

# Hobart City High & Elizabeth College Future Model: Future Model:

## Community Consultation Report

**November 2023**



# Contents

Executive summary .....	3
About the Consultation .....	4
Introduction/background to the consultation .....	5
Methodology .....	6
Sample size .....	7
Limitations/constraints .....	7
Who we spoke to in person .....	9
Who we heard from online .....	10
The Models Proposed: Key Findings Summaries .....	12
The Combined Model .....	13
The Separate Model .....	17
Alternative Models Proposed .....	21
The Online Consultation: Key Findings Overview .....	22
Survey Results Summary .....	23
The People We Spoke To: Key Themes Summaries .....	26
What did people tell us? An Overview .....	27
Common themes across groups .....	27
Students .....	28
Families .....	28
Community .....	29
Staff .....	29
Feedback outside of scope: Other feedback for noting .....	30
Detailed Findings .....	31
Detailed Insights: Separate Model .....	32
Detailed Insights: Combined model .....	34
Alternative models proposed .....	38
Detailed Analysis by group .....	39
Students - detailed insights .....	41
Community .....	49
Staff .....	59
Families .....	69

# Executive Summary

3P Advisory were engaged by the Department for Education, Children and Young People (DECYP) to undertake a stakeholder engagement process. The purpose of the engagement was to better understand sentiment on two proposed options in the extension of year 11 and 12 provision for students at Hobart City High School, in line with the Tasmanian Government policy.

This report presents an in-depth analysis of stakeholder sentiments regarding the future educational models for Hobart City High School (HCHS) and Elizabeth College (EC), particularly focusing on the provision options for years 11 and 12.

## **Throughout the consultation, stakeholders - educators, students, parents, and the broader community - were asked specific questions regarding:**

1. The preferred model for HCHS and EC, with options including maintaining the current separate system, merging the institutions, or exploring alternative options.
2. The strengths, what excited, and what concerned people about each proposed model. The feedback revealed a strong community affiliation with the existing college system, particularly with Elizabeth College.

## **This was evident through:**

- Parents reflecting nostalgically (as specifically identified by parents) on their own positive college experiences.
- Current students expressing enthusiasm for the opportunities provided by the college environment.
- Years 8-10 students looking forward to their college years.

Despite this, there were reservations about the capacity to extend year 11 and 12 options within a secondary school campus or merging a college with a secondary school. This resistance was prevalent across all stakeholder segments.

## **Key findings include:**

- A predominant preference for maintaining separate models for HCHS and EC, with limited support for a merged model.
- Recognition of the need to address disengagement and low retention rates among some student groups, emphasising a cultural shift in educational approaches for the group of students the current models do not cater for.
- Acknowledgment of the challenges in balancing the preservation of current educational structures with the exploration of innovative approaches for future generations.

In conclusion, while the consultation highlighted a strong preference for the status quo, it also highlighted a need to think differently for students not thriving in the current system. For most stakeholders, this was considered out of scope for their area of interest and impact, and they provided feedback based on their own needs, rather than the broader cohort of students. Similarly, the majority of stakeholders focused on the immediate needs of HCHS and EC students and staff, underscoring the challenge of thinking beyond existing structures to enhance learning outcomes for all students, now and in the future.

# About the Consultation



# Introduction/background to the consultation

## Early partnerships and Memorandum of Understanding

In 2019, New Town High School, Ogilvie High School, and Elizabeth College established a Memorandum of Understanding (MOU) that formalised arrangements for co-educational and complementary course options across the schools. This partnership had been building over the previous three years. Following a consultation period with staff, students, and the community in 2020, it was announced that Ogilvie and New Town would operate as a new co-educational school, Hobart City High School (HCHS), starting from 2022.

## Phased approach and collaboration with Elizabeth College

While operations for Year 7 students began in 2022, a phased approach was required to ensure that the changes were manageable and sustainable over the long term. Although Elizabeth College did not directly become part of the new Hobart City identity initially, there has been a focus since 2022 on promoting strong collaboration with the college. This collaboration aimed to strengthen the learning pathways available to students, whether they are headed for employment, further training, or higher education. Elizabeth College offers a diverse range of about 100 Year 11 and 12 courses and has a robust relationship with the University of Tasmania, providing students with additional opportunities for academic extension.

## The next steps: current consultation objectives

The next stage of the reform process necessitated a community consultation program to identify the preferred future operating model for HCHS and Elizabeth College. The aim is to enable more students to pursue their passions and continue their education as they shape their futures. The intent of the consultation is to ensure the final recommendations are informed by views of stakeholders, obtained through genuine consultation with staff, students, parents, and the broader Hobart community. 3P Advisory, a Tasmanian business specialising in stakeholder engagement and consultation, was engaged to facilitate this process. The consultation aimed to capture diverse perspectives to inform the next stage of the partnership.

## Proposed options and Governance Committee

Three options are under consideration:

- HCHS and EC remain separate but continue their partnership. HCHS would meet its Year 11 and 12 government expectations by creating a suite of subjects tailored to their student cohort.
- HCHS and EC combine to form one school across three campuses.
- Any other reasonable options identified through the consultation process.

A Governance Committee, comprising the Director, Principal Leadership, in Southern Tasmania, HCHS and EC principals, and relevant school association chairs, has overseen the consultation. This committee will then use the contents of this report to make recommendations to the Minister for Education.

# Methodology

## Overview

The methodology was designed in stages to ensure a comprehensive approach to stakeholder engagement and data collection. Each stage was informed and guided by the preceding one, allowing for a dynamic and responsive consultation process.

3P Advisory did not undertake the communications or promotion of the consultation, this was within the scope of the Department for Education, Children and Young People (DECYP).

### Stage one: pre-engagement preparation

Conducted in the week beginning 31st July, this stage involved:

- Meeting with the governance committee.
- Developing and presenting the project plan for approval.
- Finalising lists of Department for Education, Community and Youth Programs (DECYP) stakeholders.

### Stage two: scoping

Conducted in the first and second weeks of August, this stage included:

- Developing a detailed stakeholder mapping and engagement plan.
- Collaborating with DECYP and the Governance Committee to develop a communications strategy.
- Initiating advertising, promotion, and specific engagement meetings.

### Stage Three: Engagement

Spanning from the third week of August to the fourth week of September, this stage targeted:

- Students
- Parents
- Educators
- The local community
- Decision-makers in DECYP
- External stakeholders, including higher education providers, community organisations, and specific population groups.

A mixed-method approach was employed to ensure accessibility and inclusivity. The engagement plan was finalised after discussions with the Governance Committee. Various engagement options were utilised, including online platforms, onsite information sessions, inclusions in newsletter and other regular school-based communication methods, and individual discussions. To inform the engagement with students, 3P Advisory collaborated with a group of students from Elizabeth College on the co-design of student-centric engagement options.

### Stage four: analysis and report

Conducted in the first three weeks of October, this stage involved:

- Collating all qualitative and quantitative data through a centralised system for consistent analysis.
- Providing a detailed assessment of common and unique perspectives among different stakeholder groups.
- Submitting a draft report to the Governance Committee for review and amendments.

## Sample size

3P Advisory uses recognised sample size validity calculation methods and tools to determine valid sample sizes. Using the Greater Hobart population of 252,453 with a confidence level of 95% and a margin of error 5%, a minimum sample size of 384 was required.

### **The total sample size achieved for the consultation was:**

570 face-to-face engagements (approx. based on estimates of attendance of the larger group sessions and class sizes)

335 individual contributors across 408 contributions online

Please note some individuals may have attended more than one session and/or online engagements.

## Limitations/constraints

As with all consultations, some limitations exist. Specifically for this consultation, the following limitations are noted.

### **Contextual limitations**

The effectiveness of the implementation of the Year 11 and 12 extension policy and the options consulted on may be influenced by contextual factors, such as cultural, socio-economic, and educational system differences. The methodology acknowledges that the policy's impact may vary in different settings.

### **Measurement limitations**

Participation, attainment and retention in education is complex and multifaceted and consultations relating to outcomes in these areas of education policy can be challenging. The methodology and key findings recognise that some participants may be limited in their knowledge and understanding of research and evidence.

### **Time constraints**

The consultation was over five weeks leading into school holidays. The scale and scope of engagement is relevant to the time allocated.

### **Scale and scope of consultation and promotion**

Time, budget, promotion and the focus of the consultation may impact the depth and scope of the evaluation. Potential limitations in data collection and analysis due to resource constraints are acknowledged.

### **Selection bias**

In the surveys and consultations, participants self-select based on their interest or ability to engage in the consultation activities, potentially introducing bias into the themes and therefore the findings.

**Social desirability bias**

Participants in all methods of engagement may provide responses they believe are socially desirable, rather than their true perspective or experiences, leading to potential bias in themes and therefore findings.

**External factors**

External events or interventions unrelated to the consultation may influence the level and type of participation and input consultation.

**General application**

Results from the consultation may not be directly transferable to other populations or settings.

**Data availability**

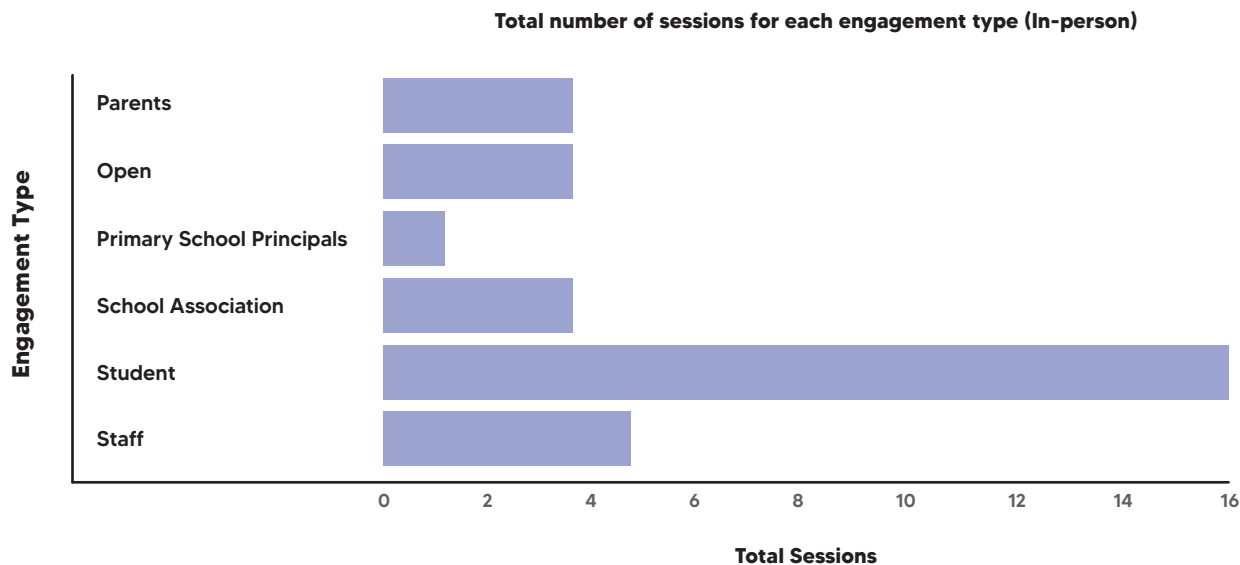
Data limitations, including missing or incomplete data, may impact the comprehensiveness of the participants input.

3P Advisory acknowledges these assumptions and limitations in the consultation methodology, and has taken these into account in the assessment of findings and themes to ensure an accurate interpretation of the results.



# Who we spoke to in person

## Supporting visuals (in person)



## About the consultation: Engagement sessions

### 4 staff sessions:

- 2 Elizabeth College
- 1 Ogilvie Campus
- 1 Newtown Campus
- 1 Primary School Principals session

### 3 school association sessions:

- Elizabeth College
- Hobart City High School
- Feeder primary schools school associations

### 16 student sessions:

- 1 initial student engagement co-design
- 1 lunch session at Ogilvie
- 1 Promo-stand at EC
- 2 lunch drop-in at EC
- 8 30 min EC class sessions
- 1 45min at Newtown Campus's Breakfast Time
- 1 40min with a class at Newtown Campus

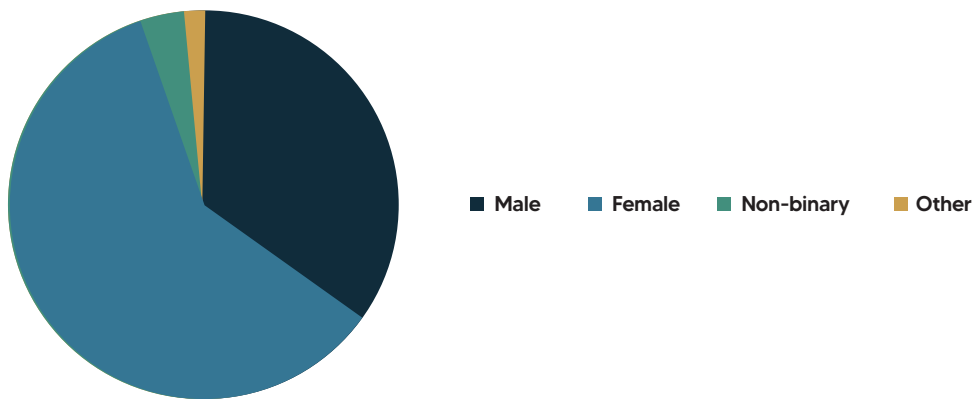
### 9 Parents and Community:

- 3 Elizabeth College
- 3 Ogilvie Campus (including one before school drop-in)
- 1 Newtown Campus
- 2 Online drop-in
- 3 Phone calls

**Total reach of approximately 574 people via engagement sessions**

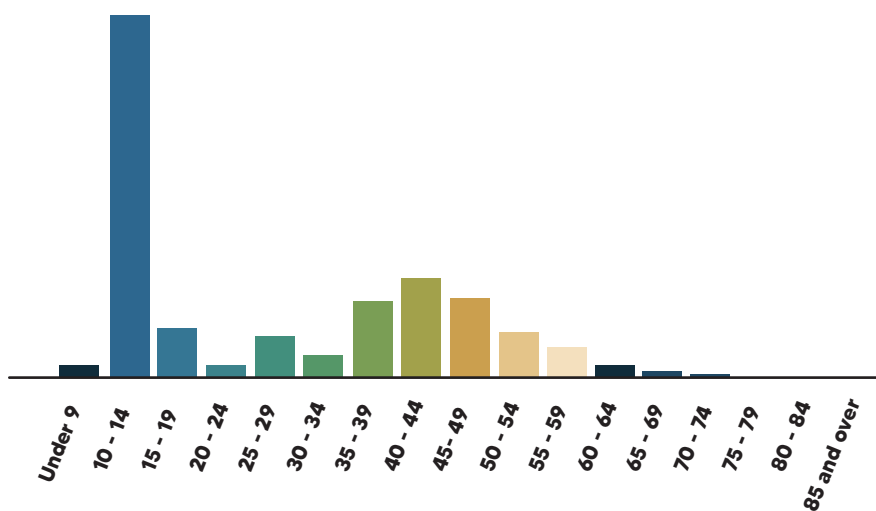
# Who we heard from

## By gender:



Female participants were the majority, making up 54.2% of the online participants. Male participants accounted for 32.1%. Non-binary and other categories made up a smaller portion of the participants.

## Online by age:



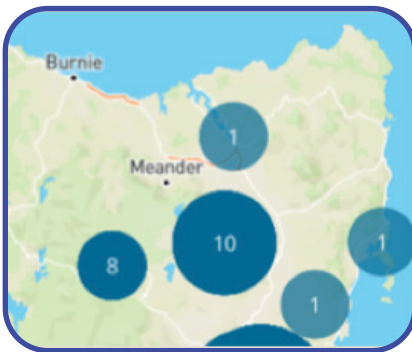
The age group 15-19 had the highest participation, making up 41.0% of the online participants. Age groups 45-49 and 50-54 also had notable participation.

**Online by geographical location:**

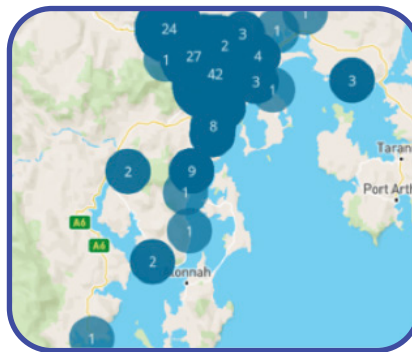
**Geographical Location:**

Suburb	Postcode	% of contributors
Glebe	7000	17.6%
Newtown	7008	14.1%
Claremont	7011	7.4%
Elwick	7010	6.7%
Moonah	7009	6.4%
Montagu Bay	7019	6.4%

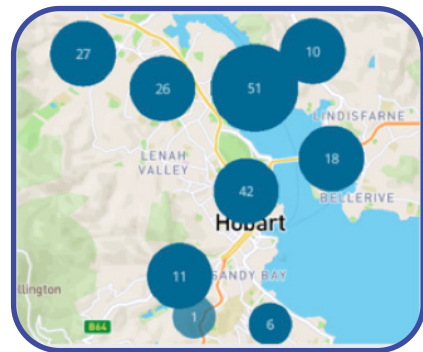
**North:**



**South:**



**South - Greater:**



# The Models Proposed: Key Findings Summaries



## The Combined Model

### Assessment of Preference

The majority of consultation participants did not prefer this model.

### Key Findings

The proposal to unify HCHS and EC into a single educational pathway has elicited mixed reactions. While some stakeholders see the combined model as a means to streamline administrative processes and improve the educational journey, the majority have expressed concerns, suggesting a general preference against the merger.

### Strengths Raised

#### Streamlined Educational Experience

A common strength noted is the potential for a more efficient and cohesive educational experience from Years 7-12, which could mitigate transition stress and standardise education quality.

#### Enhanced Collaboration

There is potential for improved collaboration between staff and across year levels, possibly leading to better outcomes for younger students and more enriched educational experiences.

#### Diversity

A larger and more diverse student body could enhance the educational and social environment, potentially encouraging more students to pursue academic senior years.

### Concerns Raised

#### Logistical Challenges

The necessity of navigating multiple campuses and the associated travel time could negatively impact students' and teachers' day-to-day experiences.

#### Loss of Transition

The absence of a distinct transition to college could inhibit personal growth and the psychological benefits of a "fresh start."

#### Potential Cliques

A more insular student body could emerge, possibly discouraging new enrolments and reducing diversity.

#### Maturity and Age Range

Varying maturity levels across a wider age range could cause conflicts and hinder the focus of older students.

### Opportunities Identified

Stakeholders have recognised the potential for innovative educational practices and a shift in cultural expectations regarding the separation of high school and college.

### Other Feedback

There is a call for strategies to mitigate potential disruptions from a merger should one occur, such as phased integration and better communication across campuses.

## Who Would Potentially Benefit?

### Students Preferring a Unified System

Those who thrive in a consistent setting may find the seamless transition beneficial for their academic and social development

### Some Teachers

Teachers could benefit from the continuity in preparing students for the curriculum in higher years, potentially fostering stronger relationships with students and families

### Students at Risk of Disengaging

A continuous educational pathway could help retain students who might otherwise disengage between Years 10 and 11, making further education more accessible.

## Who Would Potentially Be Disadvantaged?

### Students from Other Schools

Those interested in Elizabeth College from outside the direct feeder schools might be deterred by a perceived lack of diversity or feeling like outsiders.

### Students Valuing Independence

The natural progression to independence offered by transitioning to a separate college could be limited.

### Logistically Challenged Students

Those facing logistical challenges might find the travel between campuses a significant hindrance.

### Teachers with Specialised Focus

College teachers concerned about dilution of specialisation and the requirement to teach younger students may feel disadvantaged.

## The Combined Model: Stakeholder Perspectives and Consultation Dialogues

During the community consultation, the idea of a combined model for Hobart City High School and Elizabeth College generated a wide array of perspectives. This model, which suggests a unified educational pathway from high school through to college, has received mixed support and reservations.

The advantages of a combined model were focused on the potential for more efficient use of resources, including shared facilities and staff, and the potential benefits of a continuous educational experience for specific student cohorts.

However, feedback was heavily centred around a range of challenges and concerns people had regarding this proposed model. From an academic perspective, the dilution of specialised teaching and individualised pathways for Years 11 and 12 was an overwhelming concern.

From an operational and community perspective, concerns were raised about the potential loss of each school's distinct identity and the risk this posed to enrolments at Elizabeth College in particular. From a practical perspective, there were significant concerns, particularly among students and parents, on travel between campuses affecting the ability of students to focus on their final years of schooling.

Many raised concerns about the disruptive nature of progressing with a merger of the college and the high school – citing both students from Hobart City High School having experienced significant disruption throughout the transition from Ogilvie and New Town into Hobart City High School, and also the disruption to students from other schools who may have been considering Elizabeth College for Years 11 and 12. Many expressed a sentiment that those students could look elsewhere should Elizabeth College merge with Hobart City High School. It was indicated that a combining of the high school and college would potentially result in those students shifting to alternative colleges, impacting both the enrolment and student populations at those schools and disrupting the diversity of students at Elizabeth College. Diversity has been raised as something stakeholders strongly value at Elizabeth College in its current form.

Most participants in the consultation supported the current separation of the high school and the college.

A limitation of this consultation is the difficulty in hearing from, and capturing, the views of those who have disengaged from the education system, or not gone into a college setting after Year 10. While these voices are the minority, in both the people we spoke to across the consultation and in the population more broadly, research show that they are the population group who would benefit most from a combined Year 7-12 schooling system.

Despite the difficulties in reaching, engaging with and capturing equal representation from this group throughout the consultation, when we did receive feedback or have conversations with students at risk of disengaging from education post Year 10, the insights gained highlighted important considerations and potential benefits and limitations of the combined model.

**For example:**

- A number of students from Hobart City High School’s Ogilvie and New Town campuses indicated that they were unaware of the (legal) requirement for them to finish Year 12, receive a certificate III or be 18 before leaving school. Some students said they had not planned or considered attending Year 11-12 post Year 10, and weren’t yet sure what they were going to do. These conversations indicate that there is still a strong culture and connection between the end of Year 10 and the end of schooling for some cohorts of students.
- In conversation with a group of Year 9 and 10 students at the New Town campus students were asked if they were planning on attending Year 11-12 at Elizabeth College. About one-third of the group of said yes. The remainder had not decided what they were doing but weren’t particularly keen on college. When asked how they would feel about the high school and college merging, it was strongly agreed across the group that this was not a favourable option. However, when digging deeper, one student stated, “I really don’t like that idea, because I would feel really pressured to stay until Year 12 and I don’t really want to be in school that long”.
- In contrast, while some students spoke of the “pressure” they would feel to stay at school until Year 12 if they were automatically enrolled from Year 7-12 in the one school, one Year 9 student at New Town High School spoke eagerly about his plans to leave school at the end of Year 10 so he could get an apprenticeship. He was asked what motivated him to do this, and whether he would stay through to Year 12 if he could get the same or similar skills and qualifications in an educational setting through a VET course. He was adamant that it wasn’t necessarily what he’d learn that he cared about; rather, what was important to him in his current circumstances was being able to earn his own money and the independence this would give him to “get out on my own and do my own thing”. This conversation highlights the importance of considering external factors and their influence on the decisions of young people, particularly for those who don’t feel an educational setting can support them in the short-term to access resources or improve their individual circumstances.

**Other benefits of the combined model were highlighted, including from a student who highlighted the potential impact on younger years:**



**Well, it would help bring up better learning from year 10 and lower because the main problem isn't adequate teaching in year 11-12, it's when there a lot younger students struggling in maths, English, reading and writing.**

The feedback revealed complex and diverse perspective on the benefits and concerns regarding the combined model, indicating that any transition towards this model would require careful planning and consideration of these varied community perspectives. It would have to balance the potential disruption and disadvantage for students benefiting from the current model, while also still ensuring benefits for students at risk of disengagement from education post Year 10.



# The Separate Model

## Assessment of Preference

The majority of consultation participants did prefer this model.

## Key Findings

The Separate Model received widespread support from a majority of stakeholders. Stakeholder feedback predominantly supports the retention of Elizabeth College's unique identity and its specialised offerings. The preference for this model largely stems from its perceived critical role in providing bespoke educational experiences and facilitating an age-appropriate transition for students, marked by a 'fresh start.'

## Strengths Raised

### Fresh Start for Students

The separation between Years 7-10 and Years 11-12 was highly valued for providing a 'fresh start', allowing for social and academic re-invention, particularly beneficial for those who faced challenges during earlier school years.

### Specialised Teaching and Academic Offerings

Specialised teaching for Year 11 and 12 students offers a concentrated educational experience.

### Student Wellbeing

Positive impact on student wellbeing, providing a mature setting conducive to self-expression.

### Academic Focus

Better preparation for tertiary education with a range of subjects and specialisations.

### Community Identity

Each institution maintains its unique identity, which is a significant factor in school choice.

### Transition to Adulthood

Acts as a stepping stone to adulthood with increased freedoms and responsibilities.

### Diversity and Inclusion

The model encourages diversity, bringing together students from various backgrounds, enriching the educational environment.

## Concerns Raised

### Perception Issues

The remain-separate model sometimes suffers from perception issues, particularly when compared to combined models that offer a seamless educational journey from high school through to college.

### Resource allocation

There are concerns that maintaining separate entities might lead to duplication of resources and administrative overheads.

### Enrolment numbers

There are concerns about potential decline in enrolments, with families and students raising that they feel uneasy about future enrolments if the operating model is uncertain or subject to change

## Opportunities Identified

There were discussions about strengthening the partnership between HCHS and EC to improve the transition for students. This included enhancing collaboration in curriculum development and student support services, and considering changes in the administrative process of ending the enrolment with Hobart City High School and commencing a new enrolment with Elizabeth College, to facilitate a more seamless flow between the two schools.

## Other Feedback

Stakeholders emphasized the need for inclusivity in the separate model, ensuring that Hobart City High School is inclusive to a diverse student body, and that both schools can cater to a wide range of student interests and academic or non-academic paths.

## Who Would Potentially Benefit?

Students who benefit from a distinct transition between high school and college, stakeholders who value specialised teaching environments, and those who appreciate the 'fresh start' offered by separate institutions.

## Who Would Potentially Be Disadvantaged?

Students who may struggle with transitions, those seeking a more unified educational experience, and stakeholders concerned about potential duplication of resources and efforts.



## The Separate Model: Stakeholder Perspectives and Consultation Dialogues

During our consultation process, the remain-separate model for Hobart City High School and Elizabeth College received considerable attention, and the range of benefits were consistently presented.

Feedback indicated that this approach provides students with a distinct transition point between high school and college. From an academic perspective, this was raised as a benefit as it offered specialised teaching environments and academic pathways.

From a social and emotional wellbeing perspective, the “fresh start” provided by the separation between the high school and the college was consistently raised as a core benefit of the model.

The stories and feedback illustrated why a “fresh start” was so pivotal to so many.

The term “fresh start” was mentioned in both quick online contributions, and throughout most of our conversations.

An Elizabeth College student who returned to education after having a baby, spoke of the comfort and freedom she felt in an environment where she was treated as an individual learner, not based on any preconceived notions or judgments from her high school days. This was crucial for her decision to return to education, expressing that if she’d had to return to her old high school, she’d have felt judged by her previous teachers, and she wouldn’t have gone back.

Another student shared her experience during a lunch-time drop-in session. She felt that her high school teachers had labelled her as a troublemaker, which affected her self-esteem and academic performance. However, the transition to Elizabeth College provided her with a clean slate. With new friends and teachers who treated her without bias, she gained confidence and even surprised herself by enrolling in Level 3 courses in year 12. She said she was feeling really proud of her progress in the course so far.

Another student said teachers had set certain expectations on her based on her behaviour and attitude in Year 7. “When I started Year 7, I was like 12 years old, I was a kid who didn’t care but I grew up a lot but was still being treated the same in year 10.” She said it felt like “a fresh start” to come to Elizabeth College and be treated like “the 17-year-old that I am, not the 12-year-old I was”.

The model was also considered by consultation participants to be best suited to providing a diverse and inclusive setting, which has been noted as beneficial for student wellbeing.

Concerns were raised that a combined model risked a loss of a large proportion of Elizabeth College’s non-Hobart City High School’s cohort, with feedback indicating that this could be due to shifts in the school’s reputation, and feelings of joining a school “part way through” if it were to become one institution from Years 7-12, rather than a distinct stand-alone college offering Years 11 and 12 independent to Hobart City High School.

While most of the feedback was in favour of the remain-separate model in its current form, there was also significant discussion on how to strengthen the partnerships between Hobart City High School and Elizabeth College, and ensure the ending of an enrolment at one school and beginning of an enrolment at another were not contributing to retention losses. Furthermore, there were concerns raised regarding what this then means for the Year 11 and 12 subject offerings at Hobart City High School, how well the separation of the two schools caters for students not currently considering an academic pathway, and for students with varying needs. Consultation participants were also concerned that maintaining two separate institutions could result in duplication of resources and administrative tasks.

The feedback on the remain-separate model is diverse but tends to favour the preservation of the identity and specialisations offered by Elizabeth College. It suggests that the model and the concept of stand-alone colleges is strongly embedded as a feature of the Tasmanian education system that is valued by the students, families, staff and the community, overwhelmingly due to the perception that this model is essential in being able to offer students a tailored educational experience.



## Alternative Models Proposed

### Key Themes

In exploring the future educational landscape for Hobart City High School (HCHS) and Elizabeth College (EC), a spectrum of alternative models have been proposed by different stakeholder groups, each reflecting unique visions for optimising student development and educational best practice.

Collectively, the proposals align with overarching themes of student wellbeing, academic specialisation, and community identity, emphasising the need for a tailored approach that addresses the nuances of student transitions, resource allocation, and the rich tapestry of school community culture.

### From Families

- Elizabeth College to remain a separate entity and the creation of one Year 7-12 school on two campuses (existing Ogilvie and New Town campuses).
- The three schools be combined to be one new coeducational Year 7-12 school. Built all on one campus.

### From Communities

- Two Year 7-12 campuses with different catchment areas, sell EC to upgrade other two campuses.
- HCHS to continue the New Town and Ogilvie campuses. The EC site to be sold.
- Remove the requirement for urban high schools to go to Year 12.
- A Year 7-12 two-campus school (not including Elizabeth College).

### From Students

- HCHS and EC work better together in a partnership model to make a better learning environment, but to still work as separate entities.
- To be one school, but not combined completely.

### From Staff

- Two-campus high school: Year 7-9 on one campus, Year 10-12 on another; no merge with EC.
- Policy change: metro areas have colleges with designated feeder schools, and regional areas have extension schools.
- EC and HCHS remain separate entities with specific responsibilities for Year 11-12 and Year 7-10 provision.
- HCHS and EC remain separate but in partnership, with additional funding for HCHS.
- One Year 7-12 school on existing Ogilvie and New Town sites.
- Campbell Street primary becomes a middle school; EC becomes a Year 9-12 high school.

# The Online Consultation: Key Findings Overview



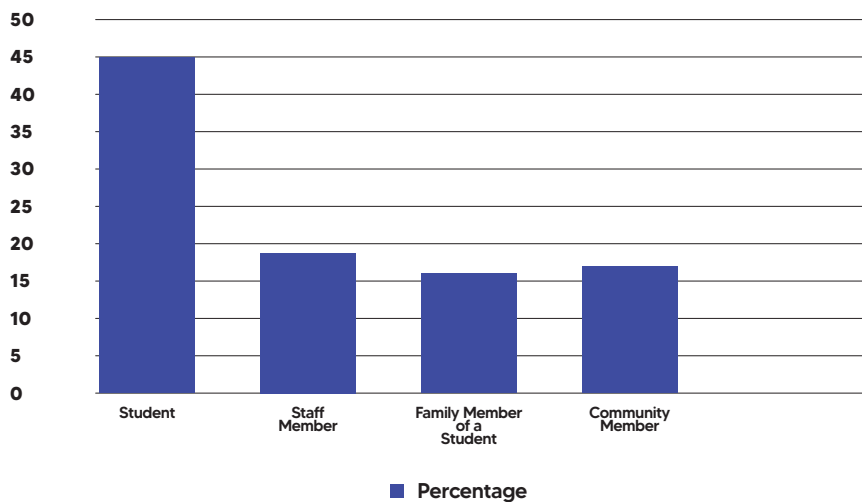
# Survey Results Summary

## Introduction

As part of the consultation process for the future model of Hobart City High School (HCHS) and Elizabeth College (EC), a survey was conducted to gauge the preferences and opinions of various stakeholders. Completed by 322 participants, this survey had high engagement, and was able to capture a range of feedback from a broad mix of participants. This section provides a detailed analysis of the survey results, offering insights into the community's perspective on the proposed models for the schools.

## Survey Participation

Students were the main contributors to the online survey, at 146 students, making up 45% of the total survey participants.

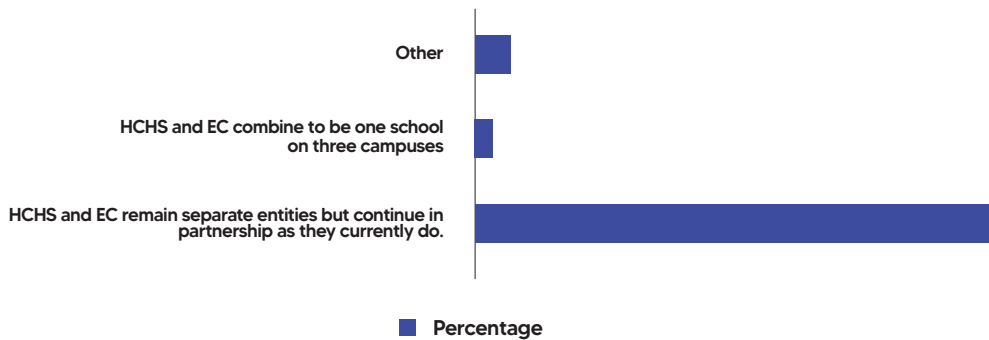


## Preferred Model Distribution

**The survey revealed a clear preference among respondents for the future model of HCHS and EC:**

- **Separate Model:** The majority of respondents (287 people, 89%) favoured keeping HCHS and EC as separate entities. This preference highlights the community's inclination towards maintaining the current structure and the perceived benefits of distinct educational environments.
- **Alternative Ideas:** A notable segment (21 respondents, 7%) suggested alternative models, reflecting a willingness to explore different approaches to the current education system.
- **Combined Model:** A smaller group of stakeholders (14 respondents, 4%) supported the idea of combining HCHS and EC, indicating some interest in a unified educational pathway.

## Survey Model Preference Distribution



## Key Alternative Ideas

While most respondents preferred the separate model, there were several alternative ideas proposed, showcasing the community's diverse opinions and creative thinking. These ideas ranged from restructuring the current system to introducing new models that could potentially enhance the educational experience for students.

## Strengths, Areas that excited or concerned

**Strengths:** Respondents identified 319 unique strengths, primarily referencing the current structure of the two schools. These strengths ranged from specific attributes of Elizabeth College to broader educational benefits of having two separate schools.

**Excite:** The survey highlighted 306 points of excitement, again primarily about the current approach across the two schools. A notable number of respondents indicated no specific excitements. This finding points to cautious optimism or uncertainty about the proposed changes.

**Concern:** There were 243 unique worries or concerns, predominantly focused around the potential impact of changes on the existing systems. These concerns are critical for understanding the apprehensions and perceived challenges.

## Conclusion

The survey results highlight a strong community preference for maintaining the separate model of HCHS and EC. However, the presence of alternative ideas and the range of strengths, excitements, and concerns expressed by stakeholders underscore the complexity of opinions and the need for careful consideration of all viewpoints in the decision-making process. These insights will be instrumental in guiding the future direction of HCHS and EC, ensuring that the chosen model aligns with the community's needs and expectations.



## Other Online Engagement Summary

In addition to an online survey, we also made available a range of other engagement options via a dedicated online platform, these included forums, question boxes, email contact details and pages with background information and FAQ responses.

Overall, the alternative engagement options saw 73 individual posts, questions or comments, of which collectively, these had 403 “likes” or “upvotes” across them.

These alternative online engagement opportunities saw more informal and personal styles of sharing feedback or thoughts, and allowed discussion and conversations amongst a broad range of interested parties – facilitating exposure to different views, perspectives and opinions.

Examples of these formats have been provided below. Please note, these forums are publicly available content at the time of writing (November 2023), as a result we have not omitted screennames from the screenshots. Forums are currently available for viewing at:

<https://www.engagetas.com.au/HCPs/engagement-navigation>

### A Year 12 EC student's opinion ✕

3 months ago

I thoroughly enjoy having Years 11 and 12 held in a separate location from the younger years. In college, most students who feel that the more academic environment isn't right for them go into trades or fulltime work. Which leaves a decent number who genuinely want to study, which in turn adds to the progression of the school. A quieter, more relaxed environment is created this way too, and I don't want that to disappear. I'm about to finish Year 12, but I appreciate the benefits of separating the final two grades and would like to preserve it for future students.

👍 Like (21)    👎 Dislike (0)    ➦ Share

### College helped me become an independent young adult ✕


2 months ago

I went to New Town High School and then to Elizabeth College. My experience of high school was pretty mixed... I was pigeon-holed and labelled because of my interests and sexuality. I was surrounded every day for four years by the same relatively small group of students and it wasn't always pleasant. When I got to college I met people from a huge range of schools, backgrounds, interests... I met people I could really relate to and it was awesome. At college I made friends I still hold dear today. The increased independence of college life came at the right time - I was ready to take a step from being in high school, into the more adult world. At college I learned who I wanted to be in the world. I was able to study European literature, economics, social psychology, maths, sciences, English and languages. The great range of subjects helped me to work out what I wanted to do with my life beyond school. Rather than muck up what's already working, why not put the money that would be required to merge the two schools into supporting our primary school students and teachers? I believe that if you fall through a crack or get left behind in primary school then by the time you're in high school life gets pretty tough - whether it goes to year 12 or not. Keep Hobart City High School and Elizabeth College separate. Support the students who need support to make the transition, and let the students who thrive at college keep thriving.

👍 Like (13)    👎 Dislike (0)    ➦ Share

#### 1 Comment

Sort by ▾

 2 months ago

"...let the students who thrive at college keep thriving."  
You've hit the nail on the head and summed up nicely the risk of this whole proposition. This is what is truly at risk, i.e. a very large proportion of our kids will simply lose their opportunity to thrive. Why would they even consider risking that?

# The People We Spoke To: Key Themes Summaries



## What did people tell us? An Overview

### Common themes across groups

#### Concern for educational quality

All groups express concerns about the potential loss of educational quality if a merger were to occur.

#### Financial implications

Both staff and community members spoke of the financial aspects, questioning whether a merger would be cost-effective.

#### Lack of supporting data

Staff and families both question the rush to make changes without sufficient data to support them.

#### Social equity

Families and communities are concerned about the impact of changes on students from various socio-economic backgrounds, however there was limited discussion or focus on students who are not currently engaged in learning.

### Unique Considerations

#### Students

Students are more focused on the immediate educational experience, such as course offerings and the school environment.

#### Staff

Staff are concerned with the broader educational implications, including resource allocation and the lack of supporting data for a merger.

#### Families

Families are concerned about both the immediate and long-term impacts of a merger, particularly on educational quality and social equity.

#### Community

Communities are looking at the bigger picture, including financial implications and the potential for vested interests to sway decisions.

### Common Questions

#### Why Merge?

What is the underlying rationale for proposing a merger between the schools?

#### Resource Allocation

How will resources be managed and allocated post-merger, and what are the financial implications?

#### Implementation Logistics

What are the detailed logistics involved in a merger, including transportation arrangements and campus restructuring?

#### Student Wellbeing

How will the emotional and physical well-being of students be ensured, particularly with the potential mixing of different age groups?

#### Preservation of Student Choice and Autonomy

Will student choice and autonomy be maintained in a new merged educational structure? (eg uniforms, free lines, leaving campus, etc)

#### Impact on Academic Quality

What impact might the merger have on the academic quality and availability of specialised programs and extra-curricular activities?

#### Community Engagement

How would a merger process engage community stakeholders such as alumni, local businesses, and families in the decision-making process?

## Students

### Summary of Sentiment

Students generally expressed concerns about the potential loss of individuality and specialisation if the high school and the college were to merge. They also worry about limited course offerings and the mixing of younger and older students. However, some see no issues with the current separate system.

### Themes

Notable skepticism about the benefits of merging the schools, with a preference for maintaining the current separate system.

### What is Important to this group?

Autonomy and independence at the college level; the opportunity for a fresh start; specialised education; a diverse and inclusive social environment; the reputation and resources of Elizabeth College; operational efficiency and transition to higher education.

### What Concerns Did This Group Raise?

Loss of identity and culture; impact on non-HCHS students; potential decline in teacher effectiveness; logistical and practical challenges; need for clear information and communication; and the necessity of changes when the current system seems effective.

### Opportunities Identified

Greater inclusion in the decision-making process.

### Other Feedback

Some excitement about new opportunities; overall confidence in the current system's effectiveness.

## Families

### Summary of Sentiment

Families are concerned about the potential loss of the benefits that Elizabeth College offers. They also worry about the impact of a merger on students from lower socio-economic backgrounds and question the rush to make changes without fully understanding their implications.

### Themes

Concern for quality of education and student social/emotional wellbeing.

### What is Important to this group?

Stability and effectiveness of the educational environment; inclusivity for diverse student needs; and the benefits and reputation of Elizabeth College.

### What Concerns Did This Group Raise?

Potential loss of benefits offered by Elizabeth College; the impact of changes on students from lower socio-economic backgrounds; and the need for thorough understanding before making changes.

### Opportunities Identified

Exploration of diverse and innovative educational models that could enhance learning.

### Other Feedback

Importance of considering specific student needs and preferences.

## Community

### Summary of Sentiment

The community's main worries revolve around the financial implications of a merger and its impact on enrolment and staff focus. They also express concerns about the potential for vested interests to influence decision-making and question the need for a merger when the current system seems to be working.

### Themes

Importance of high-quality and inclusive education for the broader community.

### What is Important to this group?

Maintaining high-quality and inclusive education with community involvement; preserving the community identity of schools.

### What Concerns Did This Group Raise?

Financial implications of a merger; impact on enrolment and staff focus; potential for vested interests to influence decisions; and questioning the need for a merger when the existing system is effective.

### Opportunities Identified

Potential in exploring innovative educational approaches.

### Other Feedback

Need for changes to benefit the entire community, not just specific groups.

## Staff

### Summary of Sentiment

Staff members highlight a variety of concerns, including the potential for reduced subject choices, inefficiencies in resourcing, and the lack of data to support a merger. They also raise questions about the real reasons students don't continue to Year 11 and 12, suggesting that the issue may start earlier in the educational journey.

### Themes

Focus on educational quality, resource allocation, and student wellbeing.

### What is Important to this group?

Specialised teaching, individualized pathways, and careful consideration of educational changes to support the institution's mission.

### What Concerns Did This Group Raise?

Reduced subject choices, inefficiencies in resourcing, financial implications of changes, and the influence of vested interests in decision-making.

### Opportunities Identified

Improved educational practices and increased collaboration among educators.

### Other Feedback

Emphasizing the need to carefully consider unique student needs; ensuring changes enhance educational quality.

# Feedback outside of scope: Other feedback for noting

**During the consultation some issues were consistently raised that were outside of scope for our consultation and/or the 3P Advisory brief but have been noted below:**

- The range of non-educational factors that can impact retention which stakeholders view will not be tackled by a merger or extension of high schools to Year 11 and 12.
- The considerations by DECYP and the Governance Committee of the timing of (length and time of year) and promotion of the consultation to a wide enough geographical catchment area.
- The rationale for the Tasmanian government policy on Year 11 and 12 extensions into urban high schools.
- Availability and analysis of data to support informed input and decision making.



# Detailed Findings



**This section details the consultation finding, by model and respondent group, for the three options are under consideration.**

- Option 1: HCHS and EC remain separate but continue their partnership. HCHS would meet its Year 11 and 12 government expectations by creating a suite of subjects tailored to their student cohort.
- Option 2: HCHS and EC combine to form one school across three campuses.
- Option 3: Any other reasonable options identified through the consultation process.

# Detailed Insights: Separate Model

## Strengths

### 1. Fresh start for students:

The concept of a "fresh start" was a recurring theme throughout the consultation and one of the most raised benefits of the current separation between Years 7-10, and Years 11-12. An overwhelming proportion of people we spoke to, and heard from online, spoke of the benefits that the separation provides when allowing students to transition from high school to college with a clean slate, and how fundamental this was in the growth of students from "teenagers" to "young adults". Students, families and staff spoke of this transition window offering young people opportunities for both social and academic re-invention and highlighted that this is particularly beneficial for students who may have faced challenges during their high school years and are looking for a reset.

### 2. Specialised teaching and academic offerings:

The remain-separate model allows for specialised and tailored academic pathways for Year 11 and 12 students. Feedback highlighted that this model allows teachers to focus solely on these students, with this being perceived as offering a more concentrated and effective educational experience.

### 3. Diversity and Inclusion:

In talking to students and parents, the remain-separate model encourages greater diversity. It allows students from various backgrounds and schools to come together, enriching the educational environment.

### 4. Student wellbeing:

The remain-separate model was cited to have a positive impact on student wellbeing. It provides a more mature setting, particularly beneficial for LGBTIQ+ students, where they can express themselves freely.

### 5. Academic focus:

The separate model allows for a more academic environment, better preparing students for tertiary education. It offers a range of subjects and specialisations that might not be feasible in a combined model.

## Concerns

### 1. Enrolment numbers:

There are concerns about declining enrolment numbers, particularly when the remain-separate model is not well understood or appreciated by prospective students and parents.

### 2. Perception issues:

The remain-separate model sometimes suffers from perception issues, particularly when compared to combined models that offer a seamless educational journey from high school through to college.



### **3. Resource allocation:**

There are concerns that maintaining separate entities might lead to duplication of resources and administrative overheads.

### **Other considerations**

#### **1. Transition to adulthood:**

The remain-separate model provides students with a unique environment that acts as a stepping stone to adulthood, offering increased freedoms and responsibilities.

#### **2. Subject availability:**

The remain-separate model allows for a broader range of subjects, particularly niche subjects that may not have enough demand in a smaller combined setting.

#### **3. Community identity:**

The remain separate model allows each institution to maintain its community identity, which has been built over years and is often a significant factor in school choice for students and parents.

## **Who would this potentially benefit?**

This remain-separate model would primarily benefit students seeking a fresh academic start, those who thrive in diverse environments, and those aiming for specialised academic paths. It also benefits teachers who specialise in senior secondary education.

## **Who would this potentially disadvantage?**

Students who prefer a continuous educational journey from high school to college might find the remain-separate model disruptive. It may also be less efficient in terms of resource utilisation, potentially affecting administrative staff.

# Detailed Insights: Combined model

## Strengths

### **Streamlined educational experience**

Throughout the conversations, the most frequently raised strength of the combined model was the concept of a streamlined approach to education across Years 7–12. Benefits cited included more efficient day-to-day administration, managing transitional milestones such as enrolments and the ability to build and maintain relationships between students and staff. A seamless transition from high school to college was highlighted by some parents who felt this continuity could mitigate the stress and adjustment period often associated with changing educational institutions. Furthermore, it was suggested that this uniformity could potentially standardise the quality of education across years, thereby elevating the overall educational experience and better equipping students and teachers to understand and be prepared for the advances in subject content from year to year as students progressed.

### **Enhanced collaboration opportunities and improved learning outcomes for lower years**

The potential for enhanced collaboration between years and staff was a recurring theme. The benefits of such collaboration included the potential to share resources, joint programs, and an exchange of pedagogical best practices, thereby enriching the educational landscape throughout the Year 7–12 pathway. Participants cited the potential for improved learning outcomes, particularly for students in Year 10 and below, as it was suggested that the shared resources and expertise in a combined model could lead to a more enriched educational environment for younger students. Also cited as benefits were more support for students who may be struggling, and more opportunities for students who are advanced in their academic abilities to extend their learning through ease of access to higher-level and more academically challenging learning environments.

### **Increased student body diversity**

The prospect of a larger and more diverse student body was generally viewed as a positive outcome by supporters of the combined model. Community members felt that increased diversity could enrich the educational and social experience for students, with benefits such as increasing the exposure to, and normalising the pathway into, academic senior-year pursuits. However, it was suggested that while this may benefit students who may not be engaged with or considering an academic pathway, this might disadvantage academically minded

## Concerns

### **Excessive travel time and campus complexity**

One of the most significant concerns raised was the logistical challenge of navigating multiple campuses. The added travel time could impose a burden on students and teachers alike. Students and parents expressed concerns that the additional travel time could negatively impact academic performance and overall wellbeing. The time spent in transit could potentially reduce the time available for study and extracurricular activities. Teachers also highlighted concerns about the impact this may have on their workload and to devote out-of-class time to students needing individualised support. The logistical complexities could also exacerbate issues related to timetabling, resource allocation, and overall campus management.

## **Loss of transition process and individual growth: the "fresh start" phenomenon**

The absence or loss of a transition process between high school and college was cited as a significant concern. This transition is often seen as a new chapter in a student's educational journey, providing them with a "fresh start." This clean slate allows students to redefine themselves, both academically and socially. The psychological benefits of this "fresh start" include empowerment and instilling a sense of responsibility and autonomy. The absence of this transition in a combined model could stifle personal development and rob students of this crucial developmental stage.

## **Potential for cliques and reduced diversity**

The possibility of a more insular or "cliquey" environment was raised as a concern. Such an environment could discourage new enrolments, particularly from students from schools other than Hobart City High School. This could lead to a reduction in student body diversity, which in turn could impact the richness of the educational experience. The lack of diversity could also limit exposure to different perspectives and ideas, thereby narrowing the educational experience.

## **Other considerations: student maturity and age ranges**

The combined model bringing together a larger mix of student ages was a point of discussion. While some saw the benefit of mentoring opportunities among older and younger students, others expressed concerns. These concerns were centred around the potential detrimental impact on students in Years 11 and 12 who should be focusing on academic pursuits. Additionally, students were particularly concerned that this could lead to conflicts due to varying maturity levels. A significant number of students also expressed discomfort about the potential for "closer than appropriate" relationships forming between older and younger students.

## **Who would potentially benefit?**

The combined model appears to offer benefits to several key groups:

### **Students preferring a unified system**

For students who thrive in a consistent and unified educational setting, the combined model could offer a seamless transition from high school to college. This would eliminate the need for acclimatising to a new environment, thereby reducing stress and anxiety often associated with such transitions. These students would also benefit from long-term relationships with educators and peers, which could positively impact their academic and social development.

### **Potential benefits for some teachers**

Teachers, particularly those within Hobart City High School, noted several potential advantages. Teaching across the full age range from Years 7-12 could offer teachers an opportunity to prepare students more effectively for the curriculum in Years 11 and 12. This continuity could lead to more cohesive educational strategies and better long-term academic outcomes. Additionally, some teachers and support staff mentioned that the combined model could allow for stronger, more enduring relationships with students and their families, which could be beneficial both academically and in providing support to disadvantaged students and families.

### **Students at risk of disengaging**

One of the most compelling potential benefits cited for a combined model is its ability to retain students who might otherwise disengage from formal education between Years 10 and 11. By offering a continuous educational pathway, the model could remove some of the barriers that make transitioning to a separate college daunting for these students. This could be particularly beneficial for students who are not aware of the legal requirements for education beyond Year 10 or who have not yet considered their options for Years 11 and 12. The combined model could offer these students a more accessible route to further education, thereby increasing retention rates and potentially improving long-term outcomes for this at-risk group.

# Who would potentially be disadvantaged?

## Several groups raised concerns about being disadvantaged under a combined model:

### Students from Other Schools

Students who would be interested in enrolling in Elizabeth College from non-government schools or public schools other than Hobart City High School could face challenges. The combined model might discourage these students from enrolling due to a perceived lack of diversity or because they feel like outsiders in a more unified system.

### Academically focused students

Students with strong academic preferences might find themselves in an environment that caters less to their specific needs. If the combined model leads to a more generalised approach to education, these students might miss out on specialised programs or advanced courses that would otherwise be available in a separate college setting.

### Students valuing independence

The transition from high school to college often delivers independence and autonomy, which some students highly value. The combined model could limit this natural progression, making it difficult for these students to experience the personal growth that often comes with moving to a new educational setting.

### Logistically challenged students

Students who are already facing logistical challenges, such as those who rely on public transport or have other commitments outside school (e.g., college students with part-time work), could find the multiple campuses of a combined model to be a significant hindrance. The added complexity and travel time could exacerbate these challenges, making it more difficult for these students to manage their time effectively.

### Teachers with specialised focus

Some college teachers expressed reservations about the combined model, particularly regarding the prospect of expanding their teaching focus to include younger cohorts. These teachers felt that such a shift could dilute their ability to specialise and teach older years at the level they prefer. This could potentially discourage some teachers from remaining at the school, thereby affecting the quality of education offered. In addition, teachers and students alike raised concerns about the potential need for teachers to travel across campuses, fearing it could detract from their ability to focus on teaching and providing individualised support to students.

## Overall sentiment:

The overarching sentiment expressed in the consultation leans towards the combined model as a reasonable option for streamlining specific administrative processes and enhancing the educational experience for both younger years and some students who may be otherwise disadvantaged within the college system. However, there were a significant number of concerns raised indicating that the majority of those consulted felt they would be at a disadvantage under a combined model.

## Data analysis: who preferred the combined model?

Qualitative and quantitative data indicates that significantly smaller proportions of people we heard from over the course of the consultation preferred the combined model. When statistics from the online consultation are analysed, 4.35% of online respondents indicated a preference for the combined model. Through our in-person consultation sessions, qualitative analysis indicates that minimal numbers of those connected to Elizabeth College preferred a combined model, with support predominantly seen in small numbers across the engagements held on the two Hobart City High School campuses.

Of the 4.35% who indicated a preference for the combined model:

- 50% identified themselves as students
- 42.85% were community members
- 7.14% family members of students

### Age ranges:

In analysing the demographics of those who expressed a preference for the combined model, the idea holds appeal among students whose birth years would place them in Years 9, 10 and 11.

### Geographic locations:

In analysing the geographic locations of respondents who expressed a preference for the combined model, several patterns emerge. Firstly, most of these respondents reside in areas near Hobart, including suburbs such as South Hobart and West Hobart. Secondly, a significant number come from the northern suburbs, including Claremont, Lutana, Berriedale, and Rosetta. Lastly, the range of locations spans diverse socio-economic backgrounds, from more affluent areas like South Hobart to working-class communities like Bridgewater. This suggests that the appeal of a combined model is not confined to any single demographic or geographic area but resonates across different communities.

# Alternative models proposed

## Families:

- Elizabeth College to remain a separate entity and the creation of one Year 7-12 school on two campuses (existing Ogilvie and New Town campuses).
- The three schools be combined to be one new coeducational Year 7-12 school. Built all on one campus.

## Communities:

- Two Year 7-12 campuses with different catchment areas, sell EC to upgrade other two campuses.
- HCHS to continue the New Town and Ogilvie campuses. The EC site to be sold.
- Remove the requirement for urban high schools to go to Year 12.
- A Year 7-12 two-campus school (not including Elizabeth College).

## Students:

- HCHS and EC work better together in a partnership model to make a better learning environment, but to still work as separate entities.
- To be one school, but not combined completely.

## Staff:

- Two-campus high school: Year 7-9 on one campus, Year 10-12 on another; no merge with EC.
- Policy change: metro areas have colleges with designated feeder schools, and regional areas have extension schools.
- EC and HCHS remain separate entities with specific responsibilities for Year 11-12 and Year 7-10 provision.
- HCHS and EC remain separate but in partnership, with additional funding for HCHS.
- One Year 7-12 school on existing Ogilvie and New Town sites.
- Campbell Street primary becomes a middle school; EC becomes a Year 9-12 high school.

# Detailed Analysis by group

## Students

Students generally expressed concerns about the potential loss of individuality and specialisation if the high school and the college were to merge. They also worry about limited course offerings and the mixing of younger and older students. However, some see no issues with the current separate system.

## Staff

Staff members highlight a variety of concerns, including the potential for reduced subject choices, inefficiencies in resourcing, and the lack of data to support a merger. They also raise questions about the real reasons students don't continue to Year 11 and 12, suggesting that the issue may start earlier in the educational journey.

## Communities

The community's main worries revolve around the financial implications of a merger and its impact on enrolment and staff focus. They also express concerns about the potential for vested interests to influence decision-making and question the need for a merger when the current system seems to be working.

## Families

Families are concerned about the potential loss of the benefits that Elizabeth College offers. They also worry about the impact of a merger on students from lower socio-economic backgrounds and question the rush to make changes without fully understanding their implications.

## Differences between groups

Students are more focused on the immediate educational experience, such as course offerings and the school environment.

Staff are concerned with the broader educational implications, including resource allocation and the lack of supporting data for a merger.

Communities are looking at the bigger picture, including financial implications and the potential for vested interests to sway decisions.

Families are concerned about both the immediate and long-term impacts of a merger, particularly on educational quality and social equity.

## Common themes between groups

**Concern for educational quality:** All groups express concerns about the potential loss of educational quality if a merger were to occur.

**Financial implications:** Both staff and community members spoke of the financial aspects, questioning whether a merger would be cost-effective.

**Lack of supporting data:** Staff and families both question the rush to make changes without sufficient data to support them.

**Social equity:** Families and communities are concerned about the impact of changes on students from various socio-economic backgrounds, however there was limited discussion or focus on students who are not currently engaged in learning.

**Current vs. change:** There's a recurring theme across all groups questioning the need for change when the current system seems to be working for many, however, as above, there is limited discussion (or empathy) for students who are not currently engaged in learning.





# Students – detailed insights

## Common themes: Strengths

**Student autonomy and independence:** Students highly value their independence, particularly at the college level. They are concerned that merging schools will dilute this autonomy, affecting both personal growth and educational experience.

**Educational quality and experience:** Students worry that merging will compromise the quality of education, with concerns ranging from teacher effectiveness to the availability of specialised courses.

**Safety and wellbeing:** Safety concerns are prevalent, especially regarding the mixing of different age groups. Students also express worries about bullying and the emotional toll of a merger.

**Logistical and practical concerns:** Questions about transportation, campus facilities, and resource allocation are common. Students wonder how these logistical issues will be addressed in a merged system.

**Information and communication:** A recurring theme is the lack of clear information and communication about the proposed changes. Students call for greater transparency and inclusion in the decision-making process.

## Common themes: concerns

**Loss of identity:** Then high school and the college have their own cultures and traditions, and students are concerned these will be lost in a merger.

**Impact on specific groups:** Concerns are raised about the effect of merging on rural students, out-of-area students, and those transitioning from high school to college, in particular other non-HCHS schools.

**Teacher environment:** Students worry that the quality of teaching will decline due to changes in the teachers' work environment.

## Common questions:

**Why merge?:** Students frequently ask for the rationale behind the proposed merger, questioning its necessity and the problems it aims to solve.

**What about resources?:** Questions about how resources will be allocated between the two schools are common, including concerns about financial implications.

**How will changes be implemented?:** Students are curious about the logistics of the merger, such as transportation solutions and campus modifications.

## Overall sentiment:

The overall sentiment leans towards scepticism about the benefits of merging and a preference for maintaining the status quo. While some students are indifferent, a significant portion express strong concerns about various aspects of a potential merger, from educational quality to student wellbeing.

In summary, students have a range of concerns, questions, and suggestions that indicate a complex landscape of opinions. There's a strong call for more information, greater inclusion of student voices, and consideration of alternative solutions.

## Summary on strengths of the students' preferred model (separate)

The feedback from students overwhelmingly supports the idea that colleges and high schools should remain separate entities. Below are the recurring themes:

### **Fresh start and independence:**

Students value the opportunity for a fresh start that comes with moving to a new educational setting. They appreciate the independence and freedom that college offers, including no uniforms, flexible schedules, and the ability to work part-time.

### **Maturity and responsibility:**

The college environment is seen as a stepping stone to adulthood. Students feel they are treated more like adults and are given more responsibilities, which they find beneficial for their personal development.

### **Specialised education:**

The college setting allows for more specialised teachers and courses, which students find advantageous for their academic growth. They believe that merging would dilute the quality of education and limit course options.

### **Social environment:**

Many students mentioned that the college environment is less stressful socially. Issues like bullying, drama, and fights are less prevalent, making it a more conducive environment for learning.

### **Reputation and resources:**

Elizabeth College is often cited for its strong reputation and resources. Students fear that merging would dilute the college's brand and stretch resources thin, affecting the quality of education.

### **Diversity and inclusion:**

The current setup allows for a more diverse student body, as students from various high schools can choose to attend the college. Merging would potentially make the college less appealing to students from other schools.

**Operational efficiency:**

Students also raised concerns about the logistical challenges of merging, such as overcrowded campuses, allocation of resources, and the dilution of specialised programs.

**Emotional wellbeing:**

For students who had negative high school experiences, especially related to bullying, the move to a separate college offers a much-needed emotional break and a chance to focus on academics.

**Transition to higher education:**

The separation of high school and college is seen as a crucial transition phase that prepares students for university or other higher education paths. It offers a taste of what a more adult learning environment is like.

**If it ain't broke, don't fix it**

A common sentiment is that the current system works well and doesn't need fixing. Students feel that a merger would create more problems than it would solve, both academically and socially.

In summary, students see the separation of high school and college as beneficial for their academic, social, and personal development. They strongly believe that merging the two would compromise these benefits.

## Summary on strengths of their preferred model (Combine/Other)

While most students prefer keeping high schools and colleges separate, there are some alternative viewpoints that see potential benefits in a merger or closer partnership. Here are the key themes:

### **Continuity in education:**

Some students believe that integrating colleges into high schools could improve the quality of education, especially for younger students. They argue that the main issues in education are not in years 11 and 12 but in earlier years, where foundational skills like maths, English, reading, and writing are developed.

### **Practicality and convenience:**

A few students find it more practical to have colleges as part of high schools. This would eliminate the need for students from certain high schools to move to different locations to attend college, making the transition smoother.

### **Resource sharing:**

The idea of sharing resources between high schools and colleges is seen as beneficial. This could potentially lead to a more comprehensive and diverse range of courses and extracurricular activities available to students across both settings.

### **Increased student population:**

Some believe that merging could lead to a larger student body, which might offer its own set of advantages, such as more social opportunities and a more vibrant school culture.

### **Hybrid model:**

A few students suggest a hybrid model where high schools and colleges maintain some level of separation but also share certain benefits. For example, Elizabeth College could maintain its no-uniform policy and freedom of courses, while Hobart City High School could serve as a feeder school without requiring a full merger.

### **Indifference:**

Not all students have strong opinions on the matter. Some view it as "just school" and don't have preferences for either model.

### **Progression and development:**

The idea of having a junior, middle, and senior progression within the same institution is seen to streamline educational development.

In summary, while these perspectives are in the minority, they offer different angles on how a merger or closer partnership could potentially benefit students in various ways.

# Summary of students: What excites you

## Excitement About separated model

**New environment:** Students raised that college is exciting due to the prospect of a new school environment and the opportunity to meet new people.

**Maturity levels:** Students appreciate the separation between younger and older students, citing that it allows for a more mature environment conducive to learning.

**Freedom and independence:** Many students value the freedom and independence that come with being in a college setting, separate from younger students.

**Stability:** Students appreciate the stability and predictability of the current system, mentioning that it has stood the test of time.

**Range of subjects:** The current system allows for a wide range of subjects and educational pathways, which students find exciting.

**Community and tradition:** Some students value the sense of community and tradition in the current separate system, including the opportunity to meet people from other schools.

## Indifference and scepticism

**Indifference:** A significant portion of students expressed no excitement or preference, indicating either indifference or a focus on other issues.

**Scepticism:** Some students are sceptical about the changes, questioning the motives behind them and expressing concerns about the quality of education.

## Miscellaneous points

**Transition and fresh start:** A few students mentioned that the transition from high school to college offers a fresh start and is good practice for future transitions.

**Future opportunities:** Some students are excited about the opportunities the current system offers for future students, including their siblings.

In summary, while there are specific points of excitement about both merging and maintaining the current system, a notable portion of the student body is either indifferent or sceptical about the changes. The current system's stability, freedom, and range of educational opportunities are highly valued.

# Summary of students: What worries you

## Concerns about merging

**Uniforms:** Students are concerned about losing the freedom to wear casual clothes, which they feel reflects their individuality.

**Behaviour and discipline:** There's a fear that merging will lead to increased poor behaviour, bullying, and decreased attendance.

**Overcrowding:** Students worry about too many students in one location, which could lead to logistical issues like parking and classroom space.

**Flexibility:** Concerns are raised about the lack of flexibility in course selection and campus rules.

**Past conflicts:** Some students are worried about encountering past conflicts with peers and staff in a merged setting.

## Concerns about remaining separate

**Completion rates:** There's a worry that keeping the systems separate might affect year 12 completion rates.

**Funding:** Some students are concerned that HCHS may not be able to provide as many opportunities for courses etc should it continue to remain separate, due to limitations with funding.

**Limited change:** A few students are worried that the current system might discourage exploration of alternative education or employment opportunities.

## Indifference and confidence in the current system

**Indifference:** As a significant number of students expressed remaining separate to be their preference, they also had no worries or concerns, due to a mix of either indifference or confidence in the current system.

**Positive experience:** Some students mentioned that the current separate system has stood the test of time and provides a good educational experience.

## Miscellaneous concerns

**Inter-school relations:** Concerns about negative interactions between students from different schools were mentioned.

**System complexity:** A few students mentioned that they don't have enough information to make an informed opinion.

In summary, while there are specific worries about both merging and maintaining the current system, a notable portion of the student body is either indifferent or confident in the status quo.

## Summary of students: other considerations

**Student autonomy:** College students, who are 18 and legally classed as adults with voting rights, are concerned about being treated the same as younger students. They value their independence and worry that merging will restrict their freedoms.

**Safety and practicality:** Questions arise about the safety of younger students on a campus designed for older students. There are also logistical concerns about transportation between campuses.

**Educational quality:** Some students fear that merging will negatively impact the quality of education and attendance rates.

**Student wellbeing:** Concerns about bullying and the emotional toll of merging are prevalent. Students worry about the influence of older students on younger ones.

**Rural and out-of-area students:** Merging could make it more difficult for students from rural areas to find accommodation and could limit their educational opportunities.

**Teacher environment:** Concerns are raised about the impact of merging on teachers' work environments, which could, in turn, affect educational quality.

**Choice and flexibility:** Students value the ability to choose their educational path and are concerned that merging will limit these choices.

**Tradition and stability:** There's a strong sentiment for keeping things as they are, citing the long-standing success of the current system.

**Community impact:** Concerns are raised about the potential negative impact on local businesses around Elizabeth College if students are restricted from leaving campus.

### Indifference and scepticism

**Lack of information:** Students feel they haven't been adequately informed about the reasons for or benefits of merging.

**General Indifference:** Some students express no opinion, indicating either indifference or a focus on other issues.

### Miscellaneous points

**Financial and resource allocation:** Questions are raised about the cost-effectiveness of merging versus maintaining separate schools.

**Student voice:** There's a call for greater inclusion of student opinions in the decision-making process, especially from those who have experienced both systems.

**Alternative solutions:** Some suggest that instead of a full merger, more programs between the two schools could be beneficial.

In summary, the other-considerations column reveals a complex landscape of opinions, concerns, and suggestions. While there are specific points of concern about both merging and maintaining the current system, a notable portion of the student body is either indifferent or sceptical about the changes. There's a strong call for more information, greater inclusion of student voices, and consideration of alternative solutions.

### **Common themes:**

**Student autonomy and independence:** Across all options, students highly value their independence, particularly at the college level. They are concerned that merging schools will dilute this autonomy, affecting both their personal growth and educational experience.

**Educational quality and experience:** Students worry that merging will compromise the quality of education, with concerns ranging from teacher effectiveness to the availability of specialised courses.

**Safety and wellbeing:** Safety concerns are prevalent, especially regarding the mixing of different age groups. Students also express worries about bullying and the emotional toll of a merger.

**Logistical and practical concerns:** Questions about transportation, campus facilities, and resource allocation are common. Students wonder how these logistical issues will be addressed in a merged system.

**Information and communication:** A recurring theme is the lack of clear information and communication about the proposed changes. Students call for greater transparency and inclusion in the decision-making process.

### **Common concerns:**

**Loss of identity:** Both schools have their own cultures and traditions, and students are concerned that these will be lost in a merger.

**Impact on specific groups:** Concerns are raised about the effect of merging on rural students, out-of-area students, and those transitioning from high school to college, from other schools.

**Teacher environment:** Students worry that the quality of teaching will decline due to changes in the teachers' work environment.

### **Common questions:**

**Why merge?:** Students frequently ask for the rationale behind the proposed merger, questioning its necessity and the problems it aims to solve.

**What about resources?:** Questions about how resources will be allocated between the two schools are common, including concerns about financial implications.

**How will changes be implemented?:** Students are curious about the logistics of the merger, such as transportation solutions and campus modifications.

### **Overall sentiment:**

The overall sentiment is scepticism about the benefits of merging and a preference for maintaining the status quo. While some students are indifferent, a significant portion express strong concerns about various aspects of a potential merger, from educational quality to student wellbeing.

In summary, students have a range of concerns, questions, and suggestions that indicate a complex landscape of opinions. There's a strong call for more information, greater inclusion of student voices, and consideration of alternative solutions.



# Community

## Common themes:

**Independence and fresh start:** Many community members view the transition to college as a crucial phase in a student's life, offering independence and a fresh start.

**Academic quality and diversity:** There is a consensus that maintaining a diverse range of academic subjects and high-quality education is essential.

**Student diversity and inclusion:** Community members value the diversity of students in the current system, including international and exchange students.

**Reputation and identity:** The importance of preserving the identity and strong reputation of Elizabeth College is a recurring theme.

**Community engagement and support:** Many emphasise the role of EC in the broader community, including alumni, local businesses, and educational institutions.

**Student retention and engagement:** The current system is praised for its ability to retain students and keep them engaged in their education.

**Location and accessibility:** EC's central location is seen as an asset that benefits students from various parts of the city and beyond.

**Financial considerations:** Concerns are raised about the potential financial implications of a merger, including resource allocation and course offerings.

**Emotional well-being and safety:** Some community members emphasise the nurturing and safe environment provided by EC.

**Staff specialisation and quality:** The importance of specialized staff and high-quality teaching is highlighted. Cultural heritage: Preserving the cultural heritage and traditions of EC is seen as significant.

## Common concerns:

**Debate and Uncertainty:** Concerns exist about the ongoing debate over merging and the uncertainty it creates.

**Resource allocation:** Worries about the allocation of resources, especially for Hobart City High School (HCHS), are prevalent.

**Autonomy and identity:** Fears that colleges will lose their autonomy and identity if connected to high schools are voiced.

**Unrecognised benefits:** Some express concerns that the benefits of the Year 11-12 College system are not being fully acknowledged.

**Forced merging:** Worries that a merger might proceed regardless of community opinions.

**Academic quality:** Concerns about the potential impact on the quality of education, particularly at HCHS.

**Loss of diversity:** Fears that merging schools might lead to a loss of student diversity and negatively impact learning.

**Funding uncertainty:** Questions about the financial implications of maintaining separate schools versus merging.

**Student support:** Worries that students might not receive the support they need in a merged system.

**Change in school operations:** Concerns that EC would need to change its operations to align with HCHS.

**Future changes:** Worries about the potential for future pushes to merge the schools.

**Loss of culture:** Concerns about the potential loss of the culture cultivated at EC over its history.

## Common questions:

**Why merge?:** The rationale behind the proposed merger is a common question, with community members questioning its necessity and goals.

**Resource allocation:** Questions about how resources will be allocated, including financial implications, are frequent.

**How will changes be implemented?:** Community members are curious about the logistics of the merger, including transportation and campus modifications.

**What about student wellbeing?:** Concerns about the emotional well-being and safety of students are raised, especially regarding the mixing of different age groups.

**Student choice:** Questions about whether student choice and autonomy will be preserved in a merged system.

**Impact on academic quality:** Community members want to know how merging might affect the quality of education, particularly specialized programs.

**Community engagement:** Questions about how community stakeholders, including alumni and local businesses, will be engaged in the decision-making process.

## Overall sentiment:

The overall sentiment among community members leans toward scepticism about the benefits of merging and a preference for maintaining the status quo.

While some community members are indifferent, a significant portion expresses strong concerns about various aspects of a potential merger, from educational quality to student wellbeing.

There's a strong call for more information, greater inclusion of community voices, and consideration of alternative solutions.

The community has diverse and nuanced views on the potential changes, touching on educational quality, administrative challenges, and broader societal issues.

# Strengths and excites summary for community respondents who preferred “separate”

## **Independence and fresh start:**

Transition to college is seen as a rite of passage and a step toward independence. Allows students to reinvent themselves and make new friends.

## **Academic diversity:**

EC offers a wide range of specialised subjects taught by qualified staff. The college system allows for teacher specialisation and a broader curriculum.

## **Student diversity:**

EC has a diverse student base, including international and exchange students, and those from various feeder schools, not just HCHS.

## **Reputation and Identity:**

EC has a unique identity and strong reputation that could be diluted if merged with HCHS.

## **Transition to higher education:**

The college system is seen as a stepping stone between high school and university, better preparing students for the next phase of their education.

## **Resource utilisation:**

Separate institutions avoid unnecessary duplication of resources and allow each to focus on their strengths.

## **Community and stakeholder views:**

EC has a wider community of stakeholders, including alumni, local businesses, and other educational institutions, who value its independence.

## **Student retention:**

The college system is credited with higher student retention rates and engagement.

## **Location and accessibility:**

EC's central location makes it accessible to students from various parts of the city and beyond.

## **Financial considerations:**

Merging could lead to reduced student numbers at EC, affecting course offerings and financial viability.

## **Social and emotional benefits:**

The college environment is seen as more nurturing and engaging, helping students mature emotionally and socially.

**Specialised staff:**

EC has the resources and specialised staff to offer exceptional learning opportunities, which could be diluted in a merged entity.

**Cultural impact:**

EC has a distinct school culture that contributes to student development and could be lost in a merger.

**Risk of degrading quality:**

The existing system is seen as effective, and changes could risk degrading the quality of education.

**Public perception:**

A merger could change public perception, making EC less attractive to students from other schools or educational systems.

**Focus on target age group:**

Separate campuses allow for targeted educational strategies for specific age groups.

**Tradition and heritage:**

EC has a long-standing tradition and heritage that stakeholders feel should be preserved.

In summary, the community strongly feels that keeping Elizabeth College separate from Hobart City High School offers numerous benefits, ranging from academic and student diversity to maintaining a unique identity and strong reputation.

**Advantages of keeping secondary colleges separate:**

**Diversity and real-world experience:** Separate colleges offer a diverse student body and prepare students for life outside of school.

**Unique to Tasmania:** The separate college system is seen as a rite of passage and offers specialist staff and a range of subjects.

**Community connections:** Allows for stronger ties with high schools, such as Hobart City High School, and enables more collaborative programs.

**Historical success:** Elizabeth College has a history of meeting student aspirations and consistently ranks high in academic achievements.

**Inclusive and diverse learning space:** Maintains an environment where young people can thrive through a supportive curriculum.

**Flexibility and choice:** Allows for a wide range of subject choices and maintains staff morale.

**Adult learning environment:** Provides a more mature setting for students, preparing them for the next steps in their educational journey.

**Resource allocation:** Advocates suggest investing in the existing system to improve it rather than merging schools.

**Independence and responsibility:** The separate system allows students to grow more independent and take responsibility for their learning.

**Identity and culture:** Each school can maintain its unique identity and culture, enriching the educational experience.

**Equity and access:** Provides equal opportunities for students from different regions to attend college and pursue higher education.

**Quality of learning resources:** Offers high-quality learning resources, extracurricular activities, and teaching.

**Community outreach:** The separate system allows for more community engagement and inclusivity.

**Financial considerations:** Some community members feel that taxpayers should not fund unnecessary changes.

**Curriculum development:** Allows for greater focus from staff in developing a 7-12 curriculum.

**Options for public school:** Ensures that public school options remain diverse and enriching for students.

**Certainty and stability:** Keeping the colleges separate would end uncertainty and anxiety among parents about the future of the educational system.

**Quality and inclusivity:** The separate system is believed to offer high-quality, inclusive education that prepares students for diverse future paths.

#### **Neutral or unspecified:**

Some respondents did not add any comments or referred to their previous answers.

Overall, those in favour of keeping the colleges separate value the unique identity, diversity, and specialised offerings of each institution. They believe that the separate system better prepares students for adulthood and offers a more enriching educational experience.

#### **Strengths and excites summary who preferred a combined or alternative model**

##### **Advantages of combining secondary college:**

**Standardisation:** Aligns with the educational model in the rest of the nation, making it easier for students and families to understand.

**Retention and attainment:** A unified system could improve student retention rates and educational outcomes.

**Student wellbeing:** A single system could offer more predictability and stability for students, contributing to their well-being.

**Administrative efficiency:** Streamlined administrative processes could make the system easier to navigate for students, staff, and families.

**Consistency in pastoral care:** A unified system could offer more consistent support services for students.

**Educational pathways:** Clearer and more robust educational pathways could be established, aiding in career and academic planning.

**Geographical considerations:** Having two different catchment areas could make public schooling more accessible, reducing the need for private school options.

**Diversity and specialisation:** A larger institution could offer a greater range of subjects and specialisations, as well as a more diverse student body for richer educational experiences.

## Concerns:

**Cultural issues:** There's a need to address existing cultural issues in secondary colleges that could impede the success of the new system.

**Community needs:** A single institution might not adequately meet the diverse needs of a wide-ranging community.

**Transition stress:** Students might find the transition stressful, especially when choosing a college under the current system.

**Potential for overcrowding:** Combining institutions could lead to overcrowded facilities, although this point was also countered by the argument for less crowding through better planning.

Overall, the community seems to lean towards the benefits of combining the schools, citing standardisation, efficiency, and improved educational outcomes as major advantages. However, there are valid concerns that need to be addressed to ensure the success of such a merger.

### Concerns about keeping secondary colleges separate:

**Ongoing debate:** Some worry that the debate over merging will continue even after a decision is made.

**Resource allocation:** Concerns about Hobart City High School (HCHS) not receiving adequate resources and Elizabeth College (EC) being overlooked for infrastructure funding.

**Erosion of autonomy:** Fears that colleges will lose their autonomy if they are connected to high schools.

**Unrecognised benefits:** Concerns that the benefits of the Year 11-12 College system are not being recognised, especially in a state with limited resources.

**Forced merging:** Worries that the merge will go ahead regardless, leading to the loss of courses and declining enrolments at EC.

**Academic growth:** Concerns that linking HCHS as the only pathway to EC could be detrimental to the state's academic growth.

**Educational quality:** Worries about the level of education and safety at Hobart City High.

**Negative impact:** Concerns that changing EC to solve problems at HCHS will have long-lasting negative effects on the community.

**Loss of diversity:** Fears that amalgamation would lead to a loss of the diverse student body and negatively impact learning.

**Funding uncertainty:** Questions about whether maintaining separate schools is the best use of funds and resources.

**Student support:** Concerns that students might not receive the support they need at HCHS.

**Change in EC operations:** Worries that EC would have to change its operations to be more like HCHS.

**Future amalgamation:** Concerns that there might be another push in the future to merge the schools.

**Narrowing focus:** Fears that the focus of EC would narrow, affecting student numbers, staff reductions, and course offerings.

**Loss of culture:** Worries about the loss of the culture cultivated at EC over its history.

**Lack of acknowledgment:** Concerns that the benefits of keeping the schools separate will not be acknowledged.

**Staff and infrastructure:** Questions about what will happen to the EC campus and staff if they merge.

**Gap in schooling:** Worries that the gap between high school and college might encourage students to stop schooling at Year 10.

**Quality assurance:** Concerns about the quality of education if HCHS offers Year 11/12.

**Loss of educational options:** Fears about the loss of educational options and cultural vibrancy in the local area.

**Drift to private system:** Concerns that a watered-down curriculum would drive students to the private system.

**Neutral or unspecified:**

Some respondents had no concerns or referred to their initial answers.

Overall, those who prefer keeping the colleges separate are mainly concerned about the potential loss of resources, autonomy, and diversity. They also worry about the quality of education and the long-term impact of a forced merger.

**Concerns from combined/alternative respondents**

**Concerns about combining secondary colleges:**

**One-size-fits-all approach:** Concerns that the same rules and expectations applied to Year 7 students will be applied to Year 11-12 students, which may not be appropriate for young adults.

**Travel between campuses:** Worries about the logistics and inconvenience of students having to travel between different campuses.

**Integration challenges:** Some think that managing three separate campuses could be challenging, although they believe it could work if integrated well.

**Resistance to change:** Concerns about opposition from people who may have an outdated understanding of educational best practices or are resistant to change.

**Socio-economic divide:** Worries that combining the schools might reinforce the socio-economic divide in public schools, as families might opt for private options if they don't agree with the culture of the public school.

**Use of funds:** Concerns that money gained from the sale of the Elizabeth College (EC) site might not be reinvested into the new Hobart City High School (HCHS) campus.

**Option availability:** Some are worried that combining the schools wasn't already included as an option.

**Neutral or Unspecified:**

Some respondents had no concerns.



Overall, those who prefer combining the colleges or have an alternative preference are mainly concerned about the potential for a one-size-fits-all approach to school culture, logistical challenges related to multiple campuses, and resistance to change based on outdated educational practices. They also worry about the socio-economic implications and the use of funds from potential property sales.

## Collated “other considerations” summary

### Educational structure and student experience

**Overflowing colleges:** Concerns that other colleges will be overwhelmed if EC merges with HCHS, as students may opt for alternative institutions.

**Student wellbeing:** Emphasis on the importance of smaller schools where staff can better know and care for students.

**Reputational risk:** Worries about the reputational impact of merging EC and HCHS, especially given that most EC students don't come from HCHS.

**Student choice:** The unique appeal of colleges being different from high schools and the potential loss of this if a one-size-fits-all approach is adopted.

**Specialist subjects:** Concerns about the loss of specialised subjects if student numbers decline.

**Student retention:** The issue is seen as societal, not just the responsibility of one institution.

**Non-specialist teachers:** Concerns about the negative impact on students if taught by non-specialist teachers.  
**Independence and age differences:** Concerns about mixing 12-year-olds and 18-year-olds in the same educational environment.

**Rural students:** Consideration for rural students who choose to attend EC.

### Administrative and policy considerations

**Staffing and leadership:** Questions about the capacity and expertise of the Tasmanian education department to handle structural changes.

**Political consultation:** The need for consultation with all political entities and a holistic view of K-12 education.

**Long-term Implications:** The need for statistics and consultation notes for public decision-making.

**Staff redeployment:** Concerns about the current EC staff's adaptability to a new model.

**Resource allocation:** Suggestion to reallocate resources from urban Year 11 and 12 classes to primary schools.

**Public consultation:** The importance of including student voices and community-wide stakeholder engagement.

**Financial considerations:** Concerns about the government's focus on financial benefits over educational quality.

**Transport and logistics:** Issues related to transportation between campuses and the increased need for facilities like cleaning.

**Job security:** Concerns about the job security of current college staff.

## Cultural and societal factors

**Identity and tradition:** The importance of maintaining the identity and traditions of EC.

**Generational issues:** The need to address generational undervaluing of education.

**Community voice:** The importance of listening to what the community has to say.

**Equity and accessibility:** The need to consider all students, including those trying to break intergenerational patterns.

**Diversity:** Concerns about losing diversity in public schools if inner-city options are reduced.

Overall, the community has diverse and nuanced views on the potential changes, touching on educational quality, administrative challenges, and broader societal issues.



# Staff

Combined strengths and excites analysis for those who selected “other” as their preference.

## Strengths:

### **Educational continuity and student experience**

**Improved retention and attainment:** A partnership with a local middle school could improve student retention and academic performance.

Less transition points: Having fewer transitions between schools could benefit students and staff alike.

**Relationship building:** The opportunity for teachers and students to build stronger relationships over a longer period.

**Staff development:** Greater opportunities for staff to develop professionally.

**Addressing inequity:** A chance to address staffing inequities and improve educational outcomes.

### **Enrolment and choice**

**Rebalancing enrolment:** Allowing colleges to operate as separate entities could help rebalance student numbers between EC and Hobart College.

**Fit-for-purpose campuses:** The campuses are well-suited for expansion and better performance compared to extension schools.

**Specialised staffing:** Maintaining specialised staff for each educational year group and subject area.

**Community and culture:** Allowing HCHS and EC to establish their own cultures and meet the needs of a diverse range of young people.

**Statewide model:** The capacity for this model to be mirrored across high schools and colleges statewide.

**Diversity and expertise:** Acknowledging the strength in diversity and expertise in both schools.

**Brand and reputation:** The importance of maintaining EC's brand and reputation, which attracts a diverse student body.

## Excites:

**Logical structure:** The model makes more sense compared to linking campuses located far apart.

**Engagement:** The potential to engage more students, especially Year 10s.

**Community revival:** The chance to reignite the positive atmosphere and community at EC.

**Clear pathways:** Opportunities for clear educational pathways from Year 7 to Year 12.

**Resource efficiency:** Using existing resources for their intended purpose and possibly adopting successful models from other regions.

**Transition and growth:** The unique college environment as a stepping stone for young people transitioning into adulthood.

**Positive impact:** The potential for a structural shift that could positively impact student retention and attainment.

**Proximity benefits:** The advantages of having two campuses in proximity for a 7-12 model.

**Educational excellence:** The opportunity to continue providing excellent educational outcomes in a successful school structure.

Overall, staff who favour an "other model" see various strengths in maintaining some separation between EC and HCHS, ranging from educational continuity and student experience to enrolment and choice. They are excited about the potential for community revival, clear educational pathways, and positive impacts on student outcomes.

### Staff - Strengths for those who preferred the separate model (summarised)

#### Fresh start and personal growth

Staff and students alike value the opportunity for a "fresh start" that a separate college system offers. This is especially important for students who may have had a challenging experience in high school. The transition to a new environment allows students to redefine themselves, fostering personal growth and maturity.

#### Specialisation and subject diversity

The separate college system allows for specialised teachers who are experts in their fields, particularly for Years 11 and 12.

A wide variety of subjects can be offered, catering to diverse student interests and needs. This is seen as crucial for preparing students for tertiary education or specific career paths.

#### Student wellbeing and inclusivity

The college environment is often described as more inclusive, particularly for LGBTIQ+ students and those from diverse backgrounds.

Many staff members note improvements in student well-being, mental health, and engagement when they transition to the college setting.

### **Autonomy and responsibility**

The college system is seen as a stepping stone to adulthood, offering students more independence and responsibility.

Students are treated more like adults, which prepares them for the "real world," whether that's further study or entering the workforce.

### **Economies of scale**

Larger colleges can offer economies of scale, allowing them to provide resources for specialist courses and a broader range of subjects.

### **Community and social benefits**

The separate college system allows for a more diverse student body by drawing from multiple feeder schools. This diversity is seen as enriching the educational experience.

Partnerships between colleges and high schools are viewed as beneficial, particularly for easing the transition from high school to college.

### **Reputation and branding**

The separate identity of the college is seen as valuable for its reputation and for attracting students from various educational backgrounds, including private and independent schools.

### **Operational and logistical strengths**

Staff point out that the current system works well and question the need for a change that could disrupt successful operations.

The central location of some colleges is seen as a logistical advantage, offering easy access to various resources and facilities.

### **Educational philosophy and pedagogy**

The separate system allows for pedagogical approaches that are tailored to the specific needs and maturity levels of Years 11 and 12 students.

### **Long-term success and stability**

Staff express concerns that merging could lead to a loss of experienced, specialised staff and could limit subject offerings, ultimately impacting the quality of education.

### **Academic benefits**

**Specialist subjects:** The separate college system allows for a wide range of specialised subjects that might not be feasible in a merged system.

**Expert teachers:** The system allows for teachers who are specialists in their field, particularly for senior secondary subjects.

Transition to tertiary education: The college system is seen as a better preparation for university or other forms of tertiary education.

### **Social and emotional benefits**

**Fresh start:** Both students and staff value the opportunity for students to start anew, leaving behind any social or academic issues they may have experienced in high school.

**Diversity:** The separate system allows for a more diverse student body, which is seen as enriching the educational experience.

**Wellbeing:** The college environment is often cited as being more inclusive and better for student well-being, particularly for groups like LGBTIQ+ students.

### **Operational benefits**

**Economies of scale:** Larger colleges can offer more services and subjects efficiently.

**Independence:** The college system allows students more freedom, seen as a positive step towards adulthood.

**Community connections:** Being in the inner city, the college has strong community ties and easy access to various resources.

### **Strategic concerns**

**Enrolment:** Concerns were raised that a merger could lead to a drop in enrolment, particularly from students outside the immediate feeder schools.

**Identity and brand:** The college has its own identity and reputation that stakeholders feel is worth preserving.

### **Miscellaneous**

**Autonomy:** The separate system allows for more school-level decision-making.

**Resource utilisation:** The separate system is seen as making better use of resources, both human and material.

# Staff

Separate preference, Excites and worries summary

## Excites:

### **Stability and proven success**

Staff appreciate the stability and proven track record of the separate model. They believe it works well and should not be changed without compelling reasons.

### **Autonomy and independence**

The separate model allows for greater autonomy and independence for both schools, which staff see as beneficial for educational outcomes and student well-being.

### **Specialisation and expertise**

Staff value the ability to specialise and offer a wide range of subjects, facilitated by having separate institutions with their own areas of expertise.

### **Diversity and inclusion**

The separate model allows for a diverse student body, which staff see as enriching the educational experience. This diversity extends to both cultural backgrounds and academic interests.

### **Transition and fresh start**

Staff believe that the separate model offers students a valuable opportunity for a fresh start, which can be crucial for personal growth and academic success.

### **Collaboration and partnership**

While they value the independence of each institution, staff also appreciate the existing partnerships and collaborations between the schools, which they believe could be strengthened without a merger.

### **Resource allocation and management**

Staff express concerns about the administrative burden and resource allocation challenges that a merger could bring. They value the current management structures and worry that a merger could dilute educational focus.

### **Community and reputation**

Staff believe that each school has built a strong community and reputation, which could be jeopardized by a merger. They worry about the loss of "brand identity" and the impact on enrolment numbers.

### **Student wellbeing and support**

Staff highlight the importance of well-being support structures in the current model, including specialised programs and support staff, which they fear could be compromised in a merged system.

### **Concerns about change fatigue**

Some staff express exhaustion and frustration with the constant changes and reforms, arguing that another major change would be disruptive and demoralising.

### **Geographic and logistical considerations**

Staff point out that the current locations of the schools are not a barrier to student attendance, questioning the need for a merger to solve a non-existent problem.

### **Educational philosophy**

Staff value the educational philosophies embedded in each institution, such as the focus on subject and cultural diversity, and worry that these could be lost in a merged entity.

### **Future growth and development**

Staff are excited about the potential for each school to continue evolving and growing independently, building on their unique strengths and areas of expertise.

### **Concerns about resource and staff retention**

Staff worry about the potential loss of experienced and specialised staff in the event of a merger, which they see as detrimental to educational outcomes.

These themes capture a range of views, from enthusiasm for the strengths of the current system to concerns about the implications of change. Overall, the staff seem to strongly value the unique benefits that the separate model offers for both educational outcomes and student well-being.



## Worries:

### **Fear of systemic change**

Staff worry that the current discussion could signal the end of the 11-12 college system in Tasmania. They question whether the range of subjects and opportunities can be maintained in a different model.

### **Public relations and reputation**

Concerns are raised about the damage already done to the schools' reputations due to the consultation process. Staff worry about declining enrolments and loss of community confidence.

### **Competition and duplication**

Staff express concerns about potential competition for students, especially if high schools start offering Year 11 and 12 subjects. They argue against duplicate course offerings.

### **Student wellbeing and logistics**

Concerns include issues like uniform requirements, parking availability, and campus overcrowding. Staff also worry about behavioural issues arising from changes in campus rules.

### **Administrative and funding concerns**

Staff are concerned about poor funding and resource allocation, particularly if the focus shifts towards high school extension programs.

### **Stability and confidence**

The constant changes and consultations are seen as eroding community, staff, and student confidence in the institutions.

### **Student voice and choice**

Staff worry that the voices of students, staff, and the community may not be adequately considered in the decision-making process.

### **Zoning and enrolment**

Concerns are raised about the zoning of feeder schools and the impact on enrolment numbers. Staff worry that existing pathways, like the Tarooma to Hobart College route, may overshadow other options.

### **Teacher and resource allocation**

Staff express concerns that extending high schools to include Years 11 and 12 could divert quality teachers and resources away from existing programs.

### **Government policy and funding**

There's a concern that decisions may already have been made to fit government guidelines, regardless of what works best educationally. Staff also worry about the lack of government funding for necessary infrastructure upgrades.

### **Impact of consultation**

Staff are concerned about the immediate impact of the consultation process on enrolments and the schools' reputations.

### **Future cooperation and partnership**

While staff generally support the idea of a partnership between the schools, they worry about the potential for competition and division, especially if future leaders do not commit to a genuine partnership.

### **Stability and tradition**

Staff value the stability and proven success of the current model and worry that unnecessary changes could disrupt this.

These concerns reflect a mix of practical, logistical, and philosophical issues. While staff generally seem to support the idea of keeping the schools separate, they do have specific worries about how the current discussion and potential future changes could impact both schools.

## Other considerations (all staff, collated)

### Other Considerations

**Community and surrounding areas:** Concerns about parents with young children in the suburbs around Elizabeth College and how they would be affected.

**Student voice:** The need to give a voice to those currently slipping through the system and to consider what students want.

**Data and metrics:** A call for looking at attainment data, literacy and numeracy data, and other metrics to inform the decision-making process.

**Funding and resources:** Questions about the funding required for each option and how it would affect student outcomes.

**Experience and lived reality:** Emphasis on considering the lived experiences of students and families, especially those who felt disengaged or unsafe in high school settings.

**Structural shift:** A need for a structural shift in Tasmania's education system to build relationships, capacity, and aspiration within the community.

**Teacher and staff impact:** Concerns about the potential loss of staff, especially specialist teachers, and the impact on teacher workload and morale.

**Public perception and trust:** Scepticism about the consultation process being genuine, and concerns about the potential damage to the schools' reputations.

**Logistics and practicality:** Questions about how the merger would practically work, especially considering the need for students to change campuses.

**Wellbeing and mental health:** Concerns about the impact of constant change on the mental health of both staff and students.

**Zoning and demographics:** Suggestions to reconsider zoning policies and to consider the demographic shifts in the community.

**Historical context:** The need to consider the historical context of senior secondary provision in Tasmania.

**Change fatigue:** A strong sentiment against more changes, citing fatigue and stress among teachers, parents, and students.

**Student outcomes:** Questions about how the merger would improve or worsen student outcomes like retention and attainment.

**Timing and implementation:** Calls for delaying any potential changes to give schools time to adjust and for parents and students to make informed decisions.

**Union and legal aspects:** Mention of potential union action if working conditions for staff change significantly.

**Cultural and community impact:** Concerns about the loss of culture, history, and community identity if the schools were to merge.

**Political and policy considerations:** Questions about whether the push for change is driven by political policy rather than educational needs.

**Specialised education:** Concerns about the loss of specialised subjects and teachers, which could affect students aspiring for careers in fields like medicine, engineering, and law.

**Other schools and colleges:** The potential impact on other schools and colleges, especially those that are already over-subscribed.

**Transparency and accountability:** Calls for more transparency and accountability in the decision-making process.

**Alumni and former students:** The need to consider the views of alumni and former students.

**Demographic realities:** Mention of Tasmania's demographic challenges, questioning the viability of 11/12 in all high schools.

This comprehensive list captures a wide range of considerations, from practical and logistical issues to emotional and community-based concerns. It's clear that any decision made will have far-reaching implications for various stakeholders.

# Families:

Collated strengths and excites for “other” and “combine” responses

## Strengths

**Shared identity:** The idea that a combined school would offer a shared identity and continuity of schooling from year 7 to year 12.

**Community inclusion:** The perception that Elizabeth College (EC) supports a broader section of the community than just Hobart City High School (HCSC).

**Progressive approach:** The belief that merging the schools would allow for a break from traditional ideals that may be holding back progress.

**Individual strengths:** The opportunity for the new system to better identify and nurture individual student strengths.

**Peer learning:** The idea that students can learn from each other, enhancing the educational experience.

**Coeducational aspect:** The benefit of having a coeducational setting that spans both high school and senior years.

**Logistical ease:** The advantage of having everything on one campus, making it easier to manage and providing stability for students.

## Excites

**City proximity:** The excitement of having a year 7 to year 12 option available near the city, as few such options exist outside of private and Catholic schools.

**Retaining EC Identity:** The idea that Elizabeth College would retain its own identity and brand while remaining open to all.

**Innovative learning:** The prospect of allowing children to teach other children, offering a different perspective on learning.

**Australian Norm:** The belief that the combined school would align with what most Australian students experience, making it easier to manage and fostering stronger connections among students and teachers.

General enthusiasm: Some respondents simply indicated a high level of excitement (“A lot”) without specifying the reason.

This summary captures the aspects that families find strong and exciting about the idea of combining or otherwise altering the existing school system. There is a mix of practical benefits and more aspirational or idealistic reasons that people find appealing.

## Strengths of separate model

**Specialisation:** EC's focus on Year 11 and 12 allows for a wide range of subjects and specialised teachers, preparing students for the workforce or tertiary education.

**Identity and brand:** EC's distinct identity and inner-city location attract students from various high schools, not just HCHS.

**Student focus:** Teachers can concentrate on the specific needs and learning styles of their age-specific student groups.

**Transition:** EC serves as a stepping stone between junior high school and post-school life, offering a unique environment for personal and academic growth.

**Collaboration:** The current collaboration between HCHS and EC is seen as sufficient and beneficial, without the need for a merger.

**Enrolment and diversity:** A separate EC attracts students from various schools, enriching the educational experience through diversity.

**Curriculum:** The separate model allows for a broader range of subjects, which could be compromised in a merged system.

**Stability:** Concerns were raised about the upheaval and uncertainty that a merger could bring, citing the need for stability in educational settings.

**Independence:** The separate college system allows students to take more control over their education, preparing them for university or the workforce.

**Community and reputation:** EC has a strong community and reputation that families fear could be diluted in a merged system.

**Cost and efficiency:** Some respondents feel that the separate model is more cost-effective and avoids unnecessary changes.

**Psychological transition:** The distinct separation helps students mentally prepare for the next educational phase, instilling a sense of maturity and responsibility.

**Global examples:** Some families cited the success of the senior high school model in other parts of the world as a reason to keep the system separate.

**Fresh start:** EC provides a new environment for students, potentially allowing them to break away from old social circles and challenges.

**Retention of quality:** Concerns were raised that merging could result in the loss of quality staff and educational standards.

**Cultural shift:** Some respondents believe that the issue of low Year 12 completion rates in Tasmania is a cultural issue that won't be solved by merging schools.

**Student wellbeing:** The separate model is seen as more conducive to student well-being, offering a semi-independent environment that prepares them for further study or work.

**Uncertainty and risk:** There's a strong sentiment of "if it's not broken, don't fix it," with families questioning the benefits and risks of a merger.

This summary encapsulates the various strengths that families see in keeping Elizabeth College and Hobart City High School as separate entities. The responses indicate a mix of practical considerations, emotional factors, and broader educational philosophies.



## Excites Key Themes:

**Preservation of a working model:** Many respondents are excited about the idea of not fixing something that isn't broken. They believe the current separate model has been effective and should continue.

**Focus on specialisation:** Respondents appreciate that Elizabeth College can focus on the unique educational needs of Year 11 and 12 students, offering specialised subjects and teaching methods.

**Student autonomy and maturity:** The separate model is seen as a stepping stone to adulthood, offering students more freedom and responsibility, which prepares them for university or the workforce.

**Diversity and inclusivity:** The separate model allows Elizabeth College to draw students from various high schools, enriching the educational environment through diversity.

**Resource allocation:** Respondents feel that keeping the schools separate allows for better concentration of resources and expertise, particularly for Year 11 and 12 students.

**Stability and continuity:** Families appreciate the stability that comes with keeping the current system, especially given the recent changes and upheavals at Hobart City High School.

**Avoiding unnecessary costs:** Some respondents are excited about avoiding the financial and logistical burdens that would come with merging the schools, such as rebranding and restructuring.

**Student choice and fresh start:** The separate model provides an opportunity for students to make a fresh start, meet new people, and choose a learning environment that suits them best for their senior years.

**Community and history:** There is a sense of community pride and historical significance in keeping Elizabeth College as a separate entity.

**Global and local context:** Some respondents feel the separate model is better suited to the Tasmanian context and aligns with successful education models used globally.

### Miscellaneous:

A few respondents found the question confusing or leading, questioning the intent behind asking what "excites" them about the separate model.

Some respondents declined to comment, stating they simply want the issues fixed without unnecessary changes.

### Summary:

Overall, the sentiment leans heavily towards maintaining the current separate model. Respondents value the specialised focus, student autonomy, and diversity that Elizabeth College offers as a stand-alone institution for Year 11 and 12 students. There is also a strong desire to avoid the upheaval and costs associated with merging the schools.



## Worries Key Themes:

**Financial concerns:** Some respondents worry about the financial implications of merging the schools, questioning whether it's a good use of resources.

**Lack of transparency:** Concerns were raised about the lack of clear explanation and justification from the government for any changes, especially extending Hobart City High School (HCHS) to Year 12.

**Student retention:** There are worries that students will continue to leave school at the end of year 10, regardless of the model chosen.

**Impact on teaching and learning:** Concerns were expressed that the focus on structural changes could divert attention from improving teaching and learning, which is seen as a more pressing issue.

**Loss of specialisation:** Respondents worry that merging the schools could dilute the specialised focus that Elizabeth College offers for Year 11 and 12 students.

**Limited subject choices:** Some respondents fear that merging could lead to reduced subject choices due to inefficiencies in resourcing two sites.

**Community and staff impact:** Worries were expressed about how the changes could affect community perception, staff retention, and the reputation of HCHS.

**Student comfort and transition:** Concerns were raised about how comfortable students would feel transitioning to a new educational setting, especially if they must share space with younger or older students.

**Government priorities:** Some respondents feel that the government's focus is misplaced, prioritising projects like stadiums over education.

**Questioning the Need for Change:** A common sentiment was that the current system isn't broken and doesn't need fixing. Many respondents worry that changes are being made for the sake of change, without adequate data or evidence to support them.

### Miscellaneous:

A few respondents found the question confusing or leading and questioned the intent behind the survey. Some respondents explicitly stated they have no worries or concerns about keeping the schools separate. A couple of humorous or non-serious responses were also included ("Amogus", "Ballz").

### Summary:

Overall, while many respondents have no concerns about keeping the schools separate, those who do worry focus on financial implications, the potential loss of educational quality and specialisation, and the lack of clear communication and justification from the Government. There's a strong desire for data-driven decision-making and a focus on improving current educational outcomes rather than making structural changes.

# Families Summary

## Key themes:

**Student wellbeing and input:** There's a strong call for the voices of students, parents, and teachers to be included in the decision-making process. Concerns about student well-being, especially given recent disruptions like COVID-19, are frequently mentioned.

**Educational outcomes:** Respondents question the evidence supporting the proposed changes and ask what the goals are. They want to see a focus on improving current educational outcomes rather than structural changes.

**Resource allocation:** There's concern about the allocation of resources, especially in the context of existing 11-12 extensions in high schools. Some feel that resources would be better spent in rural areas where access to education is a bigger issue.

**Impact on Elizabeth College:** Many respondents value the current location and offerings of EC. They worry that a merger could dilute its unique benefits, such as specialised subjects and extracurricular activities.

**Demographics and enrolment:** Respondents point out that many families are leaving Hobart City and its feeder schools. They suggest that the demographic shift and its implications should be considered.

**Staff wellbeing:** Concerns are raised about the impact of potential changes on staff, including conditions and morale.

**Transport and accessibility:** Some respondents suggest practical considerations like transport between campuses.

**Special needs and inclusion:** A few respondents mention the need for clear options for students with special needs.

**Financial implications:** Questions are raised about the cost of merging and whether it has been fully considered and justified.

**Reputation and culture:** The reputation of Hobart City High School is mentioned, with some respondents stating they would not send their children there due to its current reputation.

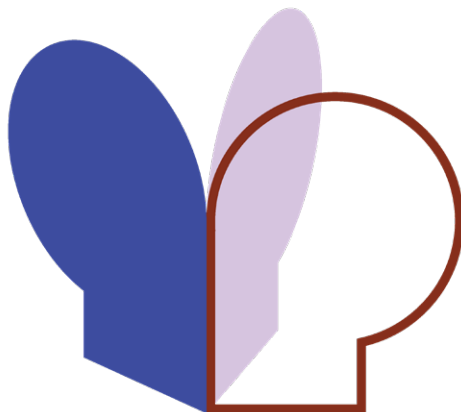
**Timing and pace of change:** Given the recent disruptions and changes, some respondents feel that stability should be the priority for now.

## Miscellaneous:

A few respondents express that they would choose different schools if the merger goes ahead. Some mention the need for a focus on pedagogy and teaching quality.

## Summary:

Overall, there's a strong desire for a transparent, evidence-based decision-making process that includes the voices of students, parents, and teachers. Concerns range from the quality of education and well-being of students and staff to practical matters like transport and financial implications. Many respondents question the need for change and suggest focusing on improving the current system.



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