

Hornsby-Berowra High Schools Consultation Report

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1. Executive Summary

1.1 About the Community Consultation

The NSW Government has made a commitment to guarantee access for all NSW students to coeducational high schools.

Although all families in the Hornsby-Berowra area have guaranteed access to enrol at a coeducational high school, members of the Hornsby-Berowra community have been asking the Department for improved access to coeducational facilities for a long time with many citing distance and travel journey times to the current co-educational options as being challenging. This consultation was needed to better understand the local context.

1.1.1 Who was involved

The consultation engaged:

- Students, parents and carers and school staff of the two single sex government high schools in Asquith
- Students, parents and carers and school staff of 13 feeder primary schools in the area
- Parents and carers of early childhood aged children
- Special interest groups
- The general public of the Hornsby-Berowra area

1.1.2 How many people participated



Students

1241 Secondary Students



General public

310 General public



Parents and carers

1476 parents or carers primary school
553 parents or carers secondary school
747 parents or carers early childhood



School staff

248 staff members
either primary or
secondary school

1.1.3 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 report 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.

1.1.4 Potential Proposals for the educational offerings at the Asquith Boys and Girls High School Sites

The following options have been proposed for stakeholders to select preferences and provide comment. Proposals A, B & C will be referenced in this report. Participants who had were unsure or had no preference are described as “No Preference”.

Proposal A -Status Quo	Retaining the existing arrangement where families can choose between Asquith Boys or Asquith Girls high schools and one existing co-educational high school (either Ku-ring-gai High School or Turramurra High School as per designated intake area).
Proposal B -Two Co-Ed Schools	Reclassifying Asquith Boys and Asquith Girls high schools to become two separate standalone medium-sized coeducational high schools, each servicing their own exclusive intake area community.
Proposal C -Junior and Senior Campuses	One large co-educational high school model spread across the existing Asquith Boys and Asquith Girls High School sites, comprised of one junior campus (Years 7,8 and 9) and one senior campus (Years 10, 11 and 12) servicing a large intake area community.
No Preference	No preference.

1.1.5 Survey results: Parent and carer preferences for co-educational or single-sex settings

Across all parent cohorts, except for parents of students at Asquith Girls High School, there was a preference for coeducation. This preference was strongest in the future parent community made up of primary and early childhood parents/carers.

Future school community insights (primary/early childhood age students and their parents/carers):

Co-ed or single-sex preference

75% of primary parent/carers and 81% of early childhood parents/carers preferred co-educational settings.

Current school community insights (secondary students and their parents/carers):

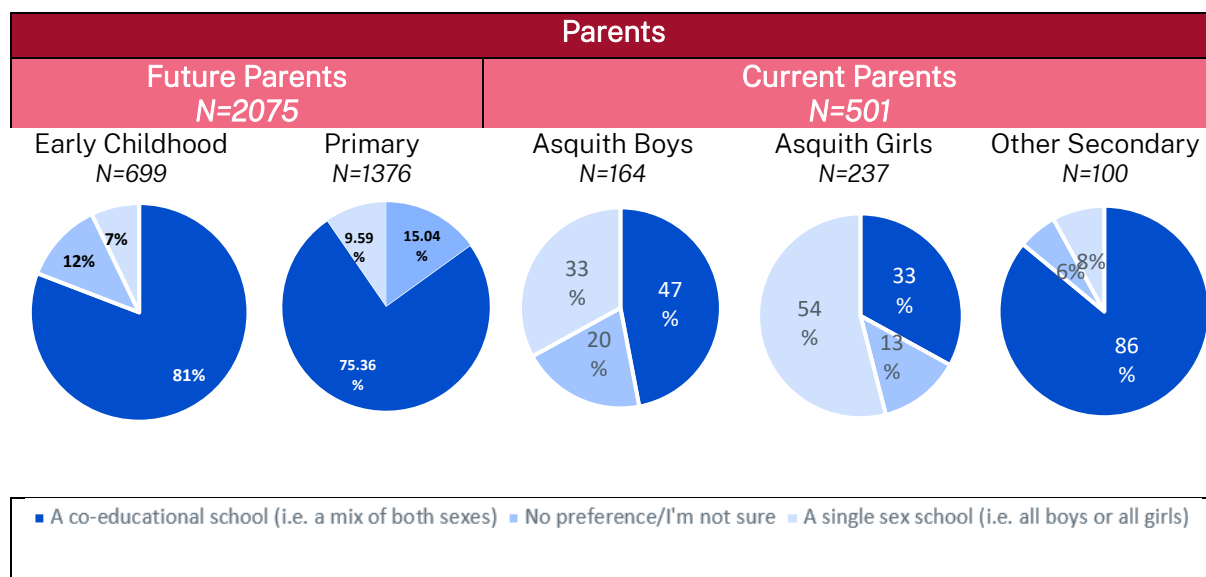
There is variation between different cohorts among the current school community for what is the most preferred proposal.

Co-ed or single-sex preference

47% of parents/carers of Asquith Boys High School preferred co-educational settings, 33% preferred a single sex school, and 20% had no preference.

54% of parents/carers of Asquith Girls High School preferred single sex settings, 33% preferred a co-educational school, and 13% had no preference.

86% of parents/carers of other high schools (including Turrumurra High School and Ku-ring-gai High School) preferred a co-educational school.



1.1.6 Survey results: Proposal preferences

The consultation was not a voting exercise on the three proposals. The data collected from the survey is to be considered along with other deciding factors, including qualitative data obtained through workshops, interviews and emails.

Future school community insights (primary/early childhood age students and their parents/carers):

There was a preference for Proposal C - Junior and Senior Campuses, **57% of primary/ as well as 57% of early childhood parents/carers** preferred this proposal.

The second preference for **primary parents/carers (25%)** was Proposal A - Status Quo.

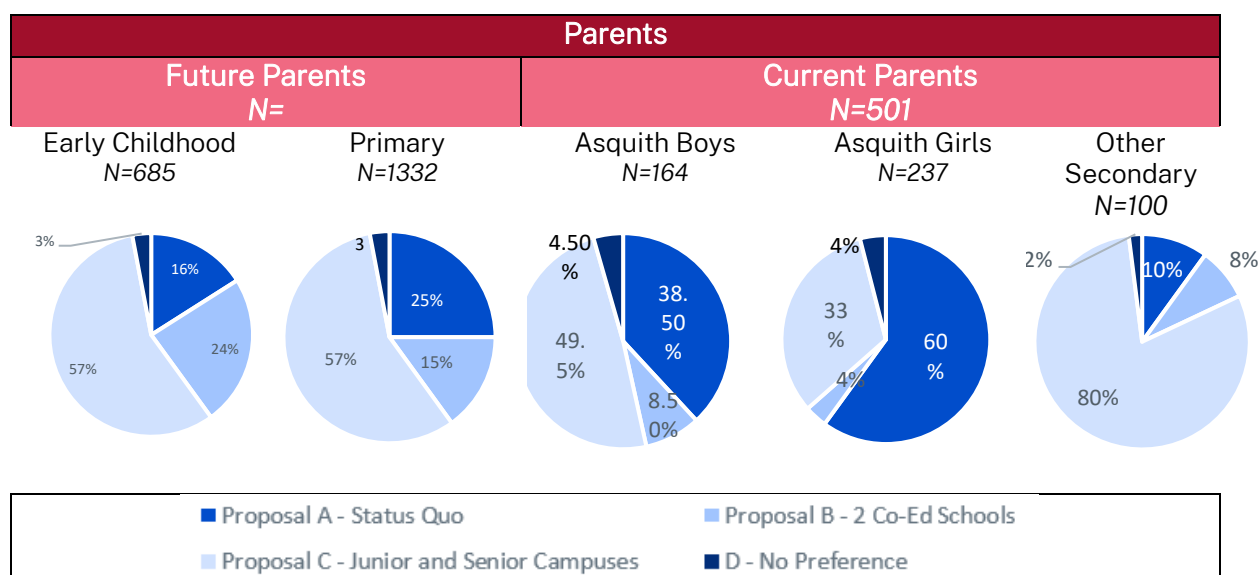
The second preference for **early childhood parents/carers (24%)** was Proposal B - Two Co-Ed Schools.

Current school community insights (secondary students and their parents/carers):

49% of parents/carers from **Asquith Boys High School** preferred Proposal C - Junior and Senior Campuses.

60% of parents/carers from **Asquith Girls High School** preferred Proposal A - Status Quo.

80% of parents/carers from other high schools (including Turrumurra High School and Ku-ring-gai High School) preferred Proposal C - Junior and Senior Campuses.



1.1.7 Survey results: Decision-making factors

When analysing decision-making factors, three key factors were highly rated across the different cohorts:

1. The educational opportunities at the school, including subject choices and extracurricular activities.
2. The gender mix: single-sex or co-educational
3. The culture and sense of community at the school.

The educational opportunities at the school, including subject choices and extracurricular activities was rated most highly by staff, the general community, primary and early childhood age parents and carers. Secondary students rated distance from the school to your home most highly and the top factor for secondary parents was the gender mix: single-sex or co-educational.

1.1.8 Workshop findings

General / across multiple proposals:

- Overall, the community consultation highlights perceived benefits associated with the majority preference for co-educational settings, and those who elevate quality educational opportunities above any particular survey preference.
- It was noted that current long commutes from Ku-Ring-Gai High School to suburbs like Berowra mean that students are not able to fully participate in their school community as they are busy commuting on weekdays after school finishes.
- A number of participants at various workshops questioned the rationale for the three proposals and suggested that there should have been a proposal/s that included changes for the local selective single-sex schools Hornsby Girls High School and Normanhurst Boys High School.
- Across all cohorts, if a reclassification to co-education was to occur there was a preference to change more than one year cohort at a time. Participants were concerned only changing Year 7 in the first year would create challenges, particularly for girls entering Asquith Boys High School, and would take too many years for the transition to occur.
- Most parents of primary-aged students valued the socialisation and curriculum opportunities within co-educational schools. Some also voiced that the option should be available for single sex setting depending on individual student preferences.
- Staff expressed the view that a junior and senior campus will limit additional professional learning opportunities and the planning that supports teacher skills. A number of participants also highlighted that by increasing the pool of students for which classes are formed provides opportunities for expanded curricula and co-curricular access for students.
- Participants noted that the logistics of staff travelling between a junior and senior campus would create challenges for timetabling and also wellbeing

Regarding Proposal A:

- Some parents of students attending single-sex schools expressed support for this model. They also noted the importance of having the option to 'choose', considering factors such as location and transportation.
- Parents voiced concerns that retaining the current arrangement (Proposal A) would not align with the community's desire for co-educational approach to education in the area.
- Some single-sex high school staff voiced single-sex schools as advantageous both socially and as learning environments.

Regarding Proposal B:

- Parents and staff supporting Proposal B valued the focus on local schools, seeing standalone co-ed campuses as a way to strengthen each intake area's community.
- Participants advised the term 'medium-sized' high school as described in Proposal B was ambiguous. When it was explained in a workshop this could constitute a school of between 1000-1500 students, a number of participants expressed a more favourable view of this proposal.
- Some participants expressed concern that two separate schools may compete for enrolments, and one may be perceived as better than the other.
- Participants emphasised that Proposal B would require collaborative efforts among the schools to maximise the shared resources and align subject offerings.

Regarding Proposal C:

- Supporters of Proposal C liked the potential of increased subject offerings and extra-curricular opportunities that a larger scale setting could offer.
- While Proposal C had the strongest support from parents via the survey, this was the least supported Proposal discussed at high school staff workshops.
- Staff and some parents expressed concerns about the lack of older role models at a junior campus as per Proposal C and that this may lead to behaviour management issues. Some parents thought a 7-10 and 11-12 campus might be a better model.
- School leadership and teachers stated that attracting staff to a junior campus as per Proposal C could be challenging as most high school teachers are seeking opportunities to deliver HSC-level subjects.

2. Project Scope and Background

2.1 Background

The NSW Government has made a commitment to guarantee access for all NSW students to coeducational high schools.

Although all families in the Hornsby-Berowra area have guaranteed access to enrol at a coeducational high school, the distance to those co-ed options has been raised by some families as a significant issue.

Individuals and groups in this area, particularly in the suburbs north of Asquith, have made representations for a more easily accessible coeducational high school. Analysis of travel journeys to co-educational schools in the area, undertaken by department planners, confirmed the current travel time by bus for many students is up to 1 hour and 20 minutes one-way. Transport modelling undertaken by the department with input from Transport for NSW showed that only a small decrease in travel journey time could be achieved by making changes to bus routes.

Various options to improve access to coeducational settings have been considered by the department over a four-year period since 2020. Primary school communities suggested a new co-educational high school in the area would be extremely popular and therefore could result in a significant decline in enrolments at single-sex schools, resulting in the underutilisation of these assets.

This consultation was deemed necessary to obtain both quantitative and qualitative data required to make well-informed decisions on the most appropriate types of schools for the Hornsby-Berowra area.

The three proposals included in the consultation were agreed upon by NSW Department of Education representatives across a range of expertise and areas.

2.2 Aim

The consultation aimed to determine:

- a) Parent and student decision making factors regarding high school enrolment choices.
- b) Stakeholder and wider community feedback regarding the three proposals relating to the availability of co-educational options for families in the area. These were:

- Proposal A: Retaining the existing arrangement where families can choose between Asquith Boys / Asquith Girls High Schools and one existing co-ed high school (either Ku-ring-gai HS or Turramurra HS as per designated intake area).
- Proposal B: Reclassifying Asquith Boys and Asquith Girls High Schools to become two separate standalone medium-sized coeducational high schools, each servicing their own exclusive intake area community.
- Proposal C: Merging Asquith Boys and Asquith Girls High Schools to become one large high school spread across one junior and one senior campus, servicing a large intake area community.

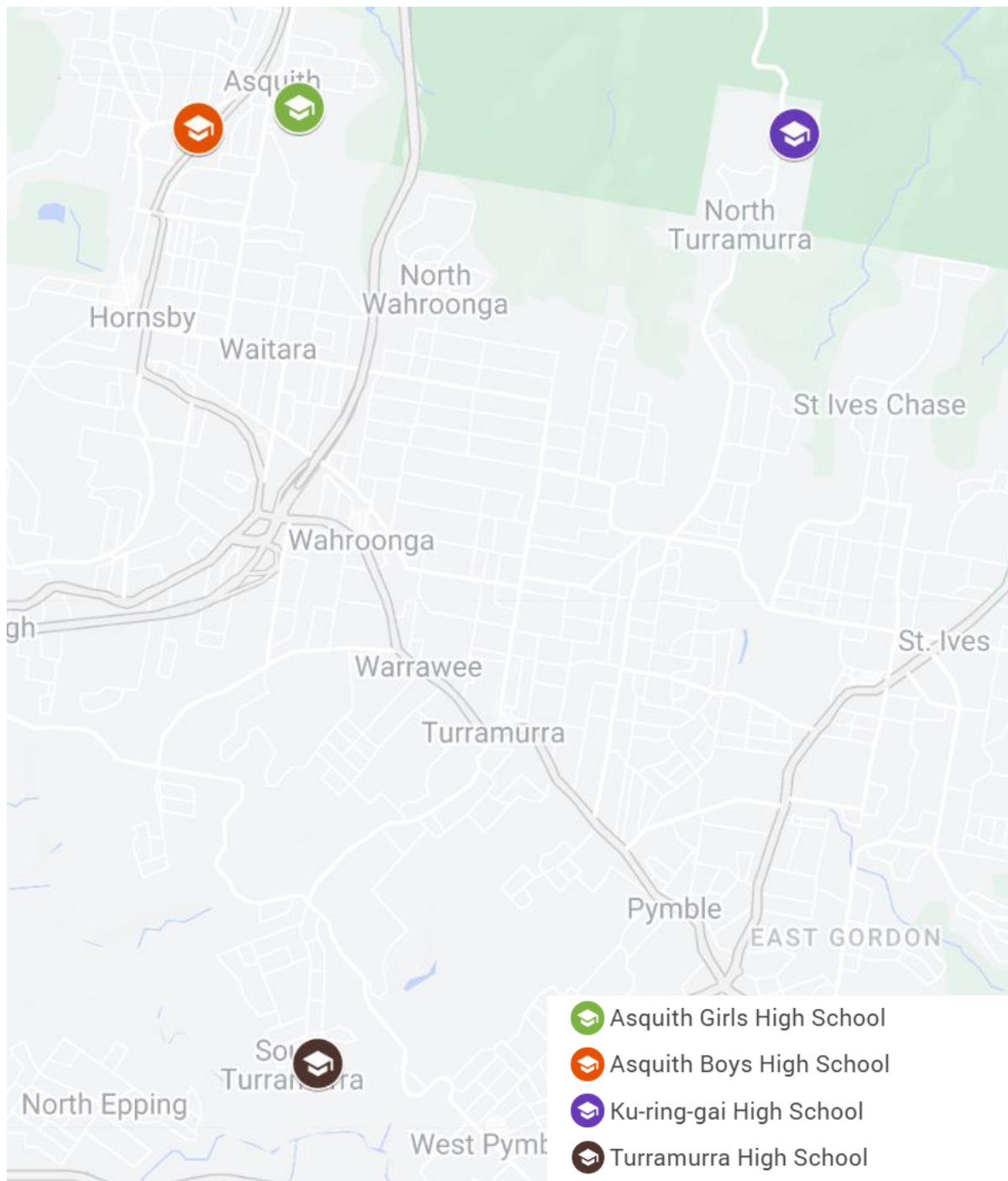


Figure 1. Key Secondary Schools in target area

The map above outlines the key secondary schools in the consultation. Four government secondary schools service the consultation area, two single-sex and two co-educational. Proposals all refer to Asquith Boys High School and Asquith Girls High School.

3. Consultation Methodology

3.1 Stakeholders consulted

The consultation obtained insights from multiple stakeholder groups:

- Students (Primary and Secondary)
- Parents (Early Childhood, Primary and Secondary)
- Staff (Teaching and Non-Teaching)
- Community members

Distinctions within stakeholder groups are detailed throughout the report.

3.2 Workshops

13 workshops were run in early 2024 to give stakeholders an opportunity to further provide feedback.

- Asquith Girls High Principals –25 March 2024
- Asquith Girls High School Parents / Carers –25 March 2024
- Asquith Boys High School Parents / Carers –25 March 2024
- Other 2 Local High School Principals –2 April 2024
- Asquith Boys High School Principals –2 April 2024
- Asquith Boys High School Staff –2 April 2024
- Feeder Primary School Parents / Carers –8 April 2024
- AECG –10 April 2024
- Feeder Primary School Parents/Carers –10 April 2024
- Special Interest Groups –12 April 2024
- Feeder Primary School Parents / Carers –29 April 2024
- Ku-ring-gai High School Principals –6 May 2024
- Asquith Girls High School Staff –8 May 2024

3.3 Data Collection

Most of the consultation occurred through an online survey. The survey was open for 4 weeks across April and May 2024, with a total of 4127* responses across the stakeholder groups.

In total, the survey had responses from:

- 1241 Secondary students
- 2816 Parents/carers
- 248 Primary/Secondary staff members
- 310 community members

Detailed breakdown of the responses can be found throughout the report.

**Discrepancies in the data amongst questions come from participants not completing the full survey.*

3.4 Consultation Timeline

The consultation commenced in early March and ran for two months.

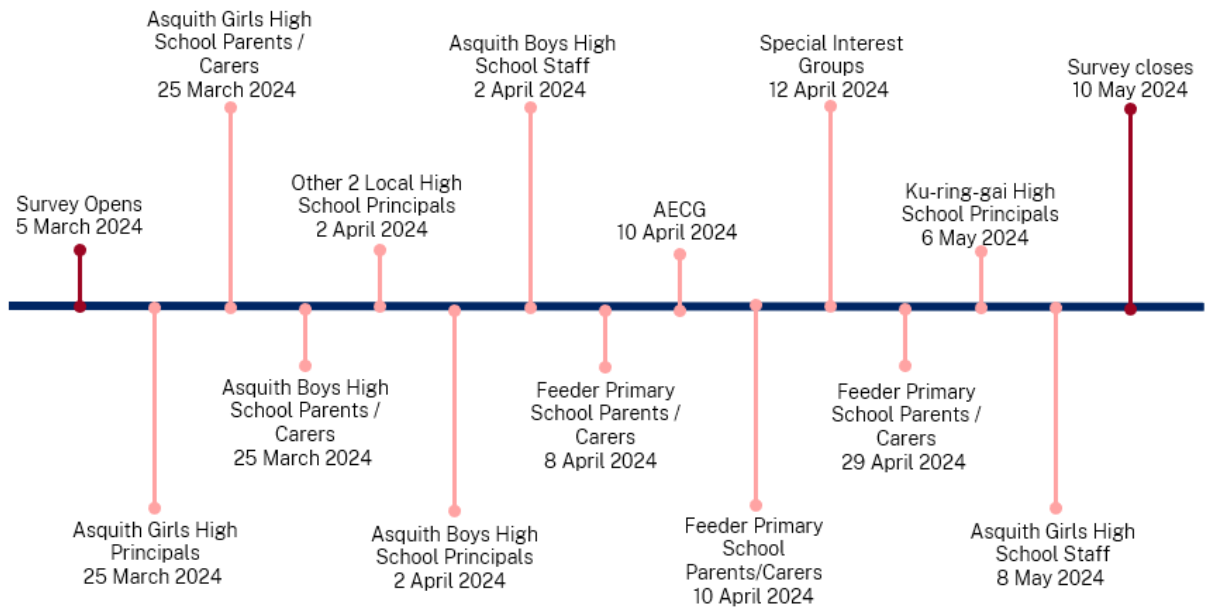


Figure 2. Consultation Timeline

4 Analysis across stakeholder groups

This section shows the consultation findings of each stakeholder cohort.

4.1 Decision-making factors

High school enrolment is a multifaceted 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) were rated as the most important decision-making factor by future school communities. The current high school community rated the gender mix: co-educational or single sex as the most important decision-making factor.

The culture and sense of community at a school was also considered an important factor for both the future and current high school community.

These findings were further corroborated in various workshops, where participants emphasised the significance of these factors.

For parents of students in single sex schools, **the culture of inclusivity and support was a notable factor** in their decision to choose Asquith Boys and Asquith Girls, largely due to their preference for smaller, more intimate cohorts.

Table 1. Top decision-making factors for students, parents and carers and community

Future High School Community			Current High School Community	
Students (primary)* n=800	Parents (Early Childhood) n=699	Parents (primary) n=1376	Students (secondary) n=1158	Parents (secondary) n=520
72.50% A school where your friends are going	25.04% The educational opportunities at the school, including subject choices and extracurricular activities	25.58% The educational opportunities at the school, including subject choices and extracurricular activities	19.86% Distance from the school to your home	24.62% The gender mix: co-educational or single sex
58.50% A school that is easy to get to	21.75% The gender mix: co-educational or single sex	19.84% The gender mix: co-educational or single sex	17.27% The educational opportunities at the school, including subject choices and extracurricular activities	19.04% Distance from the school to your home
54.25% A school where both girls and boys go	17.31% Academic performance	16.93% Academic performance	17.18% Where your friends are enrolling	18.27% The educational opportunities at the school, including subject choices and extracurricular activities
31.13% A school where my brother(s) and/or sister(s) already go to	14.59% The culture and sense of community at the school	12.86% The culture and sense of community at the school	11.83% The gender mix: co-educational or single sex	7.32% The culture and sense of community at the school

*Primary school students were asked to select multiple options that applied

Community members and school staff were asked about the most important factors in achieving a high-quality education. Similar to current and future school communities, **the educational offerings of the school (including subject choices and extracurricular activities) were rated as the most important factors.**

Table 2 Most important factors in achieving a quality high school education

School Staff n=221	Community n=277
43.89% The educational opportunities at the school, including subject choices and extracurricular activities	53.43% The educational opportunities at the school, including subject choices and extracurricular activities
36.2% The culture and sense of community at the school	24.19% A culture of inclusivity and support at the school
8.14% The gender mix: co-educational or single sex	11.19% The gender mix: co-educational or single sex
6.79% Academic performance	6.86% Academic performance

4.2 School preferences

School preferences when asked about a single sex or co-educational setting.

There is a preference from the future high school community for co-education.

Primary students (64%) and parents of primary age (75%) and early childhood age (81%) students all showed a strong preference towards co-educational settings.

The preference amongst the current high school community is more varied.

The current Asquith Boys High School community (both students and parents) has a preference towards co-educational settings (46% and 47% respectively).

The current students of Asquith Girls High School have a preference towards co-educational settings (approximately 43%). However, the current parents and carers of Asquith Girls High School have a preference towards single sex school (approximately 54%).

There is a strong preference from other secondary high schools in the community (students and parents) towards a co-educational setting (on average, 90%).

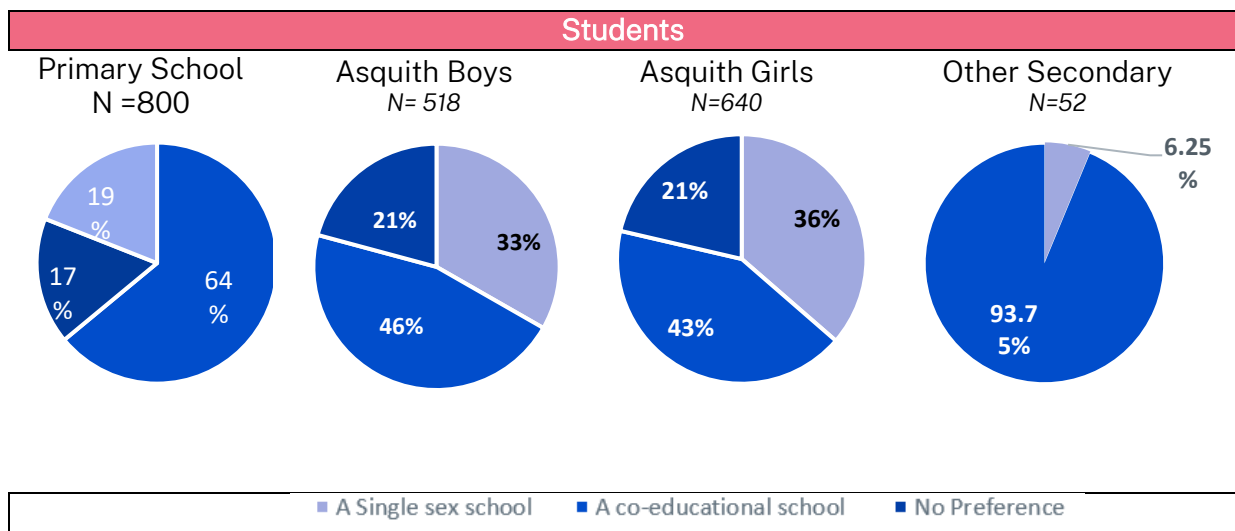


Figure 3. Student Survey Results - School Preferences

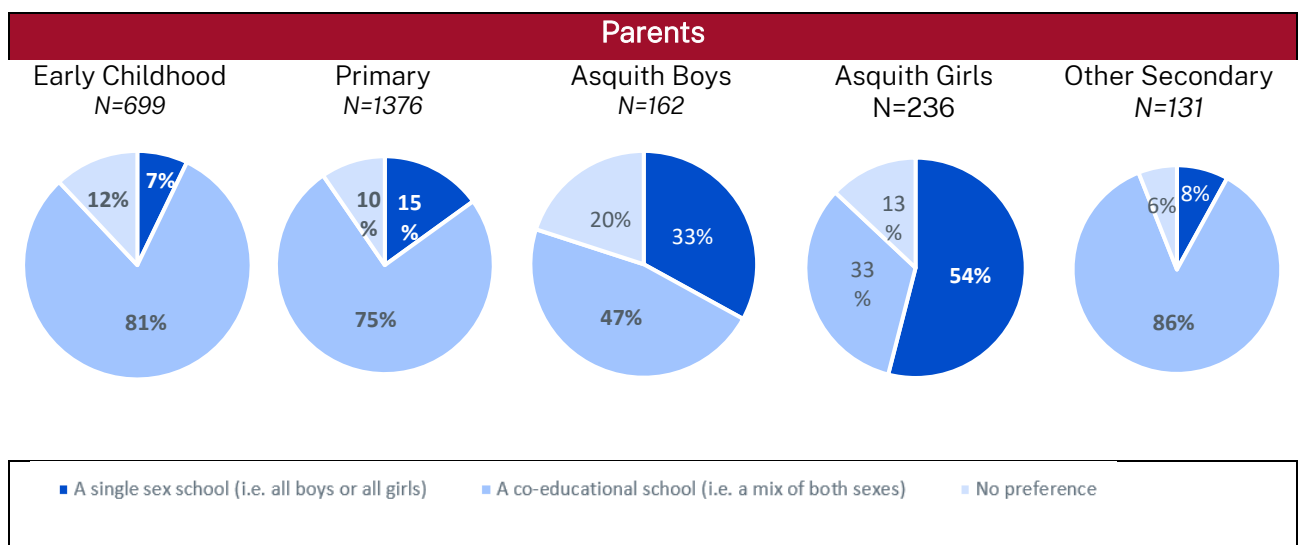


Figure 4. Parent Survey Results - School Preferences

4.3 Attitudes to the three proposals

The department proposed three scenarios regarding future learning options in Hornsby-Berowra area. Participants were asked to rate each of the three proposals on a scale of 1 to 5 (1 being completely unacceptable and 5 being completely acceptable). Furthermore, participants were also asked about the most acceptable proposal among the three.

There is a high level of variation across different cohorts on the general acceptability of the proposals.

4.3.1 General acceptability of the proposals

This question only asks for the overall acceptability of each proposal. It did not ask participants to select the most preferred.

For a more defined response, see the **most acceptable** proposal across each cohort (section 4.3.2).

Category	Subcategory	Number of respondents	Proposal A - Status Quo	Proposal B - Co Ed Schools	Proposal C - Junior and Senior Campuses
<i>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)</i>					
Students	Asquith Boys	518	45.7%	25.6%	45.8%
	Asquith Girls	640	53.1%	10.7%	58.2%
	Other Secondary	52	30%	26.6%	86.6%
Parents	Early Childhood	685	20.8%	50.1%	69.8%
	Primary	1332	28.6%	44%	67.3%
	Asquith Boys	163	47.3%	23.7%	60.9%
	Asquith Girls	236	64.3%	12.7%	41.3%
	Other	139	19.5%	39.8%	79.6%
Staff	Primary	82	29.7%	48.4%	74.9%
	Asquith Boys	43	72.5%	45%	25%
	Asquith Girls	67	89.8%	11.9%	17%
	Other	51	33.3%	38.1%	69%
Community		310	38.2%	32%	62.1%

Table 3. Survey Results – Acceptability of the proposals

4.3.2 Most acceptable proposal by across each cohort

When asked to identify the single most acceptable proposal:

Students of coeducational high schools (67.5%) and Asquith Girls High School (49%) selected Proposal C (Junior and Senior Campuses) as their most acceptable proposal. Proposal A (Status Quo) had the highest individual score amongst Asquith Boys High School students (38.5%) however 54.5% of students said a co-educational proposal was most acceptable (Proposals B and C combined).

There was a preference for Proposal C (Junior and Senior Campuses) by the ‘future school community’ with 57% of primary parents and carers and 57% of early childhood parents and carers selecting this as their most acceptable proposal.

60% of Asquith Girls parents and carers rated Proposal A (Retain Status Quo) most acceptable.

50% of Asquith Boys parents and carers rated Proposal C (Junior and Senior Campuses) most acceptable.

Staff of the single-sex schools selected Proposal A (Retain Status Quo) as most acceptable (52.5% and 83%). Of the two co-educational proposals there was a slight preference amongst these cohorts towards Proposal B (Two Co-ed Schools). 58% of Staff of primary and other public schools selected Proposal C (Junior and Senior Campuses) as most acceptable.

Co-educational proposals were also preferred by the general community with 52% preferring Proposal C as most acceptable.

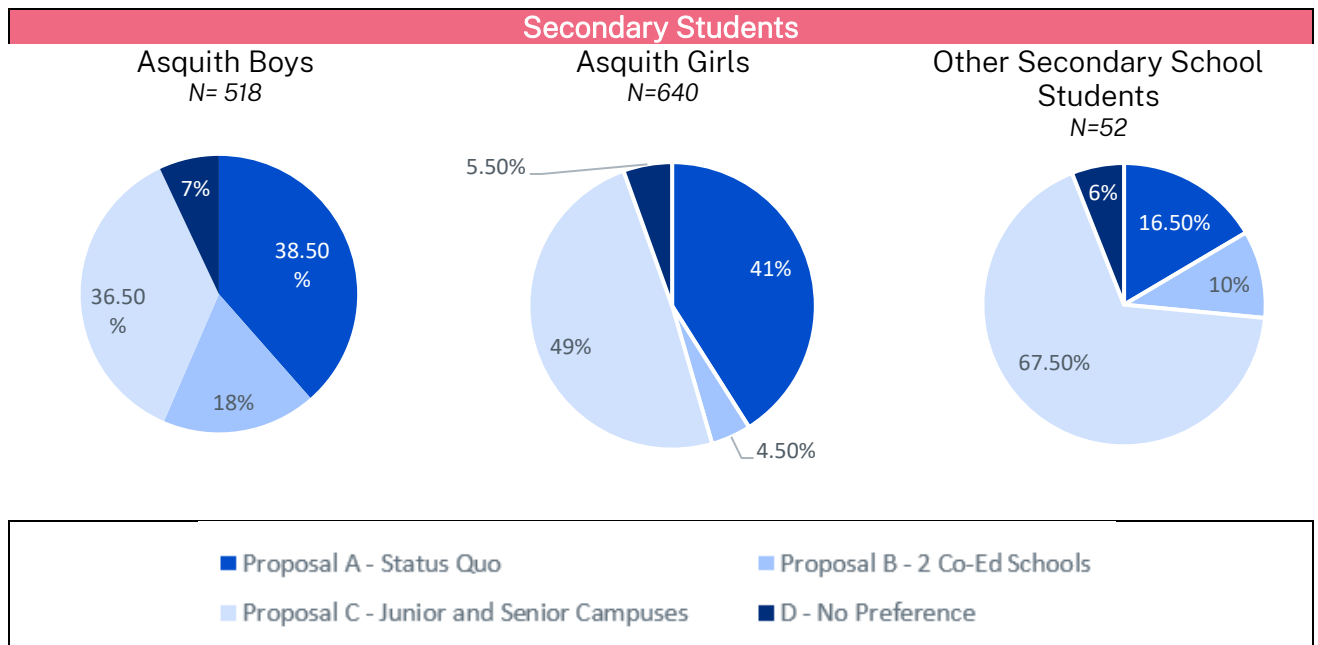


Figure 5. Secondary Students - Most acceptable Proposal

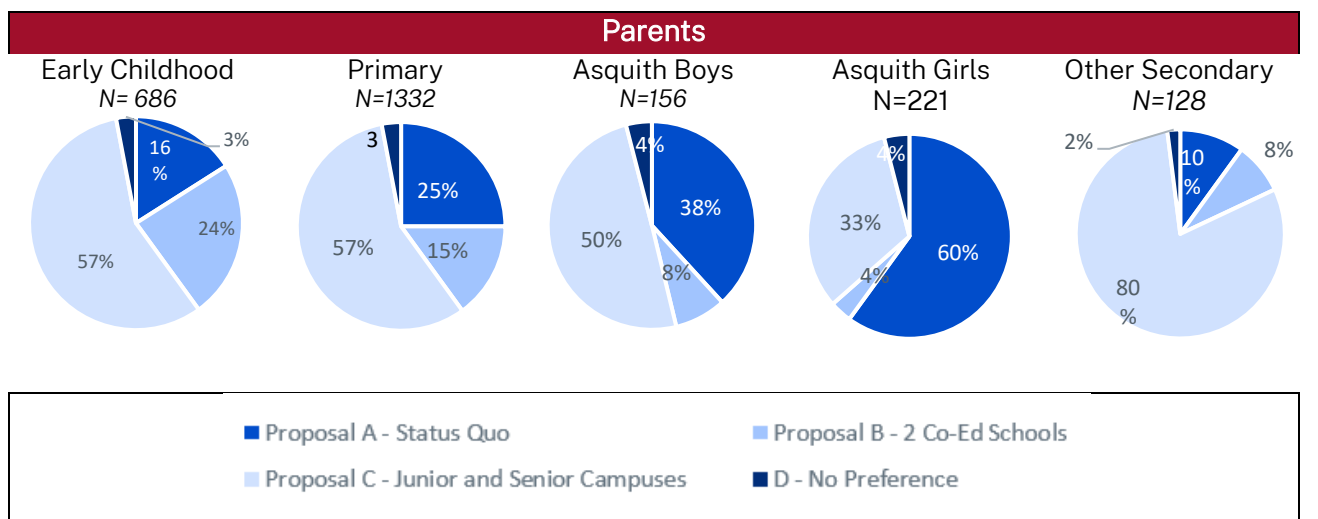


Figure 6. Secondary Students - Most acceptable Proposal

Staff

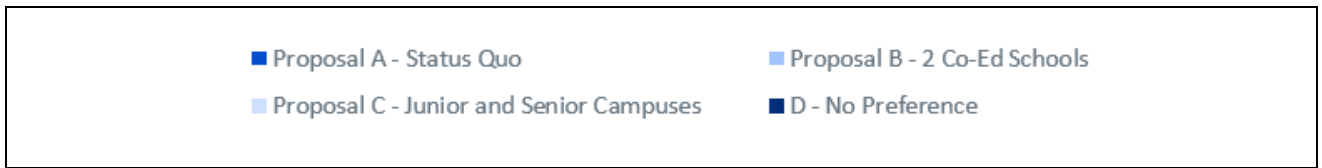
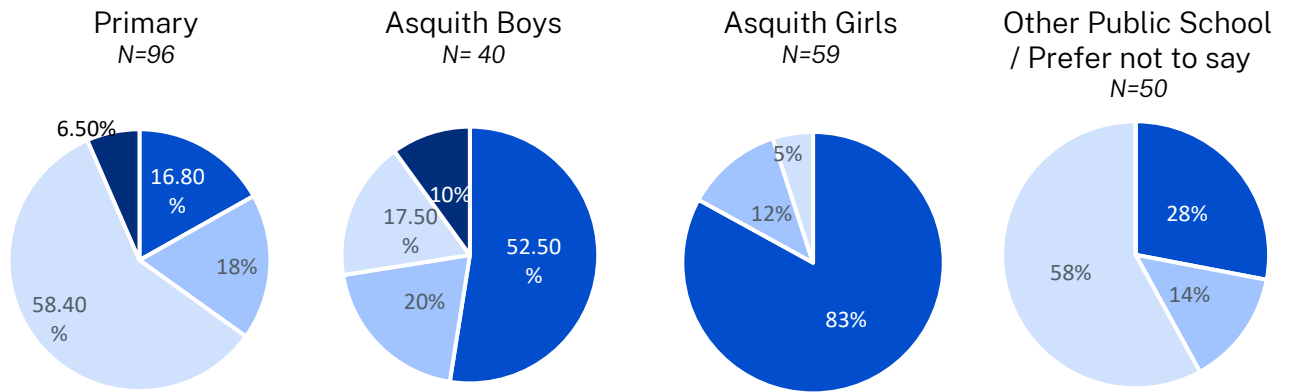


Figure 7. Staff – Most acceptable Proposal

Community
N=257

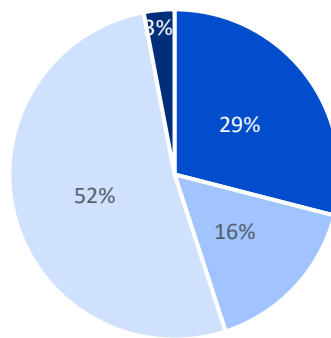


Figure 8. Community – Most acceptable Proposal

5 Insights by cohort

5.1 Students

5.1.1 Primary students

800 primary aged students participated in the survey (a sub-section of the survey for primary school parents). Two questions were asked regarding preferences for their future local schooling experience.

1. When you think about high school, which type of school would you like to go to?
2. Which type of high school would you prefer to go to?

The survey found that the most important factor influencing primary age students was **a school where your friends are going**, followed by **a school that is easy to get to**.

When asked about the type (co-educational or single-sex) of school they would prefer, 64% of students selected **a school where both girls AND boys go to**, 19% of students selected a school where only girls or only boys go to, and 17% had no preference.

Influencing factors

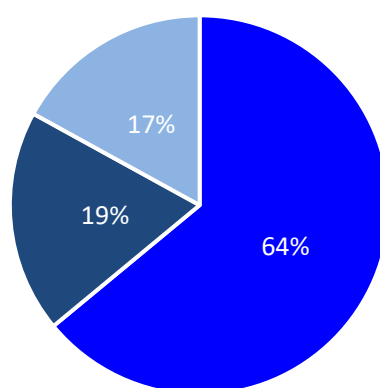
Table 4. Primary School – Influencing Factors

When you think about high school, which type of school would you like to go to?

A school where your friends are going	72.5%
A school that is easy to get to	58.5%
A school where both girls and boys go	54.25%
A school where my brother(s) and/or sister(s) already go to	31.13%
A specialist school (e.g. selective, sport, music)	23.5%
A school where there are only girls	11.5%
A school where there are only boys	7.63%

Co-ed vs Single Sex

Which type of high school would you prefer to go to?



■ A school where both girls and boys go to ■ A school where only girls or only boys go to ■ No preference

Figure 9. Primary School – Co-ed vs Single Sex

5.1.2 Asquith Boys High School Students

518 current students from Asquith Boys High School responded to the survey, with quite an even spread of responses from Y7 to Y12.

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When rating the importance of various factors in their decision-making process, **the availability of public transport to the school, along with where your friends are enrolling was ranked highest** –with over 60% of students rating either option a 4 or 5. However, when asked about the **most important factor** in their decision making 23.27% of students chose **where your friends are enrolling**.

When asked a hypothetical question about remaking the decision of the type of high school they would like to enrol in, **46% of students chose a co-educational setting, 33% chose a single sex setting, and 21% had no preference.**

Parents played a significant part in their choice of secondary schools while other family members such as siblings or cousins did not.

The two most acceptable proposals for students from Asquith Boys High School was **Proposal A** retain the status quo (38.5%) and **Proposal C** Junior and Senior campuses (36.5%). 54.5% of students said a co-educational proposal was most acceptable (**Proposals B and C** combined).

Decision making factors

On a scale of 1 to 5 (1 = not at all important and 5 = very important), how important were each of the following factors in your decision-making process to enrol at Asquith Boys High School?

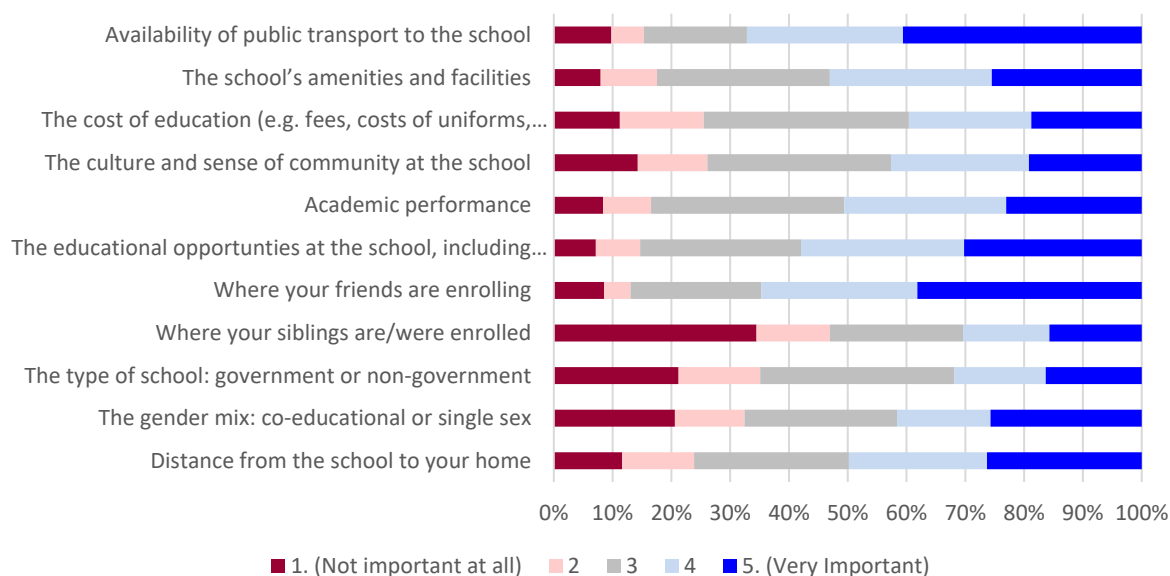


Figure 10. Asquith Boys High School – Decision making factors

Most important decision-making factor

Which one of these factors was most important in your decision to enrol at Asquith Boys High School?

Table 5. Asquith Boys High School – Most important decision making factor

Where your friends are enrolling	23.27%
Distance from the school to your home	18.57%
The educational opportunities at the school, including subject choices and extracurricular activities	14.9%
The gender mix: co-educational or single sex	10.41%
Where your siblings are/were enrolled	9.39%
Availability of public transport to the school	8.98%

Academic performance	4.49%
The school's amenities and facilities	3.27%
The culture and sense of community at the school	2.86%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	2.45%
The type of school: government or non-government	1.43%

Single Sex vs Co-educational Preference

If you were making the decision again, which type of high school would you most prefer to enrol in?

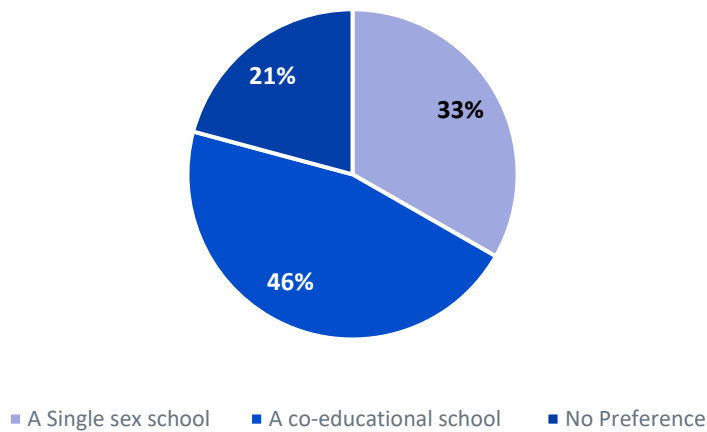


Figure 11. Asquith Boys High School students – Single Sex vs Co-ed Preference

Influencing people

How much of an influence were each of the following types of people when deciding which high school to enrol in?

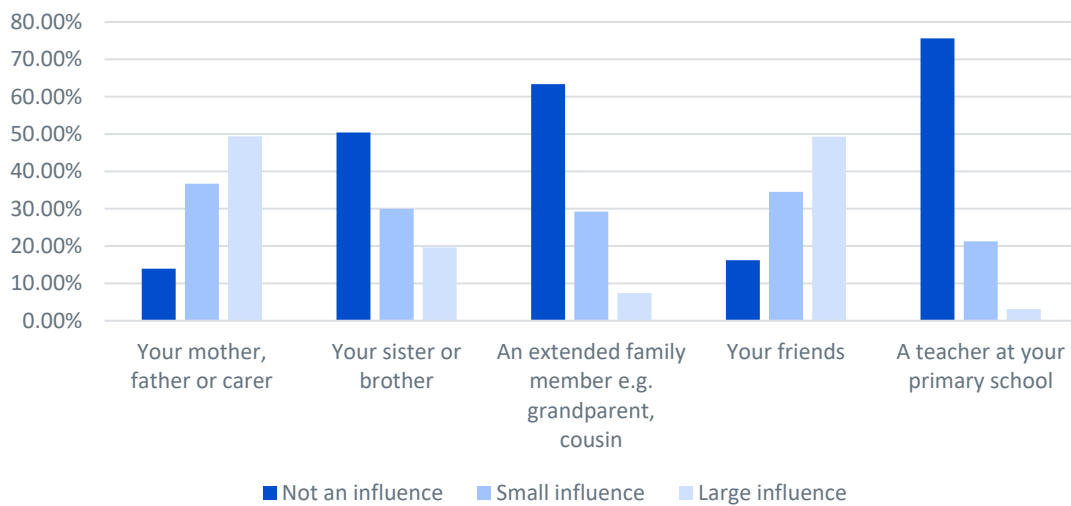


Figure 12. Asquith Boys High School students – Influencing People

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

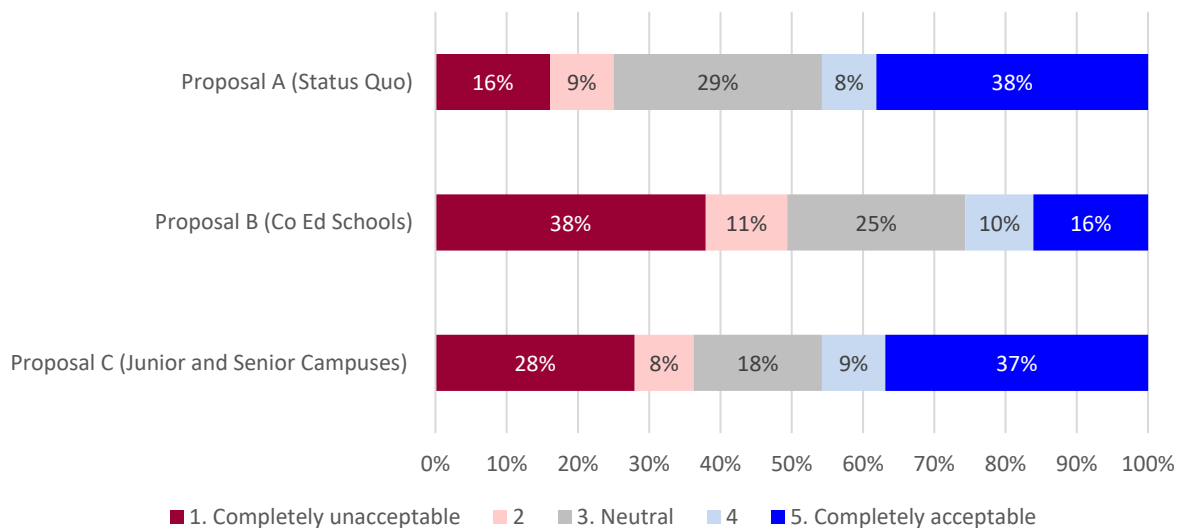


Figure 13 Asquith Boys High School students –View of proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

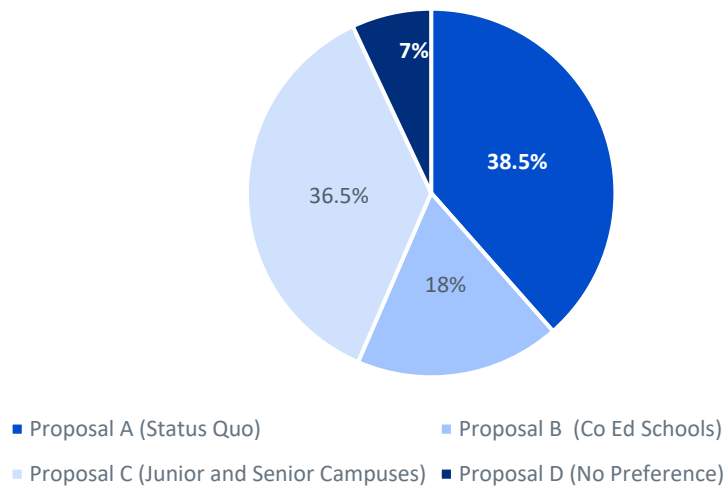


Figure 14. Asquith Boys High School students –Most Acceptable Proposals

Why/further comments

“I whole heartedly believe that the schools should become co ed but keep a senior and junior campus. The senior school should have the best facilities and teachers to support the children in their studies for the HSC. As the seniors will better be able to concentrate with out the distraction of younger students.” –Asquith Boys High School Student

“Firstly, I have many more friends at Asquith Girls, and therefore I would look forward to school more as well as enjoy it more. Secondly, I believe it would be much more beneficial to begin working with girls at school as it would prepare us for the future where we are more than likely going to be working with them.” –Asquith Boys High School Student

“I chose preference A as I believe that students deserve to have a choice, where they can choose either a single sex school or a co-educational school. If ABHS and ABGS were to be combined, there would be less options for people who want to go to a public single sex school. Also, this is my personal preference as I find that it would be really weird to suddenly have girls coming to the school, which is not a bad thing, it just means that I have to adapt

and get used to everything again, which is a pain for me, my cohort and other students.” – Asquith Boys High School Student

5.1.3 Asquith Girls High School Students

640 current students from Asquith Girls High School responded to the survey put out by the department, from quite an even spread of responses from Y7 to Y12.

When rating the importance of various factors in their decision-making process, **availability of public transport and the school’s amenities and facilities were ranked highest** – with over 60% of students rating it a 4 or 5. However, when asked about the **most important factor** in their decision making 22.51% of students chose **distance from school to home**.

When asked a hypothetical question about remaking the decision of the type of high school they would like to enrol in, **42.25% of Asquith Girls students preferred co-educational school, 36.38% of students preferred single sex school, 21.37% of students had no preference**.

Parents played a significant part in their choice of secondary schools while other family members such as siblings or cousins did not.

The two most acceptable proposals for students from Asquith Girls High School was **Proposal C** Junior and Senior campuses (49.16%) and **Proposal A** retain the status quo (40.8%).

Decision making factors

On a scale of 1 to 5 (1 = not at all important and 5 = very important), how important were each of the following factors in your decision-making process to enrol at Asquith Girls High School?

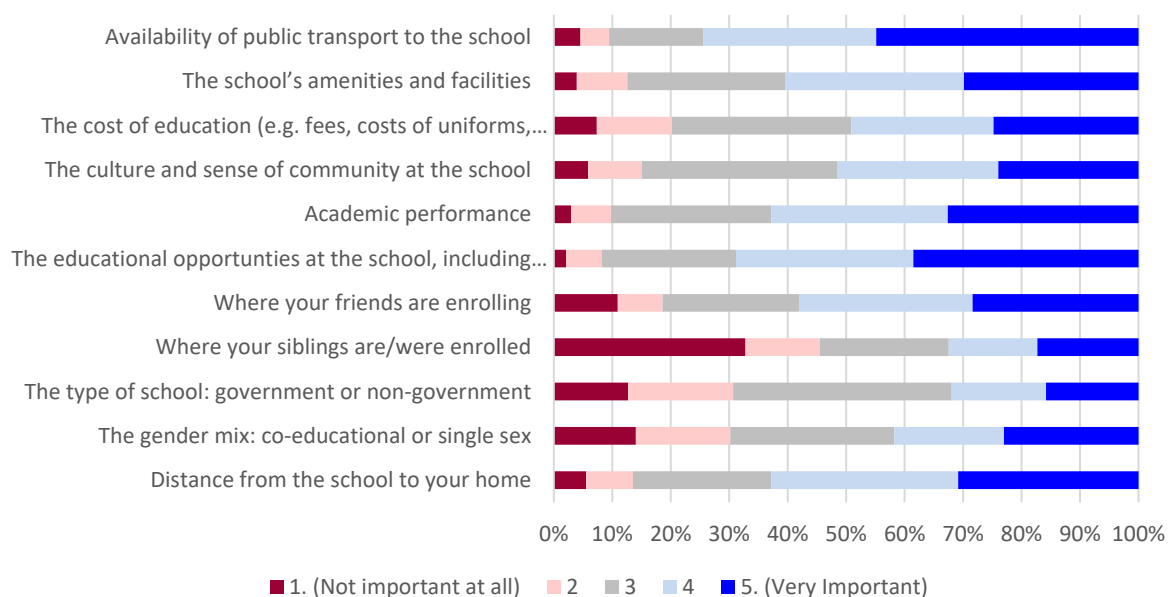


Figure 15. Asquith Girls High School students – Decision making factors.

Most important decision-making factor

Which one of these factors was most important in your decision to enrol at Asquith Girls High School

Table 6 Asquith Girls High School – Most important decision-making factor.

Distance from the school to your home	22.51%
---------------------------------------	--------

The educational opportunities at the school, including subject choices and extracurricular activities	18.43%
Where your friends are enrolling	12.72%
The gender mix: co-educational or single sex	11.58%
Academic performance	8.97%
Where your siblings are/were enrolled	7.83%
Availability of public transport to the school	7.83%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	3.26%
The culture and sense of community at the school	2.94%
The type of school: government or non-government	2.45%
The school's amenities and facilities	1.47%

Single Sex vs Co-educational Preference

If you were making the decision again, which type of high school would you most prefer to enrol in?

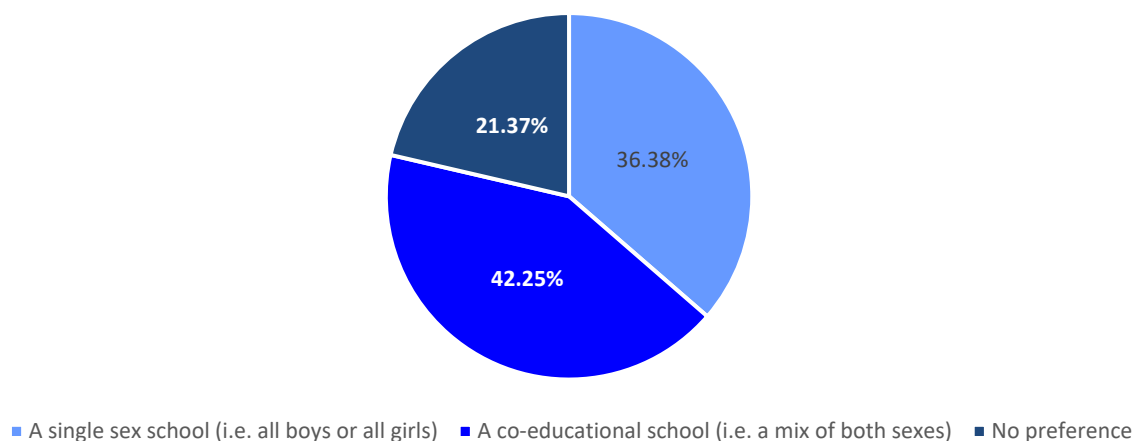


Figure 16. Asquith Girls High School students – Single Sex vs Co-ed Preference

Influencing people

How much of an influence were each of the following types of people when deciding which high school to enrol in?

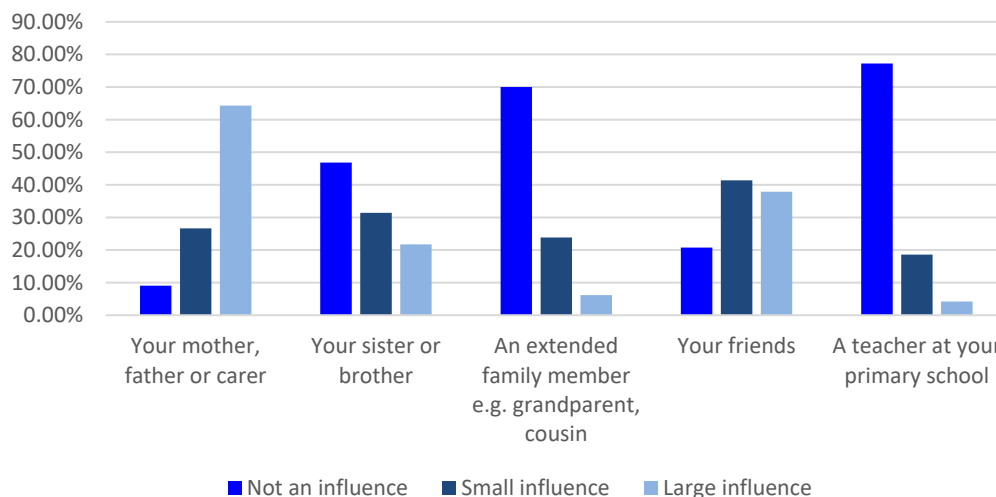


Figure 17. Asquith Girls High School students –Influencing People

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

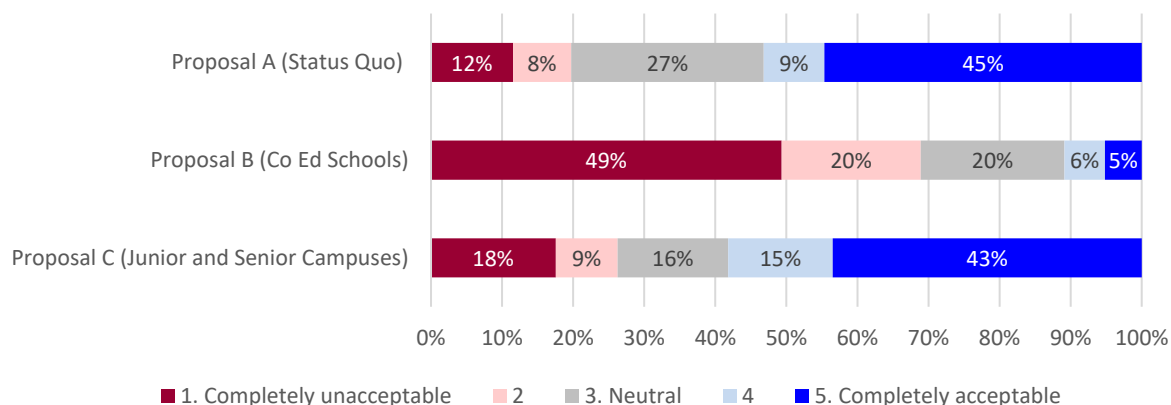


Figure 18. Asquith Girls High School students –View of proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

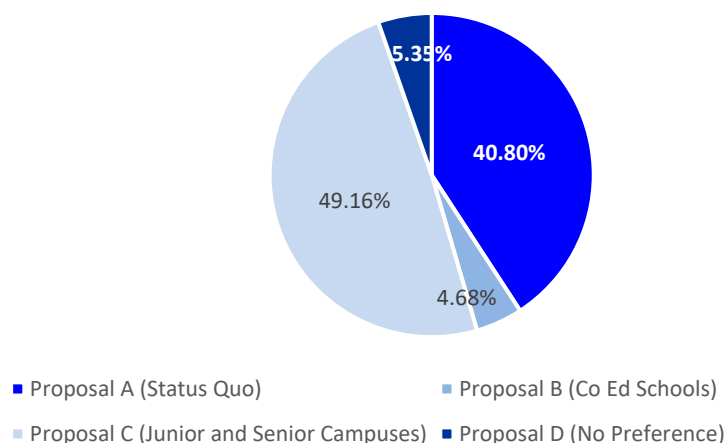


Figure 19. Asquith Girls High School students –Most acceptable proposal

Why/further comments

“I think the system is just fine how it is and boys and girls can see each other after school hours if they are in a friendship or relationship. People who are in relationships at school can be distracted by a partner in class and this can be harmful for their grades. Another reason is that girls and boys experience certain problems with things that happen when their bodies are developing and this mainly happens when they are in high school, so being surrounded by people of the opposite gender may cause them to feel uncomfortable.” –Asquith Girls High School Student

“I think we should become a co-educational school as I think it is better for us to understand the other sex, I think it will help my future as in the future I will be working with the other sex. This will benefit my education and help me understand the future of my life. I strongly believe that a co-educational school is the best option as it opens the world for both sex and prepares our future better. There might be some challenges to overcome but I believe together with Asquith boys’ high school and Asquith girls’ high school we can overcome

anything together as one. We will also be able to meet new people that we might get along with very well. Girls will also teach the boys some new and important information and the boys will teach us some more important information. The girls and boys will make harmony. As someone who is friends with a non-binary how would this benefit them this co-educational school will open up the world to meet other non-binary and if you identify as the other gender, you will meet the gender you want to become and you can learn things that you couldn't at a single sex school.” –Asquith Girls High School Student

“As I previously came from a co-ed school, I am much more familiar with the environment. Going from a co-educational to a one-sex school was a less familiar environment to me and had to adjust to only communicating with the opposite gender outside of school. I have made close friends despite gender and a combined school will allow me to grow my friend group and expand my social circle. I also want to share the other education options Asquith boys offer that Asquith girls does not.” –Asquith Girls High School Student

5.1.4 Other Local Schools

Only 52 students from other local high schools responded to the survey, a relatively small amount compared to other cohorts. The cohort includes students attending Ku-ring-gai High School, Turrumurra High School, St Ives High School and other gov/non-gov high schools. Over 50% of survey respondents were in Year 7 or Year 8.

This cohort displayed stronger preference towards coeducational school environments when compared to Asquith Boys and Girls students.

Over 65% of respondents recognised **the educational opportunities at the school, including subject choices and extracurricular activities, and the gender mix (co-educational or single sex) as very important factors in their decision-making process for selecting a high school.**

Decision making factors

On a scale of 1 to 5 (1 = not at all important and 5 = very important), how important were each of the following factors in your decision-making process to enrol at your current school

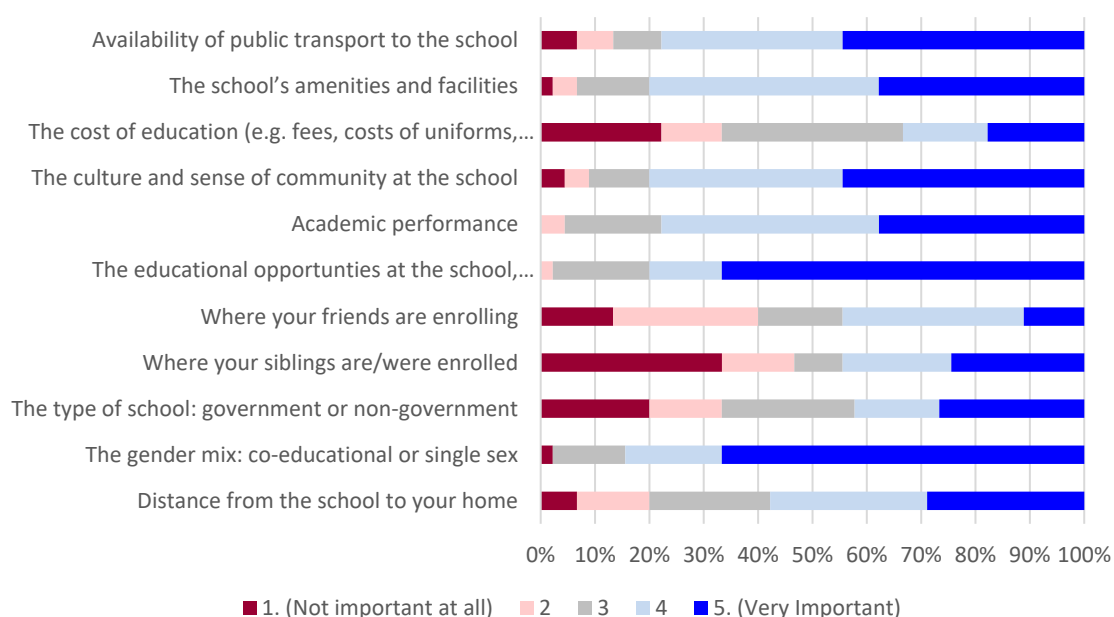


Figure 20. Other Local Schools students – Decision making factors

Most important decision-making factor

Which one of these factors was most important in your decision to enrol at your current school

Table 7. Other Local Schools – Most important decision making factor

The gender mix: co-educational or single sex	28.89%
The educational opportunities at the school, including subject choices and extracurricular activities	26.67%
Academic performance	17.78%
The culture and sense of community at the school	13.33%
Where your friends are enrolling	8.89%
Distance from the school to your home	2.22%
The type of school: government or non-government	2.22%
Where your siblings are/were enrolled	0%

The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	0%
The school's amenities and facilities	0%
Availability of public transport to the school	0%

Single Sex vs Co-educational Preference

If you were making the decision again, which type of high school would you most prefer to enrol in?

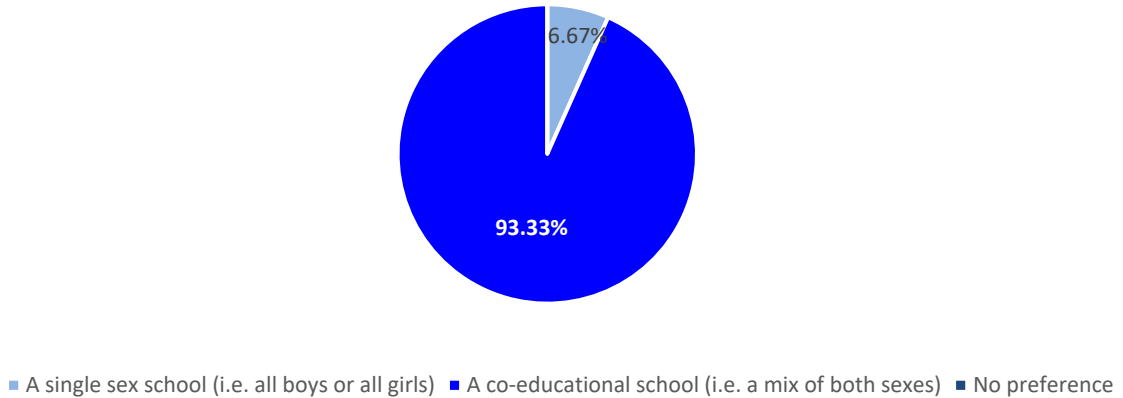


Figure 21. Other Local Schools students – Single Sex vs Co-ed Preference

Influencing People

How much of an influence were each of the following types of people when deciding which high school to enrol in?

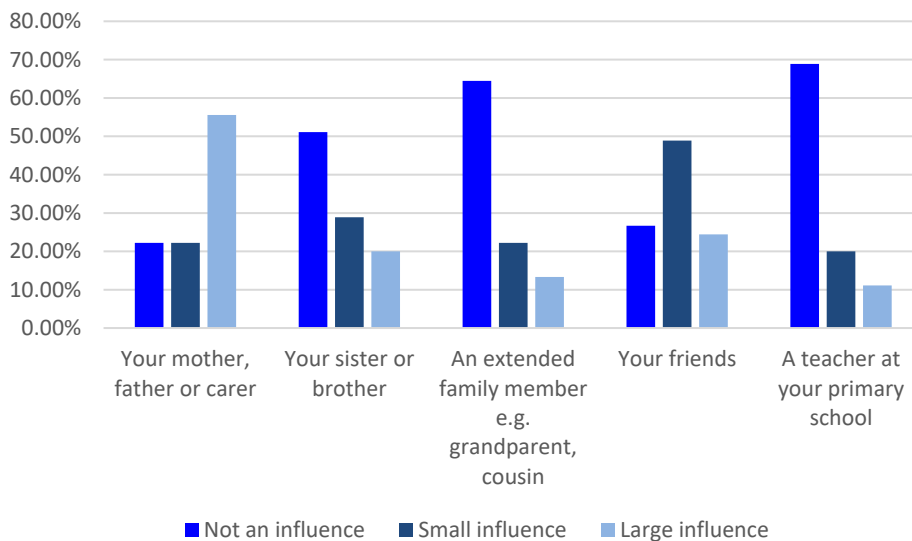


Figure 22. Other Local Schools students – Influencing People

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

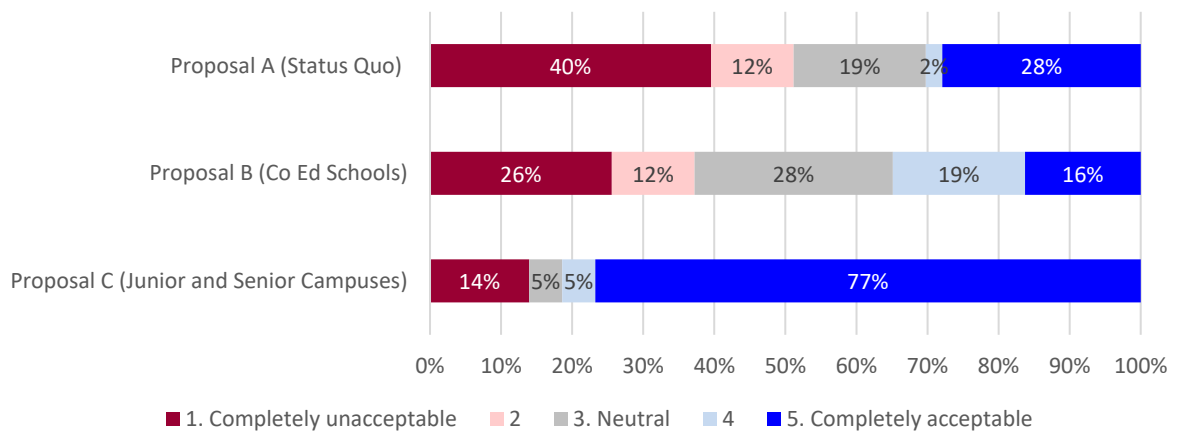


Figure 23. Other Local Schools students –View of proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

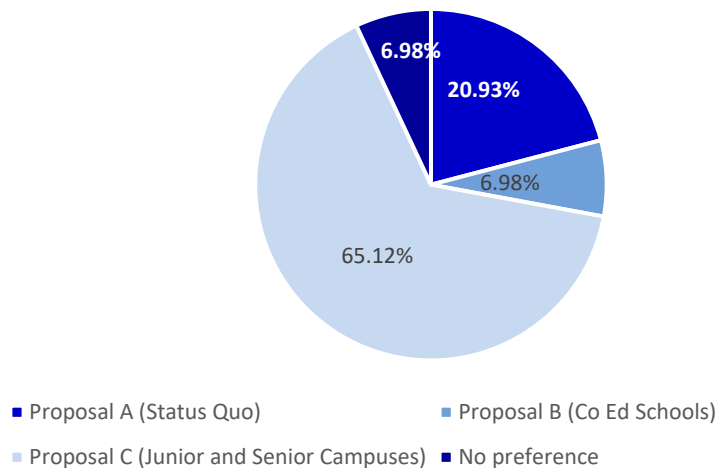


Figure 24. Other Local School students –Single Sex vs Co-ed Preference

Why/further comments

“Because in the real world we are not separated by sex. We don’t get to go to the shops where only males shop, or vice versa. Majority of workplaces are co ed. Why, when the purpose of high school is to educate you for your future, are they not teaching you to socialise with the opposite sex? Males and females are very different in a lot of ways and I think it’s incredibly important to understand, be emersed, and be educated on how to be appropriate and respectful around ALL people. –Other local school student

5.2 Parents

5.2.1 Early Childhood Parents

699 parents of children who had not yet started primary school participated in the survey. This cohort represents the youngest generation that will enter secondary school in 2031 at the earliest.

For parents of early childhood aged children, most factors had significantly high importance ratings, except for **where your child’s friends are enrolling**. The four highest (>85% ratings) were:

- **The educational opportunities at the school, including subject choices and extracurricular activities as the most important.**

- The culture and sense of community at the school
- The school’s amenities and facilities
- Availability of public transport to the school

Similarly, when asked about the **most important**, parents answered with the educational opportunities at the school and the gender mix of co-educational or single sex.

93% of respondents preferred **co-educational settings (81%)** or **no preference (12%)** when asked about the type of school they would like to enrol their children in.

When asked about the three proposals, most parents (55%) also preferred the option to **combine Asquith Boys High School and Asquith Girls High School to establish a single co-educational high school**

Decision-making factors

On a scale of 1 to 5 (1 = not at all important and 5 = very important), how important are each of the following factors in your decision-making process in sending this youngest child to a particular high school?

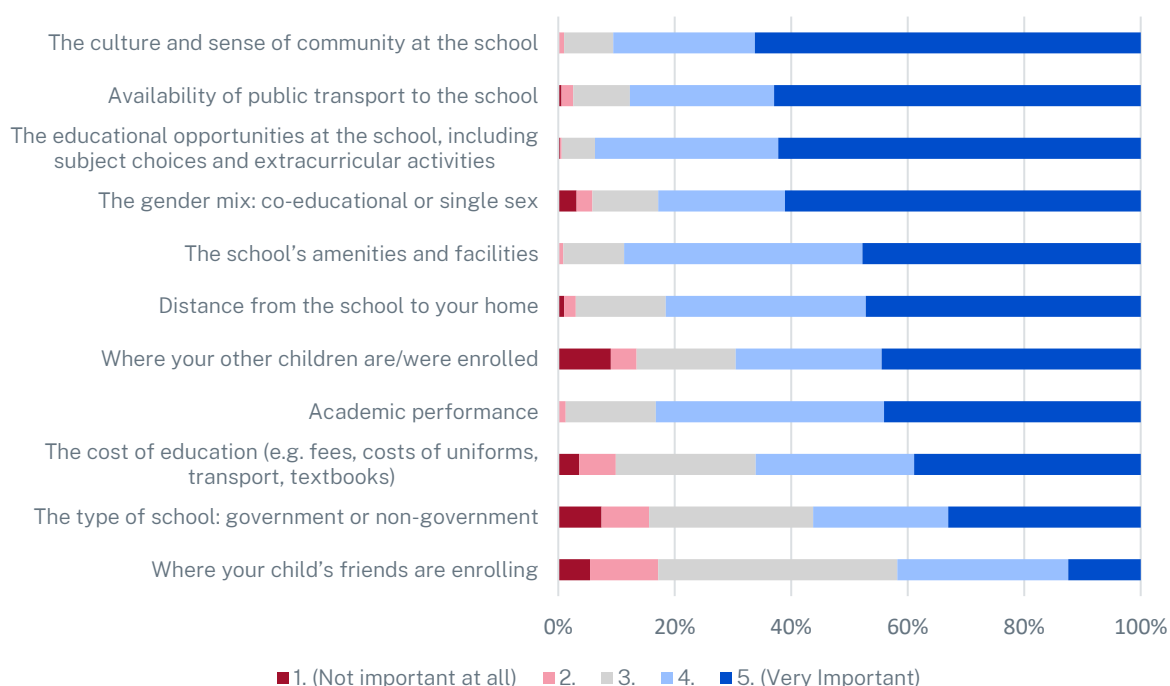


Figure 25. Early Childhood Parents – Decision-making factors

Most important decision-making factor

Which one of these factors is most important in your decision making to send this youngest child to a particular high school?

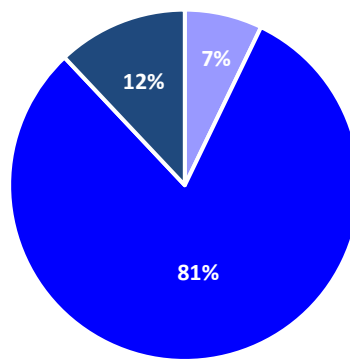
Table 8. Early Childhood Parents – most important decision making factor

The educational opportunities at the school, including subject choices and extracurricular activities	25.04%
The gender mix: co-educational or single sex	21.75%
Academic performance	17.31%
The culture and sense of community at the school	14.59%
Distance from the school to your home	8.15%
Where your other children are/were enrolled	3.29%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	2.86%

Availability of public transport to the school	2.58%
The type of school: government or non-government	2.00%
Where your child's friends are enrolling	1.29%
The school's amenities and facilities	1.14%

Single Sex vs Co-educational Preference

Which type of high school would you most prefer to enrol this youngest child in?



■ A single sex school (i.e. all boys or all girls) ■ A co-educational school (i.e. a mix of both sexes) ■ No preference/I'm not sure

Figure 26. Early Childhood Parents – Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

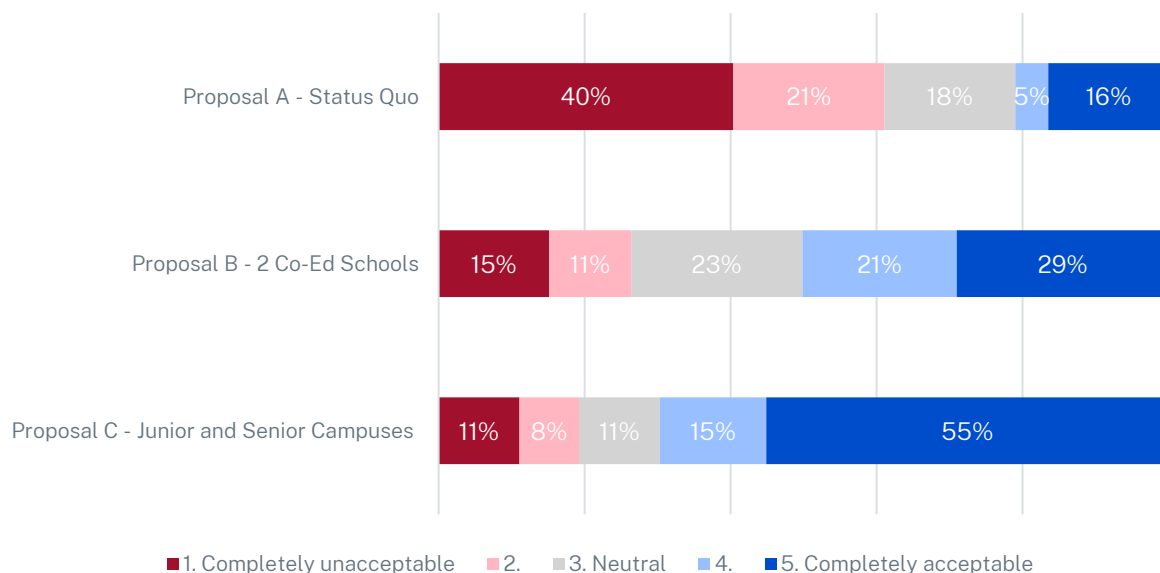


Figure 27. Early Childhood Parents – View of Proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

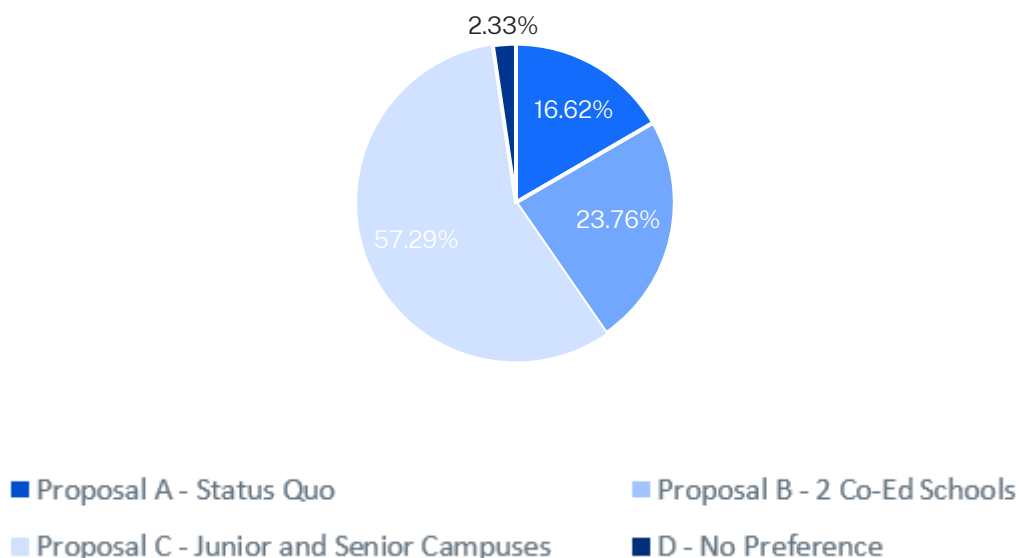


Figure 28. Early Childhood Parents – Most acceptable proposal

Why/further comments

“A larger school will mean a greater change to engage in a range of activities and a larger subject choice. The 2 separate campus’s mean older students can feel more independent” - Parent.

“I do believe that the junior students (Years 7-9) and senior students (Years 10-12) have such a large age gap that it would be beneficial for both brackets to be separated. Ideally, in a coeducational setting. This will allow the younger students reprieve from feeling stressed and out of their depth when attending high school. I believe this will also give the senior students a larger pathway to grow into the adult they are on the cusp of being.” -Parent

5.2.2 Primary Parents

1376 parents of primary ages students participated in the survey. The majority of these came from local schools (Hornsby North Public School, Mt Colah Public School, Asquith Public School, Hornsby Heights Public School, Wideview Public School, Berowra Public School and Waitara Public School). This cohort represents the next seven (7) years of secondary students for the Hornsby and Berowra areas.

Parents of primary aged students in this area valued **the educational opportunities at the school, including subject choices and extracurricular activities as the most important.**

The culture and sense of community at the school, availability of public transport to the school and the school’s amenities and facilities also had importance ratings higher than 85%.

When asked about the most important factor, **the education opportunities at the school, including subject choices and extracurricular activities** came in highest (26%). With the addition of the **gender mix: co-educational or single-sex** being ranked second (20%) and **academic performance** ranked third (17%).

Parents showed a preference towards co-educational settings (75%), then single sex education (15%) and no preference (10%).

Most primary parents (67%) found the proposal to combine the two schools acceptable, while less than 30% found the option to keep the status quo acceptable.

The most acceptable factor with 57% of parents was **one large co-educational high school model spread across the existing Asquith Boys and Asquith Girls High School sites, comprised of one junior campus (Years 7, 8 and 9) and one senior campus**. However, workshops and email correspondence highlighted some parents changing their preference from Proposal C towards Proposal B upon learning further detail about the two co-educational proposals (see below).

Workshop and email conversations had the following strong themes:

- A strong inclusive culture and sense of community was important.
- The importance of school proximity was highlighted due to its effects on student wellbeing, mental health, and participation in after-school activities. Long travel times were seen as detrimental, limiting community building and extracurricular involvement.
- Supporters of Proposal C expressed enthusiasm for a large school and the opportunities it could offer in terms of variety of subjects and extra-curricular opportunities.
- When discussing Proposal C, some parents were concerned Year 9 students may not be the best role models at a 7-9 campus and suggested a 7-10 junior and 11-12 senior campus may be a better proposal.
- In the third primary parent workshop, participants inquired about the definition of a medium-sized school within the context of Proposal B. Upon learning that it referred to two schools with a capacity of approximately 1,000-1,200 students, a greater number of parents expressed a more favourable opinion of this option as they felt this size school could accommodate a wide variety of subject offerings.
- An email received through the consultation inbox highlighted that several parents initially supported Proposal C. However, after learning about various issues noted with this proposed (behaviour management at a junior campus and challenges attracting staff), they shifted their support towards Proposal B.
- Parents expressed the need for clear communication and adequate notice in the change process. Emphasised the importance of maintaining a diverse range of programs and extracurricular activities.

Decision-making factors

On a scale of 1 to 5 (1 = not at all important and 5 = very important), how important are each of the following factors in your decision-making process in sending this youngest child to a particular high school?

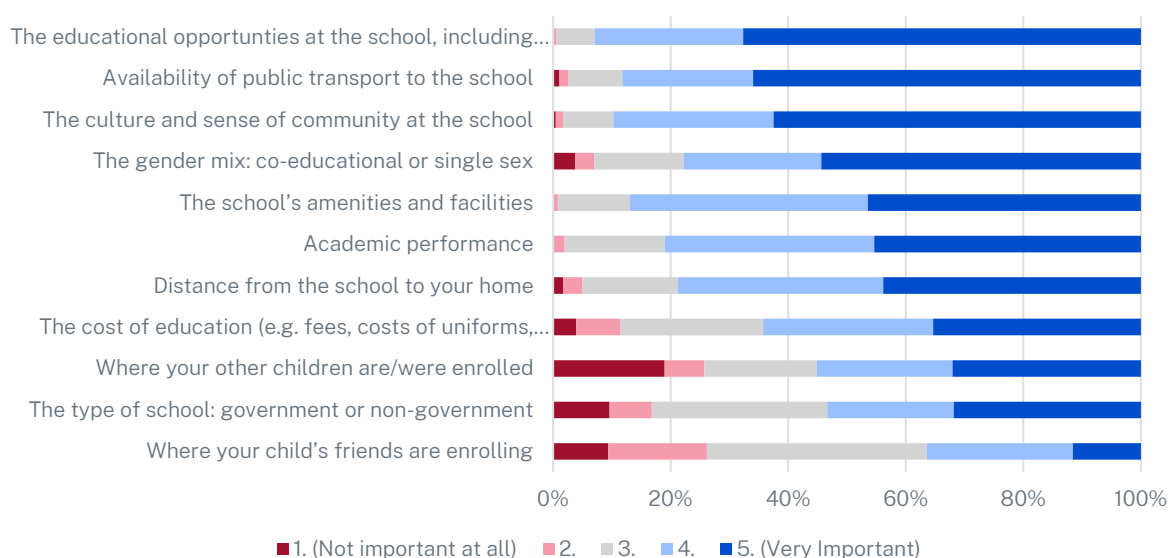


Figure 29. Primary Parents – Decision-making factors

Most important decision-making factor

Which one of these factors is most important in your decision making to send this youngest child to a particular high school?

Table 9. Primary parents – most important decision-making factor

The educational opportunities at the school, including subject choices and extracurricular activities	25.6%
The gender mix: co-educational or single sex	19.8%
Academic performance	16.9%
The culture and sense of community at the school	12.9%
Distance from the school to your home	9.2%
Where your other children are/were enrolled	4.4%
Availability of public transport to the school	3.1%
The type of school: government or non-government	2.5%
The school’s amenities and facilities	2.4%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	1.8%
Where your child’s friends are enrolling	1.4%

Single Sex vs Co-educational Preference

Which type of high school would you most prefer to enrol this youngest child in?

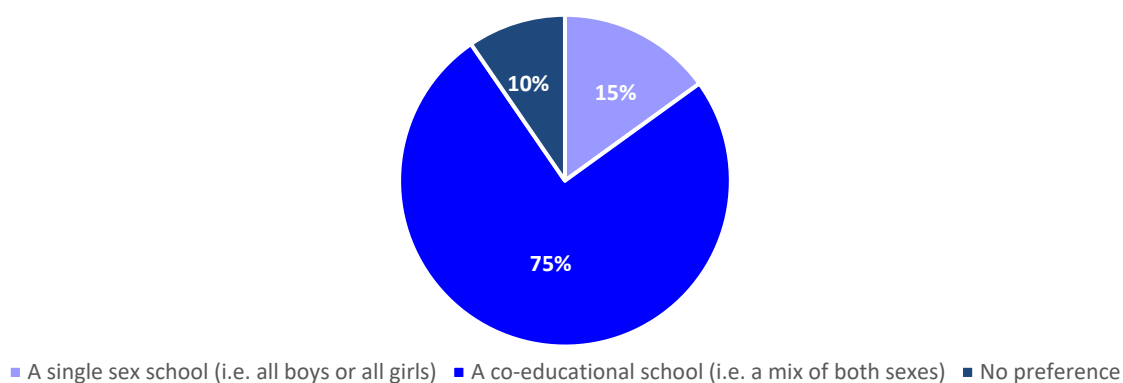


Figure 30. Primary Parents – Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

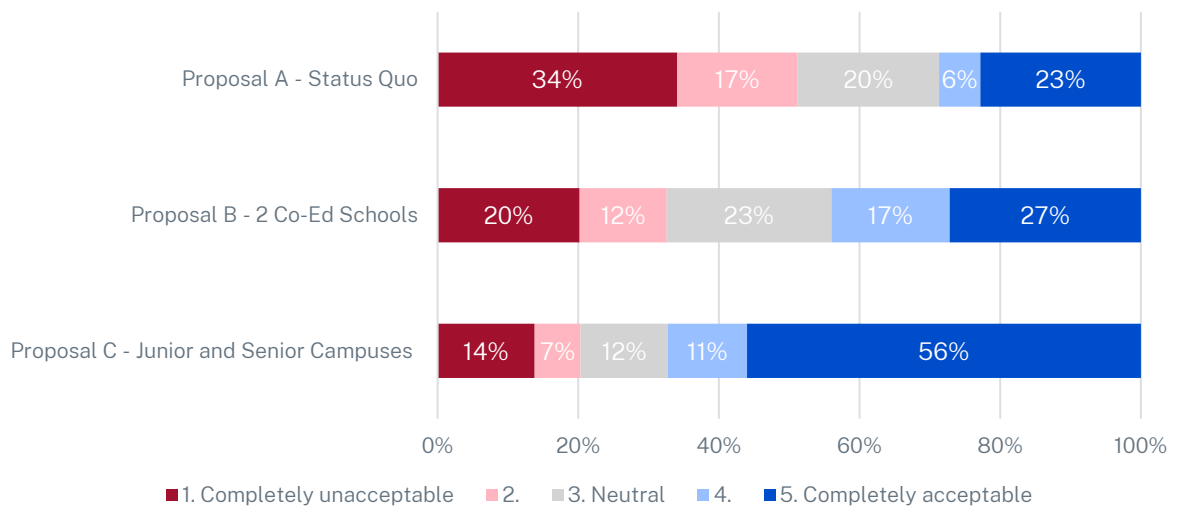


Figure 31. Primary Parents –View of proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

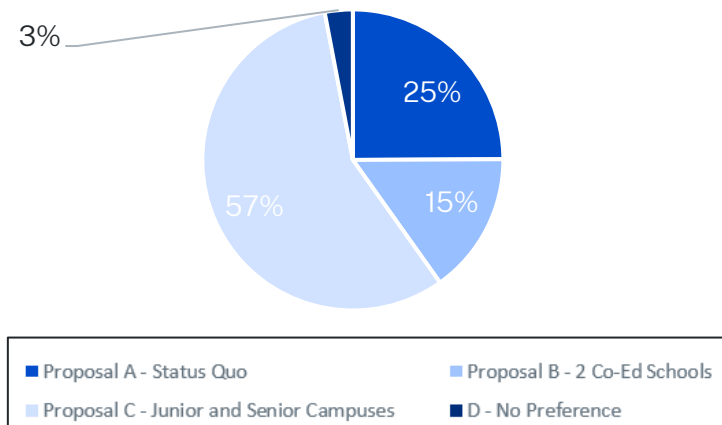


Figure 32. Primary Parents –Most acceptable proposal

Why/further comments

“Society is co-sex and I attended an academically selective co educational high school myself. I believe co educational provides the most rounded educational experience for teenagers, and further, a junior and senior campus makes it easier for students to thrive within their age groups.”-Parent

“Co-ed school is my preference, and having one which is easy to get to by public transport by being close to the train station is ideal.”-Parent

5.2.3 Asquith Boys High School

163 parents/carers of students currently attending Asquith Boys High School participated in the survey. Most of the respondents have children in Years 7 to 9 (63% respondents).

Parents/carers of students at Asquith Boys High School valued **availability of public transport to the school and the distance of school to home as the most important decision factors when selecting a school for their children.**

The educational opportunities at the school, including subject choices and extracurricular activities as the most important also had an importance rating of higher than 80%.

Despite enrolling at a single-sex school, when asked about which type of school they would prefer to enrol their child in, **46.91% answered that they would prefer to enrol their child in a co-educational setting, 42.72% selected single sex setting and 20.37% had no preference.**

Most respondents (over 60%) rated proposal C to **establish one large co-educational high school model spread across a junior and senior campus as most acceptable.**

Workshop conversations had the following strong themes:

- Availability of both single sex and co-ed schooling options is highly valued by parents, emphasising the importance of maintaining these choices for their children’s education.
- If a transition were to take place, concerns about the capacity to accommodate additional students.

Decision-making factors

On a scale of 1 to 5 (1 = not at all important and 5 = very important), how important are each of the following factors in your decision-making process in sending this youngest child to a particular high school?

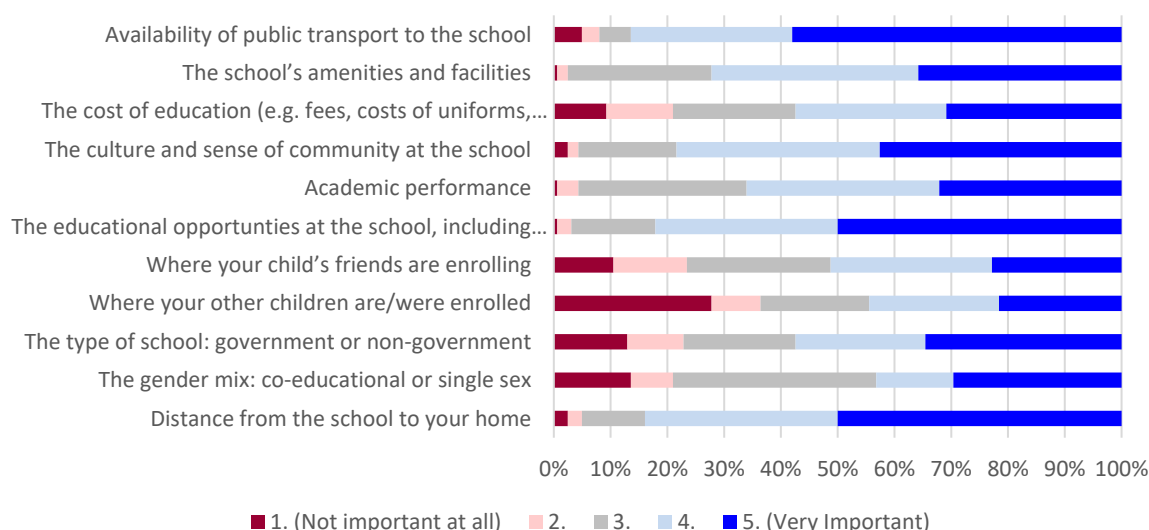


Figure 33. Asquith Boys High School Parents – Decision-making factors

Most important decision-making factor

Table 10 – Asquith Boys High School Parents – Most important decision-making factor

Which one of these factors is most important in your decision making to send this youngest child to a particular high school?

Distance from the school to your home	24.07%
The educational opportunities at the school, including subject choices and extracurricular activities	17.90%
The gender mix: co-educational or single sex	14.20%
Where your child’s friends are enrolling	10.49%
Where your other children are/were enrolled	8.02%
The culture and sense of community at the school	7.41%
Availability of public transport to the school	6.79%

The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	3.7%
The type of school: government or non-government	3.09%
Academic performance	2.47%
The school's amenities and facilities	1.85%

Single Sex vs Co-educational Preference

Which type of high school would you most prefer to enrol this youngest child in?

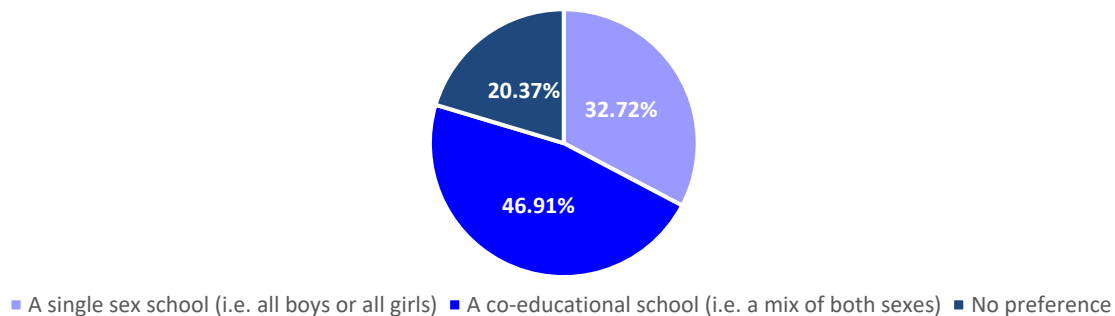


Figure 34 Asquith Boys High School Parents – Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

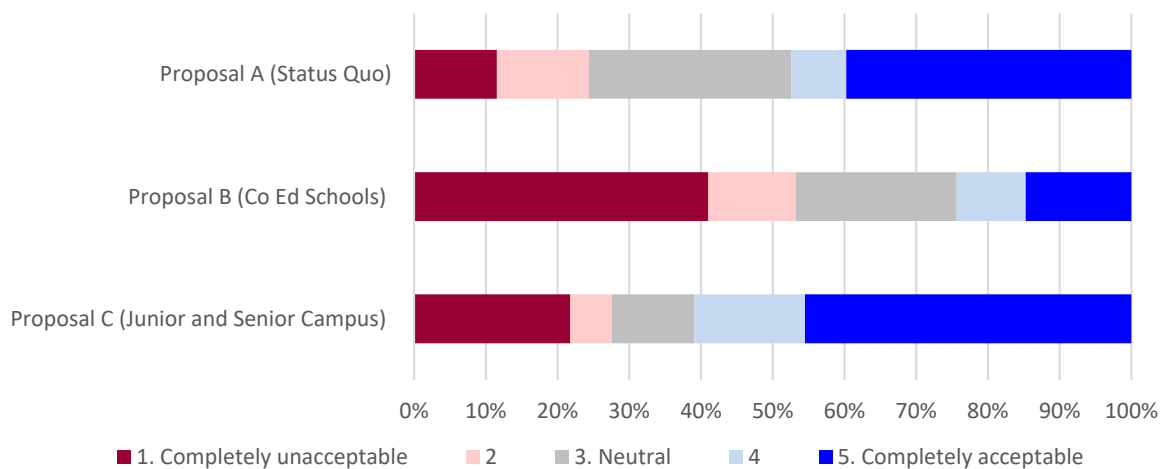


Figure 35. Asquith Boys High School Parents – View of proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

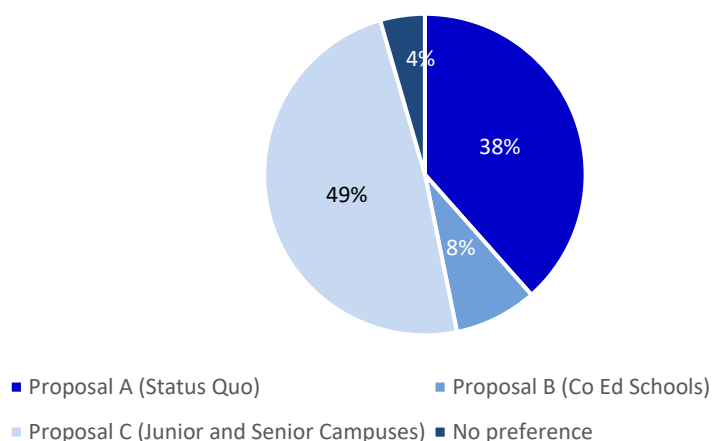


Figure 36. Asquith Boys High School Parents – Most acceptable proposal

Why/further comments

“Co-education is important, especially at this time in a student's life, to learn valuable life skills. We don't segregate in other forms of life experiences (sport -except for safety, work, volunteer activities, further education etc) Young adults need to grow & learn being accepting of others. Learning important concepts like consent are going to mean more if you are around both boys and girls as you progress through puberty. Co-education brings more diversity into the classroom & learning environment, which can only add value to these student's life experiences. On an education front, combining the schools should offer more subject choices for both boys and girls, rather than being limited on what the school can deliver according to the majority gender mix. -Parent

“My two daughters attended Asquith girls high school and my two sons attended Asquith boys. I prefer the single sex high schools because it's one less pressure for each of them not having co-ed. Also it means the teaching can be more suitable targeted to suit the boys or girls in each school” -Parent

5.2.4 Asquith Girls High School Parents

236 parents of students currently attending Asquith Girls High School participated in the survey. Most of the respondents have children in Years 7 to 9 (59% respondents).

Parents of students at Asquith Girls High School valued the gender mix (co-educational or single sex) as the most important decision-making factor.

The educational opportunities at the school, including subject choices and extracurricular activities, the availability of public transport to the school, the culture and sense of community also had an importance rating of higher than 80%.

When asked about which type of school they would prefer to enrol their child in, **53.54% answered that they would prefer to enrol their child in a single-sex setting, 33.19% selected a co-educational school, and 13.27% had no preference.**

Among the parents of Asquith Girls High School students, when analysing the acceptability of the three proposals -**retaining the current offering of single-sex education at Asquith Boys High School and Asquith Girls High School was the highest** with an acceptability rating of over 64%.

Workshop conversations had the following strong themes:

- Preference for single sex schooling due to perceived benefits such as reduced distractions, fewer issues with immaturity among boys, and a more supportive and empathetic environment.
- Concerns about limited options for single sex education in the region. Importance of transport accessibility and the impact of rezoning and government population projects were significant concerns.
- Debate around whether single sex education adequately prepares students for mixed-gender real-world environments with differing opinions.

Decision-making factors

On a scale of 1 to 5 (1 = not at all important and 5 = very important), how important are each of the following factors in your decision-making process in sending this youngest child to a particular high school?

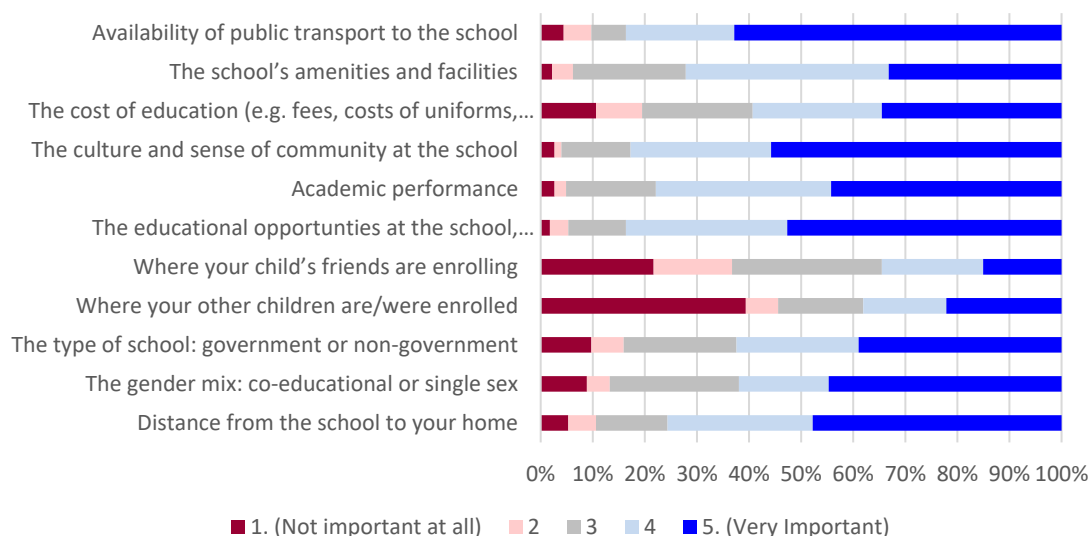


Figure 37. Asquith Girls High School Parents – Decision-making factors

Most important decision-making factor

Which one of these factors is most important in your decision making to send this youngest child to a particular high school?

Table 11. Asquith Girls High School – Most important decision-making factor

The gender mix: co-educational or single sex	26.55%
Distance from the school to your home	23.45%
The educational opportunities at the school, including subject choices and extracurricular activities	16.37%
The culture and sense of community at the school	11.06%
Academic performance	5.31%
Where your other children are/were enrolled	4.87%
Where your child's friends are enrolling	4.87%
Availability of public transport to the school	3.10%
The type of school: government or non-government	2.21%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	1.77%
The school's amenities and facilities	0.44%

Single Sex vs Co-ed Preference

Which type of high school would you most prefer to enrol this youngest child in?

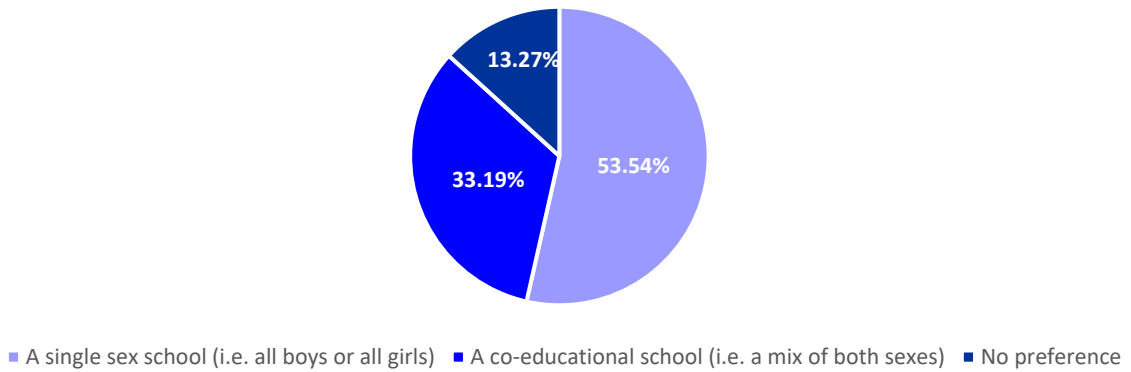


Figure 38. Asquith Girls High School Parents – Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

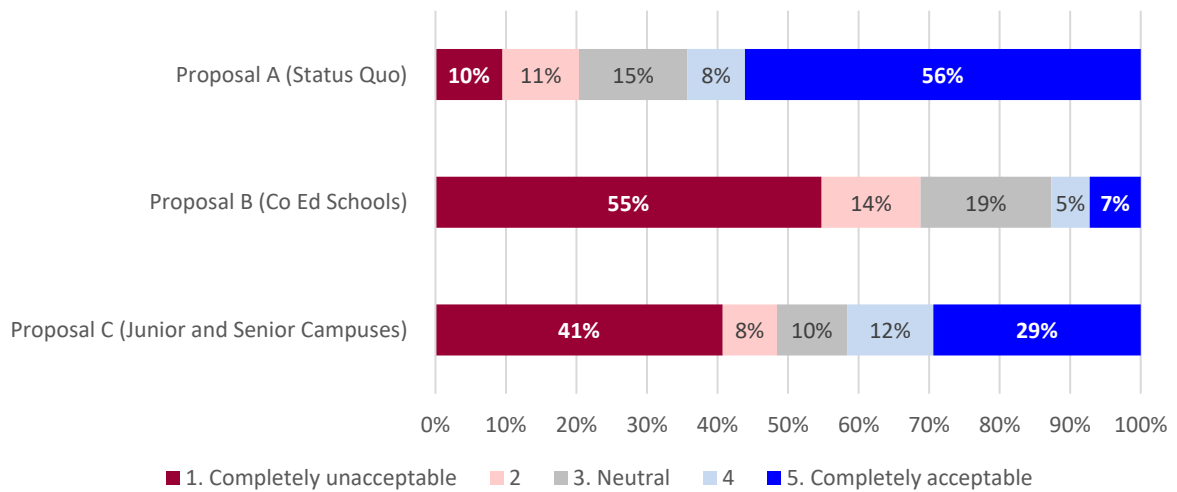


Figure 39. Asquith Girls High School Parents – View on proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

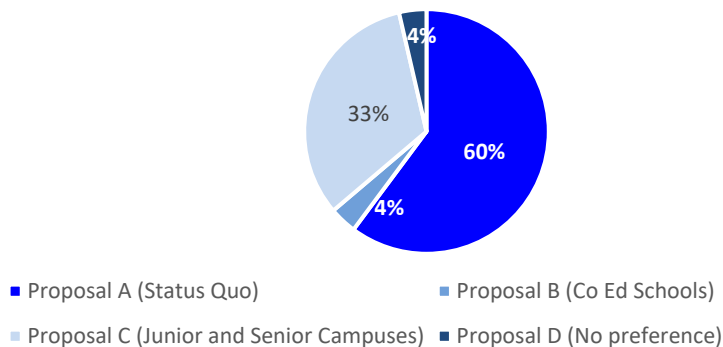


Figure 40. Asquith Girls High School Parents – Most acceptable proposal

Why/further comments

“Single sex education - tailored teaching and material such as English texts to who they are teaching. Eg relatable boy texts at Asquith Boys, and understanding the need for movement and more rowdiness of teenage boys. Girls thrive learning without the boys there, and are not distracted by their looks” -Parent

“I believe single sex education offers the best opportunities. I am very happy with the quality of education on offer at both schools and am very concerned about disruptions and diminishing standards through change.” -Parent

“Single gender schools allow children to focus on their academics, extra-murals, and discovering their unique self worth. Mixed gender schools have higher incidents of bullying in person and social platforms, more pressure to focus on “looks & popularity” due to the presence of the opposite gender. With morals declining i believe our children are safer from unwanted attention from the opposite gender and easier to protect them at this young age from uncomfortable situations.” -Parent

5.2.5 Other Secondary School Parents

139 parents of students currently attending another high school participated in the survey. 70% of respondents had children in Y7 to Y9. Most of the respondents are from local schools such as Ku-ring-gai High School, Turrumurra High School, St Ives High School, and other gov/non gov high schools.

Over 85% parents of the other secondary school respondents combined rated **culture and sense of community at a school as a 4 or 5 on the scale of least to most important**. However, when asked about the single most important factor in their decision making, **The gender mix: co-educational or single sex** was rated highest.

When asked about which type of school, they would prefer to enrol their child in, **87% answered that they prefer to enrol their child in a co-educational setting, 6.87% selected a single sex school preference, and 6.11% had no preference.**

Most respondents (over 60%) rated proposal C to **establish one large co-educational high school model spread across a junior and senior campus as most acceptable.**

The most acceptable of the three proposals **to establish one large co-educational high school model spread across a junior and senior campus** with an acceptability rating of over 80%. This proposal was also ranked highest when asked about the single most acceptable proposal (71.88%).

Decision-making factors

On a scale of 1 to 5 (1 = not at all important and 5 = very important), how important are each of the following factors in your decision-making process in sending this youngest child to a particular high school?

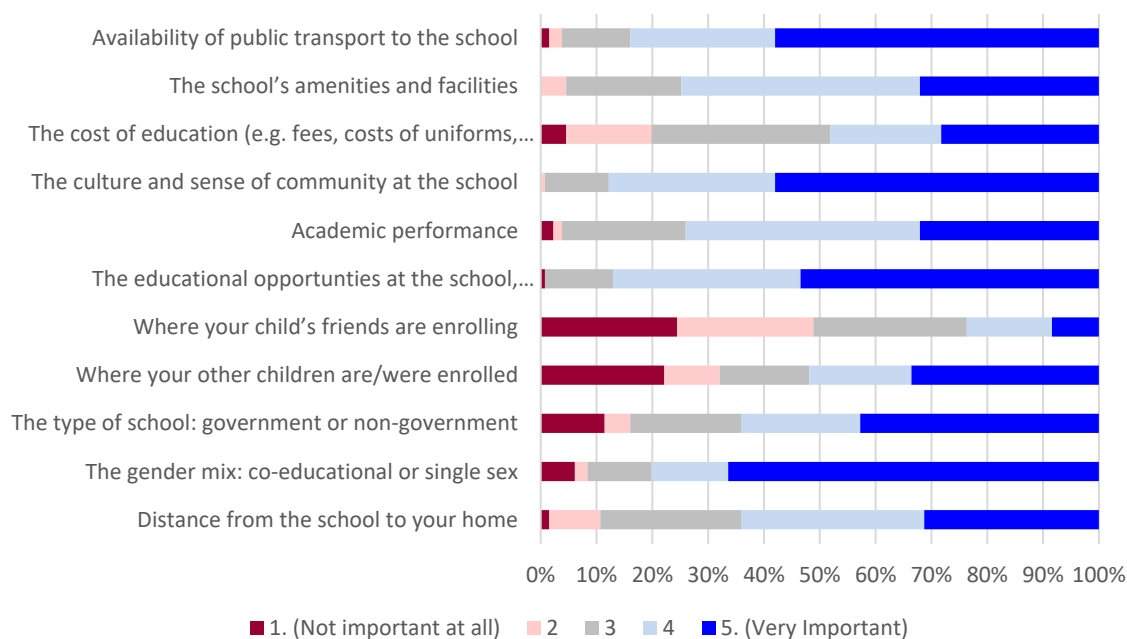


Figure 41. Other secondary school parents – Decision-making factors

Most important decision-making factor

Which one of these factors is most important in your decision making to send this youngest child to a particular high school?

Table 12. Other secondary school parents – Most important decision-making factor

The gender mix: co-educational or single sex	34.35%
The educational opportunities at the school, including subject choices and extracurricular activities	22.14%
The culture and sense of community at the school	14.5%
Academic performance	9.16%
Where your child's friends are enrolling	5.34%
Distance from the school to your home	4.58%
The type of school: government or non-government	4.58%
Where your other children are/were enrolled	2.29%
The school's amenities and facilities	1.53%
Availability of public transport to the school	1.53%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	0%

Single Sex vs Co-educational Preference

Which type of high school would you most prefer to enrol this youngest child in?

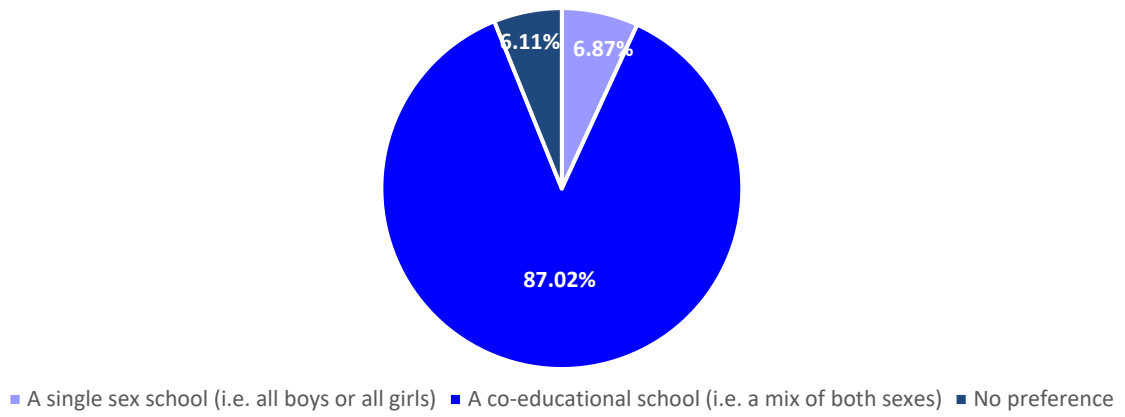


Figure 42. Other secondary school parents –Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

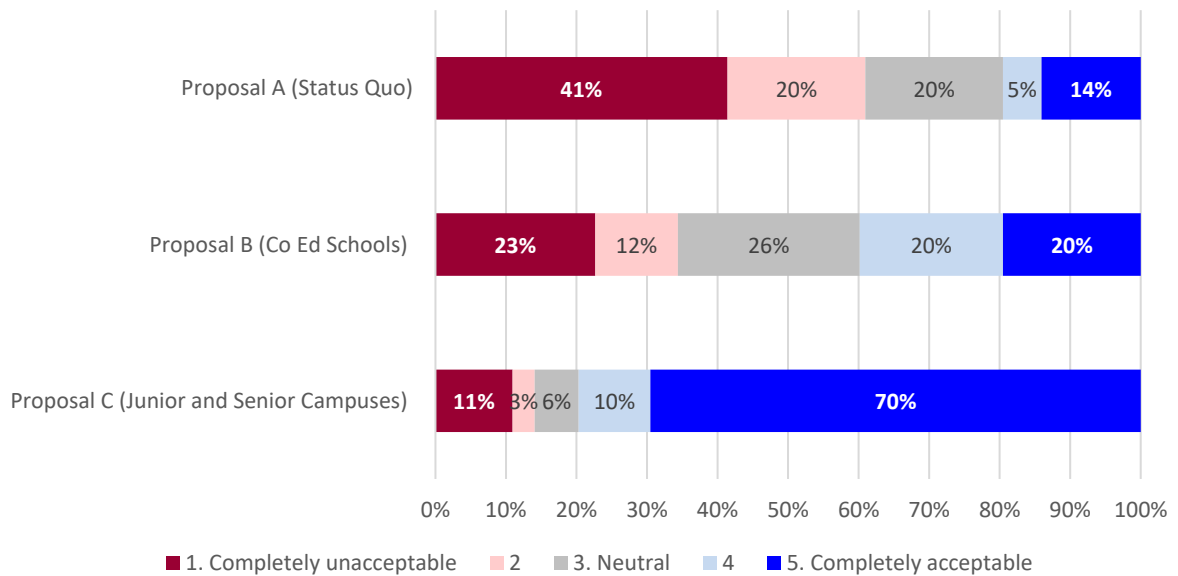


Figure 43. Other secondary school parents –View of proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

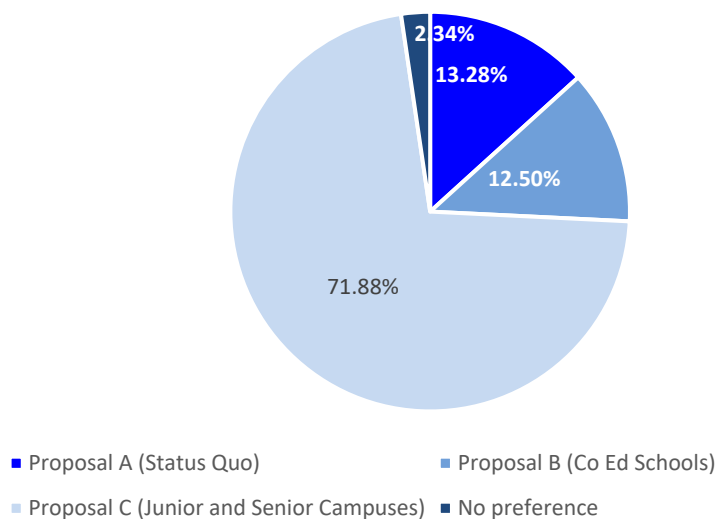


Figure 44. Other secondary school parents – Most acceptable proposal

Why/further comments

5.3 Staff

5.3.1 Local Primary School Staff

80 staff members from local primary schools participated in the survey.

97% of staff who participated from these schools rated **a culture of inclusivity and support at the school as a 4 or 5 on the scale of least to most important**. However, when asked about the single most important factor in their decision making, 47.14% of respondents selected **educational opportunities at the school, including subject choices and extracurricular activities**.

Among the primary staff, when analysing the acceptability of the three proposals- **Proposal C (Junior and Senior campuses) was considered the most acceptable (75%)**. This proposal was also ranked highest when asked about the single most acceptable proposal (59.38%).

Education quality factors

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

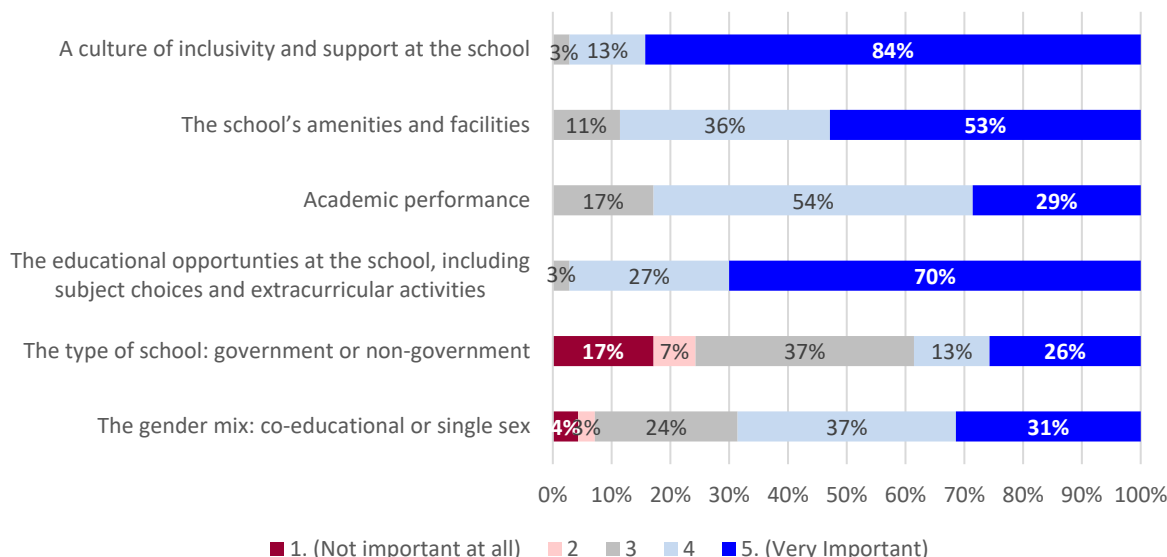


Figure 45. Local Primary School Staff – Education quality factors

Most important education quality factor

Which one of these factors is most important in achieving a quality high school education?

Table 13. Local Primary School Staff – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	47.14%
A culture of inclusivity and support at the school	38.57%
Academic performance	5.71%
The gender mix: co-educational or single sex	4.29%
The school's amenities and facilities	2.86%
The type of school: government or non-government	1.43%

View on proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

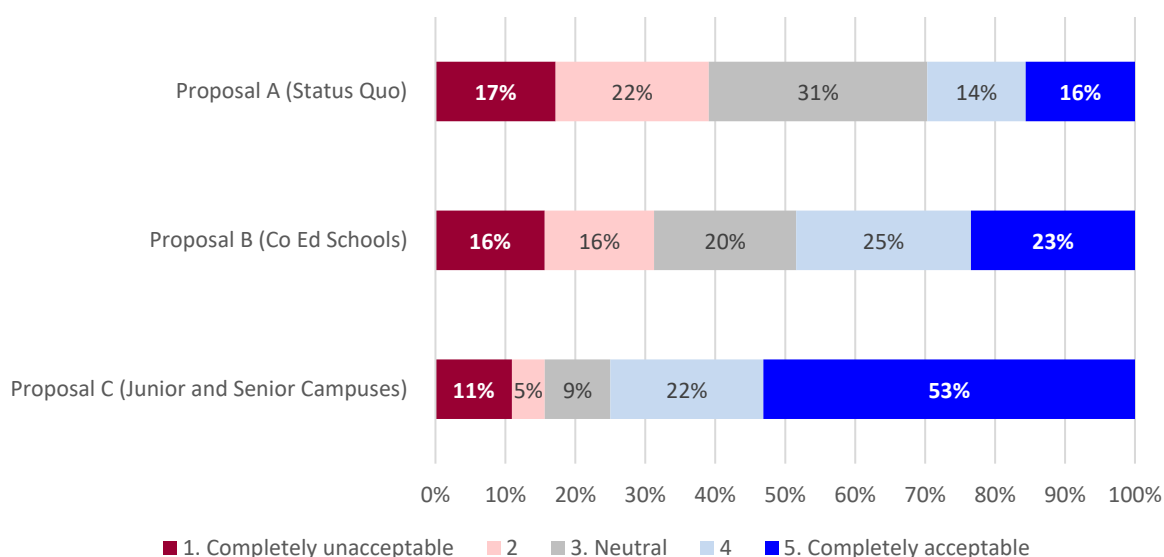


Figure 46. Local Primary School Staff –View on proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

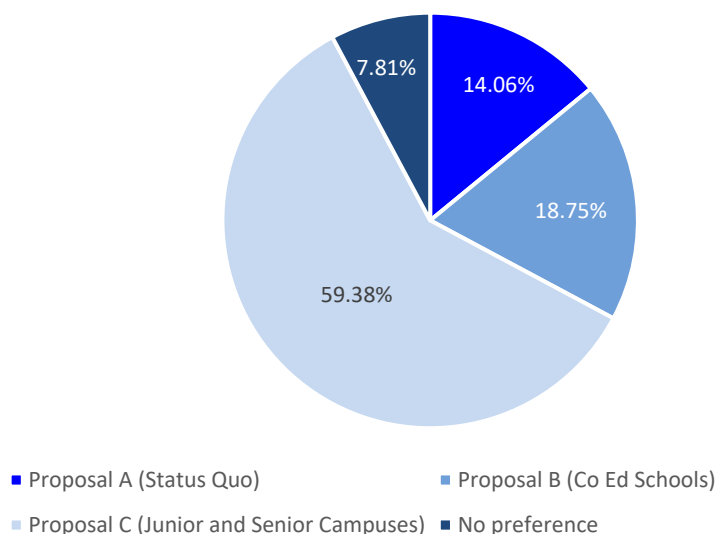


Figure 47. Local Primary School Staff –Most acceptable proposal

Why/other comments

“One high school with a junior and senior campus seems to solve a lot of issues that are presented by the community. Mixed gender and larger numbers, so not making smaller groups means the mix of children is better. This has been presented for so many years many of us have given up hope!” – Staff member

“I think that with a separate campus for junior and senior, that each would have the best opportunities for each group. Also, they would be able to cover a wider area and be more accessible for students from Brooklyn -and the wider area.” – Staff member

5.3.2 Asquith Boys High School Staff

43 staff members from Asquith Boys High School participated in the survey.

95% of the staff who participated rated the **educational opportunities at the school, including subject choices and extracurricular as a 4 or 5 on the scale of least to most important in achieving a quality high school education.** This was also ranked as the single most important factor in their decision making.

When asked to rate the acceptability of each proposal **all 3 proposals, Proposal A (Retain the status quo) was considered the most acceptable (73%).** This proposal was also ranked highest when asked about the single most acceptable proposal (52.5%).

Workshop conversations had the following strong themes:

- Focusing on the need to create a safe inclusive environment that reduces bullying and toxic masculinity. Importance of balanced leadership opportunities and the influence of school culture on gender issues were key points.
- At a single-sex boys school there less profiling of boys as having poorer behaviour –no grouping of the boys as one entity
- If a decision to change to co-education is made, factors such as overcrowding, the need for significant upgrades, and ensuring the local community needs are met,

need to be considered. Upgrades needed to increase capacity to 1,000 student schools.

- Problems of a junior and senior campus as per Proposal C -highlighting issues such as disruptive student behaviour at junior campuses, lack of older student role models, lack of continuity, and high staff turnover. Staff need to understand the full breadth of the 7-12 continuum.

Education quality factors

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

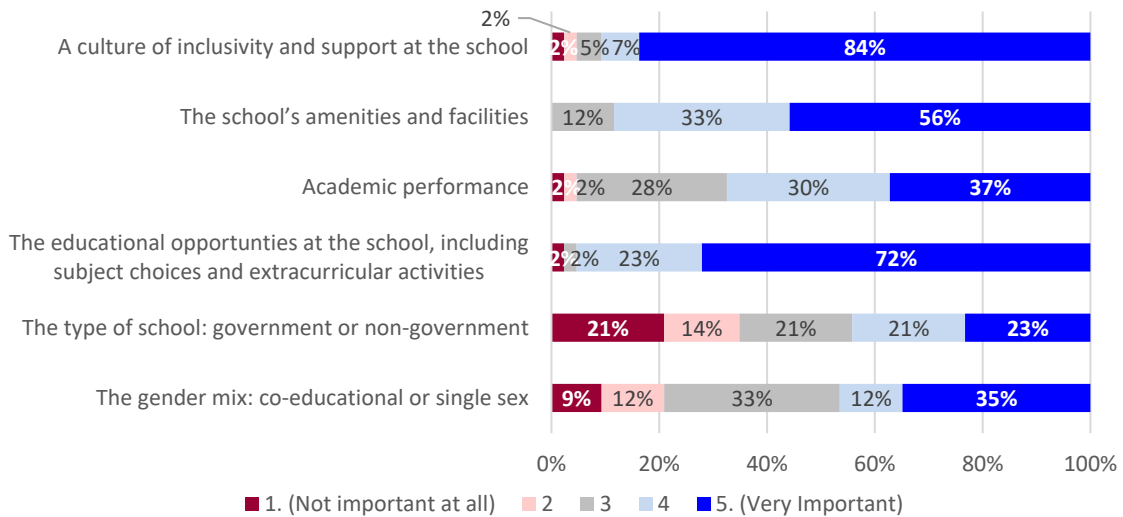


Figure 48. Asquith Boys High School Staff – Education Quality factors

Most important education quality factor

Which one of these factors is most important in achieving a quality high school education?

Table 14. Asquith Boys High School Staff – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	39.53%
A culture of inclusivity and support at the school	37.21%
The gender mix: co-educational or single sex	13.95%
The school's amenities and facilities	4.65%
The type of school: government or non-government	2.33%
Academic performance	2.33%

View on proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

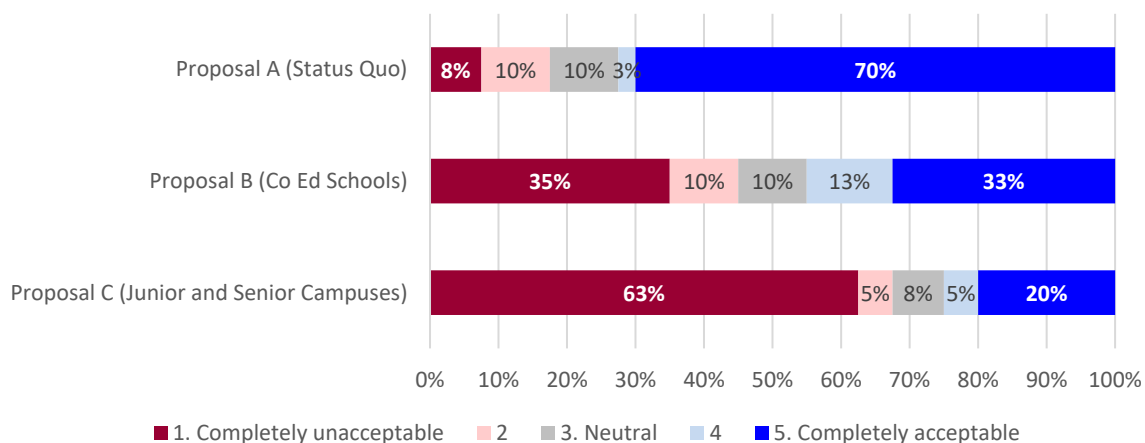


Figure 49. Asquith Boys High School Staff –View on proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

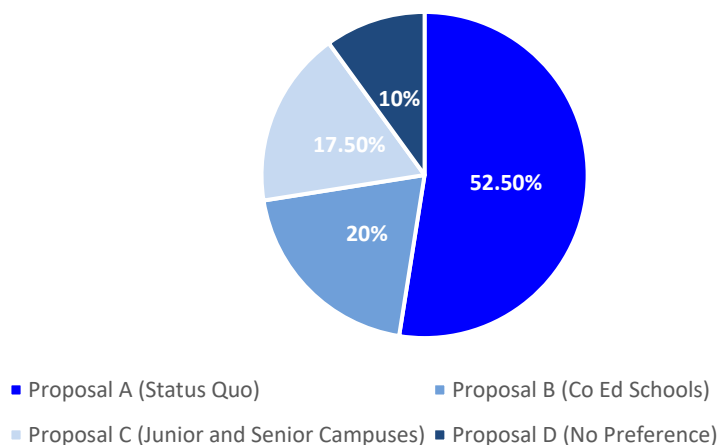


Figure 50. Asquith Boys High School Staff –Most acceptable proposal

5.3.3 Asquith Girls High School Staff

67 staff members from Asquith Girls High School participated in the survey.

96% of staff who participated rated a culture of inclusivity and support at the school as the most important as a 4 or 5 on the scale of least to most important. However, when asked about the single most important factor in their decision making the cohort selected the educational opportunities at the school, including subject choices and extracurricular activities.

When asked about the most acceptable proposal, Proposal A (retain status quo) was considered the most acceptable. Survey respondents had very strong opinions for Proposal B and Proposal C selecting both proposals would be completely unacceptable.

Workshop conversations had the following strong themes:

- Safety and a sense of belonging for students, mental health considerations, increased opportunities for leadership and a non-judgmental environment were key discussion points.
- Emphasis on the importance of sing-sex education for higher female participation to co-curricular activities and a tailored approach to girls’ learning needs.

- Strong preference for Proposal A Status Quo. Current parents would be very unhappy if the school were to change to co-education.
- If a decision is made to change to co-education, Proposal B would be preferable to Proposal C. A 7-12 model means there is a full understanding of all curriculum linkages. Support is clear and provided to students in this model, high school is a 7-12 pathway.
- If a decision is made to change to co-education, principals and staff need to be a part of the change process as a priority and students also need to be involved in the change process.

Education quality factors

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

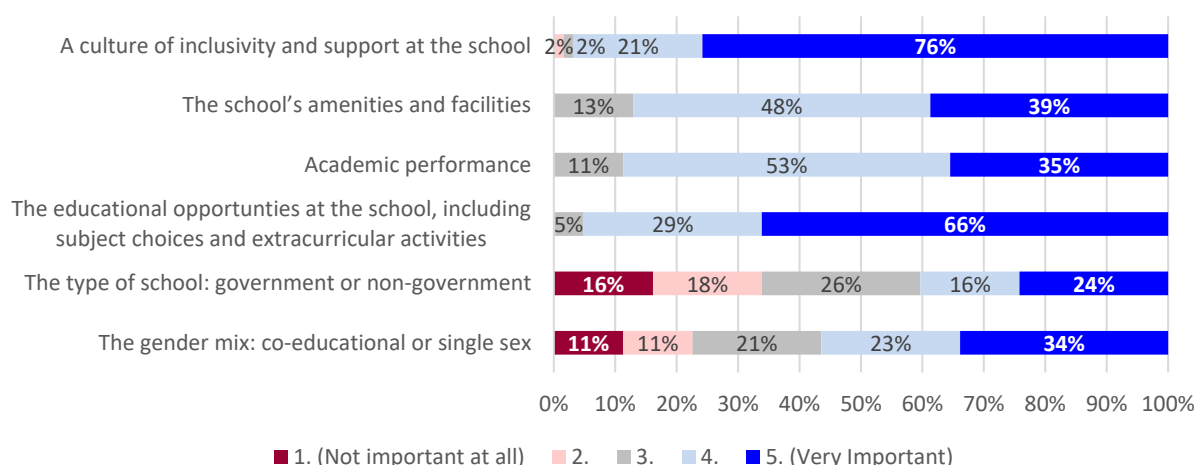


Figure 51. Asquith Girls High School Staff – Education Quality factors

Most important education quality factor

Which one of these factors is most important in achieving a quality high school education?

Table 15. Asquith Girls High School Staff – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	46.77%
A culture of inclusivity and support at the school	29.03%
The gender mix: co-educational or single sex	11.29%
Academic performance	9.68%
The school's amenities and facilities	1.61%
The type of school: government or non-government	1.61%

View on proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

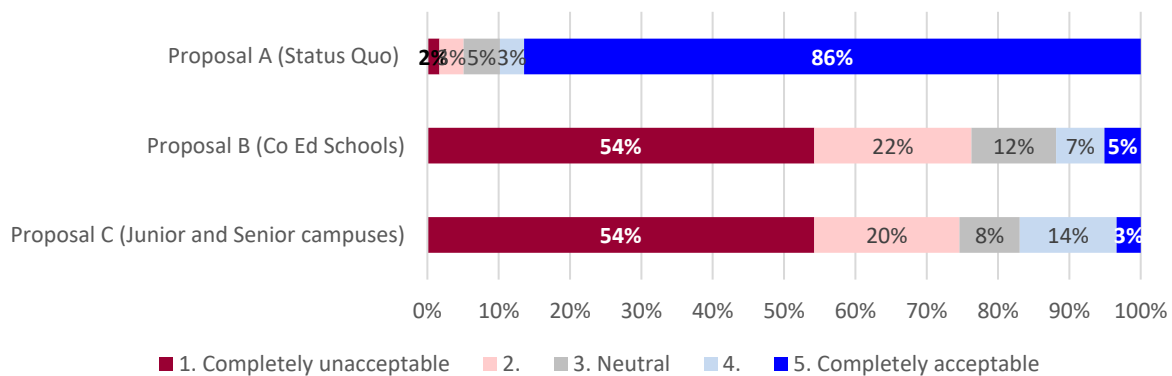


Figure 52. Asquith Girls High School Staff –View on proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

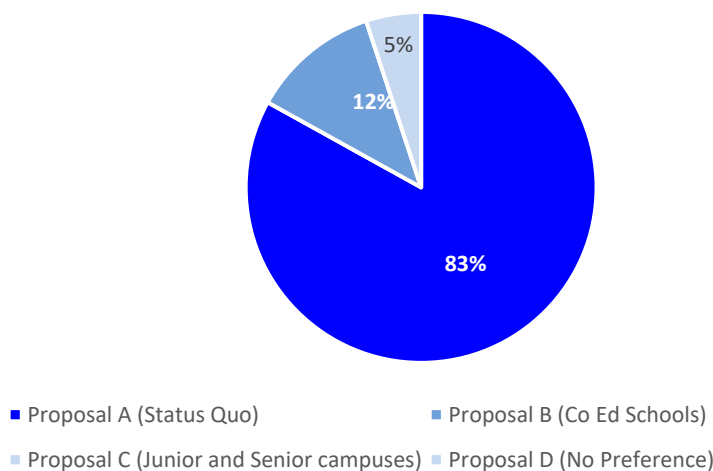


Figure 53. Asquith Girls High School Staff –Most acceptable proposal

5.3.4 Staff from other schools

49 staff members from other schools participated in the survey.

92% of staff who participated from other schools rated **the culture of inclusivity and support at the school as a 4 or 5 on the scale of least to most important**. Similarly, when asked about the single most important factor in their decision-making, the cohort answered the same.

When asked about the most acceptable proposal, Proposal C (Junior and Senior Campus) was ranked highest (57.14%).

Education quality factors

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

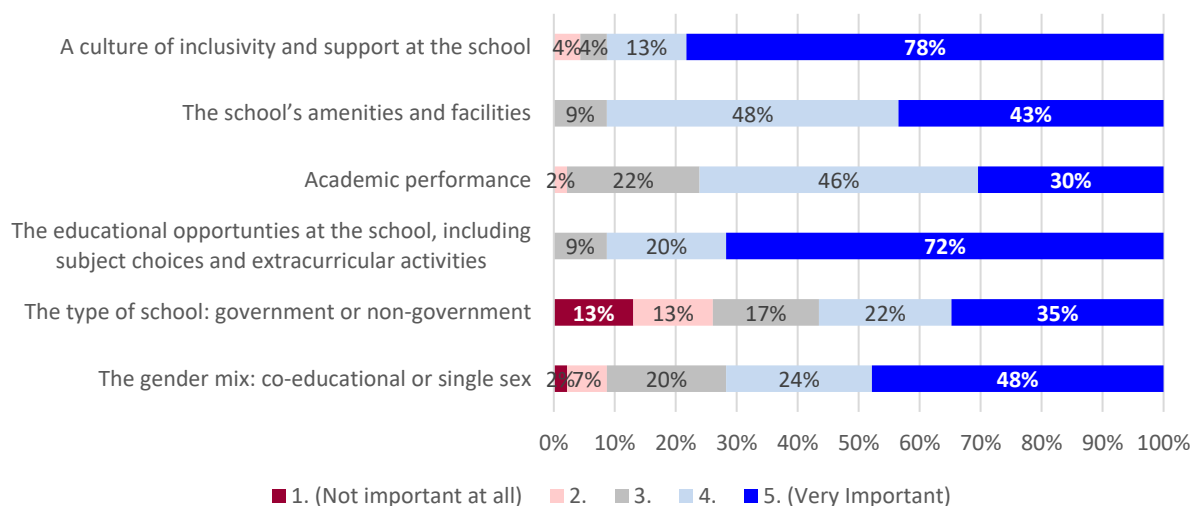


Figure 54. Other School Staff – Education quality factors

Most important education quality factor

Which one of these factors is most important in achieving a quality high school education?

Table 16. Other School Staff – Most important education quality factor

A culture of inclusivity and support at the school	41.30%
The educational opportunities at the school, including subject choices and extracurricular activities	39.13%
Academic performance	8.70%
The school's amenities and facilities	6.52%
The gender mix: co-educational or single sex	4.35%
The type of school: government or non-government	0.00%

View on proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

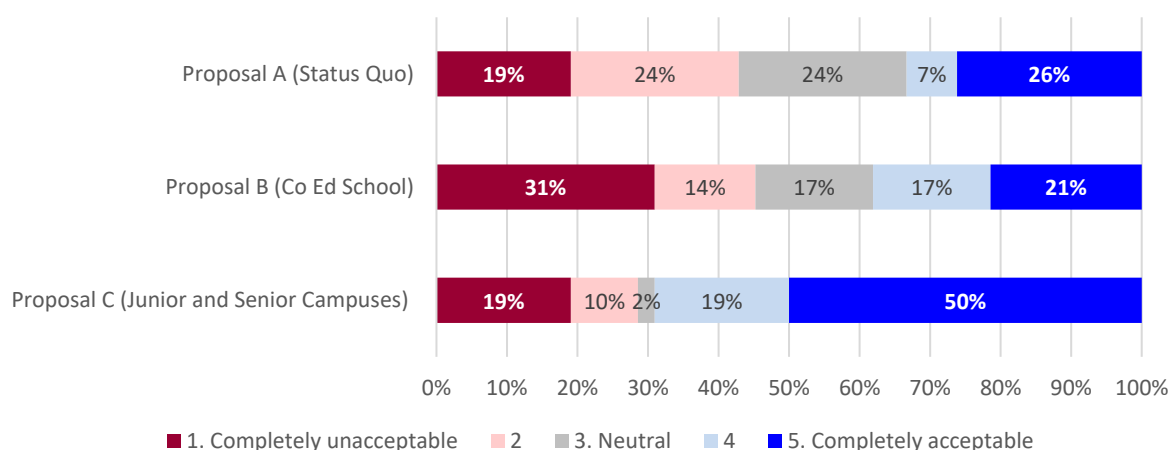


Figure 54. Other School Staff -View on proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

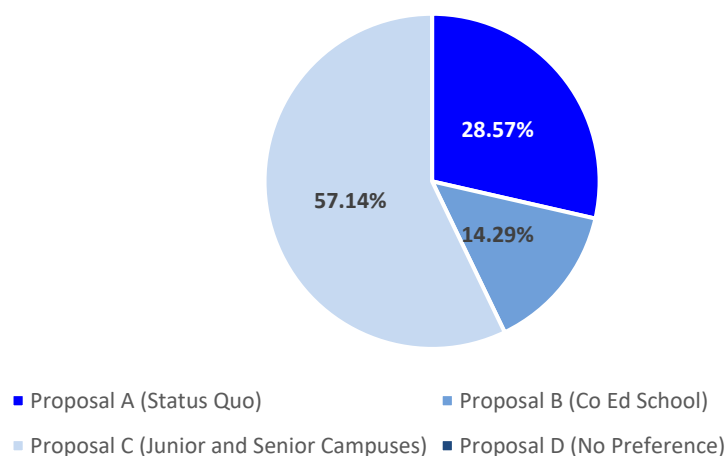


Figure 55. Other School Staff – Most acceptable proposal

5.4 Special Interest Groups

5.4.1 Aboriginal Educational Consultative Group (AECG)

The AECG workshop highlighted the importance of catering to individual needs of students and their families when selecting high schools, with a focus on maintaining kinship and family support if transitioning to a co-educational environment.

Co-educational environment was preferred for smoother transitions from primary to high school and for maintaining family connections. Single-sex schools were seen as socially challenging due to the separation from siblings and kin.

Cultural disparities between Asquith Boys and Asquith Girls were discussed, noting Asquith Boys placed more importance on diversity and students from different cultures. Emphasis was placed on cultural learning as a journey, and the need for schools to be safe spaces that involve parents in the learning process. Critical years for potential disengagement (Years 8 and 9) were identified, highlighting the importance of older student peer modelling.

Option C received high support due to its scale, access to a wide range of subjects, and the benefits of a two-campus model for First Nations students, providing positive peer influence and leadership opportunities.

5.4.2 Other Special Interest Groups

Stakeholders concurred that accessibility and school culture constitute pivotal considerations in school selection, underscoring the influence of demographics and geographic location. Additionally, participants underscored student behavioural perceptions, along with the physical amenities and infrastructure of educational institutions.

Participants expressed differing views on the merits and drawbacks of single-sex education. Some cited studies suggesting potential academic advantages for girls in single-sex settings. However, concerns were also raised about the possibility of single-sex schools fostering an insular social environment and culture.

Representatives from the Hornsby Teachers Association expressed apprehensions about the absence of nearby co-educational options, prompting students to opt for private schooling.

Participants stressed the significance of fostering an inclusive and supportive culture, particularly in encouraging girls in STEM disciplines and boys in non-traditional fields.

The discussions highlighted the necessity of considering individual contexts and community-specific needs when determining educational provisions, recognizing that a uniform approach may not be universally applicable.

5.4 General Community

257 members from the general community participated in the survey.

Over 95% of staff who participated from other schools rated **the educational opportunities at a school including subject choices and extracurricular activities as a 4 or 5 on the scale of least to most important**. Similarly, when asked about the single most important factor in their decision-making, the cohort answered the same.

When asked about the most acceptable proposal, Proposal C (Junior and Senior Campus) was ranked highest (63%).

Educational quality factors

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

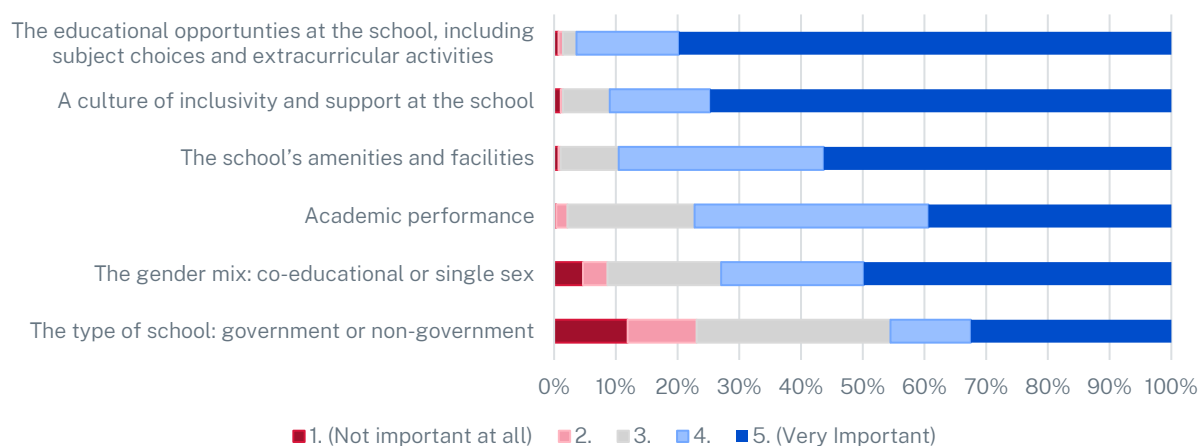


Figure 56. General Community – Education quality factors

Most important education quality factor

Which one of these factors is most important in achieving a quality high school education?

Table 17. General Community – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	53.43%
A culture of inclusivity and support at the school	24.19%
The gender mix: co-educational or single sex	11.19%
Academic performance	6.86%
The school's amenities and facilities	2.53%
The type of school: government or non-government	1.81%

View on proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Asquith Girls and Asquith Boys High School site. How acceptable are these ideas to you?

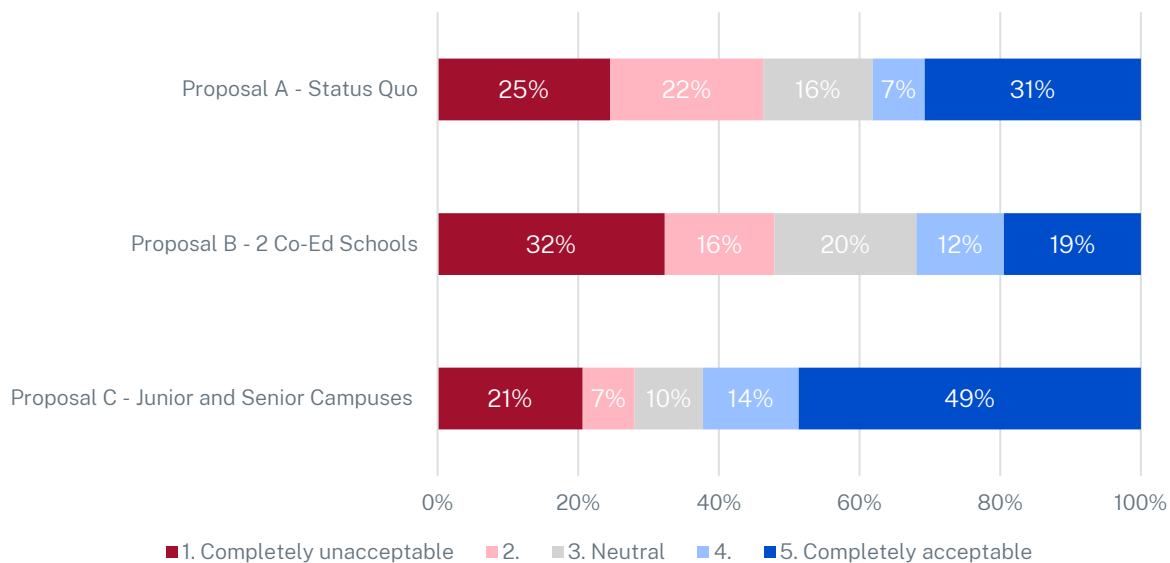


Figure 57. General Community-View on proposals

Most acceptable proposal

Which one of these proposals would be the most acceptable to you?

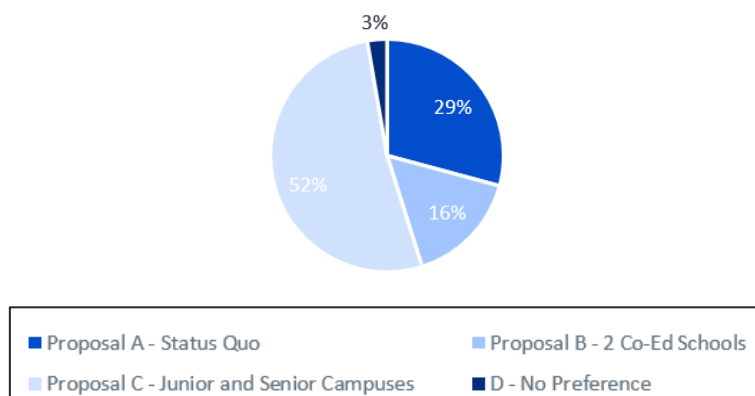


Figure 58. General Community - Most acceptable proposal