled in Kindergarten to Year 6 at a primary school within the GRC local intake area completed the survey.

This survey was available in 3 languages other than English;

- Mandarin,
- Cantonese, and
- Arabic.

Data from all four surveys has been combined into a single result.

5.3.1.1 Who participated?

There were five demographic questions at the beginning of the survey.

Respondents within the GRC local intake area were from the following localities.

Participation By Suburb (%)

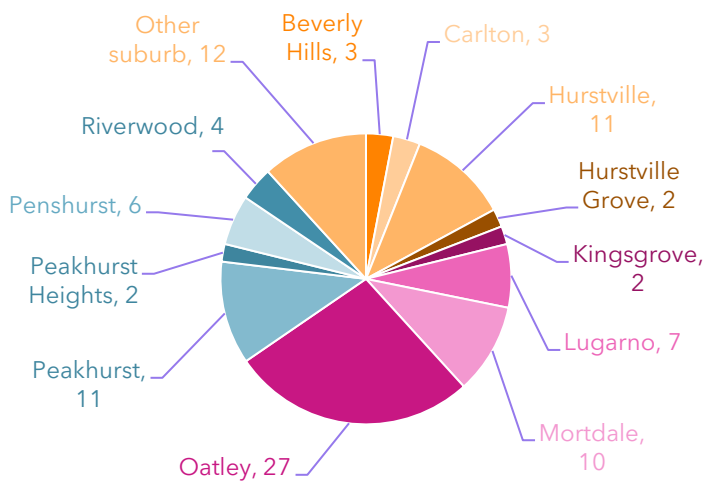


Figure 22. S1. Firstly, please let us know where you live? N=667

Of those respondents who selected 'other suburb' (12%), reside in suburbs such as: Punchbowl, Roselands, Padstow, Revesby Heights, Bexley, Narwee, Centennial Park, Turrella, Brighton-Le-Sands, Bardwell Valley, South Hurstville, Allawah, Kogarah, Bexley North, Bardwell Park, Greenacre, Padstow Heights, Kentyln, Spring Farm, Kogarah Bay, Rockdale and Yagoona.

83% of participants have resided within their locality for four or more years. Only 17% have moved there within the last three years.

Length of Time in Suburb (%)

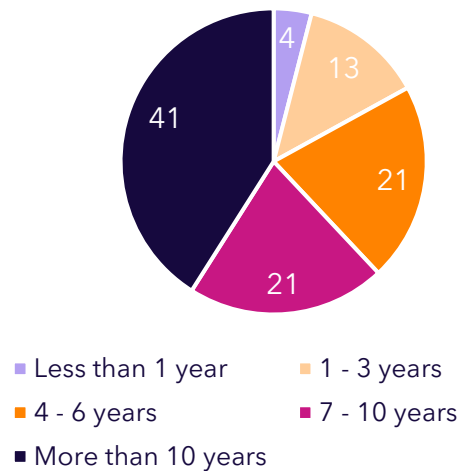


Figure 23. S2. How long have you lived in this area for? N=667

The large majority of respondents **reside within the local intake area of GRC (79%)**. The remaining respondents live within the local intake area of:

- Kingsgrove High School (5%)
- Beverly Hills Girls Hill School (4%)
- Blakehurst High School (4%)
- Kogarah High School (3%)
- Punchbowl Boys High School (2%)
- Sir Joseph Banks High School (2%)
- Bexley North Public School (1%)

Figure 24. S5. What is the designated local high school for your address (as described on the School Finder website)? N=161

Their K-6 Child Demographics

- 53% of parents and carers had male children and 47% had female children.
- There was a relatively even split between the years they were enrolled.
- The largest cohort of respondents were enrolled at Oatley West Public School (18%) and Oatley Public School (16%).

For the full overview of the gender, school year enrolled, and primary school enrolled at, see Section 5.1.1.1.

Their 7-12 Child Demographics

As well as having a child enrolled in years K-6, one quarter (25%) of respondents also had a child enrolled in years 7-12.

They are enrolled at the following schools:

Peakhurst Campus: 15%	Penshurst Girls Campus: 14%
Hurstville Boys Campus: 4%	Oatley Senior Campus: 4%
A different high school not listed: 60%	<ul style="list-style-type: none"> • 58%: government school • 42%: non-government school

Figure 25. S5. Which high school(s) do your children currently attend?
N=161

5.3.1.2 Factors in deciding where to go to high school

When asked which **high school they are considering for their K-6 child**, out of the GRC campuses, Peakhurst Campus was the most favoured school of K-6 parents (29%).

A different high school	37%
GRC, Peakhurst Campus	29%
Not sure	20%
GRC, Penshurst Girls Campus	14%
Blakehurst High School	10%
GRC, Hurstville Boys Campus	7%
GRC, Oatley Senior Campus	7%
Kingsgrove High School	3%
Beverly Hills Girls High School	2%
Kogarah High School	2%
Kingsgrove North Public School	1%
Sir Joseph Banks High School	1%

Figure 26. Q1. At which high school(s) are you considering applying to enrol your eldest Year K-6 child?
N=667

Of those who answered, 'a different high school' (37%), 40% were considering sending their child to a government school, and 60% were considering a non-government school.

When asked **what the most important factors are in guiding your enrolment application** (free text) for your K-6 child, the top three factors were:

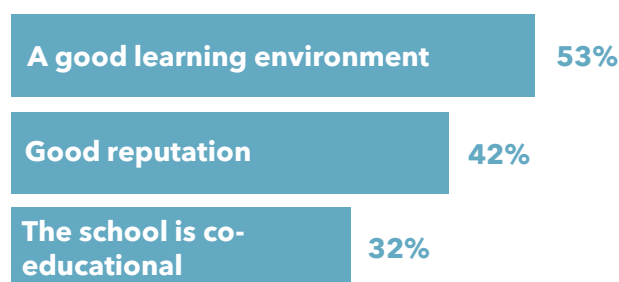


Figure 27. Q2. What are the most important factors guiding your enrolment application choice of high school for your eldest Year K-6 child?
N=667

Factors that contribute to a **good learning environment** are:

- Resources to support a good staff to student ratio
- Variety of subject offerings
- Having a student wellbeing focus
- Having support for students with learning needs
- Good school culture
- A diverse learning environment
- High teacher engagement
- Discipline of the school
- Quality of school facilities.

Factors that contribute to a **good school reputation** are:

- Academic performance and HSC ranking of the school
- Student behaviour
- Strong school leadership
- Word of mouth recommendations about the school.

*Consistent approach to learning from all teaching staff.
Opportunities for additional learning and activities to participate in.
Sense of school pride/ community
Survey response*

When asked to rate the following factors, the top three most important were:

- The culture and sense of community (93%)
- The academic performance (92%)
- The educational offerings including subject choices and extracurricular activities (92%)
- The gender mix was rated as important or very important for 68% of parents.

Important Factors in Decision Making (%)

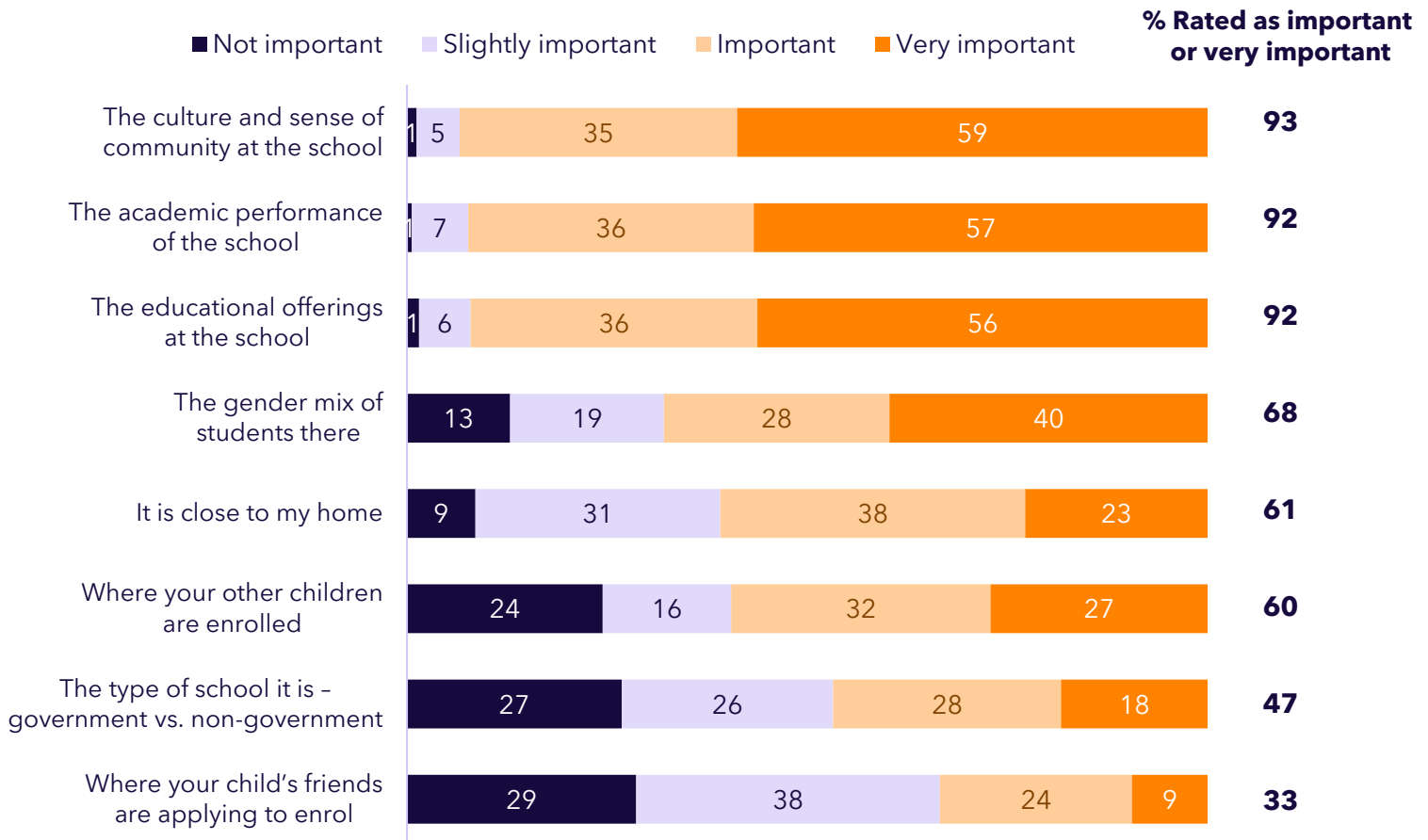


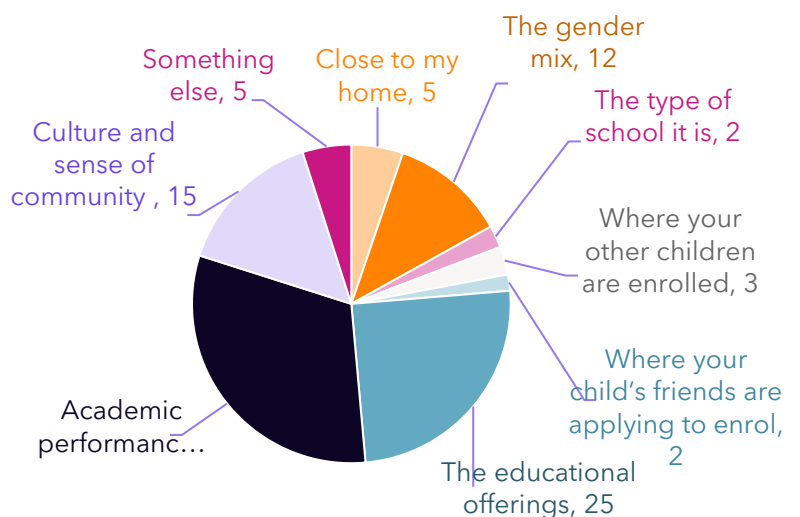
Figure 28. Q3. How important are the following factors in helping you decide which high school to send your eldest Year K-6 child to? N=667 (Margin of error +/-3.78%)

When asked to choose the single most important factor out of those options, **academic performance (31%) and the educational offerings of the school (25%) were the most important.**

This result was consistent across all the parents, irrespective of which primary school is their child is enrolled in.

Figure 29. Q5. Which single factor do you think will have the most impact on your choice of high school for your eldest K-6 child? N=667

Single Most Important Factor (%)



5.3.1.3 Preference of school type

Overall, parents and carers who have a child in years K-6 would prefer to enrol their child in a:

- government school (69%),
- co-education school (74%), and a
- single campus comprehensive 7-12 (66%).

This preference was consistent across most primary school parents that responded.

Preference for a separate junior and senior campus is higher amongst parents who already have children enrolled at one of the GRC campuses (increases to 31% from 12%).

Preference of School Type by Designated Local High School (%)

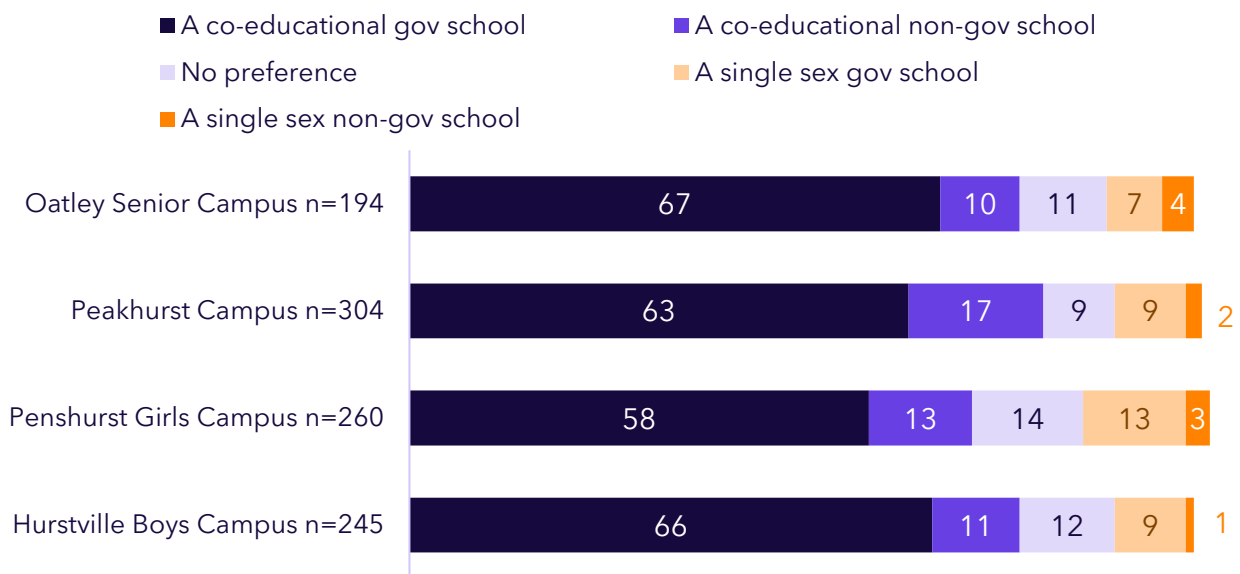


Figure 30. Q5. Which type of high school would you prefer to enrol your eldest K-6 child in?
N=667

Government or Non-Government Preference (%)

- Government school
- Non-government school
- No preference

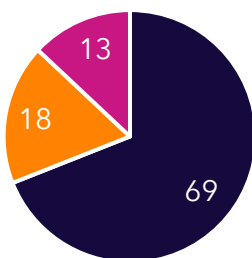
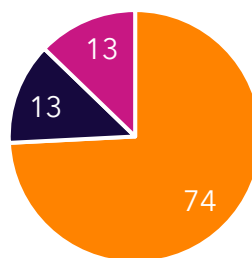


Figure 31. Q5. Which type of high school would you prefer to enrol your eldest K-6 child in?
N=667

Single Sex or Co-ed Preference (%)

- A co-educational school
- A single sex school
- No preference



Preference of School Composition (%)

- A separate junior and senior campus
- A single campus for years 7 - 12
- No preference

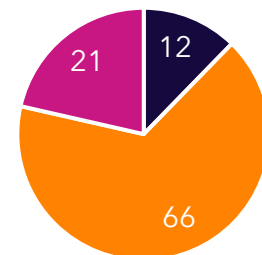


Figure 32. Q6. Which type of high school would you prefer enrol your eldest K-6 child in?
N=667

5.3.1.4 Input on proposals (ideas)

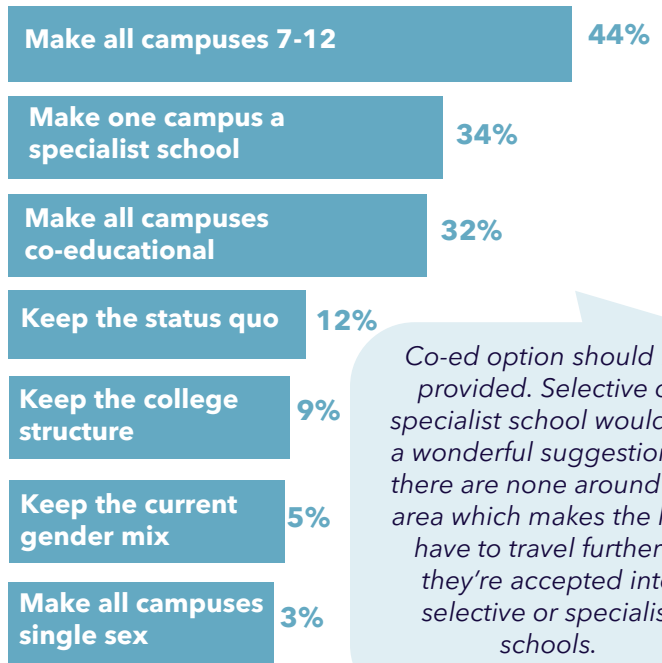
The most acceptable proposals for K-6 parents are:

- Idea D: One of the junior campuses would become a selective campus (64%)
- Idea B: Make all campuses co-educational for years 7-12 (60%)
- Idea E: One of the 7-10 campuses would become a specialist (51%).

When asked if there was another or second proposal they would like to put forward, K-6 parents and carers reinforced their preference for:

- one of the four campuses to become comprehensive 7-12 (44%),
- introducing a selective or specialist school/stream (34%) (Idea E or D),
- all campuses to become co-educational (32%) (Idea B).

See the graph to the right for full results.



Co-ed option should be provided. Selective or specialist school would be a wonderful suggestion as there are none around the area which makes the kids have to travel further if they're accepted into selective or specialist schools.
Survey response

Figure 33. Q8. What is your preferred idea for the educational offerings for high school students in years 7-12 across the GRC local intake area? Is there another idea you would like to put forward?
N=667

Acceptability of Possible School Structure (%)

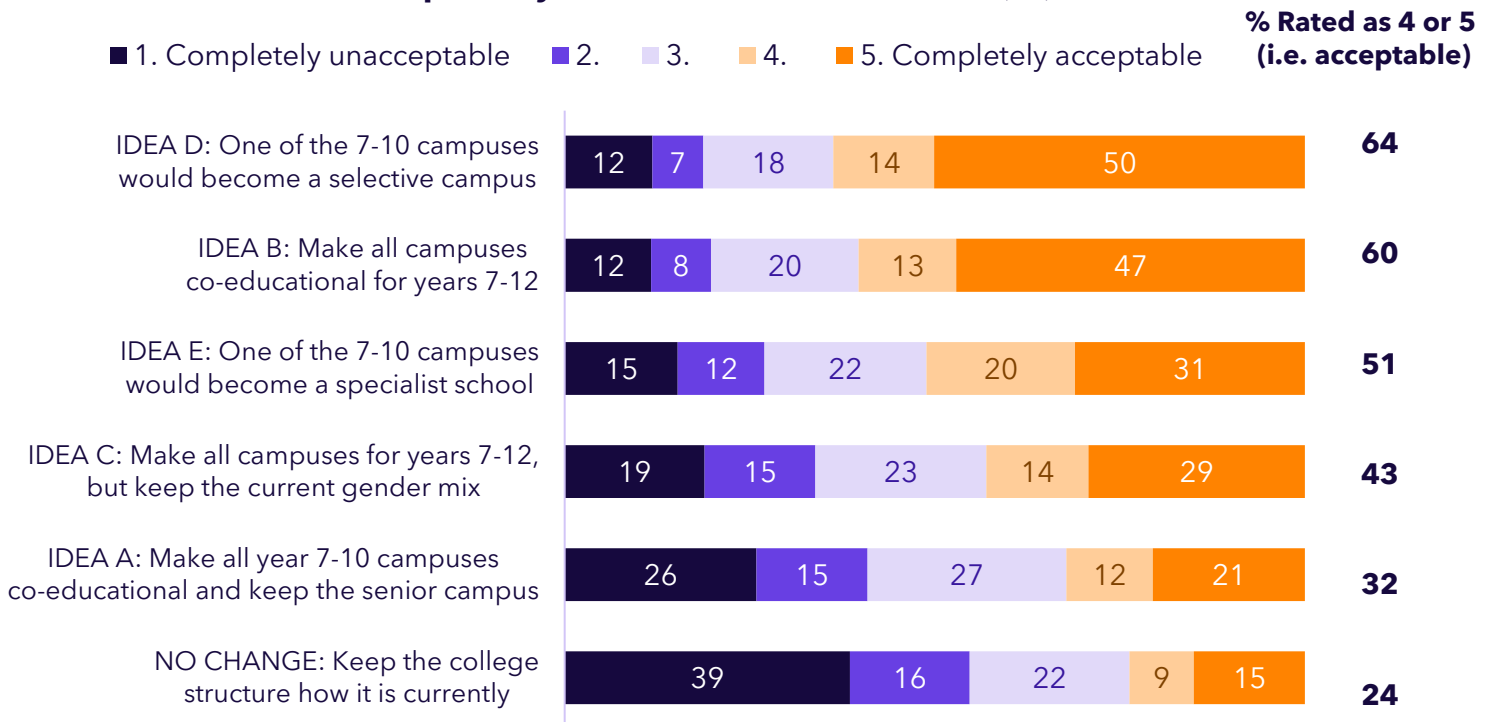


Figure 34. Q7. Please look at the following ideas and rate how acceptable you think each is from your perspective.
N=667

5.3.2 Workshop results

Workshops were held with the parents and carers of students enrolled in feeder Kindergarten to year 6 feeder primary schools within the GRC local intake area.

The workshops ran for 90 minutes and were a mix of digital polling using the online platform Slido and small group table discussions.

Parents and carers were notified of the workshops and how to register through their child’s school.

Workshop 1	Workshop 2	Workshop 3
13 participants	12 participants	21 participants

Slido enables users to provide information anonymously to the project and was used to capture preliminary information relating to primary school parent and carer schooling experience.

5.3.3.1 Background information

The largest proportion of participants lived in Oatley (21%), then Peakhurst (15%) and Mortdale (15%).

What suburb do you live in? (%)

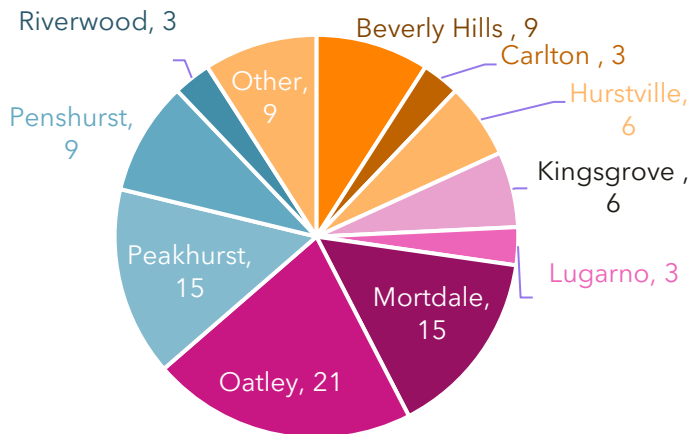


Figure 35. Q1. What suburb do you live in? N=33

How many children do you have enrolled in years K-6? (%)

■ 1 Child ■ 2 Children ■ 3 Children

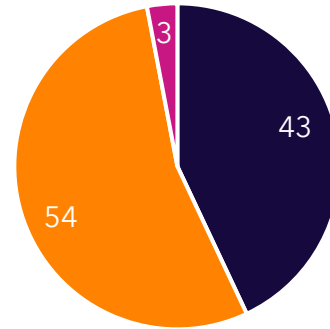


Figure 36. Q2. How many children do you have enrolled in years K-6? N=37

The majority of participants had two children enrolled in years K-6 (54%).

Most participants either had a child enrolled in Year 1 (21%) or Year 2 (19%).

In which school year(s) are they enrolled? (%)

■ Not yet of schooling age ■ Kindergarten ■ Year 1 ■ Year 2

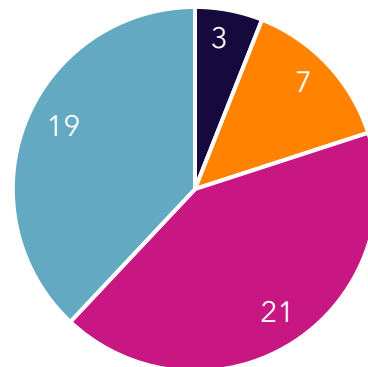


Figure 37. Q3. In which school year(s) are they enrolled? N=37

What year 7-12 school(s) are you considering for your K-6 aged children? (%)

- A Georges River College campus
- Another government school (out of area enrolment)
- A non-government school
- Other (eg. Selective/specialist)
- Undecided

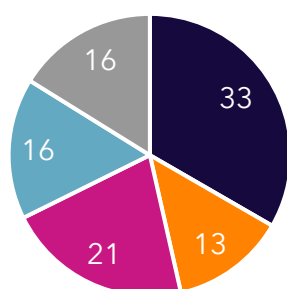


Figure 38. What year 7-12 school(s) are you considering for your K-6 aged children?
N=37

5.3.3.2 Breakout room discussions

Participants were broken into smaller groups and guided through a series of questions relating to their thoughts and attitudes towards GRC and what it may look in the future.

Discussion 1 results

What are the top priorities for you choosing a high school your child/ren will go to?

Overall, there were three top priorities consistent across all three workshops. These were:

- A school that can provide support and learning programs for students with needs/gifted,
- A school that is co-educational,
- A school with a good academic performance.

Other priorities that were raised as important to parents and carers included:

- A school that is located close to home or has good public transport links,
- A good school culture/sense of community,
- A school that can provide a safe learning environment for students.

Why would make you choose a government high school over a non-government high school?

Parents and carers in general would prefer to send their children to a government school over a non-government school, this was often driven by their own personal experiences in the public schooling system.

The four main factors driving this preference were:

- The financial barrier of sending their children to a non-government school,
- Government schools enable students exposure to greater diversity,
- Their desire to support government schooling and the public education system,
- Government schools are not religious focused or driven.

SEC Newgate reflection: It should be noted that whilst parents and carers wish to support local public schools, it was conditional on schools:

- Having or maintaining a good reputation,
- Receiving adequate funding,
- Having adequate resources and facilities.

Some parent and carer participants raised concerns about the impact non-government, selective and specialist schools are having in drawing away high-achieving students from the public school system.

Discussion 2 results

What are your preferences around single sex vs co-ed schools and why?

The overwhelming majority of participants across the three workshops preferred co-educational schools. The main reasoning provided included:

- Co-education is reflective of life outside of school,
- Co-education promotes better social development,
- Co-education schools facilitate a less toxic environment for students compared to single sex schools.

Parents and carers who preferred single sex schools believed that:

- Girls do better academically in single-sex education environments,
- Single-sex schools in the area have a better reputation than their co-education counterparts,
- It is dependent on the child and single sex schooling may suit them better.

SEC Newgate reflection: Despite the majority of parents and carers preferring co-education for their child, many believed that the single sex schools should be retained as an option for those parents, carers and students.

What are your preferences around separate junior and senior campuses, vs comprehensive 7-12 campuses? Why?

Similarly to co-education, the majority of participants preferred comprehensive (years 7-12) campuses over the existing split years 7-10 and years 11-12 campuses. The primary reasons included:

- Parents and carers prefer continuity in the schooling environment,
- Concern that changing campuses breaks established teacher/student relationships,
- The impact a transition to a new campus would have on student wellbeing,
- Single campus would reduce the travel burden on parents, carers and students with older or younger children/siblings,
- Students would be afforded greater opportunities to take on leadership roles in a comprehensive environment.

Parents and carers who preferred the existing 7-10 and years 11-12 campuses did so because:

- The separate colleges were an acceptable trade-off for the greater subject offering available in a dedicated year 11-12 campus.
- The transition simulated similar experiences in life that students would go through.

Is there anything else you particularly like or dislike about the college model? Why?

Parents and carers liked that the current model offers a choice to parents in the type of educational environment they wish to send their child/children to.

However, many did not like the impact split campuses would have on accessing public transport or enabling siblings to attend the same campus.

Primary school parents do not believe the GRC campuses do enough with prospective parents to communicate the benefits of the current GRC model.

SEC Newgate reflection: Both qualitative and quantitative results show a marked difference in attitudes towards the current GRC model depending on whether they have had a child go through the transition from a year 7-10 campus into Oatley Senior Campus.

*"I think the public perception of the GRC is an issue and makes people concerned about it - GRC needs to do more for prospective parents to do more to understand it."
Workshop participant*

Parents and carers were asked to comment on the different educational offerings that could occur within the George River College model.

Primary school parent and carer participants show an overwhelming preference for a College model that only had co-educational schools.

- Most prefer: Idea A, Make all year 7-10 campuses co-educational and keep the senior campus
- Close second: Idea B, Make all campuses co-educational from years 7-12
- Least prefer: Idea C, Make all campuses for years 7-12 but keep the current gender mix
- Other ideas: A consistent theme across the workshops was to incorporate selective streams into existing campuses, rather than a dedicated selective campus.

5.3.3 Other submissions

There was one email submission made by K-6 parent and carers (see Appendix H for the full submissions).

The submission mentioned the following themes:

Quality of government schools - 1 mention

- Georges River Campus has unsatisfactory high school options. Parents are forced to send their children to other government schools in the surrounding suburbs.

Parents and carers: kindergarten to Year 6 insights

- Primary school parents and carers, who are the future GRC parents and carers, are strongly motivated by academic performance, educational offerings and also culture and a sense of community.
- Parents and carers expressed majority support for co-educational schooling and to a lesser extent are interested in the benefits and disbenefits of single campus comprehensive 7-12 options.
- Parents and carers are also interested in specialist or selective options.
- Workshop discussions confirmed that those primary school parents and carers that do understand the offerings at Oatley Senior campus are greatly interested in retaining those offerings.
- Further, anecdotal evidence was that parents of high school students that had successfully transitioned, had their fears about this process resolved.
- Parents and carers want to send their children to a local government school, however, due to reputational issues and the perceived absence of a sense of community at these schools, only 33% of workshop participants and 57% of survey respondents are thinking of sending their child to a GRC campus.

5.4 Parents and Carers: Georges River College (Years 7-12)

5.4.1 Survey results

A total of n=354 parents and carers of students enrolled at GRC completed the survey.

This survey was available in three other languages; Mandarin, Cantonese and Arabic. Data from all four surveys has been combined into one overall data set.

5.4.1.1 Who participated?

There were five demographic questions at the beginning of the survey.

Participants included parents and carers from the following localities:



Figure 40. S5. What gender is your youngest high school aged child?
N=353

The largest proportion of respondents had a child enrolled at Peakhurst Campus (37%). 83% of respondents had a child enrolled at one of the year 7-10 campuses, 18% at Oatley senior campus.

Campus Enrolled At (%)

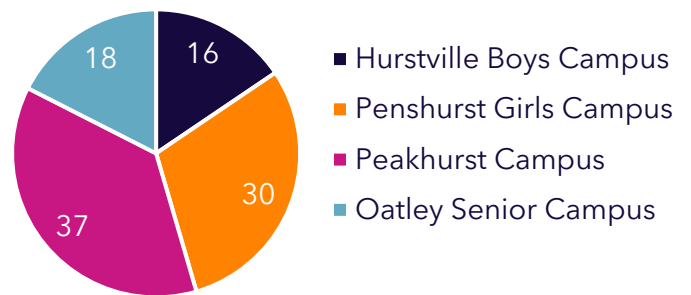


Figure 41. S5. Which high school is your child currently enrolled at?
N=354

The largest proportion of respondents had their youngest child enrolled in Year 7 (32%).

School Year Enrolled (%)

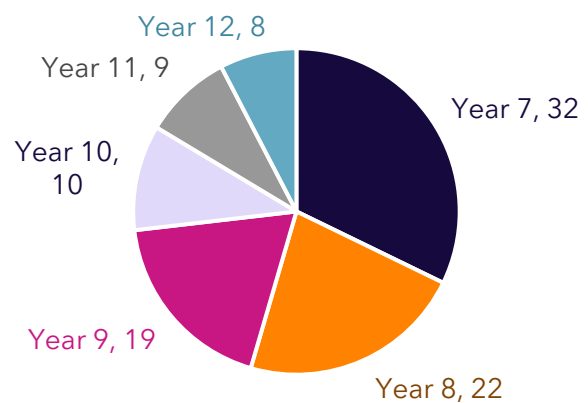


Figure 42. S3. In which school year is your youngest high school aged child currently enrolled?
N=354

Participation by Suburb (%)

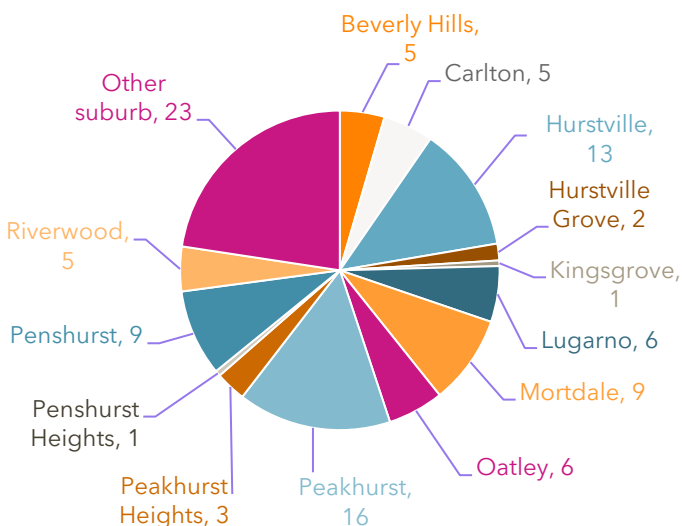


Figure 39. S1. Firstly, please let us know where you live?
N=354

The top three other suburbs (23%) included:

- Bexley (24%)
- Narwee (14%)
- Roselands (11%)

The majority (66%) of respondents have lived in the area for seven or more years. Only 7% of respondents have lived in the area for less than one year.

5.4.1.2 Factors in deciding where to go to high school

When asked what factors lead them to apply for their child to be enrolled at the school (free text), the top three factors included:

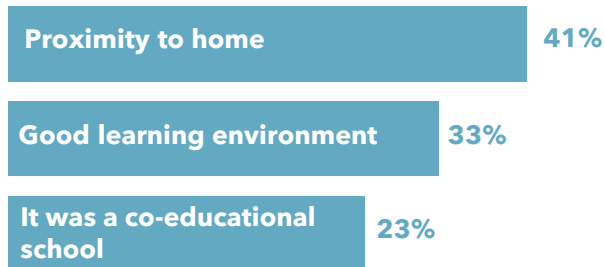


Figure 41. Q1. What specifically encouraged you to apply for your child to be enrolled at that campus?
Base: all participants answering the question (n=354)

The largest proportion of respondents choose to enrol their child in the school they did because it was **close to their home (41%)**.

33% of respondents chose the campus because it **provides a good learning environment**. Things that contribute to a good learning environment are:

- School discipline

- School culture
- Diversity of students attending
- Academic performance
- Quality of teaching staff
- Quality of school facilities
- Presentation of the school (how clean it is).

At Orientation I was impressed with the teaching staff. I was also impressed by the Oatley Senior Campus facilities and the range of subject choice that he would have in year 11 and 12.
Survey response

23% of respondents chose the campus they did because it was **co-educational**.

When asked to rate the following factors in their decision-making process (see graph below), the educational offerings (88% rated as important), sense of community at the school (83% rated as important), and academic performance of the school (83% rated as important) were the top three most important factors.

Important Factors in Decision Making (%)

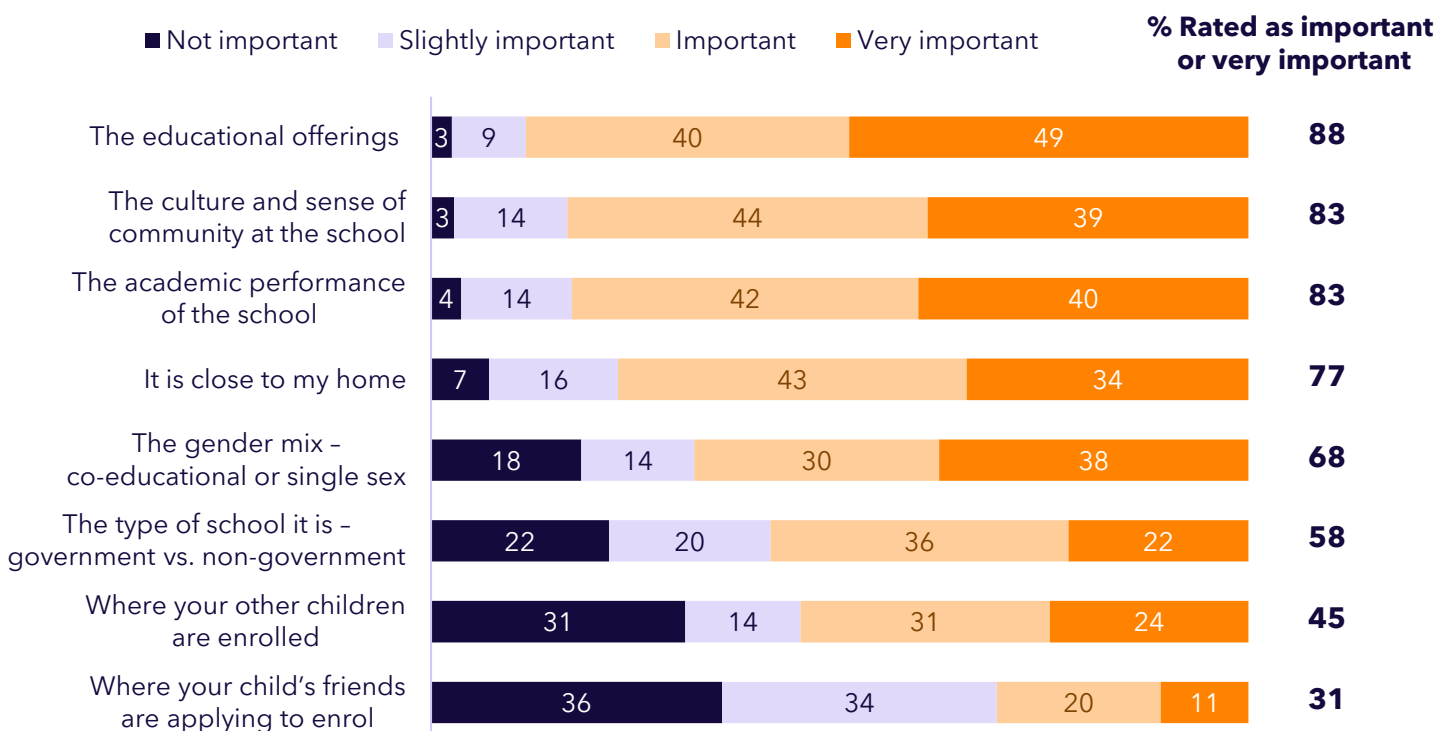


Figure 43. Q2. How important were the following your decision-making? N=354 (Margin of error +/- 3.54)

When asked to choose the single most important factor, one quarter of all respondents chose the educational offerings of the school (25%).

The largest proportion of participating parents with children at Oatley Senior Campus and Peakhurst Campus both prioritise the educational offerings of a school (39%, 28%), and secondly the gender mix of the school (21%, 25%).

Parents with children enrolled at Hurstville Boys Campus prioritised locality (22%), educational offerings (20%) and academic performance (18%).

Parents of children enrolled at Penshurst Girls Campus were less likely to choose the educational offerings of the school (17%), and most likely to prioritise the academic performance of the school (28%).

Single Most Important Factor by Campus (%)

- It is close to my home
- The gender mix - co-educational or single sex
- The type of school it is - government vs. non-government
- Where your other children are enrolled
- Where your child's friends are applying to enrol
- The educational offerings at the school
- The academic performance of the school
- The culture and sense of community at the school
- Something else

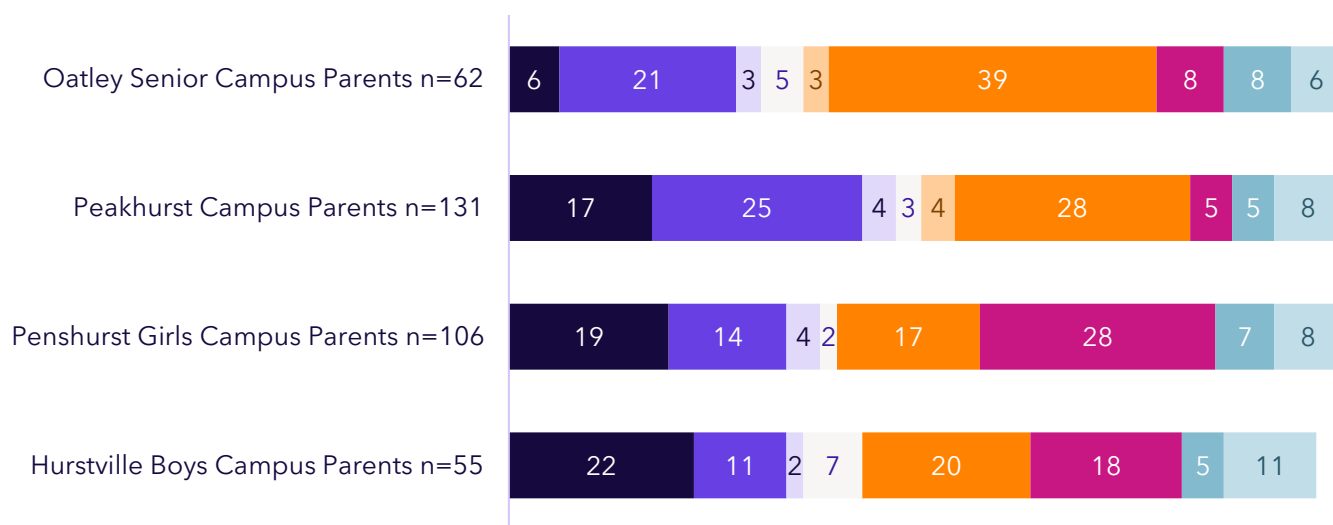


Figure 44. Q3. Which single factor was most important in determining the high school you selected for your child? N=354

Those respondents who choose 'something else' (8%), responses mentioned:

- Wherever I received a placement
- Student peer group
- Level of transition support
- Dedicated HSC teachers
- If the school had a support unit
- If the school had a gifted and talented class.

Example of 'something else' responses:

That the school has strict rules for student behaviour and this will ensure a good level of education is achieved
Survey response

The student cohort because this determined the peer group my children would have
Survey response

5.4.1.3 Preference of school type

Co-education

Overall, 45% of 7-12 parents and carers who responded prefer to enrol their child in a co-educational government school.

Despite having a child currently enrolled at a single sex school, over one quarter of parents of students at Peshurst Girls and Hurstville Boys Campus preferred a co-educational school (34%, 36%).

The college model

The majority of parents and carers of students enrolled at Peakhurst Campus and Oatley Senior Campus who participated support the current college model (60%, 61%).

Parents and carers of students at Peshurst Girls Campus are the biggest supporters of a single campus comprehensive 7-12 (56%).

Preference of School Type (%)

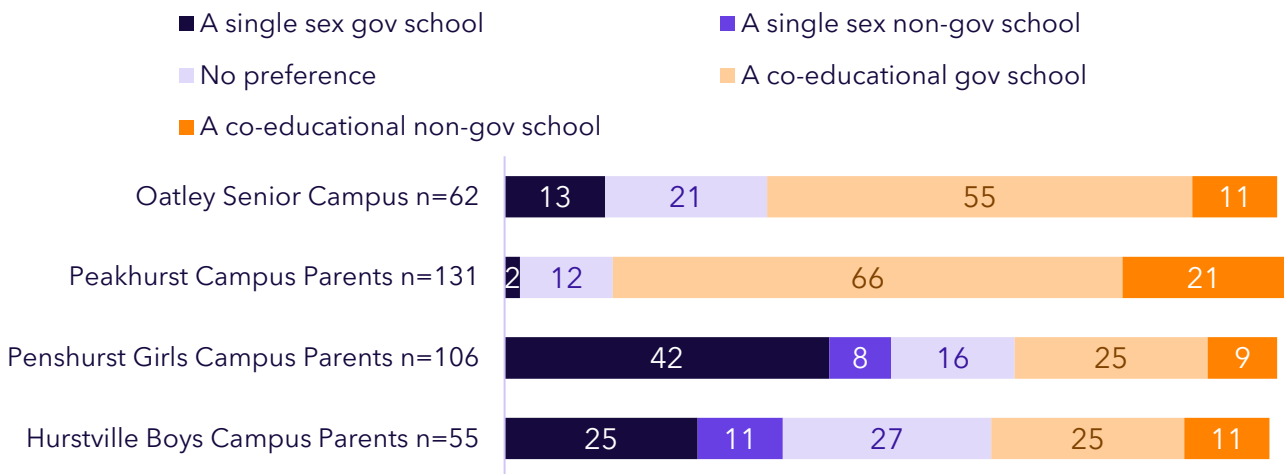


Figure 45. Q5. If you were making the choice again which type of high school would you prefer to enrol your youngest high school aged child in?
N=354

Government or Non-Government Preference (%)

- Government school
- Non-government school
- No Preference

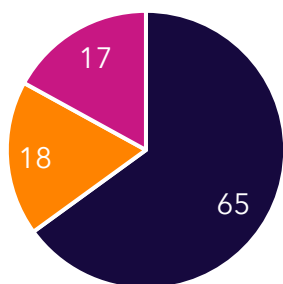
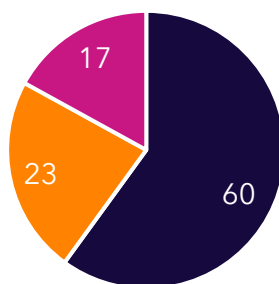


Figure 46. Q5. If you were making the choice again which type of high school would you prefer to enrol your youngest high school aged child in?
N=354

Single Sex or Co-ed Preference (%)

- A co-educational
- A single sex school
- No preference



School Composition Preference (%)

- A separate junior and senior campus
- A single campus for years 7-12
- No preference

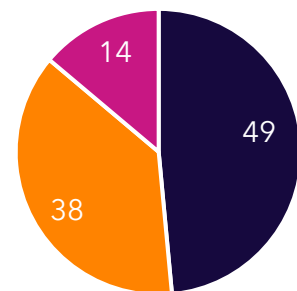


Figure 47. Q6. And which type of high school would you prefer enrol your youngest high school aged child in?
N=354

5.4.1.4 Input on proposals (ideas)

Overall, the most acceptable option to parents and carers with a child enrolled in GRC is *no change* (63% level of acceptability).

Peakhurst Campus and Oatley Senior Campus parents and carers who participated were more likely to find *no change* and *Idea A* more acceptable than Peshurst Girls and Hurstville Boys Campus parents and carers.

Hurstville Boys parents and carers are the biggest supporters of *Idea D* and *Idea E* (56% and 55% level of acceptability).

GRC Hurstville has been plagued with a bad reputation for so long and will continue to be unless something drastic is done. Making it a selective or specialist school would be a great step!

Whichever option is chosen however, I STRONGLY feel that the INTEGRITY of the Senior Oatley Campus should be maintained. It should only be for years 11-12. If it was made a 7-12 campus then it would attract all the students and leave the other 3 campuses struggling.

Survey response

When asked if there was another proposal they would like to put forward, 7-12 parents and carers gave the following responses:

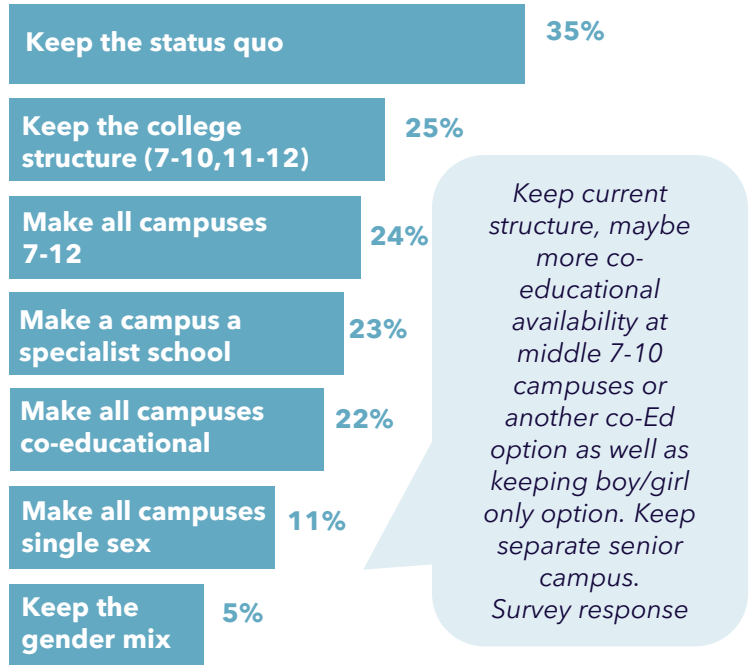


Figure 49. Q8. What is your preferred idea for the educational offerings for high school students in years 7-12 across the GRC local intake area? Is there another idea you would like to put forward? N=354

Acceptability of Possible School Structure (%)

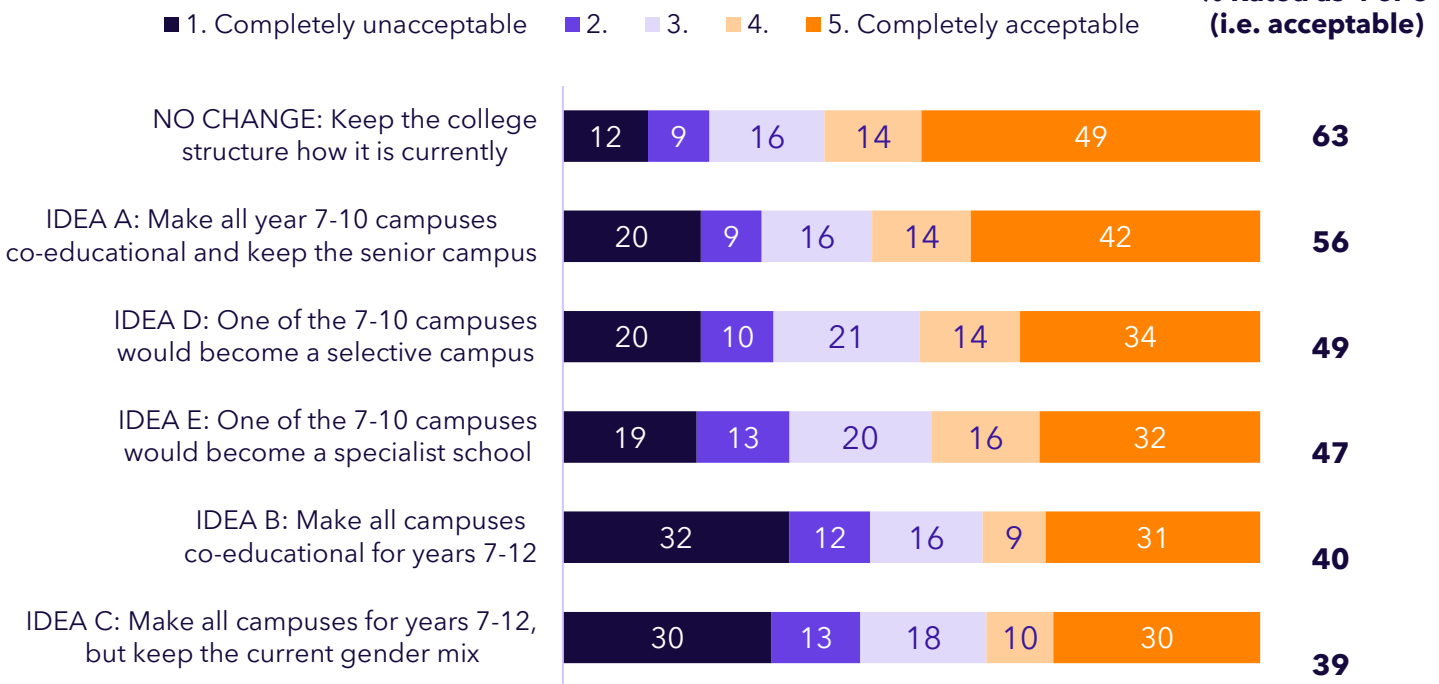


Figure 48. Q7. Please look at the following ideas and rate how acceptable you think each is from your perspective. N=354

5.4.2 Workshop results

Four workshops were held with parents and carers of students enrolled at each of the GRC campuses.

The workshops ran for 90 minutes and were a mix of digital polling using the online platform Slido and small group table discussions.

Parents and carers were notified of the workshops and how to register through their child's school.

Oatley Senior Campus	Hurstville Boys Campus
8 participants	10 participants
Peakhurst Campus	Penshurst Girls Campus
22 participants	17 participants

Slido enables users to provide information anonymously to the project and was used to capture preliminary information relating to primary school parent and carer schooling experience.

5.4.2.1 Background information

What Suburb do you live in? (%)

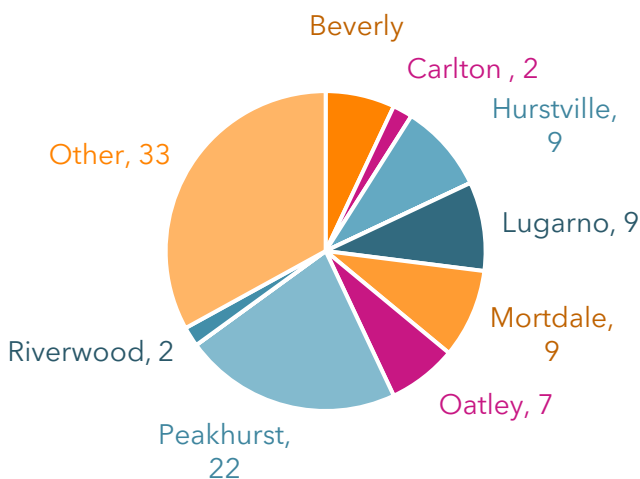


Figure 50. Q1. What suburb do you live in? N=45

How many children do you have enrolled in years 7-12? (%)

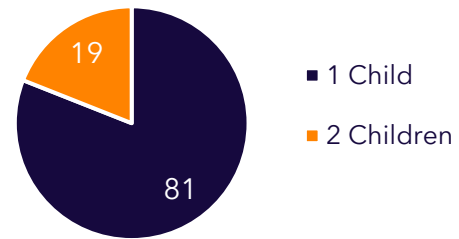


Figure 51. Q2. How many children do you have enrolled in years 7-12? N=48

The large majority of participants at the workshops had two children enrolled in years K-6 (81%).

13% of participants had children enrolled at the senior campus, and 87% had children enrolled at one of the three junior campuses.

In which school year(s) are they enrolled? (%)

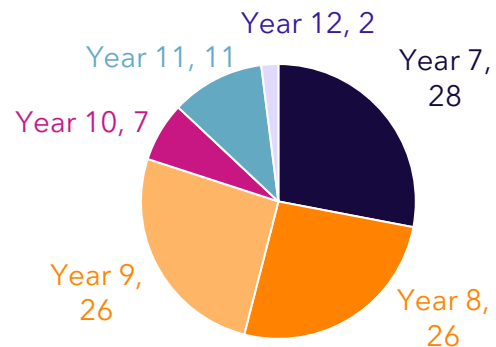


Figure 52. Q3. In which school year(s) are they enrolled? N=57

Question asked to parents and carers of Penshurst Girls, Peakhurst and Hurstville Boys campus:

What K-6 school(s) did they attend? (%)

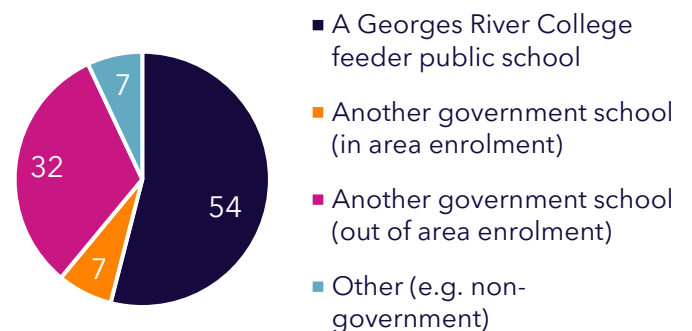


Figure 53. Q5. What K-6 school(s) did they attend? N=41

Question asked to parents and carers of Oatley Senior Campus students:

What year 7-10 school(s) did they attend? (%)

- Peshurst Girls Campus
- Peakhurst Campus
- Hurstville Boys Campus

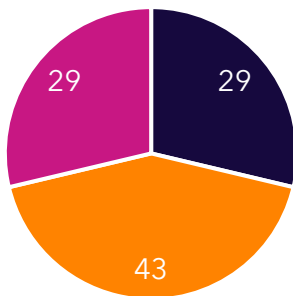


Figure 54. Q5. What year 7-10 school(s) did they attend? N=7

5.4.2.2 Breakout room discussions

Breakout discussion 1

Q1. What do you like about a college model? Why? (i.e., 4 campuses working together)

Parents and carers across all campuses were in agreement over the most liked aspect of the college model which was:

- The educational offerings (such as subject selection available and the options students have to take different academic or vocational pathways).

Parents and carers of both co-educational campuses and one single sex campus liked:

- Having junior and senior campuses that enable a mature style of learning,
- GRC model provides a positive learning environment and fosters a sense of community.

Parents and carers of just co-educational campuses also liked:

- Parents and carers have the choice between sending their child to a single sex or co-educational campus.

Other factors that parents and carers liked included:

- The extracurricular activities on offer,
- The positive reputation of the GRC.

Q2. What do you dislike about a college model? Why? (i.e., 4 campuses working together,)

There was no single factor that was unanimously disliked across the campuses.

Parents and carers from the three year 7-10 campuses were most concerned about the impact the transition to Oatley Senior Campus has on students such as breaking existing student and teacher relationships.

Parents and carers from Oatley Senior Campus felt there was a need for:

- More co-educational junior (years 7-10) and senior (years 11-12) schools within GRC,
- A single sex year 11-12 campus,
- A review and redistribution of the local intake area.

Breakout discussion 2

The questions posed during discussion 2, were specific to each campus and its composition. The questions sought feedback on parental experiences of students pre and post transition to the senior campus, and the gender composition of the campus.

Oatley Senior Campus

What worked well for your child moving from 7-10 campus to 11 - 12 campus and transitioning between the two?

Parents and carers from Oatley Senior Campus noted three main factors that they found worked well when their child/children transitioned into the senior campus. These were:

- Transition specific events and orientations that were held for students and parents,
- An adult learning environment where students were treated in a more mature way compared to their junior campus years,
- The transition meant that all students effectively started 'fresh' together in a new environment and were on an even level.

Hurstville Boys Campus, Penshurst Girls Campus, Peakhurst Campus

In your opinion, what is a benefit of having a single sex /co-ed school as part of the college model? Why?

A consistent theme from parents and carers at all campuses was around the value of retaining single sex campuses. The reasoning for this included:

- Single sex schools are important as boys and girls learn differently,
- Single sex schools should be available to parents and carers so they can make their own choices,
- Single sex campuses allow for cultural or religious practices to be adhered to.

Parents and carers of the two single sex schools agreed that the main benefits were:

- The junior school campuses benefit from the good reputation of Oatley Senior Campus and the GRC,
- There was less subject 'gender prejudice' towards students who studied subjects that were considered traditionally for the opposite gender.

Additional benefits as noted by parents and carers of the co-educational campus were:

- A co-educational campus mirrors the study or working environment in line with what students will face outside of school,
- Different sex siblings are able to attend the same campus which is beneficial to the students and parents. (for reasons such as pick up and drop off from school, sibling support on campus).

In your opinion, what is a disadvantage of having a single sex/co-ed school as part of the college model? Why?

Parents and carers across all junior campuses saw the largest issue to be the transition into Oatley Senior Campus. Some parents worry that students who are coming from a single sex campus may not do as well as students coming from a co-educational campus.

Parents and carers from the two single sex campuses saw the greatest disadvantage of single sex schools in the college model to be that it does not mirror real life. They see co-educational schools as more inclusive and teaches students to develop respect to other genders and cultures.

What are the positives and negatives of the campus being years 7 - 10. Why?

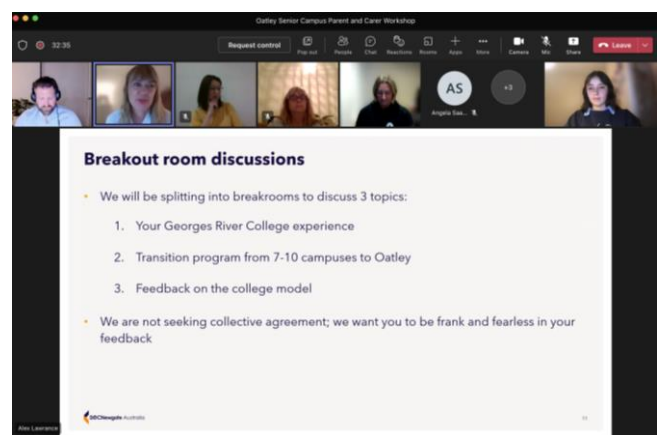
When asked about the positives and negatives of having year 7-10 campuses, all junior campuses parents and carers agreed the greatest advantages were:

- There are less distractions and negative influences from much younger or older year groups.

In your opinion, what is a disadvantage of having a single sex/co-ed school as part of the college model? Why?

Parents and carers from all junior campuses reflected the greatest disadvantage to be the transition into Oatley Senior Campus. They believe many students from a single sex campus do not do as well with the transition as students coming from a co-educational campus.

Parents and carers from the two single sex campuses saw the greatest disadvantage of single sex schools in the college model to be that it does not mirror real life. They see co-educational schools as more inclusive and teaches students to develop respect to other genders and cultures.



Oatley Senior Campus Parent and Carers Workshop

What are the positives and negatives of the campus being years 7 - 10? Why?

When asked about the positives and negatives of having year 7-10 campuses, all junior campuses parents and carers agreed the greatest advantages were:

- There are fewer distractions and negative influences from much younger or older year groups,
- There are more leadership opportunities available the older students in the junior campuses.

Other positives raised included that year 7-10 campuses enable Oatley to offer greater subject choice and the separation of campuses means both junior and senior students can focus on their studies.

Single sex school parents and carers worried that separated campuses result in the risk of not enough teachers with stage 6 experience if going 7-12 and that 7-12 schools would mean the loss of subject choice in years 11-12.

SEC Newgate reflection: It is clear there is a disparity in support for the GRC model between those parents and carers who had at least one child who has gone through the 'transition' from their Year 10 campus into the Oatley Campus, compared to parents whose oldest child had not yet changed to the senior campus.

We are VERY lucky to currently be spoilt no matter where we live or what catchment our Primary schools are beyond excellent. Unfortunately, the same feeling is not felt about local high schools and this more than anything needs to be improved and changed.
7-12 parent submission

5.4.3 Other submissions

There were three email submissions and 1 phone submission made by 7-12 parent and carers (see Appendix H for the full submissions).

Submissions mentioned the following themes:

Gender identifiers - 1 mention

- Lack of options for gender identity within the student, parent and carer surveys.

Quality of government schools - 1 mention

- The quality of primary schools in the area is great, however, the quality of the high schools is not. This could be a misconception in the community, but things like community fairs and events could be a way to improve the overall impression parents have of the high schools.

Choice of schooling - 2 mentions

- It is important to give students and parents the choice of single sex or co-education.

Other ideas - 1 mention

- Make all lessons, lunch, and recess the same length (for us that was 40 mins), juniors ate first, then seniors the next period. You can then make Peakhurst, Hurstville, and Peshurst 7 - 12, while protecting younger children from the older ones. Make the Oatley Senior Campus a multi-selective school for all gifted students.

Make all lessons, lunch, and recess the same length (for us that was 40 mins), juniors ate first, then seniors the next period. You can then make Peakhurst, Hurstville, and Peshurst 7 - 12, while protecting younger children from older.
7-12 parent submission

Parents and carers: Georges River College (years 7-12) insights

- Parents and carers are strongly motivated by academic performance, educational offerings and also culture and a sense of community. By the time their child is in years 11 and 12, educational offerings become the overriding factor.
- Across all campuses 60% of parents and carers who responded support a co-educational setting and 23% support single sex education.
- The majority of parents and carers at Peakhurst Campus and Oatley Senior Campus support the current college model. However, half of the parents and carers of students at Penshurst Girls consider that a single campus comprehensive 7-12 campus could have benefits. Only 36% of parents and carers at Hurstville Boys campus prefer a co-educational setting and 27% had no preference.
- Despite the majority of parents and carers stating their preference for co-educational schools, they valued other parents and carers having a choice as to what type of school (single sex or co-educational) they send their child to.
- The transition to Oatley Senior Campus worries parents who have not been through this process firsthand, in particular, students at single sex campuses moving into a co-educational senior campus. However, parents and carers who have had students go through the transition were positive about that experience. Workshop discussions showed also that some parents felt that the co-educational senior campus was a good springboard to university and wider life.
- Overall, parents and carers within the GRC speak fondly of their children's experiences at GRC.

5.5 Georges River College Teaching Staff

5.5.1 Survey results

A total of n=207 teachers completed the survey.

5.5.1.1 Who participated?

There were three demographic questions asked at the beginning of the survey.

Role of Survey Respondents (%)

- Teaching staff at one of the GRC campuses
- A school executive at one of the GRC campuses
- Another role

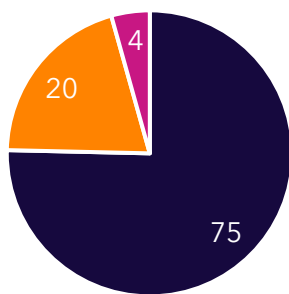


Figure 55. S1. Firstly, please let us know which of the following best describes your role
N=207

The majority of respondents (76%) were teaching staff at one of the GRC campuses. People who selected 'another role' gave the following responses:

- Psychologist
- Counsellor
- Admin staff
- College Principal

The majority of respondents (53%) have been working at a GRC campus for seven or more years.

Length of Employment (%)

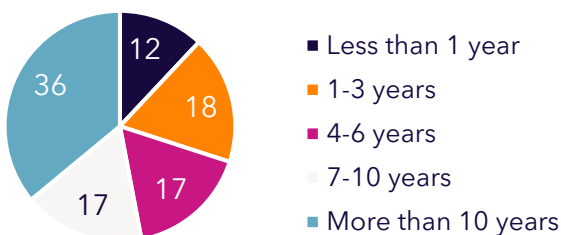


Figure 56. S2. How long have you been working at a school within the GRC local intake area?
N=207

Employment Status (%)

- A full-time permanent member of staff
- A part-time permanent member of staff
- A temporary/casual member of staff

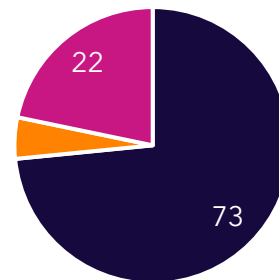


Figure 57. S3. Which of the following best describes your employment status?
N=207

Most respondents (73%) were full-time permanent members of staff.

5.5.1.2 Educational offerings of Georges River College

The majority of teaching staff believe changing all campuses to single campus comprehensive 7-12 schools would improve the educational offerings of the college (62%).

Overarching Ideas to Improve Educational Offerings (%)

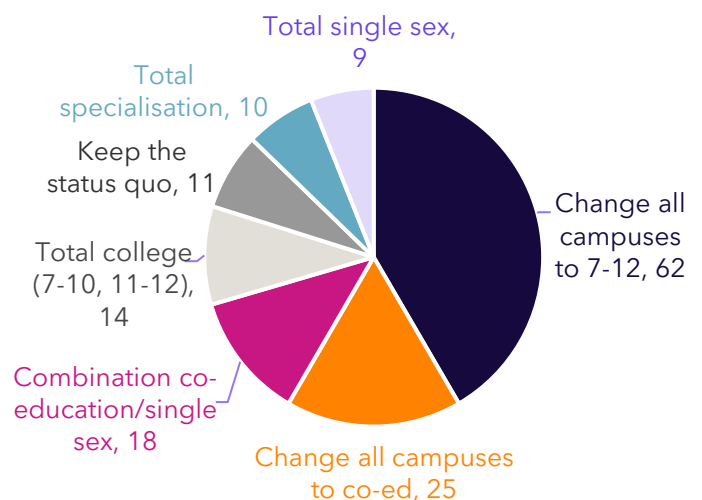


Figure 58. Q2. What are your ideas about how can we provide the best educational offerings to students in years 7-12 within the GRC local intake area?
N=207

Some reasons for **changing the campuses to 7-12 schools (62%)** were:

- Students would benefit from the continuity of being in one school with teachers who already know their strengths and areas that need improving
- Teachers would get the experience and career development opportunities from teaching Stages 4, 5 and 6
- A 7-12 school would be less disruptive for students due to not having to transition
- The junior and senior campus split is detrimental to socialising students
- Cross campus teaching is currently unrealistic due to the distance between campuses
- It would spread the 'experts' among the educational setting
- Each campus already operates as a stand alone school anyway.

There is no need for there to be a College. We operate our school as does every other school in NSW. We have our own Strategic Improvement Plan, we communicate with our own community, our student cohort is vastly different to any other school in the College. As Senior leaders we are required to attend meetings that add no benefit to us professionally or to the operation of our school. We are not defined as a statistically similar high school by the DoE, so any professional learning or data collection is limited in its effectiveness. Each High School should be able to run independently.
Survey response

Some **ideas to support the move to four 7-12 campuses** are:

- Make Oatley Senior Campus a vocational educational facility
- Make all of the junior campuses 7-12, with Oatley Senior Campus becoming a choice for years 11-12 for those who wish for a new environment or those who wish to take up specialist courses.

25% of respondents would like to **change all campuses to co-educational**. Some reasons for this change are:

- would provide more students with more opportunities
- provides a healthy environment where young people can mix and grow socially
- it allows both student parties to develop emotionally, physically and socially
- there is a desire within the local intake area for co-educational.

My experience over the years prevails. I believe that a 7-12 mixed high school is best as it provides a healthy environment where young people can mix and grow socially.
Survey response

Other themes that emerged centre around:

- **Choice** - teachers see the value to parents, carers and students in having one all boys school, one all girls school, and one co-education school. This allows for options and caters for all types of student learning environments.
- **Professional development** - many teachers feel as though the current structure limits their professional development due to the junior campus teaching staff not having access to stage 6.
- **Collaboration** - there is a lack of collaboration between the campuses as they mostly operate as separate schools. It was also mentioned that more communication between the primary schools, and the junior and senior colleges would benefit students and staff.

Although I think the 7-10 campuses and Oatley Senior campus should collaborate more consistently to develop resources, programs and maximise the continuum of learning. The transition from Year 10 to Year 11 should also be more of a collaborative process. Teachers across campuses should have faculty planning days to create engaging programs that are relevant and adequately prepare them for the HSC.
Survey response

There were a number of responses that specifically addressed ideas for the improvement of the Hurstville Boys Campus.

- Hurstville Boys needs to be changed into a co-ed trade school that will cater for students who don't wish to pursue an academic pathway.
- Hurstville campus goes co-ed and either goes partially selective or provides a more technical, hands on focus.
- Combining Hurstville Public School with Hurstville boys so it becomes a co-educational K to 12 educational precinct.

5.5.1.3 Input on Proposals (ideas)

Consistent with responses to the previous question, the most acceptable proposal by teaching staff was *Idea C* (49% acceptability rate), to make all campuses 7-12 and maintain the current gender mix.

Making one campus a selective or specialist school was the least acceptable idea (30% and 27% acceptability rate).

Acceptability of Possible School Structure (%)

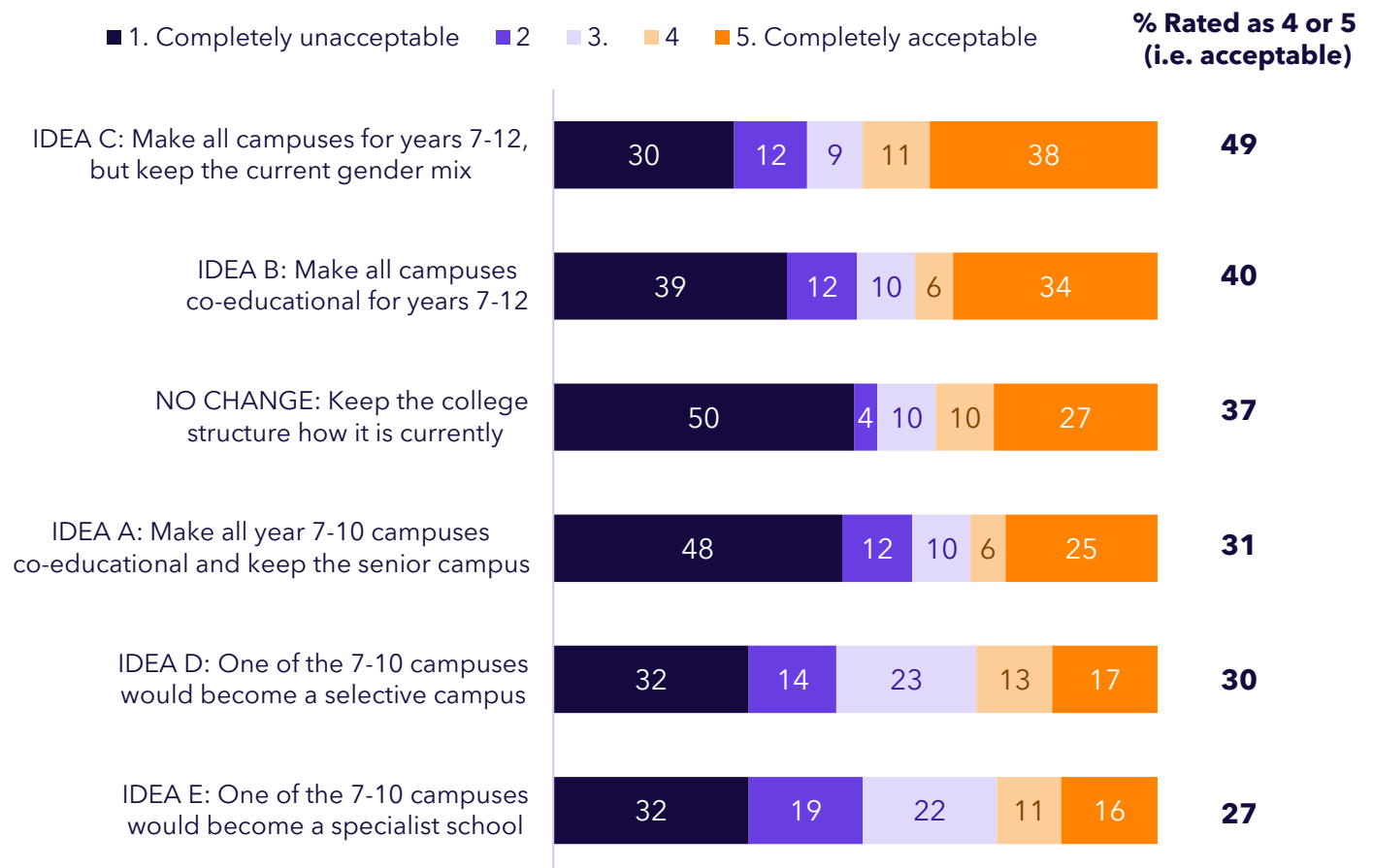


Figure 59. Q3. Please indicate how unacceptable or acceptable each option is. N=207

When asked if there was another proposal they would like to put forward, teachers reinforced their preference for:

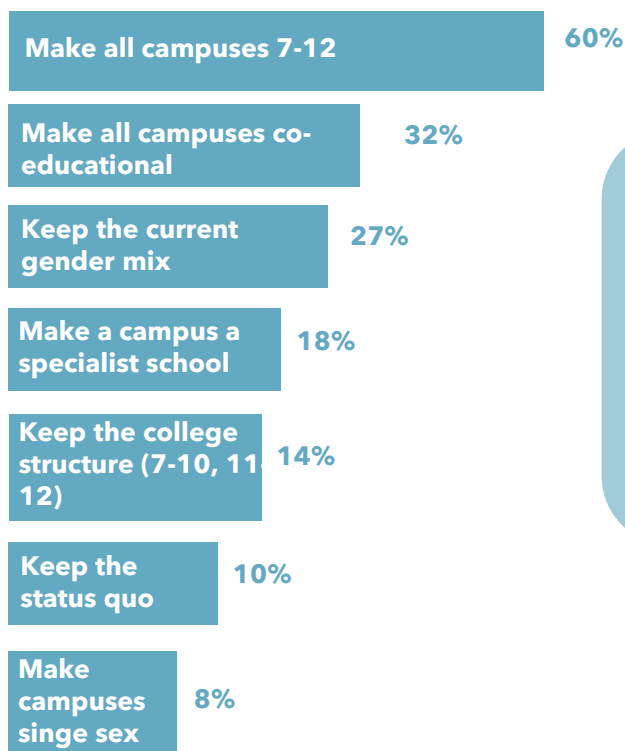


Figure 60. Q8. What is your preferred idea for the educational offerings for high school students in years 7-12 across the GRC local intake area? Is there another idea you would like to put forward?
N=207

Overall, the majority of teachers would like to have at least one campus become a single campus comprehensive 7-12 (60%). Some reasons for this change are:

- The 7-10 model has not shown improvement in student achievement
- The separate campuses limit teachers' professional development
- It would allow schools to use their resources in a targeted way for the specific needs of their own school
- Students would not have to go through the transition to the senior campus
- Having children across different campuses is inconvenient for parents.

Make all campuses 7-12, but keep the current gender mix is ideal. Make Oatley the specialist school/selective school.
Survey response

Making the campus coeducational is a good start, but it may take more to make the campus truly coeducational in a reasonable timeframe. Offering a selective stream at the school will immediately change how the school is viewed and make it desirable to the local intake area. Additionally, removing the barrier to enrollment of the separate campus for stage 6 will further encourage increased enrollments.
Survey response

I think what ever the need is for the junior schools needs to be addressed e.g the need for selective schools, however, discarding the senior campus would result in the range of subject choices be lost to the students.
Survey response

7-10 also does not provide adequate professional development for teachers as it because difficult for staff to teach senior students. This limits our ability to further our careers and understanding of learning progressions. Information sharing between campuses is poor, meaning teachers in the senior campus are struggling to understand student needs in a short space of time before the HSC.
Survey response

I would like to see Penshurst girls stay as a single sex option but move to being a 7-12 school. Our students work well within the setting and our community wants a single sex option.
Survey response

5.5.2 Workshop results

Workshops were held with the teaching staff of all four GRC campuses. The workshops ran for 45 minutes and were a mix of digital polling using the online platform Slido and small group table discussions.

Penshurst Girls Campus	Peakhurst Campus
33 attendees	56 attendees
Oatley Senior Campus	Hurstville Boys Campus
55 attendees	30 attendees

Slido enables users to provide information anonymously to the project and was used to capture preliminary information relating to teaching staff experience and to provide an opportunity to provide personal feedback regarding their Professional Learning experiences within GRC.

5.5.2.1 Background information

Length of Time Teaching (%)

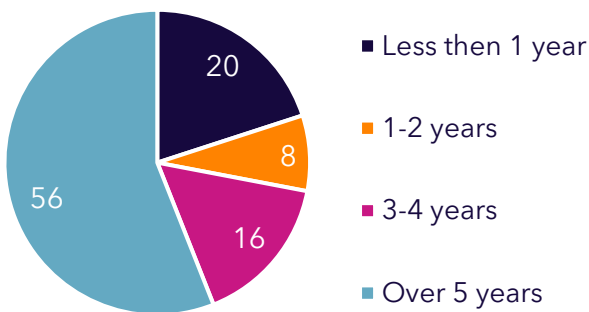


Figure 61. Q1. How long have you been teaching at [this] Campus?
N=165

Overall, 56% of Georges River College teaching staff have been teaching at their current campus for over five years.

Peakhurst Campus had the shortest level of tenure with 41% of staff teaching at the campus for two years or less.

Penshurst Girls Campus had the longest level of tenure with 72% of staff teaching at the campus for over five years.

Most Experience Teaching (Gender) (%)

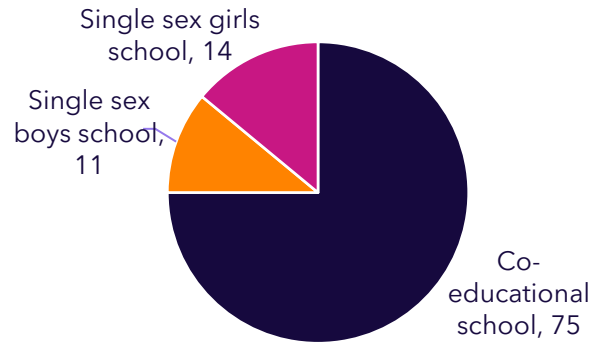


Figure 62. Q2. Throughout your career, which of the following do you have the most experience in teaching? (Gender)
N=165

Overall, 75% of GRC teaching staff who participated had the most career experience within a co-educational environment.

57% of Hurstville Boys Campus teaching staff career experience is teaching within a single sex boys school.

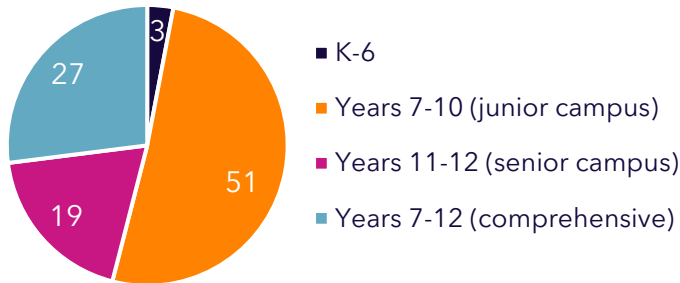
59% of Penshurst Girls Campus teaching staff career experience is teaching within a single sex girls school.

96% and 94% of Peakhurst and Oatley Campus teaching staff career experience is within a co-education teaching environment.



Peakhurst Campus Teaching Staff Workshop

Most Experience in Teaching (By Year Groups) (%)



Overall, 51% of GRC teaching staff had the most career experience teaching years 7-10.

39% of Oatley Senior Campus teaching staff career experience is teaching years 7-10.

41% of Peshurst Girls Campus teaching staff career experience is teaching comprehensive (7-12).

56% of Oatley Senior Campus teaching staff career experience is teaching years 11-12.

Figure 63. Q3. Throughout your career, which of the following do you have the most experience in teaching? (Year groups) N=168

5.5.2.2 Group table discussions

Attendees were asked to participate in group table discussions focusing on the composition of GRC. This included their views on the student gender and year composition of the campus they taught at. All workshop questions asked had the same premise but were specific to each campus.

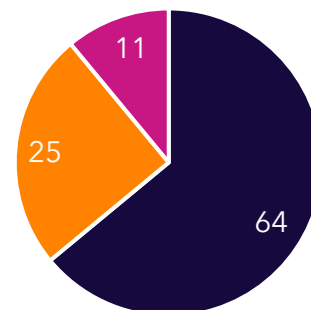
Workshops were held at all four College campuses.

Participants indicated that the majority of junior college (7-10) teaching staff have a higher level of dissatisfaction with the GRC model than Oatley teaching staff, who were happier with the model.

Teaching staff at single sex schools saw the greatest benefits in the GRC model retaining single sex campuses.

Do you think you think we need to change the existing GRC Campus model, to better serve teaching staff, students and parents/carers? (%)

■ Yes ■ No ■ Unsure



Do you think you think we need to change the existing GRC Campus model, to better serve teaching staff, students and parents/carers?	Yes (%)	No (%)	Unsure (%)
Peshurst Girls Campus	88	3	9
Peakhurst Campus	87	11	2
Oatley Senior Campus	20	56	24
Hurstville Boys Campus	76	17	7

Figure 64. Group Discussion 1. Do you think you think we need to change the existing GRC Campus model, to better serve teaching staff, students and parents/carers? N=168

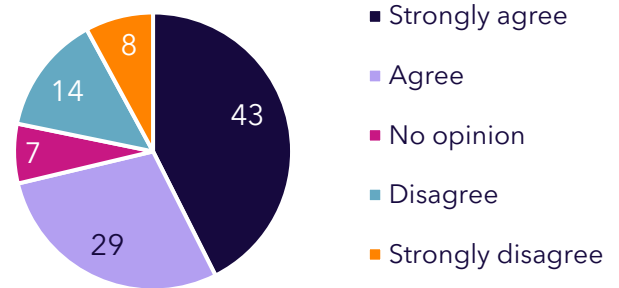
Changes teaching staff would make to the GRC model

Teachers across the four workshops were asked to provide feedback on what changes they think could be made to the current GRC model from their perspective.

The top four areas include:

- make all campuses 7-12
- access to Stage 6
- reforming the idea of 'cross-campus teaching'
- better cross-campus collaboration.

The GRC campus model enables me to progress my professional development (%)



The GRC campus model enables you to progress your professional development	Strongly agree (%)	Agree (%)	No opinion (%)	Disagree (%)	Strongly disagree (%)
Penshurst girls Campus	0	52	70	32	0
Peakhurst Campus	26	27	11	49	26
Oatley Senior Campus	15	0	6	8	15
Hurstville Boys Campus	33	21	8	6	33

Figure 65. Q5. The GRC campus model enables you to progress your professional development N=168

Georges River College teaching staff insights

- Teaching staff had a strong preference for all four campuses to become comprehensive (7-12) schools.
- Teachers showed a range of views on the benefits and disbenefits on co-education and single sex schools.
- Those at junior campuses felt that not having access to teach Stage 6 was de-skilling them and as a result potentially impacting on their promotional opportunities.

5.5.3 Other submissions

There were two email submissions made by teaching staff (see Appendix H for the full submissions).

One submission mentioned that the college model does not allow for continuous curriculum learning opportunities throughout the campuses.

*For examples Agriculture Technology and Marine and Aquaculture Technology is offered as elective at 2/3 junior campuses yet not offered at Oatley as the stage 6 equivalent.
Teacher submission*

The other submission was notifying the project team of a previous consultation conducted in 2019 by GRC Peakhurst Campus and Hurstville Boys Campus.



Penshurst Girls Campus Teaching Staff Workshop

5.6 Georges River College Principals

5.6.1 Interview results

30-minute, one-on-one interviews were held with all four campus principals and the College Principal during the consultations. The same questions were asked during each interview.

The principals' responses have been de-identified and collated into the following outcomes.

5.6.1.1 Feedback on the Georges River College Model

Strengths of the college model for teachers

- The collaboration and professional learning that teachers get from the college system. Teachers can learn from each other and try to continually improve. GRC teaching standards are better for it, and the students benefit from that.
- The model allows Principals to support staff to work towards to the goals of the college plan and each campus' strategic improvement plans.
- There is an opportunity for staff to move across campuses, however, there has to be an opening at the campus and therefore can be a minimal opportunity.
- There are good friendships amongst the senior leadership team.
- Teachers have the ability to work in a large community of schools and share their expertise amongst campuses.

The actual college structure is a strength and ability to work in such a large community of schools and share the expertise amongst campuses.

Strengths of the college model for students

- Some students are happy to move to Oatley Senior Campus and are excited to move to a new senior environment.
- It can be an opportunity for a fresh start without 'a reputation'. However, the transition to senior a campus can be tricky for some students.
- The relatively high academic results in the HSC.

- Because of the extensive curriculum choice in the Senior Campus, the college model can provide students with options that mirror real life. On offer is a vocational pathway, academic pathway, a combination of both, or what is called a 'non-academic' which leads to employment.
- Being in an adult learning environment, Oatley Senior Campus prepares them for tertiary education. The students that are accepted to university are then successful when they get there.

Weaknesses of the college model for teachers

- The model inhibits teachers from expanding their professional network.
- Not all teachers can have access to teaching Stage 6.
- There is a reduced pool of teachers wanting a 7-10 teaching environment, and some campuses struggle to keep staff.
- The teachers don't get to see the kids transition into Stage 6 and the next phase of their life.
- Lack of consistent messaging across the campuses is a weakness.

A lot of people don't understand the college. We do have the potential to be really strong as a team, but if we don't have buy in from everyone, then there is not collaboration is not as good as it could be.

Weaknesses of the college model for students

- Due to the transition to Oatley Senior, students lose the relationships and trust with teachers that they formed over their junior schooling. This can be especially hard for students with wellbeing issues.
- The younger kids see older role models within the 7-10 structure.
- Single sex education doesn't work for all students.

For me and the staff, the issue is about 7-12. I am aware of the push for co-educational schools in the area and across the state. I think families deserve the choice about which school they want to send their child to.

5.6.1.2 Single sex vs co-education

Principals acknowledged the drop in enrolments in the single sex campuses and rise in enrolments in the co-educational campus.

Some principals stated their preference for all the junior campuses to become co-educational. However, others thought that there is merit in keeping single sex campuses to give parents the choice.

Principals noted if all campuses become co-educational, careful consideration is given to the ratio of girls and boys in each classroom, stating it is crucial to maintain a balance.

Transition to Oatley Senior

The transition is a bigger issue for students and parents and carers of students at single sex campuses compared to co-educational. Principals felt those parents and carers would rather keep their child at a single sex senior school, but don't have that option. For students, moving to a co-educational senior campus from a single sex junior campus is a big difference.

5.6.1.3 Comprehensive vs 7-10 then 11-12 campuses

Transition to Oatley Senior

All of the principals noted that the transition can be an anxious time for some parents and students.

Most principals spoke about the many benefits of the transition and how it is a positive fresh start for the students. Oatley Senior Campus is a senior learning environment, and most students are excited to transition there.

Easily the extra transition point is what [parents] like the least. Kids are anxious about that point, but when you talk to them after that event, generally the feedback is extremely positive.

Subject offering

Oatley Senior Campus provides an extensive subject offering that students and parents value. The senior learning environment encourages academic growth in students which is evident through the marks achieved by students at Oatley Campus.

Role models

At some junior campuses, not having older students on campus to act as role models for the younger students can create behavioural issues. For some campuses, students would benefit from having years 11 and 12's there as well.

Professional learning

There are differing views about the professional opportunities that teachers have access to.

Some principals noted that the transition expression of interest process is extensive, however, teachers do not feel as though they get a fair opportunity to transition to Oatley Senior from a junior campus.

When the college was first established, it was set up on the proviso that they would be able to move around the Colleges. The opportunities that it was sold haven't come to fruition.

5.6.1.4 Ideas to improve Georges River College

Change the co-ed and single sex composition

- There is interest in the community in sending their daughters to an all-girls school. Retain an all-girls option.
- 3 x 7-10 co-ed schools with a selective stream at Hurstville.
- Changing the three to co-ed 7-10 and leave Oatley Senior as it is.

Change the 7-10 or 7-12 composition

- The northern beaches college model is better, where they are all 7-12 and have a mix of single sex and co-educational schools.
- Stay under the college structure, but schools be 7-12. In this way, the principal can attract more teachers, and the kids don't have to go through another transition.

Enrolment areas

If there were to be any changes, most principals noted that the enrolment areas would have to be re-examined.

This included being carefully drawn so that some schools do not poach students from other schools.

Campus reputations

Some principals acknowledged that Hurstville Boys' reputation in the community would mean that if it was to change to a co-educational school, the Department would have to support Hurstville Boys through the transition and work to amend its reputation as parents would be hesitant to send their daughters there.

One suggestion was to introduce a selective stream at Hurstville Boys to improve its reputation and attract girls if becomes co-educational.

Principal insights

- Opinions differ about the success of the GRC model based on the experiences of students and teachers. All Principals want the best educational experience for their students and teachers.
- GRC strengths are not being fully achieved due to a lack of meaningful collaboration and transparency across the campuses.
- All but one principal thought students received a better educational experience as a result of the college model.
- There was no clear alignment on co-education versus single sex education. Principals noted that different students are suited to different learning environments and the choice is important.

5.7 NSW Teachers Federation

5.7.1 Workshop results

A 45-minute workshop was held with three representatives from the NSW Teachers Federation to discuss their views on the educational offerings of GRC.

Overall, their view is that GRC should become four comprehensive 7-12 schools, with a strengthening of their staffing entitlement to enable a wide curriculum guarantee.

It is the Department's responsibility to guarantee that every student has access to the full curriculum offering that is adequately staffed by teachers.

There are holes when it comes to college [models] because their creation is not driven by that express position.

5.7.1.1 The college model

It is the NSW Teachers Federation's position that comprehensive 7-12 and co-educational schooling best serves teachers, parents and students. The reasoning for this follows.

Co-education

More co-educational schools would allow students to attend their closest high school, and not have to travel out of suburb.

Comprehensive 7-12

The GRC college model creates an unnecessary transition for students from years 10 to 11.

A 7-12 school keeps students with their friends and siblings and maintains a sense of belonging at the school. When students move to a new campus for years 11 and 12, some lose the community that fostered their development from years 7 to 10.

The GRC college model limits the professional development opportunities for teachers, and they lose the progress made with students when they transition to the senior campus.

Collegiality

GRC should operate as a single entity. Currently, the campuses are managed as separate schools, which creates division between the staff across the campuses.

Professional development

No matter where teachers are located within the college, it was felt they should have the opportunity to teach all stages, similar to a single campus comprehensive 7-12.

The NSW Teachers Federation acknowledges that there are programs in place for teachers to transfer to different campuses, however, the reality is that the opportunities don't often come to fruition.

Participants felt that movement between the colleges is limited and unrealistic due to the distance between campuses. Most teachers want to stay at, or transfer to, Oatley Senior Campus in order to teach Stage 6.

The NSW Teachers Federation participants expressed a sentiment similar to that conveyed at the Teaching Staff Workshops at each campus around professional development:

- Teachers at both the junior and senior campuses are not accessing all stages of secondary teaching, and as a result skills loss is occurring.
- There are no adequate promotional positions for teachers within the college model. Not having Stage 6 experience limits the promotional opportunities due to staff not having this experience on their CV. Vice versa teachers miss the opportunity to teach younger students.

Staff cohesion

Participants felt that the issues described above can lead to tension and conflict between campuses.

Often, the internal identity of the college is fragmented due to these structural issues and some campus staff do not see themselves as being a part of a college.

Historically, college structures (not just GRC) has led to tension and conflict between campuses and staff due to the access to different stages of learning. Often, the internal identity of the college is fragmented due to these structural issues.

5.7.1.2 School curriculum

The school curriculum is a concern of the NSW Teachers Federation. It is recommended the curriculum on offer be examined by the Department to ensure that all students get equal opportunity to subject choices.

Even if the Department changes all campuses to a comprehensive model, a discussion is still needed about the curriculum offering of each campus to avoid students moving from school to school to access different subjects.

5.7.1.3 Feedback on proposals (ideas)

In a similar exercise provided to participants in the surveys and the workshops, the Teachers Federation was shown the proposals matrix and asked to provide their most and least preferred proposal.

- Idea B (four, 7-12, co-educational campuses) was most preferred by the Teachers Federation representatives.
- Idea D (one campus becomes selective) and E (one campus becomes a specialist school) were the least preferred options. The reasons provided were that selective and specialist schools are not in the interest of the community and divide students.

NSW Teachers Federation insights

- The NSW Teachers Federation appreciate the wide curriculum choice at Oatley but feel this should be available at all schools (with lifted staffing levels).
- The NSW Teachers Federation want improved curriculum planning across the junior campuses and senior campus.
- This group feels Stage 6 teaching should be accessible for all high school teachers, and senior teachers should continue their skills with more junior years. Otherwise, this limits the promotional opportunities for staff.

5.8 Past Students of Georges River College

5.8.1 Past student participation

Overall, some 45 past students participated

- 25 general public who participated in a local general public survey were past GRC students.
- 31% of the recruited local general public survey participants attended high school in the Georges River area, some of whom may have attended a GRC campus.
- Some of the parents that came to workshops noted they were past students.

The questions that related specifically to past student experiences are presented here.

5.8.1.1 Who participated?

To determine which respondents in the general public survey are past students of the GRC, the question was asked *Which High Schools did you Attend?*

Most respondents were past students of one of three GRC campuses (76%). There were no respondents who attended Hurstville Boys campus.

5.8.1.2 Factors in hindsight important in deciding where to go to high school

The leading factors in deciding where to go to school for years 11 and 12 are the educational offerings of the school (88%) and secondly the culture of the school (80%).

Importance of Factors in Decision Making (%)

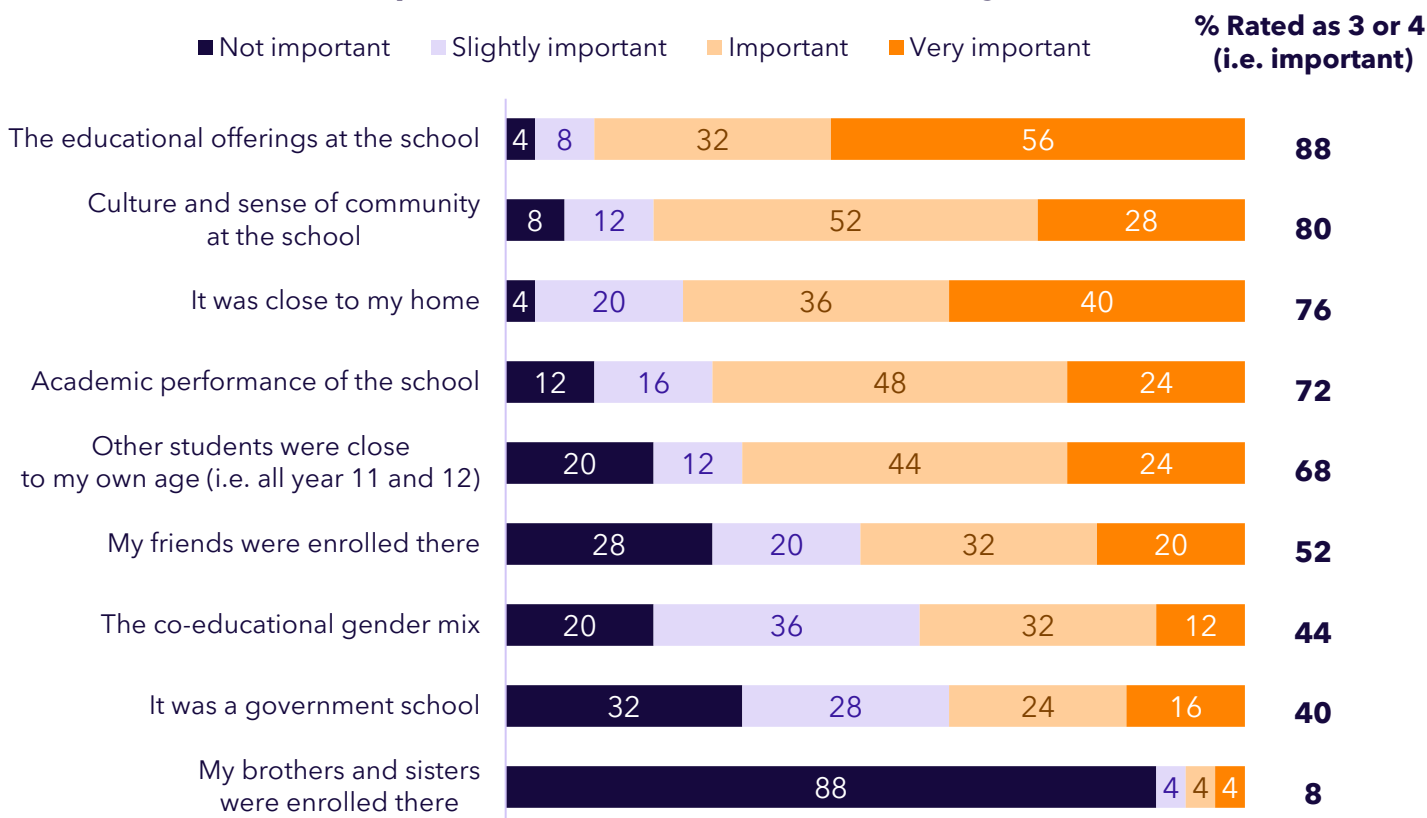


Figure 66. Q5. Thinking back to your time at Oatley Senior Campus. How important were the following aspects in helping you feel you had made the best choice for your year 11 and 12 schooling? N=25 (Margin of error +/-13.72%)

The educational offerings (inclusive of wide subject choices and extra curriculum) is the most influential considerations in their choice in school for years 11 and 12 (36%). The school being close to home was also considered to be important (20%).

Most Important Decision Making Factor (%)

- It was close to my home
- Other students were close to my own age (i.e. all year 11 and 12)
- My friends were enrolled there
- The educational offerings at the school
- The culture and sense of community at the school
- Something else
- The academic performance of the school

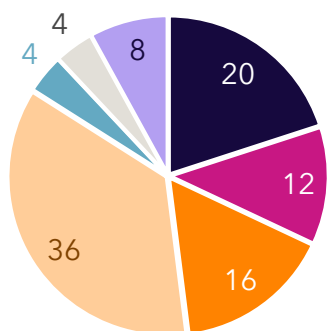


Figure 67. Q5. Which single factor was most important in helping you feel you had made the best choice for your year 11 and 12 schooling?
N=25

5.8.1.3 Preference of school type

The majority of past students were in favour of transitioning to a senior campus for completing years 11 and 12 (76%). Only 12% would have preferred to stay at the same school from years 7-12.

Preference for School Structure (%)

- To have been able to remain at my year 7-10 high school for years 11 and 12
- To have transitioned to a dedicated senior campus like Oatley Senior Campus
- No preference

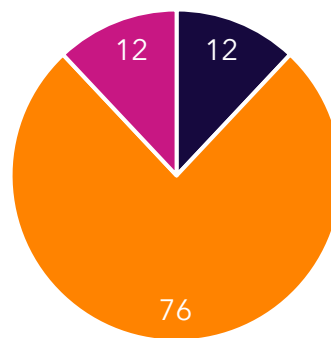


Figure 68. Q6. If you had your time again, which option would you have preferred for your year 11 and 12 schooling?
N=25

Past students insights

- Past students appreciated the wide curriculum choice.
- Past students valued the impact that culture has on performance.
- Past students support the transition to Oatley Senior Campus.

5.9 Local General Public

5.9.1 Survey results

A total of n=391 general public who live inside the GRC local intake area completed the survey (this includes 25 former students of GRC).

To ensure that a demographically representative sample of the general public was surveyed, a recruited panel was used.

5.9.1.1 Who participated?

There were five demographic questions asked at the beginning of the survey.

Participants mainly lived in Hurstville (21%), Mortdale (16%), and Oatley (13%).

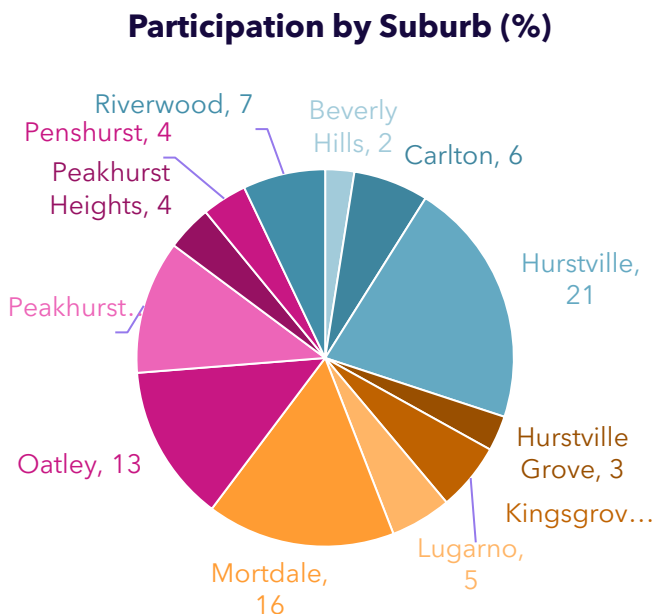


Figure 69. S1. Where do you live? N=391

The majority of respondents have lived in the same suburb for seven or more years (68%). 20% of respondents have lived in the suburb for less than three years.



51% of respondents were female and 49% were male.

Figure 70. S5. Which gender do you identify as? N=391

One quarter of respondents is between 15 and 29 years old. 33% of respondents were 30 - 49 years old and 43% were over 50 years old.

73% of respondents had at least one child at home.

34% of respondents speak a language other than English with their family or friends and 2% identify as Aboriginal or Torres Strait Islander.

28% of respondents themselves attended a co-educational high school, and 31% completed Year 12 at a government high school in the GRC local intake area.

Respondent Identifiers (%)

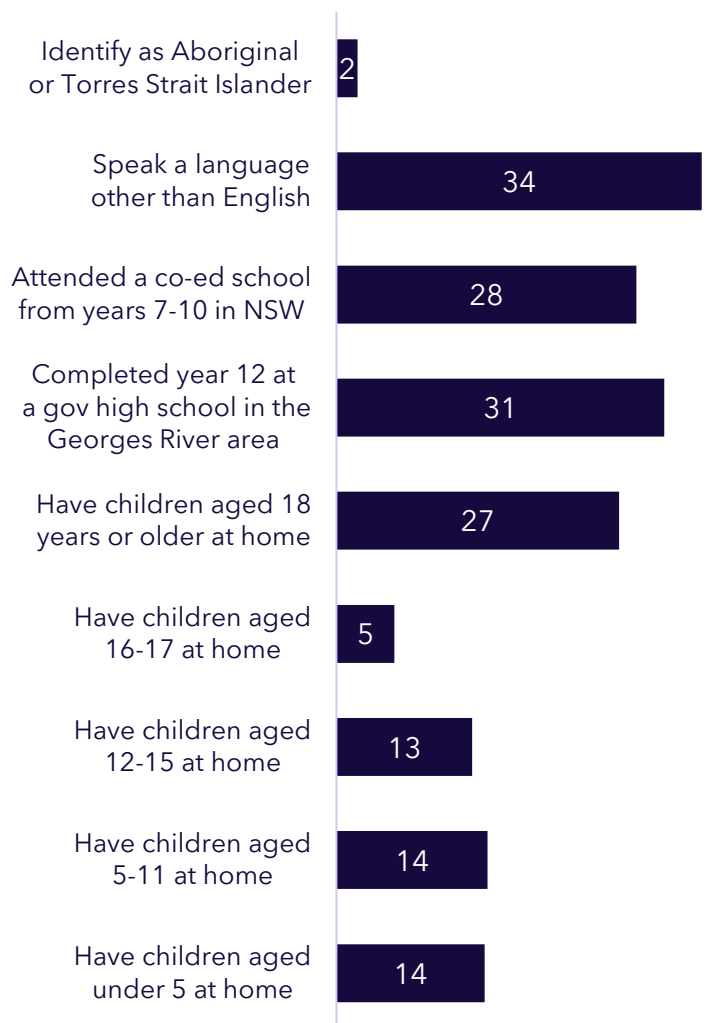


Figure 71. S5. Which of the following best describes you? N=391

5.9.1.2 Thoughts on educational offerings

When asked 'what are your thoughts of the educational offerings in your local area' (free text), the top four themes respondents gave were:

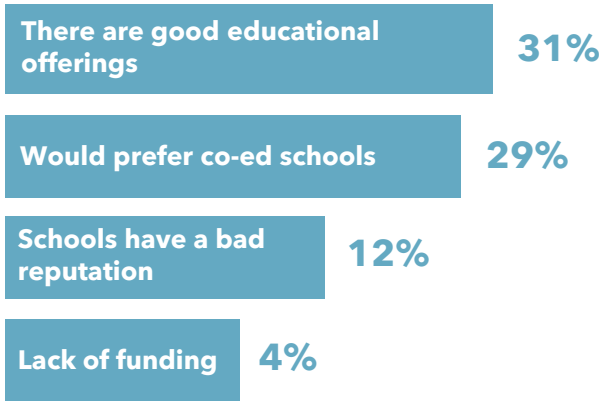


Figure 72. Q10. What are your thoughts about the government high school educational offerings in your local area outlined in the text above?
N=391

Some reasons why there are good educational offerings (31%) in the local area are:

- There is a wide range of subjects offered
- There are both single sex and co-educational schooling options.

Co-education is preferred over single sex schooling. However, the general public acknowledge that choice is important.

Definitely think there is a good variety and options for the parents. I actually attended both Penshurst Girls and Oatley Senior Campus for a short time period and the educational offerings are excellent. Great variety.
Survey response

Within the 29% of respondents who prefer co-education, there was suggestions for the following:

- Only 7-12 co-educational schools (12%)
- Prefer co-educational schools (9%)
- Year 11 and 12 co-educational schools (8%)
- A co-educational 7-10 option (2%).

Some reasons why local high schools have a bad reputation (12%) are:

- Poor academic performance (especially compared to primary schools in the same area)
- Bullying at the school
- Staff behaviour
- Poor school facilities
- Vandalism
- Poor school administration
- Poor student behavioural management.

I've heard mixed reports that the Georges river high school is very average and most people recommend you send your kids to a private or independent school.
Survey response

Of those who mentioned that there is a lack of funding (4%) for the local government high schools, some reasons for having that concern were:

- Government schools in other areas appear to have better facilities and infrastructure
- The lack of funding is leading to the schools in this area having poor standards, forcing parents to send their child to non-government schools
- More funding is needed to improve the quality of the local schools.

A couple of the high schools in the offering a sub standard and as a parent who's child is going to a high school in 2024, the level and quality of some of the high school in my area is appalling forcing me to look into the catholic high school system.
Survey response

If feel that sending my girls to Penshurst High, in a single sex environment, only to slam them back into a Co-ed environment for year 11-12 is fundamentally flawed.
Survey response

5.9.1.3 Input on proposals (ideas)

The top two most acceptable proposals presented to the general public were *Idea B* (49% acceptability rate) and *Idea A* (46% acceptability rate). Both of these ideas change all campuses to co-educational schools.

The two least most acceptable proposals were to not change the current structure (36% acceptability rate) and *Idea C* (37% acceptability rate) to make all campuses comprehensive (7-12).

Acceptability of Possible School Structure (%)

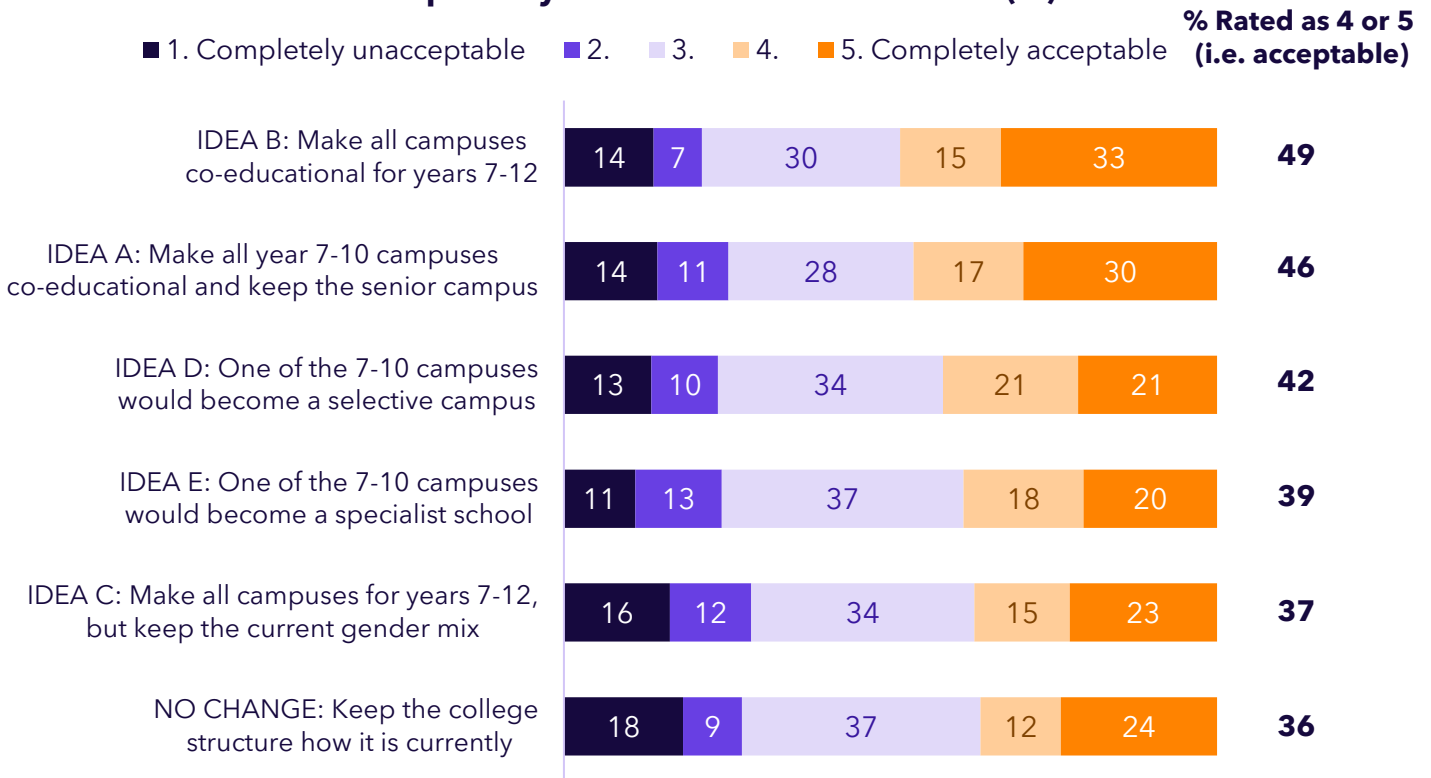
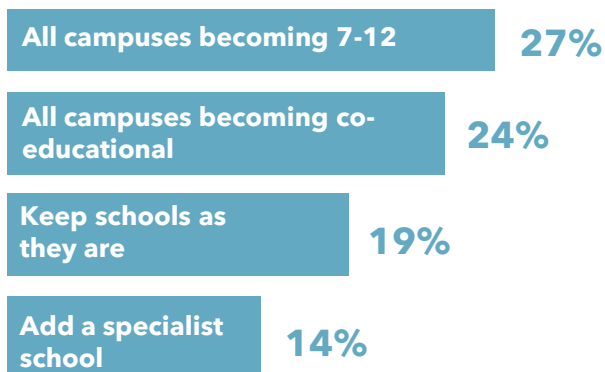


Figure 73. Q11. Please look at the following ideas and rate how acceptable you think each is from your perspective
N=391

When asked if there was another idea they would like to put forward, the general public reinforced their preference for:



I do like the idea of removing the gendered schools. It created more problems than it solved for me, as a transgender student. And I really appreciated having the HSC years separated so the teachers can primarily focus on getting the students prepared for the HSC. I loved how the Oatley campus took some of the best staff of all the campuses and put them together, it meant that every senior student was taught by HSC markers and folks who had worked with the HSC for a very long time.
Survey response

Figure 74. Q12. What is your preferred idea for the educational offerings for high school students in years 7-12 across the GRC local intake area?
N=391

5.9.2 Workshop results

The project undertook recruited workshops as part of the consultation with the general public within the GRC local intake area. This was done to ensure the project could capture feedback from a demographically representative sample of the general public. Participants were financially compensated for their time in line with standard research practice.

The workshops were held online via Zoom and ran for 90 minutes. A mix of digital polling using the online platform Slido and digital breakout rooms were used during the course of the workshops.

Slido enables users to provide information anonymously to the project and was used to capture preliminary information relating to demographics and enrollment information.

<p>Workshop 1 Parents and carers who live in the GRC local intake area and send a child to a Government high school outside the GRC local intake area.</p>	<p>20 participants</p>
<p>Workshop 2 Parents and carers who live in the GRC local intake area and send a child to non-government high school</p>	<p>15 participants</p>
<p>Workshop 3 General public who live in the GRC local intake area and do not have high school aged children</p>	<p>20 participants</p>

5.9.2.1 Background information

Workshop 1

Do you send your child to your local government school? (%)

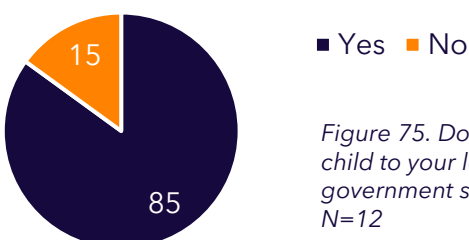


Figure 75. Do you send your child to your local government school?
N=12

Workshop 2

The large majority of participants in workshop 2 have sent their child to a catholic school (94%).

What type of non-government school have you sent your child to? (%)

- Independent (Traditional independent/private school)
- Catholic (Independent and/or Catholic Systemic)
- Christian Education National

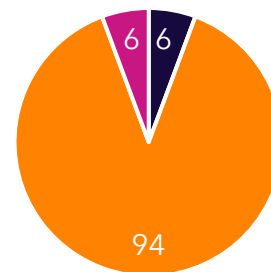


Figure 76. Do you send your child to your local government school?
N=46

Workshop 1 and 2

There is a relatively even split of the school years the participants' children were enrolled in.

In which school year(s) are they enrolled? (%)

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12

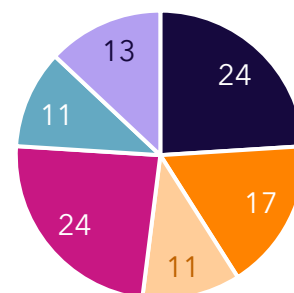


Figure 77. In which school year(s) are they enrolled?
N=46

Workshop 3

63% of workshop 3 participants themselves attended a high school in the Georges River area.

Did you attend a high school in the Georges River area? (%)

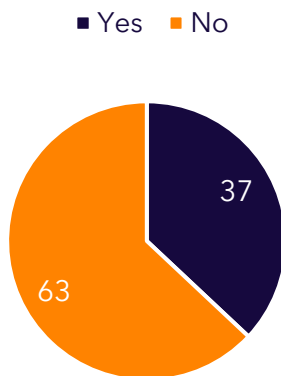


Figure 78. Did you attend a high school in the Georges River area?
N=17

Workshop 3

79% of workshop 3 participants attended a government high school and 21% attended a non-government high school. The majority of participants attended a co-educational school (53%).

What type of high school did you go to? (%)

- Government co-educational
- Government single sex
- Non-government co-educational
- Non-government single sex

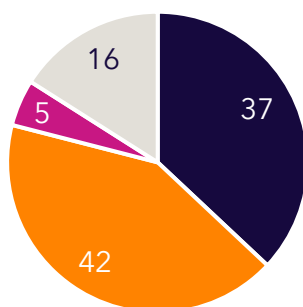


Figure 79. What type of high school did you go to?
N=19

5.9.2.2 Breakout room discussions

Breakout discussion 1

Workshops 1 and 2

What were your top priorities when choosing a high school your child(ren) to go to?

The top priorities for the general public who sent their child to either a government or non-government high school are:

- The education offering of the school, such as the subject choices available and academic outcomes
- The reputation of the school, both academically and culturally
- The location of the school, in regards to proximity to the student's house, and the public transport links.

Workshop 3

How aware are you of decisions made relating to the running of your local high school?

The majority of parents and carers with no high school aged children had low awareness or were not aware at all. The main reasons stated included

- Don't have any children
- Their children are too young for the parents or carers to be considering schooling
- Their local high school does not send out any information to the community.

A small number were aware due to their children recently graduating or their involvement in the Aboriginal community.

Workshop 1

What made you choose a government high school over a non-government high school?

When the general public who send their children to a government school were asked why they chose a government school, the majority of parents and carers noted the financial barrier to entry to non-government schools.

Other reasons included:

- The location of the school to the student's home
- A better acceptance of cultural and gender differences at a government school
- Their friends were going to a government school.

Workshop 2

What made you choose a non-government high school over a government high school?

Parents and carers who had sent their child to a non-government school had a number of reasons why they did this. They include the following.

- The importance placed by parents and carers on school and student's values – parents and carers wanted their children around like-minded students and teachers and were not impressed by the quality of students graduating from their local high school.
- Many believed a non-government school was better financially resourced and could offer a better educational outcome.
- The educational offering of a non-government school, which included better subject choice and better academic performance. This was based on the perception of the local high schools in the parent's and carers local area.
- A number of choices were based on negative personal experiences of attending a government high school by the parent or carer.

Workshop 3

Thinking back to when you went to school or when your children went to school, what did you value about your high school education?

On reflection, the two most valued factors by general public include the following.

- The subject offerings that were available (however they preferred that there was less choice) and the good academic outcomes of the high school.
- The school culture, which included fewer distractions from technology and a less academic results driven environment.

Other factors that are valued by the general public included:

- A co-educational high school environment
- The quality of teaching staff.

Workshops 1, 2, 3

Are you happy with the current educational offerings of the government high school in your local intake area?

Overall, across the three workshops, the general public are relatively unhappy with the educational offerings within their local intake area.

The reasons include the following.

- The poor academic and cultural reputation of the local high school, including the lack of Aboriginal heritage taught in schools.
- Poor financial resourcing and quality of facilities.
- The lack of specialist or selective schools within the local intake area.
- The poor design and the poor quality of school uniforms.

A small minority of the general public believe that the quality of local high schools is sufficient and that there is a high level of quality teachers at local high schools.

Workshop 3

Were you happy with your high school educational experience?

The overwhelming majority of workshop 3 general public were not happy with their high school experience due to:

- Not enjoying high school or the high school educational environment
- Not enjoying having to go to a single sex government high school.

Breakout discussion 2

Workshops 1, 2, 3

If you were making the choice again, which type of high school would you prefer to enrol your child(ren) in and why?

- A single sex or co-ed government school
- A single sex or co-ed non-government school

The majority of the general public prefer to enrol their child in a co-educational setting, noting that workshop 2 participants would prefer a non-government school, whilst workshop 1 and 3 participants would prefer a government school.

Workshop 2 participants stated that the reason for preferring a non-government school included:

- The lack of quality government schools in the area
- There was no option to enrol their child in a co-educational government school.

Of those remaining general public members, there is a mix of reasons for the choices including the following.

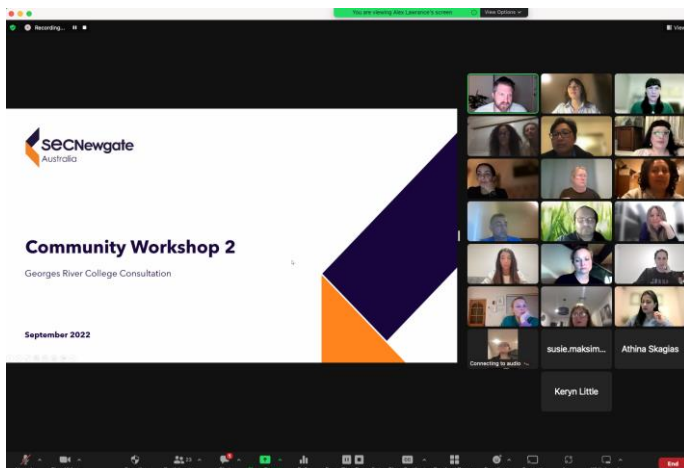
- Workshop 2 participants would next time around choose a local co-educational government school if the high school was of good quality.
- Workshop 1 and 3 participants would choose a non-government school so they could send their child to a single sex school as there are less distractions or a better fit for their child.
- Many believed a non-government school was better financially resourced and could offer a better educational outcome.

Which type of high school would you prefer to enrol your child(ren) in and why?

- A campus for years 7-10, with a separate senior campus for years 11 and 12
- A single campus for years 7 - 12.

Overwhelming, general public participants in all three workshops would prefer to enrol their child in a single 7-12 campus. The reasons for this include the following.

- It provides consistency in friends.
- It ensures that students have access to the same advisors and teachers throughout their high school years.
- It enables siblings to be together at one campus.
- It enables siblings to be together at one campus.
- Prior negative personal experiences with either the parent, carer or student transitioning through split campuses.



Local General Public Workshop 2

Local general public insights

- The general public had a preference for co-educational schooling.
- The general public did not know enough about the college model or its benefits to support it.
- The poor reputation of local government high schools is a concern, causing some to enrol their child in schools out of the area.

5.10 Wider General Public

5.10.1 Survey results

A total of n=51 general public members who live outside of the GRC local intake area completed the survey.

5.10.1.1 Who participated?

There were four demographic questions asked at the beginning of the survey.

41% of respondents were from the postcode 2141 (this included the suburbs of Bankstown, Condell Park, and Mount Lewis). The remaining respondents were from a mixture of postcodes.

63% of respondents were over 40 years old, and 37% were under 40 years old.

Age of Respondents (%)

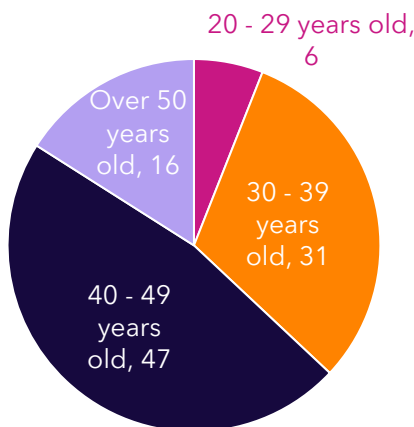


Figure 80. S2. Which of the following age groups do you fall into? N=51



16% of respondents were male, and 84% were female.

Figure 81. S3. Which gender do you identify as? N=51

The majority of respondents are parents, having at least one child at home.

35% of respondents speak a language other than English to their friends and family. Some of those languages included Vietnamese, Turkish, Portuguese, Korean, Dutch, Greek, Arabic, Cantonese, and Mandarin.

Respondent Identifiers (%)

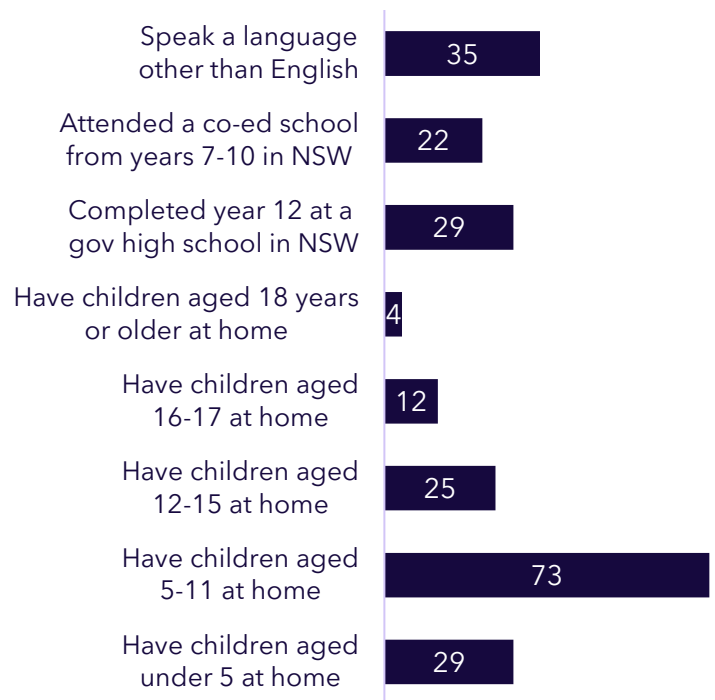


Figure 82. S5. Which of the following best describes you? N=51

Completed Year 12

All respondents who completed year 12 at a government high school in NSW stayed at the same school from years 7 to 12.

One third of them went to a co-educational school (33%), one third went to a single sex school (33%), and one third when to a selective school (33%).

Have children at home

Of the respondents who had a child in Year 11 or above, 75% of them stayed at the same school from year 7-12, 13% transitioned to a single sex government school for years 11 and 12, and 13% left school in Year 10.

58% of them attend a co-educational government high school and 21% attend a single sex government high school.

5.10.1.2 Factors in deciding where to go to high school

Of the respondents who completed have completed Year 12 at a NSW government high school, when asked the rate factors from not important to very important, the academic performance of the school was rated as the most important factor (93%).

Single Most Important Factor for Their Child (%)

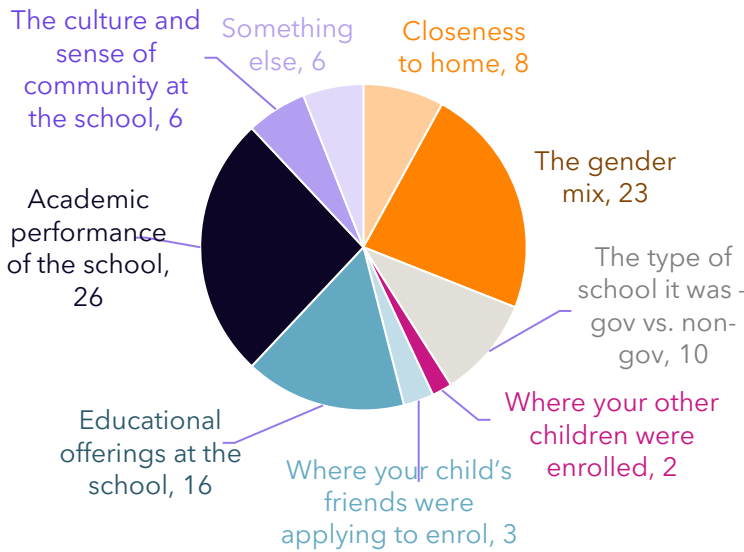


Figure 83. Q3, Q6, Q10. Which of these factors is likely to be most important from your perspective? N=62

For respondents who had a child at home, when asked to choose the single most important factor, the top factors in deciding where to send their child to high school were the academic performance of the school (26%) and the gender mix of the school (23%).

5.10.1.3 Preference of school type

It was assumed that because respondents of this survey did not have any children enrolled at a GRC Campus, have not attended one themselves, and do not live in the local intake area, they were not familiar with the college structure. For this reason, descriptions of what the college structure looks like was provided before the following questions.

The most acceptable proposal presented to respondents was to have co-educational schools for year 7-10 and a co-educational senior campus for year 11 and 12 (61% acceptability rate).

The least acceptable option is having single sex schools for year 7-10 and a co-educational senior campus for years 11 and 12 (27% acceptability rate).

It is evident that respondents prefer co-education over single sex education.

Acceptability of School Structure (%)

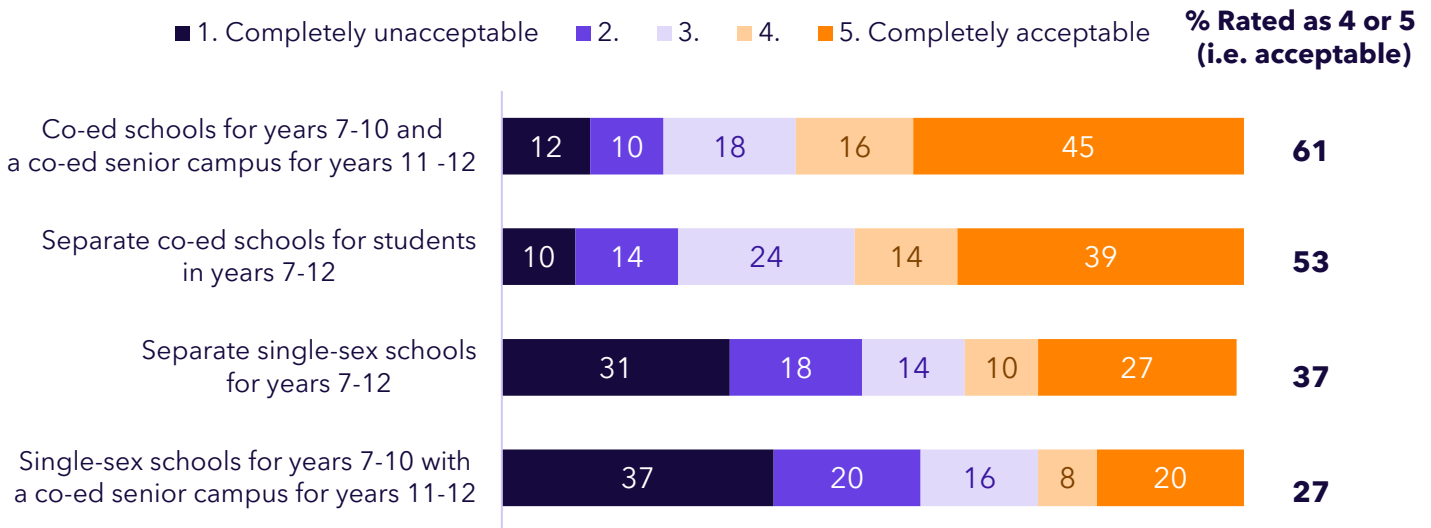


Figure 84. Q15. With this in mind, what do you think of the following ideas about government high schools in NSW? Please indicate how unacceptable or acceptable each option is. N=51

When asked about the different learning experiences and environments available to students in a college model, the most acceptable option was having one school as either a selective school or have a selective stream (51% acceptability rate).

The least acceptable option was similar to the current structure of the GRC, to have a mix of co-educational and single sex schools (43% acceptability rate).

Acceptability of Learning Environments (%)

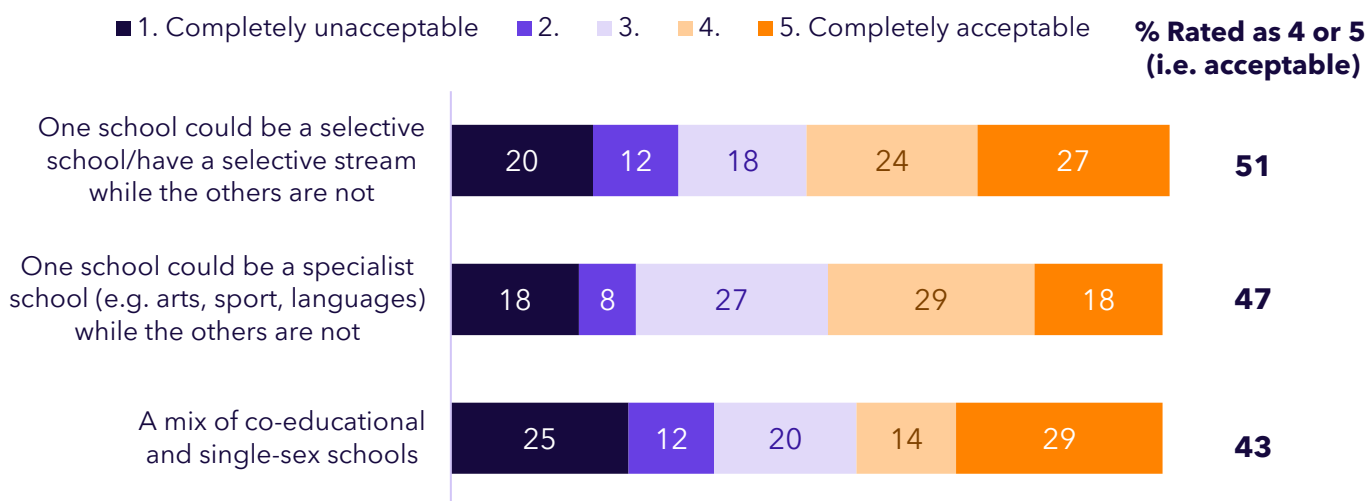


Figure 85. Q15. How acceptable do you feel the following ideas are for students in years 7-10 in government high schools in a college system in NSW?
N=51

Finally, respondents were invited to provide any other feedback they have. Most responses mentioned the need for more co-educational government high schools. Below are some responses.

The 7-10 and 11-12 college system is an inherently flawed model that places limitations on the educational outcomes of students. Students benefit from interacting with Senior students and developing a more comprehensive understanding of the academic rigour associated with Stage 6.
Survey response

Having grown up in a single gender school I believe co-ed schools would provide a better learning outcome and provide children with a more balanced upbringing reflective of the real world. I have 2 sons and I don't want them going to an all boys school.
Survey response

Options for the Georges River schools specialising is a great idea. The focus could be selective, performing arts/creative/literature, technology, sport.
Survey response

Wider general public insights

- The academic performance of a school (26%) and the gender mix (23%) are the most important factors for the wider general public outside the GRC local intake area when deciding on a high school.
- The wider general public had a preference for co-educational schooling.
- 61% of the wider general public supports the current college model (years 7-10 and years 11-12).
- Nearly 50% of the wider general public believe a selective school, a specialist school, or selective streams within the college would be beneficial.

Figure 86. Q16. What further feedback would you like to provide on this topic?
N=43

6. Other Insights that Emerged



6.1 Ideas to Improve the Georges River College

Throughout the consultation process, stakeholders offered insights about topics outside of the project remit that they felt were important for the consultation to capture.

6.1.1 Collegiately

There is a perception from stakeholders both outside and inside of the college that the four campuses currently operate as four separate schools, not a single college.

Stakeholders believe that the lack of collegiately between the campuses allows different issues to arise. Some teachers raised that a lack of collaboration between campuses can lead to:

- poor student outcomes due to inconsistent curriculum throughout the four campuses
- poor transition process for students to the senior campus
- divide amongst teaching staff due to junior campus staff not having equitable access to Stage 6 teaching
- a strong allegiance is formed within the campuses and thus there is a lack of support for fellow campuses when looking to fill staff vacancies or other issues arise.

Finally, there would need to be some fair, collaborative and transparent staffing arrangements to ensure that teaching and curriculum expertise is equitable across campuses.

Teacher survey response

Some parents, carers and general public, struggle to see why the college model should be retained when the campuses operate as four separate schools anyway.

More consistent management of each campus, cross campus events and activities, and consistent uniforms would assist in creating more of a collegial environment and a stronger sense of a college school community.

6.1.2 Communication

It became evident in workshop discussions that parents of children at GRC

feeder schools and the general public did not understand or know enough about the college to see its benefits.

There is a need for stronger and consistent communication from the college about its benefits and how it operates.

A lack of communication can lead to parents basing their decision about where to send their child to high school on word-of-mouth recommendations and historical reputational issues.

6.1.3 The role of Georges River College in the community

It was raised by parents and carers of students in K-6 and 7-12 and the general public that GRC do not play enough of a role in the local community.

Some felt very disconnected from the college, which they were disappointed by as the local primary school has a very strong sense of community which is highly valued.

Some suggestions to improve GRC involvement in the community are:

- Developing a stronger relationship with feeder primary schools
- Hosting community events such as fairs and markets
- Being present at community events.

Academic performance, demographics and peer influence at school. I would send my child to the local school if all their peers from primary school also went. I believe in public school education. The school my primary school aged children go to is a tight knit community. We worked together and have great support in the community, However the high school option is one where the school zone is a different type of community.

K-6 parent survey response

In my opinion, a community event such as a fair, night markets or Christmas markets can be a great first step in the right direction to improving the overall impression we parents have of the high schools.

7-12 parent submission

7. Evaluation of the Consultation Process



7.1 Stakeholder Feedback

7.1.1 Attendee feedback (workshops)

Following the workshops, participants were asked to complete a short feedback form that asked:

1. If they understood the purpose of the workshop,
2. If they felt they had an opportunity to have their say during the workshop, and
3. If they had any other comments.

The majority of each group strongly agreed that they understood the purpose of the engagement, with small percentiles of the years 7-12 parents and the teaching staff responding that they didn't understand the reason behind the sessions (2% and 2% respectively).

Of the groups, most of the participants completing the feedback form felt that they had been able to have their say, with a small number of the teaching staff voting otherwise.

Table 7. Workshop Feedback

Stakeholder	Understood the purpose	Felt they had their say	Other comments provided	How comments were addressed
Years K-6 Parents and Carers (3 workshops) n=29	Strongly agree: 66% Somewhat agree: 34%	Strongly agree: 100%	<ul style="list-style-type: none"> • More time was needed to fully explore all topics adequately. • Discipline of students at school is important. • A collegial spirit at the Georges River College has to be reflected more visibly in its operations. 	<ul style="list-style-type: none"> • This feedback was passed onto the Department of Education.
Years 7-12 Parents and Carers (4 workshops) n=44	Strongly agree: 62% Somewhat agree: 31% Neither agree nor disagree: 5% Somewhat disagree: 2%	Strongly agree: 81% Somewhat agree: 17% Neither agree nor disagree: 2%	<ul style="list-style-type: none"> • The surveys would have benefited from an exploration of each campus' reputation individually. • The workshops were formatted well and provided the opportunity to ensure all participants can contribute. • The level of parent participation in the workshops could have been increased to more effectively represent the topic's importance. • Questions about the timeframe for the Department of Education's decision. 	<ul style="list-style-type: none"> • This feedback was passed onto the Department of Education. • More explicit communications material about the purpose of this consultation were sent to parents to encourage them to participate in future workshops. • The Department of Education is aware of the requests for parent communications regarding the timeframe in which a decision will be made and ensuing program implementation.

Stakeholder	Understood the purpose	Felt they had their say	Other comments provided	How comments were addressed
Teaching Staff (4 workshops) n=146	Strongly agree: 58% Somewhat agree: 32% Neither agree nor disagree: 8% Somewhat disagree: 1% Strongly disagree: 1%	Strongly agree: 50% Somewhat agree: 36% Neither agree nor disagree: 8% Somewhat disagree: 4% Strongly disagree: 2%	<ul style="list-style-type: none"> Some participants expressed the feeling that questions were repetitive. Some requests for further clarity around some of the questions. The sessions were very informative about the changes being proposed. Scepticism around having a say in the outcome of the process that is perceived to be a state decision. Requesting to view answers to all questions. Requesting more time for feedback to have the opportunity to really reflect. 	<ul style="list-style-type: none"> This feedback was passed onto the Department. Discussion questions were refined to improve clarity and as the sessions progressed. Project team explained that some Slido questions were not visible to other participants due to sensitivity issues.
General public (3 workshops) n=48	Strongly agree: 83% Somewhat agree: 17%	Strongly agree: 92% Somewhat agree: 8%	N/A	N/A

7.1.2 Submission feedback

The participants were given the opportunity to submit feedback separately to the survey via email or phone to the project team.

A total of nine submissions were received via email and one submission via phone. Two submissions provided feedback on the engagement process.

One noted that the survey language, questions and layout were somewhat difficult to understand, and believed this may affect the diversity of participants who complete it. Another respondent expressed that the survey matrix wasn't clear enough regarding the selective and specialist school options. Full submissions can be found in Appendix H.

Just some feedback. Felt like the diagram wasn't that clear regarding the selective and specialist school option. Are they only 7-10 and then Oatley for 11-12, or will that be a 7-12 option? Think a little more detail would help.

Participant Submission

I imagine it would be difficult for a person who is not familiar with the NSW secondary education system, or who has English as an additional language. Given that parts of the catchment areas for these schools have very culturally diverse residents, please ensure that you take this into account when you do the analysis of the survey.

Participant Submission

7.2 IAP2 Framework

Table 8. IAP2 Core Values Evaluation

IAP2 Core Values	How the Project has Demonstrated These Values
Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.	The process was designed to ensure that not only those who would potentially be affected by an immediate decision were consulted, but also those who may be affected in the future.
Public participation includes the promise that the public's contribution will influence the decision.	This is a commitment by the Department of Education regarding the outcome of this consultation process.
Public participation promotes sustainable decisions by recognising and communicating the needs and interests of all participants, including decision makers.	The needs and interests of all participants were recognised, captured and will be communicated. This has included ensuring: <ul style="list-style-type: none"> • Strong outreach to all potentially interested stakeholders. • Consulting widely with parents; current, past and potential students of Georges River College; teaching staff; the local general public; and the NSW wider general public.
Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.	As above.
Public participation seeks input from participants in designing how they participate.	The Georges River College Principal was deeply involved in the engagement planning process. Stakeholders were offered a range of ways to engage with the project. Decisions about the time and date of consultation activities was led by the stakeholders participating.
Public participation provides participants with the information they need to participate in a meaningful way.	Clear information was provided on why stakeholders' insights and feedback was needed and how it would be used.
Public participation communicates to participants how their input affected the decision.	The Department will provide feedback to the stakeholder groups involved in due course.

On the public participation spectrum, the engagement level of this consultation was to **involve**, which means to work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered. This engagement level, in combination with the IAP2 core values for public participation, has informed a legitimate and authentic community engagement process for the project.

The important learnings for the Department of Education from this community consultation are:

- The purpose of consultation needs to be communicated simply and clearly with stakeholders.
- Outreach to stakeholder groups needs to be strongly emphasised.
- The results of the consultation need to be taken forward and shared with those who participated. This report should be available to those who participated and those it affects.

Appendices



A. Communications Material



Georges River College

Community Consultation and Engagement

A key goal of the NSW Department of Education's current Strategic Plan is to ensure every student is engaged and challenged to continue to learn, and every student, every teacher, every leader and every school improves every year.

SEC Newgate have been engaged to carry out an independent, comprehensive community consultation. This consultation asks the question: *what are the preferences of families, students, teaching staff and the community for the educational offerings for high school students in years 7-12 across the Georges River College local intake area?*

How you can be involved

The NSW Department of Education invites current and former students, parents and carers, teachers and the community to take a 10 minute survey. Below are the links to your relevant survey.

- **Parents and carers of students (K-6)** enrolled in a public school within the Georges River College local intake area survey is available at <https://tinyurl.com/parentcarerk-6>
- **Parents and carers of students (7-12)** enrolled in a Georges River College campus survey is available at <https://tinyurl.com/parentcarer7-12>
- **Teaching staff at Georges River College** campuses survey is available at <https://tinyurl.com/GRCteache>
- **Local community within the Georges River College local intake area** survey is available at <https://tinyurl.com/communityand-paststuden>
- **Former students who attended a Georges River College campus and graduated after 2001** survey is available at <https://tinyurl.com/communityand-paststuden>
- **Community members who live outside the Georges River College local intake area** survey is available at <https://tinyurl.com/broadercommunity>



Attending workshops: Information for parents and carers about how to be involved in the workshops will be available through your school.

Consultation Timeline



Have any questions or want to give further feedback?

Email us: grcconsultation@secnewgate.com.au

B. Georges River College Students (Years 7-12) Survey

Thank you for your interest in this very important survey. Your feedback will be very important in helping the NSW Department of Education make decisions about educational offerings for high schools in your area.

It should take you around 10-minutes to complete and will be anonymous.

To take part in this survey you need to be currently enrolled at one of the four government high schools in the Georges River local intake area, either:

1. Georges River College, Hurstville Boys Campus;
2. Georges River College, Oatley Senior Campus;
3. Georges River College, Peakhurst Campus; or
4. Georges River College, Peshurst Girls Campus.

It is very important that we obtain an accurate representation of student views. To this end, please make sure you only complete the survey once.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

S1. Firstly, where do you live?

- | | |
|---------------------|-----------------------------|
| 1. Beverly Hills | 8. Oatley |
| 2. Carlton | 9. Peakhurst |
| 3. Hurstville | 10. Peakhurst Heights |
| 5. Hurstville Grove | 11. Peshurst |
| 5. Kingsgrove | 12. Riverwood |
| 6. Lugarno | 13. Other suburb (write in) |
| 7. Mortdale | |

S2. Which High School are you enrolled at?

1. Georges River College, Hurstville Boys Campus
2. Georges River College, Oatley Senior Campus
3. Georges River College, Peakhurst Campus
5. Georges River College, Peshurst Girls Campus
5. Another school not listed here

S3. What is your gender?

1. Male
2. Female

S5. Which school year are you currently enrolled at?

- | | |
|-----------------|---------|
| Year 6 or lower | Year 10 |
| Year 7 | Year 11 |
| Year 8 | Year 12 |
| Year 9 | |

Thank you for that. We would like to ask you some questions about your current high school.

Q1. Please let us know as much as you can about why you chose to enrol at this campus.

Think about things other than your parents saying you had to go there and write as much as you can about why you preferred this campus over other high schools/campuses.

We are keen to understand what you thought about when you were deciding about a high school to attend.

Open text

Q2. I would like you to think back to when you were thinking about which high school to go to.

How important were the following in your decision-making?

	Not important	Slightly important	Important	Very important
It was close to my home	1	2	3	4
The gender mix of other students there	1	2	3	4
It was a government school	1	2	3	4
Your brothers and sisters were enrolled there	1	2	3	4
Your friends were enrolled there	1	2	3	4
The educational offerings at the school, including subject choices and extracurricular activities	1	2	3	4
The academic performance of the school	1	2	3	4
The culture and sense of community at the school	1	2	3	4

Q3. Which one of these factors was most important?

1. It was close to my home
2. The gender mix of other students there
3. It was a government school
5. Your brothers and sisters were enrolled there
5. Your friends were enrolled there
6. The educational offerings at the school, including subject choices and extracurricular activities
7. The academic performance of the school
8. The culture and sense of community at the school

We would now like to give you some information about the public high schools in the Georges River College local intake area and then ask some further questions to find out what you think.

The Georges River College campuses are a mix of co-educational (girls and boys), girls only schools and boys only schools. Most families have Peakhurst Campus (co-educational), Penshurst Girls Campus (girls only), Hurstville Boys Campus (boys only) as their designated local high school for students (7-10).

Students from the three 7-10 campuses transition to Oatley Senior Campus for years 11 and 12. This structure enables a broad range of subjects to be offered.

Q5. If you were making the choice again which type of high school would you prefer to enrol in?

1. A single sex government school (all boys or all girls)
2. A co-educational government school (a mix of boys and girls)
3. A single sex non-government school (all boys or all girls)
5. A co-educational non-government school (a mix of boys and girls)
5. No preference

Q5. And which type of high school would you prefer enrol in?

1. A campus for years 7-10, with a separate senior campus for years 11 and 12
2. A single campus for years 7 - 12
3. No preference

Q6. The NSW Department of Education would like to know what local community members think about some potential ideas for the educational offerings at the government high schools in your area. Please look at the following ideas and rate how acceptable you think each is from your perspective. We'd then like to ask you for any other ideas you might have for how these schools should be structured. None of the following ideas are considered more important than others. We are just interested in your ideas about what might be possible.

What it would look like

	Georges River College Peakhurst Campus	Georges River College Penshurst Campus	Georges River College Hurstville Campus	Georges River College Oatley Campus
NO CHANGE: Keep the college structure how it is currently	Years 7-10 co-educational	Years 7-10 girls only	Years 7-10 boys only	Years 11-12 co-educational
IDEA A: Make all year 7-10 campuses co-educational and keep the senior campus	Years 7-10 co-educational	Years 7-10 co-educational	Years 7-10 co-educational	Years 11-12 co-educational
IDEA B: Make all the campuses co-educational for years 7-12	Years 7-12 co-educational	Years 7-12 co-educational	Years 7-12 co-educational	Years 7-12 co-educational
IDEA C: Make all campuses for years 7-12, but keep the current gender mix	Years 7-12 co-educational	Years 7-12 girls only	Years 7-12 boys only	Years 7-12 co-educational
IDEA D: One of the 7-10 campuses would become a selective campus	One of these campuses would become a selective school			Years 11-12 co-educational
IDEA E: One of the 7-10 campuses would become a specialist school e.g. for sport, languages or agriculture	One of these campuses would become a specialist school			Years 11-12 co-educational

Please note that this matrix was shown in each surveys, besides the wider community, following the question text.

	1. Completely unacceptable	2.	3. Neutral	5.	5. Completely acceptable
NO CHANGE: Keep the college structure how it is currently	1	2	3	4	5
IDEA A: Make all year 7-10 campuses co-educational and keep the senior campus	1	2	3	4	5
IDEA B: Make all campuses co-educational for years 7-12	1	2	3	4	5
IDEA C: Make all campuses for years 7-12, but keep the current gender mix	1	2	3	4	5
IDEA D: One of the 7-10 campuses would become a selective campus	1	2	3	4	5
IDEA E: One of the 7-10 campuses would become a specialist school e.g. for sport, languages or agriculture	1	2	3	4	5
Q7. Taking everything into account, what is your preferred idea for the educational offerings for high school students in years 7-12 across the Georges River College local intake area? Is there another idea you would like to put forward?					
<i>Open text</i>					

C. Parents and Carers/Students: Kindergarten to Year 6 Survey

A key goal of the NSW Department of Education's current Strategic Plan is to ensure every student is engaged and challenged to continue to learn, and every student, every teacher, every leader and every school improves every year.

Thank you for your interest in this very important survey. It should take around 10-minutes to complete and your feedback will not be linked to your personal data.

To take part in this survey you must have a K-6 school aged child living with you.

We are also keen to hear from your K-6 aged child. There are a couple of quick questions at the end of the survey for your eldest child (enrolled K-6) to complete, please complete the questions at the end together.

It is very important that we obtain an accurate representation of community views. To this end, please make sure you only complete the survey once.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

S1. Firstly, where do you live?

- | | |
|---------------------|----------------------------|
| 1. Beverly Hills | 8.Oatley |
| 2. Carlton | 9.Peakhurst |
| 3. Hurstville | 10.Peakhurst Heights |
| 5. Hurstville Grove | 11.Penshurst |
| 5. Kingsgrove | 12.Riverwood |
| 6. Lugarno | 13.Other suburb (write in) |
| 7. Mortdale | |

S2. How long have you lived in this area for?

1. Less than 1 year
2. 1-3 years
3. 4-6 years
4. 7-10 years
5. More than 10 years

S3. Just to ensure we present relevant options for you, it would be great if you could let us know how many children you have in each school year group.

1. Years K-3
2. Years 4-6
3. Years 7-10
4. Years 11-12

WRITE IN NUMBER

S5. What is the designated local high school for your address? (As described on the School Finder website)

- | | |
|--|---|
| 1. Beverly Hills Girls High School | 8. Kingsgrove North High School |
| 2. Blakehurst High School | 9. Kogarah High School |
| 3. Georges River College, Hurstville Boys Campus | 10. Punchbowl Boys High School |
| 4. Georges River College,, Oatley Senior Campus | 11. Sir Joseph Banks High School |
| 5. Georges River College, Peakhurst Campus | 12. A different high school (please write in) |
| 6. Georges River College, Penshurst Girls Campus | 13. Not sure |
| 7. Kingsgrove High School | |

S5. If you were making the choice again which type of high school would you prefer to enrol in?

- 1. A single sex government school (all boys or all girls)
- 2. A co-educational government school (a mix of boys and girls)
- 3. A single sex non-government school (all boys or all girls)
- 5. A co-educational non-government school (a mix of boys and girls)
- 5. No preference

S5. Ask if children in years 7-10 and/or in years 11-12 at s3: Which high school(s) do your children currently attend?

- | | |
|--|---|
| 1. Beverly Hills Girls High School | 7. Kingsgrove High School |
| 2. Blakehurst High School | 8. Kingsgrove North High School |
| 3. Georges River College, Hurstville Boys Campus | 9. Kogarah High School |
| 4. Georges River College, Oatley Senior Campus | 10. Punchbowl Boys High School |
| 5. Georges River College, Peakhurst Campus | 11. Sir Joseph Banks High School |
| 6. Georges River College, Penshurst Girls Campus | 12. A different high school (please write in) |

S6. In which school year is your eldest K-6 aged child currently enrolled?

- | | |
|-----------------|-----------|
| 1. Kindergarten | 5. Year 4 |
| 2. Year 1 | 6. Year 5 |
| 3. Year 2 | 7. Year 6 |
| 4. Year 3 | |

S7. What gender is your eldest K-6 child?

- 1. Male
- 2. Female

S8. In which public school is your eldest K-6 child enrolled?

- | | |
|--------------------------------------|------------------------------------|
| 1. Carlton Public School | 12. Mortdale Public School |
| 2. Beverly Hills Public School | 13. Narwee Public School |
| 3. Beverly Hills North Public School | 14. Oatley Public School |
| 4. Bexley Public School | 15. Oatley West Public School |
| 5. Kingsgrove Public School | 16. Peakhurst Public School |
| 6. Kingsgrove North Public School | 17. Peakhurst South Public School |
| 7. Hannans Road Public School | 18. Peakhurst West Public School |
| 8. Hurstville Grove Infants School | 19. Penshurst Public School |
| 9. Hurstville Public School | 20. Penshurst West Public School |
| 10. Hurstville South Public School | 21. Riverwood Public School |
| 11. Lugarno Public School | 22. Another school not listed here |

Thank you for that. We would like to ask you some questions about the high school(s) you are considering for your eldest Year K-6 child.

Q1. At which high school(s) are you considering applying to enrol your eldest Year K-6 child?

- | | |
|--|---|
| 1. Beverly Hills Girls High School | 8. Kingsgrove North High School |
| 2. Blakehurst High School | 9. Kogarah High School |
| 3. Georges River College, Hurstville Boys Campus | 10. Punchbowl Boys High School |
| 4. Georges River College, Oatley Senior Campus | 11. Sir Joseph Banks High School |
| 5. Georges River College, Peakhurst Campus | 12. A different high school (PLEASE WRITE IN) |
| 6. GRC, Penshurst Girls Campus | 13. Not sure |
| 7. Kingsgrove High School | |

Q2. What are the most important factors guiding your enrolment application choice of High School for your eldest Year K-6 child?

Open text

Q3. How important are the following factors in helping you decide which high school to send your eldest Year K-6 child to?

	Very important	Important	Slightly important	Not important
It is close to my home	4	3	2	1
The gender mix - co-educational or single sex	4	3	2	1
The type of school it is - government vs. non-government	4	3	2	1
Where your other children are enrolled	4	3	2	1
Where your child's friends are applying to enrol	4	3	2	1
The educational offerings at the school, including subject choices and extra-curricular activities	4	3	2	1
The academic performance of the school	4	3	2	1
The culture and sense of community at the school	4	3	2	1

Q4. Which single factor do you think will have the most impact on your choice of high school for your eldest K-6 child?

- | | |
|---|--|
| 1. It is close to my home | 5. Where your child's friends are applying to enrol |
| 2. The gender mix - co-educational or single sex | 6. The educational offerings at the school, including subject choices and extracurricular activities |
| 3. The type of school it is - government vs. non-government | 7. The academic performance of the school |
| 4. Where your other children are enrolled | 8. The culture and sense of community at the school |
| | 9. Something else (please write in) |

Q5. Which type of high school would you prefer to enrol your eldest K-6 child in?

1. A single sex government school (all boys or all girls)
2. A co-educational government school (a mix of boys and girls)
3. A single sex non-government school (all boys or all girls)
4. A co-educational non-government school (a mix of boys and girls)
5. No preference

Q6. Which type of high school would you prefer enrol your eldest K-6 child in?

1. A campus for years 7-10, with a separate senior campus for years 11 and 12
2. A single campus for years 7 - 12
3. No preference

Q7. The NSW Department of Education would like to know what parents and carers think about some potential ideas for the educational offerings at the government high schools in your area.

Please look at the following ideas and rate how acceptable you think each is from your perspective.

We'd then like to ask you for any other ideas you might have for how these schools should be structured.

None of the following ideas are considered more important than others. We are just interested in your ideas about what might be possible.

	1. Completely unacceptable	2.	3. Neutral	4.	5. Completely acceptable
NO CHANGE: Keep the college structure how it is currently	1	2	3	4	5
IDEA A: Make all year 7-10 campuses co-educational and keep the senior campus	1	2	3	4	5
IDEA B: Make all campuses co-educational for years 7-12	1	2	3	4	5
IDEA C: Make all campuses for years 7-12, but keep the current gender mix	1	2	3	4	5
IDEA D: One of the 7-10 campuses would become a selective campus	1	2	3	4	5
IDEA E: One of the 7-10 campuses would become a specialist school e.g. for sport, languages or agriculture	1	2	3	4	5

Q8. Taking everything into account, what is your preferred idea for the educational offerings for high school students in years 7-12 across the Georges River College local intake area? Is there another idea you would like to put forward?

Open text

Q9. When you think about High School, which type of school would you like to go to?

- 1.A school where my friends are going
- 2.A school where my brother(s) and/or sister(s) are enrolled
- 3.A school where both girls and boys go
- 4.A school where there are only girls
- 5.A school where there are only boys

Q10. Why do you like that type of school the most? Please write as much as you can in the space provided.

Open text

Thank you both so much for your time, your feedback is very important to us. Please be assured your answers will be anonymous.

D. Parents and Carers: Georges River College (Years 7-12) Survey

A key goal of the NSW Department of Education's current Strategic Plan is to ensure every student is engaged and challenged to continue to learn, and every student, every teacher, every leader and every school improves every year.

Thank you for your interest in this very important survey. It should take around 10-minutes to complete and your feedback will not be linked to your personal data.

To take part in this survey you must have a high school aged child (years 7-12) living with you.

It is very important that we obtain an accurate representation of community views. To this end, please make sure you only complete the survey once.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

S1. Firstly, where do you live?

- | | |
|---------------------|----------------------------|
| 1. Beverly Hills | 8.Oatley |
| 2. Carlton | 9.Peakhurst |
| 3. Hurstville | 10.Peakhurst Heights |
| 5. Hurstville Grove | 11.Penshurst |
| 5. Kingsgrove | 12.Riverwood |
| 6. Lugarno | 13.Other suburb (write in) |
| 7. Mortdale | |

S2. How long have you lived in this area for?

- 1.Less than 1 year
- 2.1-3 years
- 3.4-6 years
- 4.7-10 years
- 5.More than 10 years

The rest of this survey will focus on why you choose the high school you did for your child and to get your feedback on some ideas for high schools in your area.

To take part **your child must currently attend one of the following schools** -

- Georges River College, Peakhurst Campus,
- Georges River College, Penhurst Girls Campus,
- Georges River College, Hurstville Boys Campus or
- Georges River College, Oatley Senior Campus.

If you have more than one high school aged child attending these schools, please **focus on your youngest high school aged child in answering the survey.**

S3. In which school year is your youngest high school aged child currently enrolled?

1. Year 7
2. Year 8
3. Year 9
4. Year 10
5. Year 11
6. Year 12
7. I don't have a High School aged child

S5. Which high school is your child currently enrolled at?

1. Georges River College, Hurstville Boys Campus
2. Georges River College, Oatley Senior Campus
3. Georges River College, Peakhurst Campus
4. Georges River College, Penshurst Girls Campus
5. Another school not listed here

S5. What gender is your youngest high school aged child?

1. Male
2. Female

Thank you for that. We would like to ask you some questions about the high school your youngest high school aged child attends.

Q1. What specifically encouraged you to apply for your child to be enrolled at that high school?

Open text

Q2. I would like you to think back to when you were considering the selection of a high school for your youngest high school aged child. How important were the following your decision-making?

	Not important	Slightly important	Important	Very important
It was close to my home	1	2	3	4
The gender mix - co-educational or single sex	1	2	3	4
The type of school - government vs non-government	1	2	3	4
Where your other children were enrolled	1	2	3	4
Where your child's friends were enrolling	1	2	3	4
The educational offerings at the school, including subject choices and extracurricular activities	1	2	3	4
The academic performance of the school	1	2	3	4
The culture and sense of community at the school	1	2	3	4

Q3. Which single factor was most important in determining the high school you selected for your child?

1. It was close to my home
2. The gender mix - co-educational or single sex
3. The type of school - government vs non-government
5. Where your other children were enrolled
5. Where your child's friends were enrolling
6. The educational offerings at the school, including subject choices and extracurricular activities
7. The academic performance of the school
8. The culture and sense of community at the school
9. Something else

We would now like to give you some information about the public high schools in the Georges River College local intake area and then ask some further questions to find out what you think.

The Georges River College campuses are a mix of co-educational (girls and boys), girls only schools and boys only schools. Most families have Peakhurst Campus (co-educational), Penshurst Girls Campus (girls only), Hurstville Boys Campus (boys only) as their designated local high school for students (7-10).

Students from the three 7-10 campuses transition to Oatley Senior Campus for years 11 and 12. This structure enables a broad range of subjects to be offered.

Q5. What are your thoughts about the educational offerings for government high school students in years 7-12 in your local area?

Open text

Q5. If you were making the choice again which type of high school would you prefer to enrol your youngest high school aged child in?

1. A single sex government school (all boys or all girls)
2. A co-educational government school (a mix of boys and girls)
3. A single sex non-government school (all boys or all girls)
4. A co-educational non-government school (a mix of boys and girls)
5. No preference

Q6. And which type of high school would you prefer enrol your youngest high school aged child in?

1. A campus for years 7-10, with a separate senior campus for years 11 and 12
2. A single campus for years 7 - 12
3. No preference

Q7. The NSW Department of Education would like to know what parents and carers think about some potential ideas for the educational offerings at the government high schools in your area.

Please look at the following ideas and rate how acceptable you think each is from your perspective.

We'd then like to ask you for any other ideas you might have for how these schools should be structured.

None of the following ideas are considered more important than others. We are just interested in your ideas about what might be possible.

	1. Completely unacceptable	2.	3. Neutral	5.	5. Completely acceptable
NO CHANGE: Keep the college structure how it is currently	1	2	3	4	5
IDEA A: Make all year 7-10 campuses co-educational and keep the senior campus	1	2	3	4	5
IDEA B: Make all campuses co-educational for years 7-12	1	2	3	4	5
IDEA C: Make all campuses for years 7-12, but keep the current gender mix	1	2	3	4	5
IDEA D: One of the 7-10 campuses would become a selective campus	1	2	3	4	5
IDEA E: One of the 7-10 campuses would become a specialist school e.g. for sport, languages or agriculture	1	2	3	4	5
Q8. Taking everything into account, what is your preferred idea for the educational offerings for high school students in years 7-12 across the Georges River College local intake area? Is there another idea you would like to put forward?					
<i>Open text</i>					

Thank you so much for your time, your feedback is very important to us. Please be assured your answers will be anonymous.

E. Georges River College Teaching Staff Survey

A key goal of the NSW Department of Education's current Strategic Plan is to ensure every student is engaged and challenged to continue to learn, and every student, every teacher, every leader and every school improves every year.

Thank you for your interest in this very important survey. It should take around 10-minutes to complete and your feedback will not be linked to your personal data.

It is very important that we obtain an accurate representation of educator views. To this end, please make sure you only complete the survey once.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

S1. Firstly, please let us know which of the following best describes your role.

1. Teaching staff at one of the Georges River College campuses
2. Teaching staff at one of the public/primary schools in the Georges River College local intake area
3. A school executive at one of the Georges River College campuses
4. A school executive at one of the public/primary schools in the Georges River College local intake area
5. Another role (please specify)

S2. How long have you been working at a school within the Georges River College local intake area?

1. Less than 1 year
2. 1-3 years
3. 4-6 years
4. 7-10 years
5. More than 10 years

S3. Which of the following best describes your employment status?

1. A full-time permanent member of staff
2. A part-time permanent member of staff
3. A temporary/casual member of staff

Q1. As you are probably aware, the high schools in the Georges River College local intake area are part of a college system, with three high school options for years 7-10 and a senior campus for years 11 and 12.

What are your thoughts and views on the educational offerings currently available to students in the Georges River local intake area?

Open text

Q2. The NSW Department of Education is undertaking consultation with students, parents, local residents and educators to explore ideas for different educational offerings for students across the Georges River College intake area

With this in mind, what are your ideas about how can we provide the best educational offerings to students in years 7-12 within the Georges River College local intake area?

Open text

Q3. The NSW Department of Education would like to know what teaching staff in primary and high schools across the Georges River College local intake area think about some potential ideas for the educational offerings for students in years 7 to 12 at high schools across the at the Georges River College local intake area.

Please look at the following ideas and rate how acceptable you think each is from your perspective.

We'd then like to ask you for any other ideas you might have for how these schools should be structured.

None of the following ideas are considered more important than others. We are just interested in your ideas about what might be possible.

	1. Completely unacceptable	2.	3. Neutral	5.	5. Completely acceptable
NO CHANGE: Keep the college structure how it is currently	1	2	3	4	5
IDEA A: Make all year 7-10 campuses co-educational and keep the senior campus	1	2	3	4	5
IDEA B: Make all campuses co-educational for years 7-12	1	2	3	4	5
IDEA C: Make all campuses for years 7-12, but keep the current gender mix	1	2	3	4	5
IDEA D: One of the 7-10 campuses would become a selective campus	1	2	3	4	5
IDEA E: One of the 7-10 campuses would become a specialist school e.g. for sport, languages or agriculture	1	2	3	4	5

Q5. Taking everything into account, what is your preferred idea for the educational offerings for high school students in years 7-12 across the Georges River College local intake area? Is there another idea you would like to put forward?

Open text

F. Former Students of Georges River College and Local General Public Survey

Please note that when programmed, the display logic of this survey affects how it is viewed to different demographics based on their responses.

A key goal of the NSW Department of Education’s current Strategic Plan is to ensure every student is engaged and challenged to continue to learn, and every student, every teacher, every leader and every school improves every year.

Thank you for your interest in this very important survey. It should take around 10-minutes to complete and your feedback will not be linked to your personal data.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

S1. Firstly, where do you live?

- | | |
|---------------------|----------------------------|
| 1. Beverly Hills | 8.Oatley |
| 2. Carlton | 9.Peakhurst |
| 3. Hurstville | 10.Peakhurst Heights |
| 5. Hurstville Grove | 11.Penshurst |
| 5. Kingsgrove | 12.Riverwood |
| 6. Lugarno | 13.Other suburb (write in) |
| 7. Mortdale | |

S2. How long have you lived in this area for?

1. Less than 1 year
2. 1-3 years
3. 4-6 years
4. 7-10 years
5. More than 10 years

S3. Which of the following age groups do you fall into?

- | | |
|-----------------|-----------------|
| Under 15 | 30-39 years old |
| 15-17 years old | 40-49 years old |
| 18-19 years old | 50-59 years old |
| 20-29 years old | 60+ years old |

S5. Which gender do you identify as?

1. Male
2. Female

S5. Which of the following apply to you?

- | | |
|---|---|
| I have children aged under 5 at home | I speak a language other than English with friends and family |
| I have children aged 5-11 at home | I identify as Aboriginal or Torres Strait Islander |
| I have children aged 12-17 at home | |
| I have children aged 18 years or older | |
| I used to attend a high school in the Georges River local intake area (the area where you currently live) | |

The rest of this survey will focus on your thoughts about the government high schools in your local area.

Q1. Which high school(s) do/did your children attend?

- | | |
|--|---|
| 1. Beverly Hills Girls High School | 7. Kingsgrove High School |
| 2. Blakehurst High School | 8. Kingsgrove North High School |
| 3. Georges River College, Hurstville Boys Campus | 9. Kogarah High School |
| 4. Georges River College, Oatley Senior Campus | 10. Punchbowl Boys High School |
| 5. Georges River College, Peakhurst Campus | 11. Sir Joseph Banks High School |
| 6. Georges River College, Penshurst Girls Campus | 12. A different high school (please write in) |

Q2. Which high school(s) did you attend?

- | | |
|--|---|
| 1. Beverly Hills Girls High School | 7. Kingsgrove High School |
| 2. Blakehurst High School | 8. Kingsgrove North High School |
| 3. Georges River College, Hurstville Boys Campus | 9. Kogarah High School |
| 4. Georges River College, Oatley Senior Campus | 10. Punchbowl Boys High School |
| 5. Georges River College, Peakhurst Campus | 11. Sir Joseph Banks High School |
| 6. Georges River College, Penshurst Girls Campus | 12. A different high school (please write in) |

Q3. What year did you finish high school?

Write in year

Q5. Thinking back to your time at Oatley Senior Campus. How important were the following aspects in helping you feel you had made the best choice for your year 11 and 12 schooling?

	Very important	Important	Slightly important	Not important
It is close to my home	4	3	2	1
The gender mix - co-educational or single sex	4	3	2	1
The type of school it is - government vs. non-government	4	3	2	1
Where your siblings were enrolled	4	3	2	1
Where your friends were applying to	4	3	2	1
The educational offerings at the school, including subject choices and extra-curricular activities	4	3	2	1
The academic performance of the school	4	3	2	1
The culture and sense of community at the school	4	3	2	1

Q5. Which single factor was most important in helping you feel you had made the best choice for your year 11 and 12 schooling?

1. It was close to my home
2. The gender mix - co-educational or single sex
3. The type of school - government vs non-government
5. Where your other children were enrolled
5. Where your child's friends were enrolling
6. The educational offerings at the school, including subject choices and extracurricular activities
7. The academic performance of the school
8. The culture and sense of community at the school
9. Something else

Q6. If you had your time again, which option would you have preferred for your year 11 and 12 schooling?

1. To have been able to remain at my year 7-10 high school for years 11 and 12
2. To have transitioned to a dedicated senior campus like Oatley Senior Campus
3. No preference

G. Wider General Public Survey

Please note that when programmed, the display logic of this survey affects how it is viewed to different demographics based on their responses.

A key goal of the NSW Department of Education's Strategic Plan is to ensure every student is engaged and challenged to continue to learn, and every student, every teacher, every leader and every school improves every year.

Thank you for your interest in this very important survey. It should take around 10-minutes to complete and your feedback will not be linked to your personal data.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

S1. Firstly, where do you live?

Please write in your postcode

S2. Which of the following age groups do you fall into?

Under 15	30-39 years old
15-17 years old	40-49 years old
18-19 years old	50-59 years old
20-29 years old	60+ years old

S3. Which gender do you identify as?

1. Male
2. Female

S5. Which of the following apply to you?

I have children aged under 5 at home	I speak a language other than English with friends and family
I have children aged 5-11 at home	I identify as Aboriginal or Torres Strait Islander
I have children aged 12-17 at home	
I have children aged 18 years or older	
I used to attend a high school in the Georges River local intake area (the area where you currently live)	

Q1. You indicated that you have a child aged under 12 years old at home. Which type of high school would you prefer that child to attend? If you have more than one child aged under 12, please just think about the child that will start high school soonest.

A single-sex government high school	A selective non-government high school
A co-educational government high school	A specialist government high school (a school that focuses on a specific area of education e.g. arts, sport, languages etc)
A single-sex non-government high school	A specialist non-government high school (a school that focuses on a specific area of education e.g. arts, sport, languages etc)
A co-educational non-government high school	
A selective government high school	

Q2. Thinking about the same child, how important are the following factors in helping you decide which high school to send your eldest Year K-6 child to?

	Very important	Important	Slightly important	Not important
It is close to my home	4	3	2	1
The gender mix - co-educational or single sex	4	3	2	1
The type of school it is - government vs. non-government	4	3	2	1
Where your other children are enrolled	4	3	2	1
Where your child's friends were enrolling	4	3	2	1
The educational offerings at the school, including subject choices and extra-curricular activities	4	3	2	1
The academic performance of the school	4	3	2	1
The culture and sense of community at the school	4	3	2	1

Q3. Which of these factors is likely to be most important from your perspective?

1. It was close to my home
2. The gender mix - co-educational or single sex
3. The type of school - government vs non-government
5. Where your other children were enrolled
5. Where your child's friends were enrolling
6. The educational offerings at the school, including subject choices and extracurricular activities
7. The academic performance of the school
8. The culture and sense of community at the school
9. Something else

Q5. You indicated that you have a child between the ages of 12 and 15 years at home. Which type of high school do they attend? If you have more than one child aged between 12 and 15 years, please think about the child that started high school most recently.

A single-sex government high school	A selective non-government high school
A co-educational government high school	A specialist government high school (a school that focuses on a specific area of education e.g. arts, sport, languages etc)
A single-sex non-government high school	A specialist non-government high school (a school that focuses on a specific area of education e.g. arts, sport, languages etc)
A co-educational non-government high school	
A selective government high school	

Q5. Thinking about the same child, how important were the following factors in your decision about where to enrol them?

	Very important	Important	Slightly important	Not important
It is close to my home	4	3	2	1
The gender mix - co-educational or single sex	4	3	2	1
The type of school it is - government vs. non-government	4	3	2	1
Where your other children are enrolled	4	3	2	1
Where your child's friends were enrolling	4	3	2	1
The educational offerings at the school, including subject choices and extra-curricular activities	4	3	2	1
The academic performance of the school	4	3	2	1
The culture and sense of community at the school	4	3	2	1

Q6. Which of these factors is likely to be most important from your perspective?

1. It was close to my home
2. The gender mix - co-educational or single sex
3. The type of school - government vs non-government
5. Where your other children were enrolled
5. Where your child's friends were enrolling
6. The educational offerings at the school, including subject choices and extracurricular activities
7. The academic performance of the school
8. The culture and sense of community at the school
9. Something else

Q7. You indicated that you have a child aged 16 years or older at home. Which type of high school did they attend from year 7 to 10? If you have more than one child aged 16 years or older, please think about the child that turned 16 most recently.

A single-sex government high school	A selective non-government high school
A co-educational government high school	A specialist government high school (a school that focuses on a specific area of education e.g. arts, sport, languages etc)
A single-sex non-government high school	A specialist non-government high school (a school that focuses on a specific area of education e.g. arts, sport, languages etc)
A co-educational non-government high school	
A selective government high school	

Q8. Thinking about the same child, which type of school are/were they studying at for years 11 and 12?

At the same school they attended for years 7-10	They transitioned to a single-sex government senior campus for years 11 and 12
They transitioned to a co-educational government senior campus for years 11 and 12	They transitioned to a single-sex non-government senior campus for years 11 and 12
They transitioned to a co-educational non-government senior campus for years 11 and 12	Another type of school
	They are not completing years 11 and 12

Q9. Thinking about the same child, how important were each of the following aspects in determining which high school you enrolled your child at for years 11 and 12?

	Very important	Important	Slightly important	Not important
It is close to my home	4	3	2	1
The gender mix - co-educational or single sex	4	3	2	1
The type of school it is - government vs. non-government	4	3	2	1
Brothers and sisters were enrolled there	4	3	2	1
Friends were enrolled there	4	3	2	1
The educational offerings at the school, including subject choices and extra-curricular activities	4	3	2	1
The academic performance of the school	4	3	2	1
The culture and sense of community at the school	4	3	2	1

Q10. Which of these factors is likely to be most important from your perspective?

1. It was close to my home
2. The gender mix - co-educational or single sex
3. The type of school - government vs non-government
5. Brothers and sisters were enrolled there
5. Friends were enrolled there
6. The educational offerings at the school, including subject choices and extracurricular activities
7. The academic performance of the school
8. The culture and sense of community at the school
9. Something else

Q11. You indicated that you completed year 12 at a NSW government high school. Which type of high school did you attend from year 7 to 10?

A single-sex government high school	A selective non-government high school
A co-educational government high school	A specialist government high school (a school that focuses on a specific area of education e.g. arts, sport, languages etc)
A single-sex non-government high school	A specialist non-government high school (a school that focuses on a specific area of education e.g. arts, sport, languages etc)
A co-educational non-government high school	
A selective government high school	

Q12. Which type of high school did you study at for years 11 and 12?

I continued at the same school I attended for years 7-10	I transitioned to a single-sex senior campus for years 11 and 12
I transitioned to a co-educational senior campus for years 11 and 12	Another type of school

Q13. Thinking back to your time at high school, how important were each of the following aspects in helping you feel you had made the best choice for your year 11 and 12 schooling?

	Very important	Important	Slightly important	Not important
It is close to my home	4	3	2	1
The gender mix - co-educational or single sex	4	3	2	1
The type of school it is - government vs. non-government	4	3	2	1
Brothers and sisters were enrolled there	4	3	2	1
Friends were enrolled there	4	3	2	1
The educational offerings at the school, including subject choices and extra-curricular activities	4	3	2	1
The academic performance of the school	4	3	2	1
The culture and sense of community at the school	4	3	2	1

Q15. The NSW Department of Education is interested in exploring community views on how government high schools should be structured in NSW. For example, the ages and gender mix of students that you might prefer to see at schools for children in year 7 through to year 12. In a number of locations in NSW a 'college' system operates, where students attend one government high school for years 7 - 10 (selected from potentially three options in their area) and will then transition to a single, senior, co-educational campus for years 11-12. This college system enables a broad range of educational opportunities to be offered to students in years 11-12. In other locations there might be a single government high school campus for years 7 through to 12. With this in mind, what do you think of the following ideas about government high schools in NSW?

	1. Completely unacceptable	2.	3. Neutral	5.	5. Completely acceptable
Single-sex schools for years 7-10 with a co-educational senior campus for students in years 11-12	1	2	3	4	5
Co-educational schools for students in years 7-10 and a co-educational senior campus for students in years 11 - 12	1	2	3	4	5
Separate co-educational schools for students in years 7-12	1	2	3	4	5
Separate single-sex schools for years 7-12	1	2	3	4	5

Q15. For schools in a college system, schools available for students in years 7-10 could offer different learning experiences and environments for students. For example:

- **Gender mix: One of the schools could be a boys' school, another a girls' school and one could be co-educational;**
- **Selective: One school could be a selective school/have a selective stream; and/or**
- **Specialist: One school could specialise in an area such as arts, languages or sport.**

With this in mind, how acceptable do you feel the following ideas are for students in years 7-10 in government high schools in a college system in NSW?

	1. Completely unacceptable	2.	3. Neutral	5.	5. Completely acceptable
A mix of co-educational and single-sex schools	1	2	3	4	5
One school could be a selective school/have a selective stream while the others are not	1	2	3	4	5
One school could be a specialist school (e.g. arts, sport, languages) while the others are not	1	2	3	4	5

Q16. What if any further feedback would you like to provide on this topic?

Open text

Thank you so much for taking part in this survey.

H. Submissions Received

Date Received	How it was received	Stakeholder	Full submission
22/8/22	Email	Parent	<p>Thank you for the opportunity to complete this survey. I note that the survey language, questions and layout are somewhat difficult to understand, and this may affect the diversity of people who complete it.</p> <p>I imagine it would be difficult for a person who is not familiar with the NSW secondary education system, or who has English as an additional language.</p> <p>Given that parts of the catchment areas for these schools have very culturally diverse residents, please ensure that you take this into account when you do the analysis of the survey.</p>
25/8/22	Phone call	High School Parent	<p>Phone call was received via the project phone line regarding the lack of options for gender identity within the student, parent and carer surveys.</p>
26/8/22	Email	Teacher	<p>Dear Alex & Team,</p> <p>It was great to meet you at Penshurst Girls yesterday. I am writing as the Federation Representative at Georges River College Penshurst Girls Campus.</p> <p>In 2019, members of staff at our school engaged in a survey regarding our current 7-10 school structure, and college model. As we are currently in the process of community consultation and engagement, I would like to provide you with additional feedback (attached) from our staff.</p> <p>This survey was also conducted by Georges River College Peakhurst Campus, and Georges River College Hurstville Boys Campus in 2019 (survey results from their staff are with their respective schools).</p> <p>The years following 2019 (2020 & 2021 - COVID) put on hold our local campaign for our campuses to become 7-12 schools, with the existing gender mix. We worked closely with our Federation local organiser to attempt to bring about a change in the current model. This survey was created as a result of students, families and staff at the three middle campuses expressing concerns and frustrations about the middle school and college model, and its impact on students and staff.</p> <p>Please see attached feedback for your information. I would like this to be taken into consideration as additional feedback as part of this consultation and engagement process.</p>
2/9/2022	Email	Primary School Parent	<p>I just completed the survey. I only have one child but I hear the talk of the George's River having one of the worst High School options in Sydney.</p> <p>It's unsatisfactory that Council / Govt can't provide a decent co-sex high school from 7-12 in my catchment area. Your forcing parents to send their kids to the shire if they can't afford expensive private school fees. Even private options are miles and miles away. Happy to be involved in the consultation.</p>

Date Received	How it was received	Stakeholder	Full submission
2/9/22	Email	Teacher	<p>Hi, I would like to add some important points that were not mentioned at yesterday's consultations at Peakhurst.</p> <p>Our current model does not allow students to continue their studies along certain continuums due do staffing specialty and campus resources. For examples Agriculture Technology and Marine and Aquaculture Technology is offered as elective at 2/3 junior campuses yet not offered at Oatley as the stage 6 equivalent. See attached image.</p> <p>The first standard of teaching states "know your students and how they learn". Our current model hinders this standard as the process of knowing students restarts when students start stage 6 at a new campus.</p>
7/9/22	Email	High School Parent	<p>Good morning Fiona, Alex and Georgia,</p> <p>My mind kept clicking over after the consultation last night and I have another suggestion for campus setup.</p> <p>Take a leaf out of my high school when they ran out of room with 1200 students. Make all lessons, lunch, and recess the same length (for us that was 40 mins), juniors ate first, then seniors the next period.</p> <p>You can then make Peakhurst, Hurstville, and Peshurst 7 - 12, while protecting younger children from older.</p> <p>Make the Oatley campus a multi-selective school for all gifted students regardless of their interests; academic, languages, sport etc.</p> <p>That leaves students like my son with special needs. I know when Kyle was going through there was a unit at Peakhurst, Hurstville (I'm guessing there's a unit at Peshurst - but I don't know for sure) and then seniors at Oatley. If resources were pooled to one co-ed 7 - 12 campus and run the way Priscilla Villae ran Oatley, as a parent, I can imagine that working very well; but Priscilla / her colleagues would know much better than me. The age gap with special needs students may not have the same impact with each other that it can with neurotypical (NT) students.</p> <p>Schools could also stagger start and finish times.</p> <p>I do still feel parents/children should have the choice of same sex or co-ed school (for NT students), but with population growth the way it is, it's probably only a matter of time until a new Georges River College campus will be needed.</p> <p>Food for thought.</p> <p>Thx A</p>
9/9/22	Email	Parent	<p>Just some feedback. Felt like the diagram wasn't that clear regarding the selective and specialist school option. Are they only 7-10 and then Oatley for 11-12, or will that be a 7-12 option? Think a little more detail would help.</p>

Date Received	How it was received	Stakeholder	Full submission
11/9/22	Email	Parent	<p>There are so many parents and groups that think Georges River College schools are no good.</p> <p>This is such a shame and its up to the DoE and the principals to change this perception with highly engaging programs and a sense of belonging. So many students don't take pride in their education and this is obvious from how they represent themselves in the community.</p> <p>Shake it all up so that all schools in the area can improve. It takes strong and visible leadership.</p>
16/9/22	Email	High School Parent	<p>Hi, Thankyou for reaching out to the community for feedback on upcoming changes to local high schools. We are VERY lucky to currently be spoilt no matter where we live or what catchment our Primary schools are beyond excellent. Unfortunately the same feeling is not felt about local high schools and this more than anything needs to be improved and changed. This may be due to old feelings from when locals who are now parents have about the schools, it may be due to unknown academic excellence at the schools or opportunities that can be reached at the schools with varying courses being offered. In my opinion a community event such as a fair, night markets or Christmas markets can be a great first step in the right direction to improving the overall impression we parents have of the high schools.</p> <p>Thank you again for reaching out to the community.</p>
23/9/22	Email	High School Parent	<p>Hello Georges River College Consultation Team.</p> <p>Thank you for the opportunity to provide feedback on the potential for new learning models in our area.</p> <p>I'd like to add support to having choice for families through a 7-12 girls, boys and co-ed campuses. My daughter has many friends at Penshurst Girls (at least 4 in her friend group) who identifies by he and/or they pronouns and changed their names. Whilst this was known among the school friends, it was not utilised at home or with teachers. These children reported feeling safe to identify by an alternative pronoun in the single sex girls school. One parent informed me that her daughter (known as "he" among friends), had the choice of Peakhurst co-ed but chose the girls school. It is important that these children be allowed choice of where to learn during these formative years so that they feel safe while they navigate their lives.</p> <p>At the online consultation, some parents expressed negative feelings of selective school education. I would like to add our experience of our child who was offered an OC placement. Previous to the OC placement, our child was disinterested in school and reported being bored. This year in the new OC class, our child would come home excited to tell us what he'd learnt. He'd asked the teacher if he could bring his work home to show us the things they were learning. He often reports feeling inspired and fortunate to do interesting things that furthers his understanding. He is eager to go to school and learn from the teacher and his peers.</p>

Date Received	How it was received	Stakeholder	Full submission
			<p>It is important to offer extension for children who benefit from it academically just as you would offer more specialised training for children who excel in sports or other fields. I would support having an extra enhanced school in the area for 7-12 for all these fields.</p> <p>Although ultimately prefer more funding to resource schools and employ more teachers who are trained in providing enhanced learning. This will enable children to improve their range of choices for their futures and the standards are on par with places who excel in free education like the Scandinavian countries.</p> <p>Thank you.</p>



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