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PURPOSE

This report has been compiled for the purposes of summarising and interpreting feedback and submissions received during Phase I of community engagement for the new Brighton High School. As part of the Department of Education's (DoE) commitment to meaningful and transparent community engagement, this report and its attachments will be provided to all stakeholders and available for public viewing via the *Get Involved* webpage on the DoE website.

EXECUTIVE SUMMARY

DoE has committed to undertaking extensive community engagement as part of the Building Your Future education capital works projects. The Community Initiatives team commenced delivery of a series of community engagement campaigns known as *Get Involved* on 25 October 2018. The initial phase of the *Get Involved* campaign for the new high school at Brighton ran for six weeks from 25 October to 30 November 2018.

Community engagement was initiated to achieve seven specific objectives and the campaign included advertising, direct mail outs, online survey, community workshop, project reference group, one-on-one engagement and group presentations.

A total of 142 surveys were received and 45 RSVPs (22 actual attendees) for the community workshop during the consultation phase. A project reference group comprising representatives from DoE, Brighton Council and community groups and businesses was established and met for the first time during Phase 1. A total of 13 written submissions were also received either via the Minister's office or direct to the *Get Involved* email box.

There appears to be strong support for the new high school from within the Brighton township, with three quarters of all respondents saying they would (or might) send their children to the new high school. A majority of those who responded to questions about buildings and facilities said they wanted the new high school to have a strong focus on integrated technology, with multi-purpose and flexible learning spaces and a focus on sustainability across both inside and outside areas.

More than 60 per cent of those who responded to questions about school pathways and partnerships said they wanted the new high school to have a focus on VET courses and school-based apprenticeships with local businesses and industry. There was also a strong view that teaching and learning at the high school should be based around the availability of a comprehensive curriculum offering choices and options for students. Use of technology, flexible learning techniques and innovative teaching were also considered important.

While a higher percentage of respondents said they were either neutral or in favour of co-locating the new high school with the existing Jordan River Learning Federation School Farm, there are a number of variables that must be considered in order to determine community sentiment in relation to this.

INTRODUCTION

The Tasmanian Government established a suite of initiatives to improve education outcomes across the State as part of its 2018 election commitments. The Building Your Future education initiatives contain a total of 19 capital works projects, including the construction of two new schools, four major school redevelopments and six new Early Learning Hubs.

DoE has committed to undertaking extensive community engagement as part of the Building Your Future education capital works projects. This is to allow local communities and stakeholders to have the opportunity to provide input into specific projects — ensuring a co-constructed approach to delivering capital works that improves outcomes for learners. To facilitate this, DoE established the Community Initiatives team within the Strategy and Performance Division to deliver a series of community engagement campaigns during the 2018-19 and 2019-20 financial years.

PROJECT BACKGROUND

A key capital project included in the Building Your Future initiatives is a new high school to be located in Brighton. Up to \$30 million has been committed to deliver new state-of-the-art learning facilities to cater for up to 600 Years 7-12 students.

Construction works for the new high school are expected to commence in 2022 and be completed in 2024.

In early 2018, the Brighton Council engaged its own consultant to undertake a site feasibility study to determine the Council's preferred location for the new high school. The study considered five sites within the Brighton Local Government Area (LGA) and the Council undertook some community consultation activities to test the findings.

The study recommended the new high school be co-located with the Jordan River Learning Federation School Farm on the farm's existing site in central Brighton. This recommendation was subsequently endorsed by the Brighton Council at its general meeting in August 2018.

The Council's proposal generated tension within some sectors of the community and negative media coverage.

COMMUNITY ENGAGEMENT OBJECTIVES

Community engagement activities for the new high school at Brighton were tailored to meet seven key objectives.

These were

- 1. Generate community and stakeholder feedback to inform the project design brief.
- 2. Encourage community interest in the new high school.
- 3. Capture community sentiment about the preferred location of the new high school.
- 4. Manage expectations through clear and honest communication about what can be delivered by the project and when.
- 5. Attract broader public interest in the Tasmanian public school system and awareness of the Government's investment in new public education infrastructure.
- 6. Demonstrate DoE's commitment to genuine, inclusive and accessible community engagement.
- 7. Measure community satisfaction with DoE's consultation activities.

The following activities were initiated specifically to deliver on these objectives.

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|--|---|--|--|--|--|
| Objective | Activity | | | | |
| I. Generate community and stakeholder feedback to inform the project design brief | Survey and community workshop questions were tailored specifically to solicit feedback to inform project design | | | | |
| 2. Encourage community interest in the new high school | Seek community input into how the new high school could partner with the local community and businesses via use of facilities or trainee/apprenticeship arrangements | | | | |
| 3. Capture community sentiment about the preferred location of the new high school | Add specific question in the community survey enabling respondents to provide suggestions on their preferred site. Location of high school included as a question for community workshop attendees | | | | |
| 4. Manage expectations through clear and honest communication about what can be delivered by the project and when | Develop and distribute fact sheet for the project, Presentations from Facility Services about the capital works process included as part of the community workshop and project reference group | | | | |
| 5. Attract broader public interest in the Tasmanian public school system and awareness of the Government's investment in new public education infrastructure | Develop content for social media and advertising campaign highlighting government's investment into public education infrastructure | | | | |
| 6. Demonstrate DoE's commitment to genuine, inclusive and accessible community engagement | Create dedicated <i>Get Involved</i> web presence. Deliver two rounds of community engagement for the project to maximise community participation. Arrange an Auslan translator for the Brighton Community Workshop for a hearing impaired attendee | | | | |

7. Measure community satisfaction with DoE's consultation activities

Add specific question in the community surveys around levels of satisfaction with DoE's community engagement. Create a feedback form for community workshop attendees to provide their comments about the session.

CAMPAIGN OUTPUTS

The community consultation campaign for the new Brighton High School was named *Get Involved* and launched by the Minister for Education, the Honourable Jeremy Rockcliff MP, on 25 October 2018. Phase 1 of the campaign ran for six weeks and concluded on Friday 30 November 2018. Key communication and engagement outputs of the campaign were:

- Media release by the Minister's Office on Thursday 25 October 2018 which resulted in positive articles appearing in the Hobart Mercury and the Burnie Advocate on Friday 26 October 2018.
- 43 radio advertising slots throughout the six week campaign, comprising 40 pre-recorded slots and three 'live reads' across Triple M and HIT109 radio stations.
- Three newspaper advertisements two in the Saturday Mercury and one in the Brighton Community News.
- 7133 direct mail outs to all residential and business addresses in Bagdad and the Brighton LGA
- Brighton High School project page on the DoE website
- Get Involved campaign video posted on the DoE Facebook page and Get Involved webpage
- 10 social media posts on DoE and other agency social media platforms
- Project fact sheet
- Online survey
- One community workshop held on Monday 26 November from 6.30pm at Brighton Primary School
- One Project Reference Group meeting
- Four group presentations
- 20 corflutes and 32 posters placed in the Brighton and surrounding areas
- 42 one-on-one meetings
- 29 stakeholder correspondence

PARTICIPATION

Community participation throughout phase one of consultation varied across different engagement mediums. This may be attributed to a number of factors. As a new build project, there was no existing school community with which to engage. Due to the proximity of the nearby Jordan River Learning Federation Senior School, no request was made to the school to support the engagement process for the new high school.

The Brighton Council undertook its own community consultation activities about the new high school in mid-2018 and this may have resulted in "consultation fatigue" and confusion within the local community about which level of government was delivering the project.

Due to some community tension about the potential location of the high school, it was necessary to launch the engagement campaign much earlier than normal for a capital project. As a result, some community members (particularly parents of children currently in or nearing the end of their primary school education) may have been less motivated to participate in consultation for a new high school that will not open its doors until 2025.

Survey

A total of 142 unique online surveys were received

Community workshop

A total of 45 RSVPs were submitted for the community workshop, with 22 actually attending the event

Reference group

A total of 11 attendees, representing eight different agencies attended the first meeting of the Community Reference Group.

Written submissions

A total of 13 written submissions were received.

WHAT WE HEARD

The primary vehicles for soliciting responses from consultation participants were the online survey, the community workshop, the project reference group and direct conversations with community members and stakeholders. All included the same types of questions to ensure consistency across the different mediums. These questions were framed to elicit responses that could ultimately inform the development and design of the new high school. The questions were based on the following topics:

- Buildings and spaces
- Teaching and learning
- Location of the high school
- Community partnerships/use of assets or resources
- Business/industry partnerships.
- Student career/further education pathways

get involved

Additional questions were added to the survey and the community workshop for the purposes of identifying:

- Respondent demography
- DoE community engagement satisfaction
- Get Involved campaign reach
- Intent to enrol
- Interest in receiving further correspondence about the project

COMMUNITY REFERENCE GROUP

A Community Reference Group was established for the new Brighton High School. The purpose of this group was to contribute ideas and recommendations for the project during the community engagement process. The group's membership and terms of reference were endorsed by the Minister and comprised representatives from key stakeholder agencies and local groups. The reference group was tasked with:

- Considering the project and its relationship to each member's particular group or sector and contributing input on its behalf.
- Becoming an advocate for broad participation in the consultation process within relevant groups or sectors.
- Exploring opportunities for collaboration between the new school and each member's group or sector.
- Considering project-related issues and contribute potential solutions.
- Reviewing concept plans as they are developed and providing feedback.

Membership of the Community Reference Group was:

- Angela Miezitis (Chairperson) Principal Brighton Primary School
- Tarra Downham School Association Chair Brighton Primary School
- Sandy Menadue, Principal Jordan River Learning Federation Senior School
- Justin Abrahams, Manager Bridgewater PCYC
- Jenny Blackburn, Rotary Club of Brighton
- Ron Sanderson, General Manager Brighton Council
- Mark Boonstra, Workskills Impact Communities
- Duncan Bull, Store Manager Roberts Ltd
- Scott Donaghy Owner/Manager Brighton Bakehouse
- Todd Williams Director Facility Services Department of Education

The Community Reference Group met for the first time on 16 November 2018. At this meeting, members were asked to consider three adjectives or a metaphor to describe their vision for the new high school. Each member wrote their ideas individually and shared with three others closest to them for discussion.

The vision concepts provided by reference group members were:

- Flexibility / engaging spaces / vibrant
- Sustainability / ecological leader
- Community connections
- Communal spaces
- Innovative / creative / fun
- Connection / belonging / advancement
- Complementary / point of difference

The reference group convened for its second meeting on Friday 15 February 2019. Although this meeting was held subsequent to the completion of Phase I of community engagement, the meeting minutes and outputs from both meetings are included as an attachment to this report.

SURVEY

A total of 142 unique surveys were received during the six week consultation phase. The survey was web-based using the Formstack online data collection system which users accessed via the *Get Involved* page on the DoE website. Hard copy surveys were also made available to stakeholders upon request.

Response summary

- 49 per cent of respondents were from the Brighton township while 51 per cent were from outside the
- The top five responses in relation to buildings and infrastructure were: sporting facilities (including ovals, soccer grounds or indoor facilities); arts facilities (including performing arts centre); swimming pool; gym; kitchen/cooking facilities.
- 56 per cent of respondents said they would send their child to the new high school, 17 per cent they might send their child to the new high school, and 21 per cent said they would not be sending children to the new high school.
- The top five responses in relation to career/tertiary pathways were: school-based apprenticeships; work experience with local businesses; VET courses; agriculture pathways; university pathways.
- The top five responses in relation to teaching and learning at the new high school were: flexible learning; trade skills; life skills; teacher specialisations; special needs.
- The top five responses in relation to community partnerships and use of school assets were: use of sporting facilities; use of swimming pool; use of gym; use of kitchen/café/cooking facilities; use of school hall/auditorium.
- 21 per cent of respondents said they would like to see the new high school built on the existing school farm site, 51 per cent were neutral, nine per cent specifically suggested other sites and 19 per cent said they did not want the high school to be built on the school farm site.
- In the free text field, the five most common responses were; requests to deliver project sooner; statements of support; statements of opposition; preferred location of high school; and enrolment priority be given to Brighton children.
- 42 per cent of respondents said they were satisfied with DoE's community engagement performance, 48 per cent were neither satisfied nor dissatisfied, while 10 per cent were dissatisfied.

- The top three ways respondents heard about the Get Involved campaign were advertising, social media, and school channels.
- 84 per cent of respondents said they would like to receive further information about the project; 16 per cent said they would not like to receive further information.

WORKSHOP

A community workshop was held at the Brighton Primary School on Monday 26 November 2018 from 6.30pm-8pm. The workshop was promoted via social media posts through the primary school, direct contact with local businesses and residents, the DoE website, and reference group membership networks. Registration to attend the workshop was via the *Get Involved* page on the DoE website. A total of 45 RSVPs were received, while only 22 actually attended the workshop.

The workshop format comprised the following:

- Welcome and background to project
- Overview of capital works processes and timeframes
- Establishment of scope of community consultation (negotiables and non-negotiables)
- Workshop session (attendees were seated in small groups around six tables. Groups were asked to:
 nominate a table scribe; consider a range of topic questions provided to them and make a list of
 suggestions based on these; prioritise their table's suggestions using coloured sticker dots (priority dots) as
 either critical, important or nice to have; prioritise the suggestions of other tables using the priority dots;
 raise any other issues or matters of importance; and finally, rate the effectiveness and value of the
 session).
- When applying the priority dots, each individual was allowed to assign only one green (critical), one blue (important) and one orange (nice to have) dot to a suggestion on their own table and to a suggestion on each of the other five tables. This was to push individuals to make decisions on which ideas were the most important to them and, by doing so, identify response trends.
- It was noted that some individuals on tables were applying more than their allocated dots to some suggestions, resulting in some anomalies in the total number of dots applied

Response summary

- The top five building and infrastructure features considered most critical were: Incorporated technology; sustainability/use of indoor and outdoor spaces; low-rise buildings; arts and drama facilities; good lighting/disability access/open spaces.
- The local business partnership(s) considered most critical for the new high school was VET courses.
- The top two community partnerships considered most critical were school-based apprenticeships and a Child and Family Centre.
- The top three teaching and learning approaches considered most critical were: diverse curriculum opportunities; use of technology; and flexible learning supported by flexible spaces.
- The top three responses considered most critical on community use of school assets were: learn to drive track for Years 11 and 12; after hours community access; and use of playgrounds.
- The preferred location of the high school as a critical issue was: Jordan River LF School Farm site (19); other sites (16).
- The two most-discussed general issues were: out-of-area enrolments and project delivery timeframes.

WRITTEN SUBMISSIONS

In the lead up to and during Phase 1 of community engagement, a total of 13 submissions* were received directly related to development of the high school.

Response summary

Eight were related to the location of the new high school; two were related to the types of facilities or resources provided by the high school; one was related to the high school's intake area; one was about the reference group membership; one was about the consultation process.

* Eight of the written submissions received were related to co-location of the high school with the Jordan River Learning Federation School Farm, and these have also been included in the Community Engagement Phase I Outcomes Report for that project.

WHAT WE LEARNED

The first phase of community engagement for the new high school proposed for Brighton has provided a range of learnings that may help inform the design, teaching and learning, and community associations with the new school. It is acknowledged there exists a level of subjectivity in the interpretation of the data collected. However, best efforts have been made to ensure objectivity in this interpretation.

COMMUNITY SENTIMENT

Data collected via the Get Involved campaign surveys, workshop, the reference group, and written submissions provides a snapshot of community sentiment in relation to the new high school proposed for Brighton. In addition to this data, anecdotal sentiment was also captured via the direct stakeholder engagement undertaken by the Get Involved team.

- There appears to be strong support for the new high school from within the Brighton township community, with three quarters of all respondents saying they would (or might) send their children to the new high school.
- Through direct interactions with stakeholders and the free text field in the survey, the single-most common general response was that stakeholders wanted the new high school to be built as soon as possible.
- A majority of those who responded to questions about buildings and spaces said they wanted the new high school to have a strong focus on integrated technology, with multi-purpose and flexible learning spaces and a focus on sustainability across both inside and outside areas.
- A majority of those who responded to questions about school pathways and partnerships said they wanted the new high school to have a strong focus on VET courses and school-based apprenticeships offered in partnership with local businesses.
- A majority of those who responded to questions about teaching and learning at the new high school said they wanted this to be based around the availability of a comprehensive curriculum offering choices and options for students. Use of technology, flexible learning techniques and innovative teaching were also considered important.
- A majority of those who responded to questions about community use of school assets said they wanted the high school to have extensive exterior and interior sporting facilities and that these should be made available for community use. Performing arts facilities and auditorium were also considered important.

- A majority of respondents wanted the new high school to be aesthetically pleasing and in keeping with the local community.
- A minority of survey respondents said they felt the new high school was not needed, with the greater majority of these respondents residing outside the Brighton township.
- While statistically low in terms of overall responses, some respondents perceive there to be a 'class divide' between those living in Brighton and those living in the greater Brighton LGA. This appears to support perceptions about the reputation of the Jordan River Learning Federation Senior School, with some respondents seeking enrolment priority at the new high school for those living in Brighton. Other respondents requested the intake area for the new high school include the greater LGA area to allow students currently attending the Jordan River Learning Federation Senior School to enrol at the new high school if it was perceived to be a better school.
- The reasons those that expressed opposition to the new high school gave were; they felt demand did not warrant a new high school citing low enrolment numbers at the Jordan River Learning Federation Senior School; that building a new high school in Brighton would attract the same social/reputational issues perceived to be at the other high school; were opposed due to the perceived threat the high school posed to the current operations of the Jordan River Learning Federation School Farm.
- A number of variables must be considered in order to assess community sentiment in relation to a potential co-location of the new high school with the existing Jordan River learning Federation School Farm. These include:
 - a) The number of respondents as a sample size against the overall population of the Brighton LGA is small.
 - b) Survey responses considered neutral included those who either said they did not care or did not provide a response to this question.
 - c) Responses that specifically nominated an alternate site for the high school were not counted as against a co-location, but as a separate category. It could be argued that both categories should be counted together as against.
 - d) The community survey for the Jordan River Learning Federation School Farm didn't contain a specific question seeking sentiment about co-location with the new high school, so as to not discourage respondents from providing meaningful input on the upgrade of the school farm. However, approximately one third of respondents to that survey did express opposition to co-location with the high school or a desire to maintain the current land size for existing, extended or new school farm operations. It could be argued that for the purposes of determining sentiment about co-location, responses to both surveys should be counted together.
 - e) A small number of respondents were identified as having completed both the Brighton High School and School Farm surveys. For the purposes of determining sentiment on co-location, these were counted only once.
- Sentiment analysis on co-location of the new high school with the school farm was 72 per cent either neutral or in favour compared with 28 per cent either opposed or having preference for an alternate location for the high school. Taking into consideration points (c) and (d) above, the ratio is approximately 60 per cent neutral or in favour of co-location versus 40 per cent against. This ratio is relatively consistent with the community workshop responses to the same question (56 per cent in favour to 44 per cent against).
- In determining sentiment in relation to any potential co-location of the new high school with the school farm, it is recommended this report be considered in conjunction with the Community Engagement Phase I Outcomes Report for the Jordan River Learning Federation School Farm.

NEXT STEPS

Following completion of Phase I of community engagement for the new Brighton High School, a second round of engagement is proposed in 2019-20. This second round will support the public release of a concept master plan for the high school together with a fact sheet addressing aspects of the concept master plan.

At the conclusion of the second round of consultation, a final outcomes report will be prepared and made publicly available.

This Outcomes Report will be considered as part of the development of the Project Brief for the new high school. Development of the Project Brief, including a decision on the preferred site for the high school, is expected to be completed by mid-2019.

ATTACHMENTS

Attachment I – Phase I Community Engagement Response Analytics

Attachment 2 – BHS Community Reference Group Meeting Minutes 16 November 2018

Attachment 3 – BHS Community Reference Group DRAFT Meeting Minutes 15 February 2019

Attachment 4 – BHS Community Reference Group Vision Realisation Workshop 15 February 2019



Attachment I

Phase I Community Engagement Response Analytics Brighton High School





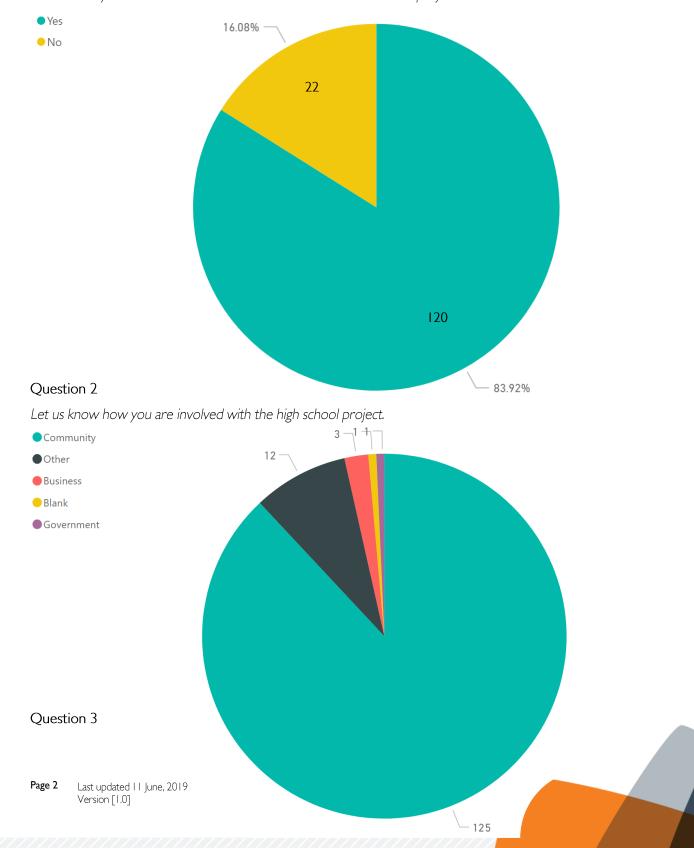
PHASE 1 COMMUNITY ENGAGEMENT ANALYICS

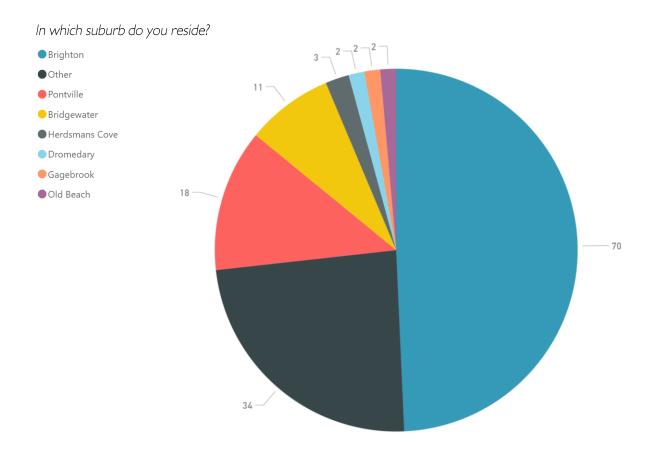
SURVEY

Survey responses defined as "other" were either as a result of ticking the 'other" field or were perceived to be not related to the question topic. These were then captured in other related response fields or as 'free text' general responses to Question 12.

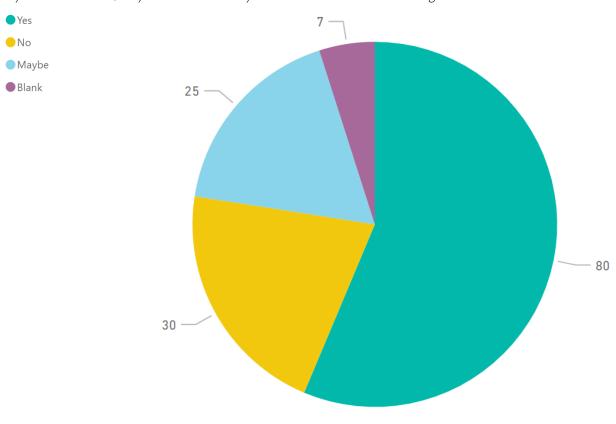
Question I

Please tick if you would like to receive further information about the project.

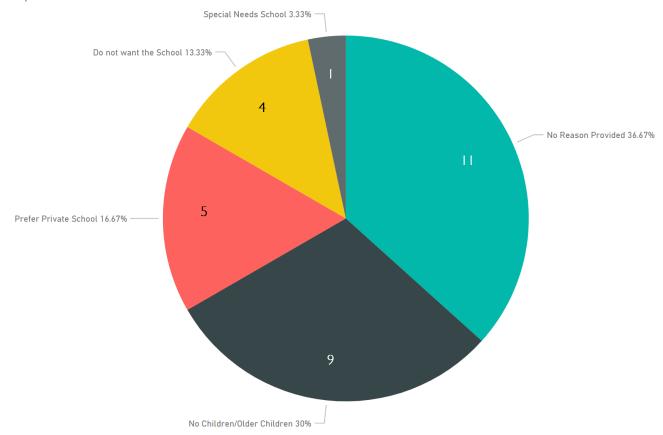




If you have children, do you intend to send your child/children to the new high school?

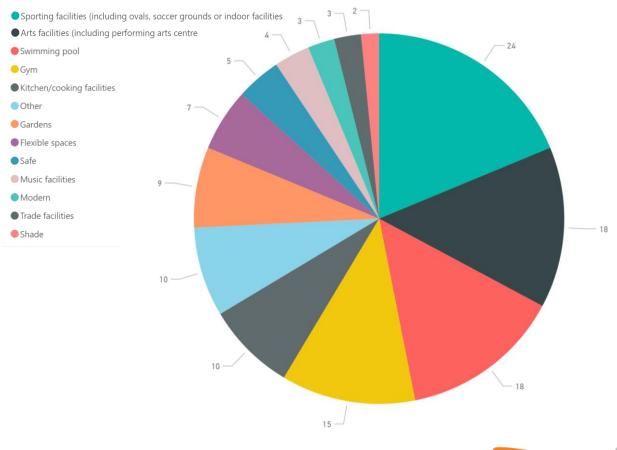


"No" respondents' rationale



Question 5

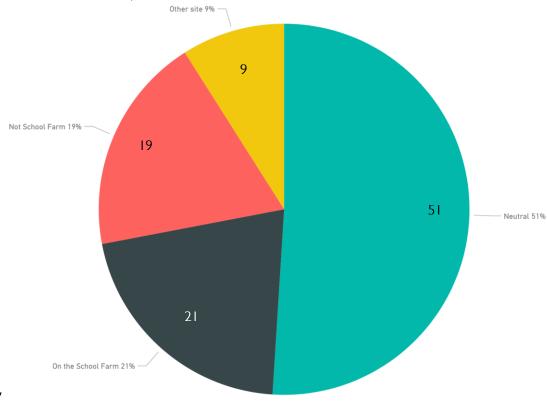
Please list any particular features (e.g. types of buildings or spaces) you would like to see at the new school



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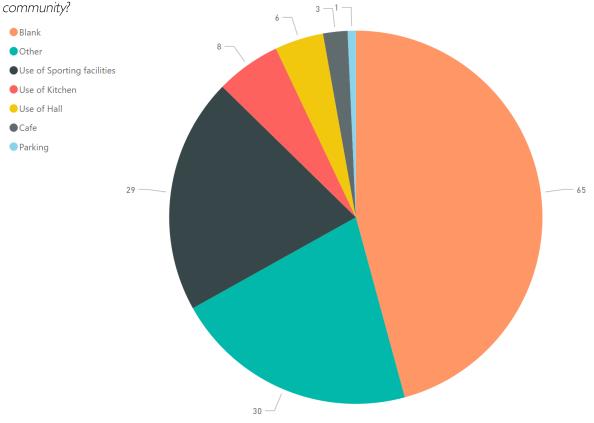
Question 6

Is there a particular site or location you would like to see the new school built?

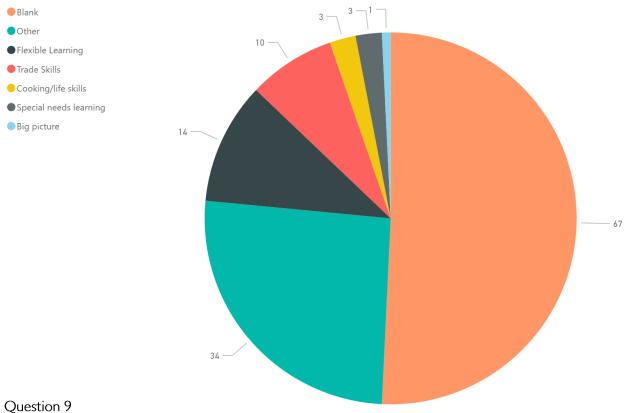


Question 7

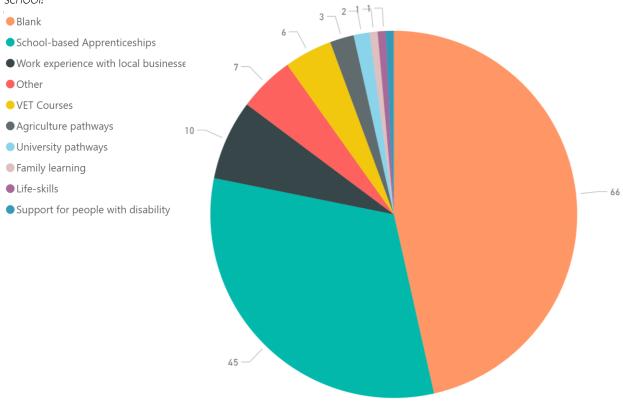
Are there any particular high school assets, resources or activities you would like to see made available to the



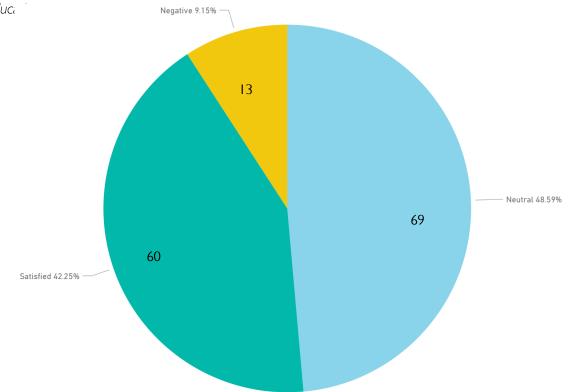
Are there any particular teaching or learning approaches you would like to see for the new high school?



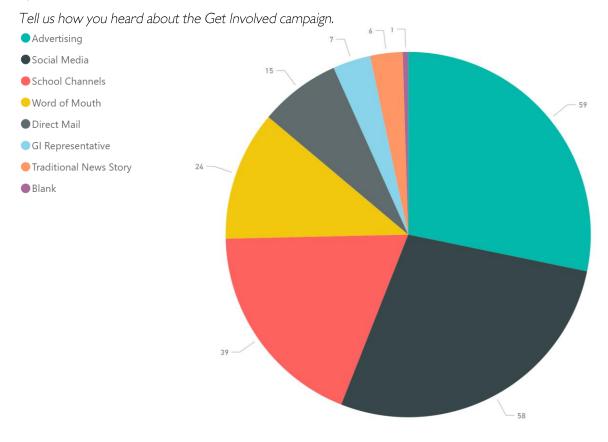
Are there any specific pathways or community partnerships you would like to see established with the new high school?

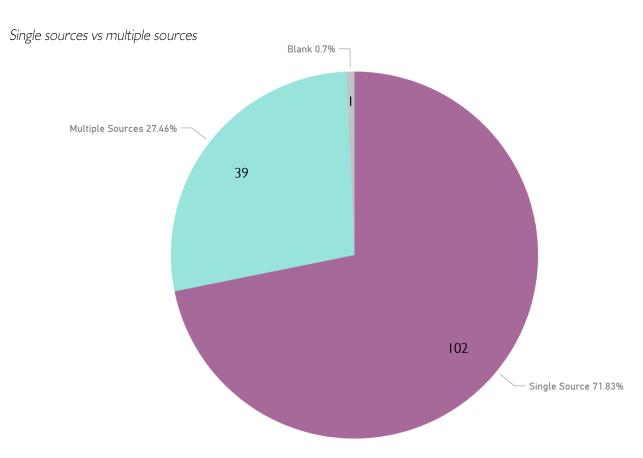


To help us improve our activities, tell us how satisfied you are with the level of community consultation by the Department of Educi Negative 9.15% —



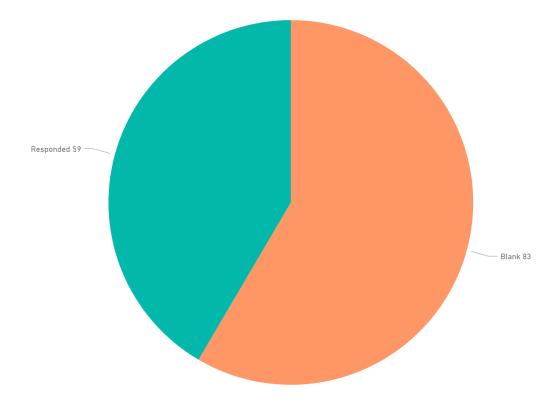
Question 11





Question 12

Do you have any other suggestions or comments on the new high school? (free text field)



Question 12 free text responses

General statements

Yes I'd love a job in the office as administration, school clerk or receptionist $\widehat{\omega}$

The community will not be on board unless the school farm has access to new land to put the extra animals. There is an element against it for these reasons alone & are very ill-informed, perhaps even presenting at the Parents & Friends meeting at the primary school. Community members like myself really want this school.

As a past teacher, I would just like to say that the Department of Education works wonders with the funding and staffing it is allocated. There is a significant need throughout Tasmania to continue to develop our children's literacy, numeracy and life-skills. I hope the construction of a Brighton High School coincides with strong support for the educators and school leaders who will be the heart of this school.

It would benefit the growing community as other high schools are getting over crowded, and my only next option would have to be private again!

If it's up and running in 5 years time that's all we want.

I think this is great idea and be good to look into a lot sporting and vet programs

Can't wait to see it be built

I think having a high school in the Brighton area is a wonderful idea. By the time the new one is done and open, my children will be about to go into high school and this would be where I would like my children to attend.

Listen to young people as they know what they need to succeed at School. Communities are not one size fits all and LOTS of consultation needed. Good luck guys, this is a great project

Please let it go ahead! If it merges with JRLF then you will lose faith with the Brighton community.

It's not needed I've been in the area for 32 years my children went out of area and even with the new high school they still will

Don't do it, the area has a bigger number of bad eggs than good. Better off keeping them diluted through every other high school in the south rather than putting them into one.

It make the Jordan River Federation School upgrades a waste of taxpayers' money as it is and will be further under utilised

It's not needed

School facilities and other considerations

I want the new school to be friendly and kind to all children

Some sort of big sister / big brother program with Year 6's orientation going into Year 7 before the end of term 4 making it an easier transition into high school the following year.

Our children were born with the technology gene and therefore are best engaged through the use of technology. Our expertise in the IT area has been formalised over our 38 years within the industry and has been further cemented by winning the 2017 international project of the year award in Amsterdam for the Department of Educations - Professional Learning Institute (PLI) in Glenorchy. We would love the opportunity to work with you on this project to ensure the utilization of technology to enhance the overall children's learning experience.

Uniforms till Grade 12 so everyone is treated equally

Secure a fair but firm Principal. Take control of this area. There is so much potential for great things, but neglected, it will fester, and kids won't see a way out.

A modern school uniform to current trends. Get their own big bus.

Safe grounds and surrounds. Ease of access. Modern practical facilities

Modern, smart facade with plenty of greenery, animals, gardens and country feel. Signage and language that is welcoming and positive. Effort to create and maintain a supportive, friendly, relaxed and encouraging atmosphere both in and around the school for students to feel safe, connected, inspired, relaxed.

Local student prioritisation

My main concern is there isn't any shopping complex eg Coles but yet we are getting a high school. There are plenty of high schools around, and the Jordan River (school) will end up not being used. Bridgewater and Gagebrook kids will be sent to Brighton limiting spots for Brighton kids - as that is why primary school is so full. Big classes are ridiculous no one on one time for kids with teacher, kids get left behind and forgotten if not smart enough per say.

Accept those students from Brighton Primary first.

The reason many parents don't want to send children to Jordan River high school is because they don't want their child falling in with the wrong crowds as such. You can't go to the local supermarket without having school aged children riding around having no respect for other people in the community when in fact they should be at school. Some parents care about the future and education of their child, others don't. Maybe start by breaking the cycles with the parents.

Offer students in the area first entry to the school and not taking any out of area children like from JRSS as they should stay at their school. Only offer Brighton, Bagdad and Kempton primary the option of first pick of the high school. As we have so many parents from Bridgewater coming out when they have their own new school.

Should be for kids in main Brighton area and priority for school north of Brighton as there is already a high school in Bridgewater.

Bring forward project delivery

I will have a child in high school in 3 years and would very much like him to go. Then twin girls in the year 2023

Hurry up and approve it so our kids have a quality high school to go to

Please build ASAP.

With the lack of acceptable options for students leaving Brighton, as Montrose is no longer a feeder school, I just would like building to start sooner rather than later to enable local schooling option for my children.

Brighton desperately needs the high school asap to stop children having to travel out of area to attend high school.

Start building ASAP get it done in a quick time frame so student don't have to leave the area for high school when they will have siblings at the high school while they are in primary school.

We need to get ball rolling sooner rather than later.

It needs to be not too close to the primary school to prevent issues happening between students of the primary and high schools.

Build it asap

Please, sooner the better to be built, otherwise I'll be forced to send my children out of area to a private school.

I wish it could be completed guicker!

Maybe be able to get it up and running asap as there really isn't many choices for high school between Bridgewater and Oatlands, for the Kempton, Bagdad, kids

That it needs to go ahead asap as the students at Brighton Primary have no high school to continue on with after Grade 6 and students also have a hard time finding and getting placements at high schools. I know as I have a student in Grade 7 who got into to New Town but I know a lot of his friends found it difficult to get high school placements and a lot of them have to travel further distances from home to school etc. and some even had to go to private schools even if they were not able to afford it.

This really needs to happen and sooner rather than later. The area is growing rapidly and most of us have to travel to Claremont or further into Hobart just for primary schools let alone high school. It is quite possible that one may not be enough! We need to think about the future and ensure that the school can be extended easily or we have the ability to build a second one in the area. Remember Brighton municipality can extend as far as Bothwell, Kempton, Tea Tree, Richmond, Old Beach, Dromedary, Granton etc. so not a small area by any means! The country towns are forgotten and most of the students have to spend hours travelling back and forth to school so would be nice to have an alternative!

I believe the High School needs to build sooner rather than later given the fact that many feeder schools for Brighton Primary are already closing their books for next year. Also, the proposal for a school to house 600 student will prove to be inadequate given that the primary school now has close to 700 students and Brighton is one of the fastest growing municipalities in the state.

Location of the high school

Not on the school farm.

Please locate the school to somewhere less congested. Any of the alternate sites ear-marked would be more practical

Need to know where it's going to be built and what impact it's going to have in surrounding homes etc.

Think that the consulting so far has given a good scope of sites in the area and definitely the site at the school farm is the best option as far as I am concerned.

Ability to grow as the primary school is so limited by space and because of the rapid growth really needs to have the ability to expand in time.

Will the Brighton centre be able to cope with influx of traffic?

Please keep it at the school farm site. Close to the other schools

Do not let the small minority (JRLF School Farm) get in the way of what could be an amazing asset for our community. The farm really does need to be relocated.

The government previously owned a couple of perfect potential sites and choosing to cut up the school farm just because it is government-owned isn't a good enough reason to make it impossible for residents to move around. If the high school goes ahead at the school farm location I will have no choice but to sell and if I'm pushed out I will not be buying in Brighton again that's for sure!

As a member of the community, there has been a long held need for the provision of a high school and I am exceptionally pleased that it is finally going ahead. I believe it is cost effective that the already existing hub of learning be extended to include the school farm as the site for the high school, land already owned by the Education Department and directly adjacent to the Primary School.

Community engagement

It is really important to consult with community, not just Brighton Council.

Please listen to the community don't just go with the cheapest easiest option because it might not work. Be respectful to residents. Would like to see all community members included in further consultation, so all perspective families are (get) in the loop with what is progressing.

Miscellaneous

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Don't make long term political decisions based on minorities.

I was impressed with the commitment of teaching staff we met recently when the local School for Seniors made an excursion to the Trades section of the school. As an observer within the community i would say that their attitude of respectfully encouraging their students has paid off in improved behaviour within the area

Consideration for Impact on other schools

Will Bridgewater High be shut down to accommodate this new school? Like merging of the two?

I think the new high school will struggle, as its catchment area is already covered by several high schools. I suspect a new school at Brighton will make significant dents in the attendance at Bridgewater and Campania.

I am wondering why the Department feel the need for the high school to be built when the local high school has quite low numbers of students already? I recently went for a tour of the Brighton Primary School to enrol my daughter for 2019 and asked where most children go to for Year 7. The response given were mostly private schools, lots to Montrose and maybe 6 to 12 go to Jordan River. I got the impression Jordan River was not promoted by the school to families at all which is disappointing. Building a new high school in Brighton would surely see numbers at the existing high school decline even more?

From speaking with education department representatives, the current school JRFL has drama, arts, good science areas and industrial kitchen, these facilities are under-utilised and future planning could be that community could hire these facilities.

COMMUNITY WORKSHOP

Responses

Question I

What features, types of buildings or spaces would you like to see in the new school? (E.g. open plan, quiet spaces, large windows)

| Features (buildings, spaces) | Table | Critical (green dots) | Important (blue dots) | Nice to have (orange dots) |
|--|-------|-----------------------|--------------------------|-------------------------------|
| Technology | 6 | 9 | | 0 |
| Multi-purpose rooms that allow for open/closing off spaces. Bigger size classroom to allow for flexibility for teacher learning options | 3 | 9 | 4 | l |
| Sustainable building/indoor/outdoor spaces, | 6 | 4 | П | 1 |
| Low-rise buildings | 2 | 2 | I | I |
| Arts and drama | 3 | 2 | I | 0 |
| Good lighting, visual access, disability access. Open spaces, design building to allow extension in case the number of students | 5 | 2 | I | 0 |

| expands. Plenty of shaded areas | | | | |
|--|---|---|----|----|
| Inclusive environment for everyone | 5 | 2 | 0 | 2 |
| Theatre / lecture theatre, musical sound- booth recording studio | 6 | I | 7 | 3 |
| Not all open plan, Quiet spaces, green spaces, natural light | 2 | I | 5 | 0 |
| Environmentally sustainable - Solar panels, solar hot water, under floor heating, double glazing, grey water | 3 | I | 3 | 3 |
| Technology | 3 | I | 2 | I |
| Business and Academic | 3 | T | | |
| A serviceable high school that offers modern facilities and be flexible for the future i.e. development, learning | 4 | 0 | 10 | I |
| Sport | 3 | 0 | 2 | I |
| BMX track, skate park, pool | 6 | 0 | 1 | 14 |
| Large windows, quiet areas, activity hubs | 3 | 0 | 1 | 1 |
| Open plan classroom, bi- fold doors, big windows, working garden, native garden | 6 | 0 | 1 | I |
| Somewhere that feels safe | 2 | 0 | 1 | 0 |
| Anti-vandalism paint | 2 | 0 | 0 | 4 |
| The provision (council) of Netball/Basketball/indoor | 3 | 0 | 0 | I |
| | | | | |

| sports facilities near soccer ground, Can be up to 2 storeys with lifts available near admin side of building | | | | |
|---|---|---|---|---|
| Indoor/outdoor areas, quiet areas | 3 | 0 | 0 | 1 |
| Colourful and joyful | 2 | 0 | 0 | 0 |
| Access and good program based for children with disabilities | 5 | 0 | 0 | 0 |
| Indigenous inclusion | 6 | 0 | 0 | 0 |
| Writeable surfaces | 6 | 0 | 0 | 0 |

What school assets, resources or activities do you feel could provide support to the local community? (E.g. community use of halls, meeting rooms, grounds)

| Community use of school assets | Table | Critical (green dots) | Important (blue dots) | Nice to have (orange dots) |
|--|-------|-----------------------|--------------------------|----------------------------|
| Learn to drive track - all licence types (Years 11 and 12 VET) | I | 2 | 2 | 3 |
| Make school accessible for the community after hours | 5 | 2 | 1 | 1 |
| Playgrounds | | I | 5 | 2 |
| Pool, Gym, Sporting Fields, Cinema, Hospitality | I | I | 3 | 3 |
| Assets and resources to benefit students first and then community. Full facilities - Gym, sports grounds, STEM, online access centre | 4 | | l | 5 |

| After hour / adult education — technology | 3 | I | 7 | 7 |
|--|---|---|---|---|
| Dedicated performance facility | 2 | I | 2 | 0 |
| Community use of school facilities | 2 | I | I | 0 |
| Auditorium/ oratory/gym space for use by local dance/drama/music and singing classes | 3 | 0 | 0 | 4 |
| Gymnasium, Shop/café | 3 | 0 | 0 | I |
| Commercial kitchens to hire | 3 | 0 | 0 | 0 |

Question 3
What teaching or learning approaches would you like to see at the new high school? (E.g. technology, small group work)

| Teaching and learning | Table | Critical (green dots) | Important (blue dots) | Nice to have (orange dots) |
|--|-------|-----------------------|--------------------------|-------------------------------|
| State of the art technology - full education program, e.g. sport, music, vocational, life skills teaching, STEM, performing arts - further education opportunities to be supported eg TAFE, university, trade schools. | 4 | 17 | 3 | 0 |
| Use of technology | 2 | 8 | 3 | 0 |
| Innovative teaching | 2 | 7 | 3 | |
| Modern technology access | 5 | 3 | 6 | I |
| More training for teachers to keep up | 5 | 2 | 0 | 0 |

| with latest changes eg: teaching programs - latest teaching methods for children with different needs | | | | |
|---|---|---|---|---|
| Building respectful relationships | 6 | 2 | 0 | 0 |
| Aptitude learning - personalised learning | 6 | 1 | 2 | 0 |
| Well rounded / Life skills / Big picture school | 6 | I | I | 0 |
| Physically active including sport in school | 2 | 0 | 3 | 0 |
| Small group interaction | 2 | 0 | 2 | 7 |
| Creativity and Resilience | 2 | 0 | 2 | 0 |
| Agriculture, farming educational access - link with school farm | 5 | 0 | I | 2 |
| Parenting program - support, involvement | 6 | 0 | I | 0 |
| Arts and culture | 2 | 0 | 0 | 4 |

What community partnerships would you like to see established with the school? (E.g. sporting groups, not-for-profit, family support)

| Community partnerships | Table | Critical (green dots) | Important (blue dots) | Nice to have (orange dots) |
|--|-------|-----------------------|--------------------------|----------------------------|
| Pathway planning - school based traineeships with local community | 6 | 5 | 0 | 3 |
| Child-and Family Centre | 1 | 2 | 3 | 1 |

| One stop shop creating a safe place for adults to access, such as family support, counselling | 5 | 1 | 2 | 2 |
|---|---|---|---|---|
| Sporting clubs/centre | | 0 | 3 | 2 |
| Childcare centre | I | 0 | I | I |
| PCYC connection - youth outreach | 6 | 0 | 0 | 0 |

How could the school work in partnership with local businesses? (E.g. local procurement, school based apprenticeships, work experience)

| Business partnerships | Table | Critical (green dots) | Important (blue dots) | Nice to have (orange dots) |
|--|-------|-----------------------|--------------------------|----------------------------|
| VET Courses - industrial hub/transport/logistics | I | 5 | I | 0 |
| VET Courses - construction/tradies | 1 | 1 | 5 | 1 |
| VET Courses – Commercial | 1 | 0 | 1 | 1 |
| VET Courses - Service industries | 1 | 0 | 1 | 0 |
| Be nice for students to work with local businesses but not crucial to their education | 4 | 0 | 0 | 13 |
| Bringing in the local business to educate children and establishing relationships - to ease the transition from school to work | 5 | 0 | 0 | 1 |

Question 6

What might the best location for the new high school be?

| Location of high school | Table | Critical (green dots) | Important (blue dots) | Not critical (orange dots) |
|--|-------|-----------------------|--------------------------|-------------------------------|
| JRLF School Farm site | | 6 | | 0 |
| Elderslie Rd Intersection | I | 6 | 0 | 0 |
| JRLF School Farm site | 6 | 4 | I | I |
| JRLF School Farm site | 3 | 4 | I | 3 |
| NOT Pontville - Pontville is not Brighton | T | 4 | 0 | 3 |
| Pontville | 2 | 3 | 4 | 0 |
| Brighton Primary School - Birth to year 12 | I | 3 | 0 | I |
| JRLF School Farm site | 4 | 2 | 4 | |
| North of Brighton | 5 | 0 | 0 | 5 |
| Elderslie Road | 6 | 0 | 0 | 0 |

WRITTEN SUBMISSIONS

The below table identifies the subject of the 13 written submissions received, the channel via which it was received and the action taken.

| Date received | Channel | Internal Reference (HPE) | Subject | Action |
|---------------|-------------|--------------------------------|---|---|
| 18/7/18 | Ministerial | DOC/18/138789 | Email and attachment expressing concern at the process for determining the site of the new high school at Brighton; that placing on the school farm site was a "foregone conclusion". | Ministerial response thanking correspondent for their feedback and advised them of the consultation process that would be undertaken. |
| 19/7/18 | Ministerial | DOC/18/114770 | Letter advising of support for the high school and preference of the school farm site for the high school | Ministerial response thanking correspondent and advising about DoE's community consultation process for the high school |

| 1/8/18 | Ministerial | DOC/18/122071 | Email urging the Minister to not build the new high school on the school farm site and 'leave the school farm the way it is'. | Ministerial response thanking the correspondent for their feedback and advising the consultation to determine a site for a new school will formally commence in October 2018. |
|---------|------------------------------|---------------|---|---|
| 1/8/18 | Ministerial | DOC/18/123252 | Letter advising concern regarding location of the high school on the school farm | Ministerial response advising that no decision had been made on location of the high school and that DoE would be undertaking extensive community consultation |
| 3/8/18 | Get Involved Email | DOC/18/129179 | Email opposing using school farm site for the new high school | Email reply to correspondent thanking them for input and advising of the upcoming community engagement process |
| 14/8/18 | Get involved email box | DOC/18/129177 | Email requesting membership on the Community Reference Group | Email response advising process for determining the membership of the Community Reference Group |
| 6/8/18 | Get Involved email box | DOC/19/22655 | Email enquiry as to whether Bridgewater/Gagebrook children would be able to attend the new high school in Brighton | Email response advising correspondent that feeder school arrangements for the new high school were not yet determined |
| 29/8/18 | Ministerial | DOC/18/140505 | Email letter opposing co-location of the new high school on the school farm site. | Ministerial response thanking the correspondent for their feedback, advising a decision to place the new high school on the school farm site had not been made and that that extensive community consultation would be undertaken by DoE |
| 29/8/18 | Ministerial | DOC/18/139805 | Email letter advising of concern about the Brighton Council's proposal to locate the new high school on the school farm site | Ministerial response advising no decision had been made on location of the high school and that community consultation would be undertaken by DoE |
| 18/9/18 | Ministerial | DOC/18/150191 | Email advising opposition to colocation of school on the school farm site and willingness to meet with a Community Initiatives team member. | Ministerial response thanking correspondent for their feedback, providing information about the <i>Get Involved</i> community engagement process, and acknowledging a meeting had occurred between correspondent and a Community Initiatives team member. |

| 27/9/18 | Get Involved email box | DOC/19/22649 | Email advising of the need for the new high school to have a professionally-staffed and resourced school library to tackle functional literacy issues | Email response advising that correspondent's letter would be forwarded to the DoE literacy team and to other DoE Departments |
|----------|------------------------------|---------------|---|--|
| 05/10/18 | Ministerial | DOC/18/159140 | Email seeking information on the DoE consultation process for the high school | Ministerial response advising of further details regarding the process for community engagement |
| 5/11/18 | Get Involved email box | DOC/19/21456 | Email advising the new high school is a great idea and for DoE to look into sports and VET programs for the new school | Email response thanking the correspondent for their submission |

As eight of the written submissions received were also related to the Jordan River Learning Federation School Farm, they have also been included in the Community Engagement Phase I Outcomes Report for that project.

Brighton High School Community Reference Group meeting Minutes –16 November 2018

| ls), Scott Donaghy (Brighton's Best |
|---------------------------------------|
| us [DoE]), Dan Skuse (Get Involved, |
| rimary School Association), James |
| , , , |
| s), Ron Sanderson (Brighton Council). |
| • |

| Welcome and group purpose overview | Angela Miezitis | 10 min | The Chair welcomed the group to the first Reference Group meeting and invited members to introduce themselves. |
|---|-----------------|--------|--|
| Reference group scope | Dan Skuse | 5 min | Dan Skuse provided the Reference Group an overview of the Get Involved campaign, and how the team will be providing support and community engagement for education capital works around Tasmania. |
| Terms of Reference (ToR) review and endorsement | Angela Miezitis | 5 min | The ToR were reviewed and endorsed by the Reference Group. Minor change to membership with Tarra Downham taking on role as Chair of Brighton Primary School SA. |
| 3. Community engagement overview | Kate Grady | I0 min | Kate Grady provided an overview of the community engagement that has been undertaken so far in the greater Brighton area. |
| | | | Mark Boonstra raised an additional stakeholder group for potential presentation, the <i>Brighton Alive Network</i> . The network meet every third Tuesday of the month and have representatives from over 100 local businesses and |

| | | | services for the Brighton City Council Area. James Dryburgh is able to provide an introduction to convenor of Brighton Alive. Tarra Downham suggested exploring the possibility of engaging with past Brighton Primary School Students to inform this project, with a focus on students who chose to enrol at a school beyond the feeder High School. ACTION: James will provide Kate Grady with a contact for the Brighton Alive Network. RESPONSIBILITY: James Dryburgh (Brighton Council) ACTION: Kate to provide Brighton Primary School and Brighton Council with a suggested Facebook post calling previous students and their families to participate in the Survey and Workshop. RESPONSIBILITY: Kate Grady (DoE) |
|--------------------------------------|---------------|--------|--|
| 4. School vision | Ange Miezitis | 15min | Ange Miezitis asked the group to consider three adjectives or a metaphor to describe their vision for the new school. The group wrote their ideas |
| | | | individually and shared with three people closest to them for discussion. |
| | | | The concepts for the vision collected were: |
| | | | - Flexibility / engaging spacing / vibrant |
| | | | - Sustainability / ecological leader |
| | | | - Community connections - Communal spaces |
| | | | - Innovative / creative / fun |
| | | | - Connection / belonging / advancement |
| | | | - Complementary / point of difference |
| | | | ACTION: Kate to include a list of focus topics in next meeting's agenda for |
| | | | the group to discuss at the next meeting |
| | | | RESPONSIBILITY: Kate Grady (DoE) |
| 5. Capital works overview and design | Todd Williams | I5min | Todd Williams (DoE) provided an overview of the Capital Works Project |
| process | AII | DF : | process. |
| 6. Discussion/general business | All | 25 min | N/A |

| 7. Actions/next meeting | Kate Grady | 5 min | Kate Grady notified the group of the next meeting, Friday 15 th February 2019 9.30-11am at Brighton Primary School. Members encouraged to arrange a representative to attend in their absence and update anyone they represent at meetings. ACTION: Kate to send an invitation to the members of the Reference Group for the next meeting, and a follow up reminder closer to the date. RESPONSIBILITY: Kate Grady |
|-------------------------|------------|-------|---|
|-------------------------|------------|-------|---|

ACTION LIST

| Action Number | Action | Responsibility | Complete by (Date) | Complete |
|------------------|--|---|--------------------|----------|
| 5. | | | | |
| 4. | James will provide Kate Grady with a contact for the Brighton Alive Network. | James Dryburgh (Brighton Council) | 19/11/18 | Complete |
| 3. | Kate to provide Brighton Primary School and Council with a suggested Facebook post calling previous students and their families to participate in the Survey and Workshop. | Kate Grady (DoE) | 19/11/18 | Complete |
| 2. | Kate to include a list of focus topics in next meeting's agenda for the group to discuss at the next meeting | Kate Grady (DoE) | 23/11/18 | Complete |
| l. | Kate to send an invitation to the members of the Reference Group for the next meeting, and a follow up reminder closer to the date. | Kate Grady (DoE) | | |

Brighton High School Community Reference Group meeting Minutes – 15 February 2019

| Venue: | Brighton Primary School – School Library | | |
|--|--|--|--|
| Time: | 09:30-11:00 | | |
| Meeting chair: | Ange Miezitis, Principal Brighton Primary School (Department of Education [DoE]) | | |
| Attendees: Justin Abrahams (PCYC Bridgewater), Jenny Blackburn (Rotary), Mark Boonstra (Workskills), Scott Donaghy (Brig Bakehouse), Kate Grady (Get Involved, DoE), Heather Bessell (Acting Principal JRLF Senior Campus [DoE]), Dan S Involved, DoE), Todd Williams (Director Facility Services, DoE), Tarra Downham (Chair, Brighton Primary School | | | |
| Analasiaa | James Dryburgh (Brighton Council), Min Harman (DoE, Facility Services), Katrina Simpson (Brighton Primary School Association), | | |
| Apologies: | Ron Sanderson (Brighton Council). Todd Williams (Director Facility Services, DoE), Tarra Downham (Chair, Brighton Primary School Association), | | |

| Welcome, introductions, apologies and minutes of previous meeting | Ange Miezitis | 5 min | It was noted Duncan Bull did not attend. ACTION: Reach out to Duncan Bull to determine availability and interest to attend future meetings RESPONSIBILITY: Kate Grady |
|--|------------------------------|--------|---|
| 2. Actions arising from previous meeting | Ange Miezitis | 5 min | Kate recapped. All completed |
| Vision realisation workshop Focus Topics Buildings, facilities and spaces Teaching and learning Location of high school Community partnerships Student pathways & industry partnerships. Tertiary pathways Inter-school partnerships | Dan Skuse / Ange Miezitis | 50 min | Groups of 2-3 worked through the handout focus questions in consideration of the vision statements developed at the previous meeting and then reported back to the Reference Group. The Reference Group then prioritised their key points using coloured dots, and then prioritised the notes from other groups. ACTION: Notes to be collated and circulated to group prior to next meeting RESPONSIBILITY: Kate Grady |

| 4. | Community engagement overview | Kate Grady | 10 min | Kate Grady provided a verbal overview of the community engagement that has been undertaken so far and some of the findings from the engagement to date. Will provide the final version of the engagement report when it is ready. ACTION: Distribution of Community Engagement Phase I Outcomes Report prior to next meeting RESPONSIBILITY: Kate Grady |
|----|-------------------------------|---------------|--------|---|
| 5. | Capital works update | Min Harman | I0 min | Min Harman (DoE) provided an update of the Capital Works Project process. |
| 6. | Discussion/general business | All | | ACTION: Provide potential agenda items to Kate when she calls for them via email RESPONSIBILITY: Kate/All |
| 7. | Actions/next meeting | Ange Miezitis | 5 min | ACTION: Next Meeting August 16th 9:30-11am RESPONSIBILITY: Kate to send documentation and calendar invitation |

ACTION LIST

| Action Number | Action | Responsibility | Complete by (Date) | Complete |
|------------------|---|--|--------------------|----------|
| I | ACTION: Reach out to Duncan Bull to determine availability/intent/interest to attend future meetings | Kate Grady | | |
| 2 | ACTION: Notes to be collated and circulated to group prior to next meeting | Kate Grady | | |
| 3 | ACTION: Distribution of Community Engagement Phase I Outcomes Report prior to next meeting | Kate Grady | | |
| 4 | ACTION: Provide potential agenda items to Kate when she calls for them via email | Kate/All | | |
| 5 | ACTION: Next Meeting August 16th 9:30-11am | Kate to send documentation and calendar invitation | | |



Brighton High School Reference Group Vision Realisation Workshop

Friday 15 February 2019





VISION REALISATION WORKSHOP

At the second meeting of the Community Reference Group for the new Brighton High School held on Friday 15 February 2019, a vision realisation workshop was conducted. This was so the reference group could consider how the vision concepts developed at the previous meeting might be realised. The group broke into three smaller groups and each was asked to consider a series of focus topics and how these could best achieve the reference group's vision for the new high school.

The vision concepts were:

- Flexibility / engaging spacing / vibrant
- Sustainability / ecological leader
- Community connections
- Communal spaces
- Innovative / creative / fun
- Connection / belonging / advancement
- Complementary / point of difference

The focus topics were:

- Buildings, facilities and spaces
- Teaching and learning
- Location of high school
- Community partnerships
- Student pathways & industry partnerships.
- Inter-school partnerships

Each group was asked to make a list of suggestions from the focus topics and then prioritise their suggestions using coloured sticker dots (priority dots) as either critical, important or nice to have. Once this was completed, each group was then asked to prioritise the suggestions of the other two groups using the same priority dots. Individuals were only allocated one of each coloured dot to apply to their group's suggestions and one of each colour for each of the other two groups' list of suggestions. This was to push individuals to make decisions on which ideas were the most important to them and, by doing so, identify response trends.

Response summary

The responses provided by the reference group identified a number of trends across the focus topics.

- A majority of group members felt it was critical the high school's buildings and spaces be flexible, well-lit, with inviting open spaces and eating areas, as well as communal spaces.
- A majority of group members felt it was critical the high school's teaching and learning focus on personalised and innovative approaches, critical thinking and enquiry-based learning that respects individuality. Recruitment of quality teachers was also considered important.
- Group members felt the location of the high school should be in Brighton, with Elderslie Road, Pontville, the old army hospital site, and the school farm raised as site options. Members also felt the site needed to be big enough to accommodate future growth.

- A majority of group members felt the new high school needs to be a hub for the community.
- A majority of group members felt it was critical the new high school "links study to after study", builds work experience and job opportunity partnerships with local businesses and tailors courses to meet the needs of the workforce.
- The group felt that connections between the new high school and other local schools were important, with mentoring, shared courses and transport linkages suggested.

| Buildings, facilities and spaces | Group | Critical (green dots) | Important (blue dots) | Nice to have (orange dots) |
|---|-------|--------------------------|--------------------------|-------------------------------|
| Inviting outdoor area, eating spaces, learning for the real world, barista skills, safe food skills | 2 | I | I | |
| Flexible spaces, light areas | 2 | I | 0 | 0 |
| Communal space meeting | I | T | 0 | 0 |
| Reflective of changing times - ways of learning, digital age and social needs | 1 | 0 | 2 | 2 |
| Modern - 2-3 stories | 3 | 0 | I | 2 |
| Sustainable, solar power | 3 | 0 | 0 | I |
| Student voice - what do they want? | 2 | 0 | 0 | I |
| Sporting facilities - school and community access | I | 0 | 0 | 0 |
| Communal parent/student/staff common room for drop off | I | 0 | 0 | 0 |
| Engagement space - café/canteen/hospitality space/breakfast area for families | I | 0 | 0 | 0 |

| Consultation between teaching and learning visionaries and architects | I | 0 | 0 | 0 |
|---|---|---|---|---|
| Lots of windows, multipurpose furniture, technology areas | 2 | 0 | 0 | 0 |
| Outdoor classrooms | 3 | 0 | 0 | 0 |

| Teaching and learning | Table | Critical (green dots) | Important (blue dots) | Nice to have (orange dots) |
|---|-------|-----------------------|-----------------------|----------------------------|
| Personalised learning, respect individuality, enquiry, engaging in education | 2 | 2 | I | 0 |
| Recruitment/innovative | 2 | 2 | I | 0 |
| Rigor and future | I | I | 0 | 0 |
| 2 l st century skills, critical thinking, collaboration | 2 | 1 | 0 | I |
| Specialist teachers | 3 | I | 0 | I |
| Flexibility - new approaches | I | 0 | l | 0 |
| Recruitment of the right people through SODs/PD | I | 0 | 0 | 0 |
| KPIs linked to the vision - staff driven to link to community to enhance outcomes for future emerging roles | I | 0 | 0 | l |
| How is this aspirational for students future? | 1 | 0 | 0 | 0 |
| Real life employability – resilience | 1 | 0 | 1 | 0 |

| Preparing children for the real world | 2 | 0 | 0 | 0 |
|---------------------------------------|---|---|---|---|
| Links with community | 2 | 0 | 0 | 0 |

| Location of high school | Table | Critical (green dots) | Important (blue dots) | Nice to have (orange dots) |
|---|-------|-----------------------|-----------------------|-------------------------------|
| Within Brighton - for identity | T | I | 0 | 0 |
| Elderslie Road | 2 | I | 0 | I |
| Big site - need room to grow | 3 | 0 | 0 | 2 |
| Core site but use other sites - old Army hospital | 3 | 0 | 0 | l |
| Pontville sports grounds | 2 | 0 | 0 | I |
| Big site needed | 2 | 0 | 0 | 0 |
| School farm | 2 | 0 | 0 | 0 |

| Community partnerships | Table | Critical (green dots) | Important (blue dots) | Nice to have (orange dots) |
|--|-------|-----------------------|-----------------------|----------------------------|
| Hub for community | 3 | 2 | I | 0 |
| Collective impact, working together to provide opportunities; working with local businesses, farm, primary school | 2 | l | l | 0 |
| Hub of community, family, pool | 2 | I | 1 | 3 |
| Communal space | I | 0 | 0 | 2 |
| Brighton Industrial Hub | 1 | 0 | 0 | 2 |

| Kids doing community work | 3 | 0 | I | 0 |
|---------------------------------------|---|---|---|---|
| WorkSkills (1000 jobseekers) | I | 0 | 0 | 0 |
| MyEd - Resume - career development | I | 0 | 0 | 0 |
| Events, weekend markets, concerts | 3 | 0 | 0 | 0 |

| Student pathways and industry partnerships | Table | Critical (green dots) | Important (blue dots) | Nice to have (orange dots) |
|--|-------|-----------------------|-----------------------|-------------------------------|
| Link study to after study | 3 | 3 | 0 | 0 |
| Opportunities in Brighton to work | I | 1 | 0 | 0 |
| 'Business East' | T | I | 0 | 0 |
| School Association and BOM and WorkSkills | I | I | 0 | 0 |
| Work experience | 3 | I | 0 | 0 |
| Tailor courses to fit society | 3 | 1 | 1 | 0 |
| Meeting space onsite for local businesses | I | 0 | 1 | 0 |
| Individual learning, pathways | 2 | 0 | 1 | l |
| Engage with Utas | 3 | 0 | I | 0 |

| Inter-school partnerships | Table | Critical (green dots) | Important (blue dots) | Not critical (orange dots) |
|--|-------|-----------------------|-----------------------|-------------------------------|
| Bus between Bridgewater High - share courses | 3 | 0 | 3 | 0 |

| Mentoring, connection between schools | 2 | 0 | 3 | 0 |
|---|---|---|---|---|
| Brighton HS - academic; digital technologies | 1 | 0 | T | I |
| Dual provision | 1 | 0 | | 0 |
| Partner with primary school | 3 | 0 | 0 | I |
| JRLFSS - prevocational; vocational qualification; qualification through ABSA & VET (retail, hair and beauty, hospitality, construction, PofL work placements) | | 0 | 0 | 0 |
| Point of differences, integrate community | 2 | 0 | 0 | 0 |