Future provision of Years 11 and 12 education in regional Tasmania

Minister’s Action Plan
In October 2012, I released the discussion paper *Future provision of Years 11 and 12 education in regional Tasmania*.

The aim of the discussion paper was to canvass ways to improve access to Years 11 and 12 education in regional Tasmania. As part of the aim to increase educational levels in Tasmania, the Discussion Paper also looked at the issue of extending the school leaving age to 18.

The consultation process offered all members of the Tasmanian community the opportunity to discuss any issues associated with Years 11 and 12 in regional Tasmania, and provide feedback on what works well in their local community. It also provided the opportunity for suggestions to be made on how we can improve the delivery of Years 11 and 12 in regional Tasmania.

All responses have now been considered and analysed. While there was a diverse range of responses and feedback provided to the discussion paper, a number of consistent themes were presented. These have been summarised on page 10 of the report.

From these themes, I have determined a number of areas for action. The actions are outlined in the Executive Summary and in full on page 13 of the report.

My Sincere thanks to all members of the Tasmanian community who contributed in some way to the consultation process.

**Nick McKim**
**Minister for Education and Skills**
EXECUTIVE SUMMARY

This document provides an overview of the current regional provision of education and training in Years 11 and 12 and outlines the themes arising from the discussion paper.

These themes include ensuring that the curriculum provision and structures are in place to support young people to plan for and engage in education and training with the support of their local community. There is also need to further strengthen the integrated state-wide approach to service delivery, and to further develop approaches for the use of information and communications technologies that can be tailored to local need.

These themes, which are outlined in more detail in the body of the document, will be addressed by the following key actions:

**Action 1:** Provide $900 000 over four years for regional schools to partner with a senior secondary college to further extend the Years 11 and 12 curriculum to regional high schools – a ‘hub and spoke’ approach to the delivery of year 11 and 12 educational services will be developed.

**Action 2:** Enable regional High Schools and their communities to express interest in accessing the $2.3 million available in the School Transition Fund to develop facilities or other infrastructure that assists with delivery of Years 11 and 12 in their local area.

**Action 3:** Provide $3.1 million over three years, as endorsed by the Skills Tasmania Board, for a VET E-learning strategy that will form a major theme in the Department’s E-Strategy and support all working aged Tasmanians to access training, including those 15 to 19 year olds in regional Tasmania that seek a vocational education and training pathway.

**Action 4:** Investigate better transport and accommodation alternatives to match student need through the establishment of a working group that includes key stakeholders.

**Action 5:** Develop a Communication Strategy that strengthens and informs students’ and parents’ knowledge and understanding about educational options, provision and requirements for Years 11 and 12.

**Action 6:** Establish a working group with representation from key stakeholders to develop an explicit vision for the future and a state-wide plan to improve the retention of Year 11 and 12 students across Tasmania.

INTRODUCTION

Historically, Tasmania has lower overall retention rates than other states and Year 12 completion is even lower in some regional areas. Only 62 per cent of Tasmanians aged 15-64 have completed Year 12 or have attained a formal qualification at Certificate II or above (ABS, 2011) – yet 86 per cent of jobs in Australia now require that level of qualification as a minimum entry.

Tasmania is the most socio-economically disadvantaged of all the states as measured by indicators such as disposable household income and unemployment rates. More than a third of Tasmania’s population lives on government welfare assistance (ABS, 2007).

A number of inter-related factors contribute to the chances of students not completing Year 12 and it is important and urgent that we, as a community, take responsibility for supporting improved completion and achievement of all young people. While schools and senior secondary colleges are working hard to provide students with support to increase their chances of completing Year 12, it is clear that more needs to be done so that all our young people have every opportunity to achieve their potential.

The challenges for students and their families in making the best decisions for further education and training are well recognised. In regional communities, distance and access to the full range of subjects or courses can require difficult choices to be made about educational futures.

However, there are exciting and growing opportunities that we can embrace. For example, the development of a national curriculum that is supported by an extensive online resource library; the growth of networks of schools and senior secondary colleges across the State; the formation of TasTAFE and partnerships with families and community groups highlight that there is much to celebrate of which to be proud. We now have the opportunity to coordinate services and utilise resources more effectively to ensure our learners can continue to access high-quality education regardless of where they live in Tasmania.
CONSULTATION PROCESS

The Discussion Paper was sent to key education stakeholders, including the Tasmanian State School Parents and Friends, school associations, unions and local government. The report was also made available on the Department of Education’s website and advertised widely through the media.

Consultation was open for a period of two and a half months and submissions closed on 24 December 2012.

A number of questions were posed throughout the discussion paper to encourage discussion around particular issues, however respondents were not required to address the specific questions in their submissions.

42 submissions were received to the discussion paper. A full list of those who responded can be found at Appendix 1. The following chart breaks down the categories of organisations who responded.

- Community organisations
- Local Government
- Unions
- Associations/Bodies
- Education/Educators
- University
- Students from Colleges
- Other
CURRENT CONTEXT FOR TASMANIAN STUDENTS IN YEARS 11 AND 12

For Tasmania’s future we must continue to keep students in education or training to gain a qualification that will lead to meaningful employment. The Department of Education has developed and is implementing a number of strategies and initiatives to do this.

All departmental staff working with students from the early years to Year 12 take responsibility for ensuring optimal levels of student engagement, retention and educational attainment. Maintaining a strong focus in these areas helps improve the transitioning of all students, and in particular students in Year 10. This focus also includes effective engagement of students in their learning to support retention to Year 12 and completion of a Year 12 or equivalent qualification.

SCHOOL LEAVING AGE

YOUTH PARTICIPATION IN EDUCATION AND TRAINING (GUARANTEEING FUTURES) ACT 2005

The Youth Participation in Education and Training (Guaranteeing Futures) Act 2005 sits alongside the Education Act 1994 in determining educational participation requirements in Tasmania. All students completing Year 10 in Tasmania are required by law to continue participating in education or training until they turn 17 or until they achieve a Certificate III vocational qualification.

Parents or guardians are responsible for ensuring their child participates in further education or training after completing Year 10. This could include studying at a senior secondary college or district high school (Years 11 and 12), or TasTAFE, undertaking an apprenticeship or traineeship, undertaking a training course through a registered training organisation or being home educated through registration with the Tasmanian Home Education Advisory Council.
CURRENT PROVISION OF YEARS 11 AND 12

FLEXIBLE LEARNING NETWORK

Senior secondary colleges provide Years 11 and 12 academic, general and vocational courses to students on-campus when the student is able to attend a senior secondary college in their local area. Where rural and regional students are unable to attend one of these colleges (e.g. for health or mobility reasons), the Flexible Learning Network (FLN) is able to provide regional learning programs. The FLN is run cooperatively by the eight senior secondary colleges. Flexible learning is conducted through a mixture of traditional text-based work, telephone contact, email, occasional tutorials and online delivery. Some practical subjects require the student to attend occasional on-site sessions.

When enrolled through the FLN, students have access to teachers and all the facilities of a senior secondary college. Students are also allocated a support teacher who is in regular contact to assist them throughout the year.

The Tasmanian eSchool offers high quality online courses, based on tried and tested teaching and learning methods to Tasmanian Government students - no matter where they live or attend school. Students can enrol for many reasons, among them geographical location or inability to travel for study.

Students are taught using blended learning, which mixes a range of learning opportunities, e.g. online, face-to-face, community and home-based, to achieve curriculum diversity and promote student enthusiasm.

Year 11 and 12 subjects offered through the eSchool in 2012 were:
• Certificate II in Community Services - Introduction to Youth Work, Disability Services
• Certificate II in Community Services – Introduction to Children’s Services
• Certificate II in Hospitality
• Certificate II in Retail
• Certificate II in Business
• Certificate II in Agriculture or Horticulture
• Introduction to Sociology and Psychology.

REGIONAL YEARS 11 AND 12 PROVISION

Many non-urban high and district high schools use their own resources and are assisted by other providers to offer a number of Years 11 and 12 educational programs. The Polytechnic, Trade Training Centres (TTCs), the eSchool, the FLN and several senior secondary colleges are all involved with these schools.

For example, St Helens District High School and St Marys District High School (in partnership) offer a blend of options for Years 11 and 12 which utilise the assistance of other providers such as the Polytechnic, the FLN and the eSchool. This offering is made possible by the inclusion of some mixed mode distance delivery (e.g. online tutorials, web-based research) with all students operating on personalised timetables. The learning is supported by an ‘advisor’ model. Students are timetabled to work with an adult who assists them with their learning which is an essential element when students undertake learning by distance.

ACCOMMODATION

For those opting to travel, there are many support systems in place to ensure their transition and ongoing studies are successful, including accommodation assistance, personal and welfare support, career planning, and academic monitoring and support.

Student accommodation on school sites is available in Burnie, Alvanvale, Newstead, Claremont, Clarence, Rosny, New Town and Mount Nelson. Financial support is available for students and parents and includes the Student Accommodation Allowance, Living Away from Home Allowance and Assistance for Isolated Children.
CURRENT TRANSPORT SUPPORT

If a student is not within walking distance of their school, bus services are available to transport them there. These services are made available through the Department of Infrastructure, Energy and Resources. The Conveyance Allowance is also available to assist with the cost of transporting students between home and their nearest school. Eligible students need to be enrolled in full-time study and have no access to public transport within five kilometres of their home to the closest educationally appropriate school or available bus service. It is also available for students with special needs who are unable to access public transport or for students living on Bass Strait islands and attending their closest educationally appropriate school or senior secondary college on mainland Tasmania.

TRADE TRAINING CENTRES

Trade Training Centres are designed to provide practical training to give students the skills they need to make the transition into employment or further education and training. These have been strategically placed in regional areas to support local communities and economies. Tasmania currently has six Trade Training Centres located at Bridgewater, George Town, Scottsdale, St Helens/St Marys, Smithton and Huonville. In 2013 work will commence on facilities in Sorell, Triabunna and Deloraine. It is likely that courses at these new centres will commence in 2014.

Trade Training Centres are operated by schools in partnership with the Tasmanian Polytechnic and local business and industry in each of the regions. They provide additional vocational options for Years 9-12 students as well as mature-age students from the wider community.

CURRENT EDUCATIONAL OPTIONS FOR YEARS 11 AND 12 STUDENTS IN REGIONAL TASMANIA

A summary of options available for the provision of Years 11 and 12 specifically for students in regional Tasmania includes:

- Enrolling on-campus in a college for the full range of academic, general and vocational courses (with the accommodation and student services mechanisms in place to ensure that each student is supported).
- Accessing the Flexible Learning Network (FLN) that allows courses to be delivered through a senior secondary college via distance.
- A combination of traditional study on-campus and study by distance through the FLN.
- Accessing Years 11 and 12 programs in regional areas through district high schools with many equipped to offer a number of courses beyond Year 10.
- Enrolment through the Tasmanian eSchool
- Accessing Vocational Education and Training (VET) through the Tasmanian Polytechnic.
- Accessing industry aligned VET qualifications through new and innovative Trade Training Centres.
OVERALL THEMES ARISING FROM THE DISCUSSION PAPER

While there was a diverse range of opinions expressed through the consultation process, there were a number of consistent themes in the submissions relating to the provision of educational programs in Years 11 and 12 in regional Tasmania. They can be summarised as follows:

PROVISION OF YEARS 11 AND 12

Engaging students early
Engagement of young people in regards to the completion of Years 11 and 12 requires a whole of community approach. Increasing awareness in young people about the importance of gaining a qualification for future employment prospects is something that needs to happen at home as well as in the school setting. The conversation needs to start early and remain consistent throughout the high school experience.

Submissions recognised the work that was already underway in this area. Through the Student Engagement and Retention Policy, together with the Retention and Attainment Strategy – Years 10-12 a number of specialist roles have been developed and strategies have been implemented that are making a difference. The work of transition and retention officers, who follow up on students at-risk of not continuing their education is also beginning to make a difference in local communities. The work of the Guaranteeing Futures teams, and in particular pathway planners, in aiding successful transition from Year 10 to Year 11, is also helping to retain students in education and training. However, feedback indicated that additional work is also required in the retention area, to ensure that there is a statewide strategic approach that can be tailored to individual student and community need.

A new approach
The submissions favoured a statewide approach with locally tailored solutions. To ensure the best outcomes for all learners educational offerings from all providers (schools, senior secondary colleges, Child and Family Centres, Trade Training Centres, LINC Tasmania and VET training facilities) need to be coordinated to meet the needs of all learners. Formal lines of communication between each service will ensure that a unified approach is being delivered from pre-kindergarten though to VET training. There is room for the provision of education services to be more strongly integrated on a long term basis with the State and Regional Economic Development Plans as well as the Industry Diversification Plan resulting from the Tasmanian Forests Intergovernmental Agreement.

Accommodation
All students should have appropriate access to Years 11 and 12 regardless of where they live. The cost of commuting or living away from home makes studying at senior secondary college out of reach for some students. The department currently provides accommodation options close to senior secondary colleges across the State and a number of transport allowances which students can access. However knowledge of these services needs to be shared. Feedback indicates that there are currently models of successful services. Experiences at Newstead and Hellyer Colleges in particular indicate that hostels provide a supportive environment in which student academic performance is successful, together with meeting student health and wellbeing needs. These services provide insight into how service provision across the state can be strengthened.
**Transport**

The need for improved public transport came across strongly in many submissions. Offering public transport services in line with school start and finish times in outer suburban and regional Tasmania would greatly enhance a student’s ability to engage in Years 11 and 12. With only one bus service in and out of some communities each day, some students are required to undertake a 15-hour day to attend college. With public transport better aligned with the start and finish of the school day more students in regional locations could access Years 11 and 12 without having to move away from their communities.

**Flexibility**

Flexibility is a key notion that will become increasingly significant as young people juggle multiple life agendas (eg academic, social, work). Provision of curriculum and availability of schooling is limited in many rural communities. Key ways forward were identified as providing more choice through flexible delivery, eLearning, expansion of TTCs and the use of specialist VET staff to teach in regional/district schools.

Flexible learning options should link to business and real life experiences. A starting point is to look at models already operating across the State. A number of submissions highlighted the successes of the FLN currently operating through the eight senior secondary colleges and the potential to strengthen this model, especially through increased online options available through virtual learning environments.

**Delivery of service**

While a one size fits all approach is unlikely to generate the desired outcome, schools should aim to deliver tailored approaches that consider local context and student needs. While many district high schools currently cater for Years 11 and 12 students, this could be further extended where appropriate. Development of more education/training options for young people who choose not to complete Years 11 and 12 in a school setting could also be considered. Senior secondary colleges should be encouraged to take a proactive approach in working with their regional district high schools to maximise opportunities for students in their local area. For example, one submission suggested consideration be given to creating ‘zones of delivery’, so that educational provision can be better tailored to regional need.
EXTENSION OF SCHOOL LEAVING AGE

Opinions varied widely on the issue of school leaving age, however the majority of submissions favoured a cautious response. Some felt it was less about the age of a student and more about making school more engaging and tackling this long before students reached Year 11. Others felt that if increasing the education age to 18 years could provide students with useful and meaningful education then it would be worthwhile. However it was generally agreed that 18-year-old students need a purpose for attending rather than attending as a requirement. The focus must be on motivation and engagement.

Given there was no compelling case to raise the school leaving age to 18, there are no plans to change the current government policy on this issue.

There is a need to further convey to parents and guardians their responsibility in ensuring their children remain engaged in education until they are 17.
ACTIONS

Improved educational access to Years 11 and 12 in regional Tasmanian schools is necessary. The way forward requires a clearly defined approach that provides a coherent vision for the future. What is currently missing are explicit statements about direction and intent in specific areas; the action that will be taken, when, how and by whom.

From the feedback the following recommendations for action are made:

ACTION 1

Provide $900,000 for regional schools to partner with a senior secondary college to further extend the Years 11 and 12 curriculum to regional high schools – a ‘hub and spoke’ approach to the delivery of Year 11 and 12 educational services will be developed.

$900 thousand over four years will be available for regional partnerships in learning. Seed funding will be made available to regional communities to support educational partnerships between high schools and senior secondary colleges. Interested school communities will be invited to make a submission to the department to access this funding to help facilitate the implementation of these innovative educational partnerships. These partnerships will not only help to broaden curriculum provision in these areas, but also help improve regional retention and attainment.

This ‘hub and spoke’ approach will allow for the expertise and resources in both the high school and senior secondary college to be drawn upon to develop tailor made local solutions to service local need. In partnership with the local community, decisions can be made about the most appropriate educational provision within a community. For example, in the south, Huonville High School already has in place an arrangement with Hobart College that sees both high school and senior secondary college students accessing the Huonville Trade Training Centre. In turn, the college supports the enrolment of Huonville High School students in Years 11 and 12 educational programs. An opportunity now exists for these and other school communities to consider ways current educational provision can be extended or new educational programs put in place with the support of this new initiative.

ACTION 2

Access to $2.3 million available in the School Transition Fund to enable regional high schools and their communities to express interest in developing facilities or other infrastructure that assists with the delivery of Years 11 and 12 in their local area.

The value a community places on education is a key factor in improving the engagement of our young people in education beyond year 10. The School Transition Fund will be made available to encourage a community driven, rather than ‘top down’ approach to improving Year 11 and 12 facilities and other infrastructure in the regions. An increased enrolment of students in Year 11 and 12 in regional high schools may also enhance the long term viability of these schools.
ACTION 3

Provide $3.1 million over three years, as endorsed by the Skills Tasmania Board, for a VET E-learning strategy that will form a major theme in the Department’s E-Strategy and support all working aged Tasmanians to access training, including those 15 to 19 year olds in regional Tasmania that seek a vocational education and training pathway.

Developing a world class eStrategy will allow students, especially those in regional areas, to engage fully with digital technologies to support their education and learning: Any Learner Anywhere Anytime. Tasmanian schools will be distinguished by their capacity to leverage contemporary technologies and innovative teaching practices to provide engaging anywhere-anytime learning.

This strategy will recognise the need to have a systemic framework and structure across all regions of the state, which will encourage, enable and support learning and teaching. The National Broadband Network will provide the connectivity required to develop innovative and flexible approaches to educational delivery. The eStrategy will also recognise the need for all relevant educational service providers to network and collaborate to provide seamless educational provision. In the first instance it will focus on expanding participation and access for rural and regional learners, through targeted programs.

$3.1 million over three years will be made available to fund new Vocational Education and Training eLearning approaches. This strategy will allow for the development of a new platform for the delivery of VET into the regions and will be able to be accessed by all Registered Training Organisations (RTOs).

In addition, the department will work with the eSchool and the FLN to reshape online learning. Those students who wish to remain in their local community will be able to access high quality learning programs through the provision of on-line courses and resources of study that will be supported by teachers with relevant expertise in other locations and supplemented by face-to-face learning.

ACTION 4

Through the establishment of a working group, including key stakeholders, investigate better transport and accommodation alternatives to match student need.

This working group, comprised of broad stakeholder representation, will address issues raised in the consultation in the areas of both transport and accommodation. Issues raised with regard to transport include the need for greater flexibility of timetables and services, the directness of bus routes, and connections with other transport services. Feedback from the consultation also indicated that some students only have access to a single bus in the morning and another in the evening, making the school day long and demanding.

Transport options also appear to limit a student’s capacity to engage in extra-curricular school life such as sport and cultural activities.

With regard to student accommodation, the working group will research and evaluate current accommodation provisions available close to senior secondary colleges across the state, drawing upon local models such as those in place at Newstead and Hellyer Colleges.
ACTION 5

Develop a Communication Strategy that strengthens and informs students and parents’ knowledge and understanding about the educational options, provisions and requirements for Years 11 and 12.

The department will work with the education community to develop a suite of materials that will enable students, parents and carers to gain a greater knowledge and understanding of educational provision in the state and to provide information on how to better support learners to remain actively engaged in education and training.

ACTION 6

A working group will be established, with representation from key stakeholders, to develop an explicit vision for the future and a state-wide plan to improve the retention of Years 11 and 12 students across Tasmania.

This state-wide plan will ensure that all staff working with students from birth into adulthood take responsibility for ensuring that students are engaged and inspired to be successful lifelong learners. The working group will draw upon the skills and expertise of the education community, including students, and the plan will be ready for implementation in 2014. This working group will also investigate the current provision that young people remain engaged in education and training until they turn 17 and the effectiveness of legislation, career development and pathway planning.
TASMANIAN GOVERNMENT SCHOOLS AND COLLEGES

**Primary**
- Albueara Street Primary School
- Andrews Creek Primary School
- Austins Ferry Primary School
- Avoca Primary School
- Bagdad Primary School
- Beaconsfield Primary School
- Bellerive Primary School
- Bicheno Primary School
- Blackmans Bay Primary School
- Boat Harbour Primary School
- Bowen Road Primary School
- Bracknell Primary School
- Bridport Primary School
- Brightons Primary School
- Bruny Island District School
- Burnie Primary School
- Cambridge Primary School
- Campbell Street Primary School
- Clarendon Vale Primary School
- Collinsvale Primary School
- Cooe Primary School
- Cygnet Primary School
- Deloraine Primary School
- Devonport Primary School
- Dunalley Primary School
- East Devonport Primary School
- East Launceston Primary School
- East Ulverstone Primary School
- Edith Creek Primary School
- Evandale Primary School
- Exeter Primary School
- Fairview Primary School
- Forest Primary School
- Forth Primary School
- Franklin Primary School
- Glen Dhu Primary School
- Glen Huon Primary School
- Glenorchy Primary School
- Goodwood Primary School
- Goulburn Street Primary School
- Hagley Farm Primary School
- Havenview Primary School
- Hillcrest Primary School
- Howrah Primary School
- Huonville Primary School
- Illawarra Primary School
- Invermay Primary School
- Kempton Primary School
- Kingston Primary School
- Lansdowne Crescent Primary School
- Latrobe Primary School
- Lauderdale Primary School
- Lenah Valley Primary School
- Levendale Primary School
- Lindisfarne North Primary School
- Lindisfarne Primary School
- Longford Primary School
- Margate Primary School
- Mayfield Primary School
- Meander Primary School
- Miandetta Primary School
- Mole Creek Primary School
- Molesworth Primary School
- Montagu Bay Primary School
- Montello Primary School
- Moonah Primary School
- Mount Nelson Primary School
- Mount Stuart Primary School
- Mowbray Heights Primary School
- Natone Primary School
- New Norfolk Primary School
- New Town Primary School
- Nixon Street Primary School
- Norwood Primary School
- Orford Primary School
- Ouse District School
- Penguin Primary School
- Perth Primary School
- Port Sorell Primary School
- Princes Street Primary School
- Punchbowl Primary School
- Railton Primary School
- Ravenswood Heights Primary School
- Redpa Primary School
- Riana Primary School
- Richmond Primary School
- Ridgley Primary School
- Ringarooma Primary School
- Risdon Vale Primary School
- Riverside Primary School
- Rocherlea Primary School
- Rokeby Primary School
- Romaine Park Primary School
- Rosetta Primary School
- Sandy Bay Infant School
- Sassafras Primary School
- Scottsdale Primary School
- Smithton Primary School
- Snug Primary School
- Somerset Primary School
- South Arm Primary School
- South George Town Primary School
- South Hobart Primary School
- Sprent Primary School
- Spreyton Primary School
- Springfield Gardens Primary School
- St Leonards Primary School
- Stanley Primary School
- Strahan Primary School
- Summerdale Primary School
- Swansea Primary School
- Table Cape Primary School
- Tarana Primary School
- Trevallyn Primary School
- Ulverstone Primary School
- Waimea Heights Primary School
- Warrane Primary School
- Waverley Primary School
- West Launceston Primary School
- West Ulverstone Primary School
- Westbury Primary School
- Westerway Primary School
- Wilmot Primary School
- Windermere Primary School
- Youngtown Primary School
- Zeehan Primary School

Future provision of Year 11 and 12 education in regional Tasmania - Minister’s Action Plan
Secondary
Brooks High School
Burnie High School
Clarence High School
Cosgrove High School
Deloraine High School
Devonport High School
Exeter High School
Geilston Bay High School
Huonville High School
Kings Meadows High School
Kings Meadows High School
Kingston High School
Latrebe High School
Montrose Bay High School
Montrose Bay High School
New Norfolk High School
New Town High School
Ogilvie High School
Parklands High School
Penguin High School
Prospect High School
Queechy High School
Reece High School
Riverside High School
Rokeby High School
Rose Bay High School
Scottsdale High School
Smithton High School
Taroona High School
Ulverstone High School
Wynyard High School

Senior Secondary Only
Claremont College
Elizabeth College
Hellyer College
Hobart College
Launceston College
Newstead College
Rosny College
The Don College

Combined
Bothwell District High School
Campania District High School
Campbell Town District High School
Cape Barren Island School
Cressy District High School
Dover District High School
Flinders Island District High School
Geeveston Primary School
Glenora District High School
JRLF - East Derwent Primary School
JRLF - Gagebrook Primary School
JRLF - Herdsmans Cove Primary School
JRLF - Middle School Campus
JRLF - Senior School Campus
King Island District High School
Lilydale District School
Mountain Heights School
Oatlands District High School
Port Dalrymple School
Rosebery District High School
Sheffield School
Sorell School
St Helens District High School
St Marys District School
St Marys District School
Tasman District School
Tasmanian eSchool
Tasmanian eSchool
Triabunna District High School
Winnalena District High School
Woodbridge School
Yolla District High School

Special
Ashley School
Early Childhood Intervention Service - Tasmania Burnie
Early Childhood Intervention Service - Tasmania Devonport
Early Childhood Intervention Service - Tasmania Hobart
Early Childhood Intervention Service - Tasmania Launceston
Northern Support School
School of Special Education North West
Southern Support School
Timsbury School

Trade Training Centres
Bridgewater Trade Training Centre
George Town Trade Training Centre
Electrotechnology campus, George Town
Dorset Trade Training Centre
Circular Head Trade Training Centre
Break O Day Trade Training Centre
Agriculture campus
Huon Valley Trade Training Centre
Deloraine Trade Training Centre
South East Trade Training Centre
APPENDIX 1 LIST OF RESPONSES

Smith Family
Colony 47
YNOT – Youth Network of Australia
TASCOSS
Northern Youth Coordinating Committee and Launceston Youth Advisory Group
Circular Head Education and Training Consultative Committee
Glenorchy City Council
Local Government Association of Tasmania
Derwent Valley Council
West Coast Council
Australian Education Union
Ulverstone High School Association
Hobart College School Association
Tasmanian State School Parents & Friends
Tasmanian State Council of the Isolated Children’s Parents’ Association of Australia Inc
Commissioner for Children
LINC Tasmania
Mike Frost & Associates – Education and Training Consultancy North Hobart
Stephen Walley
Newstead College Staff Feedback
Tasmanian Academy
Lesley Middleton
David Raw on behalf of the Tasmanian Principals Association
Matthew Bennell – Principal, St Helens District High School
Mike Middleton
University of Tasmania
Faculty of Education, University of Tasmania
Students from Colleges – North West - 11 submissions (2 group, 9 individual) South – (10 individual)
Tasmanian Life Long Learning Inc
Darrell & Glenda Lee, Managers of Lee’s Coaches
APPENDIX 2 SUMMARY OF SUBMISSION

A summary of all submissions will be available on the Department’s website at www.education.tas.gov.au.