

# SHEPPARTON EDUCATION PLAN

**PHASE THREE**  
Secondary  
School Design

ENGAGEMENT REPORT

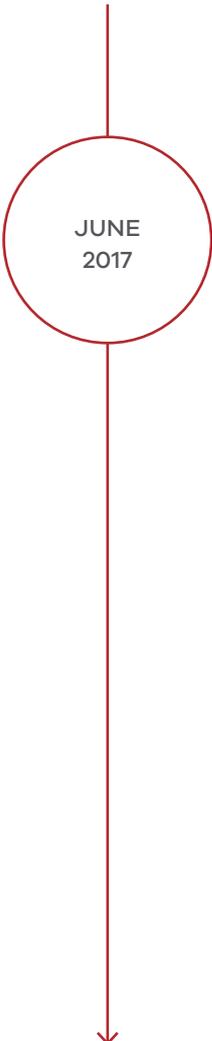


**The Victorian Government has invested a record \$3.8 billion to build 70 new schools, and upgrade more than 1,300 existing ones across the state. Expanding and modernising our schools will ensure all Victorian students have access to high quality education as the population continues to grow.**

As part of this investment, the Victorian Government has announced a long-term plan to transform Shepparton's education system – a once-in-a-generation opportunity. The Shepparton Education Plan will transform educational outcomes for young people from early learning, through primary and secondary school, and beyond.

The first stage of the Shepparton Education Plan is focused on improving outcomes for secondary school students at Shepparton High School, Mooroopna Secondary College, Maguire College and Wanganui Park Secondary College. These four secondary schools will come together to form one new school, on a single campus built on the current Shepparton High School site.

# ENGAGING WITH THE COMMUNITY: THE STORY SO FAR



JUNE  
2017

## PHASE 1 ENGAGEMENT: EDUCATION IN SHEPPARTON AND MOOROOPNA

### What we asked:

We first started talking to the community about the education plan in June 2017. We asked your community to help us understand educational needs, challenges and aspirations in the wider Shepparton area. Over the three-week consultation process, we heard from nearly 400 people.

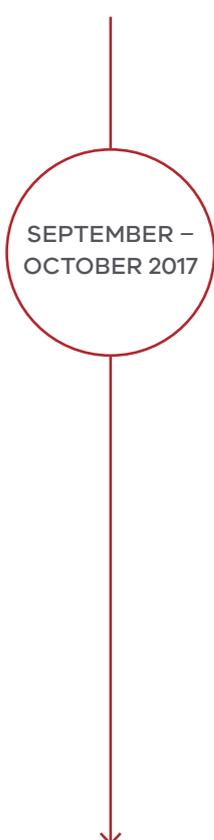
### What we heard:

We heard that you want to see changes to the current approach to education, and a lot of your feedback related to secondary education. It was clear your community feels that kids in Shepparton are facing a range of complex issues – more than just school – and you want young people to aim high.

### What happened next:

We worked with local teachers and principals, education experts and key local groups to develop four options for the local secondary schools:

1. **No change:** the four schools stay the same
2. **Minor improvements:** the four schools stay the same, with funding for minor upgrades like asbestos removal, maintenance and new equipment
3. **New school - one secondary campus:** the four schools merge to become one new school, on one campus
4. **New school - two secondary campuses:** the four schools merge to become one new school, over two campuses.



## PHASE 2 ENGAGEMENT: A NEW SECONDARY SCHOOL MODEL

### What we asked:

In September and October 2017, we asked for feedback on the benefits and challenges of each of the four secondary school options. During this period we heard from more than 400 people through a range of online and face-to-face activities in Shepparton and Mooroopna.

### What we heard:

We heard that any school model would need to put the diverse needs of students first and provide health and wellbeing services at the school to help students succeed. Your community told us that significant change was needed and that a new secondary school model would deliver better outcomes. There were mixed views about campus numbers and locations, but ultimately your community felt the single-school, single-campus model was the strongest of the four options presented.

### What happened next:

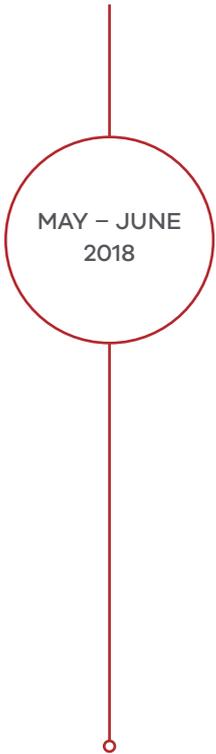
The Shepparton Education Plan Advisory Committee considered your feedback, along with advice from working groups and education experts, before recommending that the government proceed with Option 3: a new one-campus secondary school in Shepparton.



## PHASE 3 ENGAGEMENT: NEW SECONDARY SCHOOL DESIGN

### What we asked:

The first step in bringing the new schools together is the design of the school. We talked to the students, teachers, families and broader community about their vision for the new school's design and how the new school can contribute to the local community. In particular, we asked about what learning and teaching spaces you would like to have in your new school. We wanted to understand what makes the community unique and the kinds of school facilities that could be shared with the community outside school hours.



**How we engaged:**

We engaged with people in the greater Shepparton community from 14 May to 8 June 2018 through:

- primary and secondary school student workshops
- family and community information sessions and workshops
- school council meetings
- school staff briefing and information sessions
- tertiary educators workshop
- city council meeting
- Business and Ethnic Council meeting
- teacher survey
- online survey and discussion board
- community pop ups at secondary school gates and throughout the town.

To promote the engagement activities, we:

- advertised in the local newspapers
- advertised on Facebook
- distributed information packs to council, early learning centres and schools
- were supported by the local schools and council, who shared information through their social media channels, emails and newsletter updates.

**ENGAGEMENT SNAPSHOT**

More than **880** people engaged

**74** students attended student workshops in Shepparton and Mooroopna

Over **160** stakeholders and community members attended workshops

**90+** comments on the online discussion board

**220** online survey responses

**3000+** individual comments were made

**58%** survey responses from parents and students

**55,591** people reached through social media

# WHAT WE HEARD

## It's a really big change, and it's important we get it right.

Your community wants a new school that will give young people the support and opportunities they deserve to help prepare them for further study or to get a job after school. We heard lots of great ideas about the kinds of learning spaces the school should have and the kinds of facilities the school needs to prepare students for the future.

As well as lots of ideas about the school's design, we heard your community's views on the practical aspects of the new school. Bringing four schools into one is a big change. We know that families, students and teachers are excited and also nervous about how the change will happen and how the new school will run.

We heard that for the change to be successful, school communities need lots of information and to be involved in the process – your community thinks both the project team and the schools themselves have an important role to play in keeping parents up to date.

Your community wants to make sure that the transition to the new school doesn't impact students' learning and wellbeing. You want to make sure the good parts of existing schools – like the close-knit community feel and school history – aren't lost in the new school, while also making sure it's a school where everyone feels included and that a new school culture is built from the start.

The size of the school was the topic of lots of conversations. Many parents are wondering how their children will cope and how a really big school will be managed.

*"I look forward to seeing a school I am confident sending my children to ... Where they are safe, comfortable and supported to learn at the highest standard. We have great kids, let's help them to be excellent."*

Online survey respondent

*"I think there needs to be a huge focus on mental health and careers for our students as so many students lose their direction towards the later years of high school."*

Online survey respondent

*"Continuing to seek feedback and consult with the community is paramount. I think liaison with primary schools is really important so parents can be aware of the impact and timeline for their children."*

Discussion board comment

## KEY QUESTIONS ABOUT THE CHANGE

This engagement focused on the design and what the community wanted in their new school. Your feedback will help inform the architects of possible design elements and how it can provide the best learning and teaching environments for our students and teachers.

We also asked your community what they want to know more about, so we can give people the information they need, as planning progresses. Working groups have been set up to plan the change and work with secondary and primary schools. These are the things your community wants to find out more about:

**Traffic management and student transport options.** With students coming from across the Shepparton and Mooroopna areas to the new school, your community wants to know how a pick-up and drop-off zone will be safely managed and how a new school bus network will work.

**The 'house model' and how a big school works.** We heard that your community needs more information about the house model and how a 'school-within-a-school' works. Your community wants to know what level of interaction there will be between houses, if students can move between houses and whether all subjects would be available to all houses. You also want to know how practical things, like lunch breaks, will work with lots of students on one site.

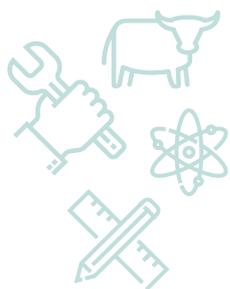
**Subject choice and pathways.** We heard questions about what subjects would be available at the school, and whether programs from existing schools would be incorporated. Your community is interested to know whether there will be industry and employment links to assist with career pathways, and what options will be available to students doing VCE and VCAL.

**Transition to the new school for both staff and students.** Your community is interested in what the process would look like for primary students who are about to start secondary school, and students already at high school. You also want to know about teaching jobs and who will lead the new school.

**Outcomes from other similar school projects.** You would like more information about how other merged schools have achieved better outcomes for students. Your community wants to be assured that the model is the right fit for the needs of young people in the Shepparton and Mooroopna communities.

**Project timeline and opening date.** You want to know when the school will be built, what will happen to Shepparton High School during construction and the date the new school will open.

# WHAT YOUR COMMUNITY WANTS FROM THE NEW SCHOOL



## Excellent facilities and an engaging curriculum for all learners

Lots of people told us that the school needs to have great new facilities, and focus on giving kids a high-quality education. Your community told us they want an engaging curriculum with a range of subjects on offer to all students. We heard that a variety of VCE subjects should be available, as well as hands-on learning options for VCAL students. We also heard that modern, flexible and functional learning areas are important. Your community wants appropriate facilities for specialist subjects, such as science laboratories, art rooms, kitchens, woodwork studios and performing arts theatres.



## Health and wellbeing hub and support services

The planned hub is really important to your community, and we heard that a range of mental health and physical wellbeing services should be on offer to students and the community. In particular, you think schools should have doctors, counsellors, psychologists and case workers.



## A school for students from all backgrounds and all abilities

You want the new school to be a welcoming and supportive community. We heard that services and support for students from different cultural backgrounds is needed. Students with learning needs or a physical disability also require extra assistance. Your community suggested that the school design should be accessible for all abilities and must make students feel safe and included.



### **Provide extra support for students who need it**

We heard that there are students who may need extra assistance and access to support services. Your community told us that uniforms, breakfast programs and family counselling services should be available as part of the wellbeing hub and could help students to do their best at school. Students in particular also told us that learning support services such as tutoring, careers counselling and homework clubs would assist them.



### **Great sports facilities**

Your community wants modern sports facilities that can be used by schools and the local community. You want indoor and outdoor courts for netball and basketball, and fields for games like football and soccer. Sport was especially important to the students who gave us feedback.



### **Plan for growth and consider transport and traffic**

Your community told us that the school should be planned with the future in mind. We heard that the school must be able to accommodate expected growth, making sure open spaces aren't taken up with new buildings. Your community also wants the project team to think about how students will get to and from school. Many of you are wondering if the local streets will become too busy with extra school traffic and how staff, visitor and senior student parking will be factored into the design.



## NEXT STEPS

In the 2018-19 State Budget, \$20.5 million was allocated to the Shepparton Education Plan. This follows \$1 million in planning funding in 2017-18.

The project team, architects and local working groups will consider the feedback the community has provided across all phases of engagement as they design the school and plan the transition process.

Once the school designs are completed we will develop plans for the next stage.

Transition plans will include working with students, principals, teachers and education experts to focus on the learning approach, curriculum and student outcomes. It will also include communications to keep parents informed.

A working group has been set up to plan a smooth transition for all students from their current schools to the new school. We recognise this is a significant change that will take time.

To stay up to date with the progress of the Shepparton Education Plan visit [www.schoolbuildings.vic.gov.au](http://www.schoolbuildings.vic.gov.au)

You can contact us:

**Victorian School Building Authority**



1800 896 950



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For information in your language, please call the Victorian School Building Authority's translation service on 03 9280 0712.

# IN DETAIL: WHAT WE HEARD

This section presents the detailed findings for each of the key areas we asked the community for feedback about. These included:

- Students' hopes for the new school
- What's important in the school's design
- Reflecting community character and culture
- Recognising the history of the four current schools
- Health, wellbeing and support services
- Sharing school facilities with the community.

## STUDENTS' HOPES FOR THE NEW SCHOOL

**We spoke to primary school students to find out what good things are happening at their schools. They shared their ideas for what they would like to see in the new school.**

### **Build facilities for performing and visual arts including music, theatre, painting and design**

Many students in your area told us that they love creative classes, particularly performing arts such as acting, singing, dancing and music. We also heard that visual arts like painting, drawing, photography and graphic design – and having purpose-built facilities for these – are important.

*“Art room with lots of supplies”*  
Shepparton primary student

*“A good art class so we can draw and do stuff like that”*  
Mooroopna primary student

*“Large theatre/music room”*  
Shepparton primary student

### **Build a great library and have lots of technology throughout the school**

We heard that technology is really important to students to assist learning, such as classrooms with in-built technology like interactive whiteboards, TV's and good internet speeds. Students want to have a great library onsite that is filled with books and has quiet reading and study spaces.

*“Big library”*  
Mooroopna primary student

*“Big TV or interactive whiteboards”*  
Shepparton primary student

*“Laptops, iPads, books to read and to learn”*  
Shepparton primary student

### **Enhance existing sports facilities and build more sporting options**

We heard that your community is an active one that values local sport and the many benefits that physical activity brings. A whole range of sporting options were suggested and the students also told us that plenty of sports equipment was also needed, with space to store equipment built into sports facilities.

*“Basketball sporting centre for different things”*  
Shepparton primary student

*“Footy ground. Room to play”*  
Mooroopna primary student

*“Massive sports gym (gymnastics, storage for equipment, courts, room for P.E. lessons)”*  
Shepparton primary student

## WHAT'S IMPORTANT IN THE SCHOOL'S DESIGN

**We consistently heard that your community wants a school that is big enough in size for students today and also considers future needs, particularly when it comes to outdoor spaces and sports facilities. We also heard that you want functional and flexible learning areas that are well-designed, as well as a supportive and welcoming school design.**

### **A welcoming and supportive school that provides for all students**

Your community told us that making students feel welcome was really important and that an inclusive and inviting design for the school could help achieve this. We also heard that all students should be supported in this school, with wellbeing spaces and staff available. This includes an inclusive design to support people with a disability.

*"A place where all of the students are able to feel safe and be offered opportunities across the spectrum"*

Online respondent

*"Safe and comfortable environment for all students and staff to achieve"*

Community workshop participant

*"Student support hub - wellbeing, intervention, integration"*

Teacher

### **Functional and flexible learning spaces that are state of the art and safe**

We consistently heard that creating learning spaces that are truly flexible is important for teaching and learning innovation. Teachers and students want functional spaces that are fit for purpose, with necessary learning resources and modern facilities. Clever design is also important, to make sure teachers can see students when they are working in different parts of the classroom.

*"Rooms that can be opened up and closed into single rooms would be great. With small rooms (breakout areas) attached made out of glass so students can be supervised."*

Teacher

*"Well designed and equipped learning spaces that create a learning atmosphere"*

Online respondent

*"Flexibility in learning spaces. Space which allows for innovative teaching."*

Online respondent

### **Plan the school so that it is spacious and maximises sporting and outdoor spaces**

Outdoor spaces and sporting facilities are very important to the wider Shepparton and Mooroopna communities. You told us that the school design and planning should ensure there are large spaces for physical activity and that future growth is considered to ensure these spaces are protected for future students.

*"Space for growth and space for students to roam (space that won't be eaten up in the future by more buildings)"*

Online respondent

*"A variety of outdoor spaces to cater for all kids such as sporty or intimate seating areas, lots of shade"*

Online respondent

*"Bigger oval/ outdoor arena"*

Secondary school student

## **REFLECTING COMMUNITY CHARACTER AND CULTURE**

**We heard that your community is one that is culturally diverse, hard-working and is proud of its agricultural heritage. You want these aspects to be reflected in the school culture and curriculum. We heard that you want to see a school community that supports all students, from different backgrounds and abilities, to be their best.**

### **Celebrate our multicultural community through curriculum and different cultural days**

We heard that celebrating Shepparton and Mooroopna's diverse and multicultural community is important. Your community wants kids to access subjects that help them understand their peers' backgrounds better. Students in particular want to celebrate different cultural days and events for social causes.

*"Events/days centred around different beliefs/disabilities/ religions so we can learn more about them"*

Secondary school student

*"Recognition of our local indigenous students"*

Online respondent

*"Learn more about each other and our different cultures"*

Secondary school student

### **Make our community more resilient by breaking down barriers and supporting students**

We heard that your community wants to see your kids succeed in their schooling. To do this, the school should support students and break down barriers for those with extra needs including those who have experienced social or financial disadvantage. Excellent teaching staff and guidance programs are considered crucial to this, with spaces designed for small group meetings and one-on-one coaching with mentors.

*"Genuine community spirit. Willingness to connect with others in the community to help each other."*

Online respondent

*"Great teachers and mentoring support programs"*

Online respondent

*"Learning spaces for ALL learners must be considered. Suitable learning spaces for learners with special needs, for 1:1"*

Online respondent

### **Recognise our rural identity and agricultural heritage through gardens, cooking and industry work experience**

Your community is proud of the open landscapes and strong agricultural history of the region and wants this reflected in the school design and curriculum. Suggestions for reflecting these aspects included subjects such as horticulture and cooking, and outdoor spaces like vegetable gardens. Increased local industry involvement is important to help grow student skills and provide career pathways.

*"Rural themes to bring in dairy, horticulture, agriculture as well to inspire kids to think about regional careers"*

Online respondent

*"Vegetable gardens and citrus trees"*

Online respondent

## RECOGNISING THE HISTORY OF THE FOUR CURRENT SECONDARY SCHOOLS

**We heard that you want to create one new identity for the school, but not to forget where the new school has come from. Making sure there is a place to honour the history of each of the four current secondary schools is an important part of the journey.**

### Retain honor boards, trophies and photos of the existing schools

Your community said that honour boards, trophies and old photos should be displayed with pride in the new school. Some also suggested there could be places where these memories could be displayed, such as the school foyer and a purpose-built display space.

*"Honour boards probably do need to be kept as they are a link with the history of the schools and tradition."*

Online respondent

*"Honour boards, trophies, photos"*

Online respondent

*"All honour boards should be kept to show a shared heritage. And photos. Photos are a reminder of where you come from."*

Online respondent

### Display and celebrate artwork from the existing schools

We heard that artworks displayed at the various schools, whether they be commissioned pieces or student work, should be displayed at the new school.

*"Selected art work from past students that had been displayed at each school"*

Online respondent

*"Beautiful artworks - old and new should have a place."*

Online respondent

*"A display space for student artworks"*

Online respondent

## HEALTH, WELLBEING AND SUPPORT SERVICES

**It's clear that the community believes the planned health and wellbeing spaces within the new school is incredibly important. Your community wants careers counselling and learning assistance, as well as mental and physical health services to help students achieve their best. Careers advice and school nurse services were the most popular responses to the online survey question about this topic.**

### Careers guidance and learning support

Your community told us that students need to be supported and assisted in their learning through programs such as homework clubs and tutoring. We also heard that careers advice and pathways are needed, whether students are studying VCE or VCAL.

*"Careers advisors and guidance"*  
Secondary school student

*"Education support, dedicated tutors for senior students"*  
Secondary school student

*"Careers hub. Tertiary, employment, one stop shop"*  
Community workshop participant

### Services and programs that increase physical and mental health and wellbeing

Your community feels that the school needs to provide the services and programs that support good physical and mental health. We heard that spaces for doctors, counsellors, mentors and other health specialists are important for both students and the wider community.

*"More counsellors throughout the school"*  
Secondary school student

*"School nurse / doctors"*  
Community workshop participant

*"Medical practitioners - paediatrician, doctor, psychologist, pharmacy, Headspace"*  
Community workshop participant

### Access to overall support services

We heard that a number of students experience social and financial disadvantage at home, which can lead to stress and disengagement at school. We heard that more family support services and counselling are needed. Your community also wants other forms of assistance such as breakfast clubs, uniform support including access to washing machines and links to local crisis housing providers at the school.

*"Family Liaison Officers at school"*  
Community workshop participant

*"Help families with groceries, uniforms, school supplies"*  
Secondary school student

*"Inclusive options for young mums"*  
Community workshop participant

## SHARING SCHOOL FACILITIES WITH THE COMMUNITY

**You see lots of benefits in sharing the new school's facilities with the wider community, as long as they are secure and properly looked after. Sports and performing arts facilities were most popular.**

### Performing arts areas

Your community strongly feels that performing and visual arts should be accessible outside of school hours. Visual arts spaces such as art and design rooms were suggested, as well as spaces for performances, dance and music.

*"Student art gallery ... display and create art together"*

Secondary school student

*"Music - rehearsal spaces and performance spaces and storage"*

Community workshop participant

*"Drama and music spaces"*

Teacher

### Places for everyone to learn

We heard that the community would benefit from sharing areas that support adult learning, such as a library, classrooms and IT facilities.

*"Library - could be used by all community members"*

Community workshop participant

*"Classrooms for English classes after school"*

Community workshop participant

*"Library with [Information and Communication Technology] facilities"*

Community workshop participant

### Sports facilities and outdoor spaces

We consistently heard that sport is an important part of the Shepparton and Mooroopna communities and that more sports facilities and outdoor spaces would be beneficial to the wider community.

*"Better sporting facilities for the community"*

Secondary school student

*"Indoor and outdoor courts, sporting fields."*

Teacher survey participant

*"Open spaces and gardens, walking paths and quiet areas"*

Teacher survey participant

We asked your community to tell us which facilities you would like shared with the community. This graph outlines your priorities.

**Q5: There is potential for some school facilities to be shared with the community. Which of the following would you most like to see this school share with the community?**

