

Eastern Suburbs High Schools Community Consultation

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Education

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Key terms

Term	Definition
The Department	The NSW Department of Education
Comprehensive	A stand-alone years 7-12 high school
Mixed model	Single sex education for some years and co-education for some years (e.g. single sex education for years 7 – 10, co-education for years 11 and 12)
Cohort	A stakeholder group
Educational offerings	Curricular and co-curricular options that a school offer
Professional learning	The development of teaching skills
STEM	Science, technology, engineering, and mathematics



Acknowledgement of Country

SEC Newgate acknowledges the Custodians of the lands on which our firm operates around the country. We pay our respects to Elders past and present.

SEC Newgate is proud to support the Clontarf Foundation and future generations of Indigenous leaders.

Contents

Executive summary	10
<i>About the consultation</i>	11
Consultation background	11
Who was involved	11
Report considerations	11
<i>How many people participated</i>	12
<i>Future and current school community insights</i>	12
<i>Overall findings</i>	13
Decision making factors	13
Type of school preference	14
Attitudes towards the five proposals	15
Participating parents and carers attitudes towards change	16
Impact to likelihood to enrol at Randwick Boys' or Randwick Girls' high schools	17

1. Project scope and background	18
<i>1.1 Project background</i>	19
<i>1.2 Project aims</i>	20
<i>1.3 Other considerations</i>	20
<i>1.4 A model framework for good community engagement</i>	20
1.4.1 Engagement framework	21
1.4.2 Survey framework	21

2. Consultation Methodology	23
<i>2.1 Stakeholders consulted</i>	24
<i>2.2 Community engagement activities</i>	25
2.2.1 Online survey	25
2.2.2 Workshops	25
2.2.3 Submissions	27
2.2.4 Other stakeholders invited to participate	28
<i>2.3 Data collection</i>	28
2.3.1 Survey access	28
2.3.2 Integrity of data collected	28
<i>2.4 Understanding how data is reported in this document</i>	28
2.4.1 Approach to survey metrics	28

3. Analysis Across the Stakeholder Cohorts	29
<i>3.1 High school decision making factors</i>	30
3.1.1 Type of school preference	32
<i>3.2 Attitudes towards the five proposals</i>	33
3.2.1 Current high school community	33

Contents

3.2.2 Future high school community	34
3.2.3 General public	34
3.2.4 Overall acceptability of each proposal	35

4. Insights by each stakeholder cohort	36
4.1 <i>Students</i>	37
4.1.1 Overview of student consultation	38
4.1.2 Years 4 – 6 primary school student survey results	39
4.1.2.1 Participant profile	39
4.1.2.2 Decision making factors	39
4.1.2.3 School preference	39
4.1.3 Years 7 – 12 high school student survey results	40
4.1.3.1 Participant profile	40
4.1.3.2 Decision making factors	40
4.1.3.3 Attitudes towards the five proposals	43
4.1.4 Student submissions	48
4.1.5 Student insights	49
4.2 <i>Parents and carers</i>	50
4.2.1 Overview of parents and carers consultation	51
4.2.2 Early childhood parents and carers survey results	52
4.2.2.1 Participant profile	52
4.2.2.2 Decision making factors	53
4.2.2.3 Attitudes towards the five proposals	55
4.2.3 Early childhood parents and carers submissions	58
4.2.4 Primary parents and carers survey results	59
4.2.4.1 Participant profile	59
4.2.4.2 Decision making factors	60
4.2.4.3 Attitudes towards the five proposals	62
4.2.5 Primary school parents and carers workshop results	65
4.2.5.1 participant profile	65
4.2.5.2 Breakout room discussion 1: Decision making factors	66
4.2.5.3 Breakout room discussion 2: Attitudes towards the five proposals	67
4.2.6 Primary school parents and carers submissions	68
4.2.7 High school parents and carers survey results	69
4.2.7.1 Participant profile	69
4.2.7.2 Decision making factors	70
4.2.7.3 Attitudes towards the five proposals	72
4.2.8 High school parents and carers workshop results	77
4.2.8.1 Participant profile	77
4.2.8.2 Breakout room discussion 1: Decision making factors	78
4.2.8.3 Breakout room discussion 2: Attitudes towards the five proposals	80
4.2.9 High school parents and carers submissions	82
4.2.10 Parents and carers insights	83

Contents

4.3 School staff	84
4.3.1 Overview of school staff consultation	85
4.3.2 Primary school staff survey results	86
4.3.2.1 Participant profile	86
4.3.2.2 Decision making factors	86
4.3.2.3 Attitudes towards the five proposals	87
4.3.3 Primary school staff workshop results	90
4.3.3.1 Participant profile	90
4.3.3.2 Decision making factors	90
4.3.3.3 Attitudes towards the five proposals	91
4.3.4 High school staff survey results	92
4.3.4.1 Participant profile	92
4.3.4.2 Decision making factors	92
4.3.4.3 Attitudes towards the five proposals	93
4.3.5 High School staff workshop results	98
4.3.5.1 Participant profile	98
4.3.5.2 Randwick Girls' High School meeting feedback	98
4.3.5.3 Table discussion 1: School models	99
4.3.5.4 Table discussion 2: Attitudes towards the five proposals	101
4.3.6 Principal interviews	102
4.3.6.1 Participant profile	102
4.3.6.2 Decision making factors	102
4.3.6.3 Feedback on school models	102
4.3.6.4 Attitudes towards the five proposals	103
4.3.7 School staff submissions	104
4.3.8 School staff insights	105
4.4 General public	106
4.4.1 Overview of consultation with the general public	107
4.4.2 General public survey results	108
4.4.2.1 Participant profile	108
4.4.2.2 Decision making factors	108
4.4.2.3 Attitudes towards the five proposals	109
4.4.3 General public workshop results	113
4.4.3.1 Participant profile	113
4.4.3.2 Breakout room discussion 1: Decision making factors	113
4.4.3.3 Breakout room discussion 2: Attitudes towards the five proposals	114
4.4.4 General public submissions	115
4.4.5 General public insights	116
4.5 Special interest groups	117
4.5.1 Overview of special interest group consultation	118

Contents

4.5.2 NSW Primary Principals' Council	119
4.5.2.1 Participant profile	119
4.5.2.2 Overall feedback	119
4.5.2.3 Decision making factors	119
4.5.2.4 Attitudes towards the five proposals	119
4.5.3 NSW Secondary Principals Council	120
4.5.3.1 Participant profile	120
4.5.3.2 Overall feedback	120
4.5.3.3 Decision making factors	120
4.5.3.4 Attitudes towards the five proposals	120
4.5.4 International Coalition of Girls' School	121
4.5.4.1 Participant profile	121
4.5.4.2 Overall feedback	121
4.5.4.3 Benefits of single sex education	121
4.5.4.4 Attitudes towards the five proposals	121
4.5.4.5 Submission	121
4.5.5 Primary School P&C Associations	122
4.5.5.1 Participant profile	122
4.5.5.2 Overall feedback	122
4.5.5.3 Decision making factors	122
4.5.5.4 Attitudes towards the five proposals	122
4.5.6 High School P&C Associations	123
4.5.6.1 Participant profile	123
4.5.6.2 Overall feedback	123
4.5.6.2 Decision making factors	123
4.5.6.3 Attitudes towards the five proposals	123
4.5.7 Correspondence to the local member	124
4.5.7.1 Submission	124
4.5.8 Members of Parliament	124
4.5.8.1 Submission	124
4.5.9 CLOSEast	124
4.5.9.1 Submission	124

5. Evaluation of the consultation process	125
5.1 Stakeholder feedback	126
5.2 Best practice IAP2 Engagement Framework	128

Appendices	129
A. Early childhood centre distribution list	130
B. Primary schools in the Randwick Boys' High School and Randwick Girls' High School local intake area	133

Contents

<i>C. High school student survey</i>	134
<i>D. Early childhood parents and carers survey</i>	138
<i>E. Primary school parents and carers</i>	143
<i>F. High school parents and carers</i>	149
<i>G. School staff survey</i>	155
<i>H. General public survey</i>	159

Executive Summary



Executive Summary

About the community consultation

Consultation background

To better understand broader community needs for local high schools in the eastern suburbs in a 2023 context, SEC Newgate was engaged by the NSW Department of Education to carry out a comprehensive, independent consultation.

The project aims to determine:

- parent and student decision-making factors regarding high school enrolment choices, and
- stakeholder and wider community feedback in regard to five proposals that relate to the availability of local co-educational options for families.

Stakeholders could participate in the consultation in three ways, by completing an online survey, attending a workshop, or sending a submission to the project either by phone or email.

Who was involved

The consultation engaged:

- Students, parents and carers, and school staff of the 6 government high schools in the eastern suburbs
- Students, parents and carers, and school staff of 29 primary schools in the eastern suburbs, 9 of which are the feeder schools to Randwick Boys' and Randwick Girls' high schools
- Parents and carers of early childhood centres in the eastern suburbs

- Special interest groups
- The general public of the eastern suburbs.

Report considerations

This is community engagement, not research

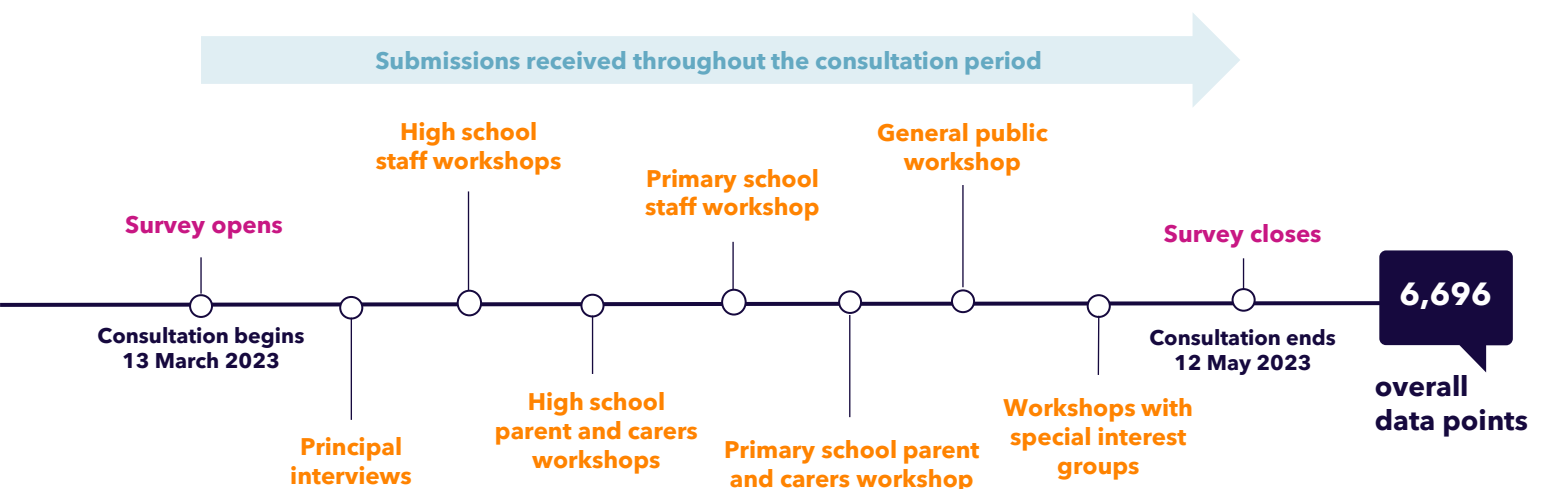
- This was an opt in engagement project. Participants were not incentivised or recruited to participate in this consultation.
- There were multiple channels whereby participants could provide feedback as part of the consultation. This included channels such as surveys, workshops, and written submissions.
- The consultation was flexible to suit the stakeholders being engaged.

Why can't we establish a combined metric across all cohorts?

The data shown in the following slides can be said to be indicative of the general, overarching sentiment of the survey participants in each cohort. It cannot be said to be representative of the community at large.

To represent the community at large we would need to weight each cohort to its approximate relative incidence within the true population. This cannot be achieved because:

- The cohorts overlap with each other to an unknown extent i.e. most cohorts can be represented in the broader community sample. This will distort the weighting.
- The cohorts are all answering the questions from slightly different frames of reference.



How many people participated

Below shows the number of survey responses collected from each stakeholder group (except special interest group represents number of groups engaged with).

Students

Years 4-6 students	971
Years 7-12 students	1,585

Parents and carers

Early childhood parents and carers	100
Primary school parents and carers	1,829
High school parents and carers	1,463

School staff

Primary school staff	101
High school staff	149

General public

General public	92
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Special interest groups

Special interest groups	7
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Future and current school community insights

Future high school community

The strongest views follow:

Students

- Participating primary school students want to continue to go to co-educational school with their friends.

Parents and carers

- Participating parents and carers of future high school students want to send their child to a local, co-educational high school.
- Merging Randwick Boys' and Randwick Girls' high schools had the greatest support of the five proposals. Many parents see the merge as an opportunity to increase resources, increase access to facilities, expand the curriculum offered, improve school culture and prepare students for life after school.
- Parents and carers felt that more investment in existing public high schools within the eastern suburbs would improve the community's and prospective parents' perception of local educational offerings.

Current high school community

The strongest views follow:

Students

- Broadly, current students at Randwick Boys' High School were in favour of the merge, and students at Randwick Girls' High School prefer to retain the status quo of single sex education. However, both student groups were majority in favour of establishing more shared (co-educational) classes between the schools.

Parents and carers

- Participating parents and carers of the Randwick schools are broadly happy with the school their child attends, even if it was not initially their preferred type of school.
- Parents and carers of students at the Randwick schools see more interaction and collaboration between the schools as beneficial to students. There was less support overall for a merge of the two schools (compared to the future school community).

School staff

- Randwick Boys' High School staff are open to merging the two schools or increasing the amount of shared co-educational classes.
- Randwick Girls' High School staff advocate the benefits of single sex girls' education and have concerns about losing the sense of community they have built at the school if co-educational offerings were introduced.

Overall findings

Decision making factors

Future high school community

Students

- When students in years 4 to 6 are thinking about what type of high school would like to attend, 45% indicated they would like to go to a co-educational school, 44% said a school that their friends are going to and 6% of respondents would like to go to a single sex school.

Parents and carers

- Parents and carers of future students all ranked educational opportunities as their single most important factor in choosing a high school, with the academic performance of a school as their second factor.
- Parents of early childhood students and the Randwick Boys' and Randwick Girls' High School feeder primary schools had the gender mix as their third most important factor. Parents and carers of the non feeder primary schools saw an inclusive culture as more important than the gender mix.

Current high school community

Students

- When reflecting on the factors that were important to them when looking at high schools, the educational opportunities, similarly to all other cohorts, ranked as the single most important factor (18%).
- Unlike parental participants, the distance of the school from home, was ranked the second most important factor. This was above academic performance and the gender mix (10%,10%).

Parents and carers

- The future high school community also ranked educational opportunities (21%) as their single most important factor.
- The gender mix of the school (14%) was the second most important single factor in choosing a high school across all current high school parents and carers who participated.
- Similar to current high school students, academic performance (11%) was the third-ranked decision making factor for current high school parents and carers .

Future high school community				Current high school community	
Students: Years 4 - 6	Parents: Early childhood	Parents: Primary school (Feeder)	Parents: Primary school (Non feeder)	Students: Years 7-12	Parents: High school
School where both girls and boys go (45%)	The educational opportunities (37%)	The educational opportunities (27%)	The educational opportunities (34%)	The educational opportunities (18%)	The educational opportunities (21%)
School where your friends are going (44%)	The academic performance (22%)	The academic performance (23%)	The academic performance (22%)	Distance of the school (14%)	The gender mix (14%)
School that is easy to get to (23%)	The gender mix (13%)	The gender mix (23%)	A culture of inclusivity (13%)	The academic performance (10%)	The academic performance (11%)
A specialist school (22%)	A culture of inclusivity (13%)	A culture of inclusivity (12%)	The gender mix (11%)	The gender mix (10%)	Distance of the school (11%)
School where your brother(s) and/or sister(s) are going (18%)	The type of school (gov or non-gov) (6%)	The cost of education (5%)	The cost of education (8%)	Where your brothers and sisters are/were enrolled (10%)	The cost of education (10%)
				Where your friends were enrolling (10%)	

Type of high school preference

Future high school community

Primary school students

- 71% of years 4 – 6 primary school student respondents indicated they would like to go to a co-educational high school.

Early childhood parents and carers

- 77% of early childhood parent and carers respondents would like to send their child to a co-educational high school.

Primary school parents and carers

- 76% of primary school parents and carers respondents would prefer to send their child to a co-educational high school.
- 64% of primary school parents and carers respondents would prefer to send their child to a government high school.

Current high school community

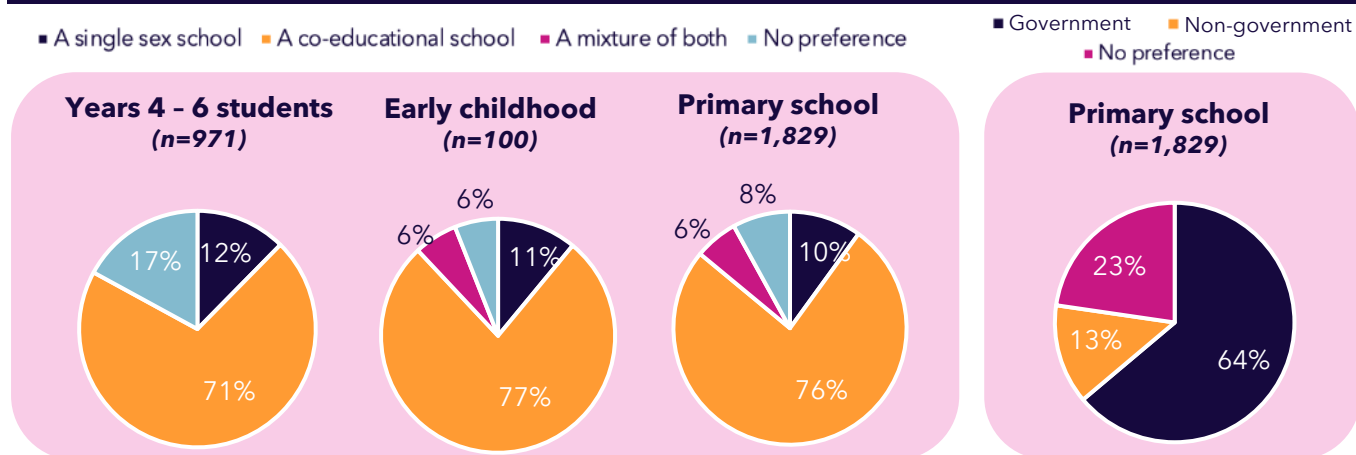
High school students

- 54% of Randwick Boys' High School student respondents would like to attend a co-educational high school.
- 47% of student respondents at Randwick Girls' High School prefer to attend a single sex school.
- 66% of student respondents currently attending South Sydney High School would like to attend a co-educational school.

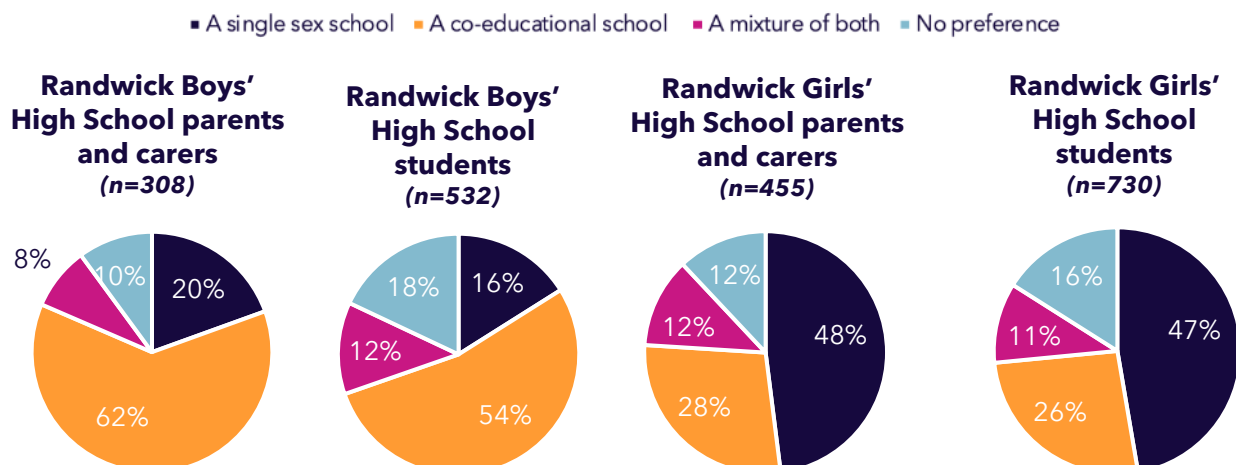
High school parents and carers

- 62% of parents and carers of students at Randwick Boys' High School and 81% of parents and carers of students at the other four high schools prefer co-educational schooling.
- 48% of Randwick Girls' High School parents and carers who participated prefer a single sex high school for their child.

Future high school community - Parents and carers



Current high school community



Attitudes towards the five proposals

Overall, the proposal which had the most consistent level of high acceptability (41%-100%) was to establish more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12. The exceptions (0-40%) were high school students who attend one of the other four high schools, Randwick Girls' High School staff, and staff of the other high schools.

The proposal to merge Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location also had a high level of acceptability across the majority of participants.

The least acceptable proposal was to retain the current offering of single-sex education at

Randwick Boys' High School and Randwick Girls' High School however participants who were students, parents and staff from Randwick Girls, found this option to be quite acceptable. Staff from the other high schools who participated also found retaining the current offering as acceptable.

Future high school community

Amongst all future high school respondents, merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location was deemed the most acceptable of the five proposals.

The proposal to establish more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School was the second most acceptable proposal to all cohorts.

0-20			21-40		41-60		61-80		81-100		A (status quo)	B (expanding intake areas)	C (merge)	D (mixed model)	E (shared classes)	
							Number of respondents									
Acceptability of proposals: percentage of respondents that found the proposal acceptable or completely acceptable (i.e a score of 4 or 5 out of 5)																
Years 7 - 12 students	Randwick Boys'				567		28%		28%		65%		38%		65%	
	Randwick Girls'				799		58%		48%		25%		28%		42%	
	Other				219		21%		27%		38%		24%		40%	
Parents and carers	Early childhood centres				100		19%		40%		74%		40%		67%	
	Primary schools				1,829		14%		31%		75%		31%		59%	
	High school	Randwick Boys'			308		30%		30%		70%		44%		72%	
		Randwick Girls'			455		56%		49%		35%		32%		54%	
		Other high schools			700		17%		28%		63%		28%		57%	
School staff	Primary school				25		30%		50%		65%		40%		66%	
	High school	Randwick Boys'			25		28%		32%		80%		52%		76%	
		Randwick Girls'			79		95%		78%		5%		8%		13%	
		Other high schools			45		56%		62%		53%		49%		49%	
General public					92		35%		47%		51%		35%		50%	

Current high school community

There was no clear consensus within the current high school community as to a single most acceptable proposal.

Students, parents, and staff who participated from Randwick Girls High School, had a very high level of acceptability towards both the proposals to retain the current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School and retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.

The proposal to retain single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department had the highest level of acceptability from staff of the other high schools.

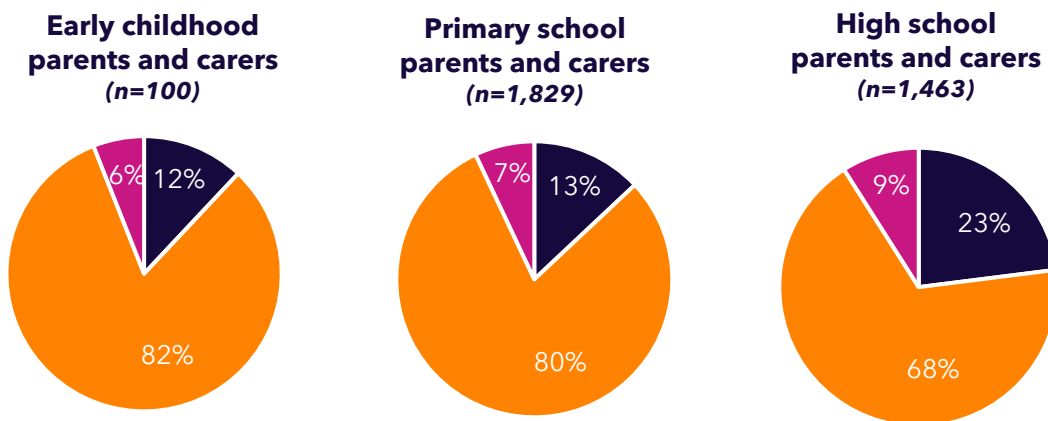
Amongst early childhood, primary school, other high school parents and carers, and the general public participants, the proposal to retain current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School had their lowest level of acceptability.

Participating parents and carers attitudes towards change

Most parents and carers want the Department to increase co-education in Randwick Boys' and Randwick Girls' high schools (82%, 80%, 68%).

There is a low level of support for retaining the status quo of comprehensive single sex education at both schools (12%, 13%, 23%).

■ Retain the status quo (single sex education years 7 - 12) ■ Increase co-education ■ Don't know



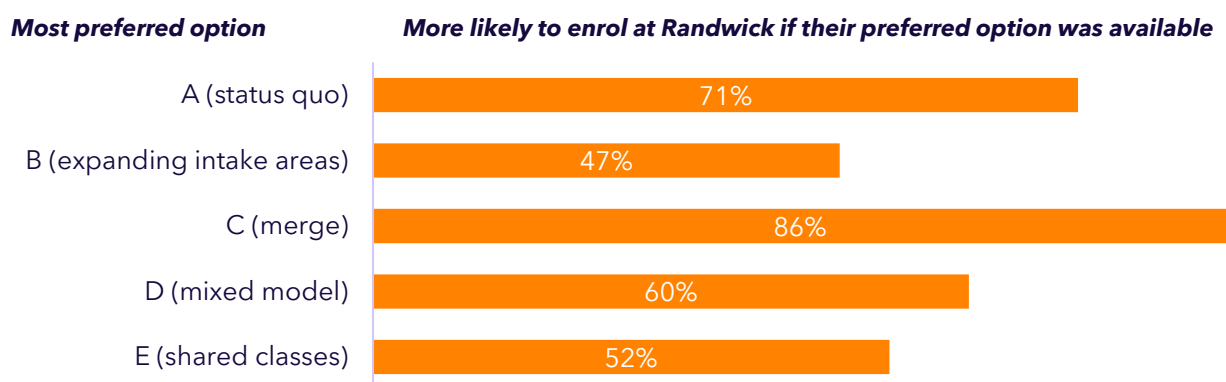
Q. Which one of these proposals would be the most acceptable to you? (Proposals A and B have been combined, and proposal C, D and E have been combined)

Impact to likelihood to enrol at Randwick Boys' or Randwick Girls' high schools

If the two schools were to merge, it would have the biggest impact on increasing early childhood and primary school parents' and carers' likelihood to enrol at Randwick (86%).

Inversely, retaining the current offering and providing families an enrolment option at a local co-educational school would have the least impact on the likelihood of them enrolling at Randwick (47%).

Primary school parents and carers likelihood to enrol at Randwick if their single most acceptable proposal was available



Q. If this option was available when you enrol this oldest child into high school, would it make you...? (n=1,829)

1. Project scope and background



1. Project Scope and background

The NSW Department of Education (The Department) engaged SEC Newgate to carry out a comprehensive independent community consultation regarding high school enrolment choices in the eastern suburbs of Sydney and views on a range of optional proposals for future arrangements at Randwick Boys' and Randwick Girls' high schools.

1.1 Project background

The high schools are situated in the suburb of Randwick and reside in the Eastern Suburbs School Community Group which comprises of six schools:

- Randwick Boys' High School (Years 7-12, single-sex boys)
- Randwick Girls' High School (Years 7-12, single-sex girls)
- South Sydney High School (Years 7-12, co-educational)
- JJ Cahill Memorial High School (Years 7-12, co-educational)
- Matraville Sports High School (Years 7-12, co-educational with specialist sports)
- Rose Bay Secondary College (Years 7-12, co-educational with two selective streams).

Currently, families residing in the Randwick Boys' and Randwick Girls' high school's intake area do not have an entitlement to enrol students at a public co-educational high school. Parents and carers may apply to enrol their children in a co-educational high school within the area, however, acceptance is subject to the student being eligible to attend the school and the school being able to accommodate the student.



Figure 1: Eastern Suburbs School Community Group map

1.2 Project aims

The project aims to determine:

- Parents and student decision making factors regarding high school enrolment choices
- Stakeholder and wider community feedback in regard to five proposals that relate to the availability of local coeducational options for families:
 - A - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School.
 - B - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School and, providing all local students an entitlement to enrol at an existing co-educational high school.
 - C - Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.
 - D - Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School and merging the senior years from each school to provide a co-educational setting.
 - E - Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.

The consultation obtained insights from different stakeholder groups including:

- Years 4 -12 students
- Parents and carers
- School staff and principals
- Special interest and local community groups including:
 - NSW Primary Principals Council
 - NSW Secondary Principals Council
 - International Coalition of Girls' School

- Primary School P&C Associations
- High School P&C Associations
- CLOSEast - Community for Local Options for Secondary Education
- And the general public.

Please see Section 2 for a detailed list of stakeholders and how they were engaged.

1.3 Other considerations

Community discussions have focussed on school planning in the Eastern Suburbs for some time.

2018 and 2019 community requests for Randwick Boys' and Randwick Girls' to become co-educational.

Media coverage in 2023 stating that the NSW Government is considering the need for a new public high school in the eastern suburbs (not supported by Department of Education information or planning).

People were participating in this consultation within the following context:

- The NSW State Election on 25 March 2023 was two weeks after this consultation commenced. The now Premier of NSW, Chris Minns, promised that all students in NSW would have guaranteed access to a co-educational public high school if Labor was elected.
- There had been previous consultations conducted on the same topic with this community.

1.4 A model framework for good community engagement

SEC Newgate designed the project methodology using an effective and proven survey framework, and qualitative engagement. These tools were chosen to reach a wide range of people, as directly as possible.

1.4.1 Engagement framework

The International Association of Public Participation (IAP2) best practice engagement framework was used to:

- consider a best practice community engagement approach
- design the consultation strategy for this consultation.

IAP2 is a leading international organisation for the improvement and promotion of the practice of community and stakeholder engagement and public participation. It is a familiar logic to many government agencies at local, State and Federal levels and to the community.

IAP2 conducts nationwide training for engagement including government employees on a regular basis. The framework is based on the following two tools.

IAP2 Core Values

IAP2 has developed seven core values for the implementation of the public participation process, used globally. These are:

1. Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
2. Public participation includes the promise that the public's contribution will influence the decision.
3. Public participation promotes sustainable decisions by recognising and communicating the needs and interests of all participants, including decision makers.
4. Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
5. Public participation seeks input from participants in designing how they participate.
6. Public participation provides participants with the information they need to participate in a meaningful way.
7. Public participation communicates to participants how their input affected the decision.

These core values shaped the way SEC Newgate designed and implemented the community consultations.

An evaluation of the engagement process against the IAP2 core values is in Section 5.2.

IAP2 Public Participation Spectrum

IAP2's Public Participation Spectrum (Figure 1 overpage) is designed to assist with the selection of the level of participation that defines the public's role in any community engagement program.

The spectrum shows that different levels of participation depend on the engagement goals, the timeframe available for engagement, the resources available for activities and the levels of community concern regarding the decision to be made. Most importantly, the IAP2 Spectrum sets out the promise being made to the public at each 'level' of participation.

On the public participation spectrum, the engagement level of this consultation was to involve, to work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

Please see Section 5.2 for an analysis of how the consultations met the IAP2 framework.

1.4.2 Survey framework

SEC Newgate Research specialists assisted with the design of the surveys, using best practice research approaches. SEC Newgate Research consultants are members of The Research Society (TRS) and its senior researchers have Qualified Practicing Market Researcher (QPMR) status.

The surveys for this project were conducted in accordance with internationally recognised AS: ISO2025:2019 guidelines, to which SEC Newgate Research is accredited. Through the research activities, we have adhered to the industry's Code of Professional Behaviour and are bound by the Australian Privacy Principles.

Increasing impact on the decision

	Inform	Consult	Involve	Collaborate	Empower
Public participation goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/ or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
Promise to the public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Figure 2: IAP2 Spectrum of Participation

2. Consultation methodology



2. Consultation methodology

2.1 Stakeholders consulted

SEC Newgate consulted with five stakeholder groups: students, parents and carers, school staff, special interest groups and the general public. The cohorts within these stakeholder groups are shown below.

Students

- Years 4 – 6 primary school students
- Years 7 – 12 high school students

Parents and carers

- Early childhood parents and carers
- Primary school parents and carers
- High school parents and carers

School staff

- Primary school staff
- High school staff
- High school principals

General public

- Wider eastern suburbs community

Special interest groups

- NSW Primary Principals Council
- NSW Secondary Principals Council
- International Coalition of Girls' School
- Primary School P&C Associations
- High School P&C Associations
- Local Members of Parliament
- CLOSEast

Meaningful consultation with each of these groups has given the project a wide range of evidence points to draw upon when creating solutions for the future direction of Randwick Boys' and Randwick Girls' high schools. How we engaged with each group is described in Section 2.3.



Students



Parents and carers



School staff



General public



Special interest groups

2.2 Community engagement activities

2.2.1 Online survey

SEC Newgate conducted six surveys to provide every opportunity for participation and to gather feedback from all relevant stakeholder groups.

Table 1: Online survey approach

Stakeholder	Consultation approach (length of survey is a conservative estimate)	Number of responses
High school students	1 x 10-minute survey for all current years 7-12 students enrolled at the six Eastern Suburbs School Community Group schools.	1,585
Early childhood parents and carers	1 x 10-minute survey for government early childhood education and care services located in the Eastern Suburbs School Community intake area.	100
Primary school parents and carers (including years 4-6 primary school students)	1 x 10-minute survey for all parents and carers and year 4 - 6 students of the 29 feeder schools of the six Eastern Suburbs School Community Group schools.	1,829 971 primary school students
High school parents and carers	1 x 10-minute survey for all parents and carers of current years 7-12 students enrolled at the six Eastern Suburbs School Community Group schools. This survey was also available in Mandarin, Cantonese and Arabic.	1,463
School staff	1 x 10-minute survey for school staff at the six Eastern Suburbs School Community Group schools and the 9 feeder schools.	250
General public	1 x 10-minute survey targeting special interest groups, local community groups and the general public.	92
Total number of responses across all surveys		6,290

2.2.2 Workshops

SEC Newgate conducted 21 workshops that were a mixture of online and in person. The purpose of the workshops was to have a more in-depth conversation about the topics canvassed in the survey.

Table 2: Workshop approach

Stakeholder	Consultation approach	Number of attendees
Parents and carers		
Primary school parents and carers	3 x online 60-minute workshops with parents and carers of the 9 feeder schools of Randwick Boys' and Randwick Girls' high school.	61

Stakeholder	Consultation approach	Number of attendees
High school parents and carers	2 x online 60-minute workshops with parents and carers of Randwick Boys' High School 2 x online 60-minute workshops with parents and carers of Randwick Girls' High School	53 attendees across 4 workshops
School staff		
Principals	5 x online 30-minute interviews with the principals of Randwick Boys' High School, Randwick Girls' High School, South Sydney High School, JJ Cahill Memorial High School, and Matraville Sports High School.	7 attendees across the 5 interviews
High school staff	1 x in-person 45-minute workshop with staff of Randwick Boys' High School. 1 x in-person 45-minute workshop with staff of Randwick Girls' High School.	112 attendees across both workshops
Primary school staff	1 x online 45-minute with stage 2 and 3 teachers from the 9 feeder schools of Randwick Boys' and Randwick Girls' high schools.	10 attendees
Special interest groups		
Primary School P&C Associations	1 x in-person 60-minute workshop with P&C representatives from the 9 feeder schools of Randwick Boys' and Randwick Girls' high schools.	7 attendees
High School P&C Associations	1 x in-person 60-minute workshop with P&C representatives from the six Eastern Suburbs School Community Group schools.	8 attendees (including P&C Alliance of the Eastern Suburbs representative)
P&C Alliance of the Eastern Suburbs	P&C Alliance of the Eastern Suburbs was invited to attend the high school P&C workshop.	1 representative attended the P&C workshop
NSW Primary Principals Council	1 x online 45-minute workshop.	1 representative attended
NSW Secondary Principals Council	1 x online 45-minute workshop.	1 representative attended
International Coalition of Girls' School	1 x online 45-minute workshop.	2 representatives attended
CLOSEast	Representatives from CLOSEast were invited to attend the general public workshop.	2 representatives attended the general public workshop

Stakeholder	Consultation approach	Number of attendees
General public		
General public	1 x online 60-minute workshop	24 attendees (including 2 CLOSEast representatives)
Total number of attendees across all workshops		287

2.2.3 Submissions

There was a project email address and phone number open throughout the consultation period for stakeholders to submit enquiries or formal submissions. Please see Section 4 for the submissions received by each stakeholder group.

Table 3: Submissions received

Stakeholder	Number of submissions
Students	
Randwick Girls’ High School students	10
Parents and carers	
Early childhood parents and carers	4
Primary school parents and carers	20
High school parents and carers	22
School staff	
Primary school staff	1
Randwick Girls’ High School staff	28
General public and special interest groups	
General public	30
International Coalition of Girls’ School	1
Allegra Spender MP and Alex Greenwich MP (joint letter)	1
NSW Teachers Federation	1
CLOSEast	1
Total number of submissions received	119

2.2.4 Other stakeholders invited to participate

The following special interest groups were invited to attend a 45-minute online workshop for which they declined or did not respond:

- NSW Aboriginal Education Consultative Group (AECG)
- Federation of Parents and Citizens Associations of NSW
- NSW Teachers Federation.

2.3 Data collection

It is important to note that this community consultation was opt in, and participants did not receive incentives for attending a workshop, completing the survey, or submitting a submission.

Consultation findings are representative of those that participated and are not representative of wider community sentiment who did not engage in the process.

2.3.1 Survey access

- The high school parent and carers survey was available in three languages other than English - Mandarin, Cantonese and Arabic.
- The surveys were predominately collected and distributed online, however hard copy surveys were available to those who could not access the survey electronically. In total, 14 hard copy surveys were collected from high school parents and carers and were incorporated into the main data set presented in Section 4.2.7.

2.3.2 Integrity of data collected

The project took a flexible and open approach to the consultation activities to allow for as many people to participate as possible.

The following measures retained the integrity of the data collected.

- The IP addresses of survey responses were monitored and suspicious survey responses were removed (e.g. multiple responses from the same IP address). This was a very small number.

- Individual survey links were distributed to high school staff, preventing them from completing the survey more than once.
- Stakeholders could give feedback to the consultation in more than one way (e.g. survey, workshop and submission). Overall, if this occurred we feel it was minimal and we have sufficiently high numbers of people participating to negate this issue.

2.4 Understanding how data is reported in this document

Across all questions a range of ideas evolved, and the selected quotes are provided here only to illustrate different ideas and issues.

2.4.1 Approach to survey metrics

In this report, we provide a measure that averages the survey data provided by each stakeholder cohort. This averaged data is indicative of the average sentiment of the survey participants in that cohort.

This is community consultation and represents only those who participated, and it is not representative of the community at large.

It would be misleading to distil data into a single population measure. To do so would require the weighting of each cohort to its approximate relative incidence within the true population. This cannot be achieved because:

- The cohorts overlap with each other to an unknown extent, i.e. most cohorts can be represented in the wider general public sample, and there may be overlaps beyond this. This may distort the weighting.
- The cohorts are all answering the questions from slightly different frames of reference, for example as a current student, as a K-6 parent, as an educator etc.
- Finally, the significantly larger size of the wider general public population compared to the size of the cohorts that are interested in the issue would distort the result.

An accurate way to examine the results of this community consultation is to view the data for each stakeholder cohort side by side and to look at the key themes and differences that emerge.

3. Analysis across all stakeholder cohorts



3. Analysis across all stakeholder cohorts

This section shows the consultation findings of each stakeholder cohort side by side.

3.1 High school decision making factors

High school enrolment is a multifaced decision-making process that is unique to each family, however, there are some consistencies in how people feel across different stakeholder cohorts.

The **educational offerings of the school (including subject choices and extracurricular activities) was rated as the most important decision making factor** by the current and future school community (see Figure 3 and 4 overpage).

Other factors such as academic performance, gender mix, and a culture of inclusivity and support at the school were each also very important.

Workshop conversations for each topic provided a range of responses and the following are some of the stronger themes raised.

Primary school parents and carers insights about high school enrolments

Workshop conversations had the following strong themes:

- Parents and carers feel pressured to start considering high school choices **much earlier than they want to** due to low satisfaction with local government high school offerings (lack of a co-educational school, poor built environment, and perceived poor academic performance) within their area.
- Parents and carers feel that every student is different and therefore parents and carers should be given the choice to send their child to a single sex or co-educational school. Most survey respondents and workshop participants would prefer to send their child to a co-educational school.
- Parents and carers look for a high school that affords their child the most opportunities socially, creatively, and academically.
- Recommended that the Department provide an explanation about why schools are different, information about each school's offerings and how they can support different student needs to be more accessible.

- There is a strong preference to send their child to their local government high school, allowing their child to continue the friendships made in primary school and to make new friends with families that live close by.

Primary school staff insights about high school enrolments

Workshop conversations had the following strong themes:

- Teachers don't play a large role in parents and carers decision-making.
- Some teachers felt that they could not confidently provide parents and carers recommendations on which high school their child should attend because they do not know enough about local high school offerings.

High school parents and carers insights about high school enrolments

Workshop conversations had the following strong themes:

- Parents and carers that participated want to send their child to their local high school.
- Parents and carers of Randwick Boys' High School would prefer to send their child to a co-educational school, but factors such as proximity to home, sporting facilities and the quality of school leadership and teaching staff influenced their final enrolment decision.
- Parents and carers of Randwick Girls' High School like their daughters learning in a single sex school, however, would like to see more collaboration and shared resources across the two schools (increased co-educational environment).

High school staff insights about high school enrolments

Workshop conversations had the following strong themes:

- Staff at Randwick Boys' High School feel that co-education is the best learning environment for boys.
- Staff at Randwick Girls' High School feel parents and carers like the single sex learning environment for their daughters and the tailored wellbeing and teaching programs that the school provides.

Top 5 decision making factors for students and parents and carers

Students		Parents and carers			
Years 4 - 6	Year 7 -12	Early childhood	Primary		High school
			Feeders	Twenty Non-Feeder	
School where both girls and boys go (45%)	The educational opportunities (18%)	The educational opportunities (37%)	The educational opportunities (27%)	The educational opportunities (34%)	The educational opportunities (21%)
School where your friends are going (44%)	Distance of the school (14%)	The academic performance (22%)	The academic performance (23%)	The academic performance (22%)	The gender mix (14%)
School that is easy to get to (23%)	The academic performance (10%)	The gender mix (13%)	The gender mix (23%)	A culture of inclusivity (13%)	The academic performance (11%)
A specialist school (22%)	The gender mix (10%)	A culture of inclusivity (13%)	A culture of inclusivity (12%)	The gender mix (11%)	Distance of the school (11%)
School where your brother(s) and/or sister(s) are going (18%)	Where your brothers and sisters are/were enrolled (10%)	The type of school (gov or non-gov) (6%)	The cost of education (5%)	The cost of education (8%)	The cost of education (10%)
	Where your friends were enrolling (10%)				

Figure 3: Top 5 decision making factors for students and parents and carers

The educational opportunities at the school are the most important decision making factor for all cohorts. Note: Year 4-6 students were not provided with the same options.

Academic performance of the school rated highly across most cohorts.

Top 5 decision making factors for school staff and general public

School staff		General public
Primary	High school	
The educational opportunities (44%)	The educational opportunities (38%)	Academic performance of the school (38%)
A culture of inclusivity (39%)	A culture of inclusivity (32%)	A culture of inclusivity (38%)
Academic performance (11%)	The gender mix (15%)	The educational opportunities (25%)
The gender mix (4%)	Academic performance (10%)	
The type of school (gov or non-gov) (2%)	The amenities and facilities (3%)	

Figure 4: Top 5 decision making factors for school staff and the general public

When asked to nominate the most important factor, 4 in 10 school staff nominated educational opportunities and one third a culture of inclusivity and support. This pattern was largely consistent across primary and high school staff.

The gender mix was the equal most important factor among staff of Randwick Girls' High School, but less important among other staff.

3.1.1 Type of school preference

All student groups, except Randwick Girls' High School students, indicated a majority preference to attend a co-educational high school.

47% of students at Randwick Girls' High School prefer to attend a single sex school, and one quarter would like to attend a co-educational school (26%).

Students currently attending South Sydney High School were the least likely to prefer to attend a single sex high school (3%).

There is a strong preference across most parent and carers groups for co-education.

There is a preference for co-education by early childhood parents and carers (77%), parents and carers of the nine feeder primary schools (79%), and parents and carers of Randwick Boys' High School (62%) and the other four high schools (81%).

48% of Randwick Girls' High School parents and carers who participated prefer a single sex high school for their child, and around one quarter prefer co-education (28%).

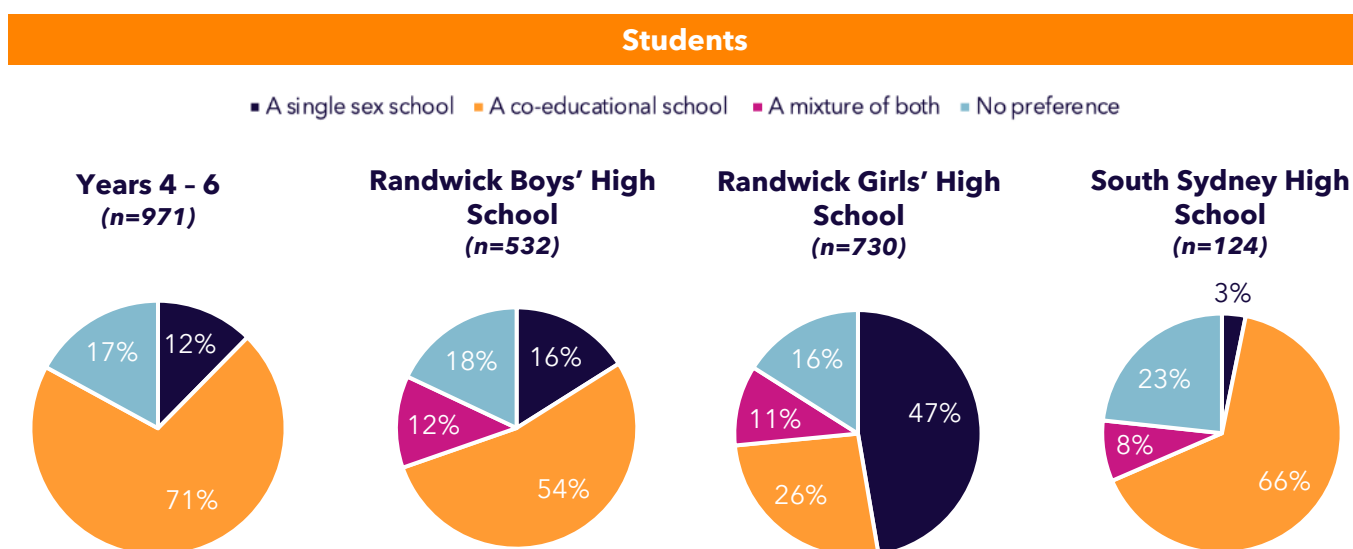


Figure 5: Which type of high school would you prefer to go to?

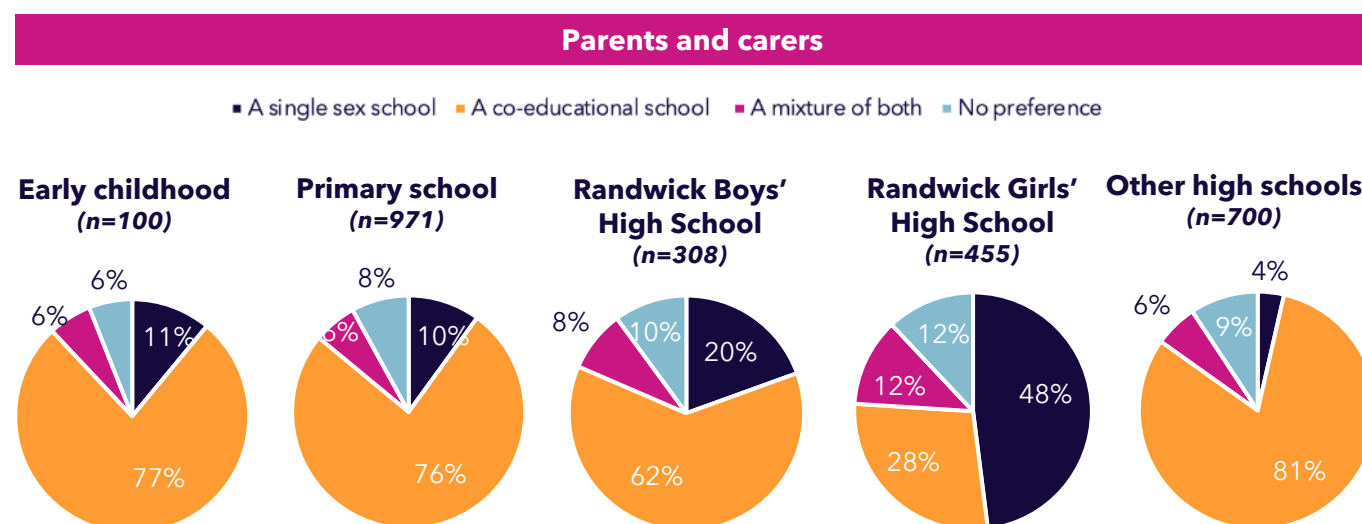


Figure 6: Which type of high school would you most prefer to enrol this child in?

3.2 Attitudes towards the five proposals

The following charts show the average acceptability rating (out of 5) for each proposal.

3.2.1 Current high school community

The Randwick Boys' High School community least acceptable proposal is retaining single sex education at the two schools.

The Randwick Girls' High School community least acceptable proposal was those that introduced a formal co-educational year model. However, students and parents and carers found it almost as acceptable to establish more shared co-educational classes as they did to retain the status quo.

Students, and school staff of the other four schools feel neutrally towards the five proposals. Parents and carers of other high schools most acceptable proposal is to merge the two schools.

Completely unacceptable					Randwick Boys' High School		
1	2	3	4	5	Years 7 - 12 Students	Parents and Carers	School Staff
Number of respondents					532	308	25
Acceptability of proposals: Average out of 5 where 1 equals completely unacceptable and 5 equals completely acceptable							
A (status quo)					2.9	2.8	2.6
B (expanding intake areas)					3.0	2.9	3.0
C (merge)					3.9	4.0	4.4
D (mixed model)					3.2	3.2	3.5
E (shared classes)					3.9	4.0	4.1

					Randwick Girls' High School		
					Years 7 - 12 Students	Parents and Carers	School Staff
Number of respondents					730	455	79
Acceptability of proposals: Average out of 5 where 1 equals completely unacceptable and 5 equals completely acceptable							
A (status quo)					3.8	3.7	4.9
B (expanding intake areas)					3.5	3.5	4.3
C (merge)					2.4	2.7	1.2
D (mixed model)					2.7	2.7	1.5
E (shared classes)					3.2	3.4	1.8

					Other high schools		
					Years 7 - 12 Students	Parents and Carers	School Staff
Number of respondents					124	700	45
Acceptability of proposals: Average out of 5 where 1 equals completely unacceptable and 5 equals completely acceptable							
A (status quo)					3.0	2.6	3.6
B (expanding intake areas)					3.2	3.0	3.8
C (merge)					3.4	4.0	3.3
D (mixed model)					3.1	3.0	3.4
E (shared classes)					3.5	3.8	3.5

Figure 7: How acceptable are these proposals to the current school community

3.2.2 Future high school community

The future high school community's most acceptable proposal is to merge Randwick Boys' and Randwick Girls' high schools.

Establishing more shared co-educational between the schools is also an acceptable proposal across all future high school cohorts.

The least acceptable proposal for the future high school community is to retain single sex education at both schools, without expanding intake areas.

For parents and carers of primary school students, retaining single sex education at both schools, without expanding intake areas, was as not

acceptable as retaining single sex education for junior years and introduce co-education for senior years.

3.2.3 General public

Overall, the general community feel neutrally towards the five proposals. Their least acceptable way forward is to retain single sex education for the junior years and introduce formal co-education for senior years.

"If you merge the schools then you upset people who do want to send their kids to a single-sex school. That may not be my choice, but I don't want to take that choice away from them either. There's no appropriate option."

General public workshop attendee

<div>Completely unacceptable</div> <div>12345</div> <div>Completely acceptable</div>					Future school community				
					Early childhood parents and cares	Primary parents and carers		Primary school staff	General public
						9 Feeders	20 Non-Feeders		
Number of respondents					100	1,199	630	101	92
Acceptability of proposals: Average out of 5 where 1 equals completely unacceptable and 5 equals completely acceptable									
A (status quo)					2.5	2.8	2.9	2.8	3.1
B (expanding intake areas)					3.2	2.9	3.0	3.3	3.4
C (merge)					4.2	4.3	4.0	4.0	3.3
D (mixed model)					3.1	2.8	2.9	3.1	2.9
E (shared classes)					3.8	3.7	3.8	3.9	3.5

Figure 8: How acceptable are these proposals to the future school community and general public

"This would be the school of the future in the Eastern Suburbs, offering the most amazing grounds and facilities that already exist, but which can be shared and enhanced through merging."

This school is perfectly placed to offer a gateway into the University of NSW and has the incredible staff and students to shine as an example of the strength and opportunity in the public education system."

I believe that this combined high school will fundamentally shift the sense of parents in the Eastern Suburbs that they are forced to pay exorbitant fees to send their students to private schools for appropriate quality education."

WHAT an OPPORTUNITY if we combined resources - what an amazing campus we could have!!!"

Early childhood parent or carer

"Single-sex education is a deal-breaker for our family. With that as our only current public education option, we are currently making plans to move (further away from our work) into the catchment of a co-educational public high school."

Primary school parent or carer

"It is so important for education to prepare kids for the world they live in. To be able to achieve academic success as well as social success. The two are not mutually exclusive. I live in Randwick and have a son in grade 6 and a daughter in grade 4 and they should be able to be at school together."

Primary school parent or carer

3.2.4 Overall acceptability of each proposal

The chart below shows the percentage of respondents that found each proposal either acceptable or completely acceptable (a score of 4 or 5 out of 5).

Proposal C (merging the schools) and E (establishing more shared co-educational classes) have the highest acceptability rating across the most stakeholder cohorts.

Acceptability of the other three proposals varied. The Randwick Girls' High School community favoured the proposals that retain single sex education from years 7-12. Students, parents and carers were all open to establishing more shared co-educational classes.

The Randwick Boys' High School community was aligned with the future school community in that they favoured proposals which increased co-educational services between the schools.

0-20			21-40	41-60	61-80	81-100	A (status quo)	B (expanding intake areas)	C (merge)	D (mixed model)	E (shared classes)
			Number of respondents								
Acceptability of proposals: percentage of respondents that found the proposal acceptable or completely acceptable (i.e a score of 4 or 5 out of 5)											
Years 7 - 12 students	Randwick Boys'				567	28%	28%	65%	38%	65%	
	Randwick Girls'				799	58%	48%	25%	28%	42%	
	Other				219	21%	27%	38%	24%	40%	
Parents and carers	Early childhood centres				100	19%	40%	74%	40%	67%	
	Primary schools				1,829	14%	31%	75%	31%	59%	
	High school	Randwick Boys'			308	30%	30%	70%	44%	72%	
		Randwick Girls'			455	56%	49%	35%	32%	54%	
		Other high schools			700	17%	28%	63%	28%	57%	
School staff	Primary school				25	30%	50%	65%	40%	66%	
	High school	Randwick Boys'			25	28%	32%	80%	52%	76%	
		Randwick Girls'			79	95%	78%	5%	8%	13%	
		Other high schools			45	56%	62%	53%	49%	49%	
General public					92	35%	47%	51%	35%	50%	

Figure 9: Acceptability of proposal across all stakeholder cohorts

4. Insights by each stakeholder cohort



4.1 Students



4.1 Students

4.1.1 Overview of student consultation

Overall, there was 2,556 survey responses and 10 submissions received from students.

Primary school students

Two questions were included at the end of the primary school parents and carers survey for their child currently enrolled in years 4 – 6.

The survey targeted years 4 – 6 students as they are closest to making the transition to high school, and because the Department is aware that some children leave government primary schools in Year 4 to secure a place in a non-government high school.

Parents and carers from both the nine feeder primary schools of Randwick Boys' High School and Randwick Girls' High School, as well as the other 20 primary schools in the eastern suburbs (see full list in Appendix B) were invited to participate.

High school students

To increase high school student participation, SEC Newgate on behalf of the Department, asked principals to help facilitate their years 7 to 12 students to complete the online survey during school hours.

Opt out permission slips were sent to parents and carers at the beginning of the consultation period. None were returned.

Schools that were asked to complete the high school student survey were:

- Randwick Boys' High School
- Randwick Girls' High School
- South Sydney High School
- Matraville Sports High School
- J J Cahill Memorial High School
- Rose Bay Secondary College

Students from Matraville Sports High School, J J Cahill Memorial High School and Rose Bay Secondary College did not participate in the process.

Submissions

All students were welcome to submit a submission to the consultation.



Students



Parents and carers



School staff



General public



Special interest groups

4.1.2 Years 4 - 6 primary school student survey results

In total, 971 students responded.

4.1.2.1 Participant profile

62% of responses are from students enrolled at the nine-feeder primary schools of Randwick Boys' and Randwick Girls' high schools, and 38% of responses are from students enrolled at the other 20 primary schools in the eastern suburbs.

4.1.2.2 Decision making factors

Overall, 45% of respondents indicated they would like to go to a co-educational school and 6% of respondents would like to go to a single sex school.

The second most popular type of school was one that their friends are going to (44% chose this option).

Schools such as one that is easy to get to (23%), a specialist school (22%), or a school that their siblings are going to (18%) were not as popular.

Nine feeder primary schools

The top two types of schools that students enrolled at the nine-feeder primary schools are:

1. **School where both girls and boys go** (51% of respondents chose this option)

2. **School where your friends are going** (44% of respondents choose this option)

Twenty primary schools across the eastern suburbs

The top three types of schools that students enrolled at the other twenty primary schools are:

1. **School where your friends are going** (45% of respondents chose this option)

2. **School where both girls and boys go** (36% of respondents chose this option)

3. **Specialist school (e.g. selective, sport, music)** (29% of respondents chose this option)

4.1.2.3 School preference

Overall, 71% of respondents would like to go to a co-educational high school. Female primary school students were more likely to want to go to a single sex high school than male students (20%, 6%) (see Figure 10 below).

Students enrolled at the nine feeder primary schools were slightly more likely to want to go to a co-educational high school than students at the other 20 primary schools (75%, 64%).

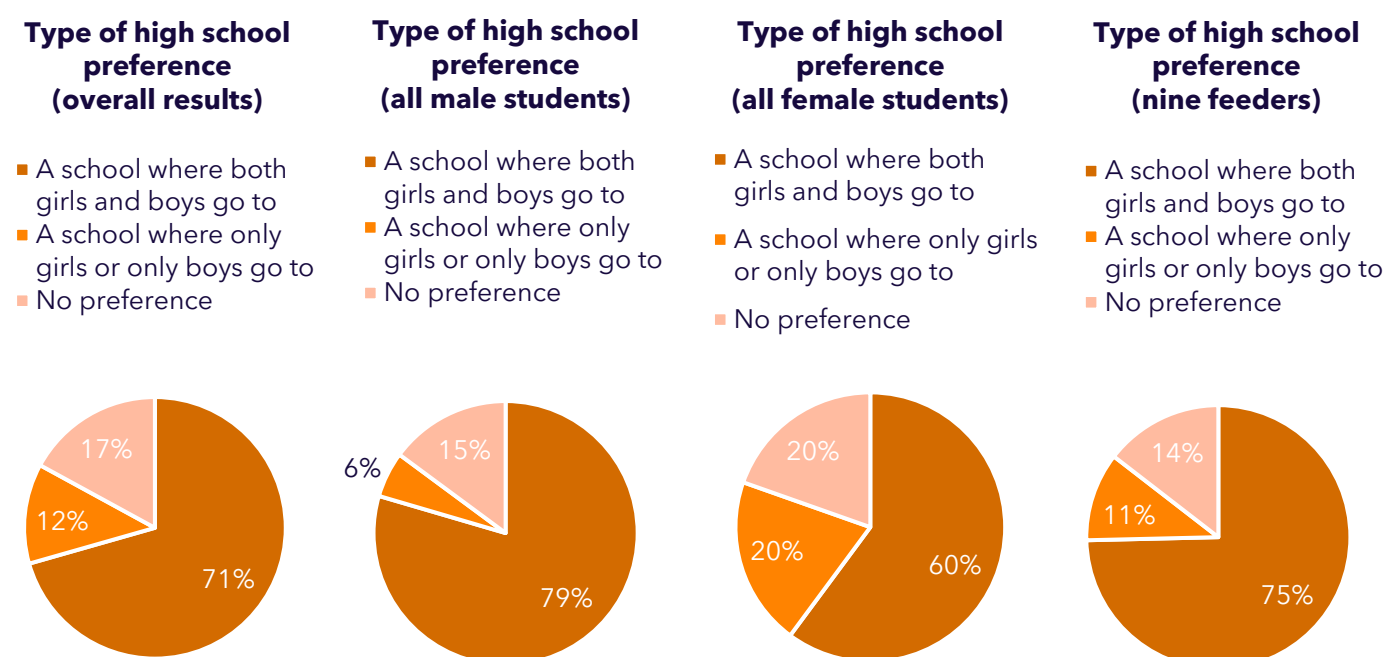


Figure 10. F2. Which type of high school would you prefer to go to? (n=962)

4.1.3 Years 7- 12 high school student survey results

In total, 1,585 high school students completed the survey.

4.1.3.1 Participant profile

Students from Randwick Boys' High School, Randwick Girls' High School and South Sydney High School completed the survey.

Due to 50% of responses being from students enrolled at Randwick Girls' High School, the results are presented by school.

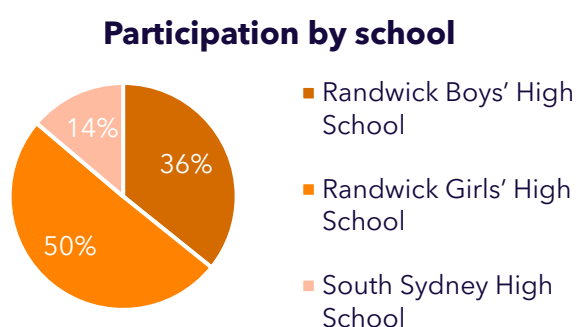


Figure 11. S2. Which high school do you attend? (n=1,585)

4.1.3.2 Decision making factors

Mothers, fathers or carers had the largest influence on which high school the student enrolled in (89%), then secondly themselves (88%). A teacher at their primary school (30%) and an extended family member (39%) has the least influence on the decision.

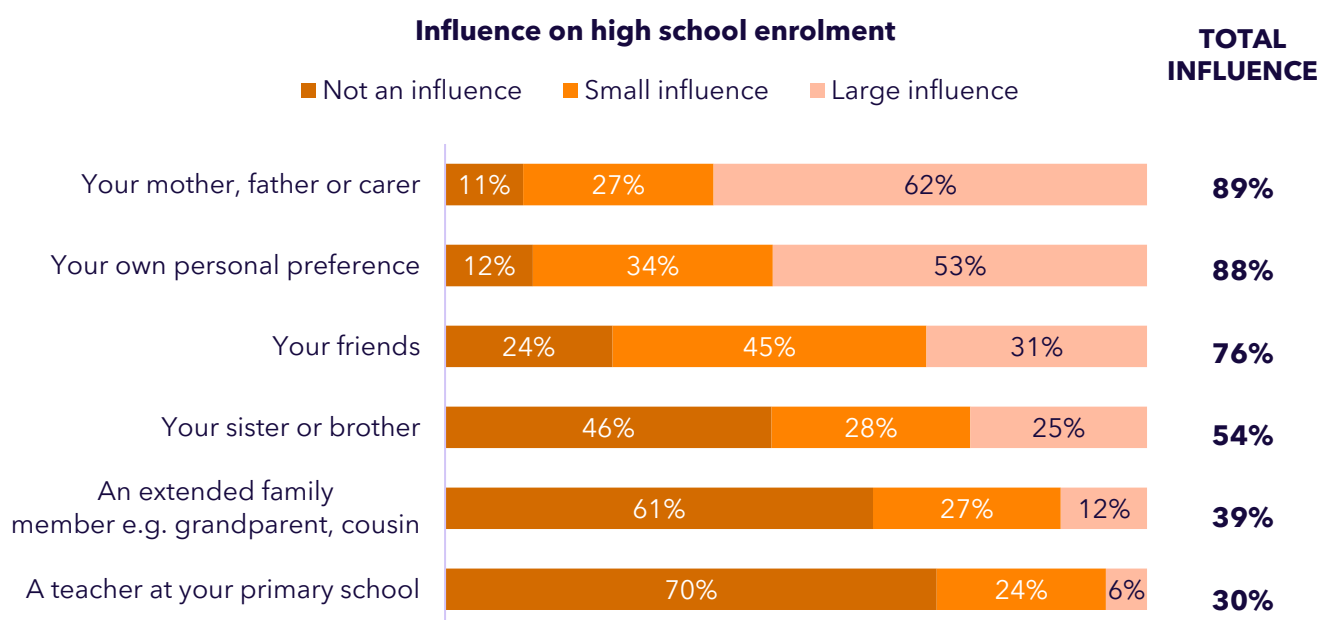


Figure 13. A4. How much of an influence were each of the following types of people when deciding which high school to enrol in? (n=1,585)

There was a relatively even split between year groups that participated:

- Stage 4 (years 7 and 8) - 37%
- Stage 5 (years 9 and 10) - 38%
- Stage 6 (years 11 and 12) - 24%

Participation by year group

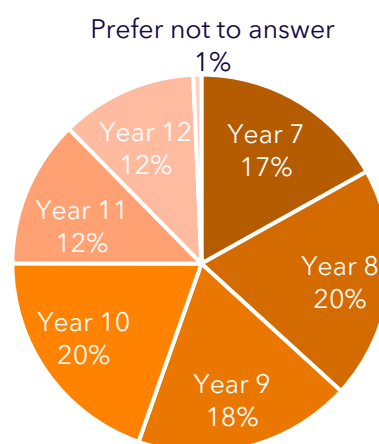


Figure 12. S3. What year are you currently enrolled in? (n=1,585)

Across all three schools, the educational opportunities at the school (including subject choices and extracurricular activities) was either of the top factor that had the strongest influence on their decision to enrol in the high school they did.

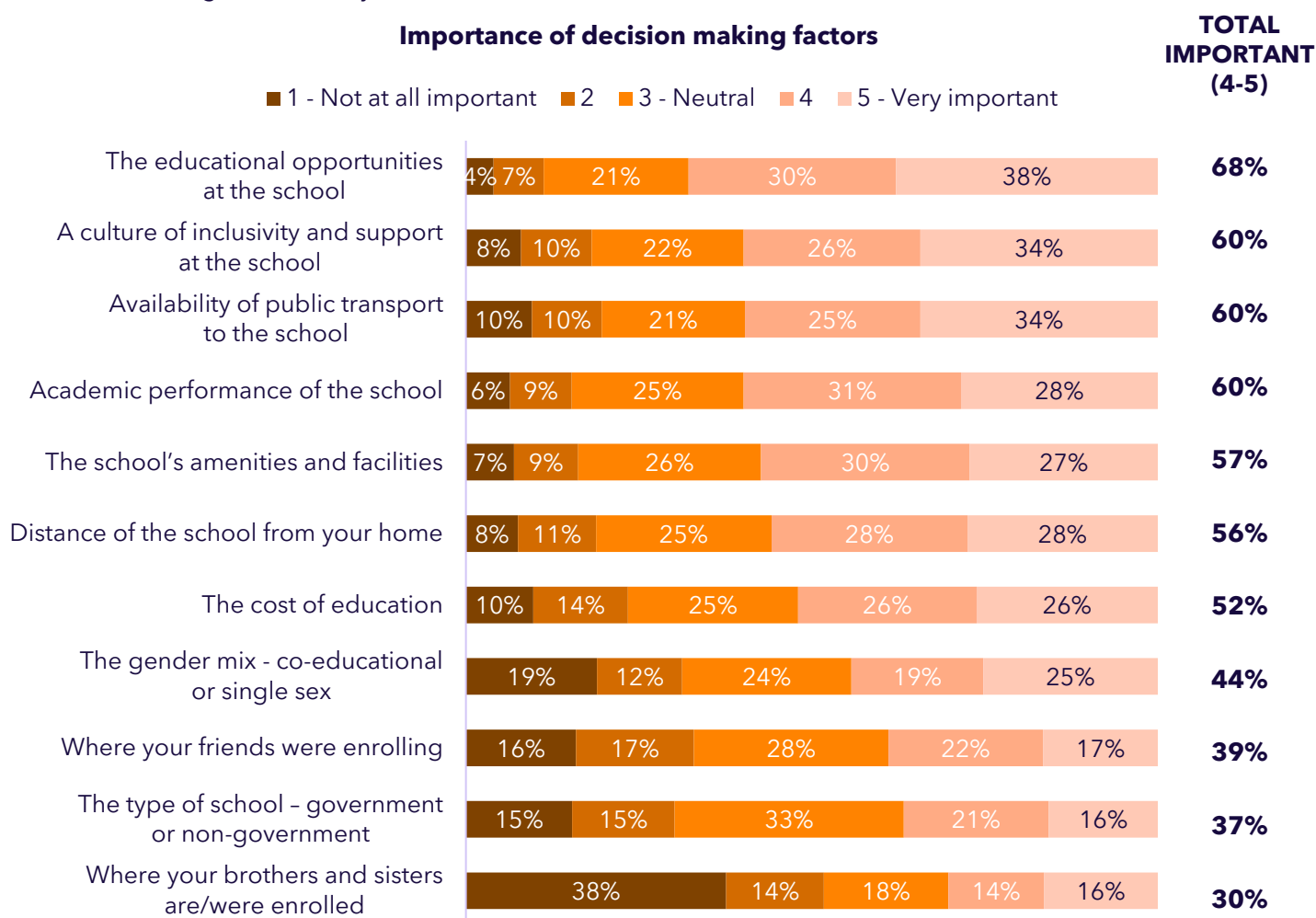


Figure 14. A1. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important were each of the following factors in your decision making process? (n=1,585)

Single most acceptable proposals (top five)

For Randwick Boys' High School students, the distance from their home was equally important (18%). For Randwick Girls' High School students, the gender mix of the school was the second most important factor (15%).

Randwick Boys' High School		Randwick Girls' High School		South Sydney High School	
The educational opportunities	18%	The educational opportunities	17%	Where your friends are enrolling	23%
Distance from the school	18%	The general mix	15%	The educational opportunities	17%
Where your friends are enrolling	12%	Distance from school	12%	Distance from school	12%
Academic performance	11%	Academic performance	10%	Where your siblings are going	9%
Where your siblings are going	10%	Where your siblings are going	10%	The gender mix	7%

Figure 15. A2. Which one of these factors was most important in your decision? (n=1,585)

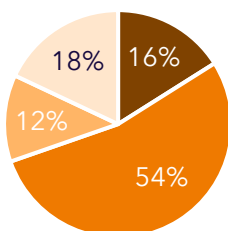
Preference of school type

If they were making the decision again, the majority of students at both Randwick Boys' High School and South Sydney High School would choose a co-educational high school (54%, 66%).

The most popular choice at almost half of Randwick Girls' High School students would choose to go to a single sex school (47%).

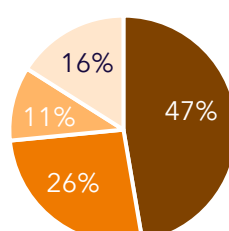
Randwick Boys' High School

- A single sex school
- A co-educational school
- A mixture of both
- No preference



Randwick Girls' High School

- A single sex school
- A co-educational school
- A mixture of both
- No preference



South Sydney High School

- A single sex school
- A co-educational school
- A mixture of both
- No preference

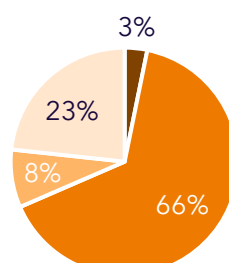


Figure 16. A3a. If you were making the decision again, which type of high school would you most prefer to enrol in? (n=1,585)

Reasons students prefer a single sex school (in order of frequency)	Reasons students prefer a co-educational school (in order of frequency)	Reasons students prefer a mixed model (in order of frequency)
Students can focus/there are less distractions	Teaches students how to interact (normally) with the opposite sex	Creates an increased understanding and level of comfort around the opposite sex
Comfortable learning environment/feel safer	Prepares students for the real world	Lead to a more balanced social development
Girls do better academically	More social/friendships with the opposite sex	Prepares students for the real world (of mixed sex)
Less bullying	Greater diversity of perspectives available in the classrooms	Students can mature and have more respectful interactions
More leadership opportunities for girls	Teaches students to respect the opposite sex	Less distractions and social issues created by fully co-educational schools
Independence	Provides more choices (subjects, extra curricular)	Retains a better academic focus in single sex settings
Risk of losing the co-curricular programs currently offered at the school if it were to go co-ed	More comfortable environment (coming from a co-educational primary school)	Encourages a diverse and wide range of perspectives
Languages options	A better balance in behaviour/less need for discipline	Personal preference
Parents or carers prefer single sex schooling	Parents or carers prefer co-educational schooling	More subject choices would be available

Figure 17. A3b. For what reasons do you prefer...? (n=1,585)

"I prefer co-ed because although we learn at school it is not all about education. At school we learn about making friendships and making positive relationships. After high school there are no areas where the genders are split, but in high school we go through seven years without much interactions/friendships with the opposite sex."

High school student

4.1.3.3 Attitudes towards the five proposals

Each school's attitudes towards the five proposals are presented below.

Attitudes towards proposals by school

■ 1 - Completely unacceptable ■ 2 - unacceptable ■ 3 - Neutral ■ 4 - acceptable ■ 5 - Completely acceptable

A: Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

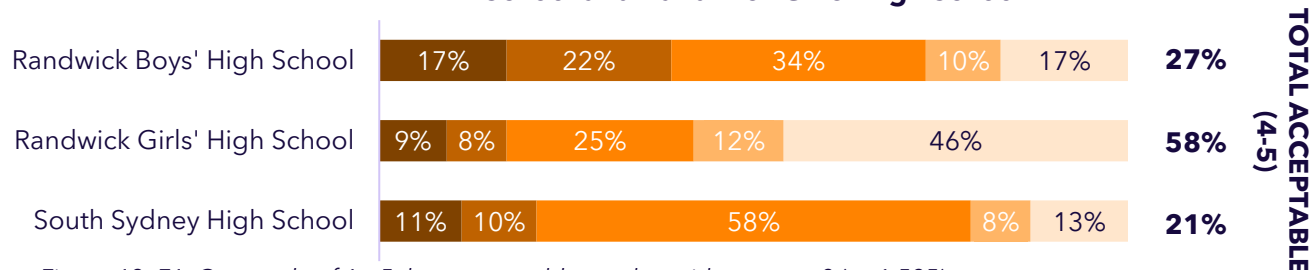


Figure 18. E1. On a scale of 1 – 5, how acceptable are these ideas to you? (n=1,585)

The strongest views follow:

- 39% of Randwick Boys' High School students find *retaining the current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School* unacceptable, and a further 34% feels neutrally about it.
- Students at Randwick Girls' High School are more likely to find this proposal acceptable (58% acceptability).
- The majority (58%) of South Sydney High School students feel neutrally about this proposal.

"I feel safe and supported by my current school. My teachers understand how I learn and are always supportive in all aspects whether that be class work or other matters."

High School student

B: Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

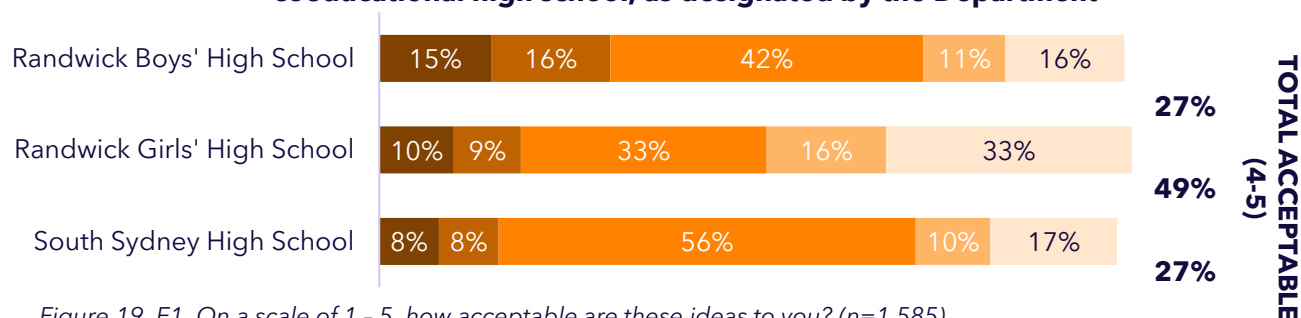


Figure 19. E1. On a scale of 1 – 5, how acceptable are these ideas to you? (n=1,585)

The strongest views follow:

- Randwick Boys' High School students feel more neutrally about *retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department* than the previous proposal (42% vs 34%).
- Students at Randwick Girls' High School are more likely to find this proposal acceptable (49% acceptability).
- The majority (56%) of South Sydney High School students feel neutrally about this proposal.

"This provides local students with options to choose to study in a single-sex or co-educational environment. It is important that individuals have the opportunity to choose an education that caters to their specific needs"

High school student

■ 1 - Completely unacceptable ■ 2 - unacceptable ■ 3 - Neutral ■ 4 - acceptable ■ 5 - Completely acceptable

C: Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

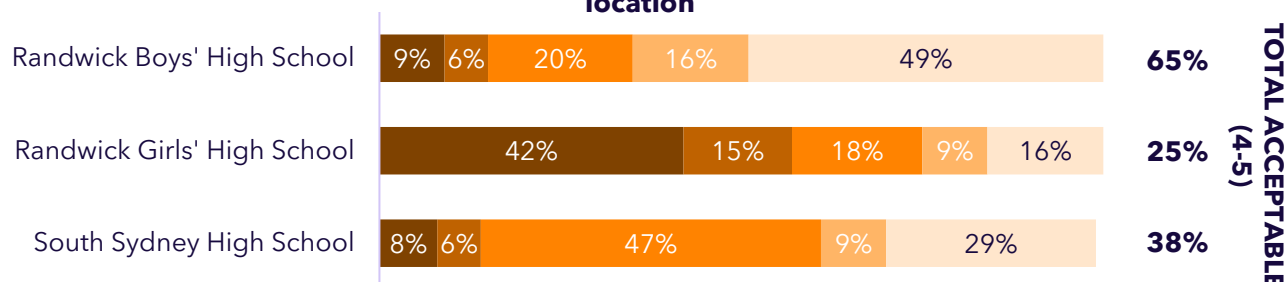


Figure 20. E1. On a scale of 1 – 5, how acceptable are these ideas to you? (n=1,585)

The strongest views follow:

- 65% of students at Randwick Boys' High School find *merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location* acceptable.
- 57% of students at Randwick Girls' High School find this proposal unacceptable. This is their least acceptable proposal out of the five proposals.
- South Sydney High School students find this proposal more acceptable than the two proposals that retain comprehensive single sex education at Randwick Boys' High School and Randwick Girls' High School.

"Given the current condition of both schools, a merger and redesign in my opinion would be the most beneficial socially and from an education standpoint for most if not all students."

High school student

D: Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

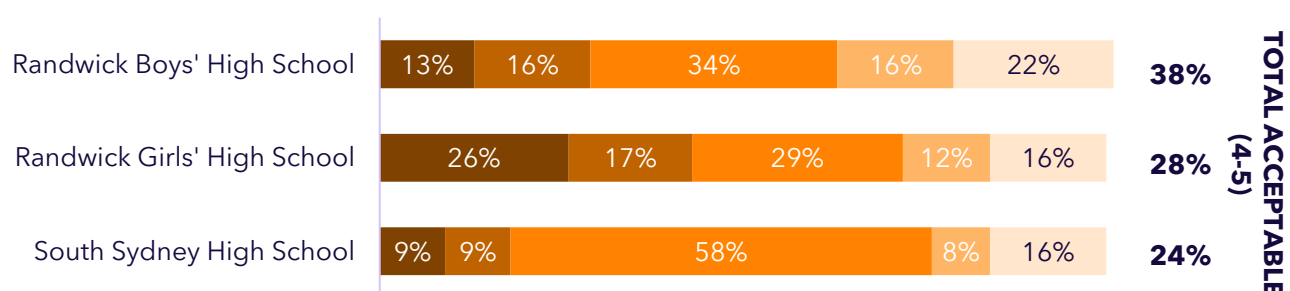


Figure 21. E1. On a scale of 1 – 5, how acceptable are these ideas to you? (n=1,585)

The strongest views follow:

- Randwick Boys' High School students' attitudes towards *retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting* were relatively evenly split (29% unacceptable, 34% neutral, 38% acceptable).
- 43% of students at Randwick Girls' High School find this proposal unacceptable, and 29% feel neutrally about it (28% find it acceptable).
- Students at South Sydney High School are the least likely to find this proposal acceptable (24% acceptability). The majority (58%) feel neutrally towards this proposal.

"It gives the junior years a chance to settle into high school without possible distractions from the other sex. It prepares older teenagers for real life interactions after school by encouraging friendly and healthy interactions and relationships with the opposite sex."

High school student

■ 1 - Completely unacceptable ■ 2 - unacceptable ■ 3 - Neutral ■ 4 - acceptable ■ 5 - Completely acceptable

E: Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

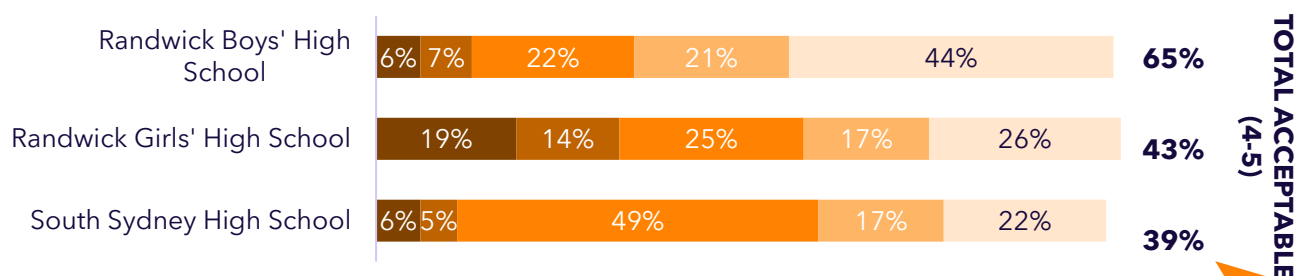


Figure 22. E1. On a scale of 1 – 5, how acceptable are these ideas to you? (n=1,585)

The strongest views follow:

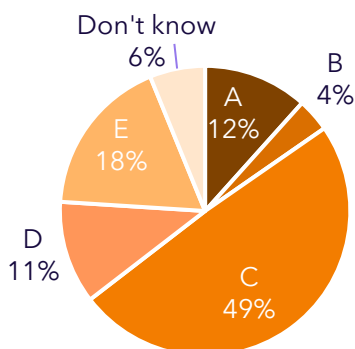
- 65% of students at Randwick Boys' High School find establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate acceptable.
- This proposal is the third most acceptable proposal to Randwick Girls' High School students (43% acceptability).
- Students at South Sydney High School find this proposal the most acceptable out of the five (39% acceptability).

"[This would] create a better environment between boys and girls from both schools and allows for the opportunity to learn to socialise and create connections with all different types of people. Takes advantage of the close proximity and new resources they could provide."

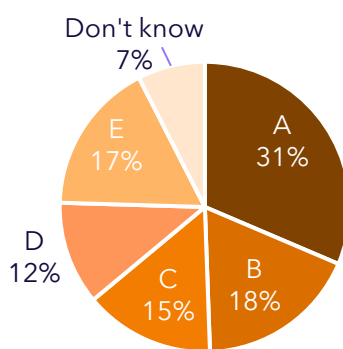
High school student

Single most acceptable proposal

Randwick Boys' High School



Randwick Girls' High School



South Sydney High School

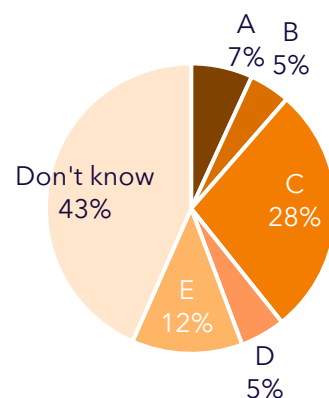


Figure 23. E2. Which one of these proposals would be the most acceptable to you? (n=1,585)

When asked to choose their single most acceptable proposal, 49% of Randwick Boys' High School students choose to merge the two schools. Similarly, merging the schools is the most preferred proposal of students at South Sydney High School (28%).

When asked to choose their single most acceptable proposal, 31% of students at Randwick Girls' High School choose to retain single sex education single education (proposal A) as their most acceptable proposal.

A - Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

B - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

C - Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

D - Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

E - Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

Reasons students prefer their single most acceptable proposal... (reasons listed in order of frequency)

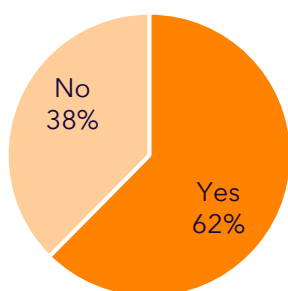
Proposal A	Research shows that girls perform better academically in a single sex environment.
	Students feel more comfortable and safer in a single sex environment.
	Students can focus in a single sex school, there are less distractions.
	Single sex schools cater to certain religious and cultural groups who prefer such environments.
	Students fear losing the current school culture and community if the schools were to merge.
	We need to retain the only public single sex schools in the eastern suburbs.
	Teachers are able to provide tailored learning programs for girls or boys in a single sex school.
Proposal B	Provides the choice for families to choose a single sex or co-educational schooling for their child.
	Research shows that girls perform better academically in a single sex environment.
	Girls are more confident to pursue leadership roles in single sex environments by providing an environment free from gender biases or stereotypes.
	Students can focus in a single sex school, there are less distractions.
	Single sex schools create a comfortable learning environment and feel safer.
	Single sex schools cater to certain religious and cultural groups who prefer such environments.
	A fear that merging the schools could result in overcrowding and job loss for teachers.
Proposal C	There is improved communication and understanding between genders created in a co-educational school.
	My personal preference for co-education.
	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Merging the schools would create a larger campus and more (shared) facilities.
	Preference to continue the co-educational setting that commenced in primary school.
	Merging the schools could alleviate tension and rivalry between the two schools and foster a more harmonious environment.
	Boys behave better in the classroom if girls are present.
	Merging the schools would allow for a wider curriculum range.
	Preference to go to school with their siblings.
	Merging the schools could increase the school funding and result in upgrades to facilities.
Proposal D	Students can mature and then have respectful interactions in senior co-educational classes.
	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Less distractions for junior students in a single sex educational setting.
	Merging senior years can offer a wider range of subjects.
	Junior students can develop academic confidence in a safer single sex learning environment.
	Having a mixed model supports in part those who prefer single sex and co-education.

Reasons students prefer their single most acceptable proposal... (reasons listed in order of frequency)	
Proposal E	Creates an increased understanding and level of comfort around the opposite sex
	Encourages a diverse and wide range of perspectives and more subject choices in a co-educational school.
	Boys behave better in the classroom if girls are present.
	Prepares students for life after school in co-educational environments.
	Students can mature and have more respectful interactions
	Introducing shared co-educational classes would be a good way to gradually increase co-educational services (rather than a full merge).

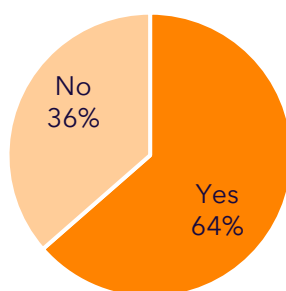
Figure 24. E3. Why is this the most acceptable proposal to you? (n=1,585)

More likely to enrol at Randwick if single most acceptable proposal was available

Randwick Boys' High School



Randwick Girls' High School



South Sydney High School

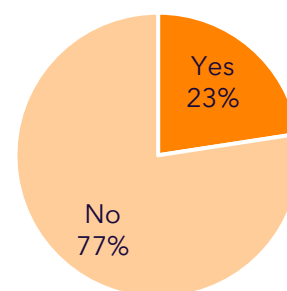


Figure 25. E4. If this option was available when you were enrolling in high school, would it have made you...? (n=1,585)

The availability of the proposal to retain the current offering of single-sex education and merging the two school would increase the likelihood of enrolment at Randwick the most (67%, 66%).

4.1.4 Student submissions

There were 10 submissions received from students attending Randwick Girls' High School. All submissions were received by email.

Each submission opposed merging Randwick Girls' High School and Randwick Boys' High School. Amongst these submissions were themes of:

- right to choose between single sex and co-education schooling,
- parents and carers need to access to public single sex girls' education in the eastern suburbs,
- single sex environment provides more comfort and confidence to participate in school life.

Other less common themes included:

- concern for teacher job losses or relocation if the schools were to merge,
- increased stress for teachers and students due to repeat consultations,
- and risk of losing established connections with other students and teachers.

Theme 1: Right to choose - retaining single sex girls' education

Both parents and students had chosen to enrol at Randwick Girls' High School, and students strongly felt that their choice would be taken away if the two schools were to merge. The result would leave culturally diverse and religious families displaced in the public education sector.

"We at Randwick Girls' support choice, and the choice of co-education schooling in the east at the cost of single-sex school is not the solution. There is a place for both co-ed and public schooling - but it should not be that one is held above the other."

Randwick Girls' High School student, Year 12

"...the merger fails to address the girls and families who will be displaced from their school of choice. Whether that be for personal or religious reasons."

Randwick Girls' High School student, Year 12

Theme 2: Access to public single sex girls' education in the Eastern Suburbs

It was noted by several students that there are no other public single sex girls' schools in the eastern suburbs. Alternative schools in the public system are all co-ed, or they would have to enrol in the private school system. However, the private schools offered in the area are often non-secular and may not be religiously suitable or affordable for families who prefer a public single sex education for their daughters.

Theme 3: Comfort and confidence to participate in school life

Half of the submissions reference Randwick Girls' High School as a place where they feel both comfortable and confident in participating in school life without fear of being mocked or spoken to in a sexist or misogynistic manner. The submissions refer to their school as a place where they feel driven to achieve academically (for example by enrolling in challenging subjects such as STEM classes), feel comfortable contributing during class discussions, and feel that they have increased levels of wellbeing as a direct result of the support they receive.

4.1.5 Student insights

Primary school student insights

- Most primary school students want to go to a co-educational school with their friends and local network.
- There is a small proportion that would prefer to attend a single sex school.
- Proximity to home and the school where their siblings attend are also important factors to primary school student respondents.

High school student insights

- Across all three schools, the educational offerings at the school was a leading factor that influenced their decision to enrol in the high school.
- Over half of Randwick Boys' High School and South Sydney High School students, and one quarter of Randwick Girls' High School students would prefer to enrol in a co-educational high school.
- Randwick Girls' High School students spoke about how a single sex girls' school can empower them to pursue subject choice that they might not feel comfortable pursuing in a co-educational environment.
- The majority of students of Randwick Boys' High School and South Sydney High School were in favour of the merge, and the majority of students of Randwick Girls' High School prefer to retain the status quo of single sex education.
- All student groups were in favour of establishing more shared (co-educational) classes between the schools, noting that a mixed model could allow students to develop maturity and academic confidence without distractions (in a single sex environment), but some co-educational classes could prepare students for life after school.

4.2 Parents and carers



4.2 Parents and carers

4.2.1 Overview of parents and carers consultation

Overall, there was 3,392 survey responses, 114 attendees at the workshops and 47 submissions received by parents and carers.

Early childhood parents and carers

The survey was distributed by email to 185 early childhood centres in the eastern suburbs both by SEC Newgate and the Department.

The full list of centres the survey was distributed to is in Appendix A.

Primary school parents and carers

Parents and carers from both the nine feeder primary schools of Randwick Boys' High School and Randwick Girls' High School were invited to participate, as well as the other 20 primary schools in the eastern suburbs (see full list in Appendix B).

To increase primary school parent and carer participation, SEC Newgate, asked principals to send reminders to encourage parents and carers to complete the online survey and register to attend a workshop.

High school parents and carers

Schools that were asked to complete in the high school parents and carers survey were:

- Randwick Boys' High School
- Randwick Girls' High School
- South Sydney High School
- Matraville Sports High School
- J J Cahill Memorial High School
- Rose Bay Secondary College

To increase high school parent and carer participation, SEC Newgate, asked principals to send reminders to encourage parents and carers to complete the online survey and register to attend a workshop.

The project received 14 hard copy surveys which were combined into the main data set.



Students



Parents and carers



School staff



General public



Special interest groups

4.2.2 Early childhood parents and carers survey results

100 respondents completed the early childhood parents and carers survey.

4.2.2.1 Participant profile

Respondents live in twenty-one different suburbs (see breakdown below). Close to a third of all respondents live in Randwick (32%).

Suburbs			
Randwick	32%	Bondi Junction	2%
Maroubra	14%	Darlinghurst	2%
Kingsford	13%	Woollahra	2%
Coogee	6%	Bellevue Hill	1%
Paddington	4%	Eastgardens	1%
South Coogee	4%	Eastlakes	1%
Botany	3%	Matraville	1%
Clovelly	3%	Pagewood	1%
Kensington	3%	Rose Bay	1%
Banksmeadow	2%	Waverley	1%
Bondi	2%		

Figure 26. S1a. Please let us know where you live? (n=100)

The majority (58%) of respondents are 30 - 39 years old.

Age of respondents

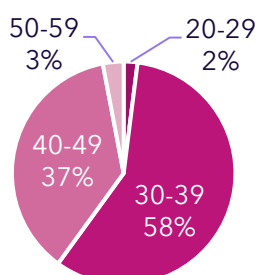


Figure 27. S2. What is your age? (n=100)

36% of respondents also have a child attending primary school, and 6% of respondents also had a child attending high school.

Children in household

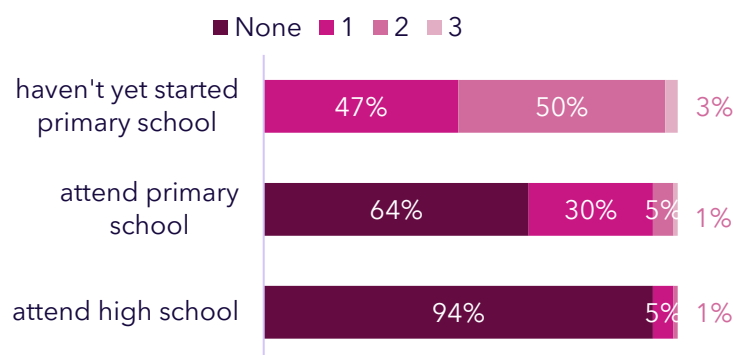


Figure 28. S3a,b,c. How many children in your household...? (n=100)

The survey asked respondents to think about their eldest child who hasn't yet started primary school when answering the rest of the survey.

There was a relatively even split between the gender of the eldest child, 46% are female and 54% are male.

Gender of eldest child

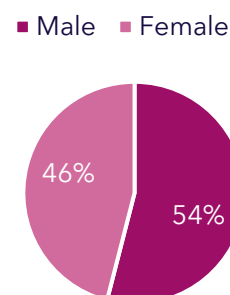


Figure 29. S5. What is the gender of this child? (n=100)

A majority (54%) of respondent's eldest child is four years old.

Age of eldest child

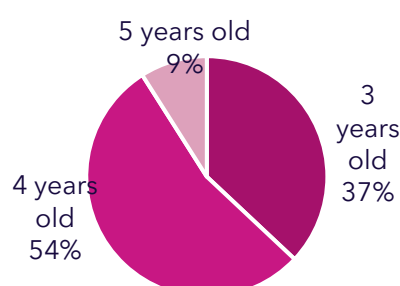


Figure 30. S4. What is the age of this child? (n=100)

4.2.2.2 Decision making factors

The top four most important decision making factors for early childhood parents and carers are:

- 94%** The educational opportunities at the school
- 93%** The academic performance of the school
- 93%** The school's amenities and facilities

90% A culture of inclusivity and support at the school.

All of these factors rated highly when respondents were asked to select their single most important factors (see analysis below), except the school's amenities and facilities. Only 3% of respondents choose this factor as their single most important.

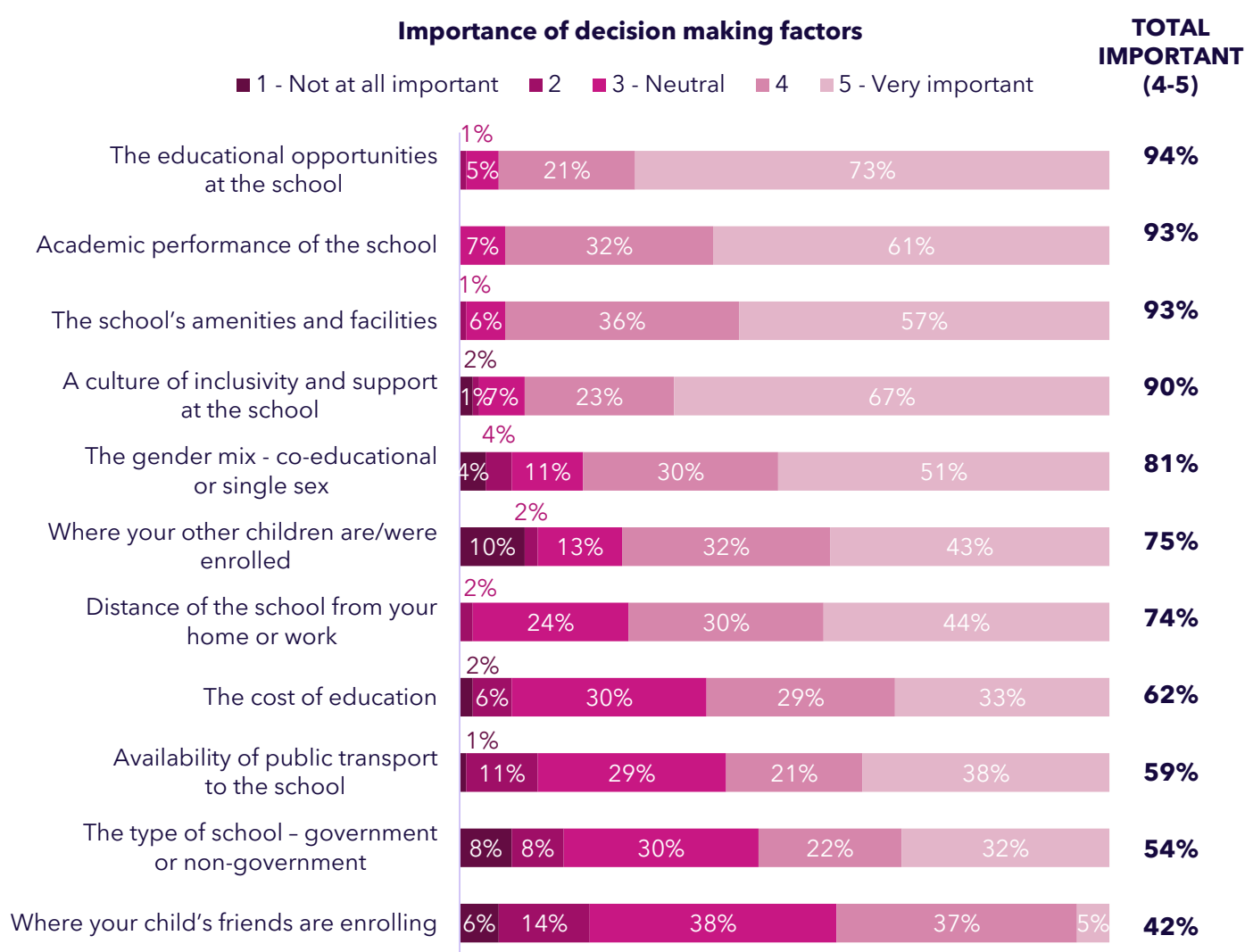


Figure 31. A1. How important are each of the following factors in your decision making process to send this oldest child to a particular high school? (n=100)

When asked what the single most important factor is, the top two factors are:

- 37%** the educational opportunities at the school, including subject choices and extracurricular activities
- 22%** and academic performance of the school.

The two next most important factors are:

- 13%** a culture of inclusivity and support at the school
- 13%** and the gender mix - co-educational or single sex.

The majority of respondents (77%) would prefer to send their child to a co-educational high school.

11% would prefer to send their child to a single sex high school.

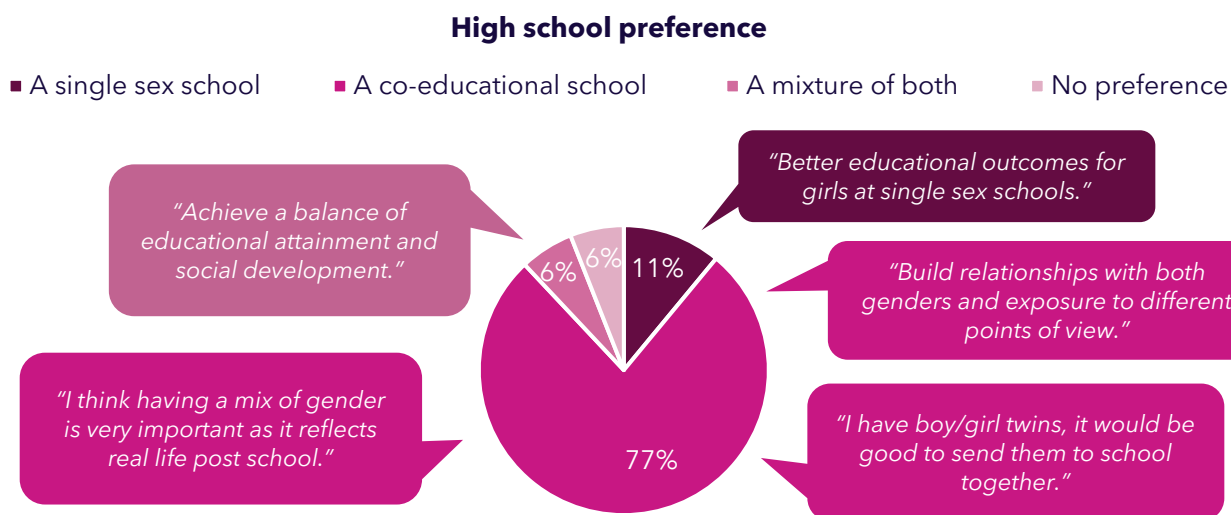


Figure 32. A3a. Which type of high school would you most prefer to enrol this oldest child in? (n=100)

Reasons for preferring a single sex school (in order of frequency)	Reasons for preferring a co-educational school (in order of frequency)	Reasons for preferring a mixed model (in order of frequency)
Teachers can provide gender specific learning programs	Co-education prepares students for life after school	Prepares students for the real world (of mixed sex)
Girls perform better academically in single sex schools	Teaches students how to interact (normally) with the opposite sex	Students can focus on learning in junior years, and develop socially in senior years when they are more mature
Students can focus better as there are less distractions	Teaches students to have respectful relationships with the opposite sex	Leads to the development of more balanced young person
Provides students with same-gender peers that can be role models	Students can go to schools with their siblings, this is more convenient	Personal preference
Personal preference	A negative personal experience at their single sex school	
Comfortable learning environment, it feels safer	Greater diversity of perspectives available in the classroom	
	A more inclusive environment	

Figure 33. A3b. For what reasons do you prefer...? (n=100)

4.2.2.3 Attitudes towards the five proposals

Merging the two schools was the most acceptable option to respondents (74% found acceptable).

Establishing more co-educational classes also rated highly (67% found acceptable).

The three proposals that retain single sex education (A, D and B) rated the lowest preference.

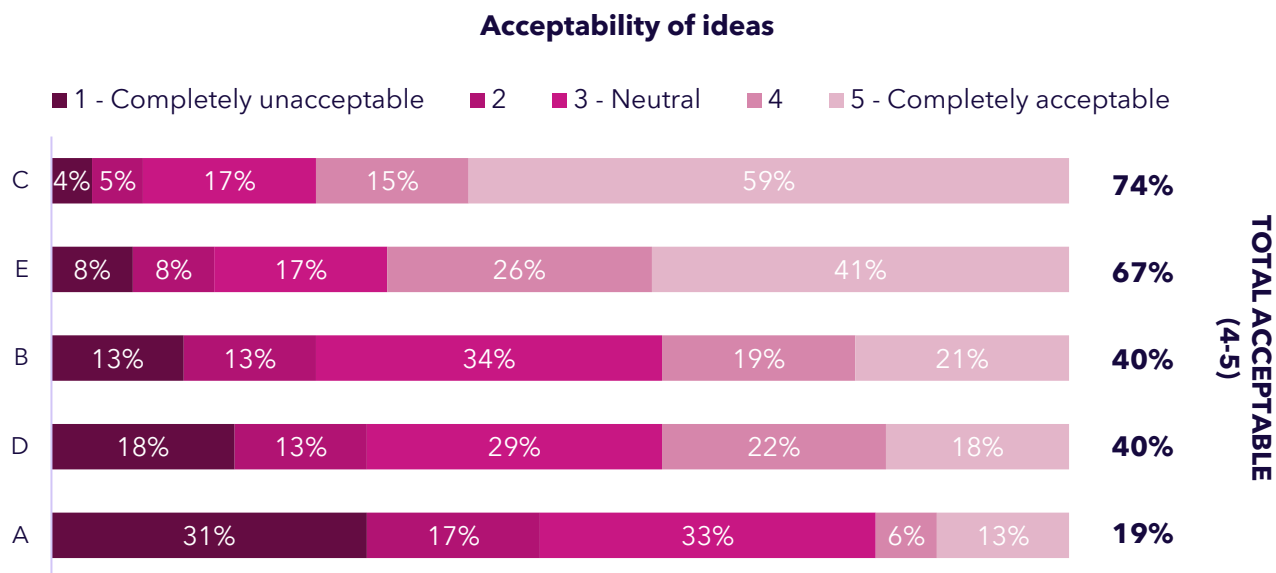


Figure 34. E1. How acceptable are these ideas to you? (n=100)

Single most acceptable proposal

When asked to nominate their single most acceptable proposal, the majority of respondents selected merging the schools as their single most acceptable proposal (56%).

Retaining single sex education at both schools (A), was the least acceptable proposal (3%).

Single most acceptable proposal

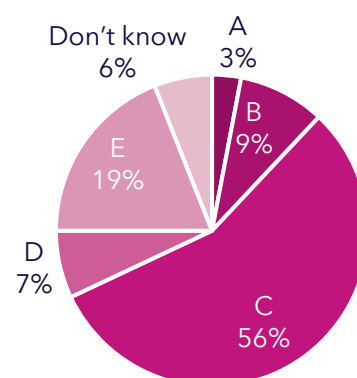


Figure 35. E2. Which one of these proposals would be the most acceptable to you? (n=100)

"Randwick boys' and girls' have excellent grounds and facilities that if merged could provide an even stronger offering than they do individually. They should no longer be separate schools and merge to provide a wholistic co-ed experience for students in the east, which are sorely lacking a strong public high school offering."

Early childhood parent and carer

A - Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

B - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

C - Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

D - Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

E - Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

Reasons early childhood parents and carers prefer their single most acceptable proposal... (reasons listed in order of frequency)	
Proposal A	Unsure if the schools could work together cohesively if they were to merge.
	Possible decline in academic results if the schools were to merge.
Proposal B	Gives parents and carers the most choice for high school options.
	Should retain the option single sex public education in the eastern suburbs.
Proposal C	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Merging the schools would create a larger campus and more (shared) facilities.
	Teaches students to have respectful relationships with the opposite sex.
	There is a lack of quality co-educational high schools in the eastern suburbs, and merging the two schools would solve this.
	Co-educational schooling provides students with a holistic learning environment.
	Merging the schools could increase the school funding and result in upgrades to facilities.
Proposal D	Students can mature and then have respectful interactions in senior co-educational classes.
	This proposal is a good balance between single sex and co-education.
Proposal E	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Having both co-educational and single-sex classes offers the best of educational environments.
	A wider range of subjects would be available.
	Introducing shared, co-educational classes would be a good way to gradually increase co-educational services and is less disruptive than a full merge.
	A partially co-ed environment can help maintain students' focus on their studies.
	Increasing co-educational services could make the school more attractive to prospective parents and carers.

Figure 36. E3. Why is this the most acceptable proposal to you? (n=100)

Likelihood to enrol at Randwick Boys' and Randwick Girls' high schools

If respondent's most acceptable proposal was available when they enrol their child in high school, if the two schools were to merge (C), 89% feel it would increase their likelihood to enrol.

"Randwick boys' and girls' have excellent grounds and facilities that if merged could provide an even stronger offering than they do individually. They should no longer be separate schools and merge to provide a wholistic co-ed experience for students in the east, which are sorely lacking a strong public high school offering."

Early childhood parent or carer

If the Department was to retain the current offering with no change to enrol entitlements, half of respondents would be more likely, and half would be less likely to enrol their child at Randwick.

More likely to enrol at Randwick if single most acceptable proposal was available

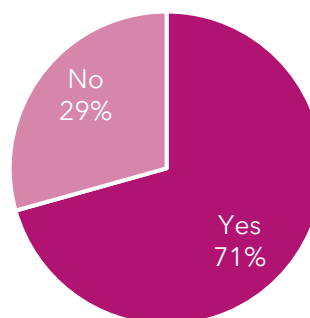


Figure 37. E4. If this option was available when you enrol this oldest child into high school, would it make you...? (n=92)

"Neither of these schools have the best reputation. I don't know if boys and girls could work cohesively if they were combined."

Early childhood parent or carer

4.2.3 Early childhood parents and carers submissions

Four submissions were received from parents and carers of children in early childhood. All submissions were received by email. Two submissions had combined stakeholder groups - one included early childhood and high school, while the other included early childhood and primary school.

Only one submission directly references the merging of Randwick Girls' High School and Randwick Boys' High School. This submission advocates for Randwick Boys' High School to be changed to co-ed, while retaining Randwick Girls' High School as a single sex school.

Amongst all four submissions are two common themes:

- the need for a new school in the eastern suburbs, and
- affordability.

Less common themes include:

- needing to move out of the area for reasons listed in the common themes,
- and public co-ed schools in the area having a poor reputation.

Theme 1: The need for a new school in the eastern suburbs

Three of the four submissions noted the need for a new school in the eastern suburbs. The parents and carers identify four distinct reasons for that need, which include:

- access to quality public education,
- access to co-ed options,
- increased demand due to the growing community,
- and commute times.

Three of the four submissions reference a lack of access to quality public education and co-ed options in their area. Two submissions mention how increasing residential densities will place pressure on the existing infrastructure - public schools, public transport, and roads, resulting in overcrowded high schools and increased commute times to and from school for students due to traffic.

Theme 2: Affordability and values

Three of the four submissions identify that affordability is a key issue for them when choosing their child's school. Three identified that they feel there is a lack of quality public education offered in their area, and they have taken into consideration what is offered by the private sector. These parents also note that the private sector is unaffordable.

There are also the issues of:

- private schools aligning with a specific religious group, which may not be suitable for some families.
- private schools in the area being single sex, which does not align with the desire for three of the four parents' and carers' choice to send their children to a co-educational secondary school.

"[In Sydney's east] most options in the area are of a high cost, and hugely competitive to get a place in due to limited capacity.

I worry that come the time my children are in high school, they may have limited options for school, and have to travel long distances to get there...With the high birth rate, increasing residential densities and potential increase in housing targets, it's important planning starts now for the long term."

Mother of two young children

"We are renters in Clovelly [and] are spoilt for choice with so many amazing public primary schools around the area...looking ahead for secondary school is a different story."

Mother of two young children

4.2.4 Primary parents and carers survey results

There was 1,829 responses to the primary parents and carers survey.

4.2.4.1 Participant profile

Respondents live in 40 different suburbs (see top 18 suburbs below). One quarter (25%) of respondents live in Randwick.

Suburbs			
Randwick	25%	Bondi Junction	2%
Maroubra	13%	Kensington	2%
Coogee	10%	Eastlakes	2%
Kingsford	5%	Bondi Beach	2%
Clovelly	4%	Botany	2%
Matraville	3%	Woollahra	2%
South Coogee	3%	Bondi	2%
Vaucluse	3%	Mascot	2%
Bronte	2%	Waverley	2%

Figure 38. S1a. Please let us know where you live? (n=1,829)

The majority of respondents (67%) are between 40 -49 years old.

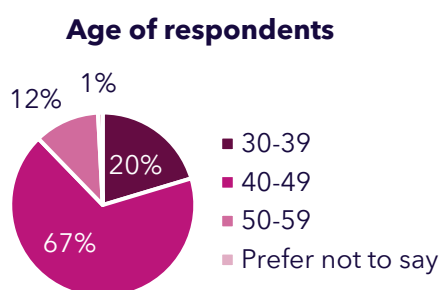


Figure 39. S2. What is your age? (n=1,829)

57% of respondents have only one child currently attending primary school and 39% had two. 4% of respondents have three children currently in primary school.

23% of respondents have a child that hasn't started primary school yet, and 26% have a child currently in high school.

Children in household

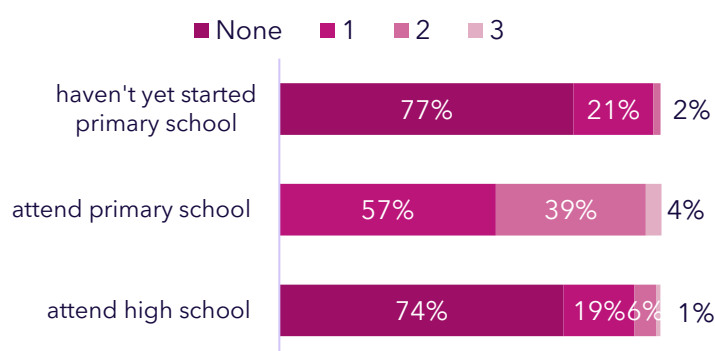


Figure 40. S3a,b,c. How many children in your household...? (n=1,829)

The survey asked respondents to think about their eldest child who is currently attending primary school when answering the rest of the survey.

66% of the respondent's eldest child currently attends one of the nine feeder primary schools of Randwick Boys' and Randwick Girls' high schools.

34% of the respondent's eldest child currently attends one of the 20 other primary schools in the eastern suburbs.

There is a relatively even split between the stage that the respondent's eldest child is enrolled in.

53% of respondent's eldest primary school aged child is male, and 46% is female.

Stage eldest child is enrolled

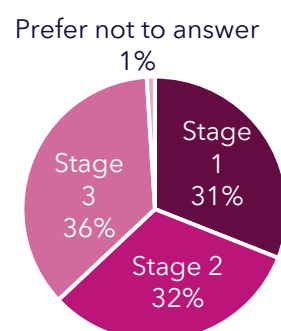


Figure 41. S5. What year is this child currently enrolled in? (n=1,829)

Gender of eldest child

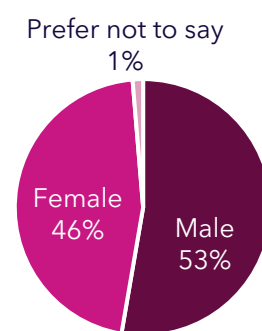


Figure 42. S6. What is the gender of this child? (n=1,829)

4.2.4.2 Decision making factors

The most important decision making factor for primary parents and carers is the educational opportunities offered at the school (e.g. subject choices and extracurricular activities) (93% rated as important).

This is consistent across respondents with a child at the nine feeder schools and the other 20 primary schools in the eastern suburbs.

The least important factor is where their child's friends were enrolling (32% rated as important).

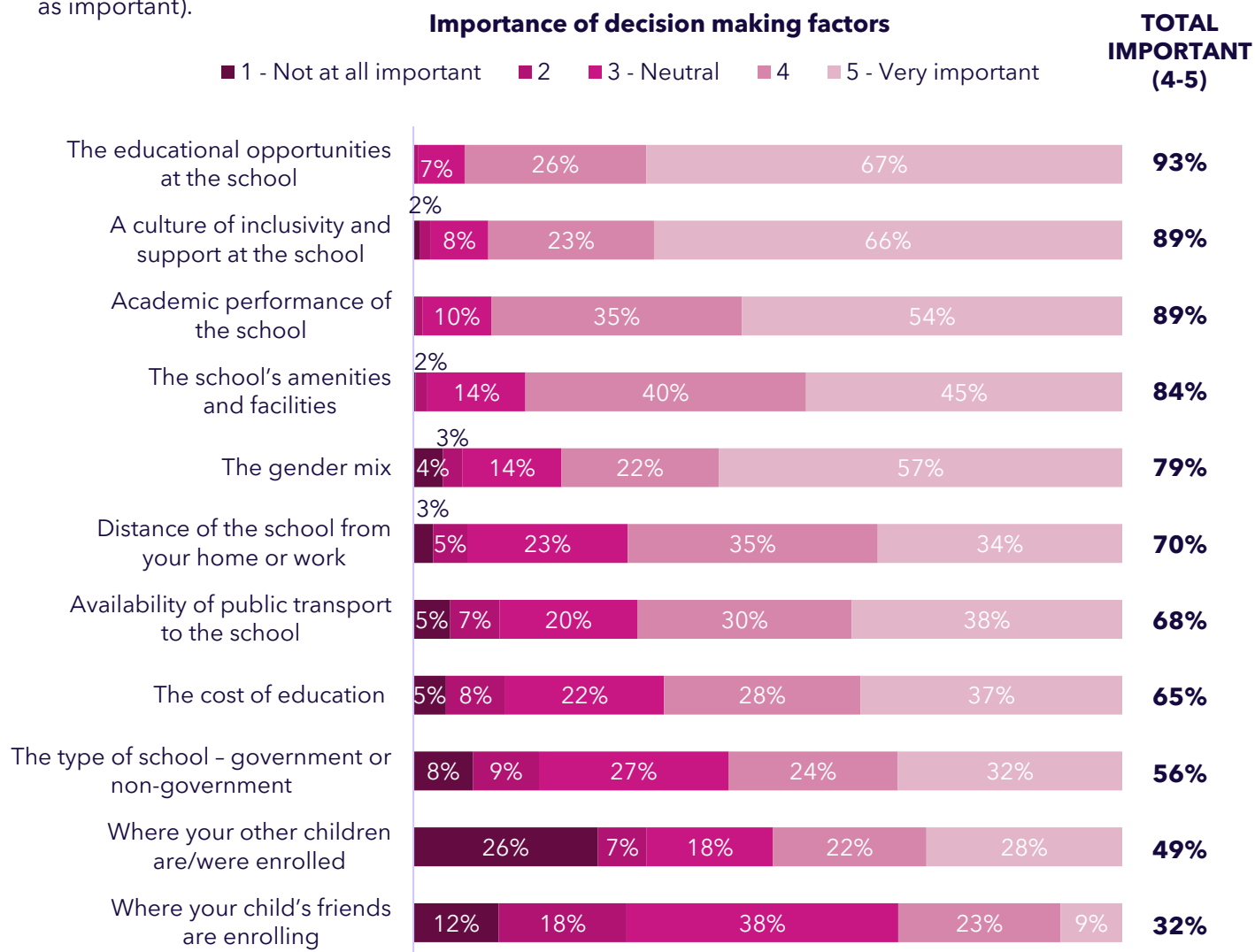


Figure 43. A1. How important are each of the following factors in your decision making process to send this oldest child to a particular high school? (n=1,829)

Single most important factor (top five)

Nine feeder primary schools		Twenty primary schools	
The educational opportunities	27%	The educational opportunities	34%
The general mix (single sex or co-ed)	23%	The academic performance	22%
The academic performance	23%	A culture of inclusivity	13%
A culture of inclusivity	12%	The gender mix (single sex or co-ed)	11%
The cost of education	5%	The cost of education	8%

Figure 44. A2. Which one of these factors is most important in your decision to send this oldest child to a particular high school? (n=1,829)

Type of school preference

Respondents with a child currently enrolled in one of the nine feeder primary schools had a slightly greater preference to send their child to a co-educational high school than respondents with a child at one of the other 20 primary schools in the eastern suburbs (79% vs 69%).

Respondents regarding their daughter are more likely to prefer a single sex high school (16%), regarding their son (4%).

Reasons for preferring a single sex school (in order of frequency)
Girls perform better academically in single sex schools
Students can focus/there are less distractions
Singe sex education caters to religious/cultural beliefs
Child's preference
Comfortable learning environment/feel safer
Teachers can provide gender specific learning programs
Personal experience in a single sex school
Reasons for preferring a co-educational school (in order of frequency)
Co-education prepares students for life after school
Co-education promotes respect and equality
Teaches students how to interact (normally) with the opposite sex
Greater diversity of perspectives available in the classroom
Students can go to schools with their siblings/more convenient
Boys perform better academically in co-educational schools
Promotes an inclusive environment for all students
Reasons for preferring a mixed model (in order of frequency)
Students can focus on learning in junior years, and develop socially in senior years when they are more mature
Prepares students for the real world (of mixed sex)
Co-education in the senior years can teach understanding and respect between genders
Student can build academic confidence in single sex education in junior years

Figure 47. A3b. For what reasons do you prefer...? (n=1,829)

Type of school preference (co-ed vs single sex)

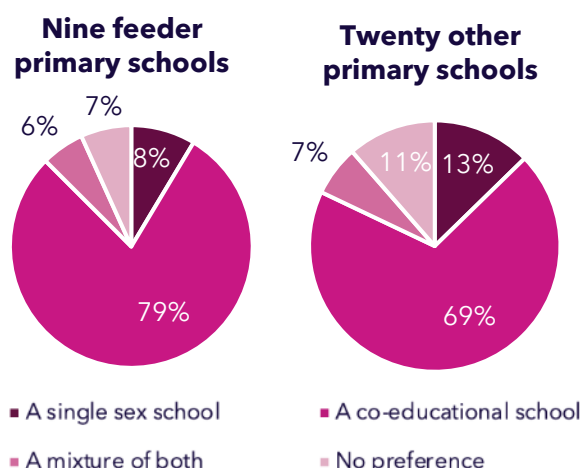


Figure 45. A3a. Which type of high school would you most prefer to enrol this oldest child in? (n=1,829)

Type of school preference (gov vs non-gov)

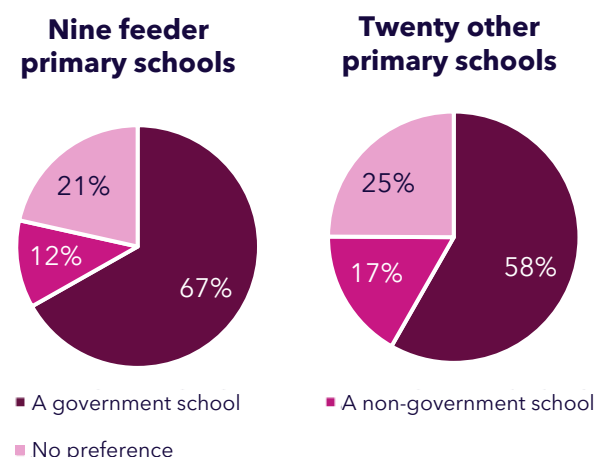


Figure 46. A4. Which type of high school would you most prefer to enrol this oldest child in? (n=1,829)

The majority of respondents prefer to send their eldest primary school aged child to a government school (64%). This was consistent across year groups and genders.

There was a slight increase in preference for a government high school amongst the nine feeder primary schools of Randwick Boys' and Randwick Girls' high schools (67% vs 58%).

4.2.4.3 Attitudes towards the five proposals

Overall, the most acceptable proposal to respondents is *merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location* (75% rated as acceptable). This increased slightly for respondents with a child at one of the nine feeder primary schools (80% rated as acceptable) (see Figure 49 below).

The second most acceptable proposal is establishing more co-educational classes between Randwick Boys' High School and Randwick Girls' High School (59% rated as acceptable).

The three proposals that retain single sex education at both Randwick Boys' and Randwick Girls' high schools rated as one of the least acceptable.

"I don't believe that single sex schools are beneficial or helpful. They do not equip children as well as co-ed schools for the reality of life."

Primary school parent and carer

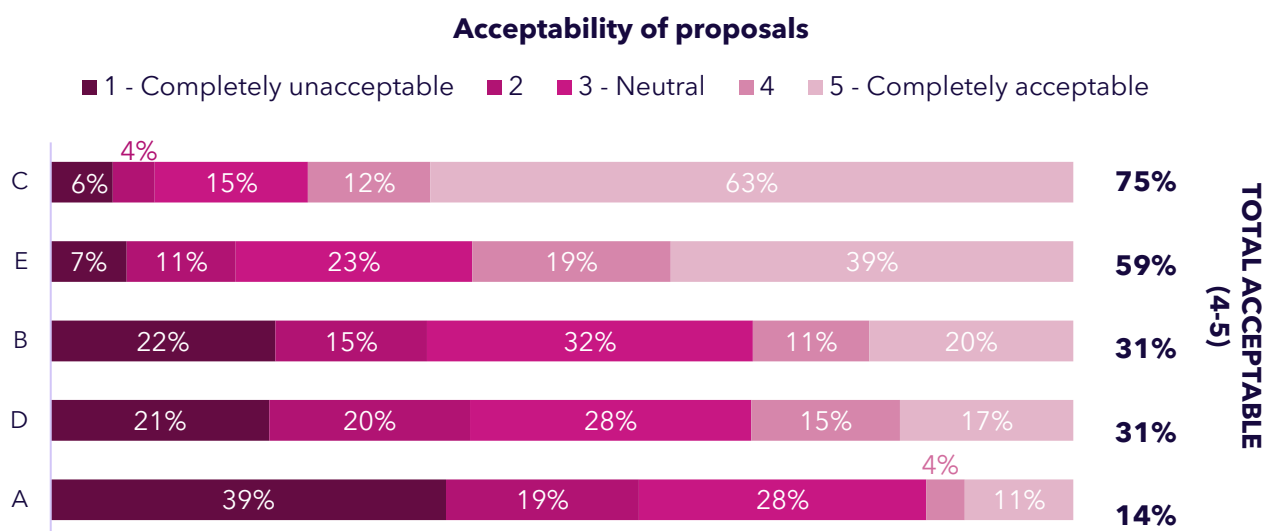


Figure 48. E1. How acceptable are these ideas to you? (n=1,829)

C: Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

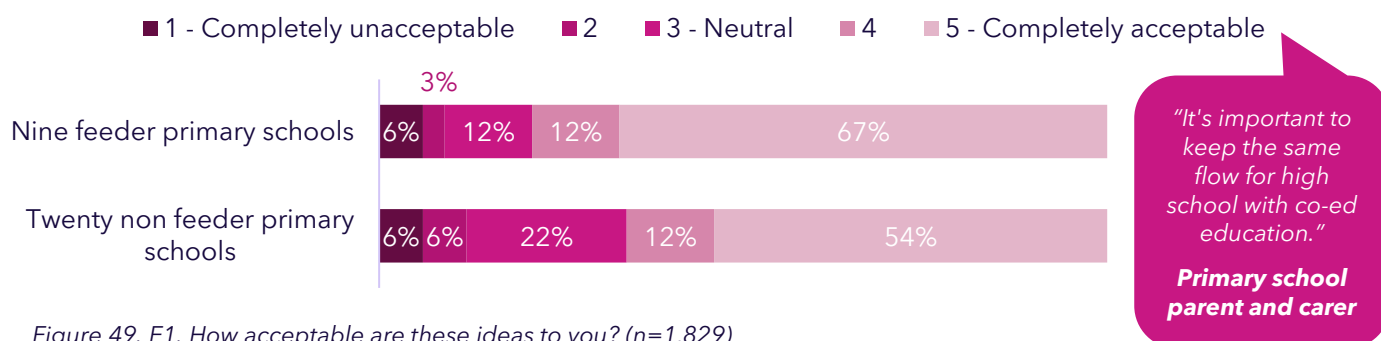


Figure 49. E1. How acceptable are these ideas to you? (n=1,829)

A - Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

B - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

C - Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

D - Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

E - Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

Single most acceptable proposal

When asked to nominate their single most acceptable proposal 62% of respondents identified merging the two schools.

"I think it would be great to have a large school where all students learn together. It would mean more children can go to the school and more subject choices. I would definitely love to send my child to this school if it becomes co-educational."

Primary school parent or carer

Single most acceptable proposal

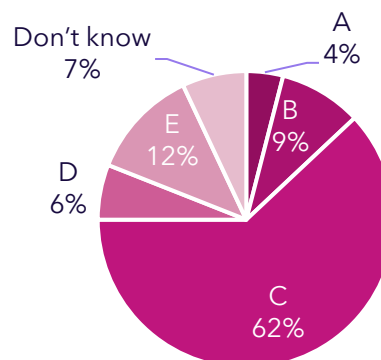


Figure 50. E2. Which one of these proposals would be the most acceptable to you? (n=1,829)

Reasons primary school parents and carers prefer their single most acceptable proposal... (reasons listed in order of frequency)

Proposal A	Students focus better in a single sex environment, there are less distractions.
	We need to retain the only public single-sex high schools in the eastern suburbs.
	Research shows that girls perform better academically in a single sex environment.
	Single sex education caters to religious or cultural beliefs.
	Satisfied with the current model of the schools and feel there is no need for change.
	Possible decline in academics results if the schools were to merge.
	Comfortable learning environment and feels safer.
Proposal B	Gives parents and carers the most high school options.
	Need to retain public single sex high schools, the same learning environment cannot be replicated at a co-educational school.
	Changing the school models would be disruptive for students.
	Unsatisfied with current co-educational high school offerings in the eastern suburbs.
	Merging the schools would disrupt the tradition of attending the same school across generations.
	Merging the schools could result in the loss of student welfare programs that are currently offered.
Proposal C	Co-educational schooling provide equal educational opportunities for all students (e.g. subject choices).
	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Merging the schools would create a local co-educational school for families in the Randwick area.
	Merging the schools creates an opportunity to revitalise and rebrand the schools.

A - Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

B - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

C - Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

D - Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

E - Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

Reasons primary school parents and carers prefer...(reasons listed in order of frequency)	
	Teaches students to have respectful relationships and creates an understanding of the opposite sex.
	Merging the schools would increase shared facilities and teaching resources.
Proposal D	Retains the benefits of both single sex and co-educational schooling.
	Students can mature and then have respectful interactions in senior co-educational classes.
	Provides a gradual transition to a co-education setting.
	Increased subject choices and resources in the senior co-educational years.
	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Single sex education in junior years retains the culture and traditions of both schools.
	Single sex in junior years allows girls to build confidence academically before transitioning to co-education in senior years.
Proposal E	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Retains the benefits of both single sex and co-educational schooling.
	Introducing shared co-educational classes would be a good way to gradually increase co-educational services and is less disruptive than a full merge.
	Allows students to develop social skills and an understanding of the opposite sex.
	Allows both schools to share facilities and teaching resources.
	Teaches students to have respectful relationships and creates an understanding of the opposite sex.

Figure 51. E3. Why is this the most acceptable proposal to you? (n=1,829)

Likelihood to enrol at Randwick Boys' and Randwick Girls' high schools

If the respondents single most acceptable proposal was available when they enrol their eldest child in high school, 75% say they are more likely to enrol at Randwick Boys' or Girls'.

Likelihood to enrol at Randwick increased, if the two schools were to merge (86% respondents feel it would make them more likely to enrol).

"Single-sex education is a deal-breaker for our family. With that as our only current public education option, we are currently making plans to move (further away from our work) into the catchment of a co-educational public high school."

Primary school parent or carer

More likely to enrol at Randwick if single most acceptable proposal was available

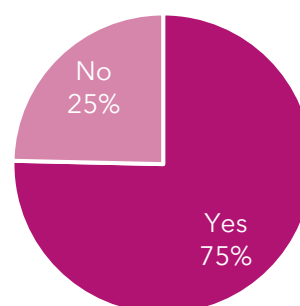


Figure 52. E4. If this option was available when you enrol this oldest child into high school, would it make you...? (n=1,829)

4.2.5 Primary parents and carers workshop results

Three, online 60-minute workshops were held with parents and carers of students attending one of the nine feeder primary schools of Randwick Boys' and Randwick Girls' high schools.

In total, 61 parents and carers attended the workshops.

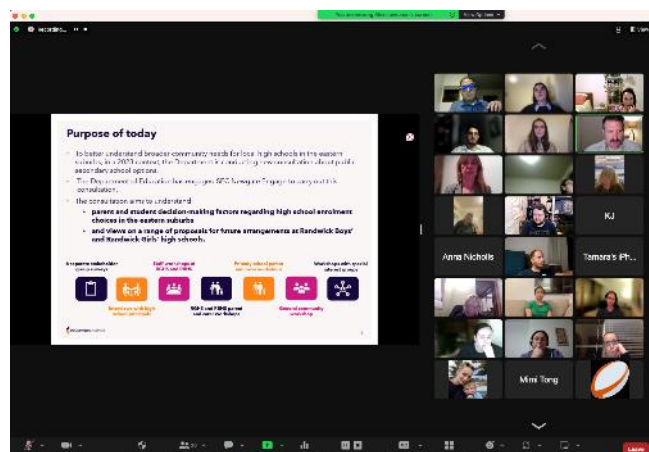
The workshop gathered background information about attendees (see Section 5.2.5.1) using the online polling platform Slido.

Participants split into small groups to discuss two topics:

- The benefits and disadvantages of different school models (single sex, co-education, and blended models) and
- The five proposals regarding Randwick Boys' and Randwick Girls' high schools.

Feedback from the workshops follows.

Please note that this feedback only represents the thoughts of the participants in attendance.



Primary parents and carers workshop, Tuesday 2 May

4.2.5.1 Participant profile

How many children do you have enrolled in primary school?

56% of attendees had one child currently attending primary and 44% had two.

In which year(s) are they enrolled?

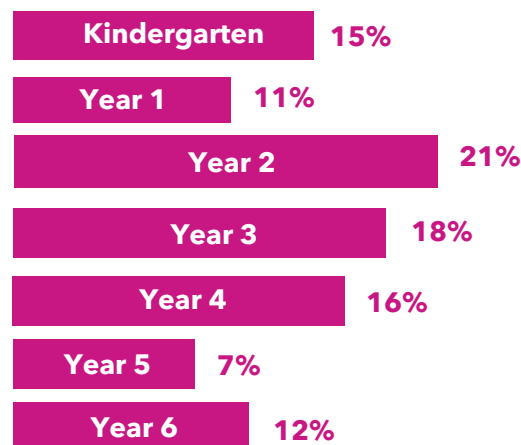


Figure 53: Slido question 2 (n=82) (multiple answers allowed)

Which type of high school would you prefer to enrol your child in?

86% of attendees would like to enrol their child in a government high school and only 2% would like to enrol their child in a non-government high school.

9% of attendees do not have a preference between the two, and 4% are unsure about their preference.

In what year did you start thinking about your child's high school enrolment?

58% of attendees started to think about where to enrol their child in high school when they were in kindergarten.

21% of attendees started to think about their child's high school enrolment in years 1, 2, or 3.

13% of attendees started to think about their child's high school enrolment in years 4 or 5.

8% haven't seriously thought about the decision yet.

Have you settled on where you are sending your child to high school?

The majority (81%) of attendees have not yet settled on where they are sending their child to high school.



Figure 54: Slido question 5 (n=58)

4.2.5.2 Breakout room discussion 1: Decision making factors

Q1. What factors are influencing your decision about which high school to enrol your child in?

Attendees' responses are listed in no order.

Co-education. A co-educational school that allows their child to learn with different genders present.

Cost. Paying for a private education is not an option for some parents and carers.

It was close to home. Attendees wanted their children to be able to get to and from school easily by public transport.

Reputation of the school. Word of mouth recommendations about the school influenced some attendees in their decision making.

Quality of teaching staff and school facilities.

The Academic performance of the school.

The Diversity of students. Attendees wanted their child to attend a school with a multicultural cohort of students that reflect Australian society.

"I am pro government education because I really value diversity. Environment and culture and how much the school environment is going to set them up for success is also important, not just academic success. The school should look and feel as much like the real world as much as possible."

Primary parent or carer workshop attendee

Where their child's friends are going. Some attendees wanted their children to continue the friendships that they formed in primary school.

"My child goes to Rainbow Street, and she begs me not to send her to an all-girls school, however she wants to go to high school with her friends. Parents have to think about where they are going to send their child to high school so much earlier in this locality. Families sending their children to private schools before year 7 results in splitting year groups up. It creates a new barrier to creating and keeping friends just so they can study at certain schools. It is ridiculous how early we are talking about this."

Primary parent or carer workshop attendee

Breath of extracurricular activities.

Religious reasons. Single sex education is more aligned with religious beliefs for some parents and carers. Other parents and carers seek a non-religious school for their child.

Educational offerings at the school.

Attendees want a school that will provide wide academic options.

Parents and carers feel pressure to start considering high school choices much earlier than they want due to low satisfaction with government high school offerings (lack of co-educational options or a poor perception of school offerings and facilities) within their area.

There is a strong preference to send their child to their local government high school, allowing their child to continue the friendships made in primary school and make new friends with families that live close by.

It was recommended that the Department provide greater transparency about why schools are different and what are the student outcomes as a result. Explain why the Department offers co-education and single sex schools. Information about each school's offerings and how they can support different student needs should be more accessible. Parents and carers spoke about how they need to invest hours of their time to learn about each school individually.

Q2. Do you have a preference towards single sex or co-education? Why?

Over three quarters of workshop participants would prefer to send their child to a co-educational high school. A small proportion prefer single sex, and some do not have a preference between the two.

Reasons for preferring co-education (in no order):

- Continue the co-educational learning environment from primary school.
- Gives students an understanding of the opposite sex.
- Creates a wide diversity of opinions and perspectives in the classroom.
- Creates a safe environment for gender fluid students and promotes inclusivity.

- Ensures a greater diversity of subject choices.
- Prepares students for a mixed gender life after school.
- Allows children to go to school with their siblings.

"If I am the only influence in their lives, I am worried what that will do to equality down the road. It's going to be very hard for me to maintain female influences if they're not present in their world at any given day of the year".

Primary parent or carer workshop attendee

Reasons for preferring single sex (in no order):

- A belief that University prepares students for the workforce, so it is not necessary for high school to be co-educational.
- Reflects the positive experience of the parent and carer, going to a single sex school.

4.2.5.3 Breakout Room Discussion 2: Attitudes towards the five proposals

Q1. What proposal do you **like** the most?

More than 75% of attendees most liked the proposal to merge Randwick Boys' High School and Randwick Girls' High School, to establish a single co-educational campus in their current location. (C)

Other liked proposals included (in order of popularity):

- Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School and, providing all local students an entitlement to enrol at an existing coeducational high school. (B)
- Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate. (E)
- Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School. (A)
- Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School and merging the senior years from each school to provide a co-educational setting. (D)

Q2. What proposal do you **dislike** the most? Why?

The majority of attendees disliked the proposals which retained single-sex education at Randwick Boys' High School and Randwick Girls' High School. (A)

Other disliked proposals were (in order):

- Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate. (E)
- Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location. (C)
- Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School and merging the senior years from each school to provide a co-educational setting. (D)

Q3. Are there any other proposals that are not being considered?

Other proposals that attendees suggested are:

- A new co-educational high school in the eastern suburbs.
- Improve the facilities and teaching capacities of the existing schools.
- Retain single sex but increase the general collaboration between the schools.
- Increase the co-educational classes between the two schools in the senior years.
- A strong re-brand is required if the schools are merged (a merge alone is not good enough).

"I would agree with the idea of a fresh start. A completely new school with a new brand and culture. There is a perception that you don't get well-rounded individuals coming out of the schools currently. You have a better chance of managing that brand with a fresh start."

Primary parent or carer workshop attendee

"Build a completely new, purpose built co-educational high school. Where I went to school, it was a separate school, but they shared a common campus. In this setting, every subject was offered. The schools should work together regardless to increase the curriculum."

Primary parent or carer workshop attendee

4.2.6 Primary parents and carers submissions

21 submissions were received from parents and carers of children in primary school, by email.

Three submissions had combined stakeholder groups:

- Primary school parent and early childhood parent,
- Primary school parent and primary school teacher,
- Primary school parent and high school parent.

Of the total submissions, nine referenced Randwick Girls' High School and Randwick Boys' High School. Amongst these submissions - two advocated for merging RBHS & RGHS, and one supported both schools remaining single sex, 12 submissions did not make any reference to the five proposals, but included:

- Three identify the need for more public co-educational school alternatives in the area,
- and one notes that the five proposals take away choices for parents and carers.

The submissions had three common themes of:

- The need for a new school in the eastern suburbs,
- The need for greater schooling options due to a lack of access to a quality public school option, unaffordable alternatives, and the lack of public co-educational options,
- Opting to enrol in a private school or move out of the area.

Other less common themes included:

- The desire for choice between single sex and co-educational schooling, and
- Population growth leading to a greater demand on the public education system.

"The lack of co-educational public high school options currently available in Sydney east means I feel I have no option but to pay for private schooling...As a solo parent, this is a significant financial burden."

Parent of primary school child

Theme 1: Need for new school in the eastern suburbs

The strongest theme found in 13 submissions of parents and carers of primary school children was the need for a new school in the eastern suburbs, with the reasoning varying between the ideas found in Theme 2 and 3.

Theme 2: Need for options for schooling

- **Lack of access to quality public school options:** Eight submissions highlight the current lack of access to quality public school options in the eastern suburbs. This influences the decision by parents and carers to send their children to private schools or move to a different area (Theme 3). One submission noted the need for a non-selective public co-educational school in the eastern suburbs.

"My real issue is the lack of quality co-ed public education in the east. My wife and I earn a professional income, but we cannot afford the exorbitant costs of private school and would rather send our child to a co-ed public school. But with only Rose Bay in our vicinity the options are just too limited and force us to spend money we don't have sending our child to a private boy's school."

Parent of primary school child

- **Unaffordable alternatives:** Eight submissions note that many of the private school alternatives are unaffordable and not viable for their families, which can influence parents to move out of the area. This outcome can lead to a loss of established connections for children and the family.
- **Theme 3: Opting to enrol in a private school or move out of the area**

4 submissions note parents and caregivers feel forced into the private school sector due to the lack of quality public options, including overcrowding and poor reputation.

4.2.7 High school parents and carers survey results

1,463 respondents completed the high school parents and carers survey.

4.2.7.1 Participant profile

Respondents live in 48 different suburbs. The top seven suburbs that respondents live in are shown below.

Suburbs (top 7)			
Maroubra	11%	Mascot	5%
Randwick	10%	Coogee	5%
Kingsford	7%	Botany	5%
Matraville	5%		

Figure 55. S1a. Please let us know where you live? (n=1,463)

Almost all of respondents (87%) are between 40 – 59 years old.

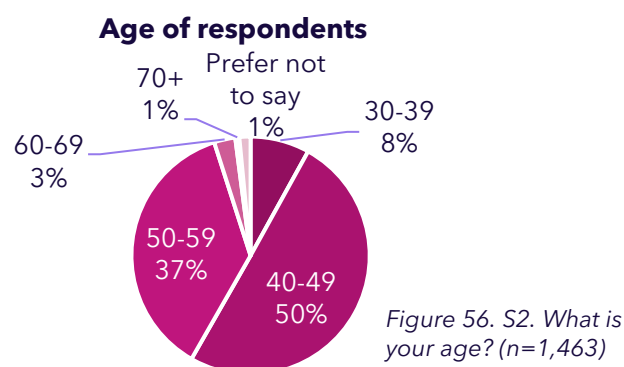


Figure 56. S2. What is your age? (n=1,463)

4% of respondents also have a child that hasn't yet started primary school, and 33% have children attending primary school.

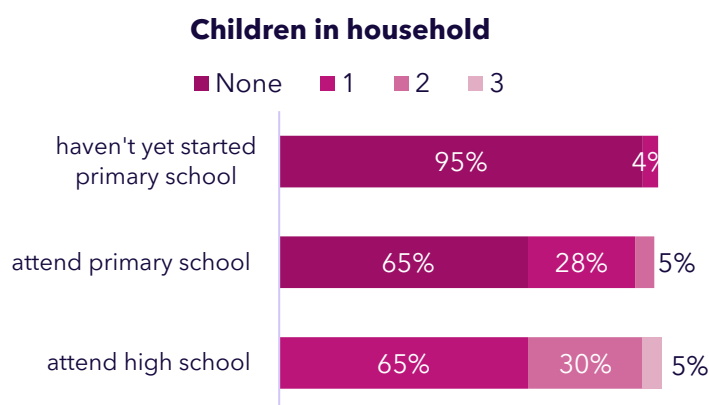


Figure 57. S3a,b,c. How many children in your household...? (n=1,463)

The survey asked respondents to think about their youngest child who is currently attending high school when answering the rest of the survey.

52% of respondents' youngest child attends one of the Randwick schools.

School youngest high school aged child Attends	
Randwick Girls' High School	31%
Rose Bay Secondary College	29%
Randwick Boys' High School	21%
South Sydney High School	10%
Matraville Sports High School	5%
J J Cahill Memorial High School	4%

Figure 58. S4b. Just among your children enrolled at the following high schools, which school does the youngest child attend? (n=1,463)

The largest proportion of respondent's youngest child is currently in Year 7 (27%).

The smallest proportion of respondent's youngest child is currently in Year 12 (6%).

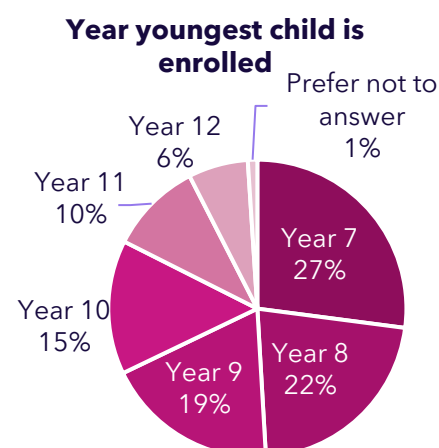


Figure 59. S5. What year is this child currently enrolled in? (n=1,463)

49% of respondent's youngest child is female, and 49% are male.

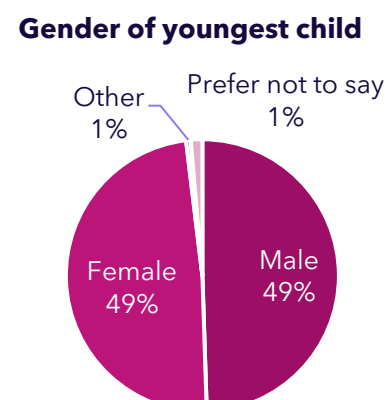


Figure 60. S6. What is the gender of this child? (n=1,463)

5.2.7.2 Decision making factors

Overall, the most important decision making factors are the educational offerings (82% rated as important) and a culture of inclusivity and support at the school (81% rated as important).

The distance of the school from the respondents home or work is of particular importance to Randwick Boys' High School parents and carers.

Similar to primary parents and carers, where the respondent's other children and where their child's friends were enrolling are both of low importance.

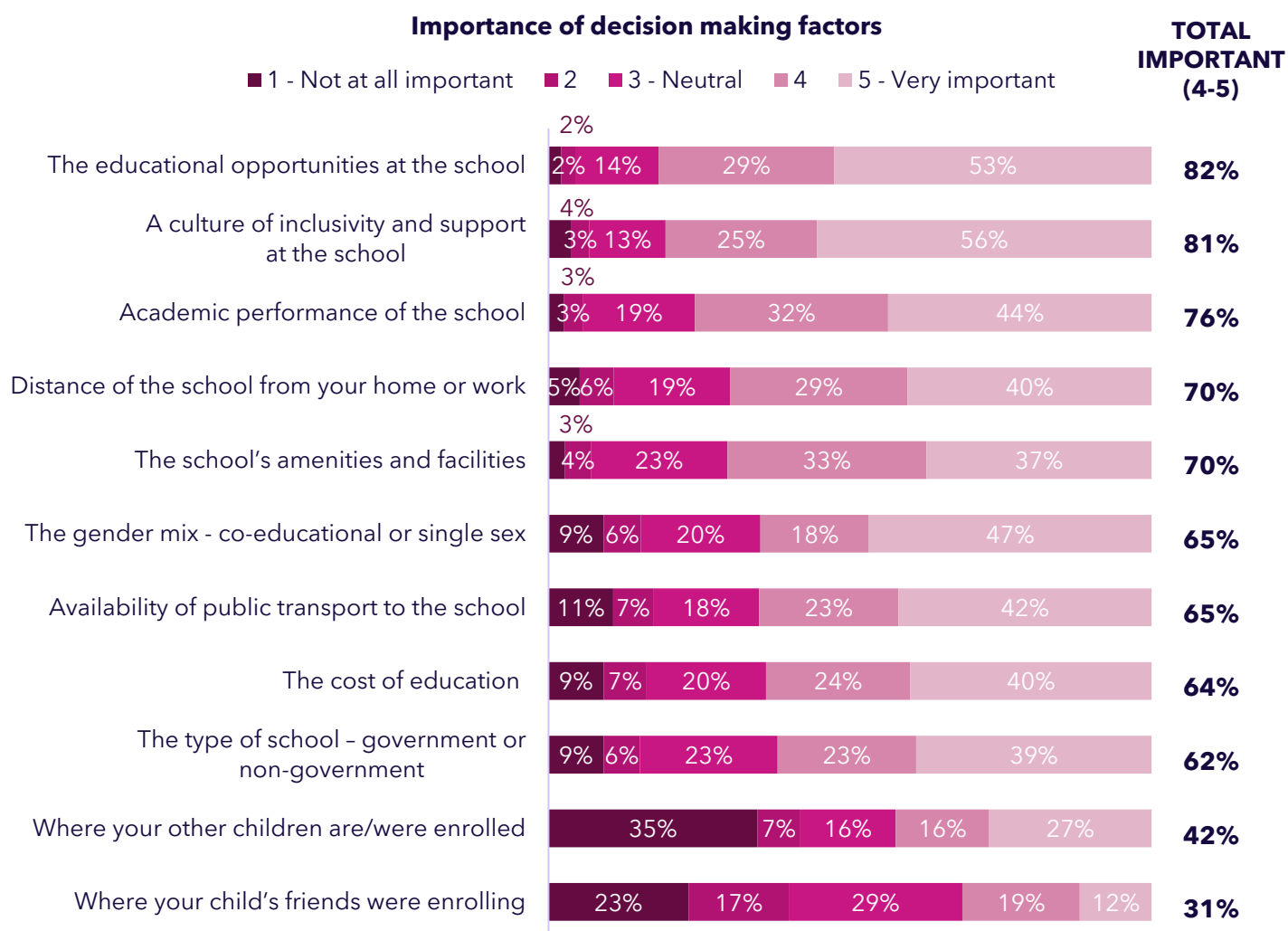


Figure 61. A1. How important are each of the following factors in your decision making process to send this youngest child to high school? (n=1,463)

Single most important factor (top five)

Randwick Boys' High School		Randwick Girls' High School		Other High Schools	
Distance from your home or work	20%	The educational opportunities	20%	The educational opportunities	22%
The educational opportunities	19%	The gender mix (single sex or co-ed)	20%	The cost of education	13%
The type of school	11%	Academic performance	15%	The gender mix (single sex or co-ed)	13%
Academic performance	9%	The type of school	10%	Academic performance	10%
A culture of inclusivity and support	9%	A culture of inclusivity and support	8%	A culture of inclusivity and support	10%

Figure 62. A2. Which one of these factors is most important in your decision to send this youngest child to high school? (n=1,463)

Type of school preference

Overall, if they were making the decision again 61% of respondents would most prefer to enrol their youngest high school aged child in a co-educational school.

Respondents whose youngest child is enrolled in one of the four other public high schools in the eastern suburbs were the most likely to prefer a co-educational school (81%).

Respondents whose youngest child is enrolled in Randwick Girls' High School are the most likely to prefer single sex high school (48%).

Over a quarter of Randwick Girls' High School parents and carers respondents, prefer a co-educational high school (28%).

The majority of Randwick Boys' High School parents and carers respondents prefer co-education (62%), and a minority (20%) prefer single sex.

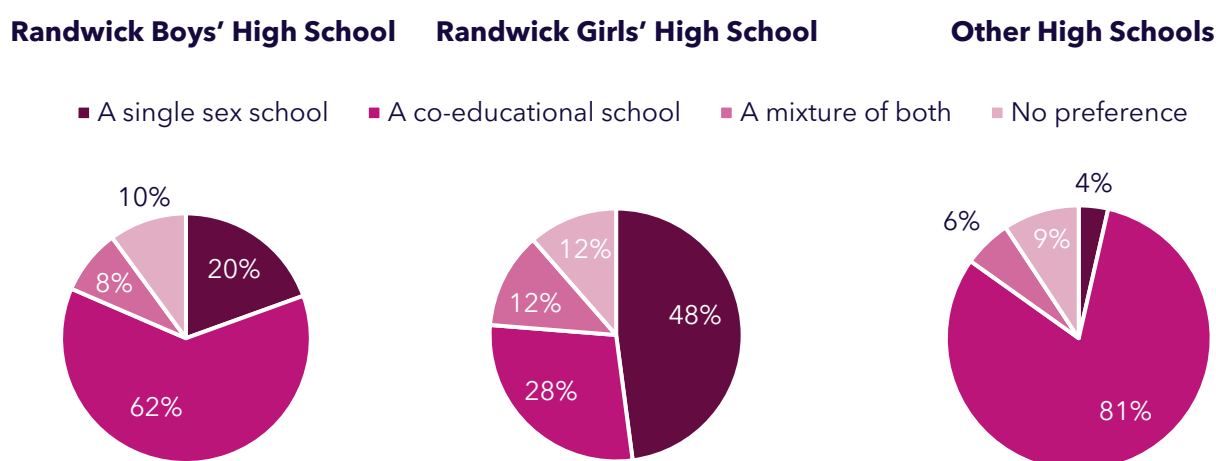


Figure 63. A3a. If you were making the decision again, which type of high school would you most prefer to enrol this youngest child in? (n=1,463)

Reasons for preferring a single sex school (in order of frequency)	Reasons for preferring a co-educational school (in order of frequency)	Reasons for preferring a mixed model (in order of frequency)
Girls perform better academically in single sex schools	Co-education prepares students for life after school	Students can focus on learning in junior years, and develop socially in senior years when they are more mature
Students can focus/there are less distractions	Teaches students how to interact (normally) with the opposite sex	Opportunity to socialise with opposite sex in senior years
Teaches can provide gender specific learning programs	Co-education promotes respect and equality	More diverse range of subject choices in senior years
Comfortable learning environment/feel safer	Students can go to schools with their siblings/more convenient	Coeducation in the senior years can teach understanding and respect between genders
Single sex education caters to religious/cultural beliefs	Child's preference	Prepares students for the real world (of mixed sex)
Personal preference	Greater diversity of perspectives available in the classroom	Single sex in junior years creates a safer environment (for girls)
All girls single sex education combats sexism and provides equal opportunities for girls	Decreased gender stereotyping	Retains the benefits of single sex and co-education
	Safe space for non-binary students	

Figure 64. A3b. For what reasons do you prefer...? (n=1,463)

4.2.7.3 Attitudes towards the five proposals

Respondents' attitudes towards the five proposals are presented below.

Attitudes towards proposals by school

■ 1 - Completely unacceptable ■ 2 ■ 3 - Neutral ■ 4 ■ 5 - Completely acceptable

A: Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

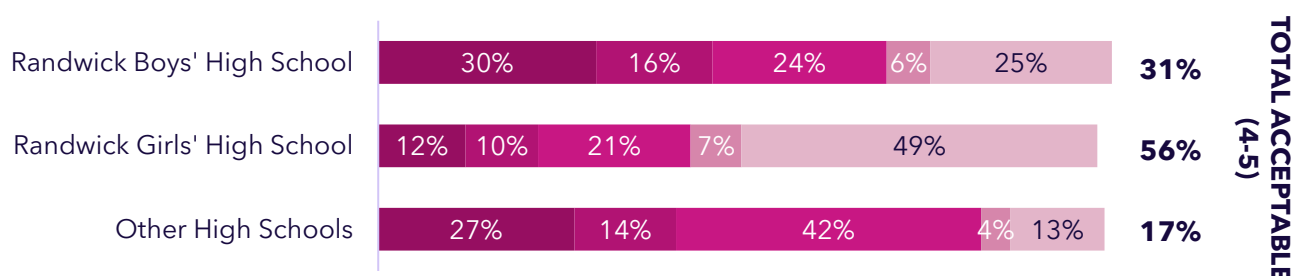


Figure 65. E1. How acceptable are these ideas to you? (n=1,463)

The strongest views follow:

- 46% of respondents whose youngest child attends Randwick Boys' High School find this proposal unacceptable.
- 56% of respondents whose youngest child attends Randwick Girls' High School, find retaining the current offerings of single sex education at the two schools acceptable.
- 41% of respondents whose youngest child attends one of the other high schools find this proposal unacceptable.

"My eldest is very happy with her single sex education. She is not interested in attending with boys as she finds them distracting."
High school parent or carer

B: Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

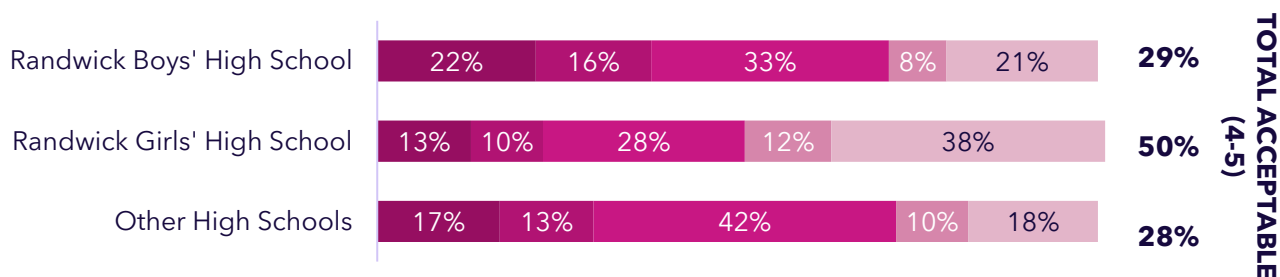


Figure 66. E1. How acceptable are these ideas to you? (n=1,463)

The strongest views follow:

- 38% of respondents whose youngest child attends Randwick Boys' High School find this proposal unacceptable.
- 49% of respondents whose youngest child attends Randwick Girls' High School are the most likely to find retaining the status quo at the two schools and providing all local students an entitlement to enrol at a co-educational school acceptable.
- 42% of respondents whose youngest child attends the other four high schools feel neutrally about this proposal.

"It retains the status quo but provides an option to families who feel co-education is best for their child. We would make different decisions for our boy and girl."
High school parent or carer

■ 1 - Completely unacceptable ■ 2 ■ 3 - Neutral ■ 4 ■ 5 - Completely acceptable

C: Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

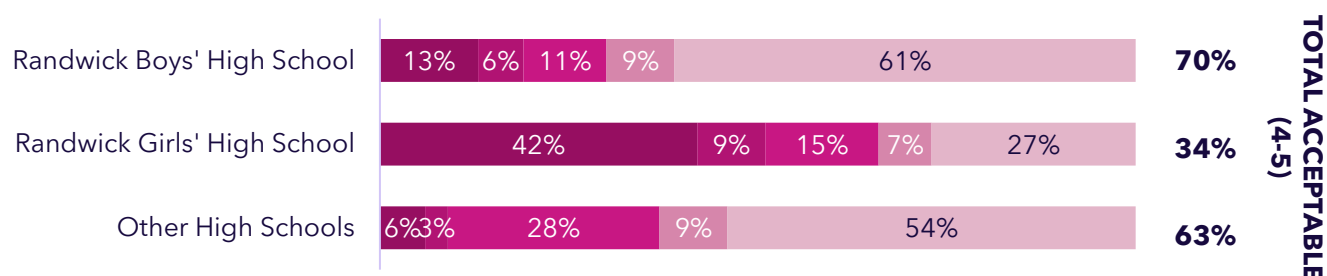


Figure 67. E1. How acceptable are these ideas to you? (n=1,463)

The strongest views follow:

- 70% of respondents whose youngest child attends Randwick Boys' High School feel that merging the two schools to establish a single co-educational campus is acceptable.
- 51% of respondents whose youngest child attends Randwick Girls' High School feel that this proposal is unacceptable. This is their least acceptable proposal out of the five.
- 63% of respondents whose youngest child attends one of the other high schools feel this proposal was acceptable. This is their most acceptable proposal out of the five.

"It is important that young men learn to respect young women and vice versa, that both sexes are equally valuable in life and in work."

High school parent and carer

D: Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

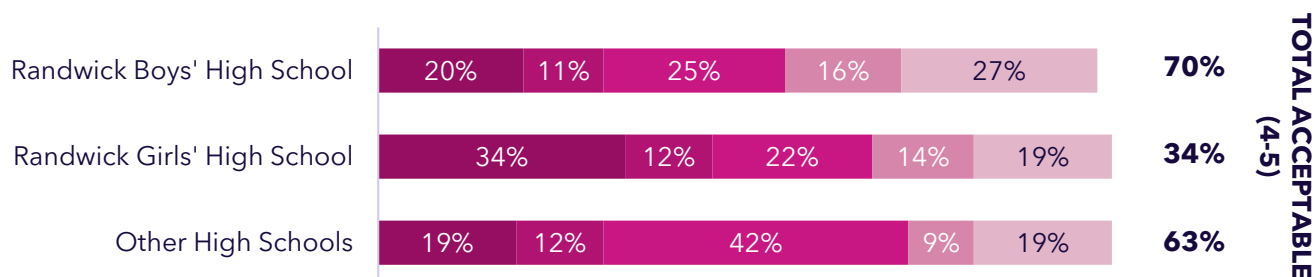


Figure 68. E1. How acceptable are these ideas to you? (n=1,463)

The strongest views follow:

- 44% of respondents whose youngest child attends Randwick Boys' High School feel that having a mix of both single sex and co-education is acceptable.
- 46% of respondents whose youngest child attends Randwick Girls' High School feel this proposal is unacceptable. This is their second least acceptable proposal out of the five.
- 42% of respondents whose youngest child attends one of the other high schools feel neutrally towards this proposal.

"A single-sex education in the junior years gives students time to develop academically and socially, building friendships and trying a range of subjects without inhibition, before merging to a co-ed setting in the senior years. Merging in the senior years might also provide the space and time to deliver certain elective/HSC subjects that single-sex schools cannot provide due to low interest."

High school parent or carer

■ 1 - Completely unacceptable ■ 2 ■ 3 - Neutral ■ 4 ■ 5 - Completely acceptable

E: Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

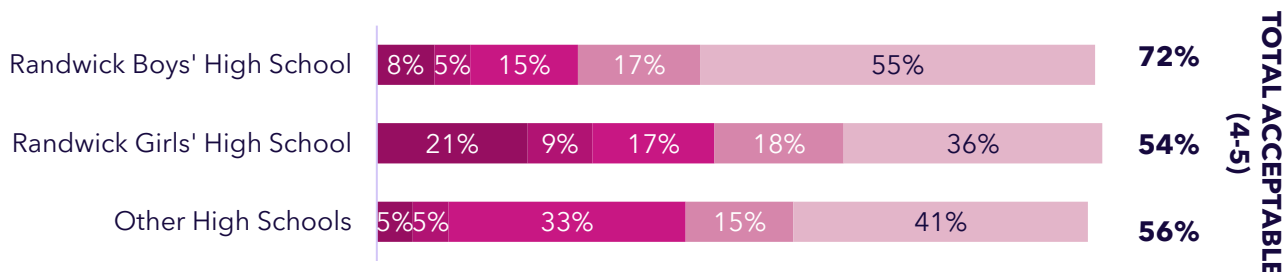


Figure 69. E1. How acceptable are these ideas to you? (n=1,463)

This proposal was the most acceptable to the most cohorts.

The strongest views follow:

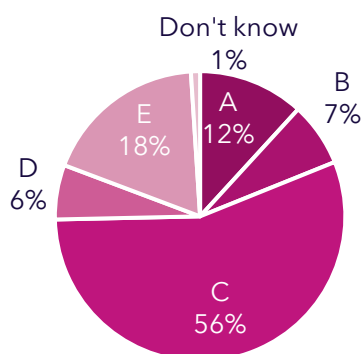
- 72% of respondents whose youngest child attends Randwick Boys' High School find this proposal acceptable.
- 54% of respondents whose youngest child attends Randwick Girls' High School find this proposal acceptable.
- 57% of respondents whose youngest child attends one of the other high schools find this proposal acceptable.

"This will maximise the use of the facilities at both schools and remove the blockages to students associating with students of another gender."

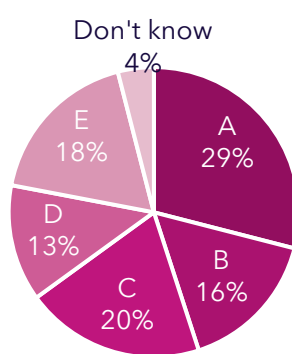
High school parent or carer

Single most acceptable proposal

Randwick Boys' High School



Randwick Girls' High School



Other High Schools

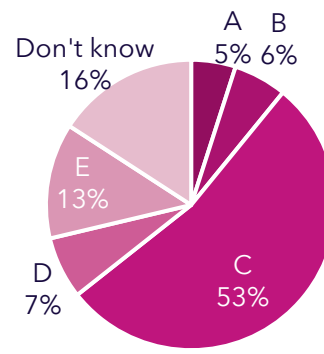


Figure 70. E2. Which one of these proposals would be the most acceptable to you? (n=1,463)

The single most acceptable proposal to respondents whose youngest child attends Randwick Boys' High School, and the other four high schools is to merge the two schools to establish a single co-educational campus (56%, 53%).

The single most acceptable proposal of respondents whose youngest child attends Randwick Girls' High School is to retain the status quo (29%). This is a soft result, and parents and carers have a diversity of views on this

A - Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

B - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

C - Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

D - Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

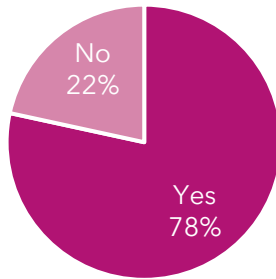
E - Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

Reasons high school parents and carers prefer their single most acceptable proposal...(reasons listed in order of frequency)	
Proposal A	Students focus better in a single sex environment as there are less distractions.
	Girls perform better academically in single sex schools and are more academically confident.
	Need to retain public single sex high school options in the eastern suburbs.
	Single sex education better supports religious or cultural beliefs.
	Satisfied with the current model of the schools, there is no need for change.
	Single sex schools can provide tailored learning and welfare programs.
	Personal preference.
Proposal B	Gives parents and carers the most choice in high schools
	Merging the schools could result in the academic performance of the schools declining.
	Existing co-educational high schools can accommodate more students.
	Students can focus better in single sex environment as there are less distractions.
	Need to retain public single sex high schools options in the eastern suburbs.
	Merging the two schools would be disruptive to the current students' learning.
Proposal C	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Teaches students to have respectful relationships and understanding of the opposite sex.
	Merging the schools would increase the amount of shared facilities and teaching resources.
	A co-educational school provides equal educational opportunities for all students (e.g. subject choices).
	This is a more inclusive environment for gender diverse students.
	Co-educational classes help to moderate poor behaviour in the classroom.
Proposal D	Retains the benefits of single sex and co-educational schooling.
	Single sex education in junior years reduces distractions and allows students to better focus on their academic participation.
	Students can mature and then have respectful interactions in senior co-educational classes.
	Increased subject choices and resources would be available in senior co-educational years.
	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Personal preference.
Proposal E	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Retains the benefits of both single sex and co-educational schooling.
	A more diverse range of subject choices.
	Allows students to develop social skills and an understanding of the opposite sex.
	Introducing shared co-educational classes would be a good way to gradually increase co-educational services and is less disruptive than a full merge.

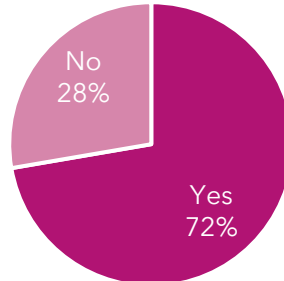
Figure 71. E3. Why is this the most acceptable proposal to you? (n=1,463)

More likely to enrol at Randwick if single most acceptable proposal was available

Randwick Boys' High School



Randwick Girls' High School



Other High Schools

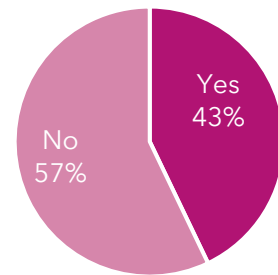


Figure 72. E4. If this option was available when you were enrolling this youngest child, would it have made you...? (n=1,463)

The availability of the proposal which retains single sex education for junior years and co-education for senior is the least likely to increase respondent's likelihood to enrol at Randwick.

For the majority (57%) of respondents whose youngest child is at one of the other four schools, it would made them less likely or made no difference to their likelihood to enrol at Randwick.

4.2.8 High school parents and carers workshop results

Four online 60-minute workshops (two per school) were held with the parents and carers of Randwick Boys' and Randwick Girls' high schools attended by:

- 18 parents and carers of Randwick Boys' High School, and
- 35 parents and carers of Randwick Girls' High School

The workshops gathered background information about attendees using the online polling platform Slido, participants split into small groups to discuss two topics:

- decision making factors and the benefits and disadvantages of different school models (single sex, co-education, and blended models) and
- the five proposals regarding Randwick Boys' and Randwick Girls' high schools.

Feedback from the workshops follows.

Please note that this feedback only represents the thoughts of the participants in attendance.

4.2.8.1 Participant profile

Randwick Boys' High School

How many children do you have enrolled at Randwick Boys' High School?

All participants have 1 child currently enrolled at Randwick Boys' High School.

In which year(s) are they enrolled?

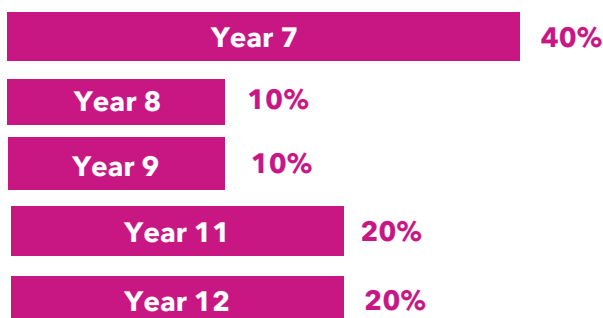


Figure 73: Slido Randwick Boys' High School question 2 (n=10)

Which type of primary school did they attend?

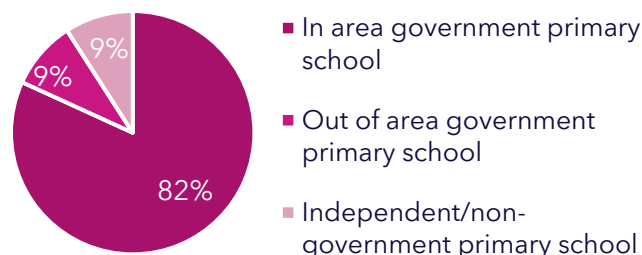


Figure 74: Slido Randwick Boys' High School question 3 (n=11)

Do you currently have any children enrolled at Randwick Girls' High School?



Figure 75: Slido Randwick Boys' High School question 4 (n=11)

Randwick Girls' High School

How many children do you have enrolled at Randwick Girls' High School?

The majority (70%) of participants currently have 1 child enrolled at Randwick Girls' High School.

26% have 2 children and 4% have 3 children currently enrolled at Randwick Girls' High School.

In which year(s) are they enrolled?

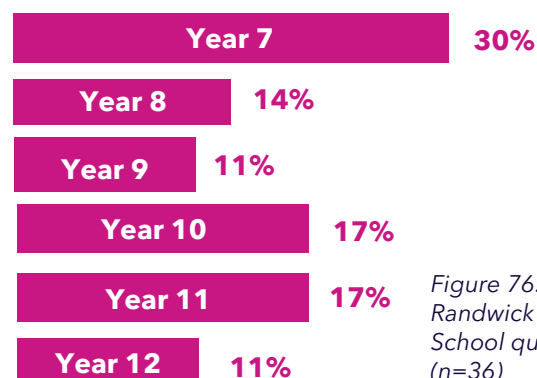


Figure 76: Slido Randwick Girls' High School question 2 (n=36)

Which type of primary school did they attend?

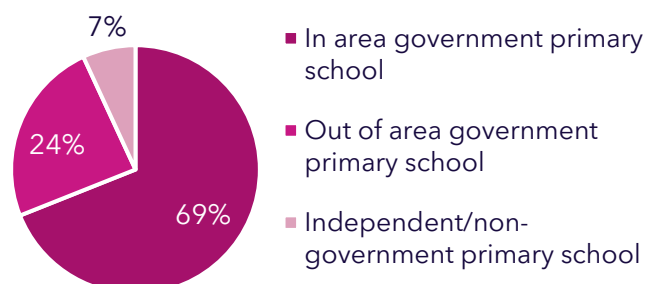


Figure 77: Slido Randwick Girls' High School question 3 (n=29)

Do you currently have any children enrolled at Randwick Boys' High School?



Figure 78: Slido Randwick Girls' High School question 4 (n=31)

4.2.8.2 Breakout room discussion 1: Decision making factors

Randwick Boys' High School

Q1. What factors influenced your decision to send your child to Randwick Boys' High School?

Attendees' responses are listed in no order.

Cost. Paying for a private education was not an option for some parents and carers.

It was close to home. Attendees wanted their children to be able to get to and from school easily and have friends that lived in the same area as them.

Reputation of the school. Word of mouth recommendations about the school influenced some attendees in their decision making.

Quality of teaching staff and facilities. Attendees were impressed with the quality of teaching staff at their school and the facilities. Plans to upgrade the facilities in the coming years also formed part of their decision.

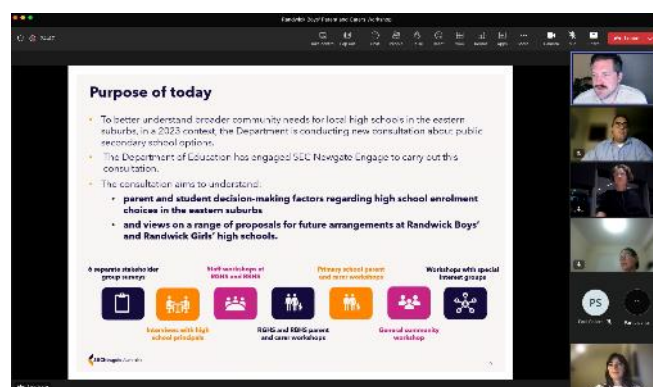
Academic performance of the school. Some noted the improvement in academic performance of the school in recent years.

Diversity of students. Attendees wanted their child to attend a school with a multicultural cohort of students that reflect Australian society.

For many attendees, it was not their preference to send their child to a single sex school, however factors like Randwick Boys' High School being a government school and close to home outweighed this preference.

"Academics are so important and we wouldn't sacrifice sending my child to a co-educational school for that."

Randwick Boys' High School parent or carer



Randwick Boys' High School parent and carer workshop

Q2. What are the benefits or disadvantages of single sex/co-educational schooling?

Overall, most attendees had a preference for co-educational schooling.

"I don't know why students need to separate. It doesn't happen in primary school, and it doesn't happen in university so why does it happen in high school?"

Randwick Boys' High School parent or carer

Advantages of co-education schooling

- There is less pressure for boys to do more stereotypically 'boy' subjects.
- There is a greater diversity of subjects offered.
- Gives boys more of an understanding of girls and gender issues.
- Class management is better when girls are in the classroom.
- The separation and lack of social interaction with girls is negative and creates a feeling of segregation.

Advantages of single sex schooling

- During a young age, boys don't need to learn alongside girls.
- It is better for boys to focus on their studies rather than girls around them.

"Socialising with girls will happen outside of the school. Schools shouldn't be responsible for that."

Randwick Boys' High School parent or carer

Randwick Girls' High School

Q1. What factors influenced your decision to send your child to Randwick Girls' High School?

Attendees' responses are listed in no order.

Cost. Paying for a private education was not an option for some parents or carers.

It was close to home. Attendees want their children to be able to get to and from school easily and have friends that lived in the same area as them.

Reputation of the school. Word of mouth recommendations about the school influenced some attendees in their decision-making.

Quality of teaching staff. Attendees are impressed with the quality of teaching staff at their school and in particular their dedication to teaching girls how to be strong women.

Academic performance of the school and subject choices. Attendees mentioned the arts and dance programs offered at the school.

Attending a school with their friends.

Attendees wanted their child to attend a high school with their friends from primary school.

Single sex environment. Some attendees valued the additional sense of security and the cultural values that a single-sex environment offers their daughters over a co-educational environment.

There is a varied preference amongst the attendees towards single sex or co-education schooling.

Some attendees sent their child to a single sex school due to past negative experiences in co-educational primary schools. They noted an increased sense of security provided at Randwick Girls.

"I went to a single sex girls' school. The fact that my daughter has had a co-ed education in primary school is good. But in older years, I think it has benefited her to be in a single sex environment."

Randwick Girls' High School parent or carer

Similarly, to attendees at Randwick Boys' High School workshop, factors such as proximity to home outweighed their preference for co-education for some attendees.

Q2. What are the benefits or disadvantages of single sex/co-educational schooling?

Overall, most attendees have a preference for single sex education.

Advantages of co-educational schooling

- Co-educational school settings reflect real life.
- A positive social environment is possible in co-educational school settings.
- There is a reduction in sexism and misogyny, when students understand the opposite sex.
- Female students can attend school with their male siblings.

"I sent my daughters to Randwick Girls' because of the academic performance and convenience of location. There wasn't much choice for co-ed public schools."

Randwick Girls' High School parent or carer

"Didn't have a strong opinion beforehand. But now because daughter is enjoying herself so much can see that it was the right choice."

Randwick Girls' High School parent or carer

Advantages of single sex

- Boys can dominate the classroom and sporting fields (over girls) and a single sex environment allows girls voices to be heard.
- Some parents had a positive experience of single-sex schooling themselves and wanted their daughter to experience that.
- Co-ed classrooms can be a distraction for the students.
- There is less sexual harassment occurring in single sex schools.
- Girls can be more confident in a single sex setting.
- Studies have shown that academically, girls perform better in single sex settings.
- Single sex schools prioritise a safe environment for both the personal and educational development for girls.

"I have noticed that my daughter's confidence has soared since she's been going to Randwick Girls', and it's such a difference; she's finding her voice, she's feeling secure and very happy. We're really happy with the school as it is at the moment."

Randwick Girls' High School parent or carer

4.2.8.3 Breakout room discussion 2: Attitudes towards the five proposals

Randwick Boys' High School

Q1. What proposal do you like the most?

In order of preference:

1. Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location. (C)

"Not only because it would make the school co-ed, but also because it would create more funding opportunities. It's more than the benefits of co-ed, it's the potential for other benefits such as shared resources"

Randwick Boys' High School parent or carer

2. Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School and merging the senior years from each school to provide a co-educational setting. (D)
3. Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School. (A)

Q2. What proposal do you dislike the most?

In order of preference:

1. Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School and, providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department. (B)

"We could all put in an out-of-area enrolment to one of those schools and we would get in. I think this option is not a solution."

Randwick Boys' High School parent or carer

2. Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School. (A)
3. Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location. (C)

"My least favourite option would be for the Department to not listen to community feedback. They have already done this, and the results were pretty clear that the community wanted co-ed."

Randwick Boys' High School parent or carer

Q3. Are there any other proposals that are not being considered?

Some other proposals suggested for the Department to consider are:

- Have co-educational class for core subjects and having single sex classes for elective subjects.
- Phase co-educational classes in slowly, for example, start to introduction co-educational in Year 7 then Year 8.
- Remove the fence between Randwick Boys' and Randwick Girls' high schools so the students are able to use the same canteen and mingle during recess and lunch.
- Retain Randwick Girls' as single sex school and making Randwick Boys' a co-educational school.

Randwick Girls' High School

Q1. What proposal do you like the most?

In order of preference:

1. Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate. (E)

"Socially, I do think that it's not good for kids to get to the age of 18 and not have friends of the opposite sex who they see on a daily basis. I think expanded interactions between the schools would be really great."

Randwick Girls' High School parent or carer

2. Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School. (A)

3. Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School and, providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department. (B)
 4. Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School and merging the senior years from each school to provide a co-educational setting.(D)
 5. Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.(C)
- Improve the existing co-educational high schools in the eastern suburbs.
 - Expand co-educational classes in RBHS & RGHS senior years.
 - Allow parents and carers to have an in-area enrolment at Sydney Boys' and Sydney Girls' high schools.
 - Have a common campus area but retain single sex classes.

Q2. What proposal do you *dislike* the most?

In order of preference:

1. Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location. (C)

"Merger removes the choice of single-sex [public] education in the eastern suburbs.."
Randwick Girls' High School parent or carer

2. Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.(A)
3. Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School and merging the senior years from each school to provide a co-educational setting.(D)
4. Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.(E)

Q3. Are there any other proposals that are not being considered?

Some other proposals suggested for the Department to consider are:

- Build a new co-educational school in the northeast of the eastern suburbs.

4.2.9 High school parents and carers submissions

There were a total of 22 submissions received from high school parents and carers, 20 submissions by email, one by letter, and one by phone call.

In the submissions, 14 directly reference Randwick Girls' High School and Randwick Boys' High School. Amongst these eight clearly identified one of the five proposals being offered:

- five supported the schools remaining single sex
- three advocated for merging the schools.

Six submissions did not make any reference to the five proposals, but included:

- suggestions to keep Randwick Girls' High School single sex, while making Randwick Boys' High School co-educational,
- comments that the perception of parents and carers is that Randwick Girls' High School is being protected at the expense of Randwick Boys' High School,
- the need for greater cooperation by both schools to achieve more shared classes.

The submissions had four common themes of:

- the lack of access to a quality public education,
- further resourcing is required at the schools and improvement of inadequate facilities,
- unaffordable school alternatives in the eastern suburbs,
- the right to choose between same sex and co-educational schooling.

A less common theme included:

- the need for a new public school in the eastern suburbs.

Theme 1: Lack of access to a quality public education

- Eight of the 22 submissions noted that access to quality public education is not currently an option in their area due to a variety of reasons (themes 2-4).

- Three also stated that the closure of schools in the eastern suburbs (e.g., Vaucluse High School) has hindered their ability to access a quality public education.

Theme 2: Further teacher resourcing and inadequate facilities

- Six submissions raised that existing schools in their area either needed further resources allocated to the school and/or need upgraded facilities so that the school infrastructure remains fit for purpose.
- Three submissions identify a need to ensure greater investment in the support and training of teachers, with one noting that they were concerned that the learning environment could result in reduced educational outcomes.

'The fact that we are unable to afford a private school shouldn't mean we have to accept third rate facilities or reduced educational outcomes.'

Parent of high school child

Theme 3: Unaffordable alternatives

- Six submissions note that private school fees are unaffordable
- One submission stated that the removal of the only two public single sex schools in the area would further entrench inequity. If the schools were changed, single sex schooling would be left as an option only for those who can afford it, displacing others in the public school system.

Theme 4: Right to choose

The right to choose was raised in 4 submissions.

- Parents are forced into either enrolling their child in the private sector or moving out of the catchment due to the lack of quality public co-educational options.
- 3 submissions noted the overrepresentation of private schools in the eastern suburbs, which are often competitive to enter due to a limited number of places available and high cost.

'I am a strong supporter of public education, but... [sent my 3 children to a private school] to receive a good quality high school education. If a better choice in public high school education had been available, I would definitely have chosen it.'

Parent of high school children

4.2.10 Parents and carers insights

Early childhood parents and carers insights

- The majority of early childhood parents and carers have a strong preference to send their child to a co-educational high school.
- Parents and carers want their child to have access to a breadth of educational opportunities in high school.
- Given that Randwick Boys' High School and Randwick Girls' High School share a fence, they do not see why they do not share more facilities and resources (and perhaps the removal of the fence).
- These parents and carers see a merge of the schools as a unique opportunity to create a 'school of the future' which can offer the best of both schools.

Primary school parents and carers insights

- The majority of parents and carers of future high school students want to send their child to their local, co-educational high school, allowing their child to continue the friendships made in primary school and to make new friends with families that live close by.
- Parents and carers look for a high school that affords their child the most opportunities socially, creatively, and academically.
- These parents and carers see a merge as an opportunity to increase school resources, better access to facilities, to expand the curriculum, to improve school culture, and to better prepare students for life after school.
- More investment in the existing public high schools within the eastern suburbs would improve the community's and prospective parents' perception of less-than-ideal local educational offerings.

High school parents and carers insights

- Parents and carers of the Randwick schools are broadly happy with the school their child attends, even if it was not initially their preferred type of school.
- Parents and carers of the Randwick schools see the prospect of more interaction and collaboration between the schools as beneficial. For example, there was less support overall for a full merge of the schools compared to primary and early childhood parents and carers.
- Some parents and carers of the Randwick schools are frustrated that their child cannot take subjects that are only offered at the other school, forcing them to enrol in night classes.
- Parents and carers of the other four high schools are in favour of a merge of Randwick Boys' and Randwick Girls' high schools, or an increase in the shared co-educational classes between the schools.

4.3 School staff



4.3 School staff

4.3.1 Overview of school staff consultation

There was 250 survey responses, 125 attendees at workshops and 29 submissions received by school staff.

Primary school staff

School staff from the nine feeder primary schools of Randwick Boys' and Randwick Girls' high schools were invited to respond to the survey and to attend an online workshop.

SEC Newgate asked principals to send reminders to encourage staff to complete the survey. The schools organised the workshop times.

All staff at the nine feeder and twenty non-feeder primary schools were welcome to submit a separate submission to the project.

High school staff

High school staff of the following schools were asked to complete a survey:

- Randwick Boys' High School
- Randwick Girls' High School
- South Sydney High School
- Matraville Sports High School
- J J Cahill Memorial High School
- Rose Bay Secondary College

Staff of Randwick Boys' and Randwick Girls' high schools were invited to attend an in-person workshop at each school.

The principals of each high school were also invited to attend a one-on-one consultation with the project team. The principal of Rose Bay Secondary College declined.

All high school staff were welcome to submit a separate submission to the project.



Students



Parents and carers



School staff



General public



Special interest groups

4.3.2 Primary school staff survey results

There were 101 survey responses from primary school staff.

4.3.2.1 Participant profile

Respondents work at fifteen different primary schools (shown in the table below). The largest percentage of respondents work at Rainbow Street Public School, the closest primary school of both Randwick Boys' and Randwick Girls' high schools.

School respondents currently work at	
Rainbow Street Public School	14%
Randwick Public School	11%
Coogee Public School	11%
Maroubra Junction Public School	10%
Kensington Public School	10%
Daceyville Public School	9%
South Coogee Public School	9%
Waverley Public School	7%
Banksmeadow Public School	5%
Botany Public School	4%
La Perouse Public School	4%
Rose Bay Public School	3%
Eastlakes Public School	2%
Mascot Public School	1%
Matraville Public School	1%

Figure 79. S1. At which school do you currently work? (n=101)

49% of respondents have worked at their current school for seven or more years.

The majority (58%) of respondents are full-time permanent staff members, 10% are part-time and 32% are casual staff members.

In the last five years, respondents are fairly equally split as to what stage they have taught the most in, although there were slightly more from stage 1.

Stages respondents have taught the most in the last five years

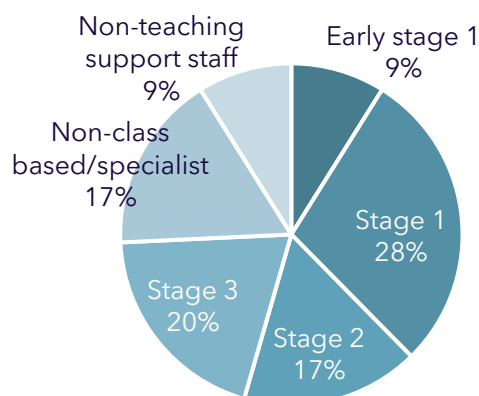


Figure 80. S3. What stage have you taught the most in the last 5 years? (n=101)

4.3.2.2 Decision making factors

A culture of inclusivity and support, and the educational offerings at the schools (including subject choices and extracurricular activities) were the top two most important factors to achieve a quality high school education (98%, 97%) (see Figure 82 overpage).

The two least important factors were the type of school (government or non-government, co-education or single sex) (66%, 48%).

Single most important factor

Almost half of respondents (44%) noted the educational opportunities offered by the school to be the single most important factor in achieving a quality high school education. A culture of inclusivity and support also rated highly (39%).

No respondents chose the school's amenities and facilities as the single most important factor.

Single most important factor	
The educational opportunities	44%
A culture of inclusivity and support	39%
Academic performance of the school	11%
The gender mix (co-ed or single sex)	4%
The type of school (gov or non-gov)	2%
Don't know	1%

Figure 81. A2. Which one of these factors is most important in achieving a quality high school education? (n=101)

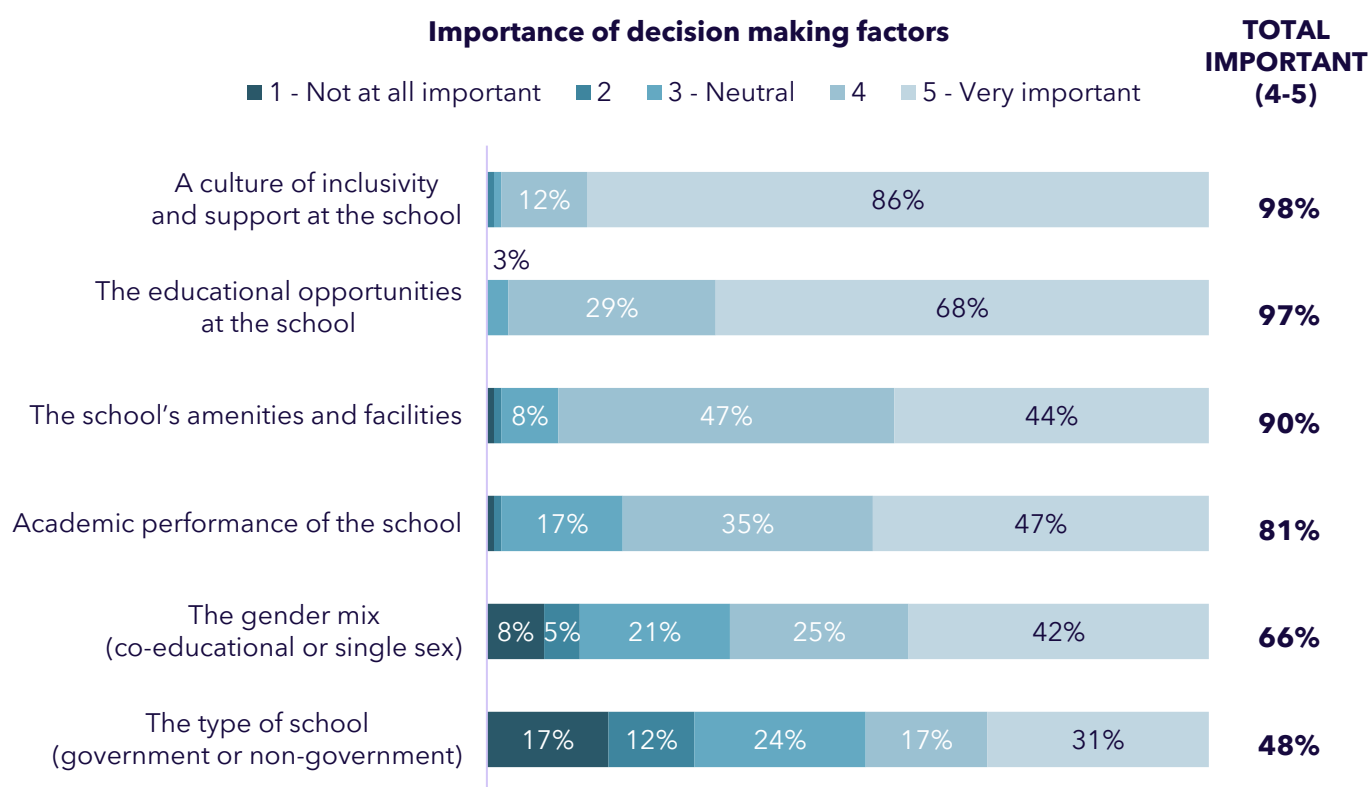


Figure 82. A1. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important do you think each of the following factors are in achieving a quality high school education? (n=101)

4.3.2.3 Attitudes towards the five proposals

Primary school staff feel the most acceptable proposals to be:

- E: establishing more shared co-educational classes between the schools (66% acceptability)
- and C: merging the schools (65% acceptability).

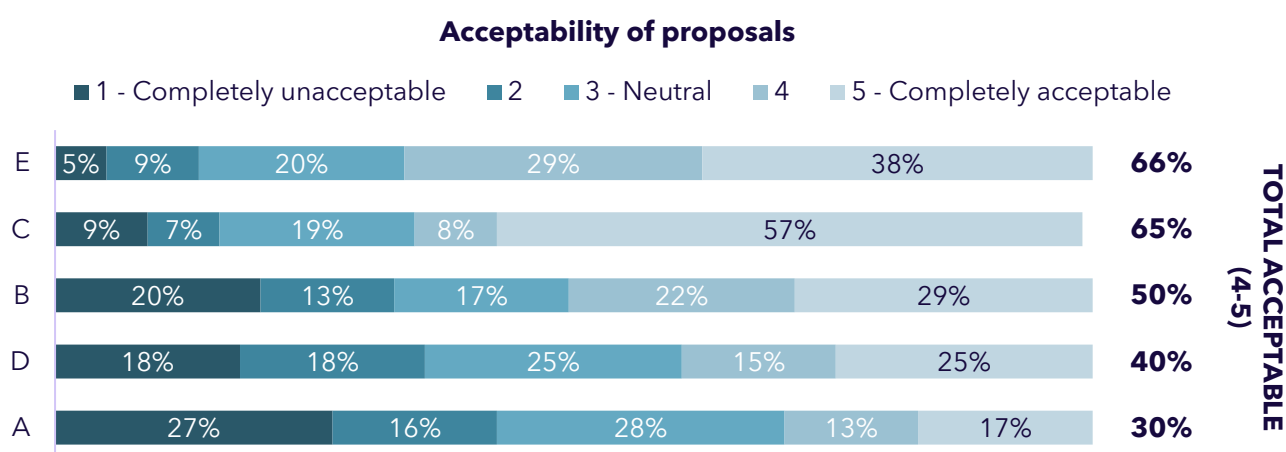


Figure 83. E1. How acceptable are these proposals to you? (n=101)

A - Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

B - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

C - Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

D - Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

E - Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

Merging the schools surpassed all other proposals when participants were asked for their single most acceptable proposal (50%).

"A coeducational campus provides more opportunities in subject choices and extra curricula activities. Girls should have the opportunity to be with like peers whether they are male or female. It should not make a difference."

Primary school staff member

Single most acceptable proposal

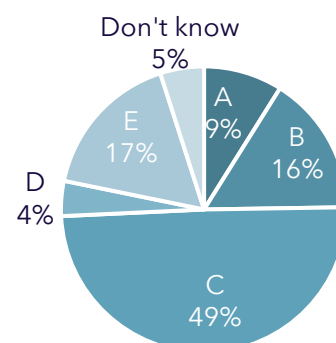


Figure 84. E2. Which one of these proposals would be the most acceptable to you? (n=101)

Reasons primary school staff prefer their single most acceptable proposals ... (reasons listed in order of frequency)

Proposal A	Need to retain public single sex high school options in the eastern suburbs.
	Girls perform better academically in single sex schools, making them more academically confident.
	Students focus better in a single sex environment as there are less distractions.
	Single sex education can support religious or cultural beliefs.
	In single sex environment, students are less exposed to societal pressures related to gender roles.
	Their own positive personal experience at a single sex school.
Proposal B	Gives parents and carers the most choice for high school options.
	The proposal will not disrupt current students learning.
	Students can focus better in single sex environment as there are less distractions.
	Merging the schools could introduce behavioural issues (especially related to boys).
	Would reduce parent and carer stress when applying for out of area enrolments.
Proposal C	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Teaches students to have respectful relationships and an understanding of the opposite sex.
	Give students access to a wider range of educational opportunities (e.g. subject choices and extracurricular opportunities).
	Continuation of the co-educational setting at primary schools.
	More inclusive environment for gender diverse students.
	Parents and carers want to send their child to a local co-educational high school.
	A co-educational environment could increase academic performance.

A - Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

B - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

C - Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

D - Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

E - Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

Reasons primary school staff prefer...(reasons listed in order of frequency)	
Proposal D	A single sex education in junior years reduces distractions, allowing students to become academically confident.
	Students can mature and then have respectful interactions in senior co-educational classes.
	A junior single sex environment enables greater opportunities to develop self identity and build self esteem.
	Retains the benefits of both single sex and co-educational schooling.
Provide E	A more diverse range of subject choices could be created.
	Co-educational settings can provide a balanced learning environment where both sexes learn from each other.
	Allows students to better develop social skills and an understanding of the opposite sex.
	Introducing shared co-educational classes would be a good way to gradually increase co-educational services and is less disruptive than a full merge.
	Provides staff with more opportunities to address individual student needs and differences, than that provided with a full merge.

Figure 85. E3. Why is this the most acceptable proposal to you? (n=101)

4.3.3 Primary school staff workshop results

Stage 2 and 3 teachers of the nine feeder primary schools of Randwick Boys' High School and Randwick Girls' High School were invited to attend an online 45-minute workshop.

4.3.3.1 Participant profile

Six teachers from the following schools were present:

- Coogee Public School
- Clovelly Public School
- Daceyville Public School

Teachers at Rainbow Street Public School were unavailable on the workshop date so met with the project team for 30-minutes at a later date, the responses have been combined.

The workshop involved two discussions that explored teacher's thoughts towards:

- The factors driving parents and students' decision making when choosing a high school,
- And the five proposals regarding Randwick Boys' and Randwick Girls' high schools.

4.3.3.2 Decision making factors

Teachers generally did not have a large role in advising parents or carers in choosing a high school for their child. Parents and carers like to hear teacher's opinions of local schools, however put a lot of emphasis on other factors such as:

- Word of mouth recommendations and the reputation of a high school
- Academic performance of the high school
- The programs and extra-curricular on offer at the high school
- The quality of the school's facilities
- How the current students represent the high school (through their behaviour and uniform outside of school).

Some teachers mentioned that the introduction of programs such as a gifted and talented stream improved the reputation of Randwick Boys' High School, but more still needs to be done to shift community perspectives.

"Parents don't come to us too much around high schools' choices. If there is a conversation, it is one where we encourage them to attend the open days of Randwick Boys' and Randwick Girls'. We work with the schools to try and get students familiar with them."

Primary school staff workshop attendee

Thoughts on co-education schooling vs single sex schooling

- Parents and carers are frustrated that they do not have an in-area co-educational high school and therefore cannot send their child to their local high school.
- Some parents and carers send their children to Randwick Girls' High School because single sex education is their preference for their daughters.

Government or non-government schools

Losing students in Year 4 to non-government schools was a concern of teachers. Reasons teachers gave for parents and carers sending their children to non-government schools include:

- Not having public co-educational high school options in their area have meant that some parents choose a private education.
- Non-government schools have impressive and new facilities compared to the public schools in their local area.
- The academics and the extra-curricular opportunities are greater at non-government schools.
- The poor reputation of public high schools in their local area.

"Perceptions are massive. There is an unfairly poor reputation of Randwick Girls' and Randwick Boys' High Schools. If parents had a better insight into what goes on in those schools, I think they would like it a lot more."

Primary school staff workshop attendee

4.3.3.3 Attitudes towards the five proposals

Most acceptable proposals

The most acceptable proposal to attendees is C: *merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.* If this proposal was chosen by the Department, attendees thought that a re-branding of the school would improve the reputation of the new school and attract more students.

"The [merged] school should have a whole rebranding, upgrade, new uniforms, new everything. It should not even have Randwick in the name."

Primary school staff workshop attendee

The second most acceptable proposal is B: *retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School and, providing all local students an entitlement to enrol at an existing co-educational high school, as designated by the Department* because it would give parents and carers the most choice.

Least acceptable proposals

The least acceptable proposal to attendees is A: *retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School* because this current model is not working, and parents and carers should have the choice to send their child to a local co-educational school.

Other proposals to be considered

Other proposals suggested by attendees for the Department to consider:

- Combining the proposals to retain single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School and merging the senior years from each school to provide a co-educational setting, and, providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.
- Providing all local students at the existing co-educational high schools an entitlement to enrol at a single sex high school.

"Parents in the eastern suburbs want the same standards as they would in a private school in the public system."

Primary school staff workshop attendee

4.3.4 High school staff survey results

There were 149 survey responses from high school staff.

4.3.4.1 Participant profile

Half of respondents (53%) work at Randwick Girls' High School and 17% of respondents work at Randwick Boys' High School.

30% of respondents work at one of the other four high schools.

School respondents currently work at	
Randwick Girls' High School	53%
Randwick Boys' High School	17%
Rose bay Secondary College	12%
J J Cahill Memorial High School	7%
South Sydney High School	6%
Matraville Sports High School	5%

Figure 86. S1. At which school do you currently work? (n=149)

32% of respondents have been working at their current school for three years or less, and 68% of respondents have been working at their current school for four years or more.

68% of respondents are full-time members of staff and 9% are part-time. 22% of respondents are temporary or casual members of staff.

42% of respondents have taught Stage 6 the most in the last five years.

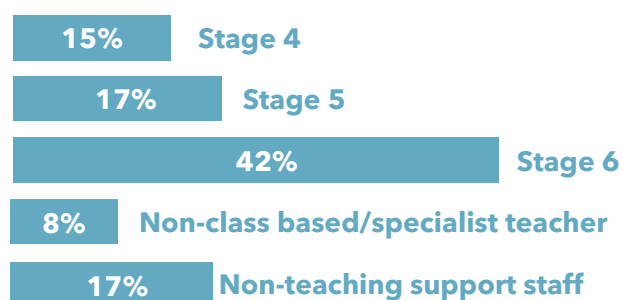


Figure 87. S8. What stage have you taught the most in the last 5 years? (n=149)

4.3.4.2 Decision making factors

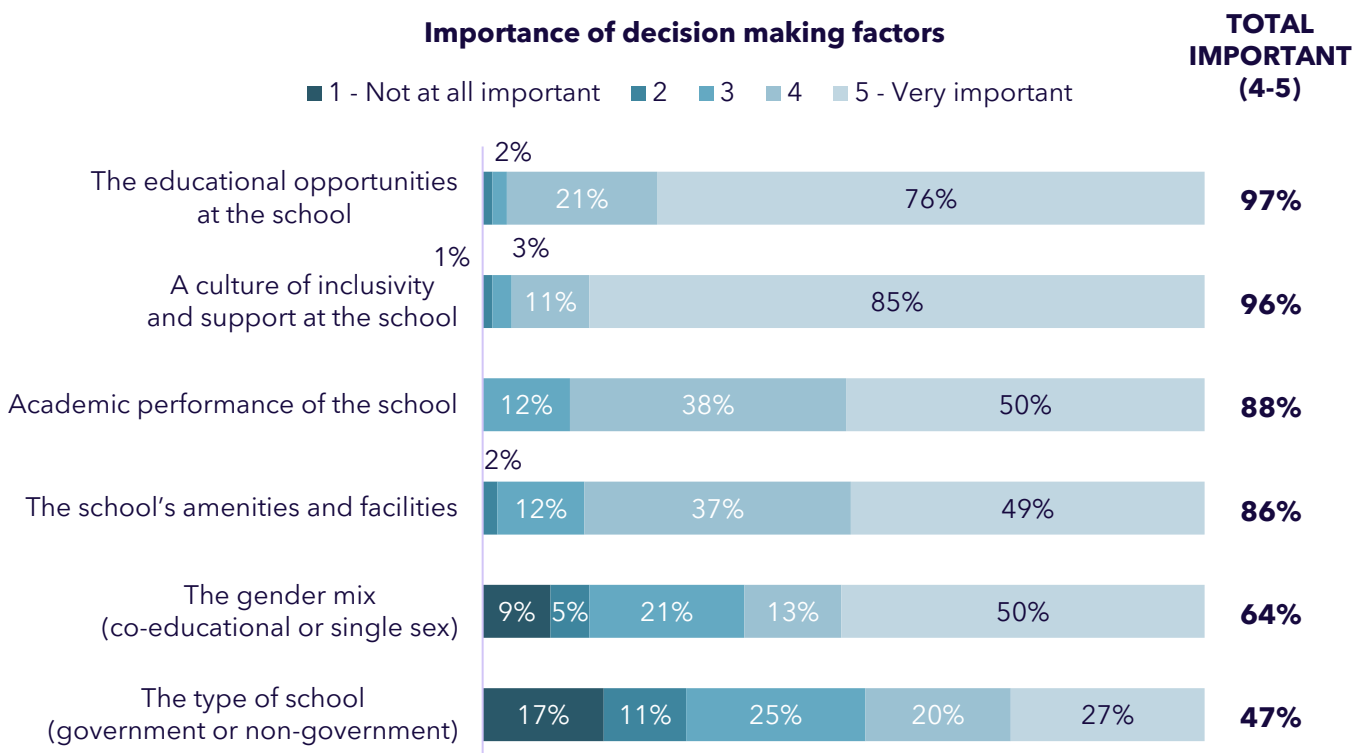


Figure 88. A1. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important do you think each of the following factors are in achieving a quality high school education? (n=149)

Most respondents rated the educational offerings at the school and a culture of inclusivity and support at the school as important factors in achieving a quality high school education (97%, 96% rated as important).

Single most important factor

When asked for their single most important factor, all staff groups' nominated the educational opportunities at the school.

Randwick Boys' High School staff thought a culture of inclusivity and support at the school is equally as important (36%, 36%).

For Randwick Girls' High School staff, the gender mix of the school is the second top factor (32%).

Single most important factor	
The educational opportunities	37%
A culture of inclusivity and support	29%
The gender mix (co-ed or single sex)	19%
Academic performance of the school	11%
The school's amenities and facilities	2%
The type of school (gov or non-gov)	1%
Don't know	1%

Figure 89. A2. Which one of these factors is most important in achieving a quality high school education? (n=149)

4.3.4.3 Attitudes towards the five proposals

Staff attitudes towards the five proposals are shown below.

Attitudes towards proposals by school

■ 1 - Completely unacceptable ■ 2 ■ 3 - Neutral ■ 4 ■ 5 - Completely acceptable

A: Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

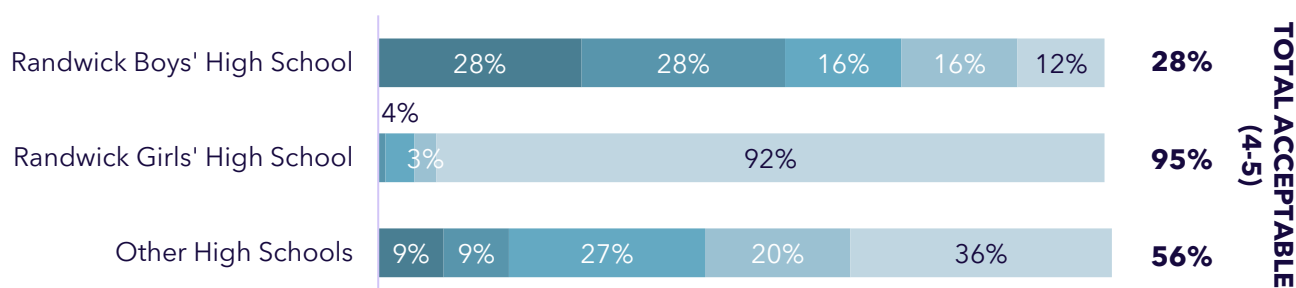


Figure 90. E1. How acceptable are these proposals to you? (n=149)

The strongest views follow:

- 56% of Randwick Boys' High School staff respondents feel that retaining single sex education at both schools is unacceptable. This is their least acceptable proposal.
- 92% of Randwick Girls' High School staff respondents feel retaining single sex education at both schools is acceptable.
- More respondents from the other four high schools feel that retaining single sex education at both schools is acceptable than unacceptable (56%, 18%).

"Randwick girls is the only PUBLIC single sex school in the eastern suburbs area. Taking that away is taking away an opportunity from girls who cannot afford non government schools"

High school staff member

■ 1 - Completely unacceptable ■ 2 ■ 3 - Neutral ■ 4 ■ 5 - Completely acceptable

B: Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing co-educational high school, as designated by the Department

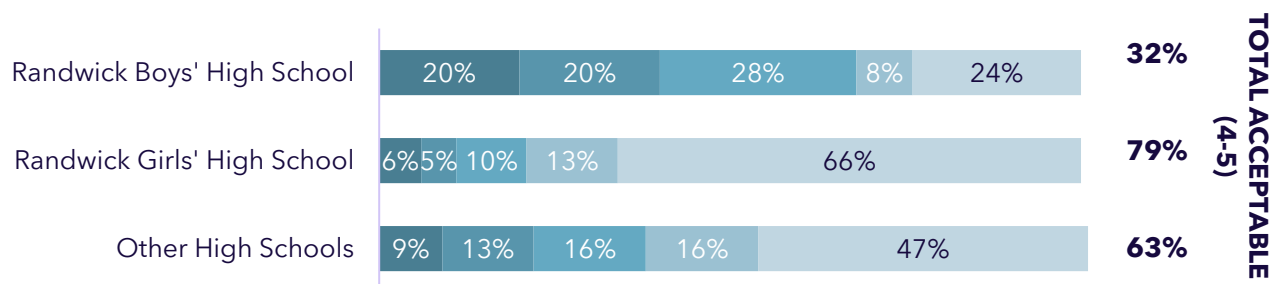


Figure 91. E1. How acceptable are these proposals to you? (n=149)

The strongest views follow:

- 40% of Randwick Boys' High School staff respondents find retaining the status quo, but giving students the entitlement to enrol at an existing co-educational high school unacceptable, and 32% find it acceptable.
- 79% of Randwick Girls' High School staff respondents feel that this proposal is acceptable.
- 63% of respondents from the other four high schools find this proposal was acceptable. This is their most acceptable proposal.

"Existing government schools in the area are already under capacity in terms of student numbers. The merger will take away enrolment numbers, increase competition between existing schools, potentially impact teacher employment."

High school staff member

C: Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

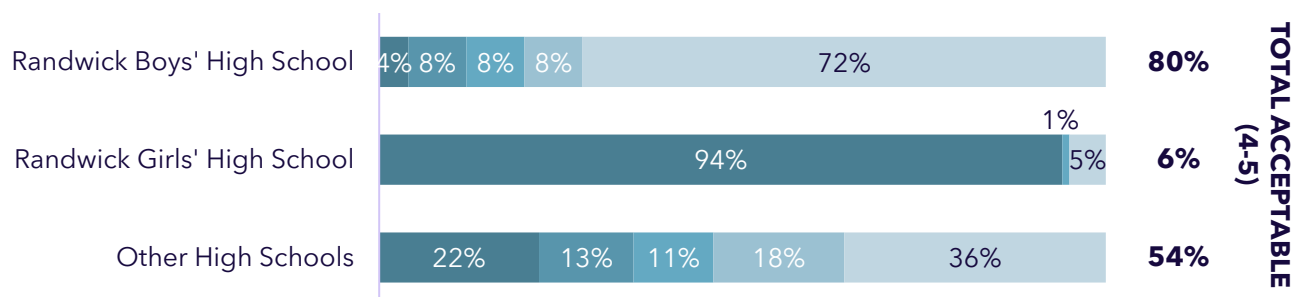


Figure 92. E1. How acceptable are these proposals to you? (n=149)

The strongest views follow:

- 80% of Randwick Boys' High School staff respondents find merging the two schools acceptable.
- 94% of Randwick Girls' High School staff respondents find merging the two schools unacceptable. This is their least acceptable proposal.
- As many staff from the other four high schools think this proposal is unacceptable (35%) as they did acceptable (36%).

"Both schools are in need of significant redevelopment. Now is the time to bring the two schools together to meet community aspirations and provide a contemporary learning environment."

High school staff member

■ 1 - Completely unacceptable ■ 2 ■ 3 - Neutral ■ 4 ■ 5 - Completely acceptable

D: Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

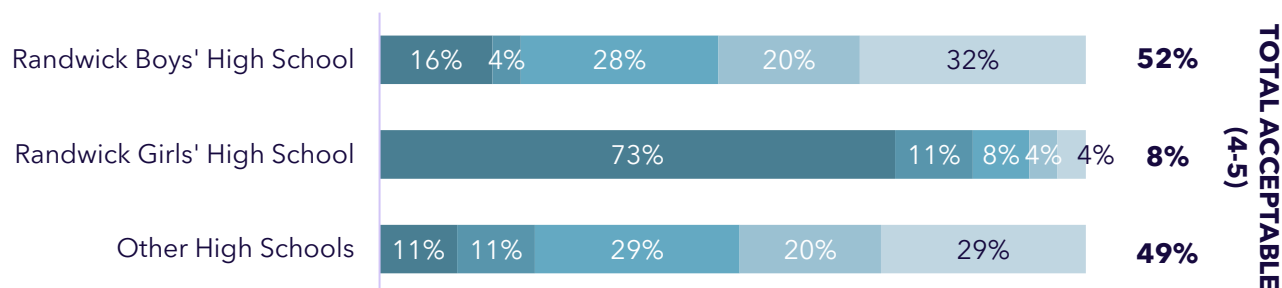


Figure 93. E1. How acceptable are these proposals to you? (n=149)

The strongest views follow:

- Half (52%) of Randwick Boys' High School staff respondents find a mixed model of single sex education in junior years, and co-educational in senior years acceptable.
- 84% of Randwick Girls' High School staff respondents find this proposal unacceptable.
- 49% of respondents from the other four high schools find this proposal acceptable, and 29% feel neutrally towards it.

"Students are more mature in the senior years and should be exposed to a co-educational setting to get them life ready beyond school. Junior years would benefit from single sex during adolescent growth and in the process of maturing."

High school staff member

E: Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

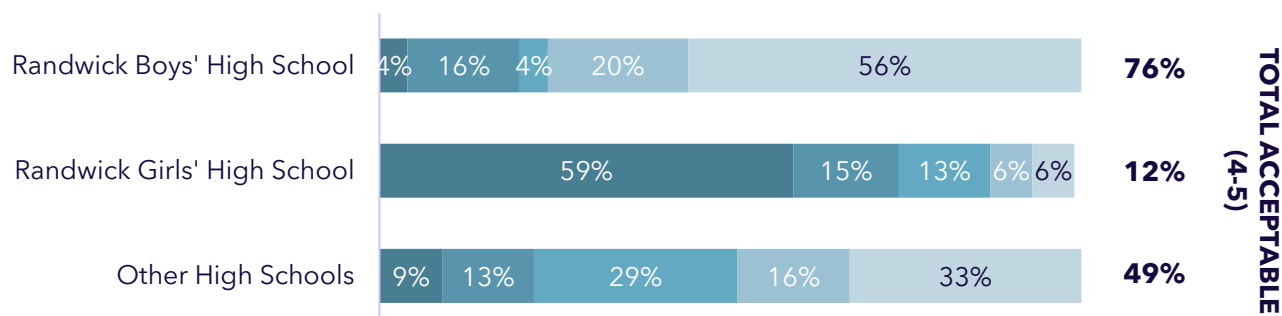


Figure 94. E1. How acceptable are these proposals to you? (n=149)

The strongest views follow:

- 76% of Randwick Boys' High School staff respondents find establishing more co-educational classes between the schools acceptable.
- Almost an equal percentage (74%) of Randwick Girls' High School staff respondents find this proposal unacceptable.
- 49% of respondents from the other four high schools find this proposal acceptable, and 29% feel neutrally towards it.

"Retains the benefits of having two schools but increases the subjects and opportunities available."

High school staff member

Single most acceptable proposal

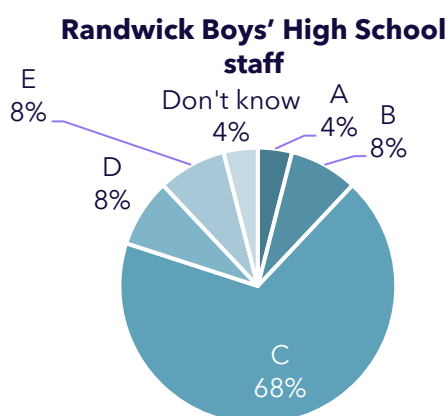


Figure 95. E2. Which one of these proposals would be the most acceptable to you? (n=25)

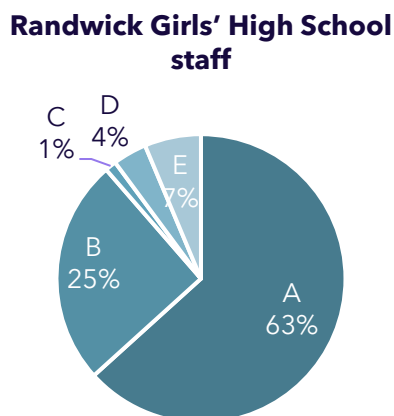


Figure 96. E2. Which one of these proposals would be the most acceptable to you? (n=79)

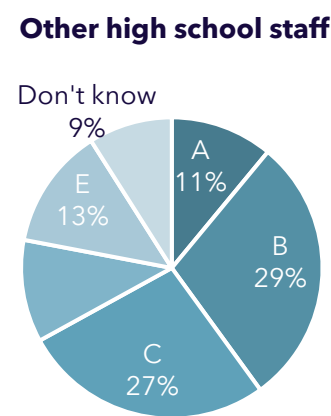


Figure 97. E2. Which one of these proposals would be the most acceptable to you? (n=45)

Over two thirds (68%) of Randwick Boys' High School responding staff's single most acceptable proposal is to merge the two schools.

Under two thirds (63%) of Randwick Girls' High School responding staff's single most acceptable proposal is the retain the status quo of single sex education at both schools. A quarter (25%) of respondents choose to retain the status quo of single sex education, but provide students the entitlement to enrol at a co-educational school.

Over one quarter (27%) of staff respondents from the other four schools' most acceptable proposal is to merge the two schools, and over one quarter (29%) of respondents choose to maintain the status quo of single sex education, but provide students the entitlement to enrol at a co-educational school.

Reasons high school staff prefer their single most acceptable proposal...(reasons listed in order of frequency)

Proposal A	Need to retain public single sex high schools options in the eastern suburbs.
	Girls perform better academically in single sex schools/are more academically confident.
	Single sex schooling creates a safe and supportive learning environment where students (especially for girls) feel comfortable to participate in subjects such as sport and STEM.
	There is community demand for public single sex education in the eastern suburbs.
	Concern the merge will result in job losses for school staff.
	Unclear/lack of plan for how the merge would be implemented.
	Fear the academic performance of the school could decline if the schools were to merge.
	Single sex education caters to religious/cultural beliefs.
	Single sex education prepares students (especially girls) for challenges they might face in the future, such as gender-biased inequalities in the workplace.

A - Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

B - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

C - Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

D - Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

E - Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

Reasons high school staff prefer their single most acceptable proposal...(reasons listed in order of frequency)	
Proposal B	Gives parents and carers a greater choice of high schools.
	Need to retain public single sex high school options in the eastern suburbs.
	Existing co-educational high schools can accommodate more students.
	Randwick Boys' and Randwick Girls high schools have historic and community significance as single sex schools.
	This proposal would cause the least disruption to current students.
	Concern that a merge of the schools would result in job losses for school staff.
	Single sex education caters to religious or cultural beliefs.
Proposal C	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Give students access to a wider range of educational opportunities (e.g. subject choices and extracurricular opportunities).
	Merging the schools would allow for the sharing of resources and reduce the duplication of roles and amenities.
	There is an increasing demand for co-educational schooling from the community.
	Creates a more inclusive environment for gender diverse students.
	Merging the schools would allow for more investment in communal spaces and improved facilities.
	Students can go to schools with their siblings and this is more convenient for parents and carers.
Proposal D	Single sex education in junior years reduces distractions and allows students to become more academically confident.
	More diverse range of subject choices and diverse learning environments created in senior years.
	Co-education in senior years prepares students for life after school in co-educational environments (e.g. university and workforce).
	Retaining single-sex schooling for junior years and making senior years co-educational could potentially minimise disruptions to current students.
	Students can mature and then have respectful interactions in senior co-educational classes.
Proposal E	Would provide both schools with the opportunity to share their resources, expertise, and leadership to mutually benefit each other.
	Would allow both schools to share resources and funding.
	Retains the benefits of both single sex and co-educational schooling.
	Allows students to develop social skills and an understanding of the opposite sex.
	Allows for a more personalised and diverse learning experience as students would have access to more subject choices.
	Maintains the existing structures of both schools.

Figure 98. E3. Why is this the most acceptable proposal to you? (n=149)

4.3.5 High school staff workshop results

4.3.5.1 Participant profile

Workshops were held with the school staff at each of Randwick Boys' and Randwick Girls' high schools. The workshops ran for 45 minutes and used small group table discussions to gather feedback.

The workshop involved two discussions that explored school staff member's thoughts towards:

- The benefits and disadvantages of different school models (single sex, co-education, and blended models) and
- The five proposals regarding Randwick Boys' and Randwick Girls' high schools.

53 teachers attended the Randwick Boys' High School workshop on 14 March 2023, and 59 teachers attended the Randwick Girls' High School workshop on 4 April 2023.

Randwick Girls' High School Meeting

On 21 March 2023, SEC Newgate visited Randwick Girls' High School to conduct the school staff workshop.

Randwick Girls' High School staff did not adopt the workshop agenda and preferred an open forum to express their dissatisfaction with the consultation process and its objectives, and their support of single sex girls' education.

The meeting concluded with staff moving a vote of no confidence in the survey and its outcomes.

SEC Newgate returned to Randwick Girls' High School on 4 April 2023 to complete the school staff workshop agenda.

4.3.5.2 Randwick Girls' High School meeting feedback

86 staff members including cleaning staff, career advisors, head teachers, teaching staff, administration staff, deputy principals and principal, were in attendance at the meeting on 21 March 2023.

Feedback from both sessions is summarised staff below.

- **The Benefits of single sex girls' education** - Randwick Girls' High School builds the leadership capacity of girls. Randwick Girls' provides a nurturing, caring and inclusive environment for students where they are both empowered to learn and thrive personally.
- **The disadvantages of merging Randwick Girls' and Randwick Boys' high schools** - parents who do not have the money to send their child to a private girls' school should also have the option of a public all-girls' school in their area. Merging the schools would result in not just an impact on girls' academic performance, it would be impacting their wellbeing, and extracurricular involvement.
- **Unclear objectives of this consultation** - staff were confused as to the Department's objectives for this study.
- **Proposals** - there are too many proposals - a missing proposal was to retain Randwick Girls' as single sex and make Randwick Boys' co-educational.
- **Survey reaching different segments of the community** - concern that the survey is not accessible for some parents (e.g. parents who don't have access to a computer or those who don't speak English).
- **Survey distribution** - concern that the survey has not been widely distributed.
- **Weighting of stakeholder feedback** - concerns that the general public has the same amount of say as those directly impacted by the decision.
- **Transparency** - concern that the findings from the last consultation have not been released, and that the findings from the current consultation may also not be released.
- **Implications of this consultation** - staff felt that consulting about the topic again (with prior consultation in 2021) is destabilising for parents and carers, students and teachers. There is no published timeframe for when a decision will be made. It is hard for Randwick Girls' High School to reassure parents that their daughters are in a stable learning environment with this process ongoing.
- **This process indicates a lack of government support for public education** - the NSW Government should invest less in private schools and more in public education.

4.3.5.3 Table discussion 1: School models

Randwick Boys' High School workshop

The staff in attendance at the workshop acknowledged that single sex, co-educational and a mixed model could each have benefits for students.

Figure 99: Randwick Boys' High School table discussion 1 results

However, it was generally felt that a co-educational setting had the most benefits for male students.

School staff were asked to discuss:

What are the benefits and disadvantages of single sex, co-education, and a mixed model for you as a teacher?

Feedback is summarised below.

Single sex	Co-education	Mixed model (junior single sex, senior co-ed)
<p>Benefits</p> <ul style="list-style-type: none"> Boys can be less performative and have less attention seeking behaviour in single sex schools. Teachers are able to deliver tailored learning programs, welfare programs, and content for boys. There is less relationship drama and distractions in single sex environments. An all-boys environment is a safe space where boys can be themselves. Boys have an increased positive self image. Girls can dominate boys in a co-educational settings. Parents choose to send their sons to an all-boys school for religious and cultural reasons 	<p>Benefits</p> <ul style="list-style-type: none"> This can provide a richer educational experience for students. Having boys and girls together can improve their social development. Co-educational settings are more accepting of queer and gender queer students. Siblings can attend the same school. Can create a greater understanding between the genders. Increased respect between genders. More subject choices available. A greater diversity of opinions in the classroom can be generated. Improved academic outcomes for boys. 	<p>Benefits</p> <ul style="list-style-type: none"> Mixed classes help to develop acceptance, respect and inclusivity. A greater range of subject choices is possible. Gives girls and boys the opportunity to work together in a mature environment. Opportunity to share resources and infrastructure between RGHS and RBHS. Minimal staff losses.
<p>Disadvantages</p> <ul style="list-style-type: none"> Students may be less socially developed and mature in single sex environments. There can be more misogyny and stereotyping in single sex environments. The absence of girls can create in boys a narrower point of view. Broadly there can be lower educational outcomes as boys learn better in co-educational settings. There are limited subject choices in single sex boys' school. For example, boys don't have access to dance and food technology subjects. A single sex environment doesn't reflect society and boys may have difficulty adjusting. Single sex is not an open environment for transgender and gender dysphoria students. 	<p>Disadvantages</p> <ul style="list-style-type: none"> Girls can perform worse academically in a co-ed setting. Boys and girls can have an increase in performative behaviour in the classroom. More distractions, increased relationship drama. Decreased social development. There are conflicting goals of each school. Monopolising resources could result in the loss of tailored learning programs. 	<p>Disadvantages</p> <ul style="list-style-type: none"> Students would have to walk across a larger campus. Timetabling will be complex. Report writing and other administration becomes a logistical issue. There are equity issues for teachers, for example, which teachers teach which stage? It may be difficult to coordinate staff across the two campuses.

Randwick Girls' High School workshop

The staff in attendance at the workshop, expressed strong support for single sex education. Staff did not see many benefits to co-educational schooling for girls, nor from a mixed model.

Attendees noted that single sex girls' schools can create a unique and safe learning environment that empowers young women and encourages them to pursue subjects that they may not feel comfortable to in a co-educational environment.

"The current blended model is working well between Randwick Boys' and Randwick Girls'. We already share the school show, white ribbon and have shared facilities."

Randwick Girls' High School staff workshop attendee

Figure 100: Randwick Girls' High School table discussion 1 results

Single sex	Co-education	Mixed model (junior single sex, senior co-ed)
Benefits <ul style="list-style-type: none"> There is evidence from educational studies that a single sex environment is most cohesive to improving educational outcomes for female students. Ability to tailor programs that specifically support girls' education. Some parents require a single sex school to adhere to cultural and religious needs. Being in a single sex school encourages girls to pursue non-traditional career paths. Girls feel empowered to defy gender stereotypes. There is high local demand for single sex girls' schools. Girls can develop a high self-esteem, with an increased sense of wellbeing and belonging. There is less sexual harassment. There is less prejudice and discrimination. Girls have a greater participation in extracurricular activities. Programs are aimed towards female empowerment e.g., STEM classes, and extension subjects. Safe learning environment which fosters confidence in girls. Higher participation in areas that are seen as areas traditionally male e.g., sport, physics, engineering. 	Benefits <ul style="list-style-type: none"> Siblings can go to the same school together. Could be beneficial in suburbs where there are no other co-educational options. Male students generally benefit from learning in a co-educational environment. Disadvantages <ul style="list-style-type: none"> There is a reduction in the level of wellbeing support for students over that provided by same sex. Research shows that girls learning outcomes regress in a co-educational setting. No single sex choice for families in the area that cannot afford. Boys can dominate the classroom and teachers' attention focuses on them. Reduced confidence may result for girls. Increased sexism and bullying. Decreased participation from girls both in and out of the classroom. Decreased personal and social development from girls. Likelihood of imbalanced gender ratio within classrooms. Less teacher opportunities for career development. Limited curriculum due to catering to two gender types. Increased classroom management issues will result in reduced lesson time. Less student female voice. Decrease in girls' participation in sports. 	Benefits <ul style="list-style-type: none"> Increased subject choices for senior years. Increased professional opportunities for teachers for senior years. Disadvantages <ul style="list-style-type: none"> Timetabling can become more complex. Less career opportunities for single sex to teachers to teach co-education in years 11 and 12. Loss of staff for the subjects that are merged that are not full classes currently. Inequitable teaching loads. Reduced opportunity to build rapport and positive teacher/student relationships over that of a single sex environment. Students can feel isolated in a larger classes in senior years. Potential lack of communication between junior and senior years. Discontinuity and inconsistency of curriculum and wellbeing programs that are tailored for single sex classes. Lesser opportunities for gender specific programs in senior years. Lack of focus on female empowerment in senior years.

4.3.5.4 Table discussion 2: Attitudes towards the five proposals

School staff were asked to discuss with their table:
Are there any other proposals that you think should be considered?

Table feedback is described below.

Randwick Boys' High School

Staff at Randwick Boys' High School requested six other proposals for the Department to consider:

- Make Randwick Boys' High School co-educational and retain Randwick Girls' High School as a single sex girls' school
- Merge Randwick Boys' and Randwick Girls' high schools and establish a single sex girls' school at an existing school (e.g., JJ Cahill Memorial High School)
- Merge Randwick Boys' and Randwick Girls' high schools, with single sex junior years (e.g., years 7 - 9) and co-ed senior years (e.g., 10 - 12) or the reverse
- Build a new high school in the eastern suburbs
- Retain the status quo but expand the amount of shared resources between Randwick Boys' and Randwick Girls' high schools
- Improve the facilities at Randwick Boys' and Randwick Girls' high schools.

Randwick Girls' High School

Staff at Randwick Girls' High School requested five other proposals for the Department to consider:

- Build a new all-girls high school
- Improve enrolment numbers at Randwick Boys' High School
- Randwick Boys' High School to become a vocational training facility
- Change school boundaries and bus routes so students can access an existing co-educational school
- Put resources and time into increasing the numbers in the co-educational schools that are not at capacity.

Overall results

Across both schools, building another school was the most suggested proposal request to be considered by the Department.

A proposal to retain a single sex all girls' school in the eastern suburbs while also establishing a co-educational high school option in Randwick was the second most suggested proposal request to be considered by the Department. Proposals that would achieve this in part are:

- Retaining Randwick Girls' High School as a single sex girls' school and making Randwick Boys' High School a co-educational school
- Merging Randwick Girls' and Randwick Boys' high schools and establish a single sex girls' school at an existing co-educational high school (e.g., JJ Cahill Memorial High School).

4.3.6 Principal interviews

4.3.6.1 Participant profile

30-minute interviews were held with the Principal or Deputy Principals of:

- Randwick Girls' High School
- Randwick Boys' High School
- South Sydney High School
- Matraville Sports High School
- And JJ Cahill Memorial High School.

The Principal of Rose Bay Secondary College declined an interview.

The interviews explored school principal and deputy principals' thoughts on:

- Decision making factors for parents, carers and students when choosing a high school
- Benefits and disadvantages of different school models (single sex, co-education and blended models)
- The five proposals.

Interview feedback is summarised below.

4.3.6.2 Decision making factors

Parents and carers

Parents and carers largely drive the decision-making process in regard to high school enrolment.

There are many factors that go into parents and carers decision making when choosing a high school to enrol their child. Every child's needs are different and therefore parents and carers search for a school that can support those needs.

Demographic factors like the suburb the family lives in, their religious or cultural beliefs and income influences the school they choose for their child.

The common factors that contribute to their decision making are listed below in no order.

Positive learning environment Parents and carers want a school that provides their child with the opportunity to perform well academically. The breath of co-curricular and extra-curricular choices contributes to this

How the community views the school.

Factors that contribute to this:

- quality of school facilities
- academic performance
- perceived quality of teaching staff
- school leadership
- word of mouth recommendations

Culture and sense of community at a school. A strong and welcoming sense of community that offers a safe environment for students to develop into young adults.

Support and welfare programs offered by the school.

Type of school, for example a single sex or co-educational school.

"Parents send their children to schools that have money invested in them. A lot of schools in this area look like they are not cared about."

High school principal

"One factor is that whether the parents believe that the child will be able to learn at your school and be successful."

High school principal

Students

Students want to go to a school with their friends and a school that offers a breath of opportunities for them, for example, breath of curriculum, overseas excursions, drama and art programs.

4.3.6.3 Feedback on school models

Most Principals or Deputy Principals support co-education, while others support single sex education or believed that the quality of school was more important whether it was single sex or co-educational.

Their feedback on each is summarised on the following page.

Single sex

- A single sex environment fosters academic excellence and better social engagement.
- Single sex schools cater to some religious beliefs.
- Teachers can specialise in girls' or boys' education.
- The tailored wellbeing and support programs can be created.
- In single sex environments, girls can focus on their learning and are not scared to ask questions.

"People who can't afford to go to the private system, shouldn't be forced to go to a co-educational school. There needs to be choice."

High school principal

Co-educational

- Co-educational schools reflect the real world.
- Boys do better in a co-educational environments.

"I don't think there are differences between the two [single sex or co-ed]. Some students excel in single sex and some excel in co-educational schools or sports high schools etc. I think there is a place for all of those schools. The schools that perform well are the high functioning ones."

High school principal

Blended model

- For a blended model to work, both schools need to have a strong working relationship. A lot of organisational and cultural factors that go into making mixed classes work.
- Having shared co-educational classes in years 11 and 12 would be beneficial as the breath of curriculum would increase.
- Teachers are disadvantaged in a blended model. Teachers who do not teach stage 6 have limited opportunities for career development.

4.3.6.3 Attitudes towards the five proposals

The Principals and Deputy Principals have varied views on what proposal is most suitable. The three proposals that were given as their most supported proposal were:

- A: Retaining the current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.
- C: Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.

"The way girls and boys learn is unique. If the schools were to merge, there still needs to be a girls' approach and a boys' approach to learning and support."

High school principal

- E: Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.

Other proposals

Other proposals suggested to the Department to:

- Randwick Boys' High School to become co-educational and Randwick Girls' High School to stay a single sex girls' school.
- Extending the co-curricular activities, but not formalising the process, between Randwick Boys' and Randwick Girls' high schools.
- Develop a strategy for public education in the eastern suburbs that promotes enrolment in existing government schools.

4.3.7 School staff submissions

There were 29 submissions received from school staff. Twenty-six of the submissions were received by email, and three by letter.

Twenty-eight of the submissions were sent by Randwick Girls' High School staff (including principals, teachers, cleaners, and support staff), while one of the submissions was sent by a primary school teacher.

Amongst these submissions 28 clearly identify one of the five proposals being offered, with those 28 supporting both schools remaining as single sex.

The primary school teacher submission advocated for the creation of a new public high school in the eastern suburbs.

The remaining 28 submissions had the common themes of:

- The right to choose,
- Impact on the school community,
- And the benefits of a single sex education.

A less common theme included the need for a new school in the eastern suburbs.

Theme 1: Right to a choice

The right for parents and carers to have a choice was a common theme amongst staff submissions, with 23 submissions noting that choice is an important right not only for parents and carers, but also for the teachers who have made the decision to teach at a single sex public school.

11 submissions noted there are currently co-educational public high schools in the eastern suburbs that are operating under capacity, leaving Randwick Girls' High School and Randwick Boys' High School as the only public single sex schools offered to the community.

Theme 2: Impact on the school community

In 17 of the 28 submissions, repeated consultations and proposed mergers have a negative impact on the wellbeing of the whole school community is raised as a key issue and has caused ongoing disruption to learning, and stress for students, teachers, and parents.

One submission highlighted that the insecurity caused by repeated consultations has led to uncertainty amongst parents in deciding if they should enrol their children as the status of Randwick Girls' High School as a single sex school.

Lastly, 10 of the submissions raise the fear of job losses or relocations due to the possible merging of the schools, leaving them without a choice to teach or work in a public single sex school in the eastern suburbs. One submission notes that it could potentially cause teachers and other school support staff to seek employment at a private school.

"A forced amalgamation leads to preferential access to public single-sex education based on region of abode. The outcome of this is not equitable as choice and access to single-sex public education will remain for those in other regions of metropolitan and Greater Sydney."

Randwick Girls' High School staff member

Theme 3: The benefits of a single sex education

The benefits of a single sex education were raised by 19 staff, who stated that specialised teaching allow them to specifically target the interests and learning styles of girls. The result of this targeted teaching contributes to the high HSC ranking and broader positive reputation that Randwick Girls' High School has in the community.

Additionally, 13 submissions state that the personal development of pupils at Randwick Girls' High School is benefitted by the lack of male students, as female students feel more confident to participate in the school community without fear of scrutiny, excel academically compared to co-educational schools in the area, have reduced classroom disruptions, and are less likely to face gender stereotypes. The outcome leads to students feeling more empowered to achieve their goals.

"Each school term we welcome numerous students who have been faced with bullying or have otherwise been misplaced in the private schooling system. These students are able to continue their education... [and] are offered outstanding support from female peers and teachers and ho specialise in girls' education."

Randwick Girls' High School staff member

4.3.8 Staff insights

Primary school staff insights

- Primary school staff are concerned about the number of students that move to non-government high schools before they reach Year 6.
- They feel that parents and carers are dissatisfied with their local government high school enrolment choices, which then pushes them to choose a non-government high school for their child even if their preference is for a government school.
- Primary school staff think parents and carers want to send their child to a school with good facilities, and some feel that Randwick Boys' High School and Randwick Girls' High School looks neglected compared to the facilities at other local government and non-government schools.
- The majority of primary school staff workshop attendees are in favour of introducing co-educational services into both school (either to merge the schools or establish more shared co-educational classes).

High school staff insights

- Randwick Boys' High School staff are open to merging the schools or increasing the amount of shared (co-educational) classes across the two schools.
- Randwick Girls' High School staff advocate for the benefits of a single sex girls' education and have concerns about losing the sense of community and security they have built at the school if co-educational offerings were introduced.
- Staff from the other four high schools were most in favour of retaining single sex education at both schools and providing students the entitlement to enrol at an existing co-educational high school.

4.4 General public



4.4 General public

4.4.1 Overview of general public consultation

There were 92 survey responses, 22 workshop attendees and 30 submissions received by the general public.

Any community members that are not students, parents and carers or school staff were invited to participate in the consultations through the general public survey, workshop or submit a separate submission to the consultation.



Students



Parents and carers



School staff



General public



Special interest
groups

4.4.2 General public survey results

In total, 92 members of the general public completed the survey.

4.4.2.1 Participant profile

15% of respondents live in the suburbs of Randwick, and 12% live in Maroubra.

The other 73% of respondents lived across 28 suburbs in the eastern suburbs.

There was a mix across all age groups.

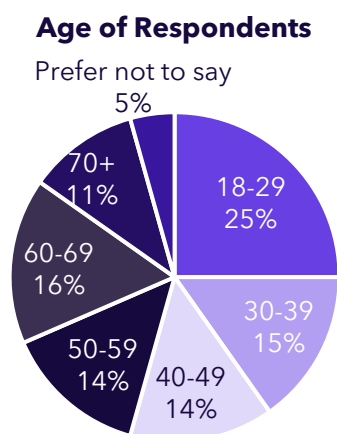


Figure 101. S2. What is your age? (n=92)

14% of respondents have a child currently attending high school, 12% have a child currently attending primary school, and 13% have a child that hasn't started school yet.

One quarter (24%) of respondents attended Randwick Girls' High School themselves. 40% attended another government high school, and 23% attended a non-government high school.

4.4.2.2 Decision making factors

The top two most important decision making factors are the educational opportunities at the school (93% importance) and a culture of inclusivity and support (92% importance).

The type of school (government or non-government) is the least important factor (53% importance).

Single most important factor

When asked for their single most important factor, the top two are consistent with the previous question.

- 42%** The educational opportunities at the school
- 33%** A culture of inclusivity and support at the school

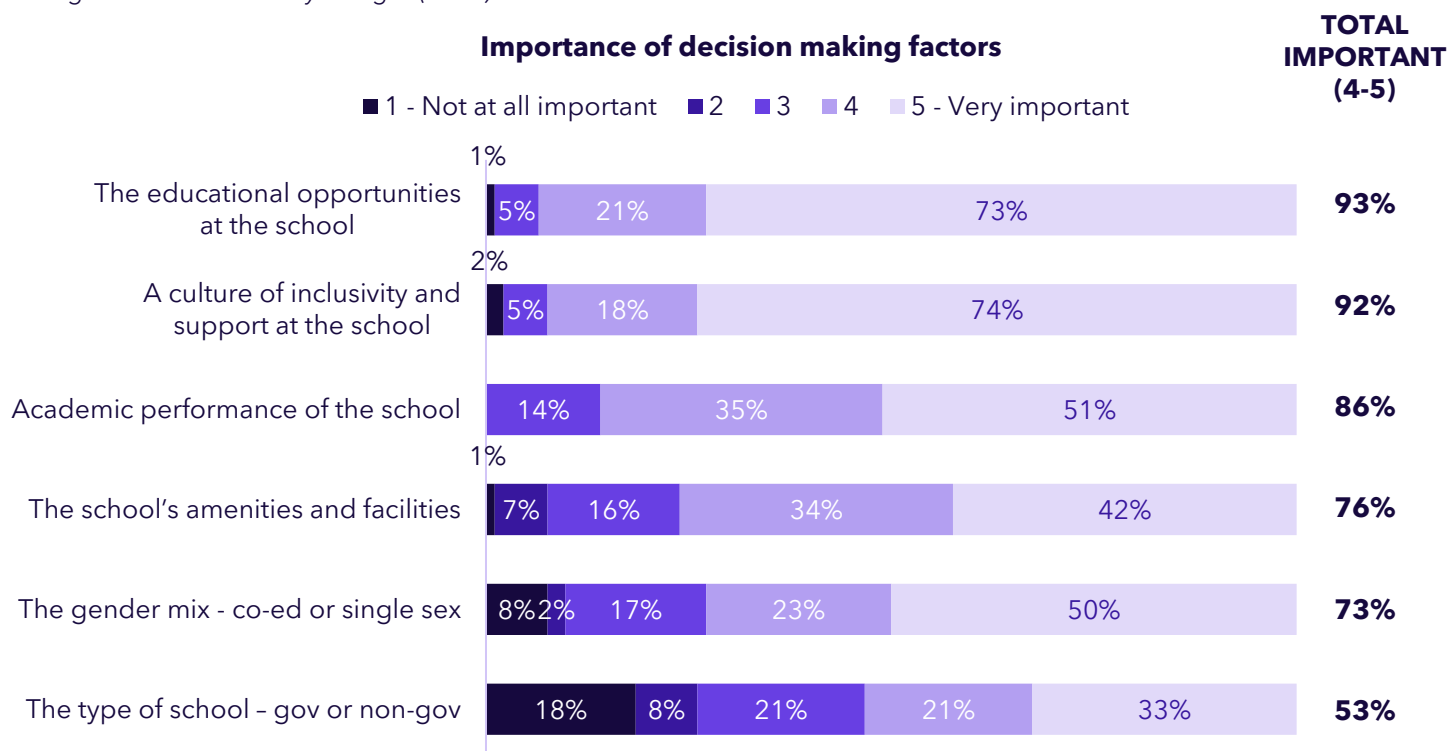


Figure 102. A2. How important do you think each of the following factors are in achieving a quality high school education? (n=92)

4.4.2.3 Attitudes towards the five proposals

Respondent's attitudes towards the five proposals are presented below.

Attitudes towards proposals

■ 1 - Completely unacceptable ■ 2 ■ 3 - Neutral ■ 4 ■ 5 - Completely acceptable

A: Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

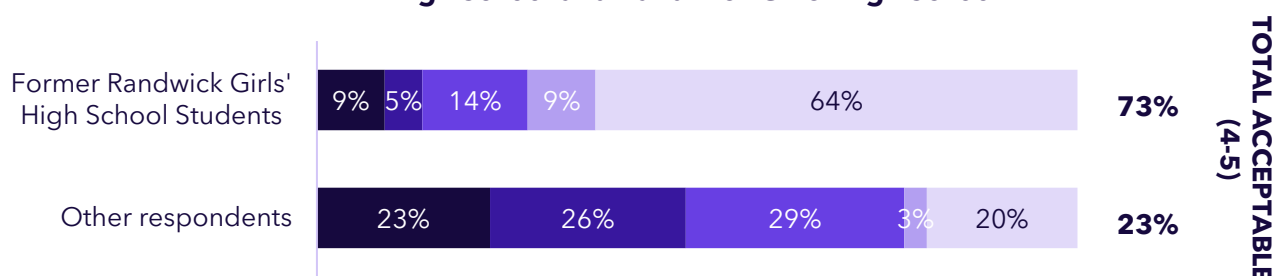


Figure 103. E1. How acceptable are these proposals to you? (n=92)

The strongest views follow:

- 73% of former Randwick Girls' High School student respondents think that retaining the status quo is acceptable.
- 49% of the remaining respondents think that this proposal is unacceptable, and 23% think it is acceptable.

As a space that empowers young girls and women it excels and this wouldn't be the same in a co-educational context. There are female specific activities and subjects that now take place at Randwick Girls' - a merge of any kind with Randwick Boys' would reduce or eliminate these opportunities.

Former Randwick Girls' High School Student

B: Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

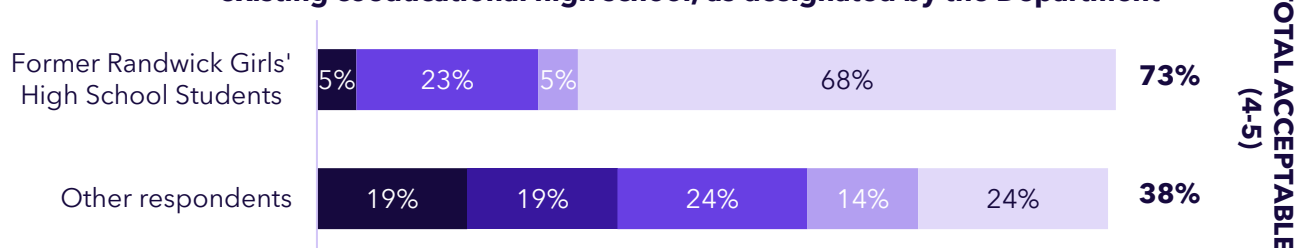


Figure 104. E1. How acceptable are these proposals to you? (n=92)

The strongest view follow:

- 73% of former Randwick Girls' High School student respondents think that retaining the status quo, but providing students the entitlement to enrol at an existing co-educational high school is acceptable. This is their equal most acceptable proposal with retaining the status quo.
- An equal amount of the remaining respondents think that this proposal is as acceptable as they did unacceptable (38%, 38%).

"I firmly believe that there should be a mix of schools, private vs public, and single sex vs co-educational, this will allow families choice."

General public

"I think that the most essential thing is that parents have a choice over where to send their children."

Former Randwick Girls' High School Student

■ 1 - Completely unacceptable ■ 2 ■ 3 - Neutral ■ 4 ■ 5 - Completely acceptable

C: Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

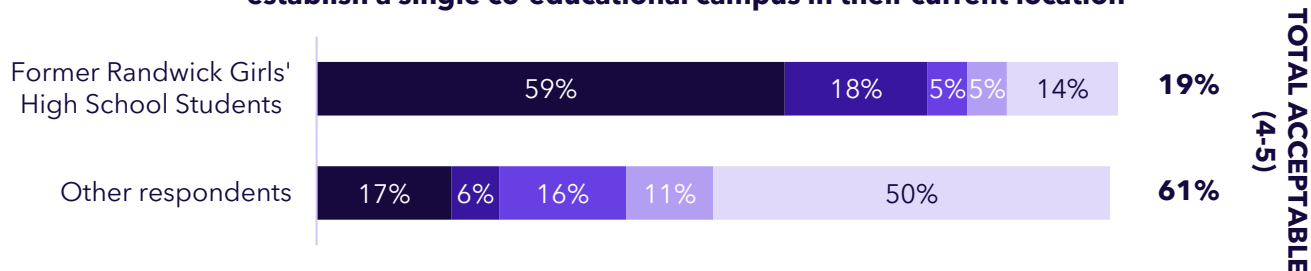


Figure 105. E1. How acceptable are these proposals to you? (n=92)

The strongest views follow:

- 77% of former Randwick Girls' High School student respondents find merging the two schools to create a single co-educational campus unacceptable.
- 61% of the remaining respondents find this proposal acceptable. This is their most acceptable proposal out of the five.

"The best preparation for life is for children of all backgrounds from a local community to grow and learn together."

General public

D: Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

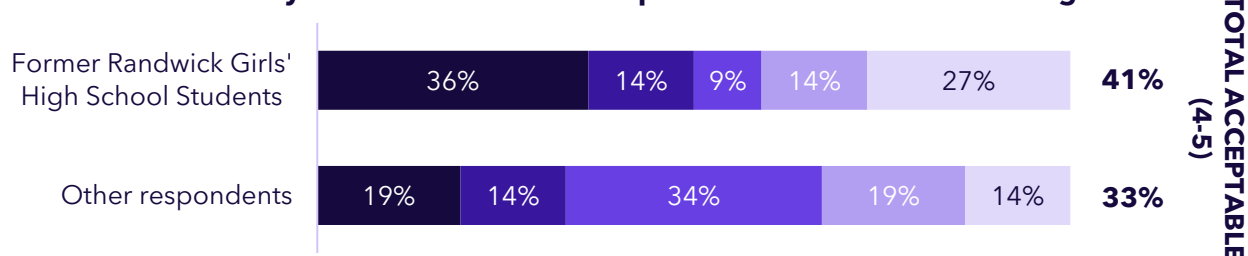


Figure 106. E1. How acceptable are these proposals to you? (n=92)

The strongest views follow:

- slightly more former Randwick Girls' High School student respondents find a mixed model at the schools unacceptable than they do acceptable (50%, 41%)
- an equal amount the remaining respondents thought think this proposal is acceptable as they do unacceptable (33%, 33%).

"It provides a less distracting educational environment for both sexes during earlier years but allows for engagement once kids have matured."

General public

"I feel that girls especially in the younger years may benefit from a mostly female environment—as younger boys can be fairly distracting in class and demanding mentally (speaking from experience). I still believe the schools should be merged [for senior years]."

Former Randwick Girls' High School Student

■ 1 - Completely unacceptable ■ 2 ■ 3 - Neutral ■ 4 ■ 5 - Completely acceptable

E: Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

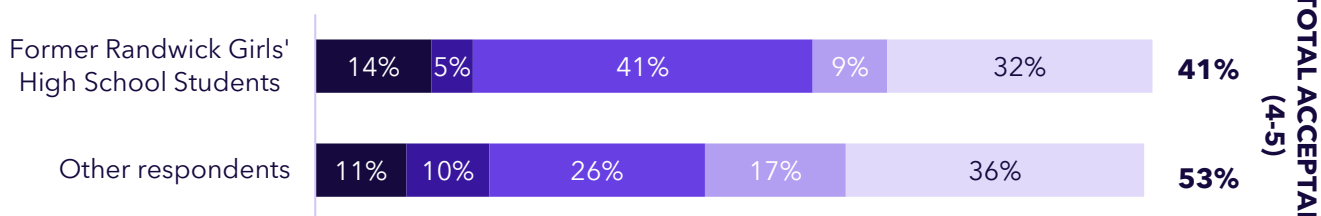


Figure 107. E1. How acceptable are these proposals to you? (n=92)

The strongest views follow:

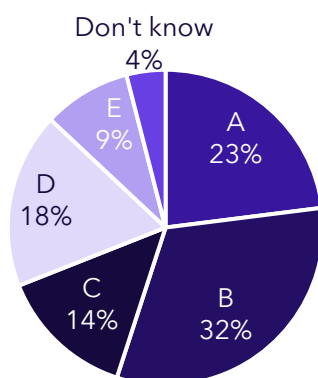
- 41% of former Randwick Girls' High School student respondents feel neutrally about establishing more co-educational classes between the two schools, and a further 41% find it acceptable.
- 53% of remaining respondents find this proposal acceptable.

"Having some co-ed classes are beneficial for social development and personal growth."

Former Randwick Girls' High School Student

Single most acceptable proposal

Former students of Randwick Girls' High School



Other respondents

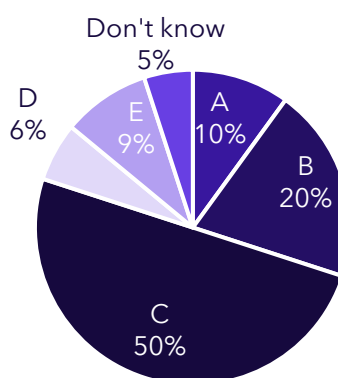


Figure 108. E2. Which one of these proposals would be the most acceptable to you? (n=92)

32% of former Randwick Girls' High School student respondents single most important proposal is to retain the status quo, but provide students the entitlement to enrol at an existing co-educational high school.

Half (50%) of the remaining respondent's single most acceptable proposal is to merge the two schools. 20% of the remaining respondents single most acceptable proposal is to retain the status quo, but provide students the entitlement to enrol at an existing co-educational high school.

A - Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School

B - Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department

C - Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location

D - Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting

E - Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate

Reasons general public prefer their single most acceptable proposal...(reasons listed in order of frequency)	
Proposal A	Need to retain public single sex high schools options in the eastern suburbs.
	Girls perform better academically in single sex schools and are more academically confident.
	Single sex schools create an environment which empowers girls.
	Fear the academic performance of the single sex school could decline if the schools were to merge.
	Single sex schools are able to provide gender specific welfare and learning programs.
	Concern that merging the schools would result in more parents and carers enrolling their children in non-government schools in search of single sex education.
	Randwick Boys' and Randwick Girls' high schools have historic and community significance as single sex schools.
Proposal B	Need to retain public single sex high school options in the eastern suburbs.
	Students can focus better within single sex environment as there are less distractions.
	Single sex education can support religious or cultural beliefs.
	Fears the academic performance of the school could decline if the schools were to merge.
	Personal preference.
	Retaining a single sex education allows for a more inclusive education system that caters to different learning preferences and needs.
Proposal C	Co-education promotes gender equality and reflects social diversity.
	Prepares students for life after school in co-educational environments (e.g. university and workforce).
	Having a local co-educational school would alleviate the need for students to travel long distances for education.
	Merging the schools would allow for more investment in communal spaces and improved facilities.
	Single sex education is outdated.
	Merging the schools would strengthen public education in the eastern suburbs.
	Co-education counters schools' cultures that can be present in single sex schools (e.g. emphasis on sport, drinking culture, and loutish behaviour).
Proposal D	Single sex education in junior years reduces distractions as it allows students to become academically confident.
	Co-education in senior years prepares students for life after school in co-educational environments (e.g. university and workforce).
	Students can mature and then have respectful interactions in senior co-educational classes.
Proposal E	Establishing more shared (co-educational) classes is a more balanced approach which retains the benefits of single sex and co-education.
	Allows for equal opportunities for boys and girls (e.g. equal access to subject choices).
	Maintains the existing structures of both schools and minimal disruptions to current students.
	Would allow both schools to share resources and funding.
	Allows for a more personalised and diverse learning experiences as students would have access to more subject choices.

Figure 109. E3. Why is this the most acceptable proposal to you? (n=92)

4.4.3 General public workshop results

One 60-minute online workshop was held for the general public living in the eastern suburbs. This session was open to anyone with an expressed interest to participate.

The 22 attendees identified themselves as being parents and carers, students, or local community members.

The workshops gather some background information about attendees using the online polling platform Slido, then used breakout rooms to discuss two topics:

- Decision making factors and the benefits and disadvantages of different school models (single sex, co-education, and blended models) and
- The five proposals regarding Randwick Boys' and Randwick Girls' high schools.

Feedback from the workshops has been summarised in the sections below.

Please note that the feedback presented is not representative of the thoughts of the wider eastern suburbs general public, only the participants in attendance.

4.4.3.1 Participant profile

The following questions were asked at the beginning of the workshop.

Did you attend high school in the eastern suburbs area?

Half (55%) said they did attend a high school in the eastern suburbs, while 45% said that they did not.

What type of high school did you go to?

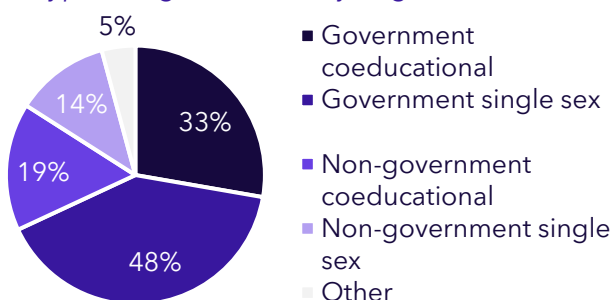


Figure 110: Slido question 2 (n=17)

81% of attendees attended a government high school. 60% of those attended a single sex school, and 40% attended a co-educational school.

On third (33%) attended a non-government school.

Do you have any children that ...

18% of attendees had at least one child currently in early childhood care.

Half (53%) of attendees had at least one child currently attending primary school.

35% of attendees had at least one child currently attending high school.

18% of attendees had had at least one child who had finished high school.

4.4.3.2 Breakout room discussion 1: Decision making factors

What factors are influencing your decision about which high school to enrol your child in?

Attendees' responses are listed in no order.

The gender mix. The gender mix of the school (single sex or co-educational) was important to almost all attendees.

Type of school. Most attendees would like to send their child to a government school, a smaller amount would prefer a non-government school.

Quality of educational offerings. This includes the school's facilities, academic performance, perceived funding.

School fees or costs. Some parents and carers cannot afford to send their child to a non-government school due to financial reasons.

Wellbeing. Some attendees believe female students have better wellbeing outcomes and are safer in single sex schools.

Religious beliefs/cultural preferences. Some attendees religious beliefs or culture preferences meant that they prefer single sex education for their child.

Own experiences. Some positive/negative high school experiences have influenced attendees preference for co-education/single sex.

More attendees preferred single sex education for themselves or their child than they did co-education.

"I would prefer single sex. I don't have the funds to send my daughter to a private school nor do I want to send her to a religious school."

General public

"If you were to merge them into one and have absolutely no public option for single-sex streams for the kids in the eastern suburbs, it would be in my view an absolute travesty."

General public

4.4.3.3 Breakout room discussion 2: Attitudes towards the five proposals

*Which proposal do you **like** the most?*

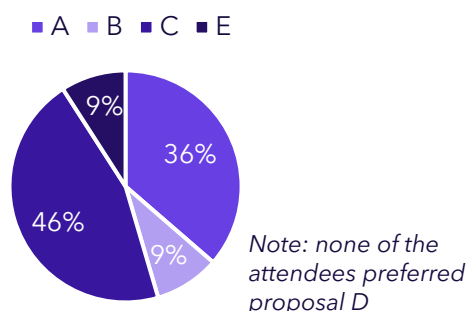


Figure 111: Breakout room discussion 2 question 1 (n=22)

46% of attendees would prefer to retain single sex education at Randwick Boys' and Randwick Girls' high schools.

The second most liked proposal is to merge the two schools.

An equal number of attendees said their most liked proposal is to retain single sex education, and provides local students the entitlement to enrol at a co-education high school, as the proposal to establish more shared co-educational classes between the schools.

None of the attendees prefer the proposal which retained single sex for junior years and introduced co-education for senior years (proposal D).

*Which proposal do you **dislike** the most?*

The proposals attendees disliked the most are listed in order of preference:

- Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location
- Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.

"I disagree that there are already co-educational options in the east. I think it is really important to have a schools that reflects society. There are those lifelong friendships that you can create in co-educational school."

General public

- Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.

The proposal which retained single sex for junior years and introduced co-education for senior years and the proposal which retained single sex education at both school and provides local students the entitlement to enrol at a co-education high school was not mentioned.

Are there any other proposals that are not being considered?

- Retaining Randwick Girls' High School as a single-sex school and making Randwick Boys' High School co-educational.
- Creating an entirely new co-educational school in the eastern suburbs.
- Creating selective streams in both schools.

4.4.4 General public submissions

There were 30 submissions received from the general public, 29 by email, and one by letter.

Seven of the 30 submissions directly reference Randwick Girls' High School and Randwick Boys' High School. Amongst these submissions all seven identified one of the five proposals being offered – four supported both schools remaining single sex, two advocated for merging both schools, and one supported the status quo with more collaboration and shared classes between the schools.

The 30 submissions had three common themes of:

- Lack of access to a quality public education,
- School affordability,
- Future planning.

Theme 1: Lack of access to a quality public education

Twenty-one of the submissions note that they lack access to quality public education options in their area due a variety of reasons, such as the:

- Closure of high schools in the area (7 submissions), which has led to the
- Overcrowding of schools, such as Rose Bay Secondary College (6 submissions),
- Underfunding or under resourcing of schools (8 submissions),
- Lack of co-educational options (8 submissions).

"The present divide between public and private education in Australia is unfair and inequitable, and nowhere is that more evident than it is in Wentworth, with its oversupply of obscenely rich, expensive, publicly subsidised 'private' schools, and it's under supply of quality public secondary institutions."

General public

Of these submissions 19 believe that the lack of access to a quality public education indicates a need for a new school in the eastern suburbs to ensure the community's schooling needs are met.

Theme 3: Affordability

12 of the general public submissions note that affordability is a key reason for where they have chosen or will choose to send their children.

Of these submissions, seven felt that the high costs involved with the private school system impacted or took away their ability to choose where to enrol their child/children. Another seven submissions state that the limited co-educational or secular options in the private sector would be incompatible with their or other parents' desire for a single sex secular education.

Lastly, five submissions raise the overrepresentation of private schools in the eastern suburbs as an issue that complicates the ability for the public school system to thrive in the area.

It was noted by four submissions that the poor reputation of many public schools, particularly those that are co-educational in the eastern suburbs, influences parents and carers' decision to opt into sending their child/children to private schools if they can afford it.

Theme 4: Future planning

In 10 of the submissions future planning to accommodate the anticipated population growth in the eastern suburbs was mentioned as a key factor in the decision making process.

It was noted that the closure of other public schools in the area and overrepresentation of private schools in the eastern suburbs has left limited viable public options, particularly single sex public schools.

Two of the submissions held concerns for what future options will be available in their area once they have had children. They felt that their right to choose could be further eroded with the merging of the Randwick schools, pushing them to either opt into the private sector or move catchments.

"These areas have undergone increased densification, leading to increased numbers of families...wanting to access a public school as they are unable to afford the high fees of the many private schools in these areas and do not want a school of a particular religious denomination. The increase in population in the area is only going to increase and the need for a new secondary co-ed school is urgent."

General public

4.4.5 General public insights

General public insights

- Of the respondents who are not former Randwick Girls' High School students, half (50%) were in favour of merging the two schools.
- Within the former Randwick Girls High School students participants, over 50% preferred the proposals where the two Randwick schools retain their single sex composition.
- Proposals that provided an option to increase access to co-educational schooling was highly acceptable to most participants.

4.5 Special interest groups



4.5 Special interest groups

4.5.1 Overview of special interest group consultation

There were 24 workshop attendees and four submissions received by special interest groups.

The following special interest groups were invited to a one-on-one workshop with the project team or to attend the general public workshop:

- NSW Primary Principals Council
- NSW Secondary Principals Council
- International Coalition of Girls' schools
- Primary School P&C Associations
- High School P&C Associations
- NSW Teachers Federation
- CLOSEast
- NSW Aboriginal Education Consultative Group (AECG)
- Federation of Parents and Citizens Associations of NSW

The NSW Teachers Federation, AECG, and the Federation of Parents and Citizens Associations of NSW did not participate.

The following Members of Parliament were contacted with information about the consultation and how to participate:

- Dr Marjorie O'Neill, Member for Coogee
- Hon. Ron Hoeing, Member for Heffron
- Ms Kellie Sloane, Member for Vacluse
- Hon. Michael Daley, Member for Maroubra

All special interest groups were welcome to submit a submission to the project.



Students



Parents and carers



School staff



General public



Special interest groups

4.5.2 NSW Primary Principals' Council

The NSW Primary Principals' Council is a professional association that represents 1,800 government primary schools, schools for specific purposes (SSPs), Early Education and Care (EECs), Central and Hospital school principals across NSW. It is a peak advisory body on matters which relate to primary education in NSW to the Department.

4.5.2.1 Participant profile

During consultation, SEC Newgate met with the President of Bondi Area Council for 45 minutes. Their feedback is summarised below.

4.5.2.2 Overall feedback

The eastern suburbs is quite unique in the sense that there are not many single sex public high schools in NSW. The challenge is the competitive nature between government and non-government schools in this area.

Parents and carers want to send their child to a school that sets them up for success in later life, and families in this area are more likely to have the means to choose between the public and private sector to do this.

When principals accept out of area enrolments it makes it harder for other schools to attract their local students, which is an issue for some schools.

"In our area that needs to be addressed so that schools can attract and enrol the students that should be coming to their school."

President of Bondi Area Council

The Council does not have a preference towards single sex or co-educational schooling.

4.5.2.3 Decision making factors

Influence on high school enrolment choices

School staff do not play a big role in parents and carers high school enrolment choices. Many families have already made up their mind before they have a conversation with their primary school.

If primary school staff are involved in the decision, it is often when parents and carers are choosing between public high schools.

Parents and carers decision making factors

The main factor that influence high school enrolment choices is the reputation or perception of the high school.

The following factors contribute to this:

- the quality of the physical environment of a school. Some parents and carers are unwilling to wait for promised upgrades to facilities that have yet to start.
- the students that attend the school. Some parents and carers believe that non-government high school attract better behaved students.

"If the department is serious about attracting students to public schools whether they are single sex or not, they need to improve the facilities first."

President of Bondi Area Council

4.5.2.4 Attitudes towards the five proposals

The proposal the Council liked the most was D: retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School and merging the senior years from each school to provide a co-educational setting because it retains single sex education, while also introducing more co-educational services.

Proposal E which establishes more shared co-educational classes between the schools would be hard to implement.

Proposal C was disliked the most (merging Randwick Boys' and Randwick Girls' high schools to establish a single co-educational campus in their current location) because losing two single sex schools would impact the public education system and would result in more families sending their children to non-government schools.

"I think in our area parents choose Randwick Boys' and Randwick Girls' because they are single sex and not religious. I would say they are in the minority though, the majority of parents want co-education."

President of Bondi Area Council

4.5.3 NSW Secondary Principals Council

The Council is an incorporated professional association, providing a forum for professional discussion and debate. It represents over 500 principals of government high schools, central schools and schools for special purposes with secondary enrolments across NSW.

4.5.3.1 Participant profile

SEC Newgate met with the organisation's President for 45 minutes. Their feedback is summarised below.

4.5.3.2 Overall feedback

It is important that any decisions made by the Department are done so with the aim of making educated choices in the eastern suburbs as equitable for students as possible.

The Council does not have a preference towards single-sex or co-educational schooling.

4.5.3.3 Decision making factors

The Council considers perception to be one of the key factors when parents are considering to enrol their children in government schools.

"The hardest thing for the principal to fix, is its perception. Public perception of schools is based around things that aren't accurate."

President of NSW Secondary Principals Council

4.5.3.4 Attitudes towards the five proposals

The Council does not have a position on the five proposals but noted that it is about undertaking thorough consultation with all stakeholders

The Council found it interesting that there was no proposal that included Randwick Boys going co-educational and Randwick Girls staying single sex.

4.5.4 International Coalition of Girls' School

The International Coalition of Girls' School (formally the Alliance of Girls' Schools Australasia) is a non-for-profit organisation that advocates for girls' education. The organisation has 185+ members across Australia and New Zealand that include schools from the government and non-government sector.

4.5.4.1 Participant profile

SEC Newgate met with the Executive Officer and Research Manager of the International Coalition of Girls' School. Their feedback is summarised below.

4.5.4.2 Overall feedback

The Coalition advocates for the benefits of single sex girls' education and believes that all families should be afforded the choice to send their child to a single sex or co-educational school if that is their preference. Having the choice is very important as schooling is a complex process and every student has different needs.

The Coalition was open to blended educational models or having a common campus that a single sex boys and single sex girls' school would share. They pointed to Avonside Girls' High School and Shirley Boys' High School in New Zealand as an example of schools that operate as separate schools but share a common campus.

4.5.4.3 Benefits of single sex education

Some of the benefits of single sex education the Coalition gave are:

- There is better behaviour management in classrooms. Less disruptions allows more time for teachers to focus on teaching.
- Girls achieve greater academic success in single sex environments
- Every school leadership opportunity is afforded to girls
- Increased confidence in girls
- Increased participation in subjects such as sports, and science
- Girls feel safer in single sex environments

- Teachers are able to teach in accordance of gender differences such as maturity levels and sociological differences
- There is a highly aspirational culture in single sex girls' schools
- Tailored wellbeing strategies can be in place for girls.

"Single sex schools do connect with the opposite sex. I cannot think of one school in our organisation that does not have a program with a 'brother school'. You [parents and students] are getting the best of both worlds in a single sex environment. Schools are aware of these debates and have strategies and programs to negate them."

**International Coalition of Girls' School
representative**

4.5.4.4 Attitudes towards the five proposals

The proposal the Coalition liked the most was B: retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School and, providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department. This proposal would give parents and carers the choice to send their child to a single sex or co-educational school.

Secondly, the Coalition liked proposal D: retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting as this could provide some benefits in senior years as it would allow for more subject choices, however core subject class should remain as single sex.

The proposal the Coalition disliked the most was C: merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location as this proposal would limit parents' choices the most.

4.5.4.5 Submission

The Coalition's submission opposes merging the two schools as it removes choice for parents and carers. Teachers also tailor their teaching specifically to encourage and support girls to participate in areas currently underrepresented by women, such as in STEM.

4.5.5 Primary School P&C Associations

One 60-minute workshop was held on 10 May 2023 involving representatives from the Primary School Parents and Citizens Associations of the nine feeder primary schools of Randwick Boys' and Randwick Girls' high schools. This workshop gathered feedback, responses, and commentary on two topics:

- decision making factors that parents at P&C representative schools have in choosing a high school for their children.
- attitudes on the five proposals including any other proposals not being considered.

The participants offered their insights and thoughts drawn from their perspectives and experiences of the diverse schools they represented.

4.5.5.1 Participant profile

This workshop had seven P&C Association representatives from the following public schools:

- Randwick Public School (one person)
- Rainbow St Primary School (one person)
- Daceyville Public School (two people)
- Coogee Public School (two people)
- Waverly Public School (one person)

Representatives from Clovelly Public School, Kensington Public School, Maroubra Junction Public School, and South Coogee Public School P&C Associations were invited but did not attend.

4.5.5.2 Overall feedback

The lack of viable co-ed high school options in the area were felt to have contributed to an exodus of families from the public system into the private system. Neglected infrastructure, delayed funding, lack of investment and local high schools exacerbate the problem.

Poor public high school options restricts effective choice to either a sports specialty or selective school, meaning the most viable option for families is the private/independent route as many students don't fall into either specialty.

Survey feedback requested greater notice for workshops was needed as several invitees were unable to attend due to prior commitments.

4.5.5.3 Decision making factors

Participants strongly emphasised the material quality of available schools and qualitative student experiences over school gender makeup.

Participants noted a diversity of opinion regarding co-ed and single-sex education but moreover that there are currently no viable co-ed high school options. Key decision-making factors expressed were:

- Academic reputation, performance, and learning outcomes.
- Student wellbeing and welfare, mentoring, other soft learning dynamics.
- Quality of infrastructure and facilities.
- A meaningful choice of public high school options.
- Reputation for physical safety.

4.5.5.4 Attitudes towards the five proposals

Four participants chose proposal C as the most desirable. However, many participants stated that this choice must be accompanied by improved investments and facility upgrades.

Two participants chose proposal D as the most desirable with observations that a viable choice of co-ed public high school is paramount in parental decision making.

One participant gave no specific preference but expressed that the ability to make meaningful choices was paramount.

Proposal B was also seen variously as a compromise position and as simply moving the goalposts.

One participant suggested the building of a new school in the area as an option that was not being considered.

"The eastern suburbs has a high concentration of private schools, it feels like the department is abandoning parents in this area"

Primary school P&C member

4.5.6 High School P&C Associations

One 60-minute workshop was held on 9 May 2023 involving representatives from the six high schools within the Eastern Suburbs High School Community Group. This workshop gathered feedback, responses, and general commentary on two key topics:

- decision making factors that parents at P&C representative schools have in choosing a high school for their children
- attitudes on the five proposals including any other proposals not being considered.

The participants offered their insights and thoughts drawn from their perspectives and experiences of the diverse schools they represented.

4.5.6.1 Participant profile

This workshop had four P&C Association representatives from the following public schools:

- Randwick Boys' High School
- Randwick Girls' High School
- Rose Bay Secondary College
- JJ Cahill Memorial High School

A representative from Randwick Boys' High School also attended in their capacity as a representative of the Alliance of P&C Eastern Suburbs.

4.5.6.2 Overall feedback

A greater financial investment in high schools within the eastern suburbs is seen as the greatest contributor to boosting high school enrolments. P&C members noted that the current condition of all high schools in the east deters parents from enrolling their children in the public school system.

The Department's decision will ultimately impact all the high schools within the eastern suburbs. As a number of the co-educational schools are already under capacity, any changes to the current arrangements of Randwick Boys and Girls could have a long term impact on enrolments and funding opportunities.

4.5.6.3 Decision making factors

Overall, participants agreed that parents want to have a choice between sending their children to a co-educational or single sex school.

For some parents of Randwick boys and Randwick girls, the gender make up of the school, was a key decision making factor in choosing which high to enrol, their child. This may be due to parents looking for an environment best suited to their child, a school that may best suit their religious beliefs, or a focus on academic outcomes.

Parents also noted that a prominent decision making factor is the proximity of the school to where they live. This includes the availability of public and active transport options.

For some parents, a school that can provide the best environment for their child is a key consideration. Parents took into consideration a school's capacity to support students with learning or accessibility requirements, and those with established wellbeing programs.

4.5.6.4 Attitudes towards the five proposals

There were varying attitudes towards the proposals.

All participants stated that any proposal must be accompanied by improved investments and facility upgrades.

One participant nominated proposal B as the most desirable as it would be most beneficial to their school.

One participant chose proposals C and E as the most desirable with the observation that their parents expressed they were concerned that parents should have a choice.

One participant preferred A, but noted interactions between the schools could be done in a better way to provide a richer experience for the kids. For example, co-ed sport, art.

A number of participants noted that if the Department was to opt for merging the school, parents would expect there would be a significant investment to support the change.

4.5.7 Correspondence to the local member

The NSW Teachers Federation Executive did not participate. The Randwick Girls' High School branch members of the Federation emailed a submission addressed to the Minister for Education, The Hon. Sarah Mitchell, MLC. A summary of the submission is below.

4.5.7.1 Submission

The submission opposes merging the two schools as it removes choice for parents and carers, adding that staff welfare and community perceptions have been impacted negatively due to these consultations.

The submission stresses that schools need adequate funding and resourcing to ensure secondary education is supported in NSW.

The sudden nature and timing of the consultation is raised, along with questions regarding the validity of the survey and how it can ensure there is transparency and efficacy during the consultation.

4.5.8 Members of parliament

Local members of parliament were contacted about the consultation with information about how to participate.

One joint submission was received from Allegra Spender MP (Member for Wentworth) and Alex Greenwich MP (Member of the NSW Legislative Assembly). A summary of their submission is below.

4.5.8.1 Submission

The submission states that access to a quality public education is a critical issue that needs to be addressed as there is currently a lack of choice available.

The anticipated population growth in the eastern suburbs will further exacerbate the issue as demand for public schools will grow in the area. Current overcrowding of Rose Bay Secondary College demonstrates the capacity and facilities for current students are not adequate.

The closure of high schools in the area has left parents and carers with limited public choices and unaffordable private options. Many parents also support co-educational secular schooling, which is difficult to access in the private sector.

Lastly, the submission notes that the current consultation has a narrow scope that mirrors the consultation carried out in 2019.

4.5.9 CLOSEast

CLOSEast (Community for Local Options for Secondary Education in the east) is a community organisation that advocates for the improvement of public high school options in the eastern suburbs.

CLOSEast was invited to attend the general public workshop and a summary of their submission is below.

4.5.9.1 Submission

The submission advocates for a new co-educational public high school to be built in the eastern suburbs to meet demand from a growing population. Along with the new high school is a need for further resourcing and funding of NSW public schools.

As there is a strong preference for co-educational schools by parents and carers, those that can are opting to move to a new catchment or enrolling their children in private schools, which are often expensive alternatives that not everyone can afford.

The group states that the facilities of Randwick Girls' and Randwick Boys' High Schools need to be upgraded.

5. Evaluation of the consultation process



5. Evaluation of the consultation process

5.1 Stakeholder feedback

At the end of each workshop, attendees were asked to complete a three-question feedback form about the session. The results are presented in the table below.

Table 4. Feedback form question 1

	I understood the purpose of today's workshop							
	Primary school staff	RBHS staff	RGHS staff	Primary school parent and carers	RBHS parent and carers	RGHS parent and carers	General public	
Strongly agree	3	5	2	35	10	27	6	Total agree: 133
Somewhat agree	0	20	3	9	3	6	4	
Neither agree nor disagree	0	4	1	1	0	1	0	
Somewhat disagree	0	3	0	1	0	3	0	Total disagree: 13
Strongly disagree	0	2	3	0	0	1	0	

Table 5. Feedback form question 2

	I felt I had an opportunity to have my say							
	Primary school staff	RBHS staff	RGHS staff	Primary school parent and carers	RBHS parent and carers	RGHS parent and carers	General public	
Strongly agree	3	8	2	39	10	20	7	Total agree: 127
Somewhat agree	0	20	3	5	2	5	3	
Neither agree nor disagree	0	2	1	1	0	0	0	
Somewhat disagree	0	1	1	1	0	2	0	Total disagree : 10
Strongly disagree	0	3	2	0	0	0	0	

Table 6. Feedback form question 3

Any other feedback? (responses have been summarised)	
Primary school staff	No responses
RBHS staff	<ul style="list-style-type: none"> • We have already been through this consultation • The workshops were a 'tick a box' exercise to say 'we consulted' • Unsure the Department will listen to feedback • Can we see the outcomes of this consultation and the last consultation? • The workshop should have been longer • Unsure of how this will help inform decisions • Convert Randwick Boys' to a co-educational school and retain Randwick Girls' as a single sex school
RGHS staff	<ul style="list-style-type: none"> • The workshop should have been longer • A bit of a waste of time
Primary school parents and carers	<ul style="list-style-type: none"> • Providing quality co-educational high schools that match the quality currently offered at primary schools in the area • Seeing the questions that were asked in advance would have helped to formulate responses and order thoughts to be able to voice opinions during the workshop • It is unclear if any action is promised to the community as it has not occurred in the past • A new co-educational school is needed, along with more funding
RBHS parents and carers	<ul style="list-style-type: none"> • The consultation is too focused on Randwick Girls' High School and Randwick Boys' High School. Both Sydney Girls' and Boys' High Schools should have also been included. • The schools should merge. This change is needed to reflect real life. • There was good facilitation and allowed different viewpoints to be expressed
RGHS parents and carers	<ul style="list-style-type: none"> • The single sex school supporters were very vocal during the workshop • Other options should have been included, such as local enrolment at Sydney Boys' and Girls', or a new single sex school in the suburb(s) where there is demand • Problematic consultation as there was low uptake and was not accessible to people who cannot use technology • Not enough time to get into the detail and have a discussion. • Not every attendee was a parent from Randwick Girls'
General public	<ul style="list-style-type: none"> • There is a need for a new comprehensive co-educational high school in the eastern suburbs and should have been included as an option in the proposals • People choose private schools due to public schools being run down and under resourced • Randwick Girls' High School and Randwick Boys' High School should not be merged as it provides choice to parents and students • The Department should have consulted the community before providing the proposals

5.2 Best practice IAP2 Engagement Framework

On the public participation spectrum, the engagement level of this consultation was to **involve**, which means to work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered. This engagement level, in combination with the IAP2 core values for public participation, has informed a legitimate and authentic community engagement process for the project. How the consultation has demonstrated the IAP2 core values is shown below.

Table 7. IAP2 core values evaluation

IAP2 core values	How the consultation has demonstrated these values
Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.	The consultation process was designed to ensure that not only those who would potentially be affected by an immediate decision were consulted, but also those who may be affected in the future.
Public participation includes the promise that the public's contribution will influence the decision.	This is a commitment by the Department of Education regarding the outcome of this consultation.
Public participation promotes sustainable decisions by recognising and communicating the needs and interests of all participants, including decision makers.	<p>The needs and interests of all participants were recognised, captured and will be communicated. This has included ensuring:</p> <ul style="list-style-type: none"> • Strong outreach to all potentially interested stakeholders. • Consulting widely with parents; current, past and potential students of Randwick Boys' and Randwick Girls' high schools; school staff; and the local general public.
Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.	As above.
Public participation seeks input from participants in designing how they participate.	<p>The principals of the six public high schools in the eastern suburbs and nine feeder primary schools of Randwick Boys' and Randwick Girls' high schools were consulted in the planning of this consultation process and suggestions were agreed to by the Department.</p> <p>Stakeholders were offered a range of ways to engage with the consultation. Decisions about the time and date of consultation activities was led by the stakeholders participating.</p>
Public participation provides participants with the information they need to participate in a meaningful way.	Clear information was provided on why stakeholders' insights and feedback was needed and how it would be used.
Public participation communicates to participants how their input affected the decision.	The Department will provide feedback to the stakeholder groups involved in due course.

The important learnings for the Department of Education from this community consultation are that the results of the consultation need to be taken forward and shared with those who participated. This report should be publicly available.

Appendices



A. Early childhood centre distribution list

Early childhood centre	Early childhood centre
Montessori East - Bondi	All Star Early Learners
Banksmeadow Public School Preschool	Botany Bay Preschool
John Brothie Nursery School	Edward Street Early Learning Centre
Hibiscus Children's Centre	Hippo's Friends Long Day Child Care Centre
Woollahra Preschool	Zig and Zag Long Day Care Centre
Dover Heights Community Preschool	Bronte Early Education Centre
Gujaga Preschool	Bronte Kids Preschool
KU - Peter Pan La Perouse Preschool	Mother Goose Child Care Centre
Mascot Public School Preschool	Bambini's 2 Child Care Centre
Matraville Soldiers Settlement Public School Preschool	Bambini's Child Care Centre
KU - Peter Pan Paddington Pre-School	A Place To Grow Early Learning Academy
KU - Randwick-Coogee Preschool	BLUE GUM COTTAGE CHILDREN'S CENTRE
SOS Preschool	Care-a-lot Child Care Centre
The Kornmehl Centre	First Class Learning Centre
St Michael's Pre-school	Little Genius Cottage
Bondi Beach Cottage Occasional Child Care Centre	Little Voyagers Early Learning Centre
Gujaga Multifunctional Aboriginal Childrens Service	Wonderschool
Duffy's Corner Occasional Child Care Centre	Clovelly Child Care Centre
The Green Elephant Early Learning Centre Beaconsfield	Everlearn Preschool - Clovelly
St Stephen's Children's Centre	Roly Poly Child Care (Clovelly)
Active Kids @ Bondi	Miri's Creche
Bennett Street Childcare Centre	Miris Kindy
Castlefield Kindergarten	My Stepping Stones Coogee
Gan Yeladim	Only About Children Coogee Carr Street
Kindamindi Neighbourhood Children's Centre	St Brigid's Preschool and Long Day Care Coogee
London Carriage Preschool and Nursery	St Nic's Christian Preschool
Marli Marli Daycare	Babies By The Bay
Ocean Street Longday Preschool	Goodstart Early Learning Double Bay
Pearl Montessori	Carl Rose Early Learning School
Moriah College Preschool, Shya Redelman Campus	KTC Education & Care Centre
Uniting Iluka Early Learning Bondi Beach	Noahs Ark Learning Academy Eastlakes
Beulah Matumbi Child Care Centre	Waverley Family Day Centre
Care A Lot Kindy 2	Botany Family Day Care

Early childhood centre	Early childhood centre
Gardiner Early Education Centre	Thumbelina Edgecliff Day Care Centre
Gingerbread Preschool Kindergarten	Hillsdale Child Care Centre
Goodstart Early Learning Bondi Junction - Oxford Street North	Goodstart Early Learning Kensington
Goodstart Early Learning Bondi Junction - Oxford Street South	Kensington Castle Early Education Centre
Goodstart Early Learning Bondi Junction - Oxford Street West	Kensington Castle Early Education Centre
Little Zak's Academy Bondi	Kensington Kids Kingdom Early Learning Centre
Mill Hill Early Education Centre	SDN House at Pooh Corner Kensington @ UNSW
Mt Zion War Memorial Kindergarten	Wee Wonders Childcare Centre
Rochie's Creche	Kingsford Early Learning Centre
the GRACE child care centre	Mount Sinai College Early Learning Centre
Waverley Early Education Centre	SDN Owl's House Kingsford @ UNSW
Wee Care 2 Child Care Centre	Wind in the Willows Child Care Centre
Wee Care Kindergarten	Young Academics Early Learning Centre Kingsford
Pine Cottage Early Education	Little Angels at The Spot Preschool
123four Early Learning Centre	Paisley Park Early Learning Centre Randwick
Gowrie NSW Malabar Early Education and Care Centre	Platinum Pre School and Long Day Care
Busy Bees at Maroubra	Pow Place Community Child Care Centre
First Class Learning Centre	Rainbow Street Child Care Centre
Guardian Childcare & Education Maroubra East	Randwick Creative Childcare
Maroubra Kinder Haven	Randwick Open Care for Kids
Maroubra Neighbourhood Children's Centre	SDN Tigger's Honeypot Randwick @ UNSW
Maroubra Playtime Child Care Centre	St Jude's Early Learning
Mary Campbell Preschool	Ballykin at Rose Bay
Montessori Works - Maroubra	Bloombird Education Pty Ltd
Montessori Works - Maroubra Beach Babies	Greenwood Rose Bay
Mount Sinai College Early Learning Centre	Hampshire House
Only About Children Maroubra	Kincoppal-Rose Bay Early Learning Centre

Early childhood centre	Early childhood centre
Guardian Childcare & Education Maroubra West	Moriah College Preschool The Saunders Family Campus
Maroubra Junction Early Education Centre	My Stepping Stones Rose Bay
Active Kids - Mascot	Only About Children Rose Bay 1
Kindisaurus CCC	Rosebay Cottage
Little Angels at Mascot Central	The Nurture Nest Early Childhood Centre
Little Lions Mascot	The Scots College Early Years Centre
Mascot Child Care Centre	The Third Bear Preparatory School Rose Bay
MindChamps Early Learning @ Mascot 2	Bloombird Early Childhood Education and Preschool
Story House Early Learning Mascot	Kids Club Rosebery Early Learning Centre
The Joey Club Sydney	Learn & Laugh
The Montessori Preschool & LDC of Sydney	Little Bees Childcare Rosebery
Toybox Early Learning	Morning Star Christian Childcare Centre
Kindaburra Childrens Centre	Papilio Early Learning Rosebery
Master Kid Child Care Centre	Playbright Rosebery
Miniland Early Learning Centre	Rosebery Cottage
Montessori Works - Matraville	St Joseph's Preschool and Long Day Care Service Rosebery
Munchkins Kindy	The Green Elephant Early Learning Centre
Pumpkin Long Day Care Centre	Eden Academy South Coogee
Sand and Stories Early Childhood Centre	South Coogee Learning Centre
Sand and Stories Early Childhood Centre 2	Moverly Children's Centre
Clyde Street Childcare	Vaucluse Cottage
Uniting Early Learning North Bondi	Vaucluse Kinder Haven
Gumnut Gardens	Vaucluse Little School
Kira Child Care Centre	Yeladim Early Learning Centre
Paddington Children's Centre	Yeladim Early Learning Centre (ELC)
SDN Paddington Children's Education and Care Centre	Greenwood Bronte
Eastgardens Kindy	Little Feet Early Learning & Childcare Centre
Kiddie Cloud Early Learning Centre	St Mary's Child Care Centre - Waverley
Little Angels at Pagewood Green	Emanuel Woollahra Preschool
Reggio Emilia Early Learning Centre Pagewood	Reddam House Early Learning School
Moriah College Early Learning Centre, Queens Park Campus	Woollahra Cottage
3 Steps Early Learning Randwick	Woollahra Little School
Learn & Laugh Randwick	

B. Primary schools in the Randwick Boys' High School & Randwick Girls' High School local intake area

Nine feeder primary schools for Randwick Boys' High School and Randwick Girls' High School	
1	Randwick Public Primary school
2	Coogee Public School
3	Kensington Public School
4	Rainbow Street Public School
5	South Coogee Public School
6	Clovelly Public School (partial feeder - a very small number of streets are designated to Rose Bay Secondary College)
7	Maroubra Junction Public School (partial feeder - more than half the streets are designated to South Sydney High School)
8	Daceyville Public School (partial feeder - a small number of streets are designated to South Sydney High School)
9	Waverley Public School (partial feeder - most streets are designated to Rose Bay Secondary College)
Twenty feeder primary schools of the other eastern suburbs secondary schools	
1	Eastlakes Public School (JJ Cahill Memorial High School)
2	Gardeners Road Public School (JJ Cahill Memorial High School)
3	Mascot Public School (JJ Cahill Memorial High School)
4	Banksmeadow Public School (South Sydney High School)
5	Botany Public School (South Sydney High School)
6	Maroubra Bay Public School (South Sydney High School)
7	Pagewood Public School (South Sydney High School)
8	Matraville Public School (South Sydney High School/Matraville Sports High School)
9	Matraville Soldiers Settlement (Matraville Sports High School/South Sydney High School)
10	Chifley Public School (Matraville Sports High School)
11	La Perouse Public School (Matraville Sports High School)
12	Malabar Public School (Matraville Sports High School)
13	Bellevue Hill Public School (Rose Bay Secondary College)
14	Bondi Public School (Rose Bay Secondary College)
15	Bondi Beach Public School (Rose Bay Secondary College)
16	Bronte Public School (Rose Bay Secondary College)
17	Vaucluse Public School (Rose Bay Secondary College)
18	Rose Bay Public School (Rose Bay Secondary College)
19	Double Bay Public School (very small number of streets are designated to Rose Bay Secondary College, most are Inner Sydney High School)
20	Woollahra Public School (very small number of streets are designated to Rose Bay Secondary College, most are Inner Sydney High School)

C. Student survey

Introduction Page

Thank you for your interest in this important survey. Your feedback will be valuable in helping the NSW Department of Education make decisions about educational offerings for high school students in your area.

Please note that this is not a voting exercise. We just want to understand community viewpoints about educational offerings.

It is important that you only complete the survey once.

It should take around 10-minutes to complete and your feedback is **completely confidential** and will not be linked to your personal data.

To take part in this survey you must **attend one of the following high schools:**

- JJ Cahill Memorial High School
- Matraville Sports High School
- Randwick Boys' High School
- Randwick Girls' High School
- Rose Bay Secondary College
- South Sydney High School

Consultation will be undertaken with other members of the community outside of these six schools during the broader consultation process.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

Please remember:

- None of the responses you give will be directly linked to you as an individual.
- To begin the survey, click on the 'next question' button below.
- When you have completed all questions on the screen, click the 'next question' button to proceed to the next page.

If you would like to submit a formal submission to the project, please submit it to:

easternsuburbs@secnewgate.com.au

Submissions will be included in the consultation report.

Screener

S1. Firstly, please let us know where you live.

- | | |
|---------------------|--|
| 1. Alexandria | 29. Maroubra |
| 2. Banksmeadow | 30. Mascot |
| 3. Beaconsfield | 31. Matraville |
| 4. Bellevue Hill | 32. Moore Park |
| 5. Bondi | 33. North Bondi |
| 6. Bondi Beach | 34. Paddington |
| 7. Bondi Junction | 35. Pagewood |
| 8. Botany | 36. Philip Bay |
| 9. Bronte | 37. Point Piper |
| 10. Centennial Park | 38. Potts Point |
| 11. Chifley | 39. Queens Park |
| 12. Clovelly | 40. Randwick |
| 13. Coogee | 41. Redfern |
| 14. Daceyville | 42. Rose Bay |
| 15. Darling Point | 43. Rosebery |
| 16. Darlinghurst | 44. Rushcutters Bay |
| 17. Double Bay | 45. South Coogee |
| 18. Dover Heights | 46. Surry Hills |
| 19. Eastgardens | 47. Tamarama |
| 20. Eastlakes | 48. Vacluse |
| 21. Edgecliff | 49. Waterloo |
| 22. Elizabeth Bay | 50. Watsons Bay |
| 23. Hillsdale | 51. Waverley |
| 24. Kensington | 52. Woollahra |
| 25. Kingsford | 53. Woolloomooloo |
| 26. La Perouse | 54. Zetland |
| 27. Little Bay | 55. Other suburb (<i>please specify</i>) |
| 28. Malabar | |

S2. Which high school do you attend?

1. JJ Cahill Memorial High School
2. Matraville Sports High School
3. Randwick Boys' High School
4. Randwick Girls' High School
5. Rose Bay Secondary College
6. South Sydney High School

S3. What year are you currently enrolled in?

1. Year 7
2. Year 8
3. Year 9
4. Year 10
5. Year 11
6. Year 12
7. Prefer not to answer

S4. What is your gender?

1. Male
2. Female
3. Other (Please specify)
4. Prefer not to say

Section A – School Decision Making

A1. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important were each of the following factors in your decision making process to enrol at xxx?

	1. Not at all important	2.	3.	4.	5. Very important
Distance of the school from your home	1	2	3	4	5
The gender mix - co-educational or single sex	1	2	3	4	5
The type of school - government or non-government	1	2	3	4	5
Where your brothers and sisters are/were enrolled	1	2	3	4	5
Where your friends were enrolling	1	2	3	4	5
The educational opportunities at the school, including subject choices and extracurricular activities	1	2	3	4	5
Academic performance of the school	1	2	3	4	5
A culture of inclusivity and support at the school	1	2	3	4	5
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	1	2	3	4	5
The school's amenities and facilities	1	2	3	4	5
Availability of public transport to the school	1	2	3	4	5

A2. Which one of these factors was most important in your decision to enrol at [high school enrolled at]?

- Distance of the school from your home
- The gender mix - co-educational or single sex
- The type of school - government or non-government
- Where your brothers and sisters are/were enrolled
- Where your friends were enrolling
- The educational opportunities at the school, including subject choices and extracurricular activities
- Academic performance of the school
- A culture of inclusivity and support at the school
- The cost of education (e.g. fees, costs of uniforms, transport, textbooks)
- The school's amenities and facilities
- Availability of public transport to the school
- Don't know

A3a. If you were making the decision again, which type of high school would you most prefer to enrol in?

- A single sex school (i.e. all boys or all girls)
- A co-educational school (i.e. a mix of both sexes)
- A mixture of both (i.e. single sex for junior years, co-educational for senior years)
- No preference

A3b. For what reasons do you prefer [answer of A3a]?

Open Text

A4. How much of an influence were each of the following types of people when deciding which high school to enrol in?

	Large influence	Small influence	Not an influence
Your mother, father or carer	1	2	3
Your sister or brother	1	2	3
An extended family member e.g. grandparent, cousin	1	2	3
Your friends	1	2	3
A teacher at your primary school	1	2	3
Your own personal preference	1	2	3

Section E - Idea Testing

E1. The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at government high schools in the Eastern Suburbs.

In particular, some proposals for Randwick Boys' High and Randwick Girls' High Schools are being explored. How acceptable are these ideas to you?

		Completely unacceptable		Neutral		Completely acceptable
A	Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.	1	2	3	4	5
B	Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.	1	2	3	4	5
C	Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.	1	2	3	4	5
D	Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.	1	2	3	4	5
E	Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.	1	2	3	4	5

E2. Which one of these proposals would be the most acceptable to you?

1. Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.
2. Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.
3. Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.
4. Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.
5. Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.
6. Don't know

E3. Why is this the most acceptable proposal to you?

Please provide as much detail as you can on why you selected this particular proposal.

Open Text

E4. If this proposal was available when you were enrolling at [high school enrolled at], would it have made you...?

1. More likely to enrol at **Randwick Boys High School/Randwick Girls High School**
2. Or, would it have made no difference to your likelihood to enrol at **Randwick Boys High School/Randwick Girls High School**
3. Or, would it have made you less likely or made no difference to your likelihood to enrol at **Randwick Boys High School/Randwick Girls High School**

Thank you for completing this survey, your feedback is very important to us. Please be assured your answers will be anonymous.

If you would like to give further feedback, please email us at: easternsuburbs@secnewgate.com.au.

D. Early childhood parents and care survey

Introduction Page

Thank you for your interest in this important survey. Your feedback will be valuable in helping the NSW Department of Education make decisions about educational offerings for high school students in your area.

Please note that this is not a voting exercise. We just want to understand community viewpoints about educational offerings.

It is important that you only complete the survey once.

It should take around 10-minutes to complete and your feedback is **completely confidential** and will not be linked to your personal data.

To take part in this survey you must **live in the eastern suburbs and adjoining areas and have a child living with you aged 3 years and over who is yet to start primary school.**

Consultation will be undertaken with other members of the community during the broader consultation process.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

Please remember:

- None of the responses you give will be directly linked to you as an individual.
- To begin the survey, click on the 'next question' button below.
- When you have completed all questions on the screen, click the 'next question' button to proceed to the next page.

If you would like to submit a formal submission to the project, please submit it to:

easternsuburbs@secnewgate.com.au

Submissions will be included in the consultation report.

S1a. Firstly, please let us know where you live.

- | | |
|---------------------|---------------------|
| 1. Alexandria | 29. Maroubra |
| 2. Banksmeadow | 30. Mascot |
| 3. Beaconsfield | 31. Matraville |
| 4. Bellevue Hill | 32. Moore Park |
| 5. Bondi | 33. North Bondi |
| 6. Bondi Beach | 34. Paddington |
| 7. Bondi Junction | 35. Pagewood |
| 8. Botany | 36. Philip Bay |
| 9. Bronte | 37. Point Piper |
| 10. Centennial Park | 38. Potts Point |
| 11. Chifley | 39. Queens Park |
| 12. Clovelly | 40. Randwick |
| 13. Coogee | 41. Redfern |
| 14. Daceyville | 42. Rose Bay |
| 15. Darling Point | 43. Rosebery |
| 16. Darlinghurst | 44. Rushcutters Bay |
| 17. Double Bay | 45. South Coogee |
| 18. Dover Heights | 46. Surry Hills |
| 19. Eastgardens | 47. Tamarama |
| 20. Eastlakes | 48. Vaucluse |
| 21. Edgecliff | 49. Waterloo |
| 22. Elizabeth Bay | 50. Watsons Bay |
| 23. Hillsdale | 51. Waverley |
| 24. Kensington | 52. Woollahra |
| 25. Kingsford | 53. Woolloomooloo |
| 26. La Perouse | 54. Zetland |
| 27. Little Bay | 55. Other suburb |
| 28. Malabar | |

S2. What is your age?

1. Under 18
2. 18-19
3. 20-29
4. 30-39
5. 40-49
6. 50-59
7. 60-69
8. 70+
9. Prefer not to say

S3a. How many children in your household attend high school i.e. year 7 to 12?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

S3b. How many children in your household attend primary school i.e. Kindergarten to year 6?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

Screener

S3c. How many children in your household haven't yet started primary school?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

S4. For the rest of the survey questions, please think just about the oldest child that is yet to start primary school.

What is the age of this child?

1. Less than 1 year old
2. 1 year old
3. 2 years old
4. 3 years old
5. 4 years old
6. 5 years old
7. Prefer not to answer

S5. What is the gender of this child?

1. Male
2. Female
3. Other (Please specify)
4. Prefer not to say

Section A - School Decision Making

A1. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important are each of the following factors in your decision-making process to send this oldest child to a particular high school?

	1. Not at all important	2.	3.	4.	5. Very important
Distance of the school from your home or work	1	2	3	4	5
The gender mix - co-educational or single sex	1	2	3	4	5
The type of school - government or non-government	1	2	3	4	5
Where your other children are/were enrolled	1	2	3	4	5
Where your child's friends are enrolling	1	2	3	4	5
The educational opportunities at the school, including subject choices and extracurricular activities	1	2	3	4	5
Academic performance of the school	1	2	3	4	5
A culture of inclusivity and support at the school	1	2	3	4	5
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	1	2	3	4	5
The school's amenities and facilities	1	2	3	4	5
Availability of public transport to the school	1	2	3	4	5

Section A - School Decision Making

A2. Which one of these factors is most important in your decision to send this oldest child to a particular high school?

1. Distance of the school from your home or work
2. The gender mix - co-educational or single sex
3. The type of school - government or non-government
4. Where your other children are/were enrolled
5. Where your child's friends are enrolling
6. The educational opportunities at the school, including subject choices and extracurricular activities
7. Academic performance of the school
8. A culture of inclusivity and support at the school
9. The cost of education (e.g. fees, costs of uniforms, transport, textbooks)
10. The school's amenities and facilities
11. Availability of public transport to the school
12. Don't know

A3a. Which type of high school would you most prefer to enrol this oldest child in?

1. A single sex school (i.e. all boys or all girls)
2. A co-educational school (i.e. a mix of both sexes)
3. A mixture of both (i.e. single sex for junior years, co-educational for senior years)
4. No preference

A3b. For what reasons do you prefer [answer of A3a]?

Open Text

Section E - Idea Testing

E1. The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at government high schools in the Eastern Suburbs.

In particular, some proposals for Randwick Boys' High and Randwick Girls' High Schools are being explored. How acceptable are these ideas to you?

		Completely unacceptable		Neutral		Completely acceptable
A	Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.	1	2	3	4	5
B	Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.	1	2	3	4	5
C	Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.	1	2	3	4	5
D	Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.	1	2	3	4	5
E	Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.	1	2	3	4	5

E2. Which one of these proposals would be the most acceptable to you?

1. Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.
2. Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.
3. Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.
4. Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.
5. Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.
6. Don't know

E3. Why is this the most acceptable proposal to you?

Please provide as much detail as you can on why you selected this particular option.

Open text

E4. If this proposal was available when you enrol this oldest child into high school, would it make you...?

1. More likely to enrol this oldest child at **Randwick Boys High School/Randwick Girls High School**
2. Or, would it make no difference to your likelihood to enrol this oldest child at **Randwick Boys High School/Randwick Girls High School**
3. Or, would it make you less likely or make no difference to your likelihood to enrol this oldest child at **Randwick Boys High School/Randwick Girls High School**

Thank you for completing this survey, your feedback is very important to us. Please be assured your answers will be anonymous.

If you would like to give further feedback, please email us at: easternsuburbs@secnewgate.com.au.

E. Primary parent and carer survey

Introduction Page

Thank you for your interest in this important survey. Your feedback will be valuable in helping the NSW Department of Education make decisions about educational offerings for high school students in your area.

Please note that this is not a voting exercise. We just want to understand community viewpoints about educational offerings.

It is important that you only complete the survey once.

It should take around 10-minutes to complete and your feedback is **completely confidential** and will not be linked to your personal data.

To take part in this survey you must have a child living with you **who attends one of the consultation's focus public primary schools in the Eastern Suburbs and adjoining areas.**

Consultation will be undertaken with other members of the community during the broader consultation process.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

Please remember:

- None of the responses you give will be directly linked to you as an individual.
- To begin the survey, click on the 'next question' button below.
- When you have completed all questions on the screen, click the 'next question' button to proceed to the next page.

If you would like to submit a formal submission to the project, please submit it to:

easternsuburbs@secnewgate.com.au

Submissions will be included in the consultation report.

Screener

S1a. Firstly, please let us know where you live.

- | | |
|---------------------|--|
| 1. Alexandria | 29. Maroubra |
| 2. Banksmeadow | 30. Mascot |
| 3. Beaconsfield | 31. Matraville |
| 4. Bellevue Hill | 32. Moore Park |
| 5. Bondi | 33. North Bondi |
| 6. Bondi Beach | 34. Paddington |
| 7. Bondi Junction | 35. Pagewood |
| 8. Botany | 36. Philip Bay |
| 9. Bronte | 37. Point Piper |
| 10. Centennial Park | 38. Potts Point |
| 11. Chifley | 39. Queens Park |
| 12. Clovelly | 40. Randwick |
| 13. Coogee | 41. Redfern |
| 14. Daceyville | 42. Rose Bay |
| 15. Darling Point | 43. Rosebery |
| 16. Darlinghurst | 44. Rushcutters Bay |
| 17. Double Bay | 45. South Coogee |
| 18. Dover Heights | 46. Surry Hills |
| 19. Eastgardens | 47. Tamarama |
| 20. Eastlakes | 48. Vaucluse |
| 21. Edgecliff | 49. Waterloo |
| 22. Elizabeth Bay | 50. Watsons Bay |
| 23. Hillsdale | 51. Waverley |
| 24. Kensington | 52. Woollahra |
| 25. Kingsford | 53. Woolloomooloo |
| 26. La Perouse | 54. Zetland |
| 27. Little Bay | 55. Other suburb (<i>please specify</i>) |
| 28. Malabar | |

S1b. Which school intake area (catchment zone) do you personally live in?

If you are not sure, please check the School Finder website at the following link:
<https://schoolfinder.education.nsw.gov.au/>.

	1	2	3
Alexandria	J J Cahill Memorial High School	Alexandria Park Community School	-
Bronte	Rose Bay Secondary College	Randwick Girls / Randwick Boys High School	-
Double Bay	Rose Bay Secondary College	Inner Sydney High School	-
Eastgardens	South Sydney High School	Matraville Sports High School	-
Maroubra	Randwick Girls / Randwick Boys High School	South Sydney High School	Matraville Sports High School
Point Piper	Rose Bay Secondary College	Inner Sydney High School	-
Waverley	Rose Bay Secondary College	Randwick Girls / Randwick Boys High School	-
Woollahra	Rose Bay Secondary College	Inner Sydney High School	-

S2. What is your age?

1. Under 18
2. 18-19
3. 20-29
4. 30-39
5. 40-49
6. 50-59
7. 60-69
8. 70+
9. Prefer not to say

S3a. How many children in your household attend high school i.e. year 7 to 12?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

S3b. How many children in your household attend primary school i.e. Kindergarten to year 6?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

S3c. How many children in your household haven't yet started primary school?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

S4. Just among your children enrolled at the following schools, which school does the oldest child attend?

- | | |
|------------------------------|---|
| 1. Banksmeadow Public | 20. Matraville Public |
| 2. Bellevue Hill Public | 21. Matraville Soldiers Settlement Public |
| 3. Bondi Beach Public | 22. Pagewood Public |
| 4. Bondi Public | 23. Rainbow Street Public |
| 5. Botany Public | 24. Randwick Public |
| 6. Bronte Public | 25. Rose Bay Public |
| 7. Chifley Public | 26. South Coogee Public |
| 8. Clovelly Public | 27. Vaucluse Public |
| 9. Coogee Public | 28. Waverley Public |
| 10. Daceyville Public | 29. Woollahra Public |
| 11. Double Bay Public | 30. Prefer not to say |
| 12. Eastlakes Public | |
| 13. Gardeners Road Public | |
| 14. Kensington Public | |
| 15. La Perouse Public | |
| 16. Malabar Public | |
| 17. Maroubra Bay Public | |
| 18. Maroubra Junction Public | |
| 19. Mascot Public | |

S5. For the rest of the survey questions, please think just about the oldest child that attends**What year is this child currently enrolled in?**

1. Kindergarten
2. Year 1
3. Year 2
4. Year 3
5. Year 4
6. Year 5
7. Year 6
8. Prefer not to answer

S6. What is the gender of this child?

1. Male
2. Female
3. Other (Please specify)
4. Prefer not to say

Section A - School Decision Making**A1. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important are each of the following factors in your decision-making process to send this oldest child to a particular high school?**

	1. Not at all important	2.	3.	4.	5. Very important
Distance of the school from your home or work	1	2	3	4	5
The gender mix - co-educational or single sex	1	2	3	4	5
The type of school - government or non-government	1	2	3	4	5
Where your other children are/were enrolled	1	2	3	4	5
Where your child's friends are enrolling	1	2	3	4	5
The educational opportunities at the school, including subject choices and extracurricular activities	1	2	3	4	5
Academic performance of the school	1	2	3	4	5
A culture of inclusivity and support at the school	1	2	3	4	5
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	1	2	3	4	5
The school's amenities and facilities	1	2	3	4	5
Availability of public transport to the school	1	2	3	4	5

A2. Which one of these factors is most important in your decision to send this oldest child to a particular high school?

1. Distance of the school from your home or work
2. The gender mix - co-educational or single sex
3. The type of school - government or non-government
4. Where your other children are/were enrolled
5. Where your child's friends are enrolling
6. The educational opportunities at the school, including subject choices and extracurricular activities
7. Academic performance of the school
8. A culture of inclusivity and support at the school
9. The cost of education (e.g. fees, costs of uniforms, transport, textbooks)
10. The school's amenities and facilities
11. Availability of public transport to the school
12. Don't know

A3a. Which type of high school would you most prefer to enrol this oldest child in?

1. A single sex school (i.e. all boys or all girls)
2. A co-educational school (i.e. a mix of both sexes)
3. A mixture of both (i.e. single sex for junior years, co-educational for senior years)
4. No preference

A3b. For what reasons do you prefer [answer of A3a]?

Open text

A4. Which type of high school would you most prefer to enrol this oldest child in?

1. A government / public school
2. A non-government / private school
3. No preference

Section E - Idea Testing**E1. The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at government high schools in the Eastern Suburbs.**

In particular, some proposals for Randwick Boys' High and Randwick Girls' High Schools are being explored. How acceptable are these ideas to you?

		Completely unacceptable		Neutral		Completely acceptable
A	Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.	1	2	3	4	5
B	Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.	1	2	3	4	5
C	Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.	1	2	3	4	5
D	Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.	1	2	3	4	5
E	Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.	1	2	3	4	5

E2. Which one of these proposals would be the most acceptable to you?

1. Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.
2. Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.
3. Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.
4. Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.
5. Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.
6. Don't know

E3. Why is this the most acceptable proposal to you?

Please provide as much detail as you can on why you selected this particular proposal.

Open text

E4. If this option was available when you enrol this oldest child that attends [insert high school enrolled at] into high school, would it make you...?

1. More likely to enrol this oldest child at **Randwick Boys High School/Randwick Girls High School**
2. Or, would it make no difference to your likelihood to enrol this oldest child at **Randwick Boys High School/Randwick Girls High School**
3. Or, would it make you less likely or make no difference to your likelihood to enrol this oldest child at **Randwick Boys High School/Randwick Girls High School**

Section F - Years 4 - 6 Student

F1. Finally, we just have two questions we would like this oldest child to answer, or for you to answer on behalf of this child:

When you think about high school, which type of school would you like to go to?

SELECT ALL THAT APPLY

1. A school that is easy to get to
2. A school where your friends are going
3. A school where your brother(s) and/or sister(s) are going
4. A specialist school (e.g. selective, sport, music)
5. A school where both girls and boys go
6. A school where there are only girls
7. A school where there are only boys

F2. Which type of high school would you prefer to go to?

1. A school where both girls and boys go to
2. A school where only (girls)/(boys) go to
3. No preference

Thank you for completing this survey, your feedback is very important to us. Please be assured your answers will be anonymous.

If you would like to give further feedback, please email us at: easternsuburbs@secnewgate.com.au.

F. High school parent and carer survey

Introduction Page

Thank you for your interest in this important survey. Your feedback will be valuable in helping the NSW Department of Education make decisions about educational offerings for high school students in your area.

Please note that this is not a voting exercise. We just want to understand community viewpoints about educational offerings.

It is important that you only complete the survey once.

It should take around 10-minutes to complete and your feedback is **completely confidential** and will not be linked to your personal data.

To take part in this survey you must have a child living with you **who attends one of the consultation's focus public primary schools in the Eastern Suburbs and adjoining areas.**

Consultation will be undertaken with other members of the community during the broader consultation process.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

Please remember:

- None of the responses you give will be directly linked to you as an individual.
- To begin the survey, click on the 'next question' button below.
- When you have completed all questions on the screen, click the 'next question' button to proceed to the next page.

If you would like to submit a formal submission to the project, please submit it to:

easternsuburbs@secnewgate.com.au

Submissions will be included in the consultation report.

Screener

S1a. Firstly, please let us know where you live.

- | | |
|---------------------|--|
| 1. Alexandria | 29. Maroubra |
| 2. Banksmeadow | 30. Mascot |
| 3. Beaconsfield | 31. Matraville |
| 4. Bellevue Hill | 32. Moore Park |
| 5. Bondi | 33. North Bondi |
| 6. Bondi Beach | 34. Paddington |
| 7. Bondi Junction | 35. Pagewood |
| 8. Botany | 36. Philip Bay |
| 9. Bronte | 37. Point Piper |
| 10. Centennial Park | 38. Potts Point |
| 11. Chifley | 39. Queens Park |
| 12. Clovelly | 40. Randwick |
| 13. Coogee | 41. Redfern |
| 14. Daceyville | 42. Rose Bay |
| 15. Darling Point | 43. Rosebery |
| 16. Darlinghurst | 44. Rushcutters Bay |
| 17. Double Bay | 45. South Coogee |
| 18. Dover Heights | 46. Surry Hills |
| 19. Eastgardens | 47. Tamarama |
| 20. Eastlakes | 48. Vaucluse |
| 21. Edgecliff | 49. Waterloo |
| 22. Elizabeth Bay | 50. Watsons Bay |
| 23. Hillsdale | 51. Waverley |
| 24. Kensington | 52. Woollahra |
| 25. Kingsford | 53. Woolloomooloo |
| 26. La Perouse | 54. Zetland |
| 27. Little Bay | 55. Other suburb (<i>please specify</i>) |
| 28. Malabar | |

S1b. Which school intake area (catchment zone) do you personally live in?

If you are not sure, please check the School Finder website at the following link:
<https://schoolfinder.education.nsw.gov.au/>.

	1	2	3
Alexandria	J J Cahill Memorial High School	Alexandria Park Community School	-
Bronte	Rose Bay Secondary College	Randwick Girls / Randwick Boys High School	-
Double Bay	Rose Bay Secondary College	Inner Sydney High School	-
Eastgardens	South Sydney High School	Matraville Sports High School	-
Maroubra	Randwick Girls / Randwick Boys High School	South Sydney High School	Matraville Sports High School
Point Piper	Rose Bay Secondary College	Inner Sydney High School	-
Waverley	Rose Bay Secondary College	Randwick Girls / Randwick Boys High School	-
Woollahra	Rose Bay Secondary College	Inner Sydney High School	-

S2. What is your age?

1. Under 18
2. 18-19
3. 20-29
4. 30-39
5. 40-49
6. 50-59
7. 60-69
8. 70+
9. Prefer not to say

S3a. How many children in your household attend high school i.e. year 7 to 12?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

S3b. How many children in your household attend primary school i.e. Kindergarten to year 6?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

S3c. How many children in your household haven't yet started primary school?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

S4a. Which high school(s) does your child or children attend?

1. JJ Cahill Memorial High School
2. Matraville Sports High School
3. Randwick Boys' High School
4. Randwick Girls' High School
5. Rose Bay Secondary College
6. South Sydney High School
7. A different government/public high school
8. A non-government/private high school
9. Prefer not to say

S4b. Just among your children enrolled at the following high schools, which school does the youngest child attend?

1. JJ Cahill Memorial High School
2. Matraville Sports High School
3. Randwick Boys' High School
4. Randwick Girls' High School
5. Rose Bay Secondary College
6. South Sydney High School
7. Prefer not to say

S5. For the rest of the survey questions, please think just about the youngest child that attends XXX

What year is this child currently enrolled in?

1. Year 7
2. Year 8
3. Year 9
4. Year 10
5. Year 11
6. Year 12
7. Prefer not to answer

S6. What is the gender of this child?

1. Male
2. Female
3. Other (*Please specify*)
4. Prefer not to say

Section A - School Decision Making

A1. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important were each of the following factors in your decision making process to send this youngest child to [insert school enrolled at]?

	1. Not at all important	2.	3.	4.	5. Very important
Distance of the school from your home or work	1	2	3	4	5
The gender mix - co-educational or single sex	1	2	3	4	5
The type of school - government or non-government	1	2	3	4	5
Where your other children are/were enrolled	1	2	3	4	5
Where your child's friends were enrolling	1	2	3	4	5
The educational opportunities at the school, including subject choices and extracurricular activities	1	2	3	4	5
Academic performance of the school	1	2	3	4	5
A culture of inclusivity and support at the school	1	2	3	4	5
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	1	2	3	4	5
The school's amenities and facilities	1	2	3	4	5
Availability of public transport to the school	1	2	3	4	5

A2. Which one of these factors was most important in your decision to send this youngest child to [insert school enrolled at]?

1. Distance of the school from your home or work
2. The gender mix - co-educational or single sex
3. The type of school - government or non-government
4. Where your other children are/were enrolled
5. Where your child's friends were enrolling
6. The educational opportunities at the school, including subject choices and extracurricular activities
7. Academic performance of the school
8. A culture of inclusivity and support at the school
9. The cost of education (e.g. fees, costs of uniforms, transport, textbooks)
10. The school's amenities and facilities
11. Availability of public transport to the school
12. Don't know

A3a. If you were making the decision again, which type of high school would you most prefer to enrol this youngest child in?

1. A single sex school (i.e. all boys or all girls)
2. A co-educational school (i.e. a mix of both sexes)
3. A mixture of both (i.e. single sex for junior years, co-educational for senior years)
4. No preference

A3b. For what reasons do you prefer [answer of A3a]?

Open text

Section E - Idea Testing

E1. The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at government high schools in the Eastern Suburbs.

In particular, some proposals for Randwick Boys' High and Randwick Girls' High Schools are being explored. How acceptable are these ideas to you?

		Completely unacceptable		Neutral		Completely acceptable
A	Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.	1	2	3	4	5
B	Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.	1	2	3	4	5
C	Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.	1	2	3	4	5
D	Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.	1	2	3	4	5
E	Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.	1	2	3	4	5

E2. Which one of these proposals would be the most acceptable to you?

1. Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.
2. Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.
3. Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.
4. Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.
5. Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.
6. Don't know

E3. Why is this the most acceptable proposal to you?

Please provide as much detail as you can on why you selected this particular proposal.

Open text

E4. If this proposal was available when you were enrolling this youngest child that attends [insert school enrolled at] would it have made you...?

1. More likely to enrol this youngest child at **Randwick Boys High School/Randwick Girls High School**
2. Or, would it have made no difference to your likelihood to enrol this youngest child at **Randwick Boys High School/Randwick Girls High School**
3. Or, would it have made you less likely or made no difference to your likelihood to enrol this youngest child at **Randwick Boys High School/Randwick Girls High School**

Thank you for completing this survey, your feedback is very important to us. Please be assured your answers will be anonymous.

If you would like to give further feedback, please email us at: easternsuburbs@secnewgate.com.au.

G. School staff survey

Introduction Page

Thank you for your interest in this important survey. Your feedback will be valuable in helping the NSW Department of Education make decisions about educational offerings for high school students in your area.

Please note that this is not a voting exercise. We just want to understand community viewpoints about educational offerings.

It is important that you only complete the survey once.

It should take around 10-minutes to complete and your feedback is **completely confidential** and will not be linked to your personal data.

To take part in this survey you must be work at one of the target schools listed in the first question. Consultation will be undertaken with other members of the community during the broader consultation process.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

Please remember:

- None of the responses you give will be directly linked to you as an individual.
- To begin the survey, click on the 'next question' button below.
- When you have completed all questions on the screen, click the 'next question' button to proceed to the next page.

If you would like to submit a formal submission to the project, please submit it to:

easternsuburbs@secnewgate.com.au

Submissions will be included in the consultation report.

Screenener

S1. At which school do you currently work?

If you currently work at more than one school, please just select the school you work at the most.

1. JJ Cahill Memorial High School
2. Matraville Sports High School
3. Randwick Boys' High School
4. Randwick Girls' High School
5. Rose Bay Secondary College
6. South Sydney High School
7. Banksmeadow Public
8. Bellevue Hill Public
9. Bondi Beach Public
10. Bondi Public
11. Botany Public
12. Bronte Public
13. Chifley Public
14. Clovelly Public
15. Coogee Public
16. Daceyville Public
17. Double Bay Public
18. Eastlakes Public
19. Gardeners Road Public
20. Kensington Public
21. La Perouse Public
22. Malabar Public
23. Maroubra Bay Public
24. Maroubra Junction Public
25. Mascot Public
26. Matraville Public
27. Matraville Soldiers Settlement Public
28. Pagewood Public
29. Rainbow Street Public
30. Randwick Public
31. Rose Bay Public
32. South Coogee Public
33. Vaucluse Public
34. Waverley Public
35. Woollahra Public
36. Another school

S2. How long have you been working at [answer of S1]?

1. Less than 1 year
2. 1-3 years
3. 4-6 years
4. 7-10 years
5. More than 10 years

S3. Which of the following best describes your employment status?

1. A full-time permanent member of staff
2. A part-time permanent member of staff
3. A temporary/casual member of staff

S5. What stage do you currently teach?

1. Early stage 1
2. Stage 1
3. Stage 2
4. Stage 3
5. Stage 4
6. Stage 5
7. Stage 6
8. Non-class based/specialist teacher
9. Non-teaching support staff

S8. What stage have you taught the most in the last 5 years?

1. Early stage 1
2. Stage 1
3. Stage 2
4. Stage 3
5. Stage 4
6. Stage 5
7. Stage 6
8. Non-class based/specialist
9. Non-teaching support staff

Section A - Staff Insights**A1. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important do you think each of the following factors are in achieving a quality high school education?**

	1. Not at all important	2.	3.	4.	5. Very important
The gender mix - co-educational or single sex	1	2	3	4	5
The type of school - government or non-government	1	2	3	4	5
The educational opportunities at the school, including subject choices and extracurricular activities	1	2	3	4	5
Academic performance of the school	1	2	3	4	5
A culture of inclusivity and support at the school	1	2	3	4	5
The school's amenities and facilities	1	2	3	4	5

A2. Which one of these factors is most important in achieving a quality high school education?

1. The gender mix - co-educational or single sex
2. The type of school - government or non-government
3. The educational opportunities at the school, including subject choices and extracurricular activities
4. Academic performance of the school
5. A culture of inclusivity and support at the school
6. The school's amenities and facilities
7. Don't know

Section E - Idea Testing

E1. The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at government high schools in the Eastern Suburbs.

In particular, some proposals for Randwick Boys' High and Randwick Girls' High Schools are being explored. How acceptable are these ideas to you?

		Completely unacceptable		Neutral		Completely acceptable
A	Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.	1	2	3	4	5
B	Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.	1	2	3	4	5
C	Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.	1	2	3	4	5
D	Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.	1	2	3	4	5
E	Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.	1	2	3	4	5

E2. Which one of these proposals would be the most acceptable to you?

1. Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.
2. Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.
3. Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.
4. Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.
5. Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.
6. Don't know

E3. Why is this the most acceptable proposal to you?

Please provide as much detail as you can on why you selected this particular proposal.

Open text

Thank you for completing this survey, your feedback is very important to us. Please be assured your answers will be anonymous.

If you would like to give further feedback, please email us at: easternsuburbs@secnewgate.com.au.

H. General public survey

Introduction Page

Thank you for your interest in this important survey. Your feedback will be valuable in helping the NSW Department of Education make decisions about educational offerings for high school students in your area.

Please note that this is not a voting exercise. We just want to understand community viewpoints about educational offerings.

It is important that you only complete the survey once.

It should take around 10-minutes to complete and your feedback is **completely confidential** and will not be linked to your personal data.

To take part in this survey you must be living in **the Eastern Suburbs area of Sydney**.

Consultation will be undertaken with other members of the community during the broader consultation process.

Use your mouse to 'click' on the circles or boxes next to the answer you want to provide. Some questions require you to type your answers in the space provided.

Please remember:

- None of the responses you give will be directly linked to you as an individual.
- To begin the survey, click on the 'next question' button below.
- When you have completed all questions on the screen, click the 'next question' button to proceed to the next page.

If you would like to submit a formal submission to the project, please submit it to:
easternsuburbs@secnewgate.com.au

Submissions will be included in the consultation report.

Screener

S1a. Firstly, please let us know where you live.

- | | |
|---------------------|---------------------|
| 1. Alexandria | 29. Maroubra |
| 2. Banksmeadow | 30. Mascot |
| 3. Beaconsfield | 31. Matraville |
| 4. Bellevue Hill | 32. Moore Park |
| 5. Bondi | 33. North Bondi |
| 6. Bondi Beach | 34. Paddington |
| 7. Bondi Junction | 35. Pagewood |
| 8. Botany | 36. Philip Bay |
| 9. Bronte | 37. Point Piper |
| 10. Centennial Park | 38. Potts Point |
| 11. Chifley | 39. Queens Park |
| 12. Clovelly | 40. Randwick |
| 13. Coogee | 41. Redfern |
| 14. Daceyville | 42. Rose Bay |
| 15. Darling Point | 43. Rosebery |
| 16. Darlinghurst | 44. Rushcutters Bay |
| 17. Double Bay | 45. South Coogee |
| 18. Dover Heights | 46. Surry Hills |
| 19. Eastgardens | 47. Tamarama |
| 20. Eastlakes | 48. Vaucluse |
| 21. Edgecliff | 49. Waterloo |
| 22. Elizabeth Bay | 50. Watsons Bay |
| 23. Hillsdale | 51. Waverley |
| 24. Kensington | 52. Woollahra |
| 25. Kingsford | 53. Woolloomooloo |
| 26. La Perouse | 54. Zetland |
| 27. Little Bay | 55. Other suburb |
| 28. Malabar | |

S2. What is your age?

1. Under 18
2. 18-19
3. 20-29
4. 30-39
5. 40-49
6. 50-59
7. 60-69
8. 70+
9. Prefer not to say

S3a. How many children in your household attend high school i.e. year 7 to 12?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

S3b. How many children in your household attend primary school i.e. Kindergarten to year 6?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

S3c. How many children in your household haven't yet started primary school?

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Prefer not to say

Section A - Self**A1. Which high school(s) did you personally attend?**

1. JJ Cahill Memorial High School
2. Matraville Sports High School
3. Randwick Boys' High School
4. Randwick Girls' High School
5. Rose Bay Secondary College
6. South Sydney High School
7. A different government/public high school (please specify)
8. A non government/private high school (please specify)
9. Prefer not to say

A2. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important do you think each of the following factors are in achieving a quality high school education?

	1. Not at all important	2.	3.	4.	5. Very important
The gender mix - co-educational or single sex	1	2	3	4	5
The type of school - government or non-government	1	2	3	4	5
The educational opportunities at the school, including subject choices and extracurricular activities	1	2	3	4	5
Academic performance of the school	1	2	3	4	5
A culture of inclusivity and support at the school	1	2	3	4	5
The school's amenities and facilities	1	2	3	4	5

A3. Which one of these factors is most important in achieving a quality high school education?

1. The gender mix - co-educational or single sex
2. The type of school - government or non-government
3. The educational opportunities at the school, including subject choices and extracurricular activities
4. Academic performance of the school
5. A culture of inclusivity and support at the school
6. The school's amenities and facilities
7. Don't know

Section B - Parent/Carer of High School Student**B1. Which high school(s) does your child or children attend?**

1. JJ Cahill Memorial High School
2. Matraville Sports High School
3. Randwick Boys' High School
4. Randwick Girls' High School
5. Rose Bay Secondary College
6. South Sydney High School
7. A different government/public high school
8. A non-government/private high school
9. Prefer not to say

B2. Just among your children enrolled at the following high schools, which school does the youngest child attend?

7. A different government/public high school (please specify)
8. A non-government/private high school (please specify)
9. Prefer not to say

B3. For the next few questions, please think just about the youngest child that attends XXX

What year is this child currently enrolled in?

1. Year 7
2. Year 8
3. Year 9
4. Year 10
5. Year 11
6. Year 12
7. Prefer not to answer

B4. What is the gender of this child?

1. Male
2. Female
3. Other (Please specify)
4. Prefer not to say

B5. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important were each of the following factors in your decision-making process to send this youngest child to [insert school enrolled at]?

	1. Not at all important	2.	3.	4.	5. Very important
Distance of the school from your home or work	1	2	3	4	5
The gender mix - co-educational or single sex	1	2	3	4	5
The type of school - government or non-government	1	2	3	4	5
Where your other children are/were enrolled	1	2	3	4	5
Where your child's friends were enrolling	1	2	3	4	5
The educational opportunities at the school, including subject choices and extracurricular activities	1	2	3	4	5
Academic performance of the school	1	2	3	4	5
A culture of inclusivity and support at the school	1	2	3	4	5
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	1	2	3	4	5
The school's amenities and facilities	1	2	3	4	5
Availability of public transport to the school	1	2	3	4	5

B6. Which one of these factors was most important in your decision to send this youngest child to [insert school enrolled at]?

1. Distance of the school from your home or work
2. The gender mix - co-educational or single sex
3. The type of school - government or non-government
4. Where your other children are/were enrolled
5. Where your child's friends were enrolling
6. The educational opportunities at the school, including subject choices and extracurricular activities
7. Academic performance of the school
8. A culture of inclusivity and support at the school
9. The cost of education (e.g. fees, costs of uniforms, transport, textbooks)
10. The school's amenities and facilities
11. Availability of public transport to the school
12. Don't know

B7a. If you were making the decision again, which type of high school would you most prefer to enrol this youngest child in?

1. A single sex school (i.e. all boys or all girls)
2. A co-educational school (i.e. a mix of both sexes)
3. A mixture of both (i.e. single sex for junior years, co-educational for senior years)
4. No preference

B7b. For what reasons do you prefer [answer of B7a]?

Open text

Section C - Parent/Carer of Primary School Student

C1. Which primary school(s) does your child or children attend?

1. Banksmeadow Public
2. Bellevue Hill Public
3. Bondi Beach Public
4. Bondi Public
5. Botany Public
6. Bronte Public
7. Chifley Public
8. Clovelly Public
9. Coogee Public
10. Daceyville Public
11. Double Bay Public
12. Eastlakes Public
13. Gardeners Road Public
14. Kensington Public
15. La Perouse Public
16. Malabar Public
17. Maroubra Bay Public
18. Maroubra Junction Public
19. Mascot Public
20. Matraville Public
21. Matraville Soldiers Settlement Public
22. Pagewood Public
23. Rainbow St Public
24. Randwick Public
25. Rose Bay Public
26. South Coogee Public
27. Vaucluse Public
28. Waverley Public
29. Woollahra Public
30. A different government/public primary school
31. A non-government/private primary school
32. Prefer not to say

C2. Just among your children enrolled at the following schools, which school does the oldest child attend?

30. A different government/public primary school (please specify)
31. A non-government/private primary school (please specify)
32. Prefer not to say

C3. For the next few questions, please think just about the oldest child that attends XXX.**What year is this child currently enrolled in?**

1. Kindergarten
2. Year 1
3. Year 2
4. Year 3
5. Year 4
6. Year 5
7. Year 6
8. Prefer not to answer

C4. What is the gender of this child?

1. Male
2. Female
3. Other (Please specify)
4. Prefer not to say

C5. On a scale of 1 to 5 where 1 equals not at all important and 5 equals very important, how important are each of the following factors in your decision-making process to send this oldest child to a particular high school?

	1. Not at all important	2.	3.	4.	5. Very important
Distance of the school from your home or work	1	2	3	4	5
The gender mix - co-educational or single sex	1	2	3	4	5
The type of school - government or non-government	1	2	3	4	5
Where your other children are/were enrolled	1	2	3	4	5
Where your child's friends are enrolling	1	2	3	4	5
The educational opportunities at the school, including subject choices and extracurricular activities	1	2	3	4	5
Academic performance of the school	1	2	3	4	5
A culture of inclusivity and support at the school	1	2	3	4	5
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	1	2	3	4	5
The school's amenities and facilities	1	2	3	4	5
Availability of public transport to the school	1	2	3	4	5

C6. Which one of these factors is most important in your decision to send this oldest child to a particular high school?

1. Distance of the school from your home or work
2. The gender mix - co-educational or single sex
3. The type of school - government or non-government
4. Where your other children are/were enrolled
5. Where your child's friends are enrolling
6. The educational opportunities at the school, including subject choices and extracurricular activities
7. Academic performance of the school
8. A culture of inclusivity and support at the school
9. The cost of education (e.g. fees, costs of uniforms, transport, textbooks)
10. The school's amenities and facilities
11. Availability of public transport to the school
12. Don't know

C7a. Which type of high school would you most prefer to enrol this oldest child in?

1. A single sex school (i.e. all boys or all girls)
2. A co-educational school (i.e. a mix of both sexes)
3. A mixture of both (i.e. single sex for junior years, co-educational for senior years)
4. No preference

C7b. For what reasons do you prefer [answer of C7a]?

Open text

C8. Which type of high school would you most prefer to enrol this oldest child in?

1. A government / public school
2. A non-government / private school
3. No preference

Section E - Idea Testing**E1. The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at government high schools in the Eastern Suburbs.**

In particular, some proposals for Randwick Boys' High and Randwick Girls' High Schools are being explored. How acceptable are these ideas to you?

		Completely unacceptable		Neutral		Completely acceptable
A	Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.	1	2	3	4	5
B	Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.	1	2	3	4	5
C	Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.	1	2	3	4	5
D	Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.	1	2	3	4	5
E	Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.	1	2	3	4	5

E2. Which one of these proposals would be the most acceptable to you?

1. Retaining current offering of single-sex education at Randwick Boys' High School and Randwick Girls' High School.
2. Retaining single-sex education at Randwick Boys' High School and Randwick Girls' High School, and providing all local students an entitlement to enrol at an existing coeducational high school, as designated by the Department.
3. Merging Randwick Boys' High School and Randwick Girls' High School to establish a single co-educational campus in their current location.
4. Retaining single sex education for junior years at Randwick Boys' High School and Randwick Girls' High School, and merging the senior years from each school to provide a co-educational setting.
5. Establishing more shared co-educational classes between Randwick Boys' High School and Randwick Girls' High School from years 7-12 where appropriate.
6. Don't know

E3. Why is this the most acceptable proposal to you?

Please provide as much detail as you can on why you selected this particular proposal.

Open text

Thank you for completing this survey, your feedback is very important to us. Please be assured your answers will be anonymous.

If you would like to give further feedback, please email us at: easternsuburbs@secnewgate.com.au.



Contact

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