

get involved



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PURPOSE

This report summarises feedback and submissions received during Phase I of community engagement about public education in greater Glenorchy, including the redevelopment of Cosgrove 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 process and made publicly available 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 first phase of the *Get Involved* campaign for public education in greater Glenorchy, including the redevelopment of Cosgrove High School, ran for six weeks from 27 May 2019 to 5 July 2019.

The Get Involved campaign included direct mail outs, online survey, print and radio advertising, social media, one-on-one engagement, student forum and community workshops.

A total of 378 surveys were received and 139 individuals participated in meetings, the student forum and community workshops.

Almost two thirds of respondents had either positive (39 per cent) or neutral (19 per cent) perceptions of public education in the greater Glenorchy area and 42 per cent had negative perceptions.

Teacher quality was the most common positive perception of public education identified by respondents, followed by the quality of primary schools, and the improvements being made to schools. This would appear to highlight the importance of infrastructure upgrades and teacher recruitment to perceptions about public education in the greater Glenorchy area.

Those respondents who cited negative perceptions about public education identified school reputation (32 per cent), resourcing (21 per cent) and discipline (16 per cent) as the primary reasons. In relation to resourcing, an increase in school staff, including specialised teachers, teacher assistants, and professional support staff are seen as ways to improve learner outcomes.

68 per cent of respondents identified themselves as currently living within the Glenorchy Local Government Area. This would appear to indicate that almost one third of respondents either teach at, have children attending, or have an interest in, an out-of-area school.

42 per cent of respondents travel less than five kilometres to their school, while 31 per cent travel more than 10 kilometres. 28 per cent of respondents chose their schools based on proximity to their homes or workplaces.

Enhanced partnerships between schools, including shared enrolments, teachers and assets, as well as each school offering a 'specialty' were seen as measures that could enhance learner outcomes and reduce duplication of infrastructure and resources.

There is strong support for the redevelopment of Cosgrove High School, both from within the school and the broader community with almost three quarters of respondents saying they believed that a \$20 million upgrade of Cosgrove High School could benefit their local area.

Community access to and hiring of school meeting rooms, assembly hall/lecture theatre, the gymnasium and sporting facilities at Cosgrove High School was seen as important to the school developing greater partnership opportunities with the local community.

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 enable 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

The Government's Building Your Future education initiatives includes a \$20 million redevelopment of Cosgrove High School. This redevelopment provides an opportunity to review the school's current educational model with a view to maximising learner outcomes, increasing student enrolments and establishing community and industry partnerships. The commitment to redevelop Cosgrove High School also presents the opportunity to enhance the relationships between government schools in the greater Glenorchy area and explore how learners and families in the broader region could best benefit from the investment in Cosgrove High School.

To do this, DoE sought feedback from students, teachers, principals, parents, carers and the broader community about the current and future provision of education in the Glenorchy Local Government Area (LGA).



COMMUNITY ENGAGEMENT OBJECTIVES

Community engagement activities about public education in greater Glenorchy were tailored to meet six objectives:

- Receive a broad cross-section of community and stakeholder views on the current and future provision of public education in the Glenorchy LGA and the redevelopment of Cosgrove High School.
- Provide accessible mechanisms and channels for stakeholders to participate in the engagement process.
- Demonstrate DoE's commitment to genuine engagement with its stakeholders.
- Encourage greater community interest in public education in the Glenorchy LGA and the redevelopment of Cosgrove High School.
- Capture stakeholder feedback to inform DoE's future planning, including the development of educational briefs and collaborative models.

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

Objective	Activity
Receive a broad cross-section of community and stakeholder views on the current and future provision of public education in the Glenorchy LGA and the redevelopment of Cosgrove High School.	Provide surveys, community workshops, social media, radio and newspaper advertising, presentations and meetings tailored specifically to solicit feedback about the current perception of, and future aspirations for public education in the Glenorchy LGA and Cosgrove High School.
Provide accessible mechanisms and channels for stakeholders to participate in the engagement process.	Provide multiple channels for stakeholders to participate, including direct contact with the engagement team. Two rounds of community engagement will be delivered to maximise community participation.
Demonstrate DoE's commitment to genuine engagement with its stakeholders.	Provide hard copies of surveys to individuals and stakeholder groups for distribution and assistance with completion. Proactively seek input and submissions from local government, feeder schools and relevant local service organisations. Publication of the outcomes of the engagement process to
	ensure visibility of all feedback.
Encourage greater community interest in public education and the redevelopment of Cosgrove High School.	Expand the engagement catchment area to include the greater Glenorchy area and include mail-outs to all residential and business addresses in the LGA.
Capture stakeholder feedback to inform DoE's future planning.	Robust reporting and analysis of stakeholder input for consideration in the development of the educational brief for Cosgrove High School and a collaborative model for the three secondary schools in the LGA.

CAMPAIGN OUTPUTS

Phase I of the *Get Involved* campaign for public education in greater Glenorchy, including the redevelopment of Cosgrove High School, launched on 27 May 2019 and concluded on Friday 5 July 2019. Key communication and engagement outputs of the campaign were:

- 19, 157 direct mail outs to all residential and business addresses in the Glenorchy LGA
- radio advertising campaign, with 204 pre-recorded advertisements and two 'live reads'
- two newspaper advertisements in the Saturday Mercury and one in the Glenorchy Gazette
- Facebook advertising campaign and 13 organic Facebook posts via DoE page, Chigwell Child and Family Centre, and individual school pages in the region. The organic posts had a reach of 23,000 users over the six week period, while the Facebook sponsored posts had a reach of 19,000 users over the same period
- Cosgrove High School infrastructure project page on the DoE website
- public education in greater Glenorchy page on the DoE website
- project fact sheet
- online survey
- three community workshops
- one student workshop
- 19 corflute signs and more than 50 posters placed around the Glenorchy LGA
- 15 one-on-one meetings.

PARTICIPATION

Participation in the engagement process was consistent across the various mediums and strongly supported by the community. Participants came from a broad mix of school community (teachers and school staff, students past and present, parents past and present), broader community and businesses.

- 378 surveys were received.
- 84 people attended three community workshops (Cosgrove High School, Montrose Bay High School and Chigwell Child and Family Centre).
- A total of 40 Years 7-10 students from Cosgrove High School participated in a student workshop.
- 15 meetings were held with schools and community representatives.
- Two written submissions were received in the Get Involved email box.

WHAT WE HEARD

Responses were obtained primarily through the online survey, the community workshops, and the student workshop. Each included similar types of questions to ensure consistency across the different mediums. All questions were framed to elicit responses to inform the provision of public education in the greater Glenorchy area and DoE's future planning for the redevelopment of Cosgrove High School. The questions were based on the following topics:

- perception of, and vision for, education in the greater Glenorchy area
- vision for the redevelopment of Cosgrove High School
- teaching and learning

- intent to enrol/drivers for enrolment
- community partnerships
- learning and employment pathways.

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

- respondent demography
- DoE community engagement satisfaction
- Get Involved campaign reach
- interest in receiving further correspondence about the redevelopment of Cosgrove High School.

SURVEY

The survey was web-based using the Survey Monkey online survey platform, which users accessed via social media and the *Get Involved* page on the DoE website.

Response summary

- 73 per cent of respondents were from the Glenorchy LGA.
- Survey respondents were primarily a mix of DoE staff members, present students and their parents. These groups made up 77 per cent of all respondents.
- 58 per cent of respondents had either a positive (39 per cent) or neutral (19 per cent) perception of public education, and 42 per cent had a negative perception.
- The three most common reasons cited by respondents who held a positive perception of public education were: 'quality of teachers and staff'; 'quality of primary schools'; 'improvements being made'.
- The three most common reasons cited by respondents who held a negative perception of public education were: 'school reputation'; 'resourcing'; 'discipline'.
- The top three responses provided in relation to the vision for public education in greater Glenorchy were: 'inclusive'; 'supported'; and 'safe'.
- The top three response themes provided in relation to the vision for the redevelopment of Cosgrove High School were: 'state-of-the-art/modern,/expanded/eco-friendly'; 'positive school culture with a safe, disciplined and structured learning environment'; 'extending to Years 11 and 12'.
- The top three responses provided in relation to the primary reason for enrolment in a government school were: 'proximity to home or work'; 'school reputation (including culture)'; 'intake area requirements or feeder school arrangements'.
- The top responses provided in relation to teaching and learning were: 'creating a positive and supportive environment'; 'practical/hands-on activities'; 'tailored/individual learning for students; 'project or inquiry-based learning'.
- The top three responses provided in relation to learning pathways were: 'VET courses and TAFE partnerships'; 'high schools offering Years 7-12'; and 'broad Year 11-12 options offered in colleges'.
- The top responses provided in relation to community partnerships were: 'partnerships with local artists, art groups and organisations (e.g. Moonah Arts Centre, Kick-start Arts, MONA, TMAG)'; 'stronger partnerships with TAFE and VET providers for training pathways; 'apprenticeships or traineeships to transition into the workforce'.

- 51 per cent of respondents said they believed government school or college grounds could be used by the community, with the majority citing access (or continued access) to ovals, gyms and courts for sports on weekends and outside school hours.
- The top three ways most respondents heard about the *Get Involved* campaign were: school channels (e.g. newsletters, letter from the principal, etc.); social media; and direct mail.
- 41 per cent of respondents said they would like to receive further information about the redevelopment of Cosgrove High School; 28 per cent said they would not like to receive further information.
- 37 per cent of respondents said they were satisfied with DoE's community engagement performance, 49 per cent were neither satisfied nor dissatisfied, and 14 per cent were dissatisfied.

COMMUNITY WORKSHOPS

Workshops were held at:

- Cosgrove High School on Thursday 27 June 2019 from 3.30pm-5pm
- Montrose Bay High School on Tuesday 2 July 2019 from 3.30pm-4.30pm
- Chigwell Child and Family Centre on 18 June 2019 from 11.30am-12.30pm.

The workshops were promoted via social media on the DoE, schools, Child and Family Centre and community Facebook pages, direct contact with local businesses and residents, and the DoE website. Registration to attend the workshops was via the *Get Involved* page on the DoE website.

The workshop format for the two high schools included:

- Welcome, background and objectives overview provided by the facilitator.
- Attendees were seated in small groups around 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.

Cosgrove High School Community Workshop

Response summary

- The infrastructure features/ideas identified as most critical were: 'shared facilities/no duplication between local schools'; 'sufficient onsite parking'; 'upgraded or extended communal student spaces'.
- The inter-school partnerships identified as most critical were: 'shared enrolment between schools in the local area (e.g. Cosgrove High School, Montrose Bay High School and Claremont College)'; 'partnerships between schools in the local area (Kinder to Year 12)'; 'clear senior secondary and tertiary pathways'.
- The responses considered most critical related to school culture were: 'celebrate success and build on strengths'; 'support for extra-curricular activities'; 'health and wellbeing focus' (e.g. healthy food available, mental health support and mindfulness).

- The responses considered most critical related to teaching and learning were: 'more professional development for teaching staff'; 'appropriate and adequate resourcing to support learning'; and 'play-based learning paedology (children's behaviour and development).'
- The responses considered most critical related to community and business partnerships were: 'community access to the school's facilities outside school hours'; 'a kitchen garden program'; and 'business partnerships for work experience and training (e.g. Bunnings, Glenview)'.

Montrose Bay High School Community Workshop

Response summary

- The responses considered most critical related to inter-school relationships were: 'shared enrolments between schools in the local area (e.g. Cosgrove High School, Montrose Bay High School and Claremont College)'; 'student engagement through teen mentoring, transition stories and aspirations beyond school'; 'shared resources and facilities, with each school in the area having a specialty area (currently missing STEM)'.
- The responses considered most critical related to school culture were: 'community and family engagement with the school to break intergenerational views on education (through events such as Dark Montrose)'; 'mentoring/tutoring and public relations to promote a positive image of the school; 'student wellbeing- connection with teachers, recharge batteries, rewarding positive behaviour and supporting the development of social skills.'
- The responses considered most critical related to teaching and learning were: 'Big Picture and project-based learning'; 'more teachers, smaller class sizes'; 'wellbeing focus and support for students with a disability'.
- The responses considered most critical related to community and business partnerships were: 'school bus for excursions, building community ties, and transport between schools in the 'collective'; 'career evenings and planning with UTAS, TAFE, businesses, and community groups, including students with a disability; 'employment opportunities in Glenorchy area or career paths for students, community coordinators to organise placements, mock interviews and business connections.'

Chigwell Child and Family Centre Community Workshop

This workshop format included:

- Welcome and objectives overview provided by the facilitator.
- Parents and carers accessing the Child and Family Centre on the day were asked to consider what a high school of the future would be like, how families might engage with the school and what types of activities would they be doing there.
- A poster, sticky notes and pens were placed in the communal kitchen space and participants were asked to write their ideas on the sticky notes and place them on the poster.

Response summary

• The top responses were: 'a supportive environment with no bullying'; 'literacy and numeracy skills, with a varied curriculum delivered across multiple campuses'; 'social and sporting extracurricular activities offered'.

Student workshop

Feedback from students at Cosgrove High School provided valuable insight into the needs and wishes of the end users of the school's facilities and teaching and learning programs.

The student workshop format included:

- Welcome and background to the project provided by the facilitator.
- Students were seated in small groups (with a mix of Year levels) around 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 the suggestions of all tables using one, two or three ticks (three being top priority); and raise any other issues or matters of importance.
- The prioritisation task was used to push students to make decisions on which ideas were the most important to them and, by doing so, identify response trends.
- Students were asked to work collaboratively and provide an opportunity for everyone to be involved and contribute to the ideas on each of the topics.

Response summary

- The responses considered most important related to buildings and spaces were: 'better toilets with smoke alarms, sanitary bins, power points, heaters, mirrors'; 'renovation of the gym with fans and heating, equipped for use for discos and school assemblies'; 'a bigger canteen with more options for food and drinks'.
- The responses considered most important related to school culture were: 'free food to bring everyone together'; 'camps'; 'all girls and all boys' gym classes to help students become more comfortable'.
- The responses considered most important related to learning were: 'more camps for all grades'; 'more courses with hands-on activities e.g. (excursions to worksites for experiences)'; 'better gym and more options in outdoor education and HPE (e.g. BMX, mountain biking, basketball, netball, competing with different schools)'.

WHAT WE LEARNED

This first phase of engagement has provided a range of learnings that will help inform planning for public education in the greater Glenorchy area, and the redevelopment of Cosgrove High School.

Information collected via the Get Involved campaign surveys, workshops, and written submissions provides a snapshot of community and stakeholder sentiment. In addition anecdotal feedback was also captured via the direct stakeholder engagement undertaken by the Get Involved team.

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.

Respondent demography and school choice

- 68 per cent of respondents identified themselves as currently living within the Glenorchy LGA. This would appear to indicate that almost one third of respondents either teach at, have children attending, or have an interest in, an out-of-area school.
- 42 per cent of respondents travel less than five kilometres to their school, while 31 per cent travel more than 10 kilometres.

- 52 per cent of all survey respondents were interested in, or involved with Cosgrove High School, Claremont College or Montrose Bay High School.
- 28 per cent of all respondents chose their schools based on proximity to their homes or workplaces, indicating this criteria appears to be one of the stronger factors influencing students/parents and teachers' choice of schools in the Glenorchy LGA.
- 18 per cent of respondents identified school reputation and culture as the primary driver for choosing their schools, indicating this is also an important factor influencing school choice.
- Those who participated in the engagement process were distributed relatively evenly between school staff members (21 per cent), current parents of students accessing education in the greater Glenorchy area (25 per cent), students (13 per cent) and those who left this survey field blank or identified themselves as community members (32 per cent).

Perceptions of public education

- Almost two thirds of respondents had either positive (39 per cent) or neutral (19 per cent) perceptions about public education in the greater Glenorchy area and 42 per cent had negative perceptions.
- Teacher quality was the most common positive perception of public education identified by respondents, followed by the quality of primary schools, and the improvements being made to schools. This would appear to highlight the importance of infrastructure upgrades and teacher recruitment to influencing perceptions about the public education system in the greater Glenorchy area.
- Those respondents who cited negative perceptions about public education identified school reputation (32 per cent), resourcing (21 per cent) and discipline (16 per cent) as the primary reasons. Through the investment in government schools, such as Cosgrove High School, there is opportunity to address these perceptions.
- A majority of survey respondents said they thought improvements could be made to public education in the greater Glenorchy area, 23 per cent of those who highlighted teaching and learning as an area for improvement said they believed an increase in school staff, including specialised teachers, teacher assistants, and professional support staff would improve learner outcomes. This finding is supported by information from the Montrose Bay community workshop, where increased teacher-student ratios was identified by 20 per cent of attendees as a critical priority for teaching and learning.
- The link between teacher numbers and perceptions of public education appears to be strong and through the Government's commitment to recruiting 250 new teachers between 2018 and 2024, there is opportunity to address these perceptions.
- The most common words respondents used to describe their vision for public education in Glenorchy were "inclusive", "supported" and "safe".

School and community engagement

- There were no specific questions around engagement included in any of the mediums during the Get Involved campaign. However, student, family and community engagement was frequently identified by respondents as critical to improving learner outcomes, breaking intergenerational disengagement with education and strengthening perceptions of government schools and the public education system.
- Some respondents said they believed there were growth opportunities to increase participation in student learning though mentoring, community events and other activities to bring more families into schools. Whole-of-school activities that support relationship development between Year groups, and

student clubs and sports in breaks and outside of school hours were also seen as measures that could encourage learner participation and engagement.

School and community partnerships

- A majority of individuals who responded to questions about inter-school partnerships said they wanted to
 see improved learning outcomes across all schools through a systemic approach to education in the
 future. Enhanced partnerships between schools, including shared enrolments, teachers and assets, as well
 as each school offering a 'specialty' were seen as measures that could enhance learner outcomes and
 reduce duplication of infrastructure and resources. Respondents said they thought a systemic approach
 could be supported through additional inter-school transport and timetabling to allow students/teachers
 to spend whole days at specific campuses where possible.
- A majority of those who responded to questions about community and business partnerships said they
 would like to see schools within the greater Glenorchy area working with local art groups and artists,
 including partnerships with Moonah Arts Centre, Kick-start Art, MONA (including 24 Carrot Program),
 and TMAG. Student interaction with the elderly was also commonly identified as important to forging
 stronger ties between schools and their local community.
- A majority of respondents said they wanted schools to be shared community spaces, where groups and individuals can access facilities outside of school hours. This includes more community events being held on school grounds, adult learning opportunities, community gardens, access to playgrounds and ovals.

Redevelopment of Cosgrove High School

- The most common words respondents used to describe their vision for the redevelopment of Cosgrove High School were "state-of-the-art", "modern", "positive school culture", and "extending to Years 11 and 12."
- There appears to be strong support for the redevelopment of Cosgrove High School, both from within the school and the broader community. 72 per cent of respondents said they believed that a \$20 million upgrade of Cosgrove High School could benefit their local area.
- Of the 25 per cent of respondents who did not believe redevelopment of Cosgrove High School would benefit their local area, the majority of these expressed concerns about the perception and culture of the school. There is opportunity through the redevelopment of Cosgrove High School to address these perceptions and the school's leadership team has already implemented a range of measures that have resulted in increasing levels of student pride and cohesion in the school.
- Community access to and hiring of school meeting rooms, assembly hall/lecture theatre, the gymnasium and sporting facilities at Cosgrove High School was seen as important to the school developing greater partnerships with the local community.
- The priorities for infrastructure upgrades at Cosgrove High School are viewed differently by current students and the broader community. Community respondents placed priority on sufficient parking and new facilities that could be shared with other schools. Students identified specific existing facilities that require maintenance or upgrading, including the toilets, break out spaces, canteen, recreation room, and outdoor play spaces.
- Students at Cosgrove High School identified respect for all cultures, and a desire for better cultural understanding of fellow students through learning activities as critical to maintaining and enhancing positive school culture. This appears to be a clear reflection of internal awareness and acceptance of the multicultural student cohort at the school. Mentoring by bilingual students was identified as a way to provide additional support to students for whom English is a second language.

Teaching and learning

A number of respondents also said a holistic approach to student learning, health and wellbeing was critical to improving learner outcomes. Measures to achieve this were identified as flexible curriculum, with curriculum delivery able to be tailored to the differing learning styles of students, and 'hands-on' practical applications offered in a positive and supportive environment.

NEXT STEPS

Following completion of Phase I of community engagement for public education in greater Glenorchy, a second round of engagement is proposed in the first half of 2020. The second round will inform the development of a draft concept master plan for Cosgrove High School.

This report will be considered by a range of key internal and external stakeholders as part of the development of the educational brief for Cosgrove High School and the inter-school partnership model for public education in the Glenorchy LGA. The report will also be provided to the Minister for Education, DoE Learning Services and Facility Services Divisions, and made publicly available via the DoE website.

ATTACHMENT

Attachment 1 – Phase 1 Community Engagement Response Analytics



Attachment I

Phase I Community Engagement
Response Analytics – Public education in
greater Glenorchy, including Cosgrove
High School





PHASE 1 COMMUNITY ENGAGEMENT ANALYTICS

SURVEY

378 individuals completed the survey. A number 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
- curriculum options and inter-school partnerships
- perception of / vision for public education
- improvements to public education
- community partnerships.

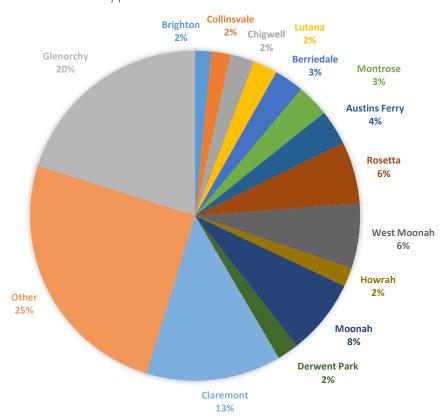
A respondent could therefore contribute to a number of fields for those questions with a free text component. Consequently, the number of fields recorded for a question can be greater than the number of respondents. Where multiple fields were recorded, the number is marked with an asterisk (*).

Question I

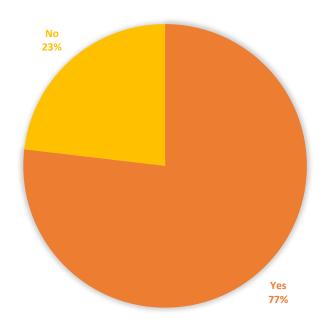
Where do you live?

Answered: 378

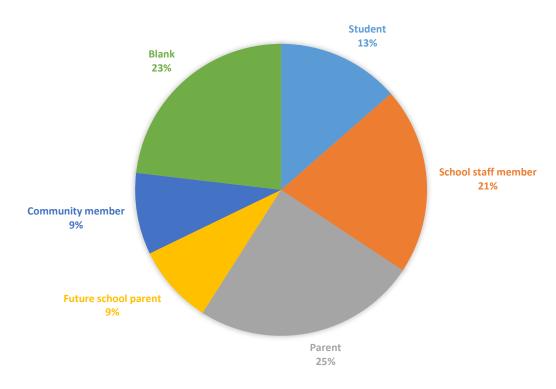
Skipped: 0



Question 2 Are you currently involved (or will be in the future) with public education in the greater Glenorchy area? Answered: 290 Skipped: 85

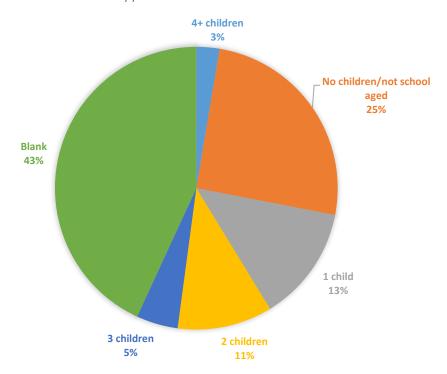


Question 3 Let us know how you are involved with public education in your area. Skipped: 88 Answered: 290



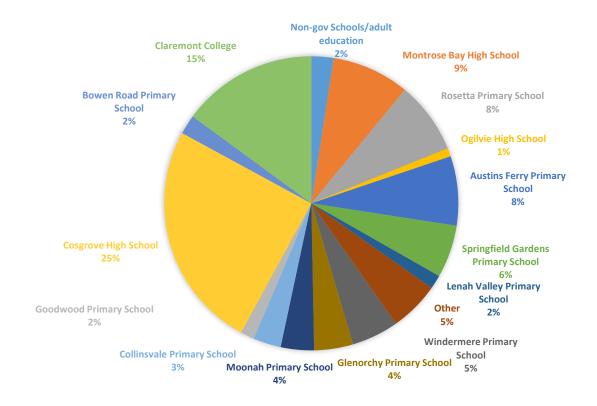
Question 4

How many school-aged children do you have?
Answered: 215 Skipped: 163

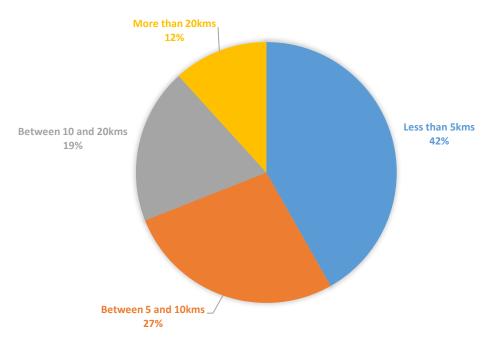


Question 5

Which school(s) are you involved with/have an interest in? Answered: 215 Skipped: 163



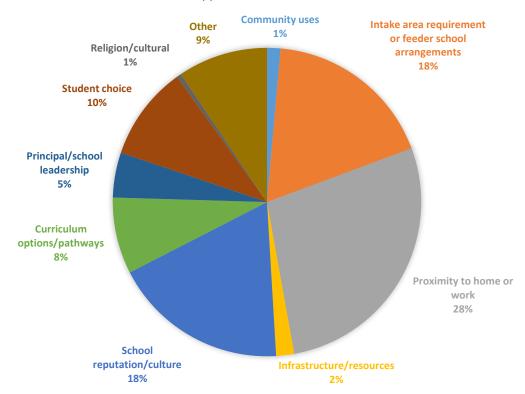
Question 6
What is the approximate travel distance between your home and your school(s)?
Answered: 213
Skipped: 165



Question 7

What is your primary reason for choosing/using your current school(s)/college?

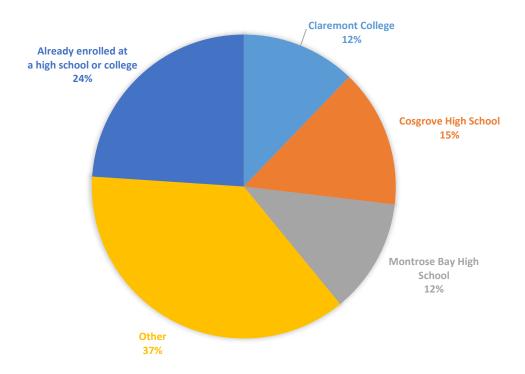




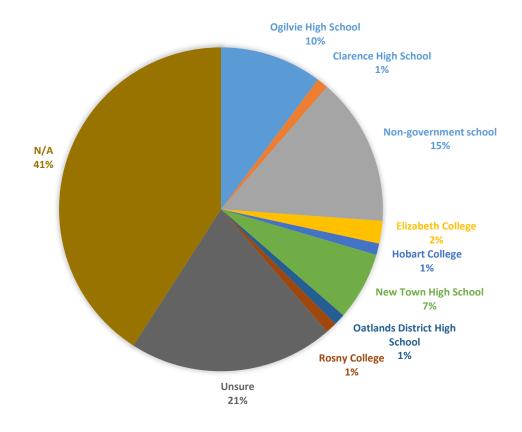
Question 8

Which secondary or senior secondary school do you intend to enrol in?*

Answered: 209 Skipped: 169



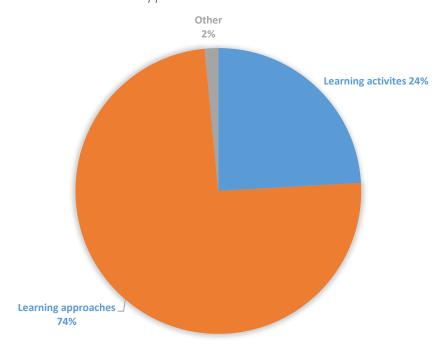
Other responses



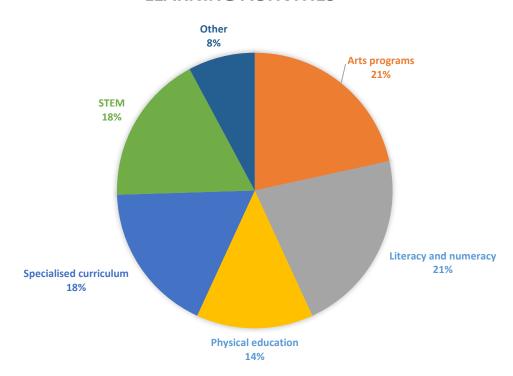
Question 9

What learning activity or approach do you or your child/students feel works well?*

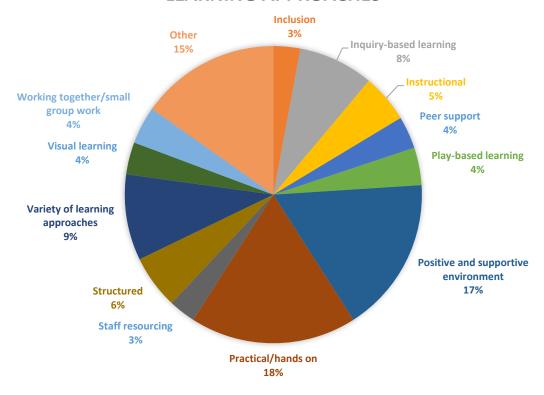
Answered: 185 Skipped: 193



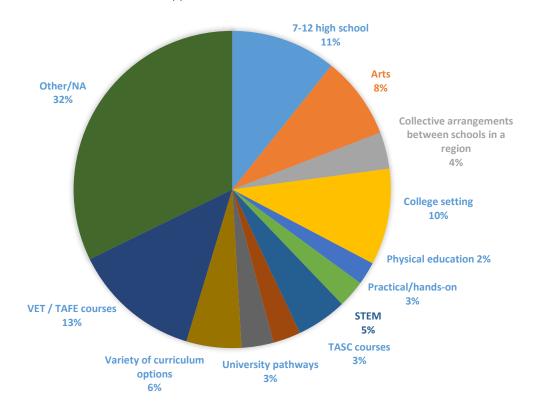
LEARNING ACTIVITIES



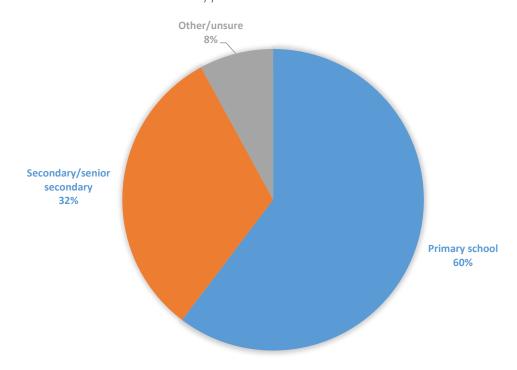
LEARNING APPROACHES



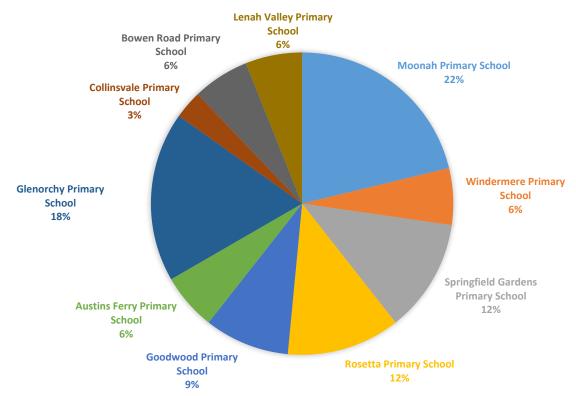
Question 10
What Years 11 and 12 curriculum options or school partnerships would best suit your child/children or students?*
Answered: 167
Skipped: 211



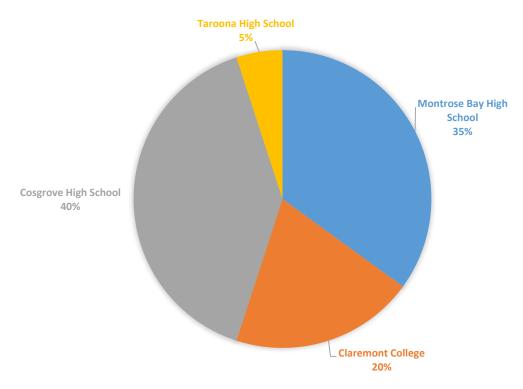
Question 11
Which school(s) do you intend to send your child to in the future?*
Answered: 35
Skipped: 343



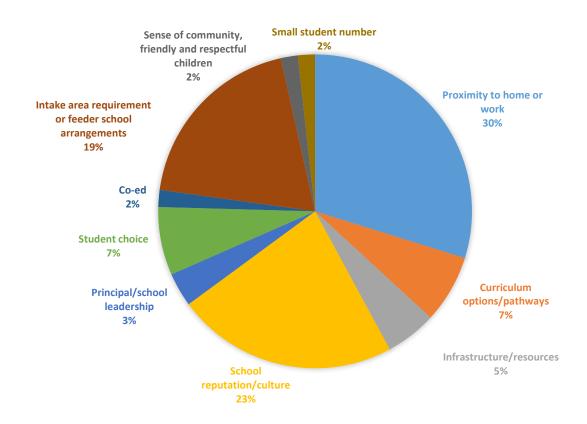
PRIMARY SCHOOLS



SECONDARY/ SENIOR SECONDARY



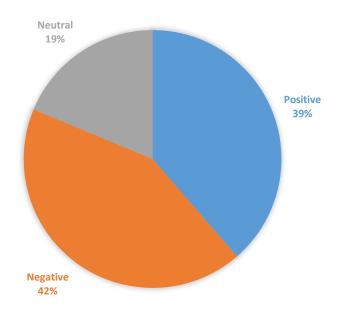
Question 12
What is your primary reason for choosing your school/college?
Answered: 34
Skipped: 344



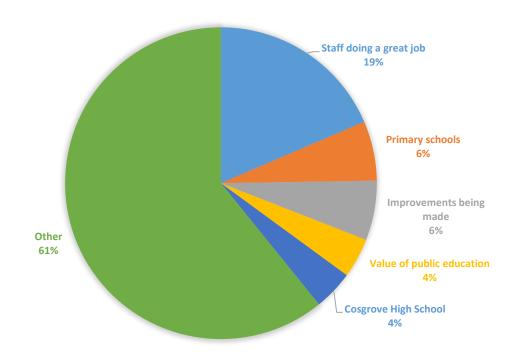
Question 13

What is your perception of public education in the area?*
Answered: 266 Skipped: 112

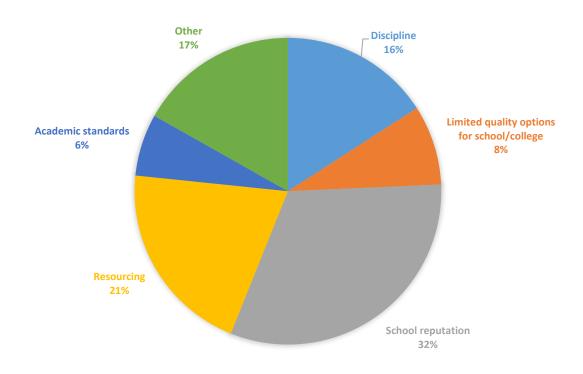
PERCEPTION OF PUBLIC EDUCATION



POSITIVE RESPONSES

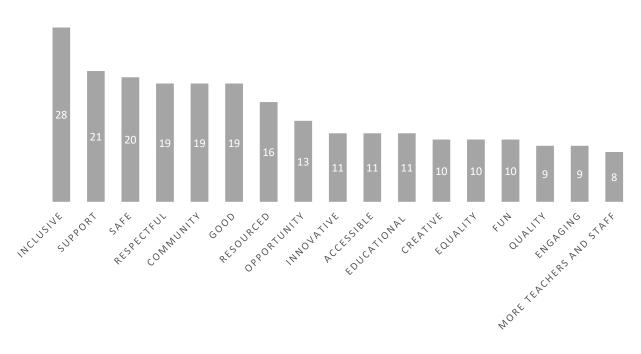


NEGATIVE RESPONSES



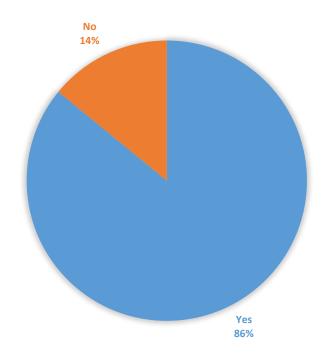
Question 14
List three words that describe your vision for public education in your area.*
Answered: 263
Skipped: 115

TOP RESPONSES



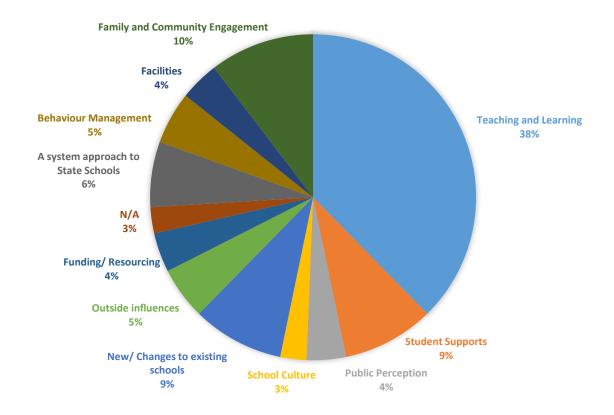
Question 15

Do you think public education could be improved in your area? Answered: 270 Skipped: 108

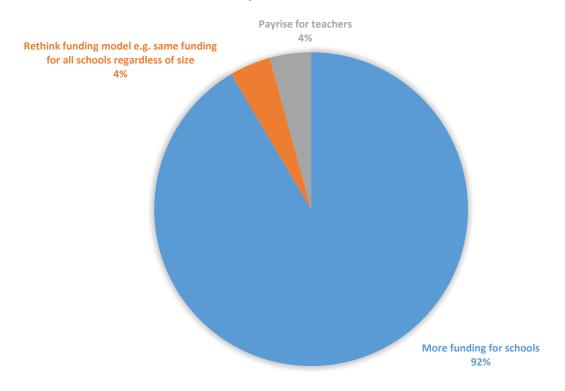


If yes, please specify

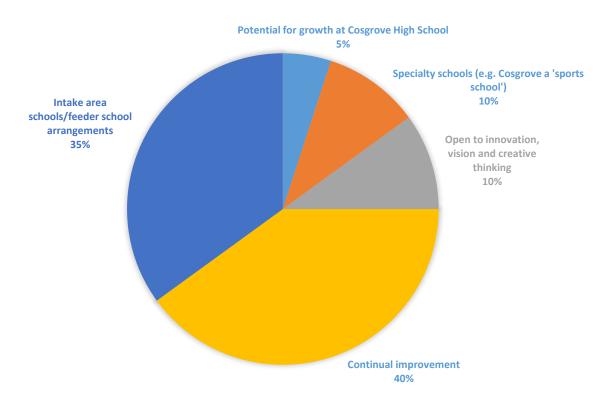
HOW TO IMPROVE PUBLIC EDUCATION



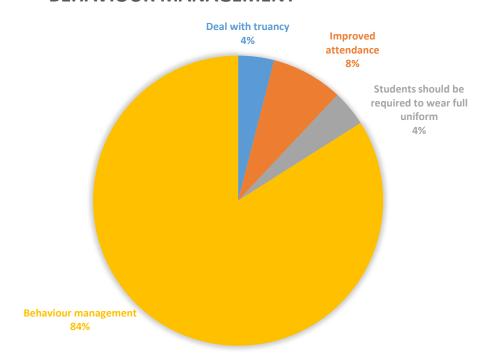
FUNDING/RESOURCING



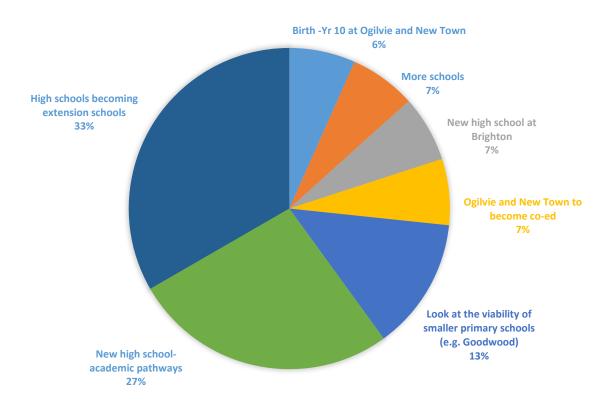
A 'SYSTEM' APPROACH TO STATE SCHOOLS



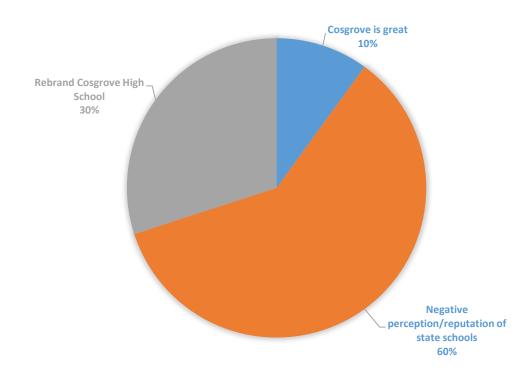
BEHAVIOUR MANAGEMENT



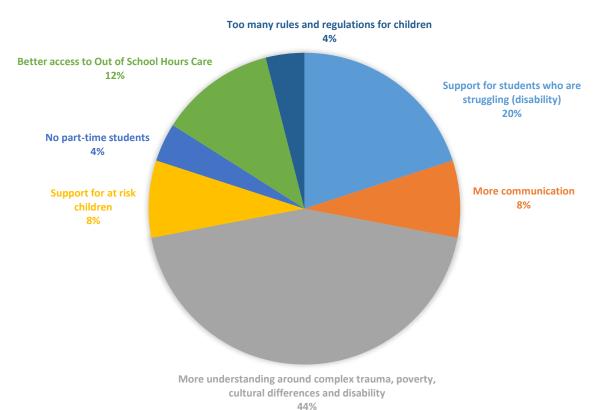
NEW/ CHANGES TO EXISTING SCHOOLS



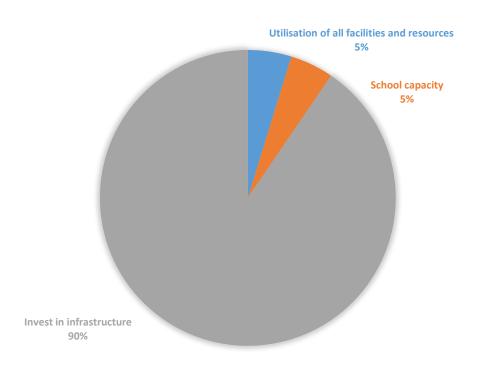
PUBLIC PERCEPTION



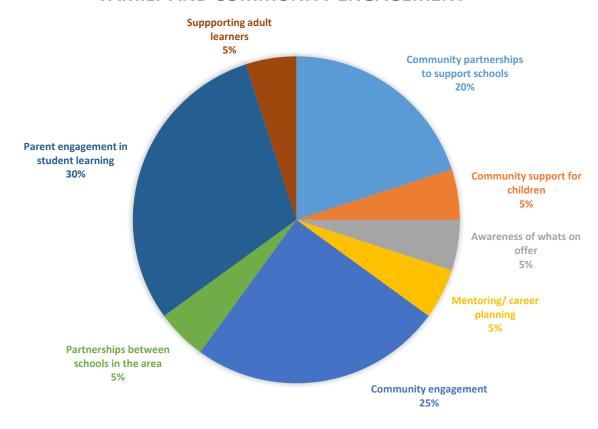
STUDENT SUPPORTS



FACILITIES



FAMILY AND COMMUNITY ENGAGEMENT

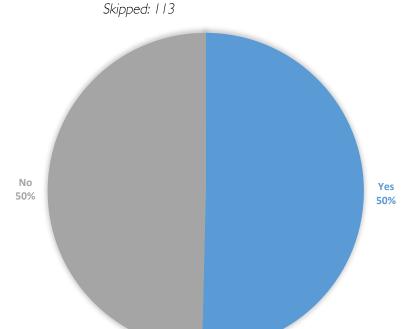


Question 16

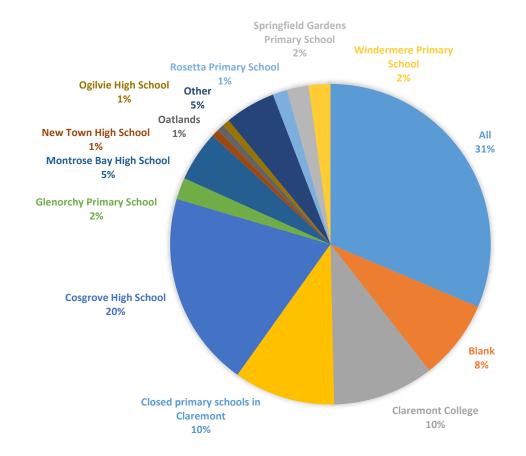
Are there any government school or college buildings, grounds or activities you feel could be used by your community?

Answered: 265

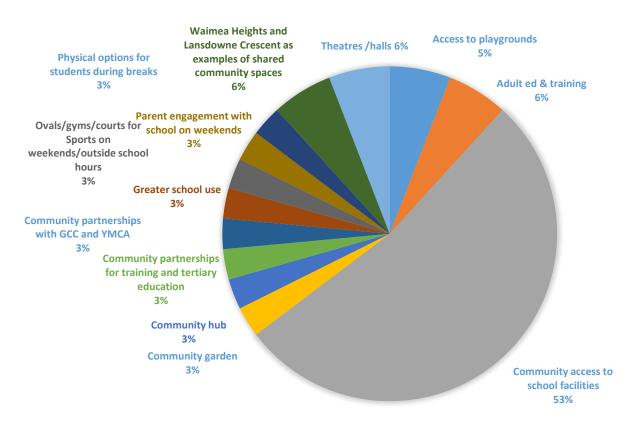
Skipped: 113



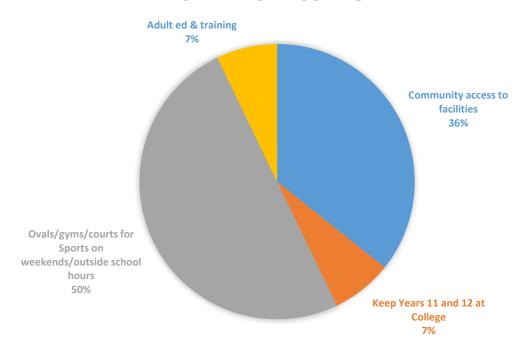
If yes, please specify which schools or college that could be used by your community*



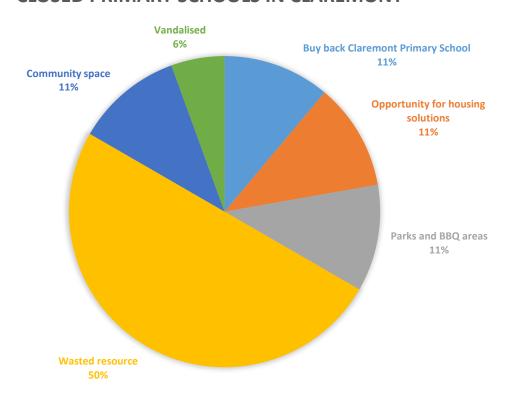
ALL SCHOOLS



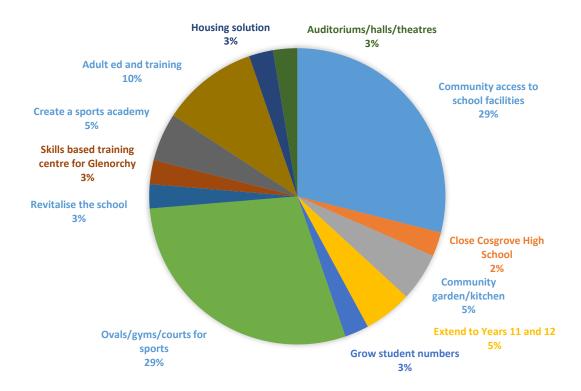
CLAREMONT COLLEGE



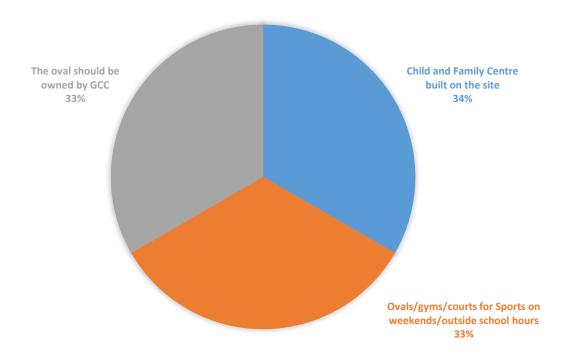
CLOSED PRIMARY SCHOOLS IN CLAREMONT



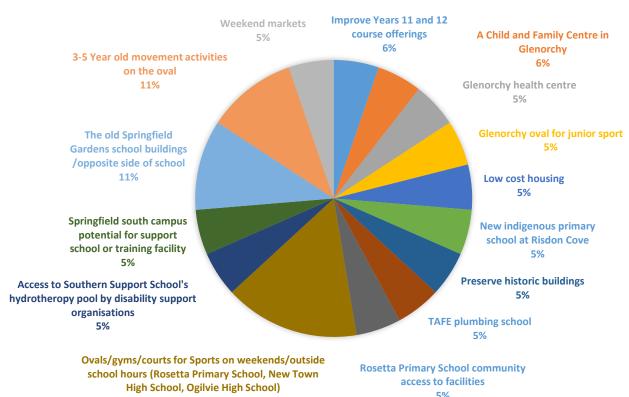
COSGROVE HIGH SCHOOL



GLENORCHY PRIMARY SCHOOL



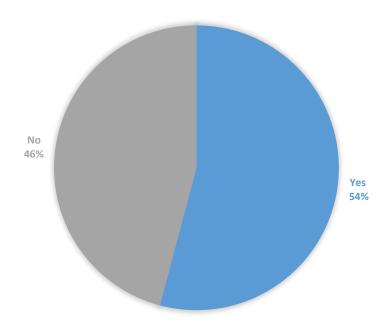
OTHER/REMAINING SCHOOLS



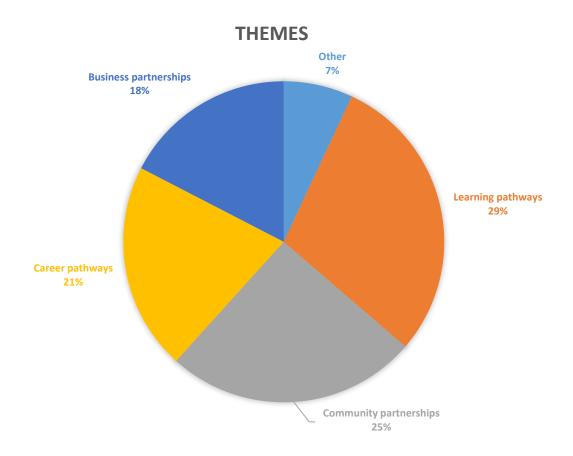
Question 17

Are there any particular pathways or community/business partnerships you would like to see established with your school or college?

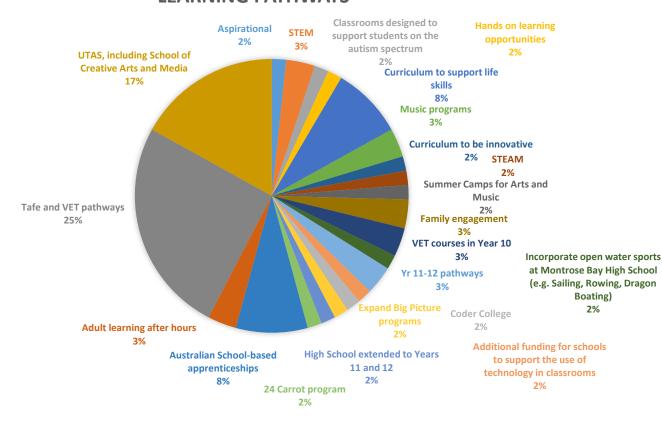
Answered: 265 Skipped: 113



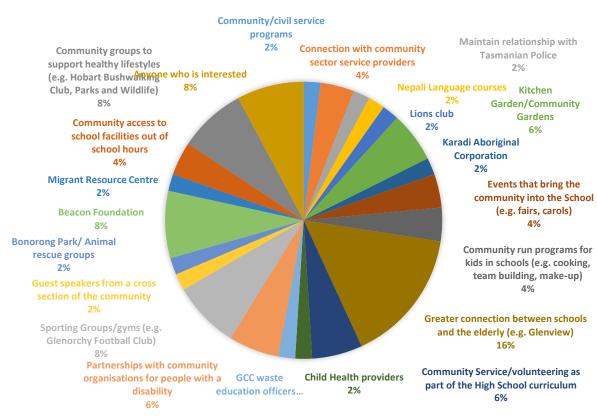
If yes, please specify



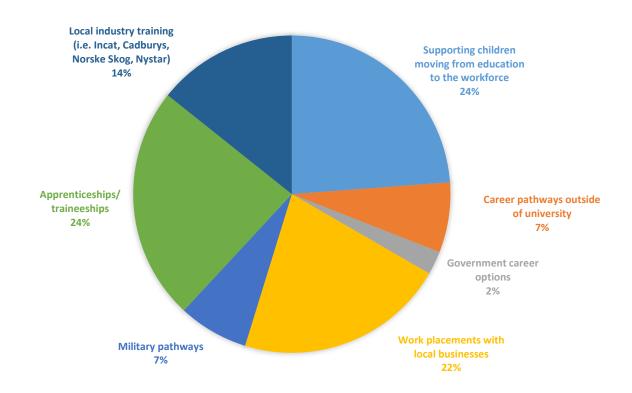
LEARNING PATHWAYS



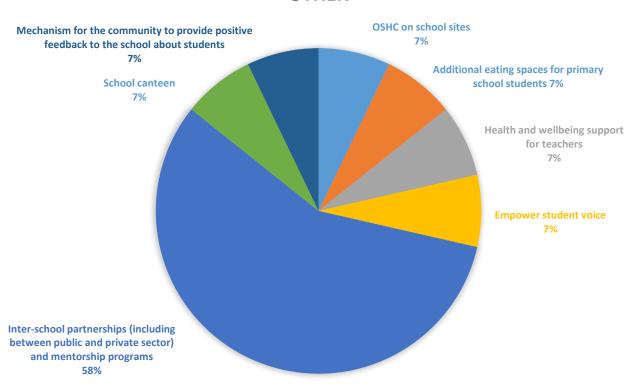
COMMUNITY PARTNERSHIPS



CAREER PATHWAYS

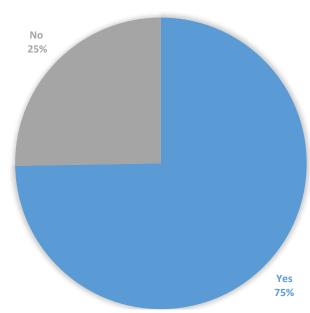


OTHER

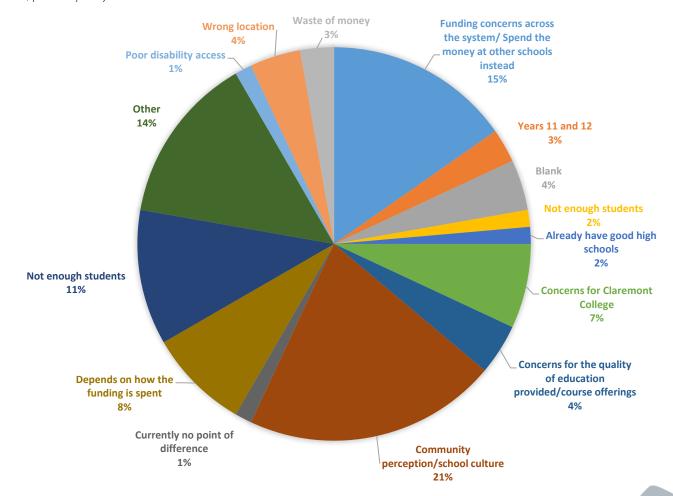


The Tasmanian Government has allocated \$20 million for an upgrade of Cosgrove High School. Could an upgrade of Cosgrove High School provide benefit to your local area?

Answered: 269 Skipped: 109

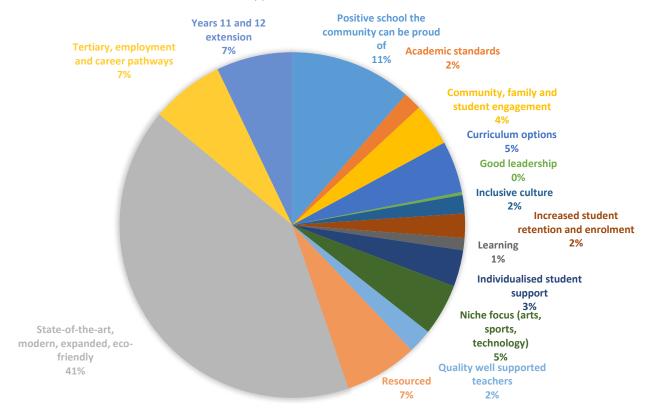


If no, please specify



Describe your vision for an upgrade of Cosgrove High School.*

Answered: 180 Skipped: 198

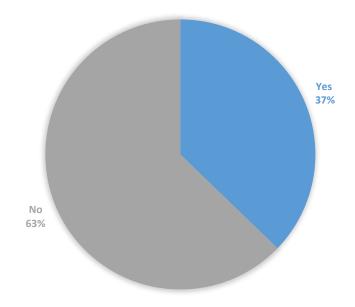


Question 20

Do you have any other ideas or comments about public education in your area?*

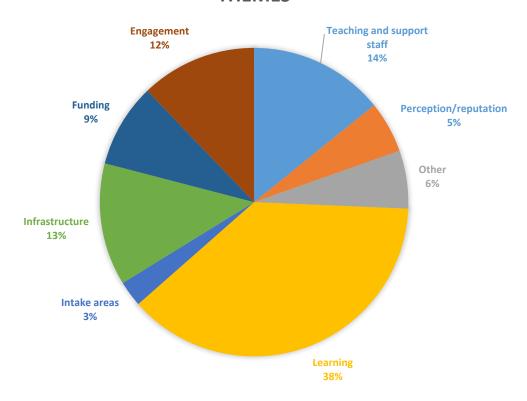
Answered: 266

Skipped: 112

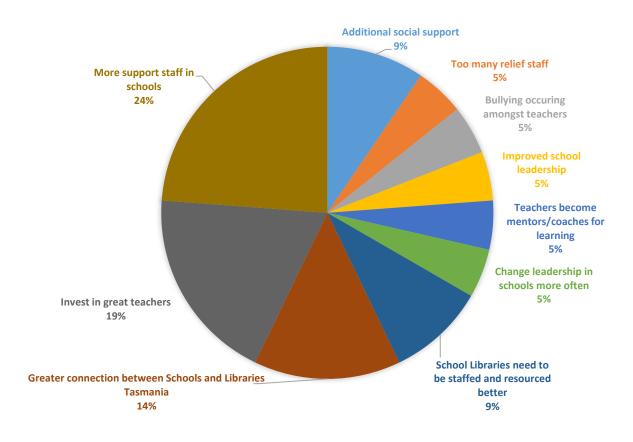


If yes, please specify

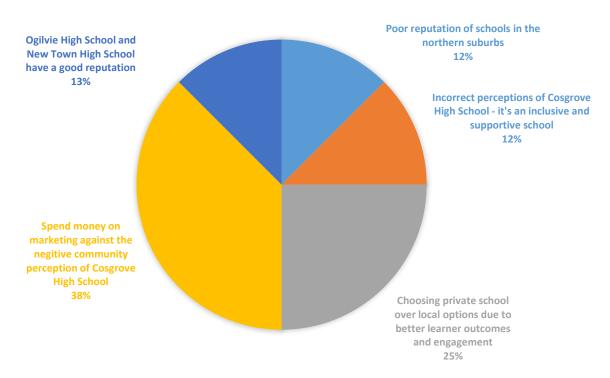
THEMES



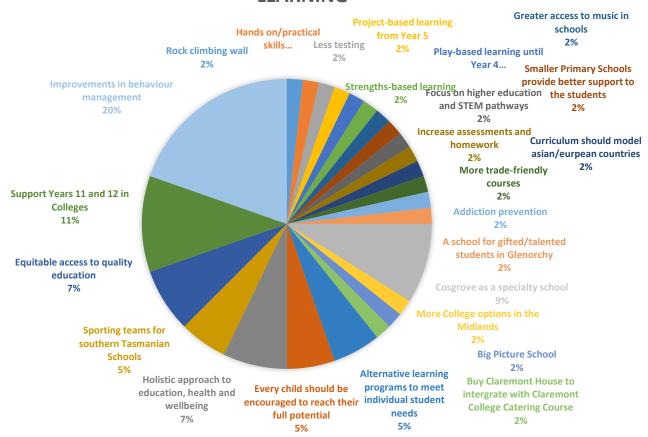
TEACHERS AND SUPPORT STAFF



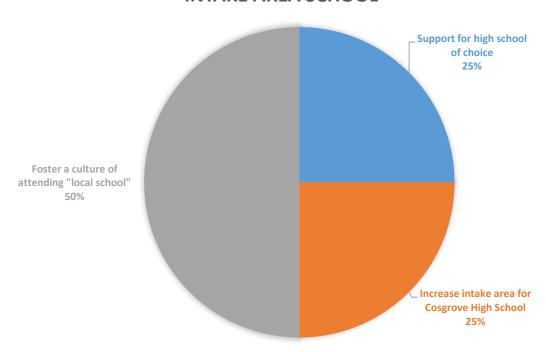
PERCEPTION/REPUTATION



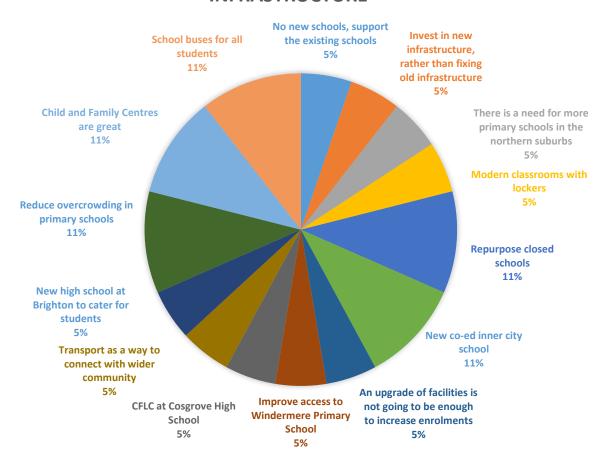
LEARNING



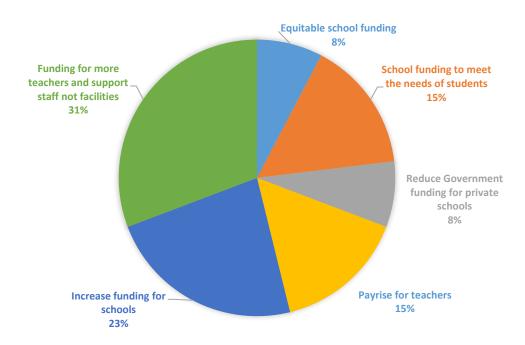
INTAKE AREA SCHOOL



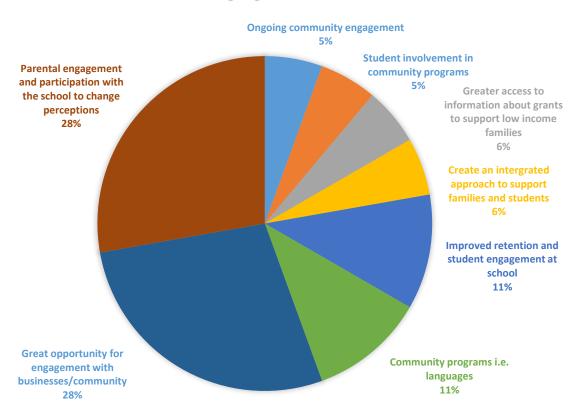
INFRASTRUCTURE



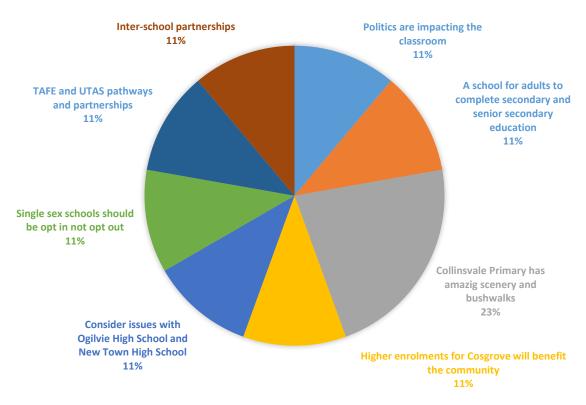
FUNDING



ENGAGEMENT



OTHER

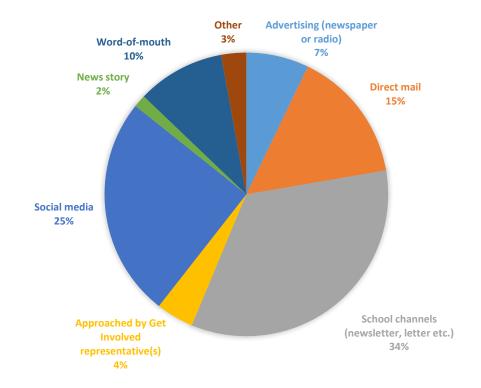


Question 21

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

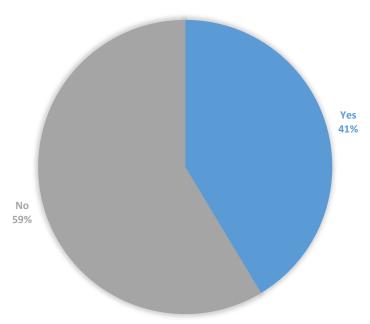
Answered: 259

Skipped: 119



Would you like to receive information via email about public education in your area as planning progresses?

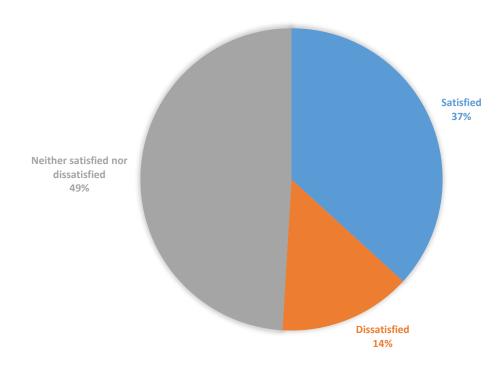
Answered: 262 Skipped: 116



Question 23

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

Answered: 261 Skipped: 117



COMMUNITY WORKSHOPS

1. Cosgrove High School

27 June 2019.

Responses

Question I

Infrastructure: What features, types of buildings or spaces would you like to see in the school? e.g. open plan, quiet spaces, large windows.

	Priority 1	Priority 2	Priority 3	Total
Upgrade to the gym by fixing the heating and lighting, and oval upgrade, with new shelters, toilets and change rooms	3	3	0	6
Environmentally friendly and sustainable, solar panels, energy efficient, and light flow	0	6	ı	7
A pool and weights	I		7	9
Flexible learning spaces; facilities to open/close areas (not glass), pods, transformational.	2	3	2	7
Outdoor communal areas and physical play spaces	I			3
Open spaces that are designed to facilitate inviting entry/exit/floor plans e.g. Google, Apple	4	0	I	5
A large communal area to allow students to have more integration with various Year groups e.g. 7-10	0	3	6	9
Improved staff area, a staff hub rather than spread out	1	0		2
Inviting spaces that are more connected to the outdoors	2	3		6
Plan for growth, sustainable- long term quality planning	I		0	2
Specialty course facilities e.g. arts, wet/dry space	0	0	5	5
Ensure facilities are not replicated across local schools	3			5
Sharing facilities with the community	4	5	2	
Cultural spaces - Tasmanian aboriginal, conversation circles (fire pits), other local cultural different groups to conduct regular events	0	4	0	4
IT Infrastructure	0	3	0	3
	0	0	2	2
Student transport routes More space in P. Plack	1	2	0	3
More space in B Block	l		U	3

Infrastructure should be the last thing considered in the redevelopment process	I	I	I	3
Provide adequate parking for students (Years 11-12) and out-of-hours use e.g. use of the school hall etc.	6	2	6	14
School beautification through plants, trees, flowers, grassed areas, inclusive seating, improved and enhanced Pullens Garden	4	2	2	8

Question 2 Inter-school partnerships: What types of partnerships or arrangements might benefit learners and/or the community? e.g. shared courses, facilities.

	Priority I	Priority 2	Priority 3	Total
Shared facilities - using upgraded spaces in close-by schools for specified subjects	I	0	0	I
Shared enrolment for Years 11-12, and specialist subjects with neighbouring primary and high schools	6	4	5	15
Partnerships between schools in Glenorchy LGA to create strong connections, knowledge sharing, feeder schools cross-pollination and social networks.	3	8	4	15
Pathways from birth to past Year 12 depends on your pathway i.e. Montrose Bay High School, Cosgrove High School or Claremont College	0	2	ı	3
Senior secondary and tertiary pathways with VET and UTAS. Consideration given to the transition process	5	2	4	11
Co-location of a TAFE campus at Cosgrove High School	6		0	7
Feeder school arrangements strengthened		l	0	2

Question 3 School culture: What do you see as important to positive school culture? e.g. types of policies or activities.

	Priority I	Priority 2	Priority 3	Total
Staff wellbeing and safety	0	2		3
High expectations for students including; pride, discipline and respect	9	2	0	П
More connection with primary schools - Staff interaction as an alliance, and shared professional learning	I	0		2
Trauma informed and inclusive practices considering trauma, disability, EAL and AEW	0	4	0	4

Formal uniform on offer for all and good choices	0	I	I	2
Regular opportunities for whole school activities i.e. school camps.	ı	4	0	5
Student voice and advocacy continues and improves - impacts on learning	0	2	ı	3
Celebrate success and building on strengths	12	5	- 1	18
Kind, generous and conscious of others	4	0	0	4
Globally aware	2	0	0	2
Aspirational	0	I	0	
Health - healthy food available, mental health and mindfulness	5	3	5	13
Support	5	I	0	6
Schools need to move away from the old model		I	0	2
Sustainable	3	0	0	3
Open and welcoming	2	I	I	4
Funding for cultural considerations i.e. facilities and safety	4	3	I	8
Specialist groups within the school	0	3	I	4

Question 4 Teaching and learning: What teaching or learning approaches would you or your child/students find more effective? e.g. types of activities, educational practices or models.

	Priority I	Priority 2	Priority 3	Total
Opportunity to learn other languages	I	0		2
More professional development for teaching staff	5	14	4	23
Student-centred learning that is flexible to meet individual needs	0	I	2	3
Play-based learning	3	4	2	9
Inquiry-based learning	0	0	2	2
Appropriate and adequate resourcing	3	8	0	
Greater access to the arts	2		2	5
Community engagement and participation in student learning	2	2	4	8
Specialist teachers teaching their specialty (i.e. maths-trained teachers)	0	3	2	5
Collective arrangements with primary, high and colleges in the Glenorchy area	2	3	2	7
Community access to facilities outside of school hours	3		3	7

Work experience/work ready experiences	0	4		5
School culture, with higher expectations on students	0	I	3	4
Consistency with teaching staff	3	2	I	6
Integrated learning	4	3	I	8
Alternative/additional assessments	I	0	0	
Composite class	I	0	0	I
Change Years on campus (8-10 or 9-12)	0	0	2	2
Support for extra-curricular activities, sports teams and college, music choir, orchestral instruments	I	9	7	17

Question 5

Community and Business Partnerships: What community and business partnerships would you like to see established with the school? e.g. not-for-profit, student career pathways.

	Priority 1	Priority 2	Priority 3	Total
Kitchen Garden: Mona 24 Carrot high school program, partnerships with local celebrity chefs, community garden with local business sponsorship	3	6	13	22
Business partnerships for work experience and training opportunities i.e. Bunnings, Glenview, UTAS, sporting groups	3	4	8	15
Moonah Arts Centre, performing music groups and digital, audio and visual tech opportunities	ı	4	2	7
YMCA/local sporting clubs partnerships	0			2
Continue existing partnerships with community sport groups e.g. Hobart United/ Swansea/ Dance/ GFC Juniors/ OHA Netball/ Basketball/ Gridiron	I	3	2	6
Encourage community access to the school and its facilities e.g. U3A, sports, private functions, venue hire	22	12	8	42
Migrant Resource Centre base at Cosgrove High School	0	0		I
Family engagement by inviting parents into the school (encouraged and welcome)	2	0	2	4
Showcasing students and their work with the community	I	7	2	10
Sciences	0	3		4
Pool partnership	0	0		I
Community engagement with the school. They need to interface and find innovative ways to work creatively together	4	3	3	10

2. Montrose Bay High School

2 July 2019.

Responses

Question I

Inter-school relationships: What types of arrangements might benefit learners and/or the community? e.g. shared courses, facilities.

	Priority 1	Priority 2	Priority 3	Total
Inter-school transport (buses) - logistics of cross-disciplinary timetabling	0	3	ı	4
Shared sports programs, teams and events	3	1	5	9
Strong inter-school relationships from Feeder schools to College, particularly between Montrose Bay High School, Cosgrove High School and Claremont College		2	4	7
Shared enrolment across Montrose Bay High School, Cosgrove High School and Claremont College	9	15	23	47
Arts, exhibitions and festivals	1		2	4
Shared resources and facilities, with each school specialised (STEM needed)	1	9	10	20
Community and business partnership, including community mental health issues	4	0		5
Clear pathways and stronger links to TAFE and university	7	3	2	12
Inviting parents to participate in lessons	0	0	3	3
Student engagement through teen mentoring, transition stories, and aspiration beyond school	11	12	6	29
Aboriginal education workers	0	0	2	2
Logistics of staffing and resourcing (including professional learning between schools)	2	5	3	10
Middle vs senior school	0		0	

Question 2 School culture: What do you see as important to positive school and reputation? e.g. policies or activities.

	Priority I	Priority 2	Priority 3	Total
Family engagement with the school to break intergenerational views on education through events such as Dark Montrose	42	6	3	51
Values	1	I	2	4
Building pride in the school, community and themselves	4	7	4	15

More 'play' (including play equipment) to build social capacity	14	3	3	20
Feeling safe	2	I	I	4
Peer support through camps, transition, and Years 11-12 remaining on campus to model positive behaviour	5	3	3	11
Community engagement through participation in community events, mentoring/tutoring, media to promote a positive image of the school	12	15	12	39
Strong and positive leadership and role models	4	7	2	13
Consistency with policies, uniform and activities		2	3	6
Developing a culture of excellence and inclusion (extending students)	2	4	0	6
Flexibility with curriculum	9	4	0	13
Teacher wellbeing	4	4	5	13
Connections with sporting groups		4	8	13
Volunteering	0	I	3	4
Work placements	0	7	0	7
Student wellbeing- connection with teachers, recharge batteries, rewarding positive behaviour, supporting the development of social skills.	9	13	3	25
Student ownership of the space, and identifying with the school values	I	4	0	5
Focus on learning, making learning relevant		I	0	2
More use of the house points system. Rebuild the 'house' culture		I	0	2

Question 3 Teaching and learning: What approaches would you or your child/students find more effective? e.g. types of activities, educational practices or models.

	Priority I	Priority 2	Priority 3	Total
Senior school work placements and financial education	I	I	0	2
Best practice- improvement agenda based on evidence i.e. Templestowe College, Victoria	2	0	0	2
Create conscious leaders		0	0	
Shared structures and processes in place	2	0	0	2

Split/staggered start times	0	2		3
Individualised, follow passions	2		0	3
Young people volunteering	2	0		3
More learning in outside spaces	0	3	0	3
Strengths-based approach, celebrating student success	0	5	0	5
Stable quality teachers	2	0	2	4
Poor literacy = poor behaviour	0	3	- [4
Peer led teaching/learning (vertical structure)		0	3	4
Activities on school grounds/ sports team outside of school hours to encourage engagement	1	0	3	4
Structure of a day (three breaks, connect before recess)	2	2	I	5
Working to the goals and interests of young people	0	5	0	5
Community engagement	0	2	3	5
Opportunities for safe touch- rock and water, football	0	5	1	6
Student engagement		2	3	6
Get rid of NAPLAN	7	0	0	7
Trauma-informed practice	2	3	3	8
Build more independent learners	8	I	0	9
Vertical classes (across ages, focus on knowledge level)	2	I	7	10
VET style opportunities to capture student interests	8	I	I	10
Diversification of business studies and CORE into subjects which achieve different outcomes loosely reconciled with ACARA's achievement standards.	-	2	7	10
Funding	10		0	
Inquiry-based Learning	2	10	0	12
Tiered approach to engaging students (FLO)	9	2	- 1	12
Real world experiences	9	5	0	14
Professional development	0	3	14	17
Family engagement	I		8	20
Wellbeing focused, and support for students with a disability	9	5	7	21
More teachers and smaller class sizes	32	2	7	41
Big Picture- project based learning	36		7	54

Community and business partnerships: What partnerships would you like to see established with the school? e.g. not-for-profit, student career pathways.

	Priority I	Priority 2	Priority 3	Total
Community hub including nurse, doctor, dentist, dieticians, psychologist, child health nurse or links to Glenorchy Health Centre	2	4	6	12
School-based mentorships, with mentors from the community	6	8	5	19
Family resources, parent programs and connection with the Glenorchy City Council (how can they help)	3	0	2	5
Visiting the elderly (primary schools)	0	0	I	
Business partnerships with the school to improve student engagement and relationships	3	10	7	20
Partnership with the Glenorchy Pool - development of winter program and YMCA	4	4	3	
Australian School Based Apprenticeship - work placements	0	I	0	
Aboriginal education officer- support to future pathways	0	I	4	5
Parks and wildlife - OED facilities for campus, trail work, material development	4	2	I	7
Arts partnerships (Mona, Moonah Arts Centre)	0	8	3	
UTAS partnership	I	0	0	
School bus for more opportunities for excursions and building community ties and transport between schools in collective (shared enrolment/facilities)	4	16	11	31
Employment opportunities in Glenorchy area/ career paths of students, community coordinator to organise placements, mock interviews and business connections.	3	10	12	25
Family engagement	0	5	4	9
Career evenings and planning with UTAS, TAFE, businesses, and community groups including for students with disability	4	6	15	25
More connection with community, and empower more students to contribute to the community to create a positive presence in the community	9	9	3	21
Schools require additional resources to support engagement - engagement workers	2	I	I	4
Aspiration for community and business partnerships		0	0	
	•			

Student clubs as a diversion strategy in breaks and after school to				
help student engagement (Japanese/Icelandic style club				
provisions)	5	5	3	13

3. Chigwell Child and Family Centre

18 June 2019.

Responses

Question I

What does the high school of the future look like?

THEMES	RESPONSES
Strong parent engagement	
Supportive environment with no bullying	27
Literacy and numeracy skills, with varied curriculum across multiple campuses	25
Engaged and supportive teachers	4
Variety of social and sporting extracurricular activities	14
Positive school culture	5
Colleges don't have uniforms, and teachers treat students like adults	2
Single sex and co-ed public schools	2
Collective arrangements	I
Proactive environment	

COSGROVE HIGH SCHOOL STUDENT WORKSHOP

4 July 2019.

Responses

Question I

Buildings and spaces: What features, types of buildings or spaces would you like to see in the school? e.g. what does it look like?

	Priority I	Priority 2	Priority 3	Total
Better toilets with smoke alarms, sanitary bins, power points, heaters, mirrors.	30	10	2	42
Gym being renovated with fans and heating. It could be bigger and used for discos, school assemblies.	9	3	5	17
Having a Year 10 space where we have our own computers, & have one-on-one with our teachers (pathways to work)	5	2	4	
Building for 11-12	4	2		7
Fitness centre	2	4		7
Computer lab	2	2	3	7
New swimming pool area	2	0	0	2
Bigger canteen - more options on food and drinks	I	7	l	9
Auditorium/ proper theatre	I	3	4	13
New blinds - so sun is not so bright	I	3	4	8
Proper dance floors/facilities	I	2		4
Better cooking rooms	I	2	0	3
Making the front of the school more welcoming - garden bed, good layer of grass, more benches out the front outside a block and near basketball court.	ı	I	5	7
Keep the recording studio please	1		0	2
New football goal post	1		0	2
Outdoor basketball court, tennis court and fixed netball court	0	2	2	4
Chinese park	0		4	5
Better playground (swings, rock climbing, tree swings)	0			2
More tables to sit on outside at lunch	0	I		2
Nap room	0	I	0	
Pool	0	0	7	7

Change the look of the assembly room	0	0	2	2
Better musical instruments and rooms (pianos please)	0	0		I
B, C, library and science block renovated	0	0		I
Add another story on each building	0	0		I
Bigger classrooms	0	0		I
Language facilities	0	0	0	I
A block hub (have more stuff to use)	0	0	0	I
Robotics lab	0	0	0	0
Statue of the person who created Cosgrove High School	0	0	0	0

Question 2 School culture: What do you see as important to positive school culture? e.g. how do you make kids feel good at school?

	Priority I	Priority 2	Priority 3	Total
Free food! - brings everyone together	9	4		14
Camps	6	3	2	
All girls and all boys gym class. It will help people become more comfortable	5	4	0	9
Auditorium on top oval	4	2	3	9
Better musical equipment	4			6
More activities/involving people	3	2	2	7
New building with a pool	3	2		6
Reinvent gym (new windows, gym floor)	2	I		4
Peace and love	2			4
Respect cultures	2			4
Food	2	I	0	3
Students wanting to learning/engaging activities	2	0	2	4
Better sport equipment	2	0		3
Community perception - the school has a bad reputation but it has nothing to do with the kids now	2	0	I	3
Being accepted	2	0	0	2
Chill area	l	2	l	4

No racism	I		0	2
Everyone is included		0	I	2
Zumba	-	0	0	I
Supporting passions (maybe private lessons)	1	0	0	I
More whole school activities	1	0	0	I
Learn about cultures		0	0	I
Whole school excursions	0	3	0	3
Nice happy teachers	0	2	2	4
Whole school team building excursion or middle and senior schools	0	2	0	2
Expression of difference cultures	0	2	0	2
More electronic devices	0		6	7
More fundraiser	0		6	7
Free bananas	0	0	1	I
A class for Years 7,8,9,10 to help feel more engaged with each other	0	0	I	I
Book week	0	0	1	I
Park safe	0	0	0	0
Just respect	0	0	0	0
Community	0	0	0	0
Helping where needed	0	0	0	0
Footy colours day	0	0	0	0
Keep this going by doing team activities	0	0	0	0
Everyone gets along well	0	0	0	0
Learning about everyone's cultures	0	0	0	0
Respecting everyone's culture	0	0	0	0

Question 3

Learning: What activities help you learn? e.g. types of activities, courses that could be available.

	Priority I	Priority 2	Priority 3	Total
More camps for all grades	12	6	2	20
More courses for hands on activities e.g. excursions to worksites for experiences	8	4	2	14
Proper substitute teachers so we can keep learning even if the teacher is sick - cooking, community connections, music, MDT/metal work	7	0	I	8
E.A.L to get a more normal timetable instead of focussing on just English. (maybe get bilingual people to help in classes)	6	3	3	12
Better gym and more options in outdoor education and HPE (BMX, mountain biking, basketball, netball, playing different schools)	5	5	4	14
Language classes	5	5	I	
Get swimming pool or do swimming lessons	4		0	5
More teachers aids for support	3	2	I	6
More free dress days - it makes us more comfortable which will help with our learning	3	I	I	5
More elective options, food electives and hands on learning	3	0	0	3
More whole school activities	2	3		6
Extended classes for people who want to extend our learning	2	2		5
Flamingo chill out pink space	2	2	0	4
Dance, Zumba	2		2	5
Having homework to help us understand our work more	2		I	4
Inter-school sports	2		0	3
Celebrating more cultural events	1		3	5
Self defence class		l	I	3
More outside of school experiences	0	2	3	5
Drama	0	2	0	2
After school clubs, extracurricular activities and tutoring	0		2	3
VET classes - hospitality/building trades, hairdressing/beauty salon	0		-	2
Yoga/keep us chilled	0	I	I	2
Being active helps with our learning	0	0	3	3

Battle of the bands, rock band	0	0	2	2
Computer lab	0	0	2	2
Poetry	0	0		
More access to the library and more books	0	0		-
Gardening class - vegetable	0	0	0	0
Running track on the oval	0	0	0	0
More hand on help for the students that want to learn	0	0	0	0
Better science lab	0	0	0	0
Exams for every grade	0	0	0	0
Learning expos	0	0	0	0

WRITTEN SUBMISSIONS

Two written submission were received via the Get Involved email box during the campaign.

- One submission received suggesting school visits to the Tasmanian Military Museum and establishing a junior wildlife carers course at Cosgrove High School and other government schools.
- One submission received expressing concern at the number of teachers present at the Montrose Bay High School community workshop compared with community members and the perceived emphasis placed on issues related to that school rather than system-wide.