



COMMUNITY  
ENGAGEMENT PHASE I  
OUTCOMES REPORT  
DEVONPORT HIGH SCHOOL  
JULY 2019

*get involved*

## TABLE OF CONTENTS

PURPOSE.....	3
EXECUTIVE SUMMARY.....	3
INTRODUCTION.....	4
PROJECT BACKGROUND.....	4
COMMUNITY ENGAGEMENT OBJECTIVES.....	5
CAMPAIGN OUTPUTS.....	5
PARTICIPATION.....	6
WHAT WE HEARD.....	6
SURVEY.....	7
COMMUNITY WORKSHOP.....	8
SOCIAL MEDIA.....	8
STUDENT VOICE.....	8
WHAT WE LEARNED.....	9
NEXT STEPS.....	10
ATTACHMENT.....	10

## PURPOSE

This report summarises input received during Phase 1 of community engagement for the redevelopment of Devonport High School. As part of the Department of Education's (DoE) commitment to meaningful and transparent community engagement, this report and its attachments will be provided to all stakeholders who participated in the engagement and made available for public viewing via the DoE website.

## EXECUTIVE SUMMARY

DoE has committed to undertaking extensive community engagement as part of the Tasmanian Government's Building Your Future education capital works projects. The community engagement campaign known as *Get Involved* was launched in October 2018. The first phase of the *Get Involved* campaign for the redevelopment of 'Blocks A and B' of Devonport High School ran for six weeks from 4 March 2019 to 12 April 2019.

Community engagement was undertaken to deliver on six specific objectives and the campaign included direct mail outs, online survey, one-on-one engagement, a student forum and a community workshop.

A total of 170 surveys were received during the campaign and 79 individuals participated in meetings, student forums and community workshops during the consultation phase.

There appears to be strong support for the redevelopment of Devonport High School, both from within the school and the broader community, with the majority of respondents expressing positive sentiment about the project.

The majority of those who responded to questions about what features and spaces they would like to see in the redevelopment of 'Blocks A and B' said they wanted:

- Shared, bright, flexible multi-purpose learning areas
- Improved and updated air conditioning and ventilation
- Updated science, music and art rooms
- Lockers removed from corridors and updated
- Common room and study lounge
- Water stations
- The school office relocated to the front entrance of the school.

The community would like to be able to hire and access meeting rooms, assembly hall/lecture theatre and the gymnasium. This was seen as important to providing greater partnership opportunities to the local community.

Following completion of Phase 1 of community engagement, a second round of consultation is proposed in the first half of 2020 to support the public release of the concept master plan for the school.

## INTRODUCTION

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

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

## PROJECT BACKGROUND

Redevelopment of Devonport High School is a key capital project within the Building Your Future initiatives. \$10.5 million has been committed to refurbish a number of existing facilities, delivering new state-of-the-art teaching spaces for Years 7 to 10 students and in the near future, Years 11 and 12.

The redevelopment will revitalise the school, providing greater learning opportunities for future generations of local students and their families.

Works will commence in 2020 and are expected to be completed in 2021.



## COMMUNITY ENGAGEMENT OBJECTIVES

Community engagement activities for the redevelopment of Devonport High School were tailored to meet six key objectives:

- Generate community and stakeholder feedback to inform the Devonport High School project design brief
- Encourage greater levels of stakeholder input into the redevelopment.
- Manage community expectations through clear and honest communication about what can be delivered by the project
- Attract public interest in Devonport High School and the Tasmanian public school system
- Demonstrate DoE's commitment to genuine, inclusive and accessible community engagement
- Measure community satisfaction with DoE's consultation activities.

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

Objective	Activity
1. Generate community and stakeholder feedback to inform the project design	Survey and community workshop questions were tailored specifically to solicit feedback to inform project design
2. Encourage greater levels of stakeholder input into the redevelopment.	Seek community input into how the school could partner with the local community via use of facilities
3. Manage expectations through clear and honest communication about what can be delivered by the project	Develop and distribute fact sheet for the project. Presentation from Facility Services about the capital works process included as part of the community workshop
4. Attract public interest in Devonport High School and the Tasmanian public school system	Continued sharing of the Get Involved video via social media highlighting the government's investment into public education infrastructure
5. Demonstrate DoE's commitment to genuine, inclusive and accessible community engagement	Create dedicated Get Involved presence. Deliver two rounds of community engagement for the project to maximise community participation
6. Measure community satisfaction with DoE's consultation activities	Add specific question in the community surveys around levels of satisfaction with DoE's community engagement. Create a feedback form for community workshop attendees to provide their comments about our activities

## CAMPAIGN OUTPUTS

The community engagement campaign for the redevelopment of Devonport High School was known as *Get Involved* and launched on 4 March 2019. Phase 1 of the campaign ran for six weeks and concluded on Friday 12 April 2019. Key communication and engagement outputs of the campaign were:

- 9495 direct mail outs to all residential and business addresses in the Devonport High School feeder school intake areas (Devonport Primary School and Nixon Street Primary School)
- Devonport High School infrastructure project page on the DoE website
- Five social media posts on DoE and other agency social media platforms
- Project fact sheet
- Online survey
- One community workshop
- One student workshop
- 10 corflute signs and 25 posters placed around Devonport
- Six one-on-one meetings.

## PARTICIPATION

Community participation in the consultation process was consistent across the various engagement mediums and well-supported relative to the region's size and population. Participants in the engagement process came from a broad mix of school community (teachers past and present, students past and present, parents past and present, school association), broader community and business. Solid participation throughout the campaign may be attributed to the following factors:

- The presence of a well enrolled existing school and its community with which to engage
- High level of support from the school community
- Low project contention

### Survey

A total of 170 unique surveys were received.

### Community workshops

A total of 18 individuals attended the community workshop.

### Student workshop

A total of 55 students in Years 6-10 participated in a student workshop.

### Meetings

A total of six meetings were held with school and community representatives.

## WHAT WE HEARD

Responses were obtained primarily through the online survey, the community workshop, and the student workshop. Each included the same types of questions to ensure consistency across the different mediums. The questions were framed to elicit responses that could ultimately inform the redevelopment of the school and were based on the following topics:

- Buildings and spaces
- Teaching and learning
- Community access to school facilities and assets.

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

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

## SURVEY

A total of 170 unique surveys were received during the six week consultation phase. The survey was web-based using the Survey Monkey online survey platform, which users accessed via the *Get Involved* page on the DoE website.

### Response summary

- 88 per cent of respondents were from the Devonport Local Government Area.
- Survey respondents were a mix of present staff members, past students, present students and their parents. These groups made up 75 per cent of all respondents.
- The top responses in relation to building and spaces were: shared, bright flexible multi-purpose learning areas; updated heating, air conditioning and ventilation; updated science, art and music facilities; common rooms/study lounge and updated locker facilities; water stations and relocate the school office to the entrance of the school.
- The top five responses in relation to community use of (and access to) school facilities and assets were: use of community meeting rooms; hire and use of the assembly hall/lecture theatre; partnerships with community groups; use of the gymnasium and sporting facilities; and adult education/learning programs.
- The top five responses in relation to current teaching and learning approaches considered most effective were: flexible learning styles; having a positive relationship with teachers; being taught in flexible learning spaces; having access to technology; and having specialised teachers.
- The top five responses in relation to proposed new teaching and learning approaches were: flexible learning styles; flexible learning spaces; a flexible curriculum; access to higher levels of student support and state-of-the-art technology.
- The top three ways most respondents heard about the *Get Involved* campaign were school channels, social media and word of mouth.
- 37 per cent of respondents said they would like to receive further information about the project; 17 per cent said they would not like to receive further information; 46 per cent of respondents did not answer the question.
- 50 per cent of respondents said they were satisfied with DoE's community engagement performance, 41 per cent were neither satisfied nor dissatisfied, and nine per cent were dissatisfied.

## COMMUNITY WORKSHOP

A community workshop was held at the Devonport High School on Wednesday 27 March 2019 from 6.30pm-8pm. The workshop was promoted via social media posts through the school and community pages, direct contact with local businesses and residents, media, and the DoE website. Registration to attend the workshop was via the *Get Involved* page on the DoE website. A total of 25 participants registered for the workshop, with 18 participants attending.

The workshop format included:

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

## Response summary

- The building and infrastructure features considered most critical were: flexible learning spaces, with the ability to open and close for team teaching, suitable for large or small classes, multi-use with break out spaces, bi-fold (not glass); reception relocated to the front entrance of the school; updated big staffrooms; improved heating, cooling and ventilation; and state-of-the-art technology.
- The top responses for community use and access to school resources or activities were: community use of sporting facilities; hire of meeting rooms and hall; and hire of a performing arts centre.
- The top responses to the question as to whether there were any other ideas or comments about the redevelopment of 'Blocks A and B' of the school were: reception relocated to the front entrance of the school; energy efficient with improved heating and cooling; flexible learning areas; modern appealing rooms. Concerns were also raised about meshing new buildings with old and the budget for the redevelopment.

## SOCIAL MEDIA

During the *Get Involved* campaign, feedback was received via social media channels. Devonport High School, its School Association and feeder schools (Devonport Primary School and Nixon Street Primary School) all shared DoE Facebook posts. These Facebook pages were monitored, with only two project-related comments recorded. These comments were supportive of the redevelopment.

## STUDENT VOICE

Feedback from students provided valuable insight into the needs and wishes of the end users of the school's facilities and teaching and learning programs. Feedback from students was received via the student workshop held on 27 March 2019 attended by 55 Years 6 - 10 students.

## Student workshop

- The top responses in relation to *which spaces currently work well in Blocks A and B of Devonport High School* were: specific rooms currently working well (B10, C01, B20, B24 and the library); general common areas and width of entrance hall; specific classroom sizes; and the layout of the stairs.
- The top responses in relation to how the students *would like to see the buildings and spaces in Blocks A and B changed* were: updated heating and cooling; natural light in classrooms, big windows; removal of lockers from corridors; new lockers, and new toilets.
- The top responses in relation to *how the students like to currently learn or be taught* were: collaboratively, small groups and collaborating with other classes; having access to state-of-the-art technology, and interactive learning; visual learning; individual learning and moving from class to class.
- The top responses in relation to *what students would find more effective to learn or be taught* were: extra-curricular activities (reinstate Activities Week, reinstate home room); open connected classrooms with natural light; flexible learning styles, more technology; shorter teaching blocks; and positive relationships with teachers with more student support.
- Although students were asked to apply only one dot to suggestions when prioritising, many applied more than one dot to suggestions that were important to them. The majority of dots were placed on air conditioning, heating, cooling and ventilation.

## WHAT WE LEARNED

The first phase of community engagement for the redevelopment of Devonport High School has provided a range of learnings that will inform the design, teaching and learning, culture, and community associations with the school. It is acknowledged there exists a level of subjectivity in the interpretation of the data collected. However, best efforts have been made to ensure objectivity in this interpretation.

Data collected via the *Get Involved* campaign surveys, workshop, and social media, provides a snapshot of sentiment in relation to the redevelopment of Devonport High School.

- There is strong support for the redevelopment of Devonport High School from within the local and school community, with the majority of respondents expressing positive sentiment about the project.
- A majority of those who responded to questions about buildings and facilities said they wanted the redeveloped school to have flexible, functional and multipurpose learning spaces, improved air conditioning, heating, cooling and ventilation; updated science, music and art facilities, with gas outlets in all science rooms; the lockers removed from corridors and built into walls to alleviate congestion; and the school reception relocated to the front entrance of the school.
- A majority of those who responded to questions about community use of facilities would like access to community meeting rooms, shared sporting facilities and hire and access to the assembly hall/lecture theatre.
- A majority of those who responded to questions about effective teaching and learning approaches said they wanted collaborative learning, respectful and positive relationships with teachers, being taught in flexible spaces with access to state-of-the-art technology.
- A majority of respondents came from the City of Devonport.

## Student Voice

- Students aspired to have a school with flexible learning facilities, natural light and large windows, updated specialised learning rooms and positive relationships with teachers.
- Students saw improved heating, cooling and ventilation as the most important feature. This was reflected in the number of stickers students placed against this suggestion. Student common areas and study lounges were also identified as important inclusions in the redevelopment.
- The removal of lockers from school corridors to alleviate congestion was another popular suggestion raised by the students. It was suggested that lockers be built into the corridor walls, with each locker assigned to a student for the whole time they attend the school.
- Greater access to modern information technology facilities and programs was also seen as important to students.
- Students also gave priority to upgrading specialty learning area, such as being able to access gas outlets in all science rooms and soundproofing music rooms.

## NEXT STEPS

Following completion of Phase 1 of community engagement for the Devonport High School, a second round of engagement is proposed in the first half of 2020. This second round will support the public release of the concept master plan for the school, together with a fact sheet addressing aspects of the concept master plan.

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

This report will be provided to the Minister for Education, DoE Learning Services and Facility Services Divisions, and made publicly available via the DoE website.

## ATTACHMENT

### Attachment I – Phase I Community Engagement Response Analytics

# Attachment I

Phase I Community Engagement  
Response Analytics  
Devonport High School

# CONTENTS

<b>PHASE I COMMUNITY ENGAGEMENT ANALYTICS.....</b>	<b>13</b>
SURVEY.....	13
COMMUNITY WORKSHOP.....	22
SOCIAL MEDIA.....	25
STUDENT VOICE.....	27

# PHASE I COMMUNITY ENGAGEMENT ANALYTICS

## SURVEY

170 individuals completed the survey. The majority of questions included a free text component to explain answers. The free text information was separated into fields, categorised, and consolidated into the following broad themes::

- Teaching and learning
- Community access
- Buildings, spaces and features

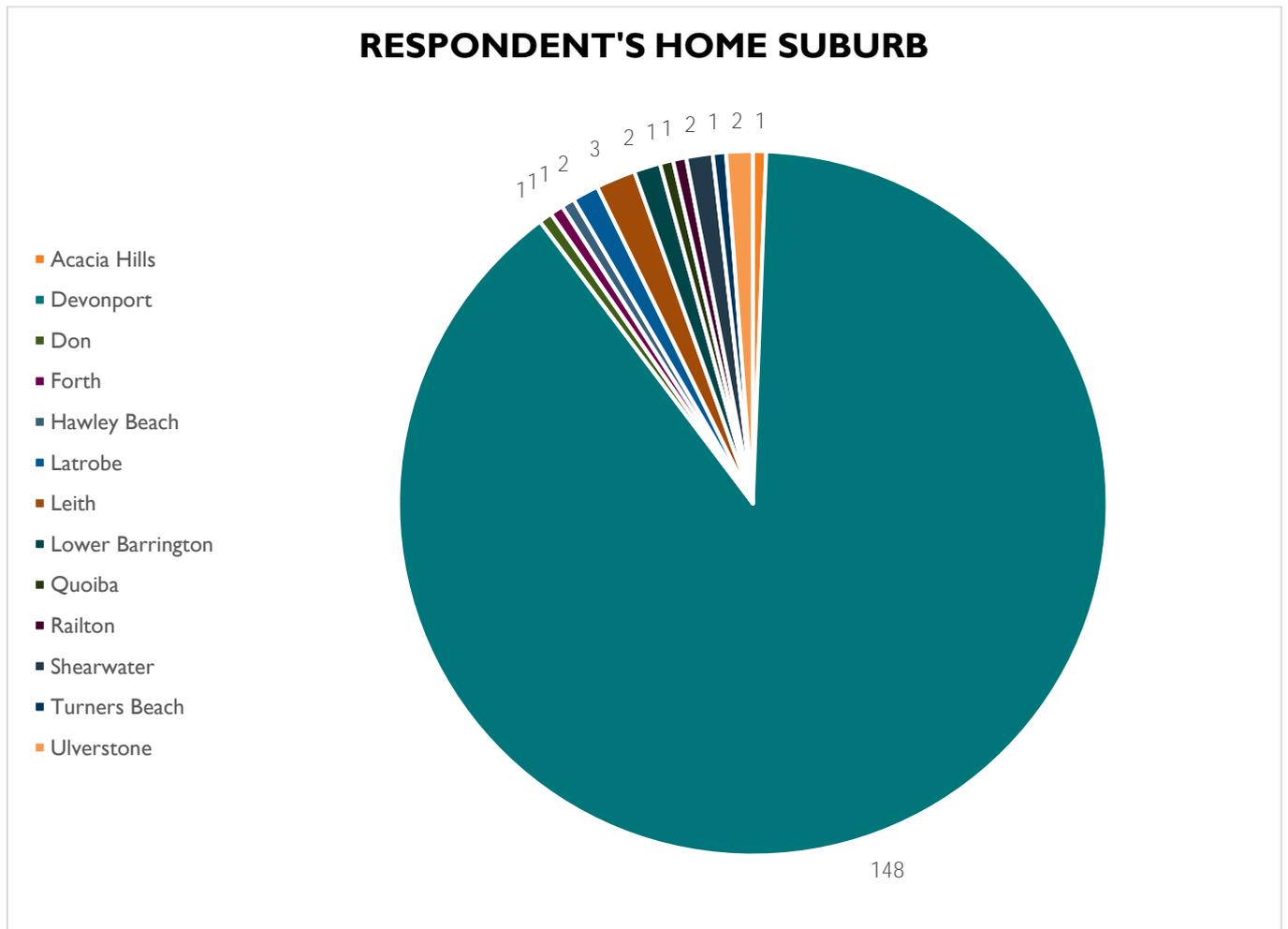
One respondent could therefore contribute multiple fields to a question. Consequently, the number of fields recorded for a question can be greater than the number of respondents. Where multiple fields were recorded, the number is marked as such (\*).

### Question 1

*Location of respondent's place of residence.*

*Answered: 170*

*Skipped: 0*

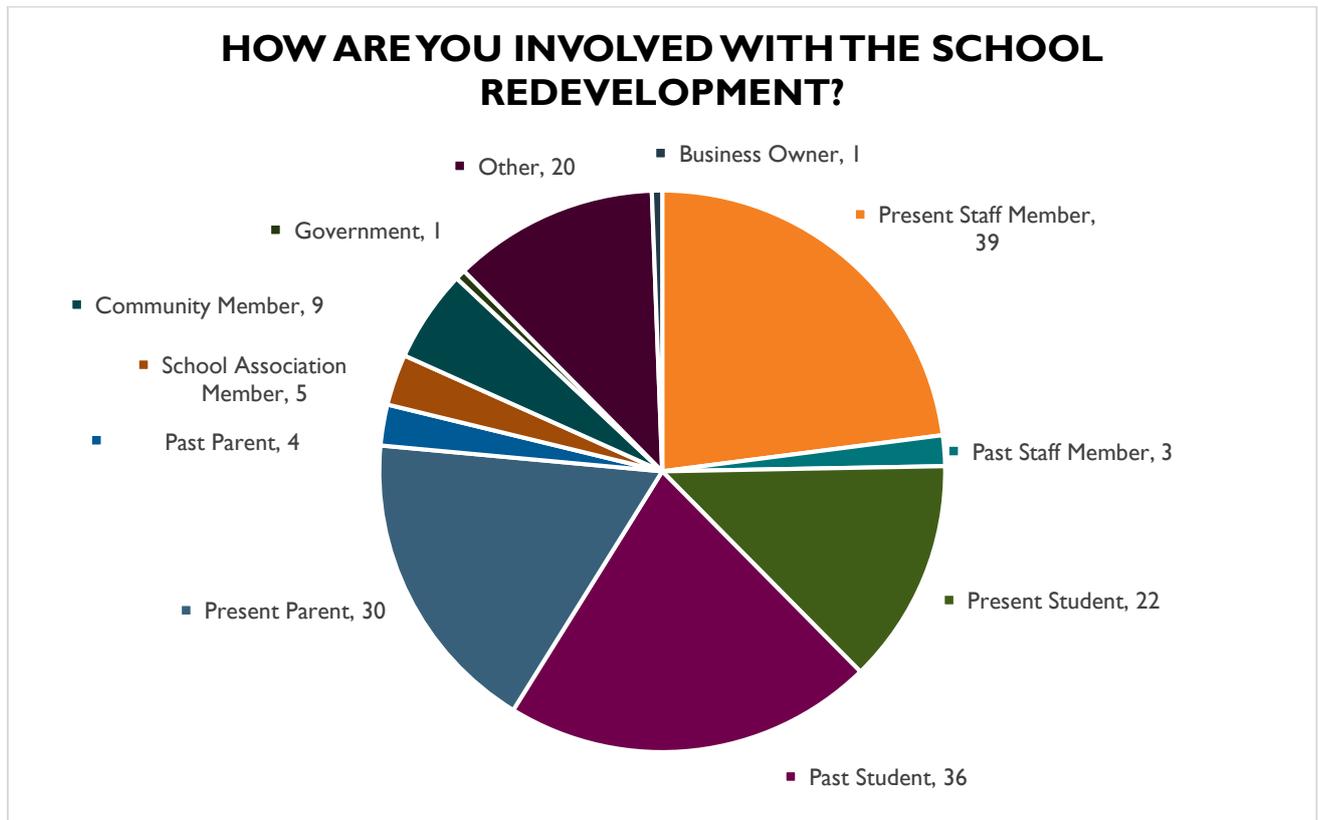


### Question 2

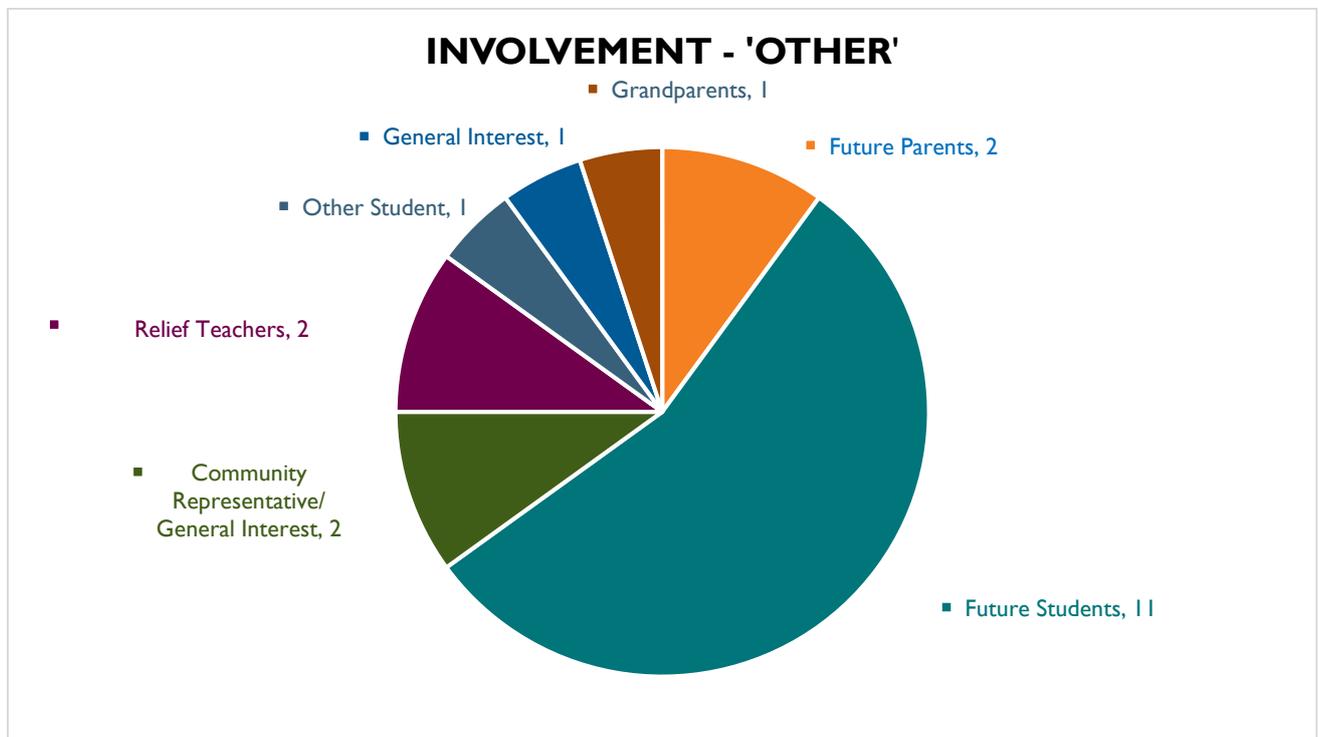
Let us know how you are involved with the school redevelopment.

Answered: 170

Skipped: 0



Involvement "Other"

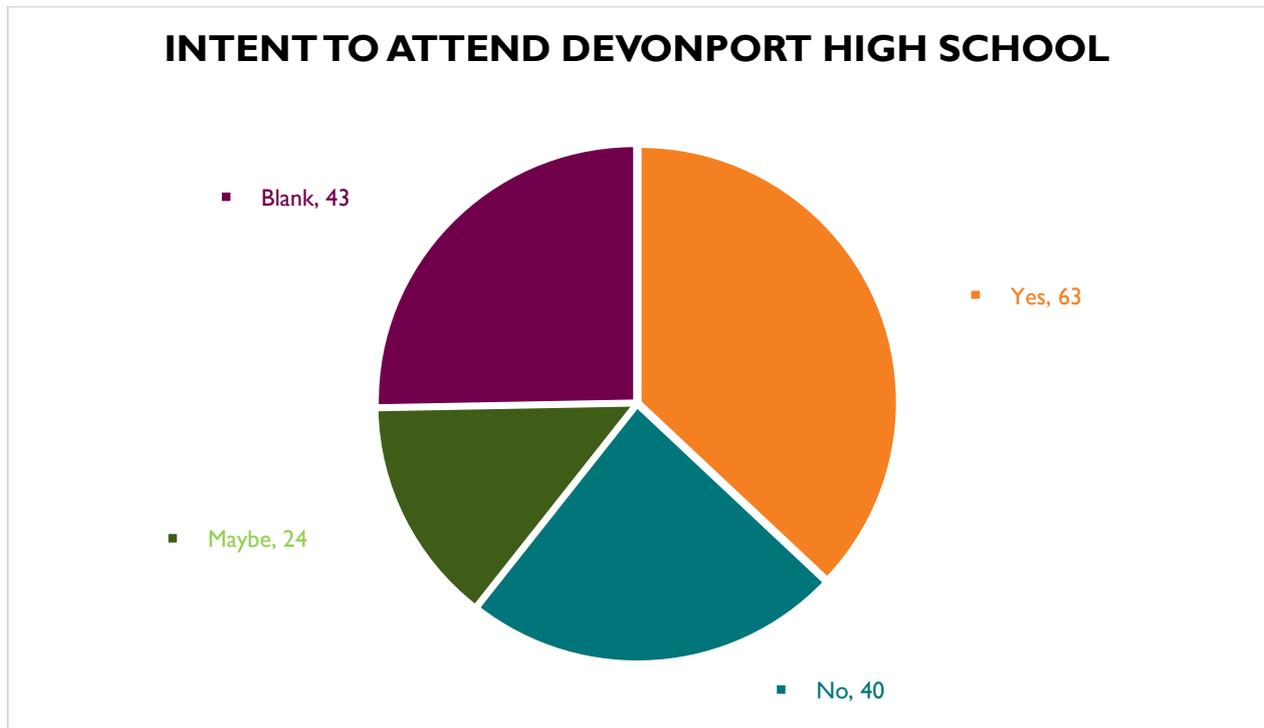


Question 3

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

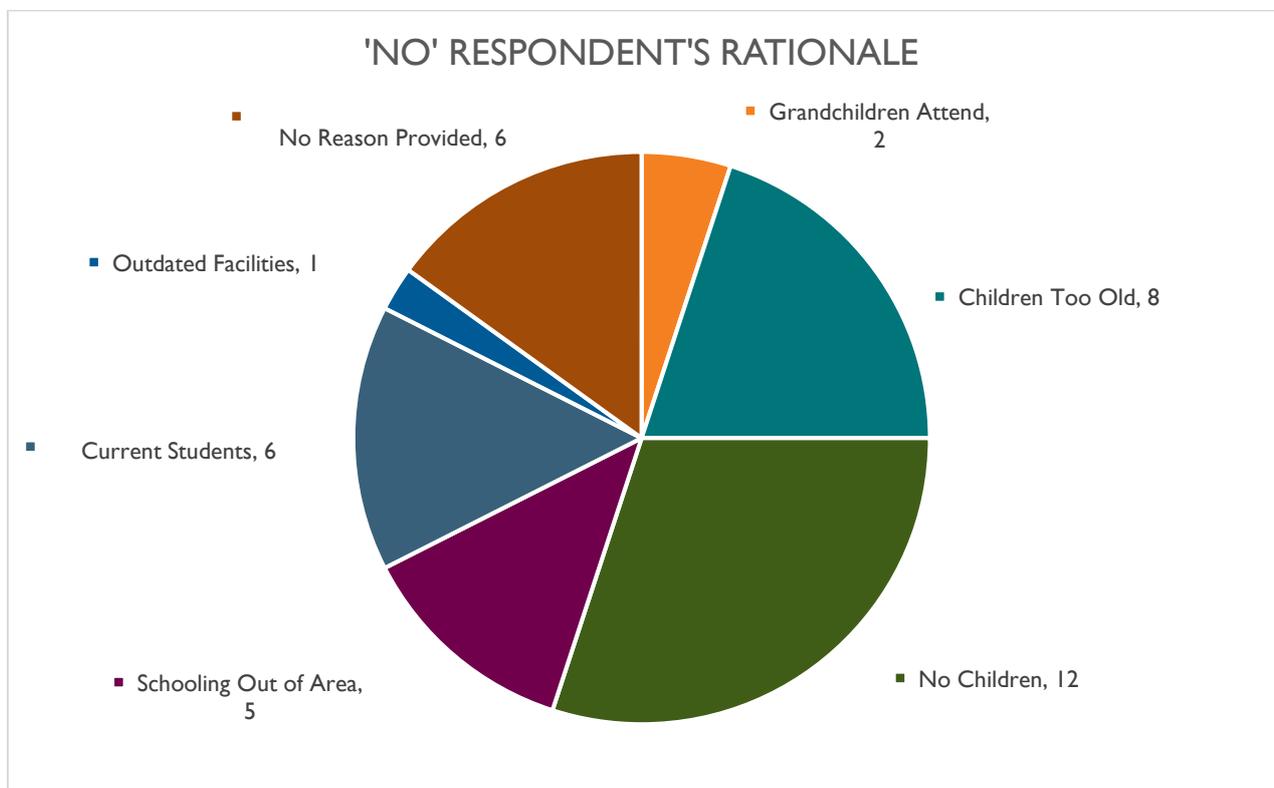
Answered: 127

Skipped: 43



If not, please specify why.

Answered: 40



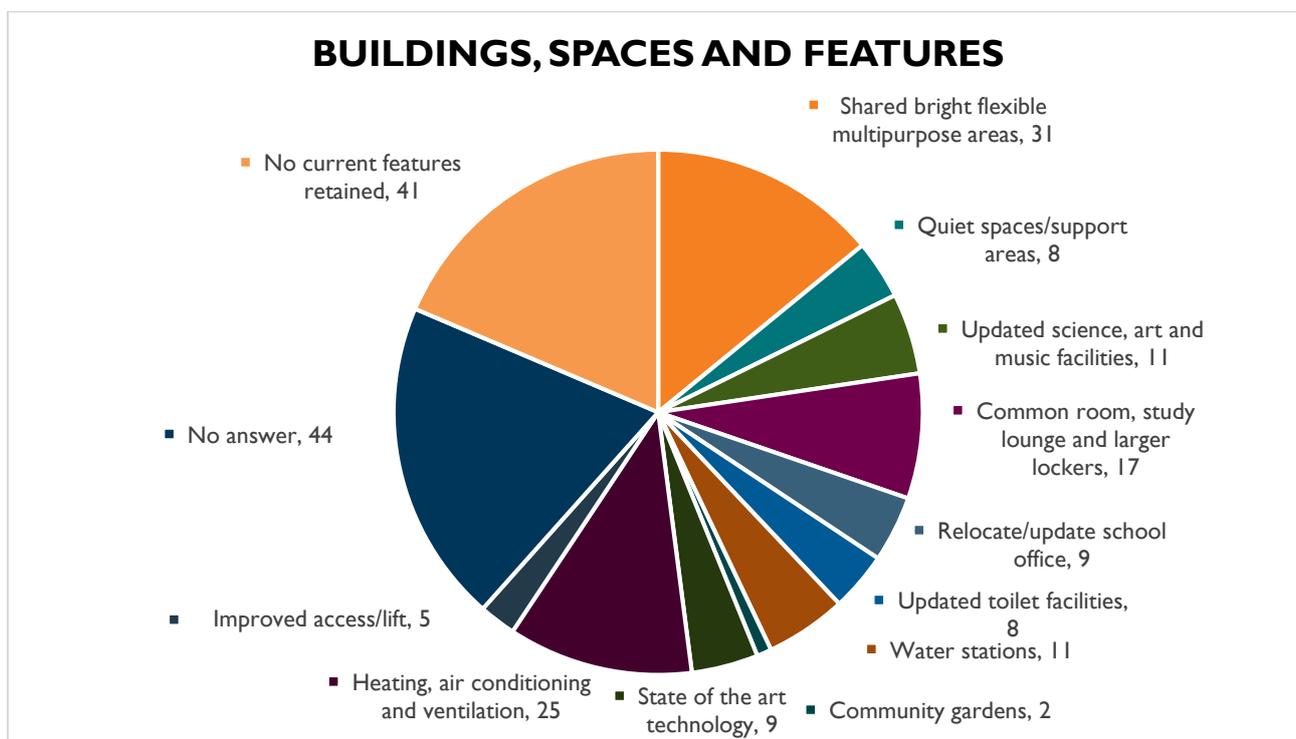
Question 4

Are there any particular features in Blocks A and B (e.g. types of spaces) you would like to see included in the school redevelopment?

Answered: 177

Skipped: 44

Response fields: 221\*



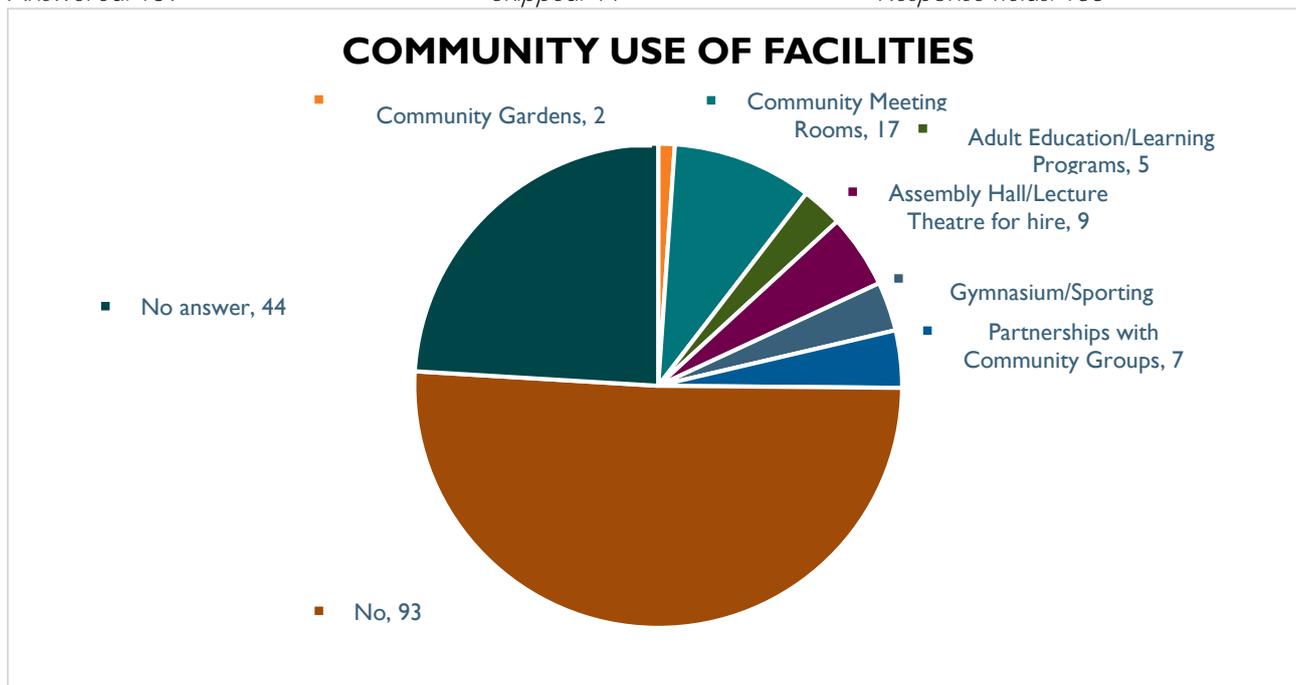
#### Question 5

Are there any particular school assets, resources or activities you feel could provide greater support to the local community? (e.g. community use of buildings or spaces)

Answered: 139

Skipped: 44

Response fields: 183\*



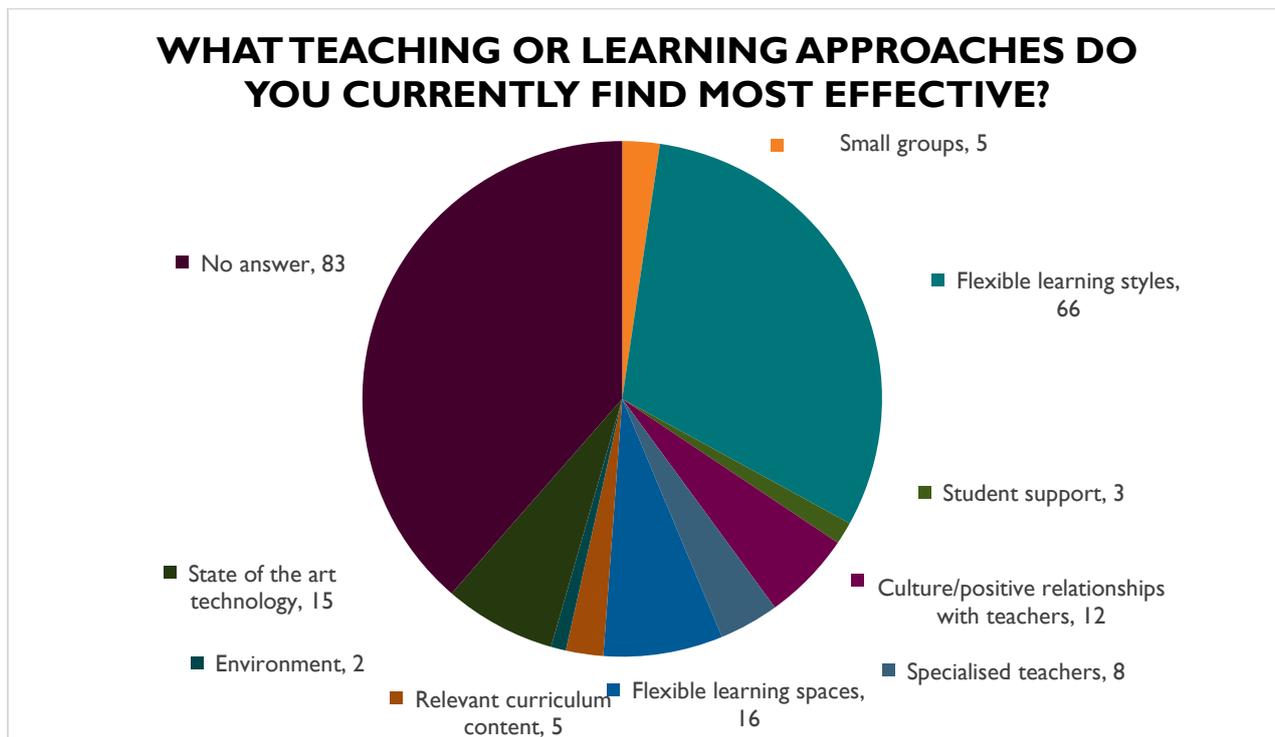
#### Question 6

What teaching or learning approaches do you or your child/students currently find most effective?

Answered: 156

Skipped: 83

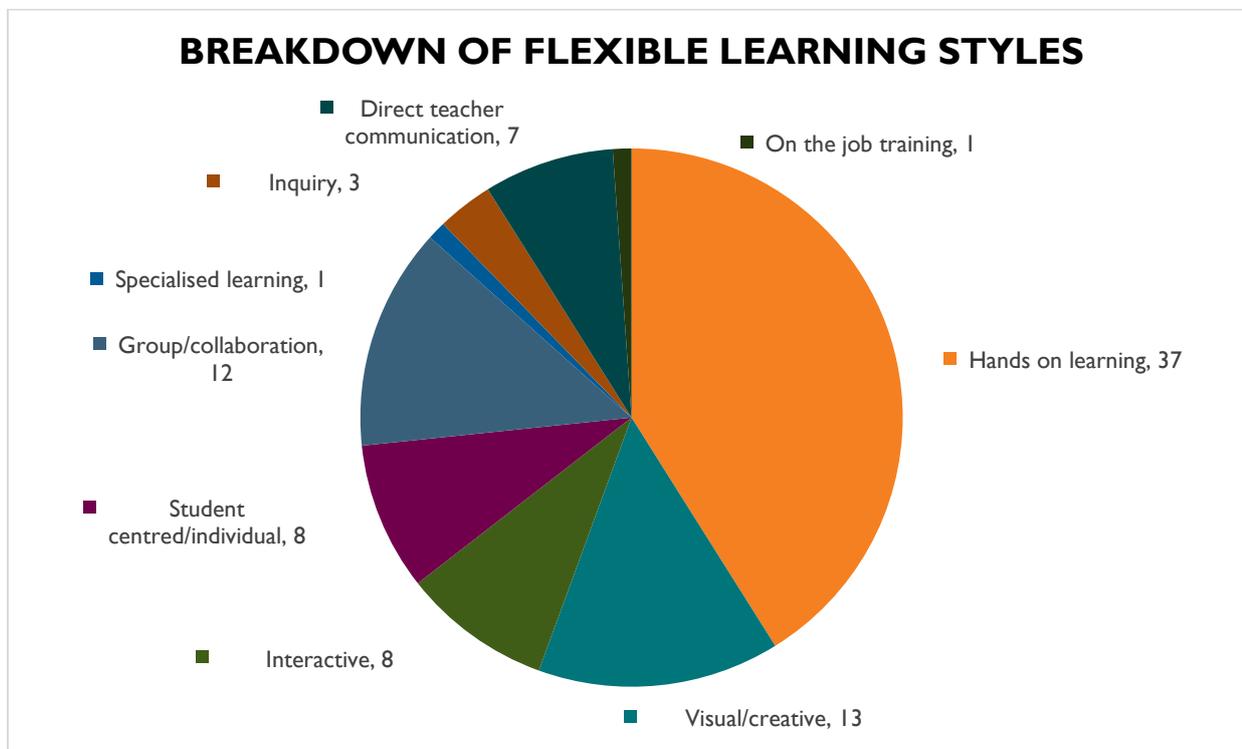
Response fields: 222\*



Breakdown of 'flexible learning styles'

Answered: 66

Response fields: 90\*



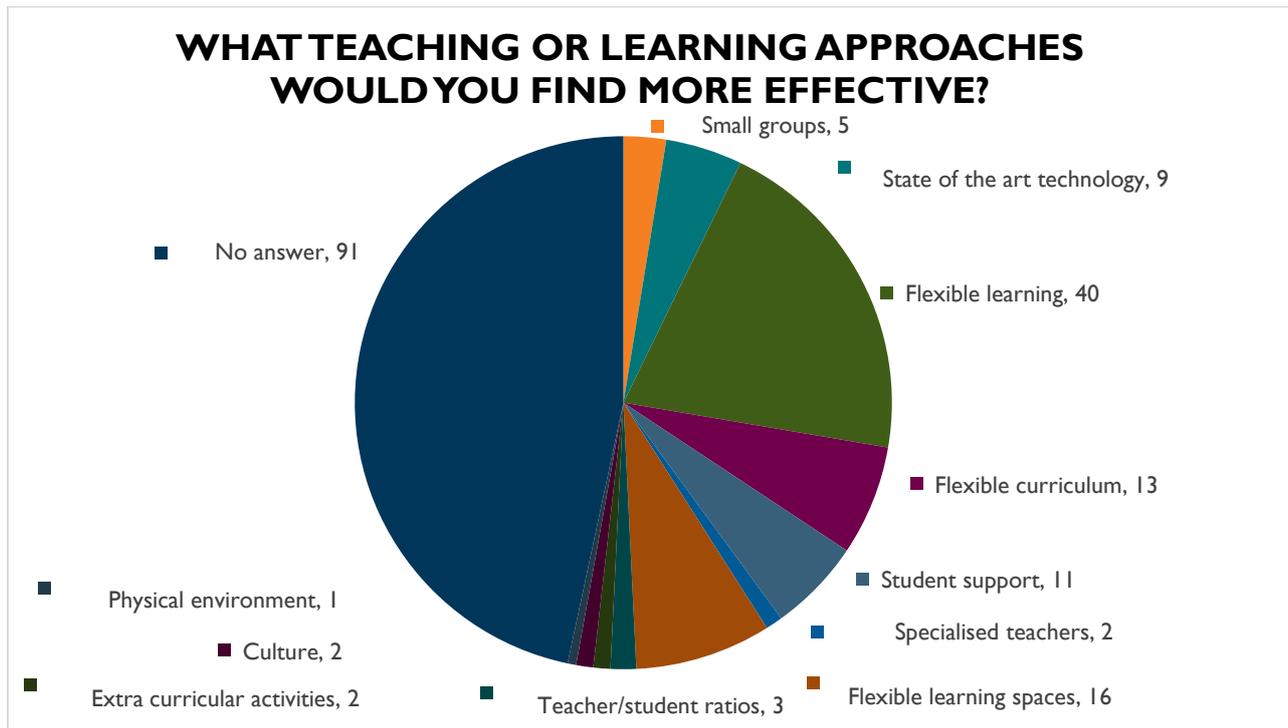
Question 7

What teaching or learning approaches would you or your child/students find more effective?

Answered: 79

Skipped: 91

Response fields: 104\*



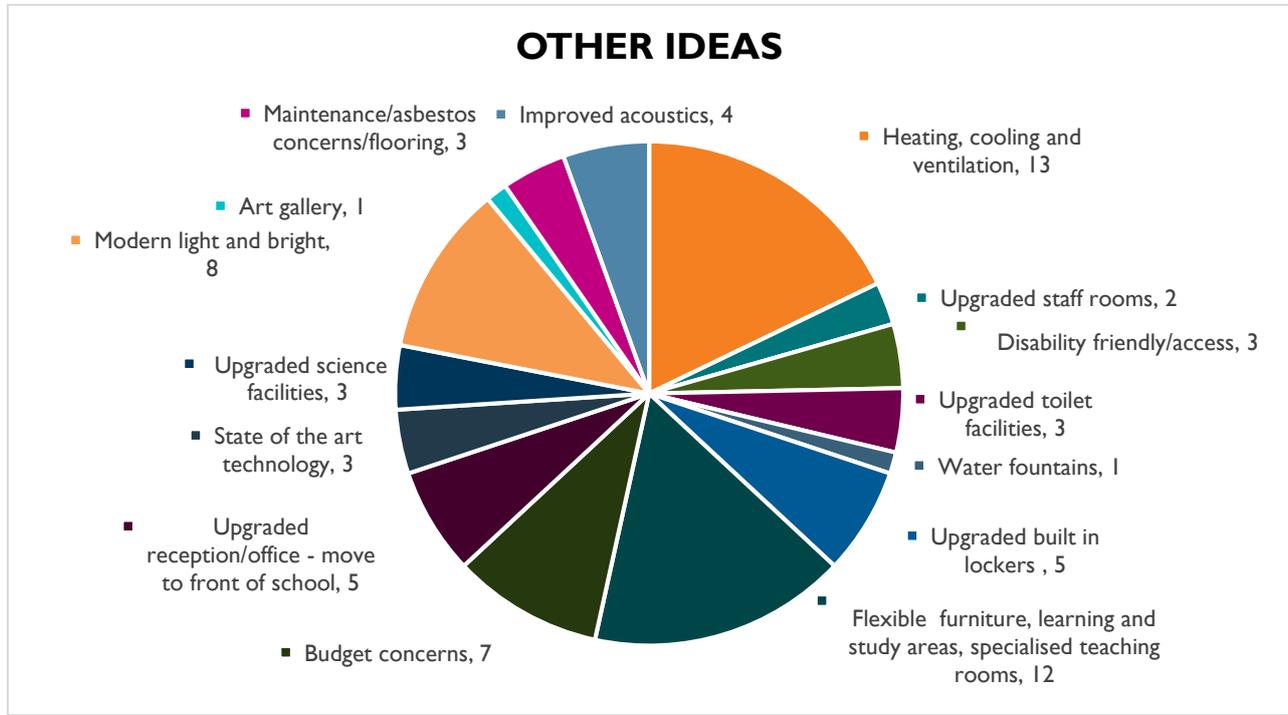
### Question 8

*Do you have any other ideas or comments about the redevelopment of Blocks A and B?*

*Answered: 48*

*Response fields: 73\**

*Skipped: 122 – 63% of respondents did not have an answer for this question.*



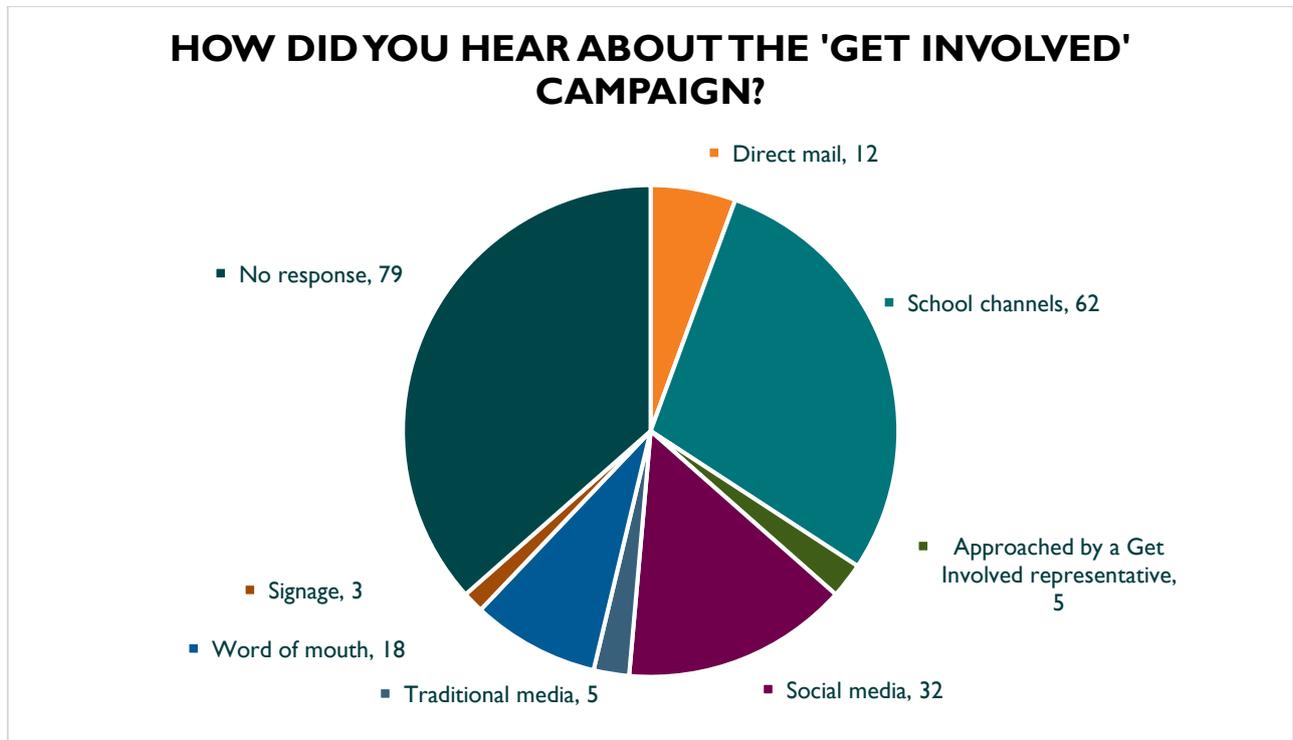
Question 9

Tell us how you heard about the Get Involved campaign (you may choose more than one option).

Answered: 91

Skipped: 79

Response fields: 137\*

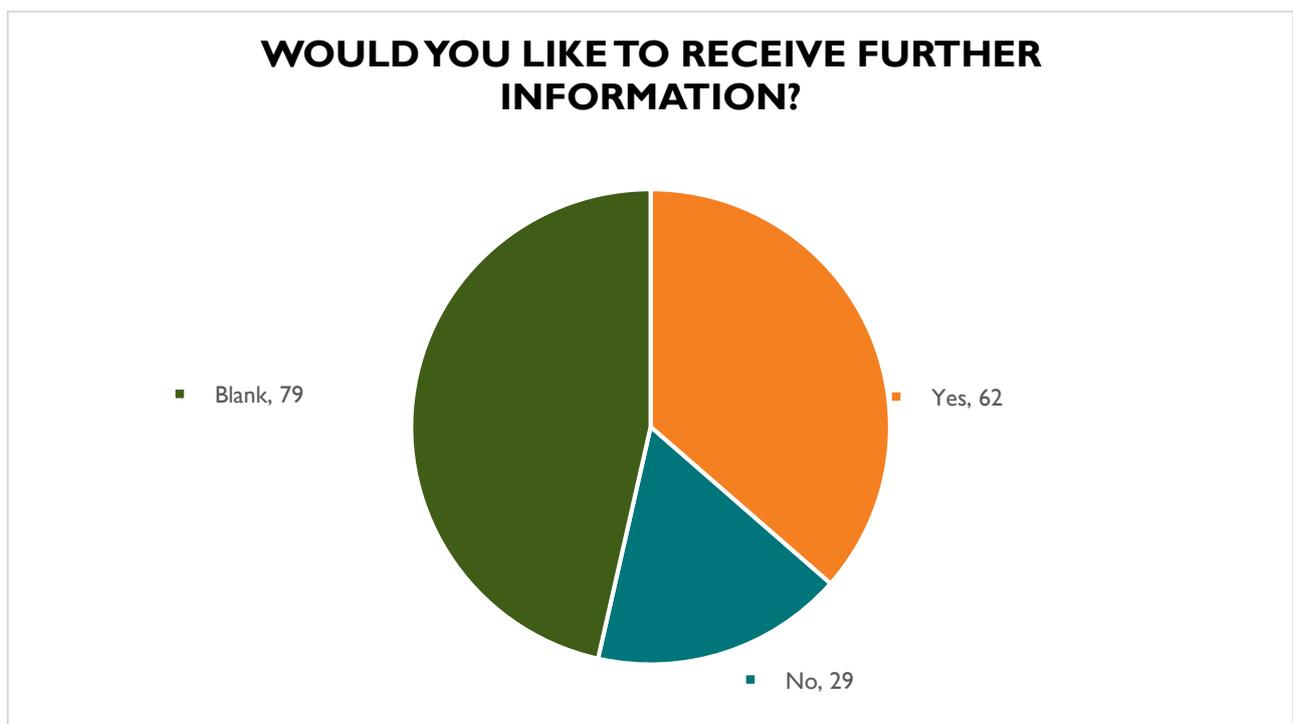


Question 10

Would you like to receive information via email about this project as planning progresses?

Answered: 91

Skipped: 79

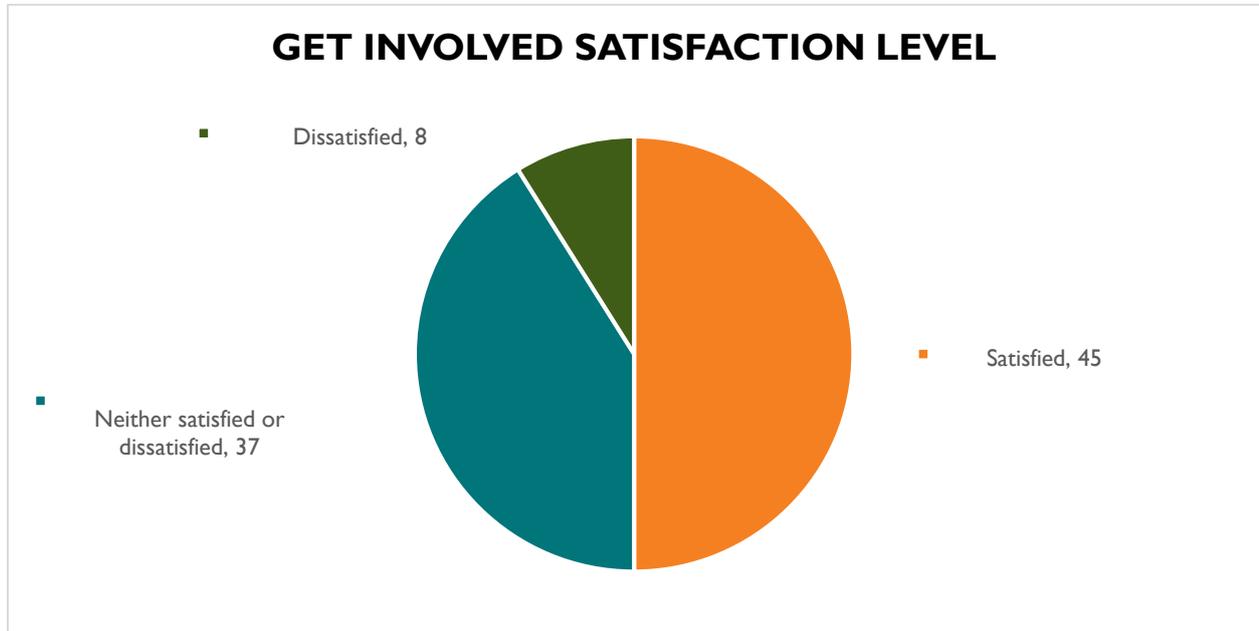


**Question 11**

*To help us improve our activities, tell us how satisfied you are with the level of community consultation by the Department of Education.*

*Answered: 90*

*Skipped: 80*



# COMMUNITY WORKSHOP

## Responses

### Question 1

*Are there any particular features in Blocks A and B (e.g. types of spaces) you would like to see included in the school redevelopment?*

Building features and spaces	Critical (green dots)	Important (blue dots)	Nice to have (orange dots)	Table/s
Flexible learning spaces, ability to open and close for team teaching, suitable for large or small class sizes, multi-use, break out spaces, bi-fold (not glass)	30	8	2	1,2,3,4,5
Reception relocated to front entrance of school	16	4	0	1,3,4,5
Updated big staffrooms for all staff to be connected, top floor for visual security with adequate storage	9	4	6	1,2,3,5
Improved heating and cooling, air conditioning	7	3	3	1,2,3,5
State-of-the-art technology, whiteboard walls, interactive whiteboards, TVs, electronic noticeboards, ICT devices in all classrooms	2	3	1	2,3,5
Lockers – remove from corridors, increase size, outdoor locker areas, lockers integrated into walls, fit into décor, reduce congestion in corridors	1	5	4	1,2,3,5
Improved/integrated access for people with disabilities	1	3	0	3,4
Building and structure – industrial maintenance friendly flooring, stairwells revamped, remove dark timber, wider doors, buildings on one level, remove tiles from ceiling	1	2	1	2,3,5
Updated specialty teaching rooms, soundproof music room, specialised learning areas grouped together, storage for art rooms, specialised support room	1	2	0	1,3,4,5
Updated science rooms, modern resources and facilities, gas outlets in all science rooms	1	2	0	1,3,5
Lots of glass for safety and visibility, natural light in all rooms, visual classrooms	1	1	1	2,3,4
Areas for students – open areas, lunch, recess, common room	0	5	1	1,3
Modern, neutral colours, plants, artwork, murals, visually appealing internally and externally	0	4	6	1,2

Updated toilets, on every block and level, remove toilets from staffroom	0	4	4	2,3,5
Coloured mood lighting in classrooms	0	3	0	3
Flexible furniture, stand up desks, computer pods, project desks, desks to suit size of room, caterpillar tables	0	2	7	2,3,5
Wet areas in classrooms	0	1	3	1
Vertical gardens, green areas and fish tanks	0	0	3	3
Recreation – games, “de-stress area” for students	0	0	3	2
Water bottle filling stations	0	0	2	2
Display boards for student work/artwork	0	0	1	5
Outdoor spaces – raised garden beds, undercover multi-season usage	0	0	0	5

## Question 2

*Are there any particular school assets, resources or activities you feel could provide greater support to the local community?*

Community links	Critical (green dots)	Important (blue dots)	Nice to have (orange dots)	Table/s
Community use of sporting facilities, with courts lit for full year use	9	6	1	2,3,5
Hire of meeting rooms and hall	5	0	4	2,4,5
Performing arts centre, theatre, arts	4	6	0	1,2,3
Rooftop garden – eco-friendly garden, sell produce to Provedore Place/links to Living City	3	4	6	3
Kitchen use/canteen use for community migrant groups	1	4	2	2,5
Spaces for feeder schools to bring their students	0	1	2	5
Extra seating in gym/hall	0	0	1	1
Updated woodwork area	0	0	1	5
Community/school fairs	0	0	0	2

## Question 3

*Do you have any other ideas or comments about the redevelopment of Blocks A and B?*

Any other ideas or comments	Critical (green dots)	Important (blue dots)	Nice to have (orange dots)	Table/s
Relocate reception to the front of the school, main entrance	12	2	2	2,4
Energy efficient – improved heating and cooling, solar lighting	7	0	3	1,2
State-of-the-art technology	4	0	0	1
Concerns about combining old and new buildings	4	0	0	3
Flexible learning areas, ability to open/close classrooms, learning areas that inspire	2	10	0	1,2,3
Modern, appealing, better use of colour, limit use of timber, carpet	2	2	0	1,5
Improved disability access	2	0	0	2
Update hall and improve seating	2			1
Transport – move bus stop to inside school grounds and provide bus shelter	1	1	4	3
Security – ability to easily 'lockdown' school	1	0	0	3
Move William Street basketball court and build on land	1	0	0	2
Increased car parking – accessible, increased to William Street, sell Best Street car park	0	3	6	2,4
Speciality teaching areas – art and music areas, update Home Ec area, massage therapy room, dedicated space for 'ready to work' programs	0	1	6	1,2,5
Boys shed/mentoring program for long term community and school holiday engagement	0	1	2	5
Update toilet facilities – accessible access	0	1	0	1
Demolish Adult Education and old gym	0	0	2	2
Update canteen and include windows in catering area	0	0	1	1,2
Very impressed with Kings Meadows images – serviceable and practical flooring, easy to maintain	0	0	1	1

Improved outdoor areas, enclosed walkways, covered shade areas, oversized games area (chess/draughts), clear signage	0	0	0	1,2
One centralised cleaning room	0	0	0	2
Update and modernise stairwells	0	0	0	1
21 <sup>st</sup> Century learning big focus	0	0	0	5

## SOCIAL MEDIA

The following posts were featured on the Devonport High School Facebook page:

Date	Post	Comments	Shares
20/12/2018	With 2018 now over, next year will be an exciting one. Extensive community consultation for the \$10.5 million redevelopment of significant parts of our school is set to kick off in February. It's an important milestone for the future of our school – so stay tuned, with more details to be revealed in early 2019.	Total: 2 1 x tag 1 x 'that's fantastic'	2
4/3/2019	Today marks an exciting milestone towards the transformation of Blocks A and B of Devonport High School. \$10.5 million will be spent redeveloping blocks A and B, providing state-of-the-art new facilities for our learners. To get involved and share your ideas, jump onto the website and complete the survey and register to attend the community workshop on Wednesday 27 March.	11 comments (tags)	21
11/3/2019	The more ideas the better! ... jump online to complete the survey about our school redevelopment.  The Get Involved community workshop is on Wednesday night (27 March 2019) from 6.30-8.00pm. Don't forget to visit to register your attendance. Light refreshments will be served.	No comments	23
18/3/2019	Don't forget to register for the community workshop on Wednesday 27 March 2019. Come along and share your ideas!	No comments	7
1/4/2019	A big thank you to all who participated in our community workshop on 27 March.  Get involved... you still have time to jump online and complete the survey to share your ideas about our school redevelopment.	No comments	5
4/4/2019	Devonport High School post – Today's Advocate. Featuring story entitled 'Tenders open for Devonport High School project – Devonport High School's major upgrade takes next step'	Comment: Make sure whoever gets the contract doesn't screw up the vision	1

8/4/2019

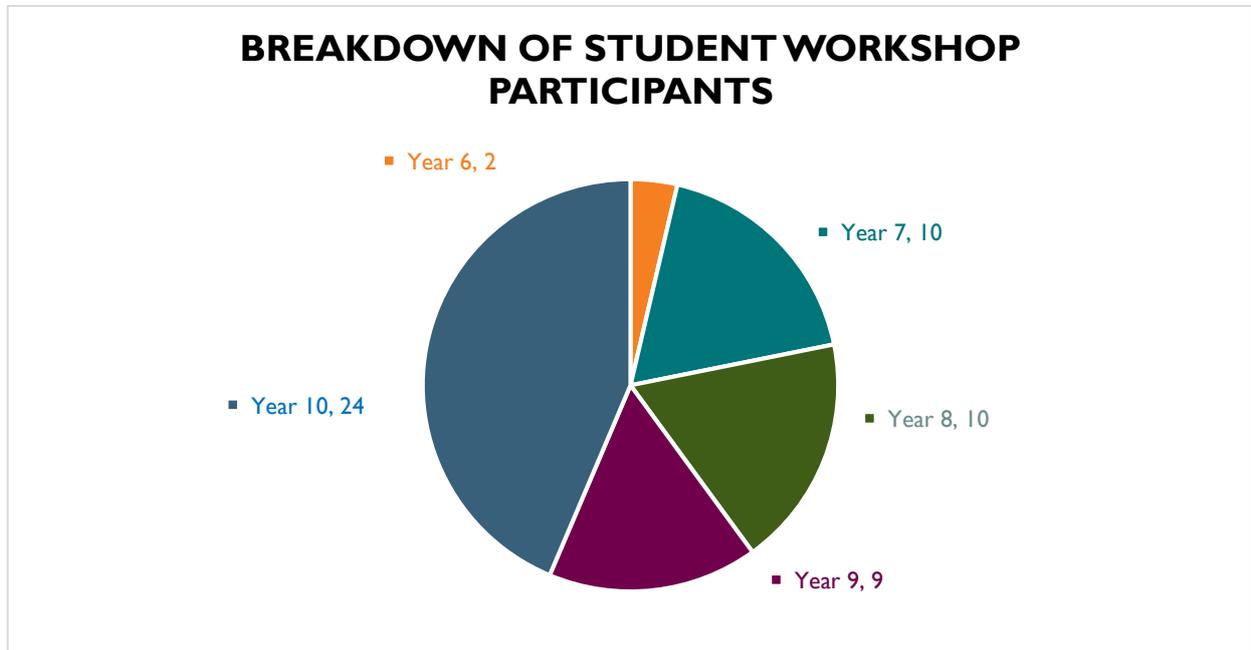
The first round of community engagement for the redevelopment of Blocks A and B of Devonport High School will close THIS FRIDAY 12 April 2019. This is your last chance to jump online and share your ideas for the redevelopment of our school.

No  
comments

14

## STUDENT VOICE

A student workshop of 55 participants was held during Phase 1 community engagement. Below is a chart outlining the breakdown of student participants.



## STUDENT WORKSHOP

### Responses

#### Question 1

*In relation to the building and spaces in Blocks A and B, what currently works well that you wouldn't want to lose?*

The purpose of this question was to gather feedback about the current spaces favoured by the students.

Spaces currently working well in Blocks A and B	No of students providing feedback
Specific rooms currently working well – B10, C01, B20, B24, library, layout of science rooms, bright and colourful art rooms	16
General common areas – width of entrance hallway, exposed brick in stairwell, separate offices for guests and students	8
Classroom sizes – B21, B24, B27, music room	7
Stairwells – layout of stairs, easy to navigate, keep stairs but widen corridors	7
Natural light – B30 large windows, fish bowl windows in library, good natural light in most science rooms	4

Layout of current rooms – computer room, music room, all science rooms together	3
Replace lockers	2
Technology – computers and laptops in rooms with charging points	2

## Question 2

*In relation to the buildings and spaces in Blocks A and B, what/how would you like to see these changed?*

Note: Students put more dots on those items they viewed as critical or important, and not a reflection of attendance.

Buildings, features and spaces	Critical (green dots)	Important (blue dots)	Not critical (orange dots)
Heating and cooling - air conditioning and heating in every room and in working condition	101	12	17
Classrooms - natural lighting, working and bigger windows, brighter and lighter colours, improved and comfortable furniture, working equipment, larger classrooms, flexible learning environment	31	52	27
Hallways - wider hallways, remove lockers and place them somewhere else, or have built-in lockers	25	20	4
Lockers - newer, bigger lockers with lights and easier locks. Keep the same lockers from Years 7-10, no bottom lockers	18	13	5
Toilets - new toilets, air fresheners, full length mirrors, working hand dryers and locks, more toilets in different areas, bigger sinks	14	21	54
Furniture - new desks and chairs, chairs that are comfortable, curtains/blinds in all rooms, moveable furniture, a few standing desks	11	15	27
Ambience - new paint everywhere, brighter colours, more natural light (skylights), paintings, too much wood everywhere, natural or fake plants, more places to relax at lunchtime	11	10	10
Water refilling stations - more water fountains indoors, on each floor	11	9	3
Staircase - stairs that are not slippery, at more strategic locations, through the middle of B block, or outdoor (sheltered) and wider stairways	10	9	14
Sports - pool, put the oval to better use, better basketball courts, monkey bars, skate park	10	15	8
Science rooms - gas outlets in all science labs, better science equipment/stations, other practical science equipment	7	10	2

Technology - new and working speakers, computers in every room, or at least enough computers for the class	6	8	12
Windows - bigger windows that can open, more of them	6	8	9
Sensory room - more cool down rooms (sensory room)/relaxation room/anger management room with comfortable chairs, blankets, bean bags etc.	5	8	5
Escalators instead of stairs	5	10	10
New, working and more elevators	4	4	3
New and quality carpets	3	9	13
Other - vending machines, a movie room, no more red bricks	3	2	6
Kitchen area for cooking or heating food	3	3	4
Make open areas more accessible and modern	3	0	2
Specialty teaching rooms - larger and fully soundproofed music rooms with more equipment, dance rooms have change rooms, art room with bright colours to stimulate creativity and with more student artwork, a stage in the drama room	2	6	21
Assembly hall - new and more comfortable seats in the assembly hall, better sound and lighting, screen to descend from stage ceiling, a sound system that actually works	2	6	10
More doors and access points, sliding doors	2	0	0
Larger open rooms, or more indoor options for recess and study	2	1	1
Signage - clear signs directing to classrooms and staffrooms	1	1	2
Electrical and power - accessible power points, new lights in hall and all rooms	0	0	0
New larger library, brightly coloured and clearly signed places for books	0	3	4
Move reception closer to entrance of school	0	1	4
Move staffroom to another block to make way for more classrooms	0	1	1

### Question 3

*How do you like to currently learn or be taught?*

The purpose of this question was to gather feedback about the learning styles favoured by the students.

Current learning styles	No of students providing feedback
Collaboratively – small groups, group presentations, collaborating with other classes, group discussions	15
Technology – having ICT available for every class, smart whiteboards, videos, streamed classes, KAHOOOTS – interactive learning	11
Visual/interactive learning – breaking class up with different activities, interactively, visually, teacher only taking small amount of time	9
Individual learning – assignments, essays, individual learning in specific subjects (English), with comfort and silence	8
Moving from class to class – provides a break with different views each lesson, outdoor lessons, learning in a non-dull environment	8
Hands on learning	4
Specific instruction e.g. Maths – shown and not just told, PE class groups by fitness level, combination of PE and Health (e.g. week 1 – PE, week 2 – PE and Health)	3
Positive relationships/culture – good relationships with teachers, having a bond and respect with individual teachers	2
Teaching – no working from textbooks, would rather worksheets, no homework	2

#### Question 4

*What ways would you find more effective to learn or be taught?*

Note: Students put more dots on those items they viewed as critical or important, and is not a reflection of attendance.

Teaching and learning	Critical (green dots)	Important (blue dots)	Not critical (orange dots)
Extra-curricular activities – home room back, reinstate Activities Week, fewer school hours	87	37	16
Classrooms – more laptops, open classrooms, connected classrooms, open space for students to come together, natural light, comfortable furniture	33	17	35
Flexible learning - more outdoor learning, more use of technology, music while working, and interactive learning	27	40	27

Timetable – shorter blocks, more breaks in between classes, fun activities to break up core subjects, more time for recess, less class time	20	15	18
Teaching – teachers not going off topic, respectful, receptive and calm teachers, more teachers for students who require special assistance	17	14	10
Differentiated learning – streamed classes, specialised (individual) learning, small ability groups	10	1	6
Discipline – better discipline in classes, stricter swearing rules, remove disruptive students from classes	4	5	5
Learning through experience – real life application of what is being taught	3	2	3
Subject choice – descriptors of choice subjects to enable student to choose wisely, more choices, 2 year choice subjects	3	2	3
Testing – more tests to be aware of the level the student is at, open book tests, no NAPLAN	1	3	3