

# Education Provision in Hobart City Report

NOVEMBER 2020

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## The issue – enrolment pressures at Hobart schools:

The uneven distribution of students across high schools in the greater Hobart area is causing enrolment pressures at some schools. For example, Taroona is full to over-flowing, whilst other schools including Ogilvie, New Town and Cosgrove have capacity to grow their student population.

## What we did:

In response to views expressed by the Hobart community we thought that a new inner-city high school in Hobart may go some way to resolving the issue, particularly at Taroona. So, in May 2017 the Government announced a State Budget initiative of \$300 000 for the development of an Education Infrastructure Planning Framework and Feasibility Study into the construction of a new high school in Hobart.

The aim of this work was to help determine the capacity of our state school infrastructure to address projected population changes over the next two decades. It was also intended that the model would help us analyse various scenarios relating to enrolment demand in high growth areas and the impact of potential longer-term changes to intake area policy.

Of the allocated funds the following has been undertaken:

- engagement of Aurecon for modelling and scenario testing work
- engagement of a geospatial resource for mapping work and to build Department of Education (DoE) spatial capability
- work on policy initiatives to support student distribution, including an intake area review
- community consultation activities to determine views of the Hobart community.

## The Feasibility Study - what we discovered:

The work undertaken by Aurecon revealed that enrolment issues across greater Hobart are a complex issue for which there is not one simple solution.

The key take outs from the work were that:

- At the time of running the model population growth in school aged children was projected to be low across Tasmania.
- Excess capacity in the Government school portfolio more than accommodates the forecast growth in primary and secondary students through to 2036 for the greater Hobart area. Whilst there are a small number of schools at or near capacity, generally across the area there is enough capacity to account for forecast changes in demographics.
- Whilst there would most likely be demand for a new inner-city high school if one was built, it would most likely not ease enrolment pressures at Taroona High School over the immediate and longer-term. This was the case when two site scenarios were considered – the University campus at Sandy Bay and on the existing Elizabeth College site.
- The modelling suggested that instead enrolments would be drawn from a range of schools in the Hobart and Glenorchy Local Government Areas including Ogilvie, New Town and Cosgrove, potentially compromising their viability.
- The modelling also indicated that enrolment pressures at Taroona High School and the reasons for parents' enrolment decisions in the greater Hobart region are complex and require a range of solutions.
- Therefore, long-term costs and benefits of a new school requires comparative assessment against a range of other options.

The scenario testing that was undertaken on an inner-city high school is at Attachment I.

## What we did next:

The demographic modelling conducted by Aurecon indicated that the key issue was not a lack of capacity across DoE inner city infrastructure. Therefore, we did not commission further phases of a formal feasibility study that looked at a wider range of non-demographic factors.

It was clear that a single solution will not address the complex enrolment pressures affecting education provision in the greater Hobart area and that a range of immediate to longer-term solutions were needed.

We need to understand why families are bypassing schools that are not at capacity.

The Minister for Education and Training therefore asked us to consult closely with the community to understand their perspective on existing inner city schools and to work with stakeholders to develop a solution mix that addresses the issue of enrolment pressures in a strategic and sustainable way.

A body of work has since been undertaken in consultation with school and college principals in the Greater Hobart area to develop changes to policies and education provision to begin to address the identified capacity and student distribution issues.



## The Hobart City Partner Schools (HCPS) Project:

The HCPS is a collaboration with New Town and Ogilvie High Schools and Elizabeth College to provide individualised and highly supported pathways for the students of Hobart in Years 7-12.

Over 2019-20 the HCPS has successfully implemented co-educational and complementary courses across the three schools with a focus on supporting contemporary and flexible approaches to education providing more options and opportunities for students.

This has provided the impetus for the HCPS to explore how it might further collaborate to become the co-education offering for Hobart.

In early 2020 a research team consisting of teaching staff from New Town High School undertook an extensive analysis of gender-based delivery models across Australia and a literature review.

A copy of this paper is at Attachment 2.

## The research - what we discovered:

School and type of educational model has been the subject of extensive research in academic literature over many years.

The literature review revealed that there are pros and cons for each gender-based model of education delivery and that there is no conclusive evidence to suggest that either delivery model is better for all students.

DoE school performance data comparing relative student performance and achievement in participation and attainment, literacy, and numeracy for Ogilvie and New Town with those attending similar sized co-education high schools with a similar social advantage ICSEA ratings indicates that, like the findings of the literature review there appears to be no significant progress or performance advantage in a student undertaking single-sex schooling at Ogilvie or New Town.

The most common argument in favour of co-education schools is that they provide a more natural social environment in which to prepare for career, life and community connection.

It is important not to over-interpret the importance of gender and gender/class/school-grouping effects, since they pale into insignificance compared with class/teacher effects regardless of student gender.

There is an increasing push by parents across Australia for single-sex public high schools to become co-educational, in particular all-boys schools. Whilst all-girls schools are still considered beneficial in terms of confidence and participation, the trend is for parents to seek co-educational options for their boys.

Historically Ogilvie and New Town were co-education schools, converting to single-sex in the 1960s due only to the changes in composition of their student intake. This suggests that this change was due to student/family preferences at the time, rather than evidence that a single-sex model is better than co-education.

Following a review of this work, it was decided to test community sentiment on co-education provision at the HCPS and support for utilising the existing infrastructure to provide the inner-city co-education option that the community seem to prefer.

To broaden the scope of feedback from school and broader community and to encourage innovation of thought, it was decided to test the characteristics and attributes of a new education delivery model rather than a prescribed set of approaches.

## Community consultation:

The HCPS consulted with the school and broader community to determine what the future of co-education provision might look like across the three campuses and whether this partnership will be part of the solution to enrolment pressures and to inner-city high school provision.

A wide variety of stakeholders have been consulted including HCPS students, parents, school associations and teachers; the HCPS feeder schools and neighbouring secondary schools; the broader Hobart community; the Tasmanian Association of State School Organisations; Tasmanian Association for the Gifted; Hobart City Council; and the Hobart High Facebook Group.

One of the key engagement elements of the HCPS Project has been a survey to inform the development of a future model of 7 – 12 public education in Hobart City. It was designed to get a sense of student, parent, staff and community member perspectives on how education can be delivered in a way that is flexible and adaptable to our learners' needs.

This survey has been supplemented with school students and community members engaging in activities to articulate what their dream school looks like.

## The survey - what we heard:

The HCPS received a great response to the survey, with over 1400 students, parents, teachers and community members telling us:

- they were mostly either future, present or past parents or students of Ogilvie High School (OHS) or New Town High School (NTHS)
- local school, friendship group and academic reputation are the key reasons for choosing OHS and NTHS.
- their preference for a future model for high school education for Hobart city is co-education.
- they are happy for us to provide this co-education model using the schools we already have rather than build a new one.
- they want to ensure all students have access to a wide range of subjects and teachers that meet their interests and learning needs.
- there is value placed on developing social, emotional and relational skills, and understandings that are necessary in the world beyond the school gates.

The HCPS Survey report is at Attachment 2.

## Dream school Exercise – what we heard:

The HCPS undertook a number of activities including homework tasks and workshops with students and their families to explore the characteristics of the dream school. In addition, community were invited to submit their ideas to the *getinvolved* email box.

### What the dream school looks like:

The dream school would build on the success of the HCPS initiative. It would be co-ed with Ogilvie, New Town and Elizabeth College as one school under a single administration, or Ogilvie and New Town as one co-ed school feeding into Elizabeth College.

Capital works funding will be provided to develop flexible, modern learning spaces that have zones for specialised purposes, including restful and creative spaces for health and wellbeing.

### What the dream school offers:

With a focus on diversity and inclusion the dream school will cater for the wellbeing, social emotional outcomes, friendship groups, respectful behaviour and safety of its learners. Its values-based culture will lead to strong character development.

Collaboration with the University of Tasmania and Tas TAFE's inner-city based resources and programs will support academic and vocational success for learners as they transition through to Year 12 and into rewarding careers.

The dream school's caring and exemplary educators will teach a greater variety of subjects that are reflective of all learning styles and interests. The school will offer a range of specialisations that include, but are not limited to, gifted education, STEM, performing arts, sport, project-based learning, big picture learning, individualised interest-based programs and learning in community.

The dream school will focus on transition at key points from Kindergarten through to Year 12 to ensure a smooth path for our learners as they move through their years of schooling. This will be supported and enhanced by a common pedagogy across the dream school and its feeder primary schools. Students will enrol in Year 7 with the plan to stay at the school until completing Year 12. Parents and staff will form strong relationships to support their children on the six-year journey to complete year 12.

Whilst honouring traditions and the past success of each of the HCPS, the dream school will be innovative and forward looking in its purpose and design.

Students residing in Hobart will be able to access the school via a variety of transport options that will ensure a safe and time efficient conveyance to and from school.

With a strong brand that is clearly articulated, the dream school builds greater connections with community and encourages confidence in families to choose it as an option for their learners.

## Next steps:

The HCPS Project Team took the research, consultation and modelling to the combined Ogilvie, New Town and Elizabeth College School Associations for consideration and to develop a joint recommendation to the Minister for Education on co-educational provision in Hobart.

The combined School Associations jointly agreed to develop a flexible and innovative model of co-educational provision for Year 7 – 12 students in the Hobart Local Government Area.

As the next phase of the HCPS collaboration, the Tasmanian Government has agreed with the joint recommendation of the combined School Associations that Ogilvie High School and New Town will become co-educational in 2022 and, with Elizabeth College, will become the solution to co-educational inner-city high school provision for Hobart.

This is a school and community led solution that will provide Hobart families with the co-educational option they want and ensure that the diverse needs of learners are met.

Now that this decision has been made, the HCPS will work with their combined school associations to explore preferred models to recommend to the Minister in 2021.

Options will be tested with the community early in 2021 with a preferred model being agreed to and developed during 2021, with implementation commencing from 2022.

Alongside this decision, the Tasmanian Government has allocated funding of up to \$150 000 in the 2020-21 Budget for the development of an educational and infrastructure masterplan to support the future infrastructure planning of the HCPS.

The Masterplan will support continued collaboration and utilisation of specialised buildings and infrastructure between the schools.

It will now also factor in the school and community feedback that has been obtained through the community consultation processes; building in community and student voice to this project is an essential component.





## Educational Infrastructure Planning Model

Hobart Inner-city High School  
Scenario Testing

2020

# Introduction

The Infrastructure Planning Model Project commenced at the end of August 2017. The scope of the project was to create an initial Infrastructure Planning Model for the Department of Education (DoE) for Tasmanian Government schools using the structure and background VBA code contained in the South Australian Department of Education and Child Development Infrastructure Planning Model.

This report summarises, at a high level, the results of the Base Case analysis of Tasmanian Government schools for 2017, 2021, 2026, 2031 and 2036. The report then compares the results of the Base Case (where the demographics, market share and school configurations and capacity does not change) to scenarios relating to the construction of a new inner-city high school in Hobart.

This document combines a number of previous inputs and consolidates the inner-city specific scenarios to focus on Hobart Inner-city High School Scenario Testing. As such, some aspects of the previous inputs are not included in this document. Please refer to the previous inputs for the full breadth of analysis undertaken.

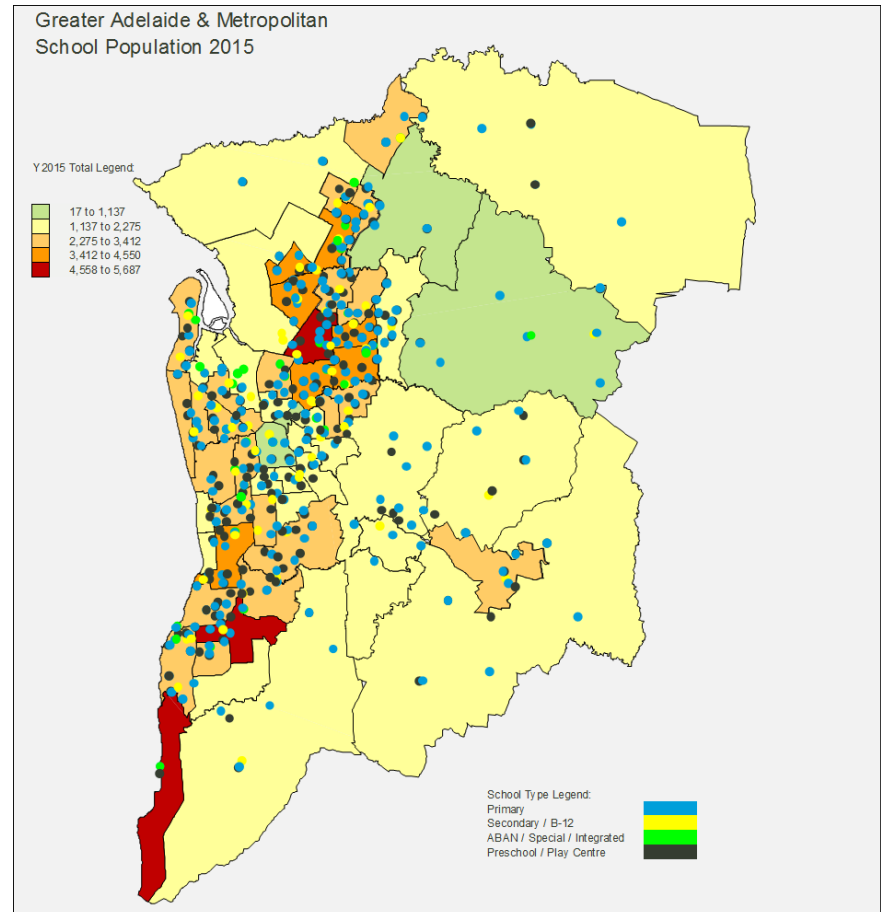
# Model Background

Aurecon developed an Asset Infrastructure Planning Model for the South Australian Department of Education and Child Development (DECD) in 2013-2014.

Aurecon has developed the model using Microsoft Excel (Version 2013), with custom sheets and forms controlled using Visual Basic for Applications (VBA). It is a user-friendly tool that uses school information including enrolment data, capacity information and location details and Bureau of Statistics population demographics. The model can analyse and map school supply to forecast demand now through to 2036.

The model enables whole of state, regional, and partnership (group of schools) level scenario planning. Inputs and outputs can be displayed through a combination of maps and tables.

Since initial implementation, the model inputs have been updated annually by Aurecon for DECD and DECD have embedded the use of the model into the capital works planning process.



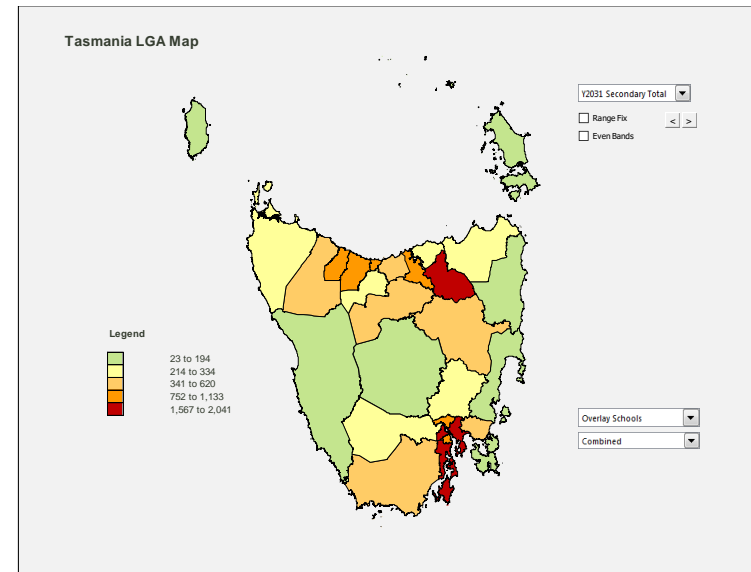
# Applying the model in Tasmania

An initial scoping workshop between Aurecon and DoE representatives was conducted on 8 May 2017. The Infrastructure Planning Model Project commenced at the end of August 2017. The scope of the project was to create an initial Infrastructure Planning Model for Tasmanian Government schools using the structure and background VBA code contained in the DECD model.

Aurecon have since been asked to set up, run and analyse a number of Scenarios using this model to test the impacts of a number of changes to the school portfolio in Tasmania, focussing largely on Hobart and the surrounding Local Government Areas (LGAs).

Work to date has included:

- Embed all enrolment, capacity and site information into the existing framework
- Source and embed all demographic forecast data and government school market share information
- Small coding changes to get the mapping functionality working for Tasmania
- Testing of outputs and verification of results based on observed 2017 enrolment information





# Base Case Analysis

A base case analysis refers to the results obtained from running the model with the most likely or preferred set of assumptions and input values. This is the set of results to which all scenarios will be compared.

In the case of the Infrastructure Planning Model for Tasmania, the following assumptions have been made while running the base case:

- The net number of schools does not change between 2017 and 2036, see below for breakdown by school type:
  - Primary: 128 (Age 4-12)
  - Secondary: 28 (Age 12-18)
  - Combined: 22 (Age 4-18)
  - Senior: 8 (Age 15-18)
- 2015 Intake Areas are applied for all schools where they exist and these do not change between 2017 and 2036.
- Government school market share does not change between 2017 and 2036.
- Demographic data used are the 2014 Population Projections obtained from the Department of Treasury and Finance.

The table below outlines the primary (age 4-12) and secondary (ages 13-19) school aged children requiring a DoE place in Y2017 and Y2036.

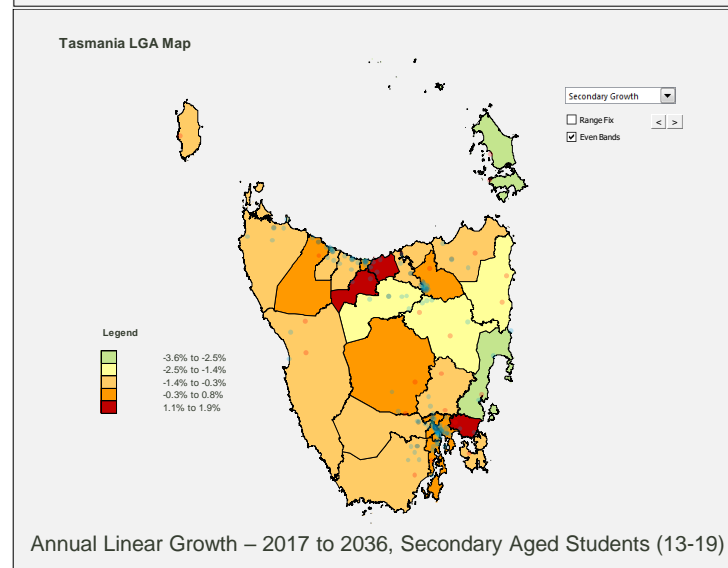
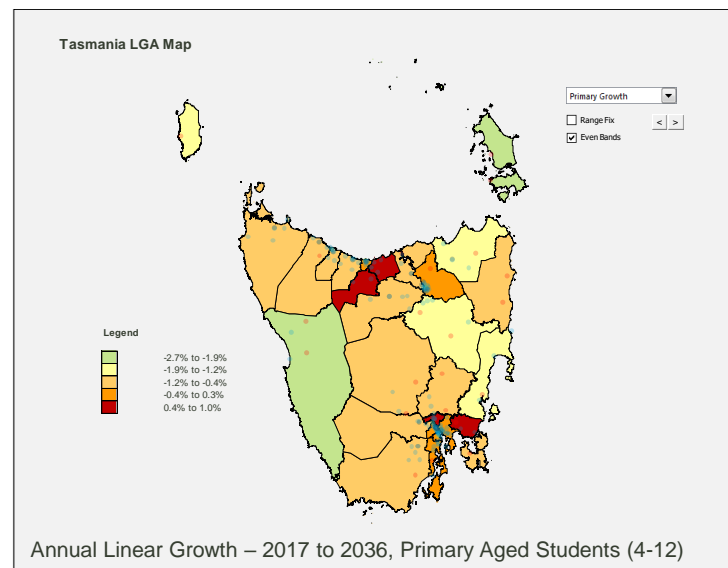
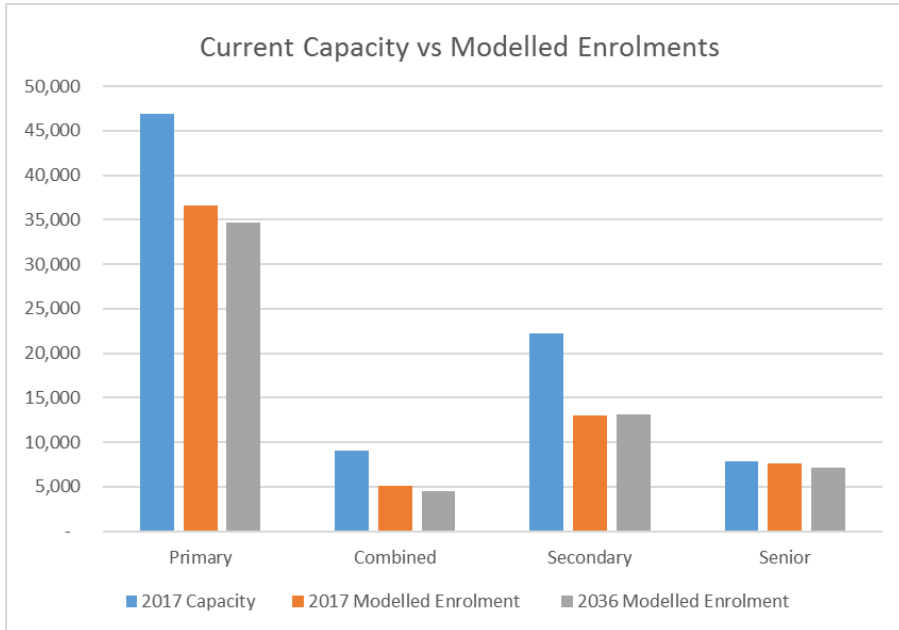
Region	Y2017 Primary Total	Y2017 Secondary Total	Y2036 Primary Total	Y2036 Secondary Total
South	21,497	8,340	21,336	8,717
North West	10,135	4,250	9,848	4,281
North	11,957	4,803	10,500	4,215
<b>Tasmania Total</b>	<b>43,589</b>	<b>17,394</b>	<b>41,683</b>	<b>17,213</b>

Scenario testing and analysis can then be used to explore how the results deviate from those of the base case analysis when input values and/or modelling assumptions are altered.

# Base Case Analysis

Population growth in school aged children is very low across Tasmania (see top right for annual linear primary school growth between 2017 and 2036 and bottom right for secondary growth).

Results indicate that there is significant excess capacity across the portfolio in 2017, particularly for primary and secondary schools. This excess capacity more than accommodates the forecast growth in primary and secondary students through to 2036.



# Scenario Testing

The Infrastructure Planning Model can be used to test scenarios and the implications of changes to the Government School portfolio in Tasmania. Some things the model be used to test includes:

- Changes to intake areas are made
- A new school (or schools) are added
- Government market share shifts over time
- Combinations of the above

A gravity model is used to push children to schools across Tasmania based on the size of the schools and the distance between each LGA and the school. In its current format, the model does not consider, nor can it be used to test the impact of variables such as:

- Leadership
- Transport / ease of access
- Personal bias

It should also be noted that pre-schools / family centres currently excluded from the model.

A number of scenarios relating to the construction of a new high school in Hobart have been defined in consultation with DoE and are outlined on the next pages.

All scenarios have been implemented within the Infrastructure Planning Model and compared to the Base Case to determine the magnitude of change across the school portfolio.

# Scenario Testing

The following table outlines the inner-city high related scenarios tested and compared to the Base Case.

Scenario	Description
1 a, b & c	<p>A new school is built at the Elizabeth College Site (Y7- 10 High School; NB the suitability of the Elizabeth College site for a new high school is beyond the scope of the analysis (e.g. land size/shape/ qualities).</p> <p>School to be opened in 2021 with initial enrolments of 400 students (with 100 of these in year 7). Capacity to be 1400.</p> <p>Government market share at high school / college level is a variable to be tested as follows:</p> <ul style="list-style-type: none"> <li>• Scenario 1a - no market share change, just new school.</li> <li>• Scenario 1b - new school and increase market share in Hobart by +2.5% from 2021.</li> <li>• Scenario 1c - new school and increase market share in Hobart by +5% from 2021.</li> </ul>
2 a, b & c	<p>A new school is built at the Elizabeth College Site (Y7- 10 High School; NB the suitability of the Elizabeth College site for a new high school is beyond the scope of the analysis (e.g. land size/shape/ qualities).</p> <p>School to be opened in 2021. Staged approach to enrolments/opening to be tested as follows:</p> <ul style="list-style-type: none"> <li>• Scenario 2a new school open for just year 7 in 2021, no market share change.</li> <li>• Scenario 2b new school open for years 7-8 in 2021, no market share change.</li> <li>• Scenario 2c new schools open for years 7-9 in 2021, no market share change.</li> </ul>
3 a, b & c	<p>Attractiveness of the Glenorchy LGA is enhanced. A new school at the Elizabeth College site (as per Scenario 2).</p> <p>Government market share at high school / college level is a variable to be tested as follows:</p> <ul style="list-style-type: none"> <li>• Scenario 3a - no market share change, just new school and Glenorchy enhanced.</li> <li>• Scenario 3b - new school and increase market share in Hobart by +2.5% from 2021.</li> <li>• Scenario 3c - new school and increase market share in Hobart by +5% from 2021.</li> </ul>
4 a, b & C	<p>New senior secondary school campus (9 – 12) is built in Sandy Bay. Opening in 2021</p> <ul style="list-style-type: none"> <li>• Scenario 4a: 9-12 Facility 250 enrolments and 0% increase in market share in the Hobart LGA</li> <li>• Scenario 4b: 9-12 Facility 250 enrolments and 5% increase in market share in the Hobart LGA</li> <li>• Scenario 4c: 9-12 Facility 250 enrolments and 10% increase in market share in the Hobart LGA</li> </ul>
5 a, b & C	<p>New senior secondary school campus (10 – 12) is built in Sandy Bay. Opening in 2021</p> <ul style="list-style-type: none"> <li>• Scenario 5a: 10-12 Facility 250 enrolments and 0% increase in market share in the Hobart LGA</li> <li>• Scenario 5b: 10-12 Facility 250 enrolments and 5% increase in market share in the Hobart LGA</li> <li>• Scenario 5c: 10-12 Facility 250 enrolments and 10% increase in market share in the Hobart LGA</li> </ul>



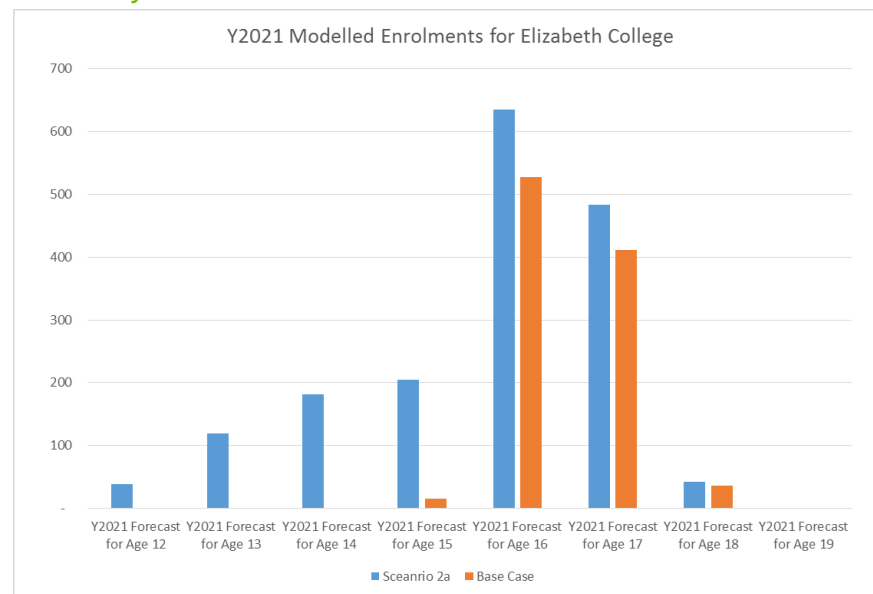
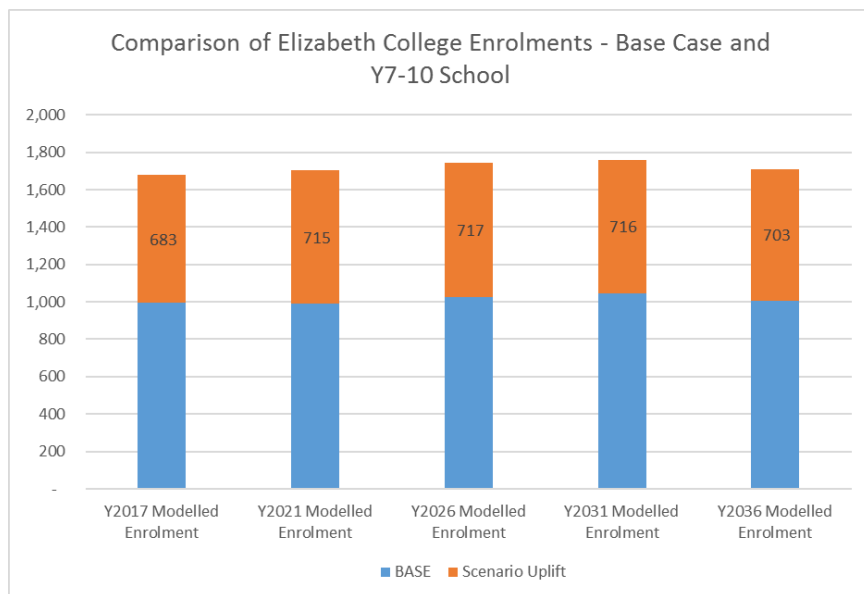
# Scenario 1a

Scenario 1 was developed to test the underlying demand for a new Secondary School in the Hobart CBD. This school was assumed to be located on the existing Elizabeth College site, opening in 2021. It is assumed that this school will have the same intake area as the existing College and cater for 12 through 15 year olds (year 7-10). Scenario 1a maintains current market share parameters.

The results of these Scenarios indicate that increasing the capacity of Elizabeth College by constructing a new Y7-10 facility will increase enrolments.

Students are drawn from all schools across the southern region of Tasmania. This scenario does not, in its current form, relieve pressure from Taroona High School.

*FINDING: There appears to be reasonable underlying demand for a secondary school in the Hobart CBD.*



## Scenario 1b and 1c

Scenario 1 was further amended to test the underlying demand for a new Secondary School in the Hobart CBD should market share shift towards Government secondary schools.

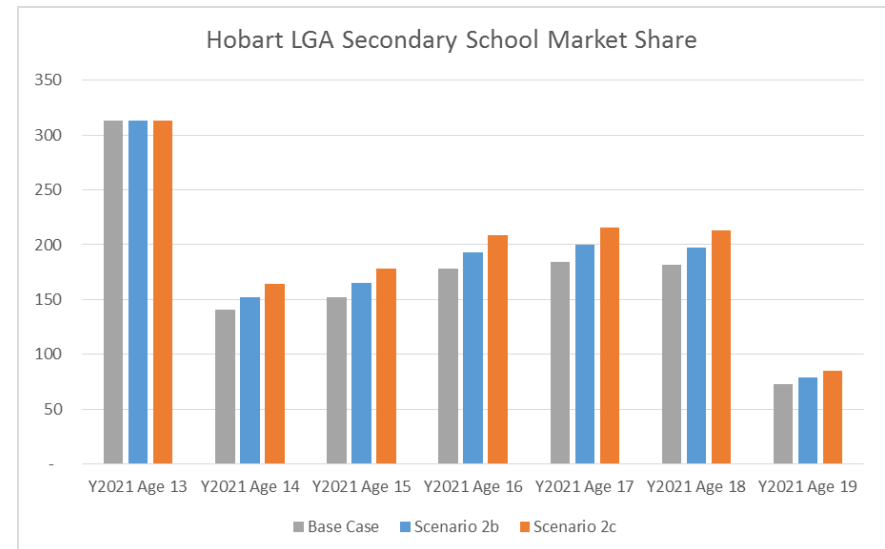
- Scenario 2b increased market share in Hobart by 2.5% by 2021.
- Scenario 2b increased market share in Hobart by 5% by 2021.

Increasing the market share by 2.5% increases Secondary Student numbers in the Government system by 78 from the Base Case. Enrolments at Elizabeth College do not change significantly under this scenario variation.

Increasing the market share by 5% increases this number by 157. Enrolments at Elizabeth College do not change significantly under this scenario variation.

Assessment indicates that these additional students are incorporated into existing schools and Elizabeth College.

*FINDING: The net impact of changing the market share for Secondary Schools within the Hobart LGA from 2021 is minimal.*



## Scenario 2

Scenario 2 considers a staged approach to the opening of the proposed Elizabeth College Secondary School. The following were tested:

- Scenario 3a opening for year 7 only in 2021.
- Scenario 3b opening for year 7 and 8 in 2021.
- Scenario 3c opening for year 7, 8 and 9 in 2021.

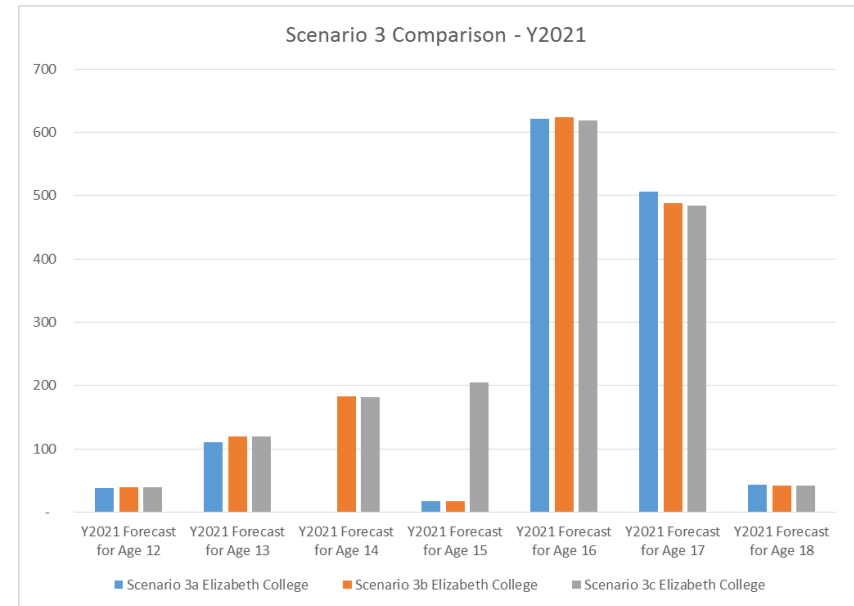
For all of these variations, it is assumed the site is fully operational for years 7 through 10 from 2026. There is no change in market share.

The graphic on the right shows the results for the 2021 model year when the staged uplifts are being implemented.

*FINDING: Assessment of the modelled results indicate that a staged approach does not impact on demand compared to the full implementation approach (Scenario 1a).*

*Note however that the model does not take into account personal factors such as a parent/student decision to remain at a school rather than transition to a new one during years 8, 9 and 10.*

*From a practicality perspective, it is more likely that some parents will only consider Elizabeth College at the traditional school transition points, with a staged opening catering for this.*



## Scenario 3

Scenario 3 considers the opening of the proposed Elizabeth College Secondary School and the added attraction of Cosgrove High. The following were tested:

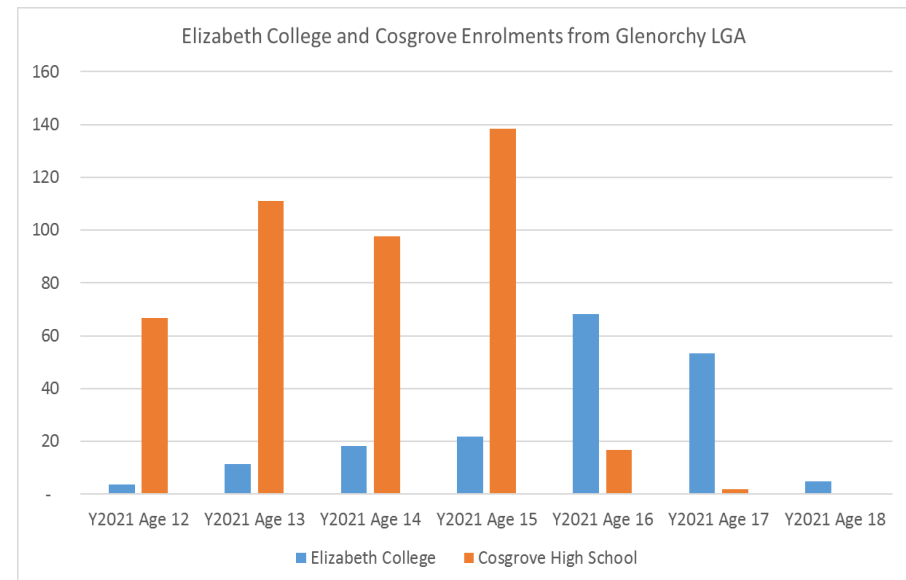
- Scenario 3a, new school, Cosgrove attractive, no market share change.
- Scenario 3b, new school, Cosgrove attractive, +2.5% market share change in Hobart in 2021.
- Scenario 3c, new school, Cosgrove attractive, +2.5% market share change in Hobart in 2021.

*The current intake area for Cosgrove High is Glenorchy (99.7%).*

*Some students from Elizabeth College also come from this LGA (11%).*

*An assessment was undertaken to understand whether the increased attractiveness of Cosgrove High would potentially impact on the attractiveness of the new Elizabeth College, or vice-versa.*

*There is little crossover of intake area / catchment, therefore negligible impact to either school.*





# Scenario 4 and 5

Scenario 4 considers the impact that a new Secondary School in Sandy Bay will have on surrounding school enrolments. For all of these variations, it is assumed the site is fully operational for all years from 2021.

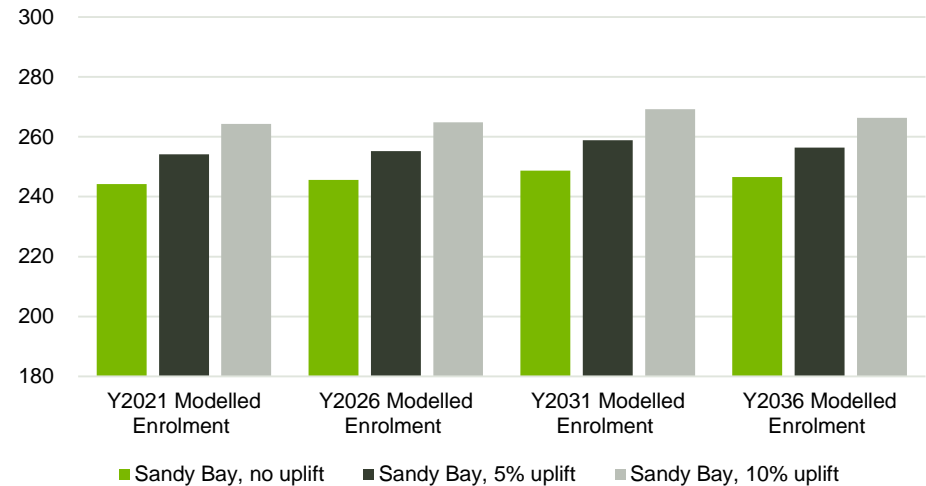
Assessment was conducted to determine whether the addition of the Sandy Bay school alleviated some of the enrolment pressure at:

1. Taroona High School. It was found that the new school decreased enrolments at Taroona, but in an uplift in market share of 5 or 10% negated this
2. New Town Primary and High School: the enrolments were only decreased when market share was held at 0%
3. Ogilvie High School: the enrolments were only decreased when market share was held at 0%
4. Kingston Primary and High School: The new school decreased enrolments in all cases

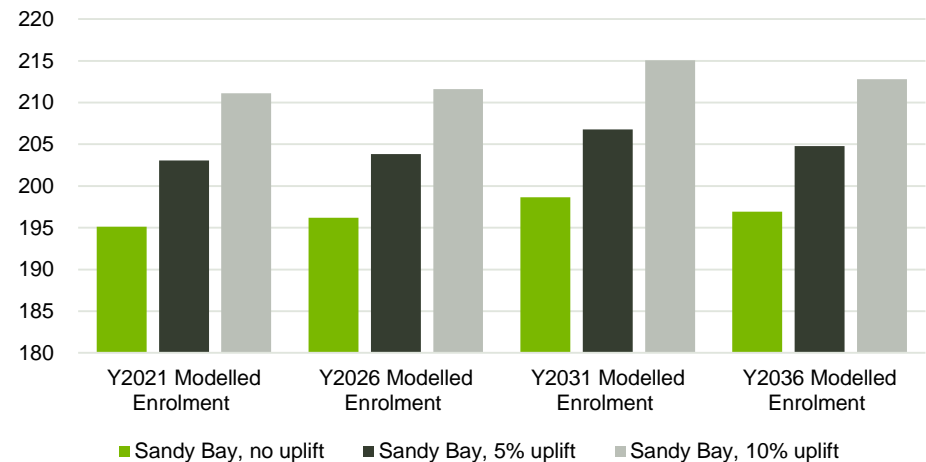
*FINDING: Assessment of the modelled results indicate that a new school at Sandy Bay will only be marginal in alleviating enrolment pressures at Taroona.*

Note: demand is not constrained by the built capacity of the school

**Sandy Bay, 250 enrolment scenario**

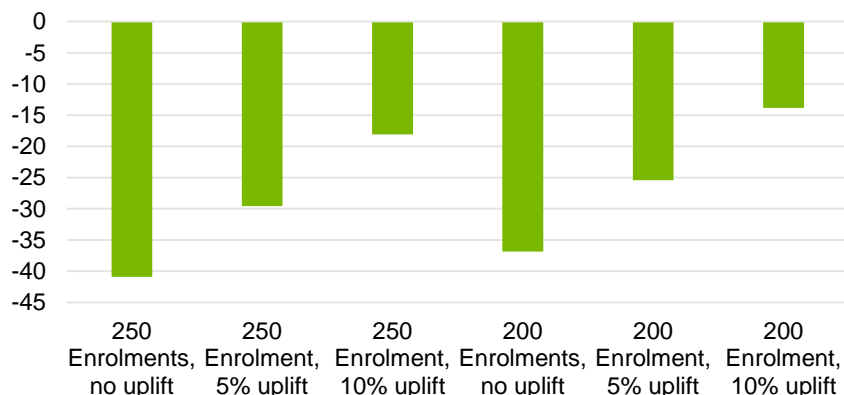


**Sandy Bay, 200 enrolment scenario**

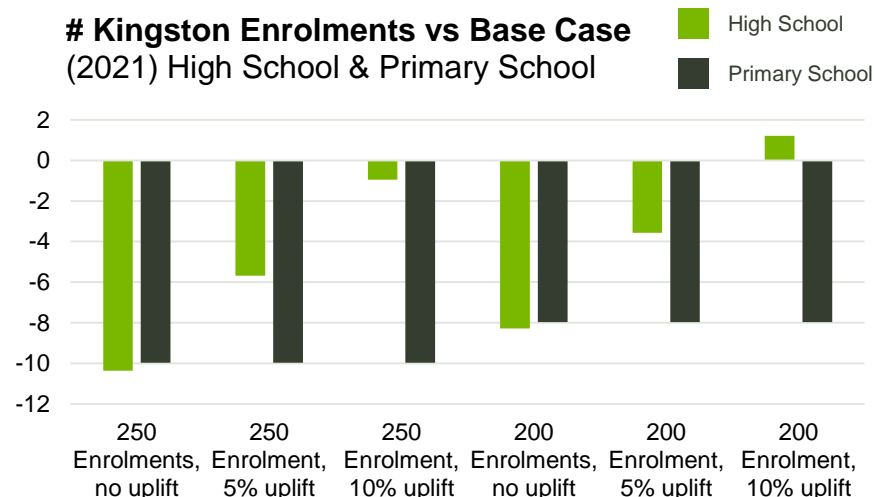


# Scenario 4 and 5

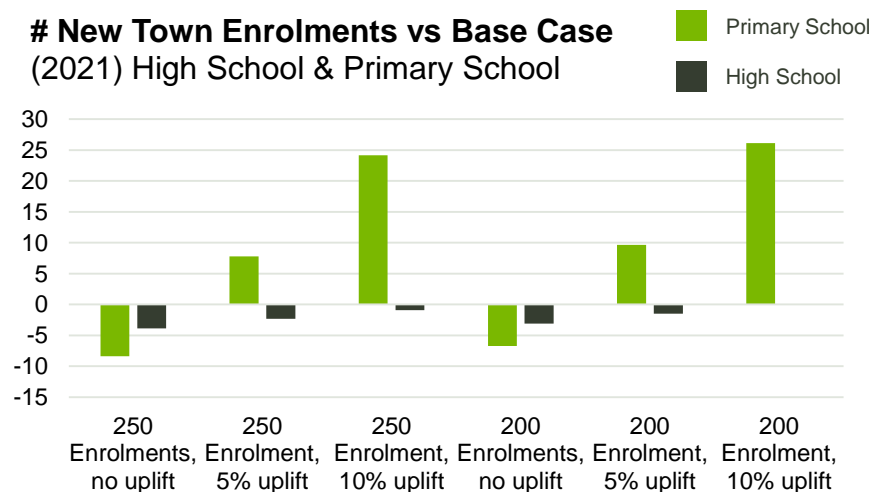
**# Tarrona Enrolments vs Base Case  
(2021)**



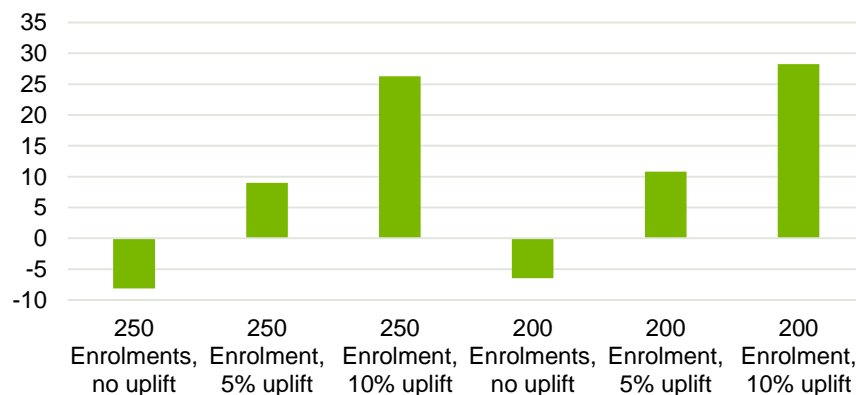
**# Kingston Enrolments vs Base Case  
(2021) High School & Primary School**



**# New Town Enrolments vs Base Case  
(2021) High School & Primary School**



**# Ogilvie Enrolments vs Base Case  
(2021) High School & Primary School**



# Summary of findings

Result of the Base Case indicates that at a macro level there is significant excess capacity across the portfolio for all model years.

There are a small number of schools at or near capacity, but generally the system as a whole has sufficient capacity to account for forecast changes in demographics. Therefore, the addition of any new school capacity, at least at a macro level is unlikely to be required.

This excess capacity more than accommodates the forecast growth in primary and secondary students through to 2036.

There appears to be reasonable underlying demand for a secondary school in the Hobart CBD.

The net impact of changing the market share for Secondary Schools within the Hobart LGA from 2021 is minimal.

Assessment of the modelled results indicate that a staged approach does not impact on demand compared to the full implementation approach (Scenario 1a).

Note however that the model does not take into account personal factors such as a parent/student decision to remain at a school rather than transition to a new one during years 8, 9 and 10.

An assessment was undertaken to understand whether the increased attractiveness of Cosgrove High would potentially impact on the attractiveness of the new Elizabeth College, or vice-versa.

There is little crossover of intake area / catchment, therefore negligible impact to either school.

Assessment was conducted to determine whether the addition of a Sandy Bay High School alleviated some of the enrolment pressure at Taroona High School. It was found that the new school decreased enrolments at Taroona by between 1% and 5%, depending on the scenario.

When reading these results it should be remembered that when forecasting trends in future enrolments, the model uses accessibility (travel times) and school size as the only drivers for demand. Other factors must be considered with undertaking more detailed feasibility studies to determine whether these new schools should be undertaken over upgrades at existing sites.



# get involved

SHAPING OUR FUTURE TOGETHER

## HOBART CITY PARTNER SCHOOLS

### SURVEY ON FUTURE MODELS OF YEAR 7-12 PUBLIC EDUCATION IN HOBART CITY

#### The survey

In August/September 2020 the Department of Education surveyed students, parents, teachers and community members about their views on Year 7 to 12 public education in Hobart city. We received a great response to the survey, with over 1400 responses.

This survey is just one of several methods of engagement to help us determine a future model of public education in Hobart City. It was designed to get a sense of student, parent, staff and community member perspectives on how education in Hobart can be delivered in a way that meets our learners' needs now and into the future.

School students and community members have participated in activities to articulate what their dream school looks like. The results of this exercise are presented in a supplementary report.

The Hobart City Partner Schools (Ogilvie High School, New Town High School and Elizabeth College) continue to work with their combined School Associations to consider the research and evidence and develop a model of education delivery that better meets the needs of the students in Hobart.

#### Summary of findings:

- Respondents were mostly past, present or future parents or students of Ogilvie High School (OHS) or New Town High School (NTHS).
- Respondents reported that the key reasons for choosing OHS and NTHS were that they are local schools; students could maintain their friendship groups from primary school; and that the schools have strong academic reputations.
- There is a preference for a future model for high school education for Hobart city to be co-educational.
- There is general consensus that a co-educational model should be provided using the schools we already have rather than build a new school.
- Respondents want to ensure all students have access to a wide range of subjects and teachers that meet their interests and learning needs.
- Respondents value developing social, emotional and relational skills and understandings that are necessary in the world beyond the school gates.

## Results

### How are you involved with Hobart City Partner Schools?

Over 75% of respondents were either past, present or future parents with the vast majority from OHS or NTHS. Students made up 582 or 41% of respondents and parents accounted for 496 or 35% of the total.

There were 237 or 17% responses from community members (with no direct involvement with any of the schools) and 95 or 7% responses from staff (past or present).

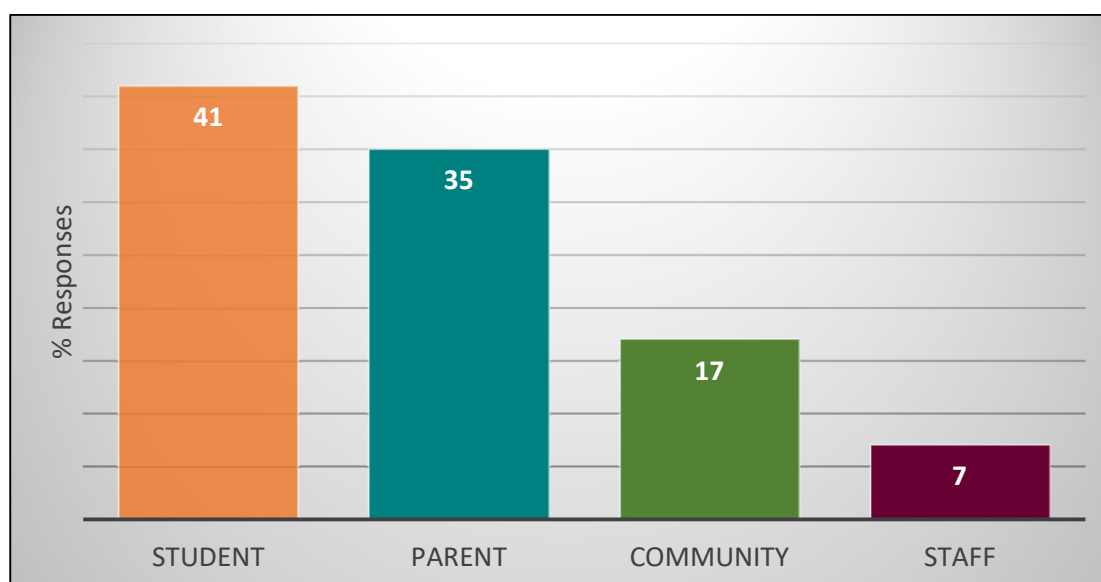


Figure 1: Respondent type

### Why respondents chose Ogilvie or New Town?

Respondents who were either past, present or future students or parents of OHS or NTHS were asked why they chose these schools. In responding, they were able to choose multiple reasons (see Figure 2).

Attending a local school, maintaining friendship groups from primary school and academic reputation were the key reasons for choosing OHS and NTHS, with family connection also important for students.

The three top reasons were similar in priority for parent and students, although students tended to rate family connection (12%) slightly higher than academic reputation (11%).

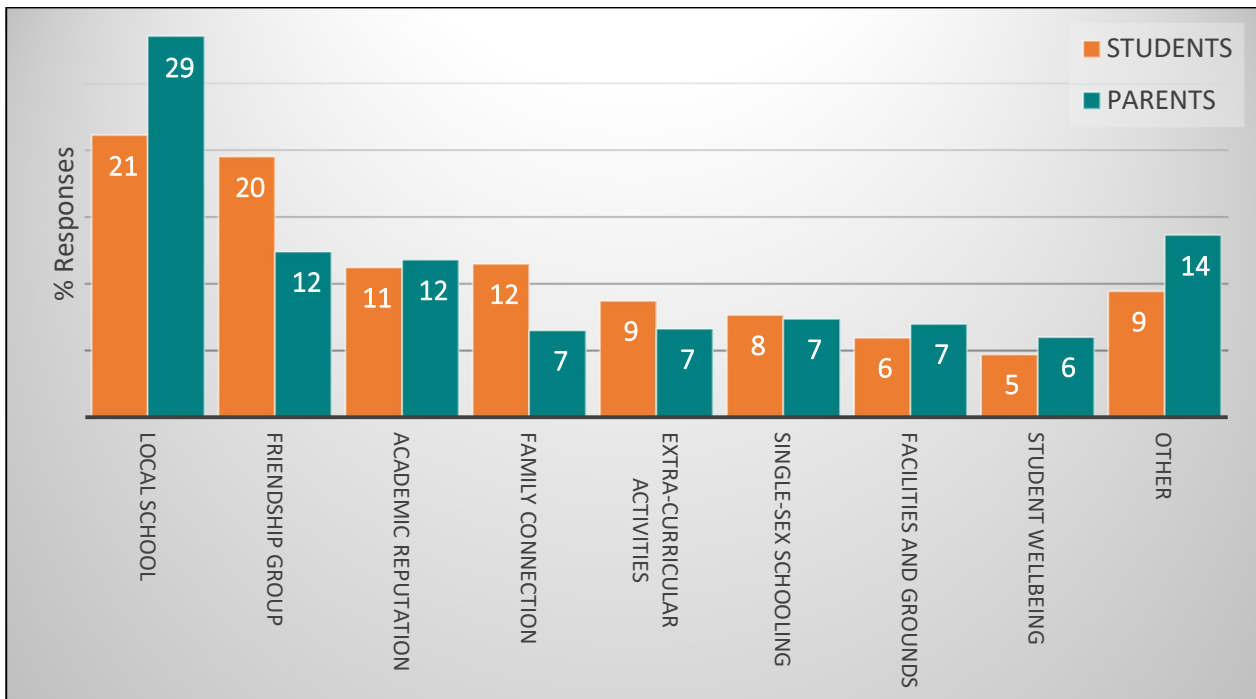


Figure 2: Reasons for choosing OHS and NTHS

#### Why respondents chose single-sex schooling?

The survey results indicate that single-sex provision is **not** a major reason for choosing OHS or NTHS.

Of the few (15%) who named single-sex schooling as a reason for choosing either school, the major reasons identified for choosing single-sex schooling were that it would lead to better academic and socio-emotional outcomes (Figure 3).

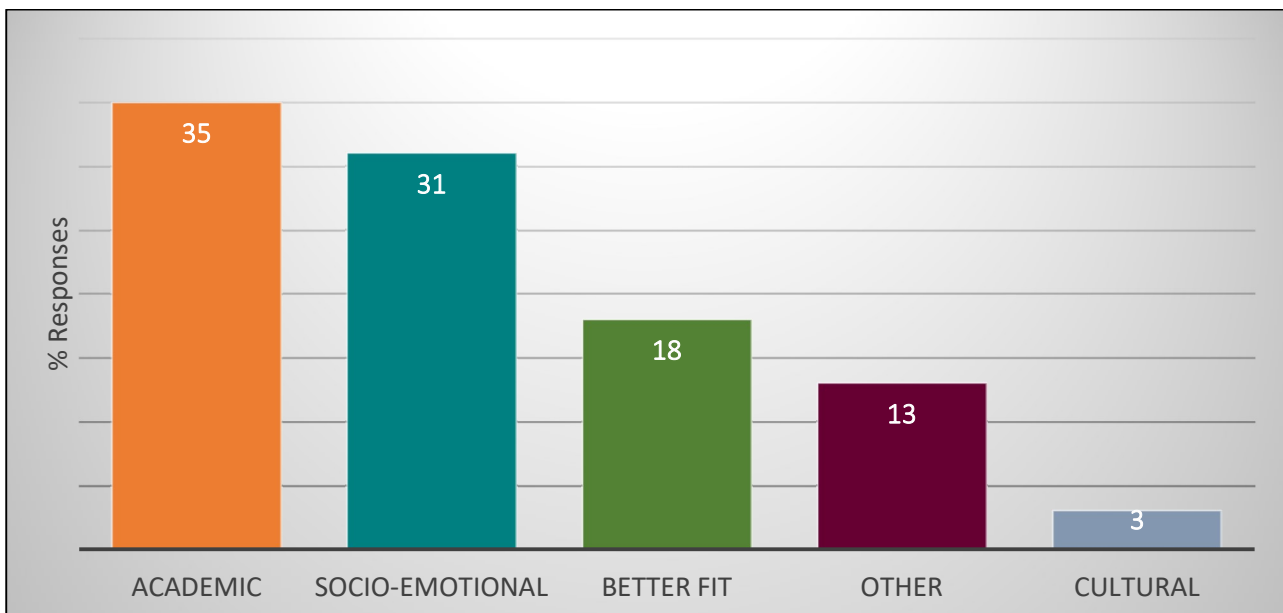


Figure 3: Reasons for choosing single-sex schooling



14% of the total number of respondents indicated that they, or their children attended an OHS or NTHS feeder school but did not choose to go to either OHS or NTHS. The majority, or 75% of these people said that this was because both schools are single-sex.

What is the preference for high school education in Hobart?

Over two-thirds of respondents indicated that a future model of education for Hobart City should be co-educational.

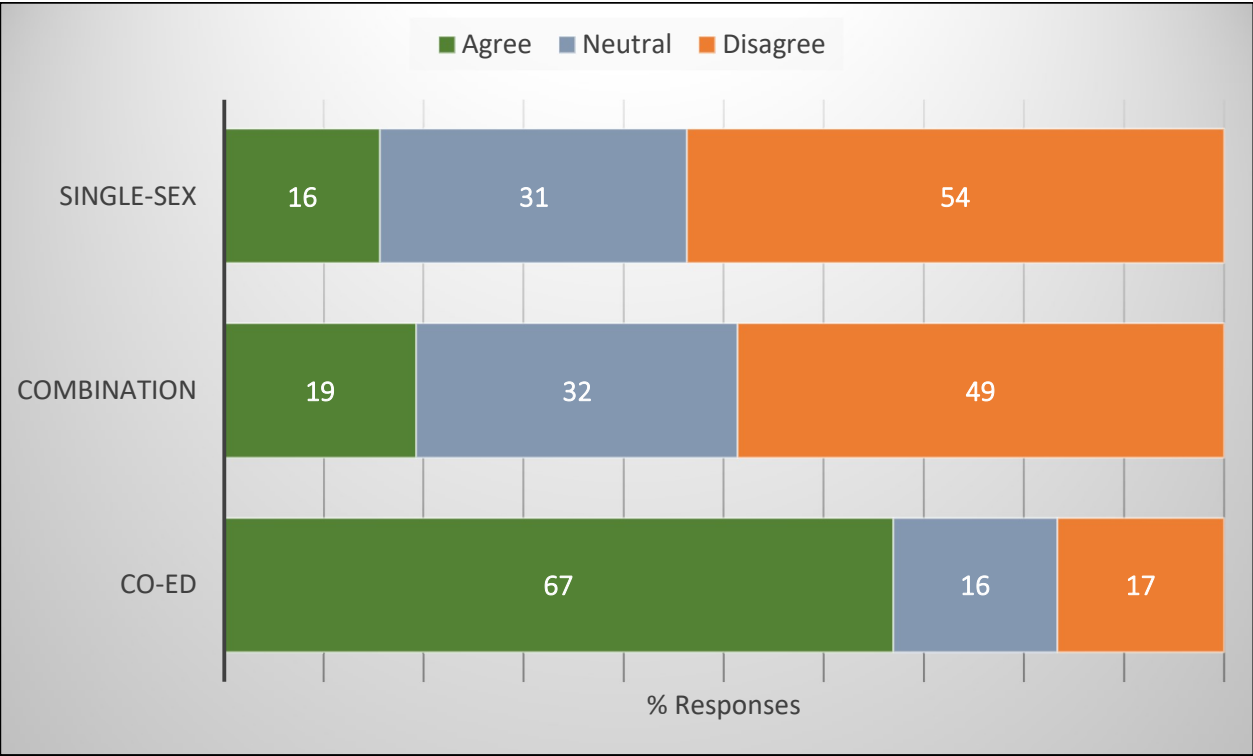


Figure 4: Overall preferences for high school education in Hobart. (Combination refers to single-sex delivery for core subjects)

Respondents were asked to agree, disagree or state their neutrality to questions about a range of co-ed and single sex educational options that would indicate preferences for combination, co-ed or single sex delivery based on student age groups (Years 7/8 or 9/10) or gender. The results show that there is little difference in preferences based on student gender or age group.

However, when preferences are analysed by respondent group, the results show some differences. Community members and parents had the highest preference for co-ed schooling in Hobart. Staff had the lowest level of preference for co-ed schooling.

The qualitative responses further support these results with over 80% of all respondent groups commenting they would prefer co-educational schooling.

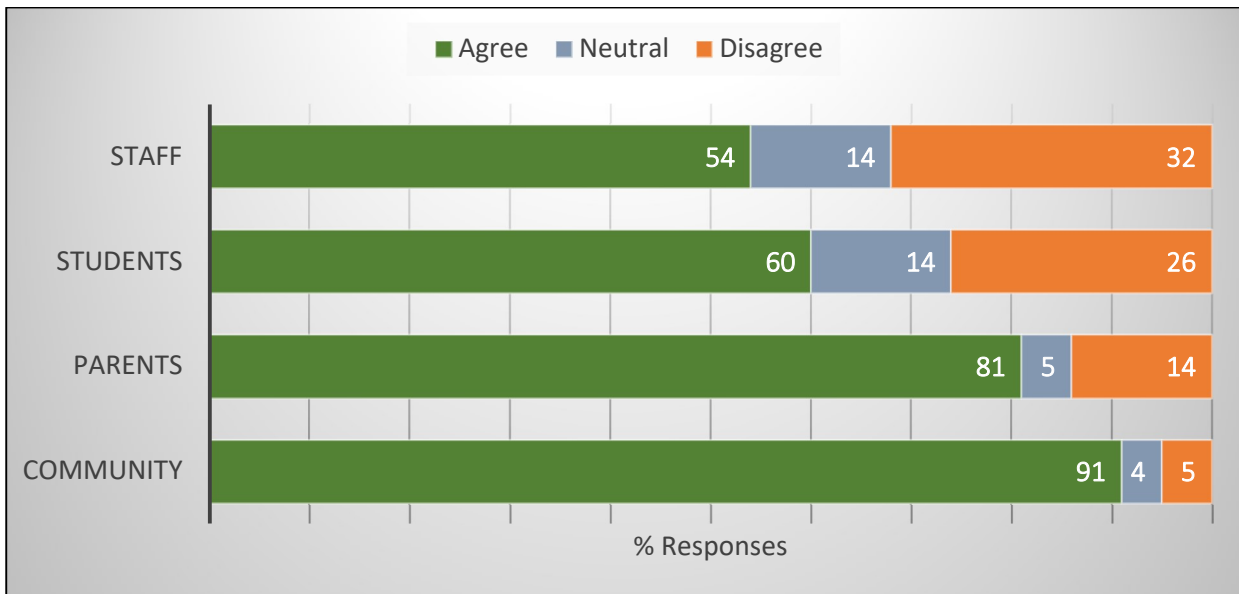


Figure 5. Average views on co-educational schooling by respondent group

Community members and parents had the lowest level of agreement with single-sex schooling. Students had the highest level of agreement with a single-sex model of high school in Hobart.

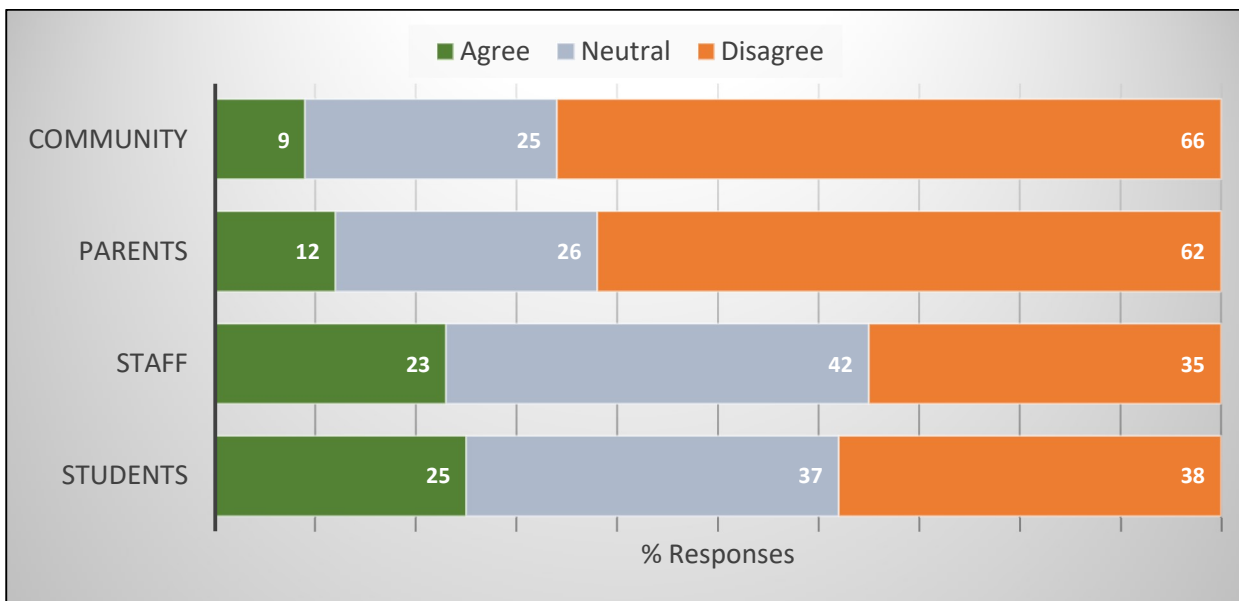


Figure 6. Average views on single-sex schooling by respondent group

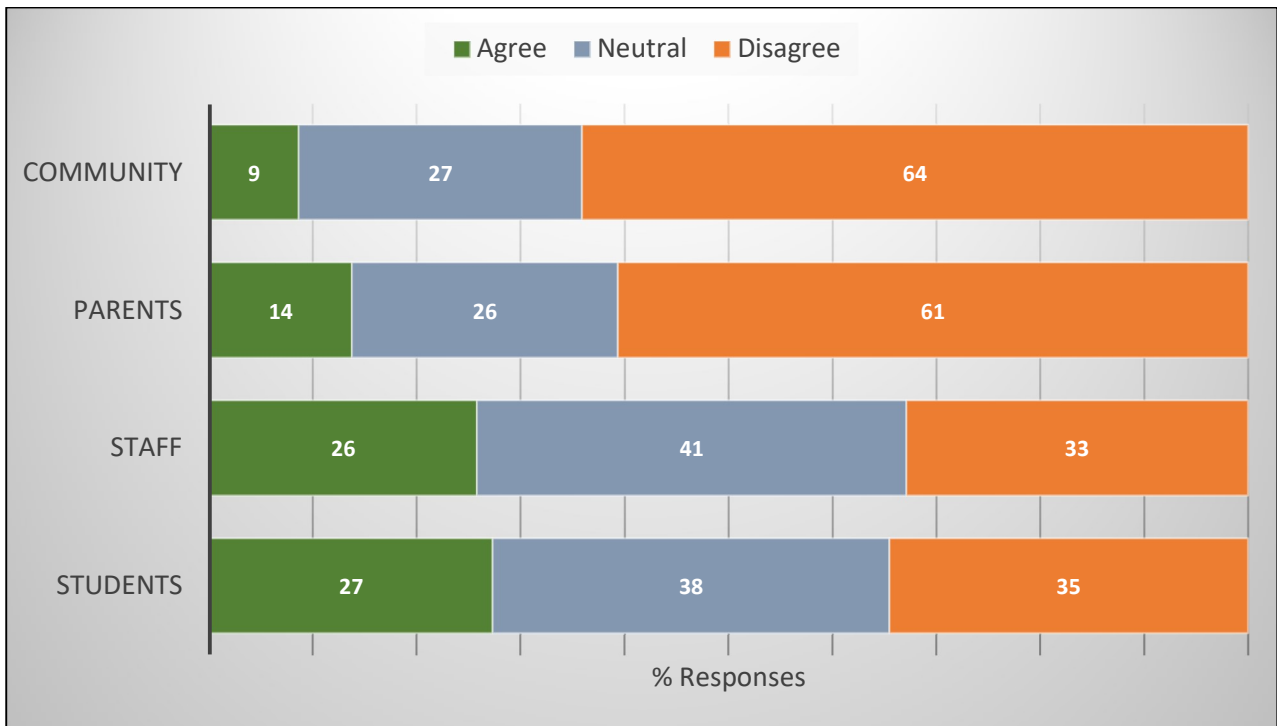


Figure 7: Average views on single-sex for core subjects (Combination) by respondent group

Students and staff are slightly more likely to prefer single-sex delivery for core subjects than parents or community members. Parents and Community have the lowest levels of agreement to this delivery model.

## COMMENTS ON A FUTURE MODEL USING EXISTING INFRASTRUCTURE

Survey respondents were asked two open-ended questions - “How could a future model be delivered utilising the existing facilities at the three Hobart City Partner Schools?” and for any additional comments they may have.

There were substantial similarities in responses to both the open-ended questions. Respondents commented across both questions on ideas including single-sex compared to co-ed provision; how to make use of existing facilities; and preferred characteristics of education provision. As such, the responses to both questions have been combined to present a fuller picture of respondents' views on education provision in Hobart.

### Overview: Co-ed provision preferred

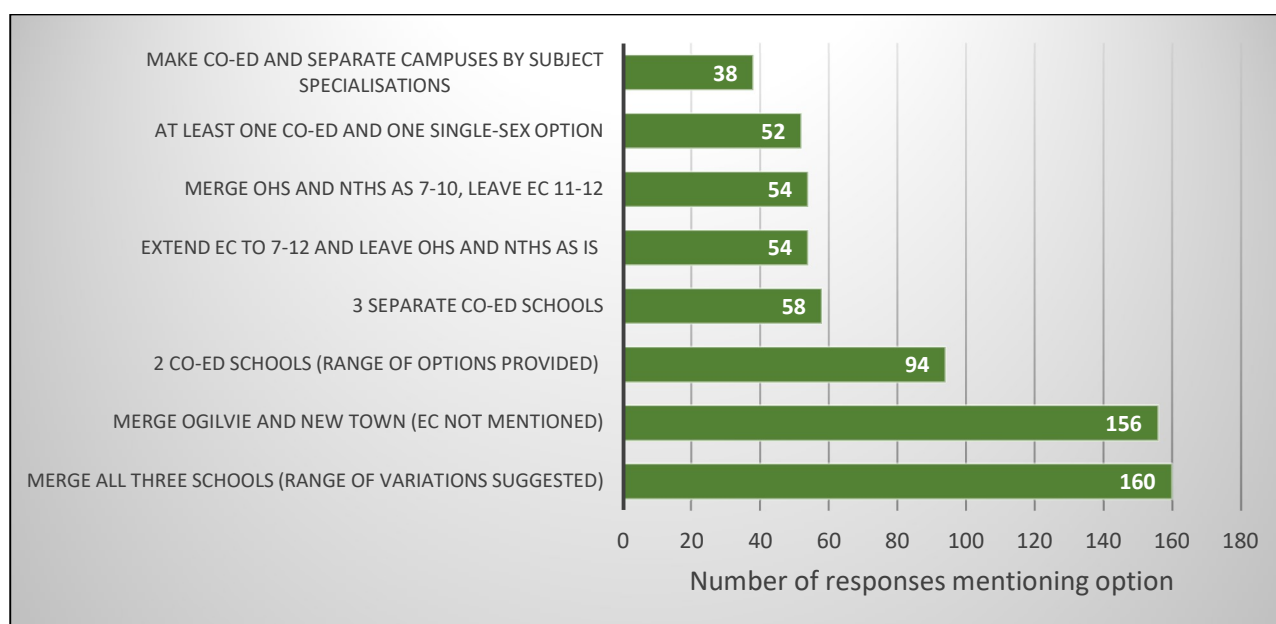
The overwhelming majority of respondents who provided comments called for co-ed provision.

Of the 1031 responses that referred to school structure, 88% stated that co-ed delivery was their preferred model, while only 12% indicated a preference for single-sex delivery.

Approximately one quarter of these responses did not elaborate on how they thought co-education provision should be delivered, for example “*A future model needs to be co-ed*”.

The remaining responses commented on a number of options. The most common options for making use of the existing facilities at the three schools (OHS, NTHS and Elizabeth College (EC)) are outlined in Figure 12.

Merging schools was the most common suggestion made (noting that the options in Figure 12 are themes that emerged from question responses, and not options that respondents were asked to select).



**Figure 8: Possible co-ed options using existing facilities.**

These are themes that emerged from comments to open questions about a future model. Each respondent could be counted in multiple themes.

The majority of the comments about either merging all three schools or merging OHS and NTHS (the three most popular options) were from parents and students.

A small number of responses made some comment that indicated Elizabeth College should continue to focus only on years 11 and 12.

Around 8% of respondents (85 people) indicated a preference for building a new school. This suggestion was more commonly made by parents and community members than students and staff. 55% of those who prefer a new school were parents and 28% were community members.

### A range of rationales

From highly conservative to more progressive, comments providing rationale for the options described by respondents exhibited the range of sentiments currently present in the community.

Almost 200 comments that provided rationale for co-educational options were situated in people's desire for students to learn in environments that are aligned with societal norms and that support the social and emotional development of young people.

*"Co-education prepares children/teenagers for the reality of a mixed workforce. Make all government schools co-ed."*

*"Single sex schools are archaic and a relic of the past that does not reflect how society or workplaces work. School is more than just learning maths and English, it is about learning to be part of society. I know a number of people who will not send their children to the two high schools for this reason. If they were co-ed then yes."*

*"With gender being more fluid these days single-sex schools seem like they could be more stressful for many students (even binary identifying students who want their friends to feel safe and have options) than necessary. Furthermore, the more diverse the interactions experienced as children become adults the better informed they will be about the world and their own place in it, so again co-ed would seem the better model."*

*"I think it is especially important for boys to understand that girls have an equal voice and be accustomed to listening to female opinions."*

*"It helps us grow our social skill and how to adapt."*

Issues of geographical distance, transport and travel were also common arguments for establishing coeducation provision in Hobart:

*"As a parent of three children aged 7 and under, the option of a co-educational public high school in Hobart and close to where we live would be fantastic. I hope a decisive decision to progress a fully co-educational public school, whether at Ogilvie/New Town/EC or elsewhere, is progressed as a priority."*

*"We would prefer to send our daughter to a coed school so if nothing changes we are likely to send her to Taroona High, even though it is a long way south from Mount Stuart."*

*"We will be sending our children to a suitably structured public co-ed high school in the near future. At present this means our only viable option is Taroona High, 40 min away, Suffering crowded buses, peak hour cross town traffic each way not to mention the time lost each day. Extra-curricular activities will also have this transport/distance/time/cost imposed on them."*

Socioeconomic status was also part of the commentary for respondents seeking coeducation options. For example:

*"I want to educate my boys publicly but would never consider sending them to a single sex school. I also wanted to be able to send them to a school that has a culture that values learning and achievement and has a good socioeconomic spread. At the moment my only choice is going to be to send them to a private school for years 7 to 10. Surely more people whose children attend the feeder schools want a coed option over single sex?"*

For those respondents who indicated they would like things to stay as they are, comments pertaining to choice, reputation, tradition, class and societal demographics were common. These types of comments featured in responses from a minority of respondents (less than 50). For example,

*"The current system has worked well for many years. It worked for my mother, it worked for me, my brother, many others. I have no idea what benefit is supposed to come out of this?"*

*"Keep the education and tradition at New Town high school as it is. It has provided some of Tasmanian's leading men, academically and athletically. The system works, don't break 100 years of tradition and success."*

### Do it soon

A sense of urgency for change from some respondents was founded on awareness of conversation about the HCPS for some time, a sense of single-sex education being outdated, and personal motivation where respondents had young children for whom they wanted a co-education high school option when they are older.

*"This has been needed for a long time. Please move quickly."*

*"The Government needs to be decisive, communicative, transparent and quick acting on this. It is now a number of years since the feasibility study was done by the Government, and until recently they have remained silent on the outcomes from this study. There are currently too many unknowns to enable parents to make meaningful and informed decisions about their children's future high school education."*



## Conclusion

It is clear from both the quantitative survey data and comments that there is strong preference for co-education provision in Hobart.

The sentiment seen in responses to this survey provides a strong foundation for further exploring options regarding how to best make use of existing facilities.

Based on the survey responses, it seems that the merging of two or three of these schools and providing a co-ed option from Years 7-12 is a preferred way of moving forward.

Spreading students across two or three campuses based on their year levels was the most commonly suggested configuration. However, without explicitly posing options for respondents to respond to, the results presented here should be taken as indicators and not quantitative results.

The survey asked open ended questions that provided respondents with an opportunity to articulate a response that was not guided by the survey. There are benefits and shortcomings to doing this.

The benefits are that the survey has generated many configurations of possible uses of our existing facilities, as well as providing insights into respondent's views and perspectives about educational provision in Hobart. The shortcomings are that because respondents were not explicitly provided with options to comment on (such as: all three schools merging; extending Elizabeth College to include Years 7 to 10; or if things should stay just as they are), preferences for these logical options are not clearly understood.

It is therefore recommended that further information collection and analysis be conducted when a series of options are being considered.

## Next steps

This survey data will be considered along with the variety of other inputs relating to this issue. These inputs include the inner-city school feasibility work undertaken in 2017 and 2018; the research study undertaken by the HCPS; the dream school exercise undertaken by some students and parents; the work of the combined HCPS School Associations; and submissions and stakeholder feedback received throughout the consultation process.

Work has now commenced on developing potential models that reflect what has been discovered and what has been heard. It is anticipated that any new model will be tested with the community, parents, students and staff in 2021 for commencing implementation in the 2022 school year.

For further information about the Hobart City Partner Schools please visit <https://www.education.tas.gov.au/community-and-engagement/get-involved/>