

straight Talk

hear every voice, know where you stand



Strengthening the future provision of secondary education in the inner Sydney area

Issues summary 3 – Community workshops

August 2014

1 Background

The inner Sydney area and its surrounds are experiencing urban renewal through the construction of new infill housing developments, the movement of families back into inner Sydney and increasing numbers of families remaining in the area.

As a consequence, the growth in the number of school-aged children living in inner Sydney will place increasing pressure on public education services in the area.

NSW Department of Education and Communities (the Department) is responsible for planning for and reviewing public education to ensure it meets the needs of students in relation to both educational offerings of schools and the learning environment. Needs and capacity analyses are undertaken on an ongoing basis to assist in strengthening the future provision of public education across the State.

In late 2012 the establishment of the Inner City Schools Working Party was announced to assist the Department with its ongoing review of public primary and secondary education in the inner Sydney area. The initial task of the Working Party was to consider the public education needs for growing numbers of primary-aged school students in the Ultimo/Pymont area. The Working Party recommended that a new school be built in the area.

Membership of the Working Party was reconfigured at the end of 2013 for its new focus on considering demand and possible options for addressing the provision of public secondary education in the inner Sydney area. Membership of the Working Party includes senior Departmental officers with educational, assets and communications expertise and selected secondary school Principals.

Initial needs and capacity analyses identified that in the:

- Short term there are some schools in the area with higher enrolments than others and that there is additional teaching and learning space available within the majority of existing public secondary schools; and
- Longer term there is a shortage of teaching and learning spaces to meet the projected demand.

On 16 May 2014 the Inner City Schools Working Party launched its six week community consultation period to gain community feedback on the provision of public secondary education in the inner Sydney area to assist the Department in its ongoing consideration of public education.

The consultation was designed using a variety of strategies to encourage as wide a range of individuals, stakeholder group members and the general community to explore and provide input on possible educational solutions for addressing the predicted growth in the number of public secondary school-aged children living in inner Sydney including:

- Principals, teachers, 'invited' P&C representatives and primary and secondary school students;
- NSW Teachers Federation, Aboriginal Education Consultative Group (AECG), local interest groups; and
- The broader inner Sydney community.

This is one of a series of issues summaries that presents the outcomes of the community consultation. The focus of this issues summary is the outcomes of the community workshops.

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The Department will consider the feedback from the community consultation, along with the needs and capacity analyses, to help shape its recommendations on how to strengthen the provision of public secondary education in the inner Sydney area.

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2 Approach

Consultation purpose and objectives

The consultation was designed to seek community input on three discussion areas:

1. Options for managing public secondary educational needs in the short term (1-4 years).
2. Options for managing public secondary educational needs in the medium to long term (5-10 years).
3. The best way to create public secondary schools that meet current and future educational demands, in a highly urbanised environment with finite resources.

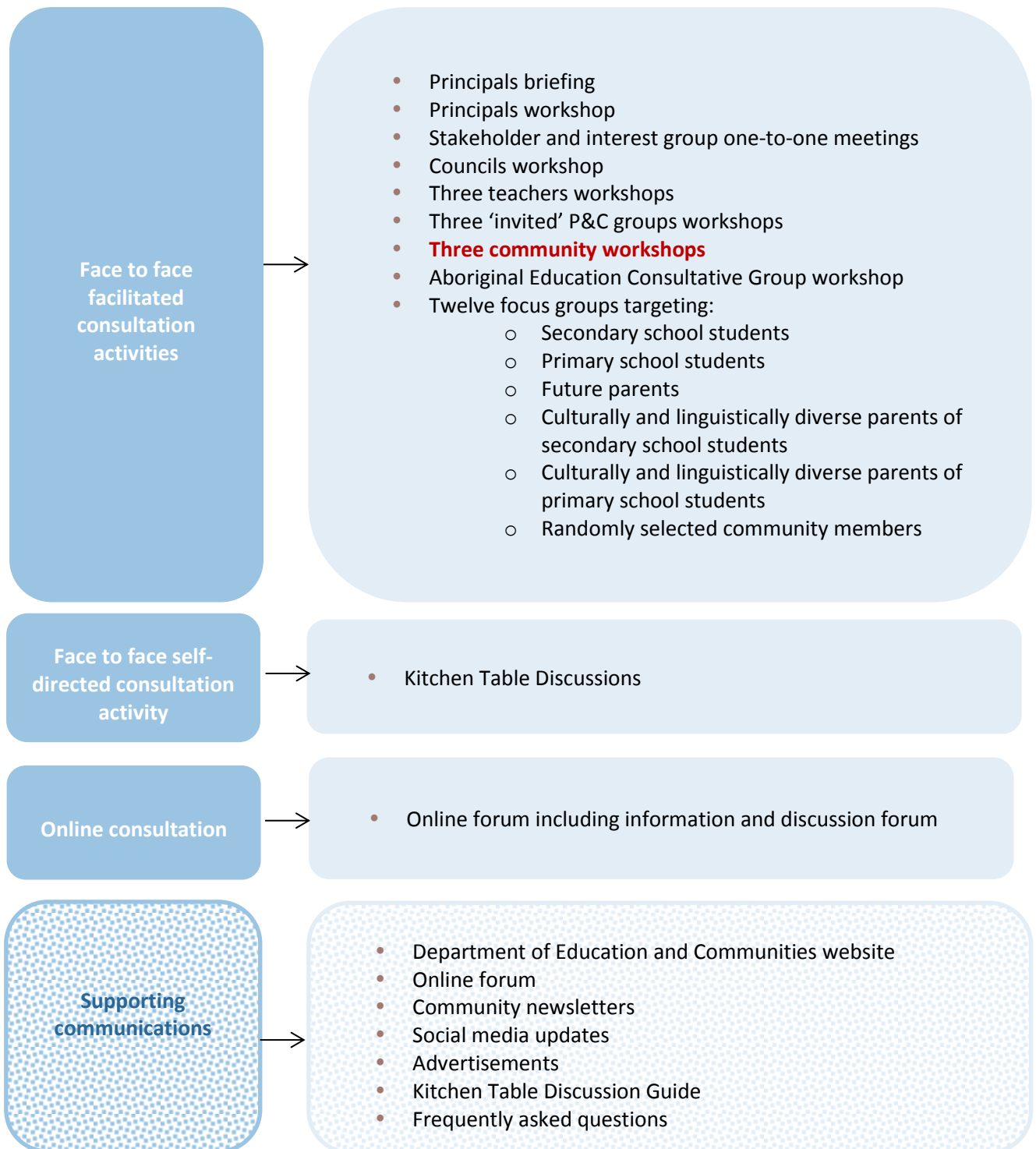
The objectives for consultation for planning for public secondary education in the inner Sydney area were to:

- Introduce the consultation process and invite participation from stakeholder groups and people who had an interest.
- Provide a number of different ways in which stakeholder groups and the community could participate in consultation activities.
- Facilitate feedback and consultation from key stakeholder groups and the community so that the full range of issues, concerns and ideas could be heard and considered.
- Ensure that the conversation about planning for public secondary education in the inner Sydney area was broadly representative of wider community expectations and priorities.
- Identify and acknowledge the breadth of issues, concerns and ideas and demonstrate the challenges for the Department in considering and weighing up each option.
- Provide feedback to participants, stakeholder groups and the wider community on what was raised, how it was considered and how it influenced the final recommendations.



Consultation activities

There was a wide range of opportunities for stakeholders and the wider community to participate.



This issues summary presents the outcomes of the activities highlighted in **red**.



Workshop details

The wider community were invited to attend the workshops in a number of ways:

- Information was distributed through Principals.
- Workshop dates were posted on the online forum.
- Advertisements were placed in the Sydney Morning Herald and local newspapers.
- Social media updates on Twitter.
- Local stakeholder groups distributed flyers to their networks.

Overall 173 community members attended one of the workshops. The workshop with the largest number of participants (122) was workshop 1 held on Thursday 29 May 2014. Attendance at this workshop was strongly advertised and supported by a local group called Community of Local Options for Secondary Education (CLOSE). Given the large number of attendees the feedback in this issues summary was largely derived from workshop 1 and therefore more strongly reflects the views of the inner East Sydney community.

Details of the workshops are provided below.

Name	Date and Time	Location
Community workshop 1	Thursday 29 May 2014 6.30 - 8.30pm (2hours)	Sydney Girls High School Cleveland Street, Moore Park
Community workshop 2	Tuesday 3 June 2014 6.30 - 8.30pm (2hours)	Alexandria Park Community School Park Street, Alexandria
Community workshop 3	Thursday 5 June 2014 6.30 - 8.30pm (2hours)	Sydney Secondary College – Blackwattle Campus Taylor Street, Glebe

Workshop approach

The workshops were independently facilitated by Straight Talk.

Each event commenced with an introduction by a member of the Inner City Schools Working Party to provide the context, followed by input from an officer from the Department's Assets planning group showing the projections for public secondary schools demand in the Inner Sydney area. Generally following this input Department representatives left the workshop to ensure all participants felt at ease giving their honest and open opinions.

The majority of the workshop time was spent working in small groups or as one group where numbers were small, to discuss the three consultation questions in depth:

1. Options for managing public secondary educational needs in the short term (1-4 years).
2. Options for managing public secondary educational needs in the medium to long term (5-10 years).
3. The best way to create public secondary schools that meet current and future educational demands, in a highly urbanised environment with finite resources.

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Unless time was limited, small groups were given the opportunity to feed their ideas back to all workshop participants to enable an understanding of the synergies and differences in ideas and possible solutions raised.




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3 Issues analysis

Feedback has been collated, analysed and coded to enable an understanding of the key issues, opportunities and solutions raised at the workshops. A summary of the key issues is included in the 'At a glance' section, with 'More detail' provided from page 8 onwards.

At a glance

<p>Short term</p> 	<ul style="list-style-type: none"> • Build a new school immediately • Remove selective schools or change the selective system to be local selective • Improve educational offerings at under-enrolled schools including selective and specialist streams • Kids shouldn't be forced to travel long distances
<p>Medium to long term</p> 	<ul style="list-style-type: none"> • Build one or two new schools – get started immediately or very soon • Improve existing buildings and school sites • Consider moving a selective school west and establishing a comprehensive school on that campus (Sydney Boys/Girls in particular) • Remove selective schools or change the selective system to be local selective • Don't use long distance public transport to solve the problem
<p>Future demands</p> 	<ul style="list-style-type: none"> • Integrate more teaching technology including virtual classroom and distance education teaching technology into the classroom • Increase flexibility around times and formats of education offered by public schools • Revamp or remove the selective school system • Give local parents, communities and Principals more control of school management • Build a new model school in the centre of Sydney

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In more detail

Question 1: What should be done in the short term (1-4 year period)?

Capital works

Many suggestions involved building a new school immediately with suggestions for sites and how this could work. Participants suggested the following possible sites:

- Waverly Public School.
- Victoria Barracks.
- National Art School, Darlinghurst.
- Move University of NSW College of Fine Arts to the main campus.
- Cleveland Street Intensive English High School site.
- Office building in the city.
- Fox Studios.
- Sydney Girls/Sydney Boys campuses.
- Barangaroo.
- Ultimo Public School.

Other suggestions included adding capacity to existing schools through refurbishment and demountables, although there was also a concern expressed that demountables would become the permanent solution. There were also suggestions to spend money to bring schools with lower enrolments up to a consistent standard with other schools reaching or at capacity.

Representative comments:

- ‘Find a site for a new high school immediately.’
- ‘Combine Sydney Boys/Girls into one co-ed selective school, with additional buildings and use remaining school for local enrolments.’
- ‘We want and need a comprehensive school or schools in the city or inner east.’
- ‘We’re not aware of underutilised buildings/spaces in the inner east.’
- ‘Move English as a Second Language (ESL) schools to the city – use local sites for local students. ESL students are only there short term so can be catered for in high rise.’

Administrative and policy changes

Changes to Department administration practices or policies were also commonly raised. Chiefly these revolved around the selective school system – there were many comments suggesting either revamping or removing selective schools. In particular there were suggestions to allow local students to attend either on a local intake basis or to change the system to a ‘local selective’ one by giving selective schools local boundaries. These calls were both general, as well as targeted specifically at Sydney Boys and Girls High Schools, and Newtown Performing Arts High School. There were calls for and against changing boundaries – those who opposed, felt that local students should be able to attend local schools, and extending boundaries wouldn’t solve this problem. There were comments that Principals should do more to enforce catchment boundaries to reduce out of area children taking up spaces in schools at capacity and to encourage parents in areas where there are undersubscribed schools to enrol their children in them.

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Representative comments:

- ‘Selective school local boundaries re-introduced for all selective schools.’
- ‘Open Sydney Boys/Girls High Schools to local intake.’
- ‘Sydney Boys and Girls High Schools cease to be fully selective next year (or as soon as possible). Priority enrolment for Year 7 students in the catchment. Surplus spaces can be the selective stream.’
- ‘We believe there are too many specialist schools in this area and not enough general public schools - is there a possibility to utilise capacity at these locations in the short term?’

Enhance and expand educational offerings

Enhancing and expanding the educational offerings of schools was another common theme. These included allocating schools in the Marrickville area with specialist subjects such as science and technology to increase enrolments. Other suggestions included using virtual classes to increase subject diversity, maintaining educational choice even if there were not the class numbers to justify it, adding selective streams to all schools, creating middle schools and committing to achieve optimum operating numbers by a combination of strategies.

Representative comments:

- ‘Convert some schools to have a specialised focus for example, language (such as Aboriginal languages, Spanish, Mandarin, French) or arts or performing arts.’
- ‘Increased funding for smaller class sizes for specialist subjects - long-term growth.’
- ‘Selective streams in all schools would give all schools a better image.’

Influencing parent choice

Influencing parent choice was another popular theme for this question. Suggestions were mainly focussed on the reputation and perception of schools. Many comments suggested that this issue is more about perception than reality, and that what is required is better marketing and public relations by the Department. Other factors which were considered to influence school choice included NAPLAN results which were considered to be distorted by selection effects like selective streams and streams for students with intellectual disabilities and socio-economic factors – parents want to send their children to schools where other ‘people like them’ send their children.

Representative comments:

- ‘Noticed that schools with capacity streams for students with intellectual disabilities have a low NAPLAN score partly because of the inclusion of these students. NAPLAN creates false expectations about the school and is bad for marketing. Partially selective schools can give the same false impression in the other direction.’
- ‘The choices available in the public system are the response to competition from private schools.’
- ‘The truth is, too many parents need the ‘people like us’ factor before they will consider sending their kids to a school.’
- ‘Public education has a perception problem. People feel unstable when they don’t know what is going on with education projects.’

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Transport

There were some suggestions around using transport as a short term solution. Many comments indicated that public transport at the moment is inadequate and advocated improving transport links like bike paths and bus routes but some other comments also suggested that transport is not the solution, because students shouldn't be forced to travel long distances to schools with capacity. It was also suggested that doing this on a large scale isn't practical.

Representative comments:

- 'There is no public transport. It took many of us 1.5hrs to get here tonight from the CBD.'
- 'Dedicated school buses – fix existing public transport options for kids to cross borders.'
- 'We're not interested in our kids being forced to travel long distances to attend 'underutilised' schools because 'enhanced educational offerings' are provided.'

Collaboration

Another theme was increased collaboration between public secondary schools. The chief suggestion was for collaboration between 'partner' primary schools and underutilised secondary schools, via P&C involvement and open days. Other suggestions included specialist teachers moving to operate across multiple schools, more camaraderie between secondary schools and the Department doing more to share knowledge when schools and P&Cs successfully innovate.

Representative comments:

- 'Open days for transition to high schools/involve more of community to see what it is like/breakdown barriers.'
- 'Consultation between P&Cs from secondary to partner primary schools. Open days for transition to high school.'
- 'The Department should facilitate the sharing of knowledge when schools and P&Cs do innovative things like they have been doing at Marrickville and Alexandria Park.'

Other comments

Other comments that didn't fit into one of the themes above are provided below.

- 'Concentrate on inner east.'
- 'We are concerned that 'short-term' fixes will be adopted as long-term solutions.'
- 'Suggesting, as the Government literature does, that the 'area' is currently only at 79% capacity is based entirely artificially when including Marrickville and Mascot schools in the relevant 'area' and these also ignored the ABS data around total number of children 'coming through' as well as changing the percentage of public to private students.'
- 'Outdoor classes and classrooms.'
- 'Funding for public education/support.'
- 'Compulsory developer contributions to education (big dollars).'
- 'Need to consider Paddington Public School, Glenmore Road Public School, and Woollahra Public School. Understanding Rose Bay Secondary College is full.'
- 'Where are children in the inner east going to high school?'
- 'Kids that go to out of area schools, especially private schools, lose all connection with their local community and don't seem to be getting a great education.'
- 'Introduce sensible taxation policies and increase funding to public education.'

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Question 2: What are the best options for addressing the longer term situation (5-10 year period)?

Capital works

This theme featured very strongly in feedback, chiefly with calls for one or two new schools and numerous suggestions on possible sites to establish a new school. Participants suggested the following possible sites:

- National Art School, Darlinghurst.
- Victoria Barracks, Paddington.
- State Parliament.
- Reclaimed space from Moore Park/Centennial Park.
- Unused parts of St. Vincent's Hospital.
- Cleveland Street Intensive English High School.
- Ausgrid site, corner of Riley and Albion Streets.
- Fox Studios / Entertainment Quarter.
- On top of railway lines at Central.
- College of Fine Arts campus – where is it?
- Randwick TAFE.
- Gardeners Road Public School – change to a secondary school.
- Buy back old school sites that were sold.
- Randwick racecourse.
- Land on edge of Randwick racecourse.
- Bus Depot in Bondi Junction.
- Sydney Distance Education High School site.
- Land between Sydney Girls High School and Fox Studios.
- Wentworth Park, Darling Harbour.
- Crown Street Public School – rebuilt as K-10 or K-12.
- Ultimo Public School – make it K-12.
- Green Square (build on top of station).
- Eveleigh workshops.
- Available industrial land.
- Alexandria Park Mitchell Road site, use green space and build vertically.
- Alexandria technology park.
- Moore Park High School.
- Schools at university.
- Ex-RTA building, Rosebery.
- Bunnings site in Mascot.
- Tobacco factory, Pagewood.
- Enmore TAFE.
- Petersham TAFE.
- Underutilised hospital buildings.
- Lease commercial office space for a new school.
- Repurpose and purchase buildings next to Leichhardt.
- Fort Street Public School site.
- Conservatorium site.

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- Green Square School for kids with behavioural issues – site for comprehensive school?
- Broadway education corridor, Ultimo TAFE site potential specialist school with links to ABC.
- Barangaroo.

In addition to suggestions for new sites, some participants suggested improving existing teaching spaces and their appearance and adding extra levels to existing school sites.

Representative Comments:

- ‘Build new schools and get on with it.’
- ‘Long term a new school is needed (probably 2). Look to Europe, people don’t move out of cities as they grow – therefore the solution should be long term.’
- ‘We only believe that constructing a new school is the responsible thing to do, in the inner city, given the luxury of a 5-10 year time frame.’
- ‘Invest in public school building maintenance.’

Administrative and policy changes

Suggestions that fell under this theme were mostly around the issue of whether schools accepted local students. Firstly, there were many suggestions to force selective schools to accept a local intake of students or to make them ‘locally selective’. On a similar note were suggestions to move Sydney Girls and Sydney Boys High Schools altogether or to convert one of the selective schools to comprehensive. There were also calls to increase the local intake at Newtown Performing Arts High School. There were also calls not to change existing boundaries and that schools need to be local.

Other suggestions included running schools in two shifts and splitting middle and senior schools into their own campuses,

Representative Comments:

- ‘Must be new local school option.’
- ‘Change arrangements at ‘special arrangements’ schools.’
- ‘More selective schools out west. Swap Sydney Girls High School with Tempe.’
- ‘An easy option would be to make Sydney Boys and Girls High Schools selective/partially selective only for local schools and move Sydney Boys and Girls High Schools (maintaining their reputation) to an under-utilised site close to the population bases that these schools serve, thereby making it easier for those students coming from far away to attend these schools.’

Transport

Most suggestions around transport were around not using transport as a solution to the problem. Participants did not want children travelling longer than 30 minutes to school, and felt that it was impractical to move students east to west or north to south across the city. One participant felt that public transport did need to be improved and called for more school special buses.

Representative Comments:

- ‘Absolutely do not change public transport to make it easier for students to travel to schools outside the catchment that are underutilised.’
- ‘Travel time must be 30 minutes door-to-door.’
- ‘No transport changes – extremely important.’

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Enhance and expand educational offerings

There were three comments around enhancing or expanding educational offerings; they are included below.

- ‘Enhancing educational offerings will not attract more students to those schools which are underutilised.’
- ‘Alexandria Park Community School turned into a language school as a focus and draw card for Aboriginal languages, Mandarin, French, Spanish etc. that is fostered as a vocational and culture outcome Years 7 – 12.’
- ‘Specialist schools awkward for 11 and 12 year olds. It is hard to make them choose a speciality.’

Other comments

Other comments that didn’t fit into one of the themes above are provided below.

- ‘North-east section of inner Sydney area is particularly poorly served by secondary schools.’
- ‘Show us NSW asset list.’
- ‘Continue community consultation (and don’t trivialise the discussion with ‘Kitchen Table’ title) and report back – there is distrust on the fact we are heard.’
- ‘Green Square School change purpose.’
- ‘Use developer levies to help pay.’
- ‘The Vaucluse site should never have been sold.’
- ‘Charging university fees will send people back into the public education system.’
- ‘Culturally and linguistically diverse (CALD) families tend to just accept that you use the public education system.’
- ‘Links to institutions are great in theory but they always seem to be more tokenistic than anything. This service would also attract more out of area kids.’
- ‘The Department should do market research on attitudinal research.’

Question 3: What ideas do you have for helping to create public secondary schools that meet the demands of a modern education system and prepare students for their lives ahead?

Techniques

In-class techniques featured heavily as responses to this question. Many participants suggested adoption of technology in the classroom and virtual teaching spaces, as well as online, interactive, collaborative learning. More interaction between the school and the community was another popular option – with calls for school curricula to match the language and culture of the surrounding community, more community engagement and for school programs to give something back to the community. One commenter suggested that language teaching should be done intensively in primary instead of having such a focus in secondary education. There were calls to change teaching times, including staggered starting times, opening schools 9am to 5pm to match the workday and keeping schools open all year with students able to attend flexibly, as well as spreading the HSC over two years. There was a suggestion for an integrated city farm space and school and flexible learning spaces for multiple uses. There were calls for better teaching quality and smaller class sizes, as well as selective streams in all comprehensive high schools.

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Representative Comments:

- 'Online collaborative learning – teacher wouldn't have to be in same space and this would allow for curriculum diversity in schools, particularly for Years 11 – 12. Supervision provided by 'ordinary' teacher rather than requiring specialist teacher at each site.'
- 'We need to see schools differently in the 21st century. Needs to be a focus on relationships and technology. We need to teach relationship building.'
- 'If we focussed more on community building and strengthened the circles of community engagement we would improve educational outcomes and establish the value of keeping a local school local.'
- 'The school needs to reflect the community it serves. Inner city parents are about: walking, culture and arts and language diversity.'

Structure

The most common suggestion for changing the structural educational elements was revamping or removing the selective school system. There were calls to either remove selective schools altogether or to make them draw from local students or reform the system. One suggestion was to change the selection system so it couldn't be rote learnt. Another suggested defining a target for the mix of students and then planning to reach that. Some participants called for greater local control of schools by parents, communities and Principals, including allowing Principals to select their staff and not take on staff who don't work as well for students, and the Department being more active in supporting parental involvement in local schools. There was a suggestion that schools should support other schools, and that high schools should engage more with primary and tertiary education institutions. There were calls for more co-educational schools and more middle schools with secondary colleges.

Representative Comments:

- 'No selective schools – everyone goes to their local school.'
- 'Selective schools should only draw from the local area to maximise engagement with the community and parents.'
- 'Develop and empower future Principals to improve own schools.'
- 'Lots of parents believe that when they buy private education, they buy a say in their child's education. The Department could do more to say to parents 'you have a say when you're in the public system too'.'

Capital works

There were more suggestions for a new school under this question as well. There were suggestions for a floating school in Vaucluse, as well as the possibility of building junior and senior high schools separately if there is insufficient space available. There was a suggestion to build a truly visionary school, different, creative and contemporary, in the middle of Sydney as a model school. Another suggestion was installing demountables at Sydney University, although another commenter stated they hated learning in demountables in the 80s. There were suggestions that the next school should be built to cope with the ebb and flow of population levels, as a generic space instead of a dedicated school, and that new buildings should be flexible to address changing population needs. There was a suggestion that school designs should be green and sustainable.

Representative Comments:

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- ‘Build the next school to cope with ebb and flow e.g. generic training space instead of a school.’
- ‘Build a school that is truly visionary – different, creative and contemporary – in the middle of Sydney, as a model school for the future.’
- ‘Sustainable/green schools design.’

Funding

Responses that related to funding for schools were overwhelmingly concerned with increasing funding. There were suggestions that the Gonski model of funding should go ahead, that there should be an education tax, that more money is needed, that money should be diverted from the independent to the public system, and that universities and schools should go halves on ‘masters’ (presumably masters of education).

Representative Comments:

- ‘Invest in education.’
- ‘Divert money subsidising private schools into public education.’
- ‘Need a funding system that supports public education. That would give parents confidence.’

Influencing Parent Choice

There were four comments on influencing parent choice. They are listed below.

- ‘The customer service experience is missing in public education. Some parents support public but choose private because there is no public service in public and private offers solid pastoral care.’
- ‘Parents want safety for their children and strong academic outcomes.’
- ‘Parents need to be confident that the school they have chosen will give their child the best education.’
- ‘I’m excited to send my children to a school where they can walk to school and the school reflects the diversity of the local area.’

Other comments

Other comments that didn’t fit into one of the themes above are provided below.

- ‘What if university students were to receive reduced fees by mentoring high school kids? This model is used successfully at UC Berkeley half the children at Emerson Primary had mentors from UC Berkeley. Not sure whether the students had reduced fees, but they certainly had great material for their CVs.’
- ‘We feel that residents of the eastern suburbs need to be included in this process. Our only high school (Rose Bay) is at capacity and is also a long distance from residents of the inner east. Families in this area would consider sending their kids to a new inner city school instead of Rose Bay. At the moment it feels like we are being excluded and forced to consider private schools when many of us cannot afford or do not want to send our kids to private schools.’
- ‘Many of our group feel that with the exclusion of the Woolhara LGA from the process, we are not being considered, measured and provided for in the future requirement.’
- ‘Look to Finland.’
- ‘Look to Sweden.’
- ‘Aspire to best public secondary education in the world.’

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- ‘Reinvestigate teaching opportunities in public schools for mature teachers – that is don’t tell a mother with two kids who has retrained as a teacher and lives in Erskineville that the only job she can have is in Goulburn.’
- ‘Proactive, consultative planning. Not reactive response.’
- ‘Public being better than private.’
- ‘Teachers care more about children now than they did when I was at school and we should be supportive of teachers. Instead we have all these inquiries.’
- ‘Parents and students aren’t the only ones who need transition programs – teachers need them too so that they can understand the school and the community they are joining.’
- ‘This consultation process is great and it will enable great changes.’

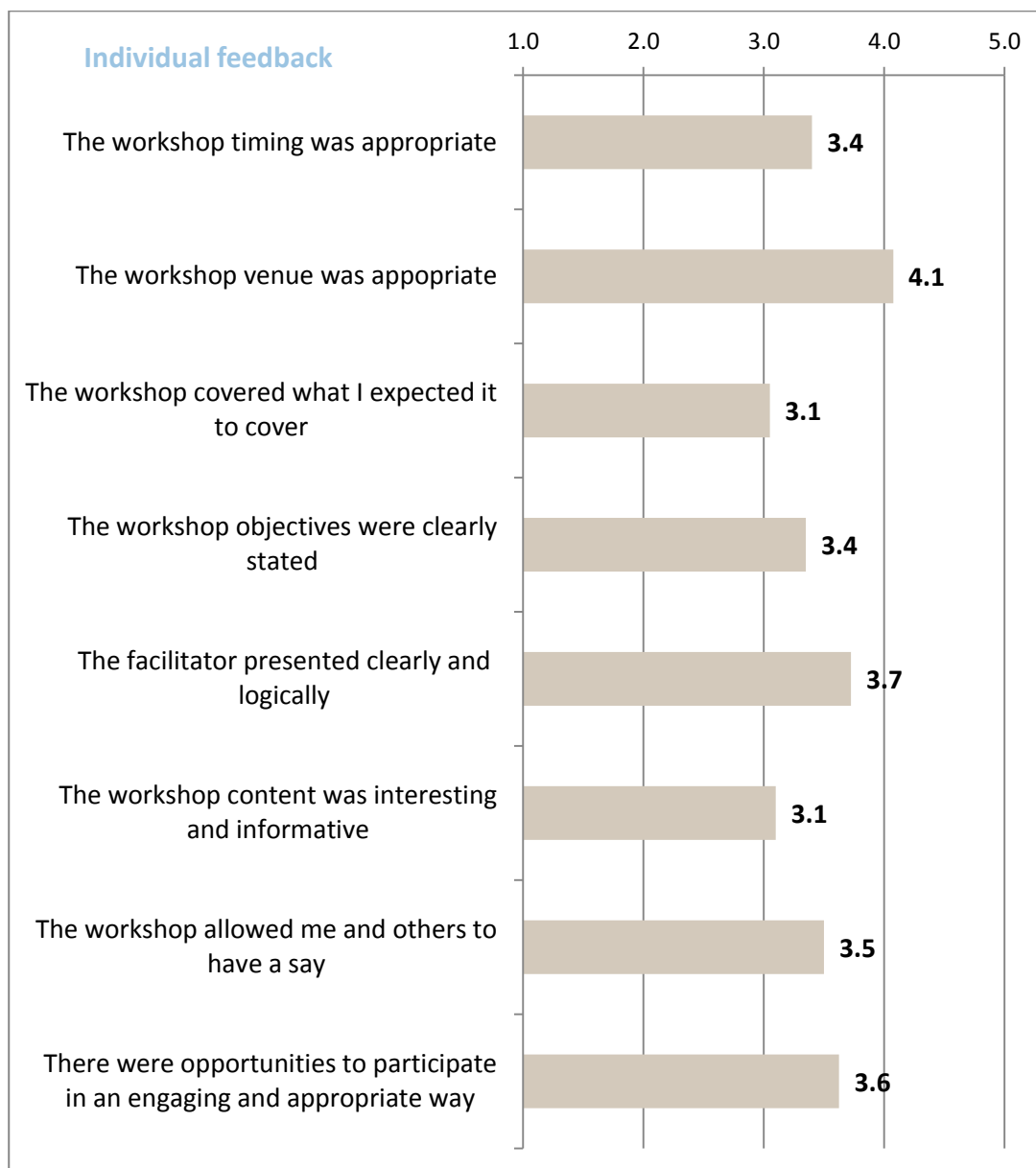


Individual feedback

Feedback form analysis

At the end of each workshop individual feedback was obtained using a feedback form to explore participant satisfaction with the workshop including suggestions about how the session might be improved. Of 173 participants, 40 completed the feedback form.

Overall there was high level of satisfaction with the workshop process. This is demonstrated by the graph below.



There was a mixed response to the workshop, with some participants being complimentary about the entire process and others suggesting that improvements were needed. This is reflected by the average ratings between 3 and 4 on a scale where 5 equalled 'strongly agree' and 1 equalled 'strong disagree'. The scores ranged between 3.1 and 4.1, with the half the scores being above 3.5.



Participants felt that the venue for the workshop was well chosen and were largely impressed by the facilitators' clear and logical presentation and the opportunities to participate in the workshop. The areas that participants reported as needing the most improvement were the workshop content and managing expectations about what the workshops will cover.

Improvements

When asked whether they had any suggestions about how the workshop could have been improved participants mentioned the following.

- 'Much better than the P&C consultations.'
- 'These issues affect other areas of Sydney e.g. Randwick LGA.'
- 'I congratulate the Department on holding these focus groups and I urge the Department to expand these focus groups to other local government areas because these problems aren't limited to the three in this focus group e.g. Randwick and south east Sydney.'
- 'A feedback after the Government makes a short term target into a long term target.'
- 'Perhaps have subject matter experts present to validate any assumptions being made.'
- '30 minutes shorter would have been better.'
- 'Broader forum, not just in tables. You must continue to consult.'
- 'Data could have been presented more simply.'
- 'Both Departmental speakers focussed on process issues – mainly their struggle with Treasury. I know this is an issue, but just makes it all seem futile, while Department doesn't 'own' responsibility for outcomes. I'm sympathetic – but they should stop doing it if they want engagement.'
- 'Have clearer ideas of what could be done. The eastern suburbs have to be included as this is the inner city and this is where the problem occurs.'
- 'The inner east has been completely ignored in solutions that the questions imply.'
- 'Target all stakeholders. Exclude no-one. Bring Woollahra LGA in to the analysis.'
- 'It is ridiculous that we were not provided with data relevant to the inner east and that the Department representatives chose to stay such a short time. It felt like they were washing their hands of problems and leaving it up to us parents to come up with all the answers.'
- 'Was the workshop even prepared? Did you know who exactly was going to attend and what our main concerns are? How can you expect us to answer your questions when we are being left alone after 50 mins?'
- 'Better presentation of current information as well as recognition of audience's issues. Very narrow options shown for short term. Little empathy shown or understanding of audiences issues.'
- 'The table questions were incredibly badly (not) facilitated. Was this your first time? The Departmental staff should not have left. Very bad look. Options for the questions presented are leading!'
- 'If you are going to invite eastern suburbs schools make the session cover the eastern suburbs (which should NOT be ignored).'
- 'When organising timings – check for major sporting events!'
- 'This was not a proper consultation process. There was not a preparedness to listen to the views of people. If there was, the Department of Education representatives would have stayed.'
- 'Better data about the inner city situation, not including inner west.'
- 'Allowing more contact with the Government representatives especially after the workshop to present best idea from each group.'
- 'The Department representatives should have actually stayed!'

*This document does not reflect the opinions of the Department of Education and Communities.
This document presents the views of participants in the Department of Education and Communities
'Strengthening the future provision of secondary education in the inner Sydney area' consultation.*



- 'Include the eastern suburbs.'
- 'Echo the general feeling that there needs to be a discussion that includes issues and data specific to the eastern suburbs.'
- 'Less intro, more 'Q&A' format with Department /Asset guy.'
- 'The questions asked appeared leading. The key issues to participants (inner city/east parents) were not addressed.'

