Department of Education
Secondary School Community Consultation
Fremantle
1
Research Objectives and Methodology
Background and Research objectives

Background:
This survey forms part of a community consultation with parents and other community members in the Fremantle area to assist in informing secondary education provision in this area.

Research Objectives:

1. To determine what parents of Fremantle students perceive are the most important aspects for a high quality secondary school education.

2. To determine how well secondary schools in the Fremantle area are perceived to deliver on the aspects of a high quality secondary school education.

3. To understand the community views towards secondary schooling in the Fremantle area.
Methodology

n=1110 community members:
- n=619 pre-secondary school parents;
- n=407 secondary school parents;
- n=84 other community members

A 10 minute online survey.

A letter was sent to all parents at schools in the Fremantle area.

Tuesday April 8 to Friday May 9.

This project was carried out in accordance with International standards.
Survey development

- The Department developed the survey with overarching input from TNS Social Research.
  - The Department identified 12 statements felt to contribute to a quality secondary school education.
  - These statements were grouped into three key areas:

1. School Environment
   - The school is inclusive and caters for all students.
   - Students have access to positive student role models.
   - Students have access to pastoral care and support programs
   - Students are able to complete their entire secondary schooling at one school.

2. Curriculum and Programs
   - The school caters for all students’ abilities and interests.
   - The school offers subjects that lead to university.
   - The school offers subjects that link to local industry
   - The school offers subjects that lead to employment.
   - The school provides students with opportunity to continue studying courses through secondary schooling

3. Facilities, Resources and Equipment
   - The school buildings and grounds are attractive and inviting, with a contemporary design and modern layout.
   - Students have access to high quality learning facilities.
   - Students have access to contemporary equipment in specialist subject areas.

- An open ended question was provided at the end of the survey to capture any further thoughts / ideas or concerns about secondary school education in Fremantle from the community.
Survey development

Once the survey was developed:

1. TNS created an online survey link and provided it to the Department to be placed on their website.

2. The Department coordinated the invitation of community members to complete the survey through letters which were sent to all schools in the Fremantle area.

3. Each school coordinated the communications to parents in their school.
**Respondent Profile**

**Household Type (%)**

- Single, no children: 4%
- Couple, no children: 4%
- Young 1 or 2 parent families: 61%
- Older 1 or 2 parent families: 24%
- Empty nester: 8%

**Number of school aged children in household (%)**

- One: 34%
- Two: 45%
- Three: 12%
- Four or more: 5%
- None: 3%

**Type and level of schooling (%)**

- Not currently at school: 4%
  - **Public** primary school in Freo: 61%
  - **Private** primary school in Freo: 3%
  - **Public** secondary school in Freo: 41%
  - **Private** secondary in Fremantle: 4%
  - Not at school in Fremantle: 5%

**SOURCE:** S2. Which of the following best describes your household status?
S3. How many school aged children are living in your household?
S4. Thinking about your school aged child/children, what level and type of school are they currently in?
What aspects about secondary schooling are **most important** to a high quality secondary school education for parents in Fremantle?
The top three aspects most important for a quality secondary school education were **availability of subjects which lead to university, access to high quality facilities and catering for all abilities and interests.**

### Most important aspects for a high quality secondary school education

(Average rank 1-3) (%)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school offers subjects that lead to university</td>
<td>49</td>
</tr>
<tr>
<td>Students have access to high quality learning facilities</td>
<td>41</td>
</tr>
<tr>
<td>The school provides programs that cater for all abilities and interests</td>
<td>34</td>
</tr>
</tbody>
</table>

The school offers subjects that lead to university

Students have access to high quality learning facilities

The school provides programs that cater for all abilities and interests

**SOURCE:** D1. Now, looking back on all the statements listed above, please rank which three statements you feel are the most important for a high quality secondary school education.

**BASE:** All Respondents (n=1110)
Having **subjects that link to local industry** and **attractive and inviting buildings and grounds** were felt to be relatively less important.

<table>
<thead>
<tr>
<th>Most important aspects for a high quality secondary school education</th>
<th>(Average rank 1-3) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school offers subjects that lead to university</td>
<td>49</td>
</tr>
<tr>
<td>Students have access to high quality learning facilities</td>
<td>41</td>
</tr>
<tr>
<td>The school provides programs that cater for all abilities and interests</td>
<td>34</td>
</tr>
<tr>
<td>The school is inclusive and caters for all students</td>
<td>29</td>
</tr>
<tr>
<td>Students are able to complete secondary schooling at one school</td>
<td>28</td>
</tr>
<tr>
<td>Students can continue studying courses throughout secondary schooling</td>
<td>27</td>
</tr>
<tr>
<td>Students have access to positive student role models</td>
<td>23</td>
</tr>
<tr>
<td>Students have access to pastoral care and support programs</td>
<td>23</td>
</tr>
<tr>
<td>The school offers subjects that lead to employment</td>
<td>16</td>
</tr>
<tr>
<td>Students have contemporary equipment in specialist areas</td>
<td>14</td>
</tr>
<tr>
<td>The school offers subjects that link to local industry</td>
<td>11</td>
</tr>
<tr>
<td>The school buildings and grounds are attractive and inviting</td>
<td>5</td>
</tr>
</tbody>
</table>

SOURCE: D1. Now, looking back on all the statements listed above, please rank which three statements you feel are the most important for a high quality secondary school education.
BASE: All Respondents (n=1110)
Having subjects that lead to university, and access to positive role models were felt to be **significantly more important to parents of primary school students** compared to parents of secondary school students.

<table>
<thead>
<tr>
<th>Most important aspects for a high quality secondary school education (Average rank 1-3) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school offers subjects that lead to university</td>
</tr>
<tr>
<td>Parents of secondary school students: 44</td>
</tr>
<tr>
<td>Parents of primary school students: 61</td>
</tr>
<tr>
<td>The school provides students with the opportunity to continue studying courses throughout their entire secondary schooling</td>
</tr>
<tr>
<td>Parents of secondary school students: 37</td>
</tr>
<tr>
<td>Parents of primary school students: 20</td>
</tr>
<tr>
<td>Students have access to positive student role models</td>
</tr>
<tr>
<td>Parents of secondary school students: 18</td>
</tr>
<tr>
<td>Parents of primary school students: 26</td>
</tr>
</tbody>
</table>

**SOURCE:** D1. Now, looking back on all the statements listed above, please rank which three statements you feel are the most important for a high quality secondary school education.

**BASE:** All Respondents (n=1110)
3

How well do schools deliver on a high quality secondary school education in the Fremantle area?
Students have access to positive student role models.

Importance is measured by parents of secondary school students who selected 6 – 10 on a 10 point importance scale.

Delivery measured by parents of secondary school students who selected 6 – 10 on a 10 point agreement scale.

This is the difference between importance and delivery.

Importance vs. Delivery
school environment (%)

Students have access to positive student role models.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>97%</td>
<td>91%</td>
</tr>
</tbody>
</table>

This is the difference between importance and delivery.
In terms of the school environment, there is a gap between perceived importance and perceived delivery of ‘access to positive role models’ and ‘access to pastoral care and support programs’ in secondary schools in Fremantle.

<table>
<thead>
<tr>
<th>Importance vs. Delivery differentials</th>
<th>School environment (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school is inclusive and caters for all students.</td>
<td>Importance: 89</td>
</tr>
<tr>
<td>Students have access to positive student role models.</td>
<td>Importance: 97</td>
</tr>
<tr>
<td>Students have access to pastoral care and support programs e.g. peer support programs and counselling.</td>
<td>Importance: 95</td>
</tr>
</tbody>
</table>

The chart illustrates the importance and delivery differentials for the following aspects of the school environment:

- The school is inclusive and caters for all students.
- Students have access to positive student role models.
- Students have access to pastoral care and support programs e.g. peer support programs and counselling.

SOURCE: A2. Now, please rate, on a scale of 0 – 10, where 0 is strongly disagree and 10 is strongly agree, how much you agree with each of the following statements about your child / children’s current secondary school.

BASE: Parents of Public Secondary (n=371)
Within the curriculum and programs area, parents feel there is a gap between perceived importance and perceived delivery of ‘opportunities for continuity of study’, as well as offering ‘subjects that lead to employment and university’.

Importance vs. Delivery differentials
Curriculum and Programs (%)

<table>
<thead>
<tr>
<th></th>
<th>Importance</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school provides programs that cater for all students’</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td>The school offers subjects that lead to university</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>The school offers subjects that link to local industry</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>The school offers subjects that lead to employment</td>
<td>91</td>
<td>88</td>
</tr>
<tr>
<td>The school provides the opportunity to continue studying courses throughout their entire secondary schooling</td>
<td>96</td>
<td>82</td>
</tr>
</tbody>
</table>

SOURCE: A2. Now, please rate, on a scale of 0 – 10, where 0 is strongly disagree and 10 is strongly agree, how much you agree with each of the following statements about your child / children’s current secondary school.

BASE: Parents of Public Secondary (n=371)
The gap between perceived importance and delivery is greatest in the area of facilities, resources and equipment, where parents perceive **delivery of all three areas to be falling below their perceived importance levels.**

The school buildings and grounds are attractive and inviting, with a contemporary design and modern layout. Students have access to high quality learning facilities. Students have access to contemporary equipment in specialist subject areas.

<table>
<thead>
<tr>
<th>Importance vs. Delivery differentials</th>
<th>Facilities, resources and equipment (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school buildings and grounds are attractive and inviting, with a contemporary design and modern layout.</td>
<td>87 -11</td>
</tr>
<tr>
<td>Students have access to high quality learning facilities.</td>
<td>97 86</td>
</tr>
<tr>
<td>Students have access to contemporary equipment in specialist subject areas.</td>
<td>98 90</td>
</tr>
</tbody>
</table>

SOURCE: A2. Now, please rate, on a scale of 0 – 10, where 0 is strongly disagree and 10 is strongly agree, how much you agree with each of the following statements about your child / children’s current secondary school.

BASE: Parents of Public Secondary (n=371)

[Link to raw survey data excel spreadsheet]
What are the **community views** towards secondary school education in the Fremantle area?
Your say…

- An open ended question was provided at the end of the survey to allow the community to identify any issues or concerns with secondary schooling in the Fremantle area.

- A total of 85% (947) of respondents made further comment about secondary schooling in the Fremantle area.

- The majority of comments focused on eight key themes.

- The remaining comments ranged over 17 themes, with less than 3% (28) of responses in each theme.

SOURCE: D2. Are there any other education related issues you would like to raise about secondary schooling in Fremantle?
Your say...

Key theme 1:

- **11%** wanted to retain South Fremantle Senior High School either as is, or with a ‘culture change’ to create a quality local secondary school.

**Retain South Fremantle SHS either as is, or with a ‘culture change’ to create a quality local secondary school.**

- South Fremantle has the best facilities in the Fremantle and Hamilton Hill area including private schools.
- South Fremantle should offer the same or more specialist academic options as John Curtin, this would increase the intake and give students at South Fremantle a various career platform to launch from.
- I would like to see South Fremantle Senior High School given a chance to build itself into a school that offers students a wide range of subjects, specialist and other, which are offered on site and which lead to university or TAFE entrance.
- My child was taken out of a private school and enrolled at South Fremantle as this was the school that we felt gave her the best opportunity to achieve her goals educationally and musically.

**SOURCE:** D2. Are there any other education related issues you would like to raise about secondary schooling in Fremantle?
**BASE:** n=947

©TNS 2012
Your say...

Key theme 2:
- **10%** wanted a greater choice of local schools that provide quality education pathways for all students.

- There is not enough quality public inclusive schooling available in the area.

- [There needs to be] a secondary school that will attract local students [and] be a first class facility with talented teachers that can educate for employment and University.

- Rationalising smaller schools should not be at the expense of quality educational delivery in all schools.

- There needs to be a diversity of schools available, one school cannot and does not fit all students.

SOURCE: D2. Are there any other education related issues you would like to raise about secondary schooling in Fremantle?
BASE: n=947
Your say...

Key theme 3:

- 6% wanted increased academic pathways.

6%

Increased academic pathways in schools.

[It would] be good to see an academically focused public school option.

Fremantle needs a secondary school that has a strong academic focus at curriculum level, selective student intake, and that offers participation in supplementary academic activities to extend and inspire students.

Due to concerns about the [schools in the Fremantle area] academically, parents are choosing not to send their kids there.

[There is a] changing educational background of people who live in the area ... it simply doesn't have an academic reputation.

SOURCE: D2. Are there any other education related issues you would like to raise about secondary schooling in Fremantle?
BASE: n=947
Your say...

Key theme 4:
- 6% wanted greater curriculum choice.

6%

Greater curriculum choice in local schools.

[It is important to ensure] a school can provide a comprehensive education that caters for a variety of student pathways.

My biggest concern about the secondary schooling options in the Fremantle area are that the size of my local school (South Fremantle) means I do not believe it can adequately cater for all students, offer the full range of options all on one campus and, in particular offers insufficient options for university pathways.

We would like for our children to remain in the Fremantle area and attend a fully inclusive school that caters to all their varied interests and has university as a viable and supported option.

Students need to be offered sufficient diversity of subjects to ensure education meets a range of student needs.

SOURCE: D2. Are there any other education related issues you would like to raise about secondary schooling in Fremantle?
BASE: n=947
Your say...

Key Theme 5:
- 4% emphasized the importance of having a local school close to students’ residence.

4%

Importance of having local school close to students’ residence.

There needs to be] a secondary school within close proximity, ideally 10-15 minute walk (maximum) from home.

All students should have the ability to attend a secondary school that caters to their abilities without having to travel excessive distances to do so.

[Accessibility of] transport to and from school should be considered.

A reasonable distance to travel [to school] is also important for working families.

SOURCE: D2. Are there any other education related issues you would like to raise about secondary schooling in Fremantle?
BASE: n=947
Your say...

Key theme: 6 – 8:
- there were differing views about what should happen with John Curtin College of the Arts.
  
  Do not change the specialist, selective nature of John Curtin College of the Arts. Removing the selective component of the school cohort will dramatically dilute the highly regarded Gifted and Talented programmes currently on offer.

  Prefer that [JCC] remains a GATE specialist arts school, as these students often think and behave differently to other students. I believe their learning is enhanced by having specially trained teachers who know how to deal with GATE students.

  The conversion of John Curtin to an elite learning school is of concern to those students within it's normal catchment. Where are they supposed to go to school and still get the best possible education?

  John Curtin should have a larger intake of local children or amalgamate with South Fremantle so both schools receive the same status.

  Make John Curtin College of the Arts a scholarship for performing arts only. Transfer the soccer program to another Fremantle school and remove local intake children.

  Consider developing sports school at South Fremantle - take soccer from John Curtin and John Curtin remains a selective arts.

SOURCE: D2. Are there any other education related issues you would like to raise about secondary schooling in Fremantle?
BASE: n=947