

Kogarah Rockdale Consultation Report

1. Executive Summary.....	3
1.1 About the Community Consultation	3
1.1.1 Who was involved	3
1.1.2 How many people participated.....	3
1.1.3 Report considerations	3
1.1.4 Future and current school community insights	4
1.1.5 Workshop findings	5
2. Project Scope and Background.....	7
2.1 Background	7
2.2 Aim	7
3. Consultation Methodology	9
3.1 Stakeholders consulted	9
3.2 Workshops	9
3.3 Data Collection	9
3.4 Consultation Timeline	10
3 Analysis across stakeholder groups.....	11
4.1 Decision making factors	11
4.2 School preferences.....	13
4.3 Attitudes to the three proposals	14
4.3.1 General acceptability of the proposals.....	14
4.3.2 Most acceptable proposal by across each cohort.....	15
4 Insights by cohort.....	18
5.1 Students	18
5.1.1 Primary students	18
5.1.2 James Cook Boys Technology High School Students.....	19
5.1.3 Moorefield Girls High School Students	23
5.1.4 Other Local Schools.....	26
5.2 Parents	30
5.2.1 Early Childhood Parents.....	30
5.2.2 Primary Parents.....	33
5.2.3 James Cook Boys Technology High School	37
5.2.4 Moorefield Girls High School Parents	40
5.2.5 Other Secondary School Parents.....	44
5.3 Staff	47
5.3.1 Local Primary School Staff	47
5.3.2 James Cook Boys Technology High School Staff	49
5.3.3 Moorefield Girls High School Staff	51

5.3.4 Staff from other schools.....	54
5.4 General Community	56

1. Executive Summary

1.1 About the Community Consultation

1.1.1 Who was involved

The consultation engaged:

- Students, parents and carers and school staff of the two single sex government high schools in Kogarah
- Students, parents and carers and school staff of 7 feeder primary schools in the area
- Parents and carers of early childhood aged children
- Special interest groups
- The general public of Kogarah and Rockdale

1.1.2 How many people participated



Students

168 Primary Students
547 Secondary Students



Parents and carers

72 Early childhood parents and carers
255 Primary parents and carers
156 Secondary parents and carers



School staff

9 Primary school staff
105 Secondary school staff



General public

15 General public



Special interest groups

3 Special interest groups

1.1.3 Report considerations

This is community engagement, not research.

- This was an opt in engagement project. Participants were not incentivised or recruited to participate in this consultation.
- There were multiple channels whereby participants could provide feedback as part of the consultation. This included channels such as surveys, workshops and written submissions.
- The consultation was flexible to suit the stakeholders being engaged.

Why can't we establish a combined metric across all cohorts?

The data shown in the report can be said to be indicative of the general, overarching sentiment of the survey participants in each cohort. It cannot be said to be representative of the community at large.

To represent the community at large we would need to weight each cohort to its approximate relative incidence within the true population. This cannot be achieved because:

- The cohorts overlap with each other to an unknown extent. i.e most cohorts can be represented in the broader community sample. This will distort the weighting.

- The cohorts are all answering the questions from slightly different frames of reference.

1.1.4 Future and current school community insights

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

Co-ed or single-sex preference

There was a preference for co-educational settings. 78% of primary/early childhood age parents and carers preferred co-educational settings or had no preference (65% and 13% respectively)

Most preferred proposal

There was a preference for the proposal to merge James Cook Boys Technology and Moorefield Girls High Schools by the 'future school community'. 65% of primary parents and carers preferred this proposal or had no preference (59% and 6% respectively).

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

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

Co-ed or single-sex preference

68% of parents and carers of James Cook Boys Technology High School preferred co-educational settings or had no preference (45% and 23% respectively).

73% of parents and carers of Moorefield Girls High School preferred single sex settings or had no preference (52% and 21% respectively).

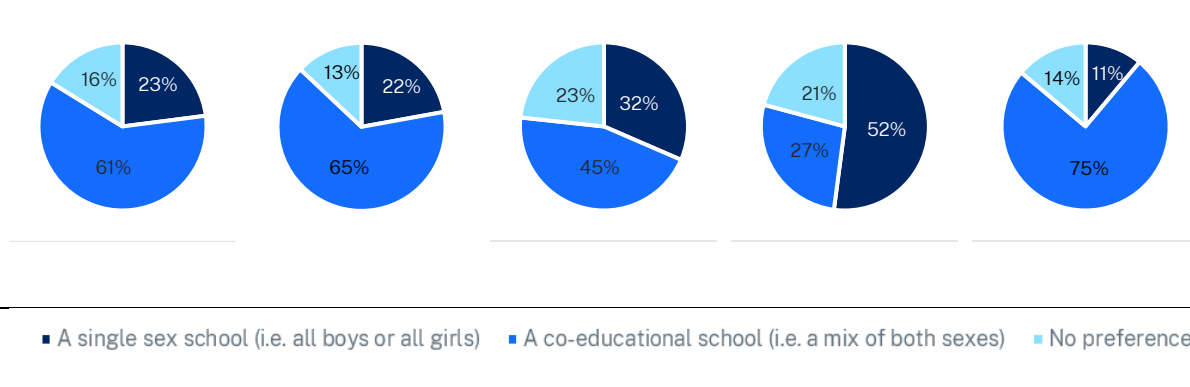
Most preferred proposal

53% of Moorefield Girls parents and carers preferred the proposal retain the single-sex status or had no preference (46% and 7% respectively).

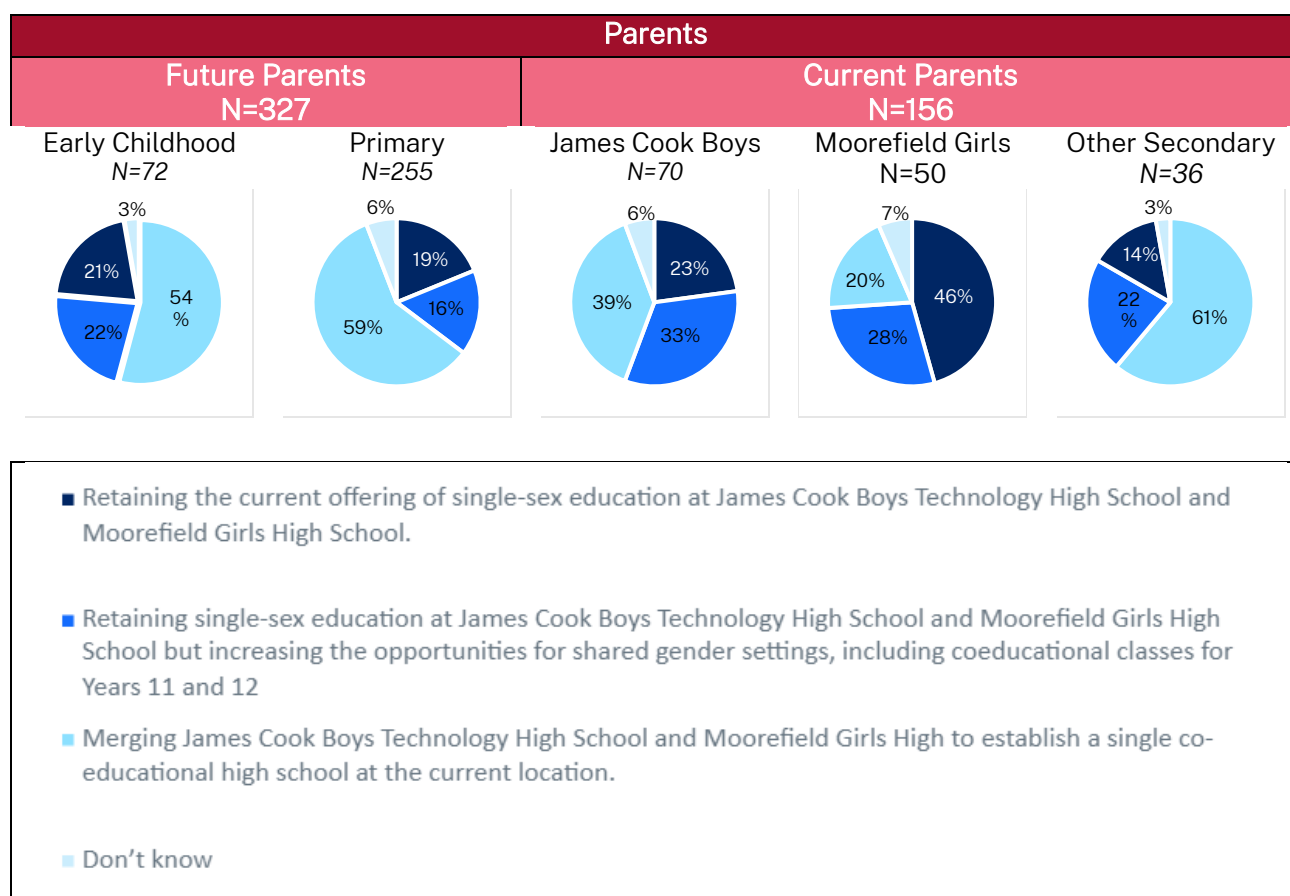
45% of James Cook Boys parents and carers preferred the proposal to merge the two schools or had no preference (39% and 6%).

Co-ed or single-sex preferences

Parents				
Future Parents N=336		Current Parents N=156		
Early Childhood N=74	Primary N=262	James Cook Boys N=70	Moorefield Girls N=50	Other Secondary N=36



Most preferred proposal



Decision making factors:

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

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

1.1.5 Workshop findings

Workshop conversations had the following strong themes:

- At Moorefield Girls High School, parents, carers and the school principal are strong advocates for the school's support classes which are unique in creating an all-female student environment for girls with specific needs.
- Parents of single sex schools commented strongly on the proximity of nearby co-educational high schools (namely Kogarah High School) and questioned another one as being proposed in the area.
- Parents of primary aged students valued the socialisation opportunities within co-educational schools.
- Principals, parents and staff commented on the fact that collaboration between the two single sex schools already exists and is an expanding program.

2. Project Scope and Background

2.1 Background

Independent government representations have requested more information on public opinion about co-educational options specifically in the Kogarah-Rockdale area.

Under the 2025 NSW Co-educational commitment, consultation was undertaken on proposed changes to co-educational high school intake areas across the inner west, inner south-west and inner south of Sydney. The consultation did not bring clarity on access to co-educational settings for families living in the intake area for James Cook Boys Technology High School and Moorefield Girls High School.

This targeted consultation aimed to give the local community a chance to voice their opinions on co-educational and single-sex options specifically in the Kogarah-Rockdale area.

The consultation aimed to hear from current and future students, parents and carers, staff and the local community about their views on high school enrolment decision-making.

The consultation also aimed to collect feedback on a range of proposals for future learning at James Cook Boys Technology High School and Moorefield Girls High School.

These includes (in no order):

- Retaining the current offering of single-sex education at James Cook Boys Technology High School and Moorefield Girls High School
- Retaining single-sex education at James Cook Boys Technology High School and Moorefield Girls High School but increasing the opportunities for shared gender settings, including co-educational classes for Years 11 and 12
- Merging James Cook Boys Technology High School and Moorefield Girls High School to establish a co-educational school at the current location.

Community consultations concluded Friday 15 December 2023.

2.2 Aim

Under the NSW Government's commitment to universal co-educational access, changes were proposed for the Kogarah and Rockdale areas. In the initial consultation phase, the department received minimal feedback and engagement on the proposed changes.

The Kogarah Rockdale area is particularly complex due to ongoing operational changes within the Georges River College campuses, and significantly overlapping intake areas and pockets of growth.

This consultation aims to determine:

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

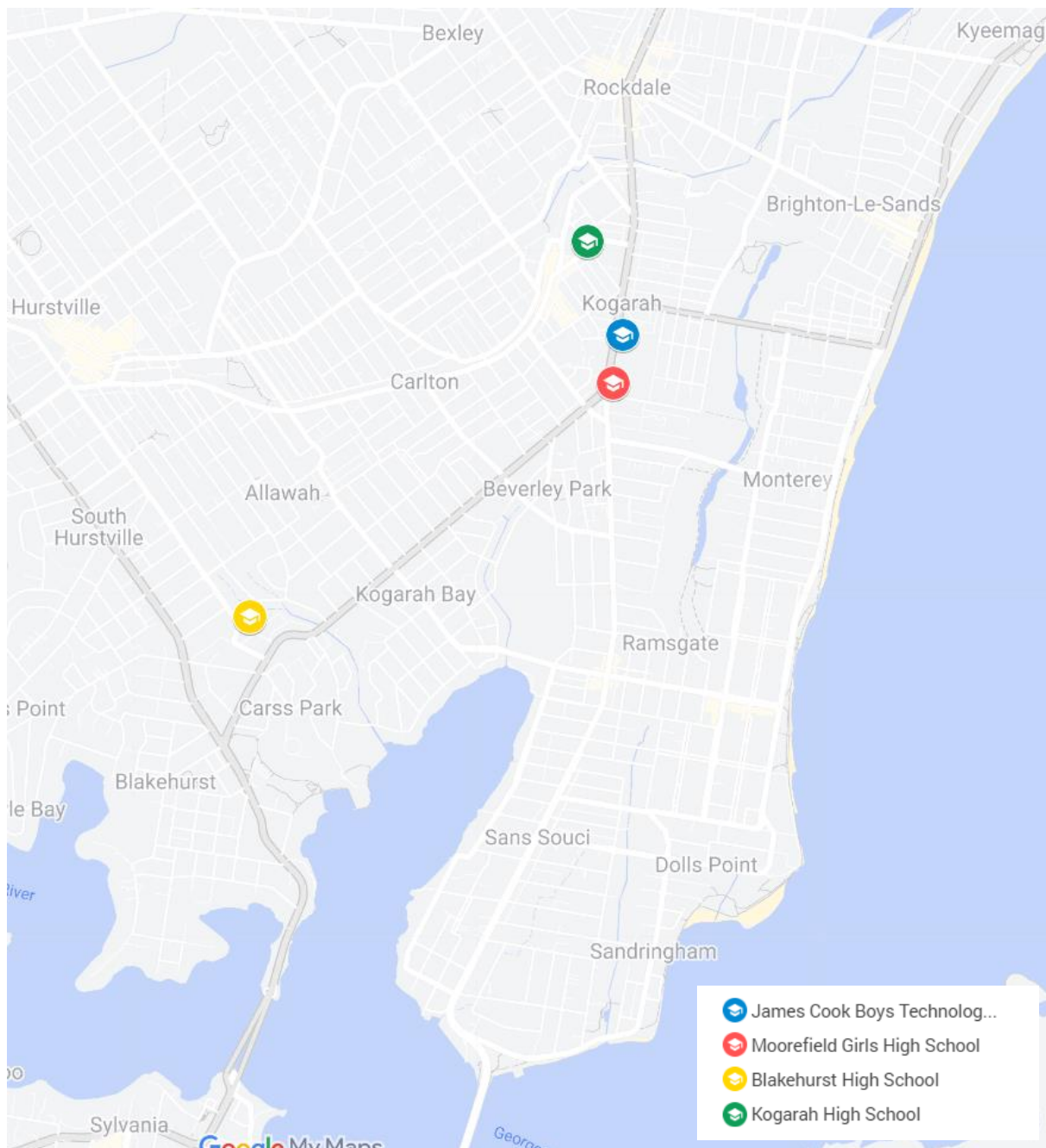


Figure 1. Key Secondary Schools in target area

The map above outlines the key secondary schools in the consultation. Four government secondary schools exist in the area, two single-sex and two co-educational. Proposals all refer to James Cook Boys Technology High School and Moorefield Girls High School. (Blue and red respectively).

3. Consultation Methodology

3.1 Stakeholders consulted

The consultation obtained insights from multiple stakeholder groups:

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

Distinctions within stakeholder groups are detailed throughout the report.

3.2 Workshops

10 workshops were run in late 2023 to give stakeholders an opportunity to further provide feedback.

- James Cook Boys Technology High School In-Person Staff Workshop –29 Nov
- Special Interest Group Workshop: Kogarah Secondary Schools –30 Nov
- Primary School Staff Workshop: Kogarah Secondary Schools –30 Nov
- Moorefield Girls High School Principal Interview: Kogarah Secondary Schools –04 Dec
- Principal Interviews: Kogarah Secondary Schools –04 Dec
- James Cook Boys Technology High School Parents and Carers Workshop: Kogarah Secondary Schools –04 Dec
- Moorefield Girls High School Parents and Carers Workshop: Kogarah Secondary Schools –04 Dec
- Primary School Parents and Carers Workshop: Kogarah Secondary Schools –06 Dec
- Moorefield Girls High School In-Person Staff Workshop –07 Dec
- James Cook Boys Technology High School Principal Interview: Kogarah Secondary Schools –11 Dec

3.3 Data Collection

Most of the consultation occurred through an online survey. The survey was open for 4 weeks across November and December 2023, with a total of 1287* responses across the stakeholder groups.

In total, the survey had responses from:

- 580 Secondary students
- 72 Early Childhood Parents
- 255 Primary Parents
- 156 Secondary Parents
- 9 Primary School Staff
- 105 Secondary School Staff
- 27 Community members

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

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

3.4 Consultation Timeline

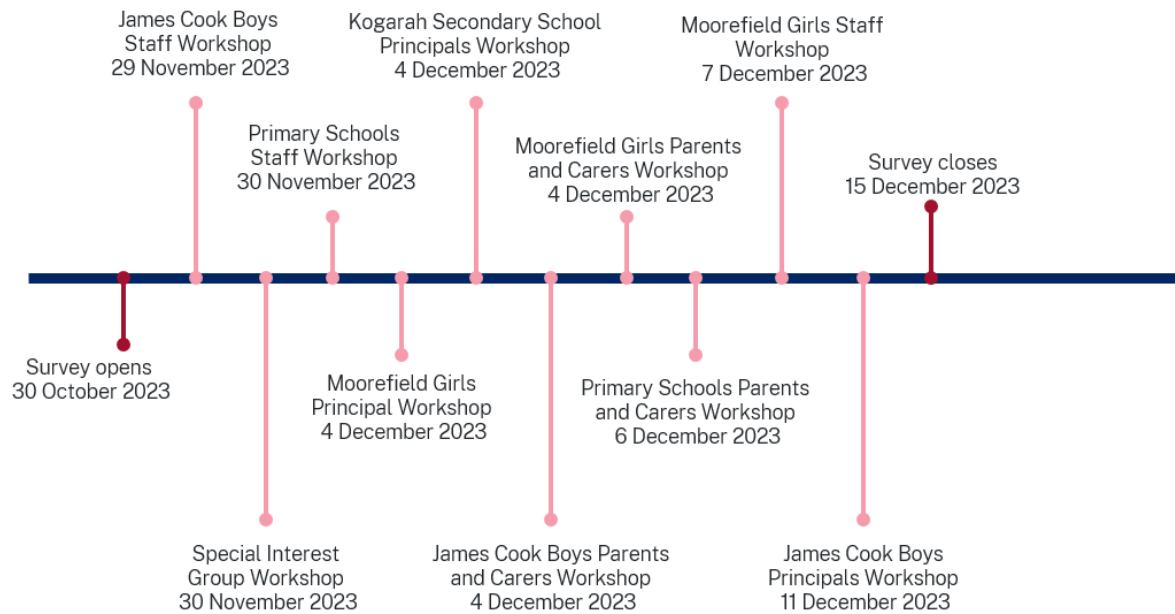


Figure 2. Consultation Timeline

4 Analysis across stakeholder groups

This section shows the consultation findings of each stakeholder cohort.

4.1 Decision making factors

High school enrolment is a multifaceted decision-making process that is unique to each family, however, there are some consistencies in how people feel across different stakeholder cohorts.

The educational offerings of the school (including subject choices and extracurricular activities) were rated as the most important decision-making factor by current and future school communities.

Academic performance and gender mix: co-education or single sex were both rated consistently high as ‘most important’ decision making factors.

These results were also reflected in the various workshops, where participants spoke to the above factors. For parents of the single-sex schools, **a culture of inclusivity and support at the school was also a significant factor**, with many choosing James Cook Boys Technology High School and Moorefield Girls High School for their smaller and more intimate cohort.

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

Future High School Community			Current High School Community	
Students (primary)* n=168	Parents (Early Childhood) n=74	Parents (primary) n=262	Students (secondary) n=551	Parents (secondary) n=156
65.48% A school where your friends are going	33.78% The educational opportunities at the school, including subject choices and extracurricular activities	25.95% The educational opportunities at the school, including subject choices and extracurricular activities	25.77% Distance from the school to your home	43.09% The educational opportunities at the school, including subject choices and extracurricular activities
47.62% A school where both girls and boys go	21.62% Academic performance	19.85% The gender mix: co-educational or single sex	15.61% The educational opportunities at the school, including subject choices and extracurricular activities	38.21% A culture of inclusivity and support at the school
42.86% A school that is easy to get to	16.22% The gender mix: co-educational or single sex	16.79% Academic performance	11.80% The gender mix: co-educational or single sex	8.94% The gender mix: co-educational or single sex
32.14% A school where my brother(s) and/or sister(s) already go to	10.82% The culture and sense of community at the school	12.21% The culture and sense of community at the school	11.80% Where your friends are enrolling	7.32% Academic performance

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

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

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

School Staff n=123	Community n=16
43.09% The educational opportunities at the school, including subject choices and extracurricular activities	56.25% The educational opportunities at the school, including subject choices and extracurricular activities
38.21% The culture and sense of community at the school	25.00% The gender mix: co-educational or single sex
8.94% The gender mix: co-educational or single sex	18.75% Academic performance
7.23% Academic performance	

4.2 School preferences

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

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

Primary students (58%) and parents of primary age (65%) and early childhood age (61%) students all showed a strong preference towards co-educational settings.

The preference amongst the current high school community is more varied. The current James Cook Boys Technology High School community (students and parents) has a preference towards co-educational settings (approximately 50%). The current Moorefield Girls High School community has a preference towards single sex (approximately 50%).

Also notable, a significant number of participants had no preference to either option (approximately 20% over the whole survey).

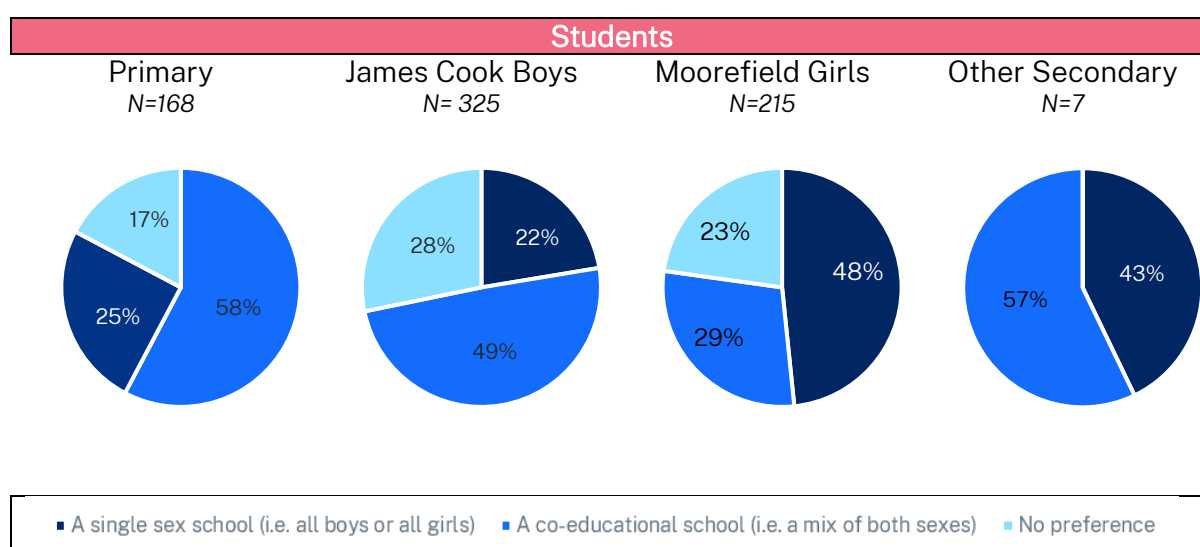


Figure 3. Student Survey Results – School Preferences

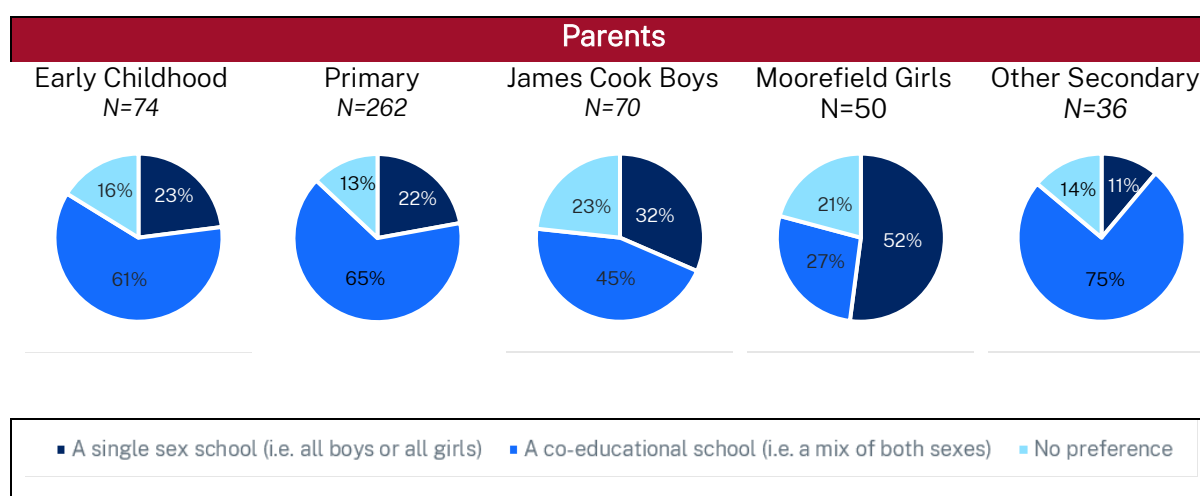


Figure 4. Parent Survey Results – School Preferences

4.3 Attitudes to the three proposals

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

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

4.3.1 General acceptability of the proposals

This question only asks for the overall acceptability of each proposal. For a more defined response, see the [most acceptable proposal across each cohort \(section 4.3.2\)](#).

Category	Subcategory	Number of respondents	Proposal A Retaining status quo	Proposal B Retain single sex but shared co-ed opportunities	Proposal C Merge
Acceptability of proposals: percentage of respondents that found the proposal acceptable or completely acceptable (i.e a score of 4 or 5 out of 5)					
Students	James Cook Boys	325	37.8%	50.5%	52.6%
	Moorefield Girls	215	51.2%	47.0%	29.3%
	Other Secondary	7	42.9%	42.9%	57.1%
Parents	Early Childhood	72	27.8%	50.0%	63.9%
	Primary	255	28.2%	36.5%	63.1%
	James Cook	70	38.6%	51.4%	54.3%
	Moorefield	50	60%	44%	30%
	Other	36	27.8%	38.9%	55.6%
Staff	Primary	9	44.4%	77.8%	22.2%
	James Cook	27	48.1%	48.1%	44.4%
	Moorefield	39	94.9%	56.4%	10.3%
	Other	39	43.6%	46.2%	41.0%
Community		15	53.3%	33.3%	46.7%

Table 3. Survey Results – Acceptability of the proposals

4.3.2 Most acceptable proposal by across each cohort

When asked to identify the single most acceptable proposal:

There was a preference for the proposal to merge James Cook Boys Technology and Moorefield Girls High Schools by the 'future school community'. 65% of primary parents and carers preferred this proposal or had no preference (59% and 6% respectively).

53% of Moorefield Girls parents and carers preferred the proposal to merge or had no preference (46% and 7% respectively).

45% of James Cook Boys parents and carers preferred the proposal to merge or had no preference (39% and 6%).

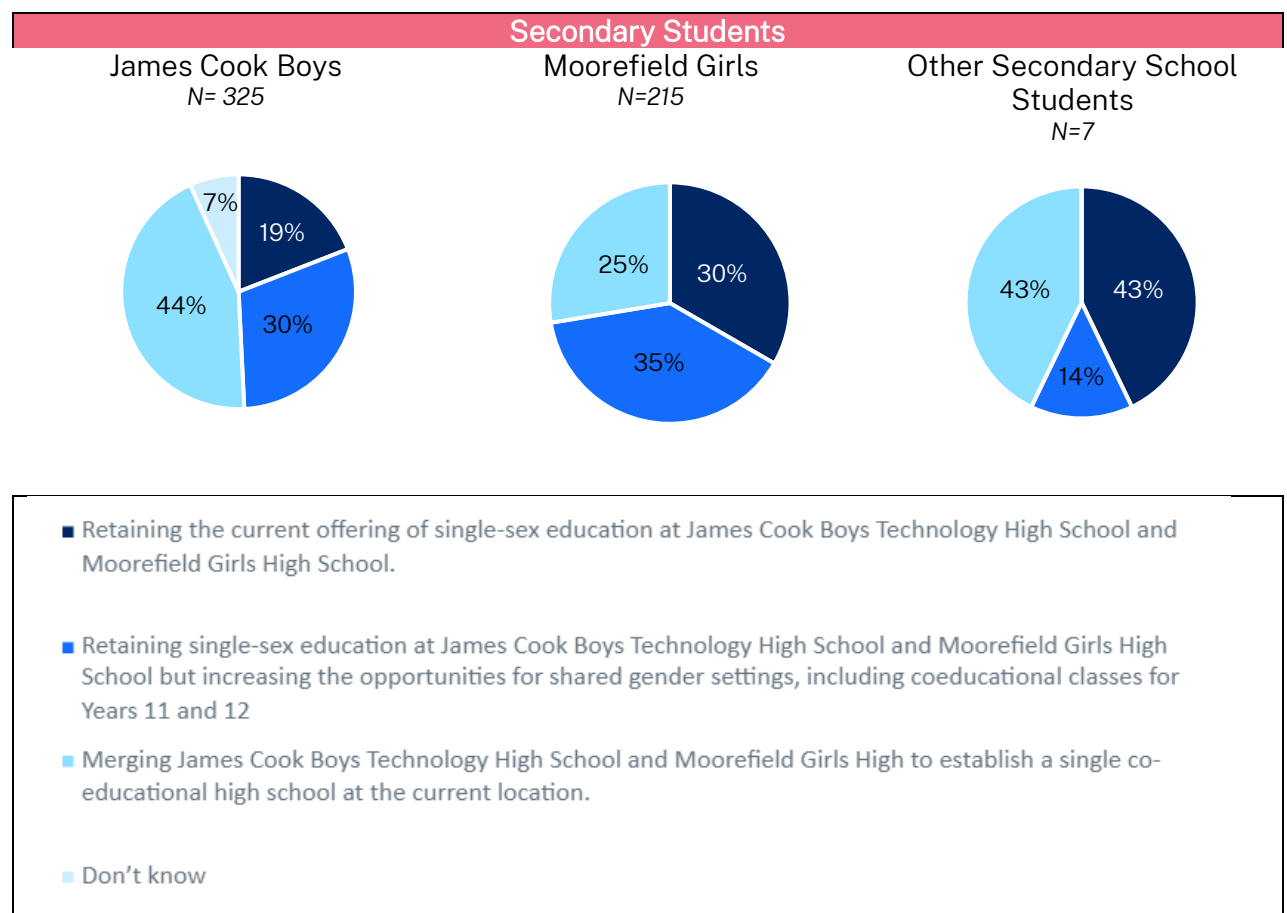


Figure 5. Secondary Students – Most acceptable Proposal

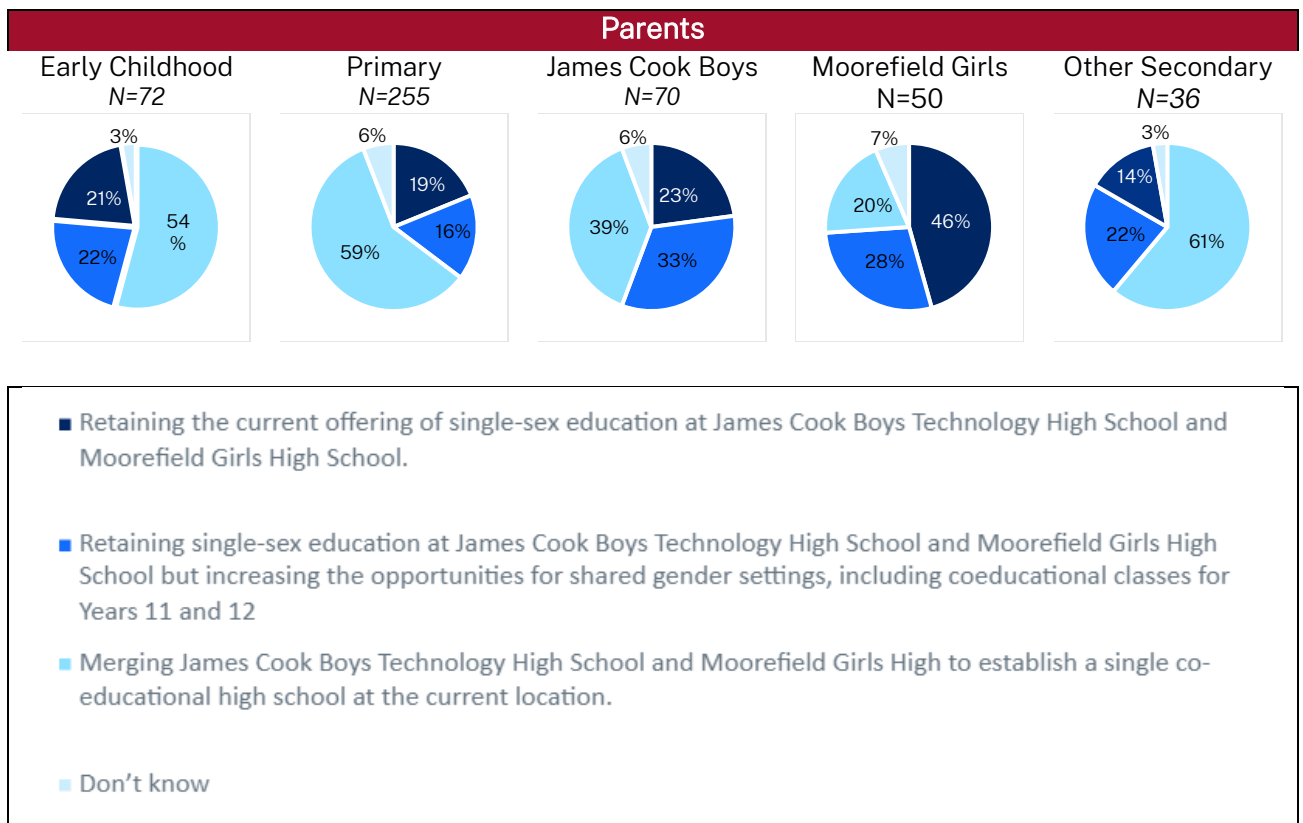


Figure 6. Secondary Students – Most acceptable Proposal

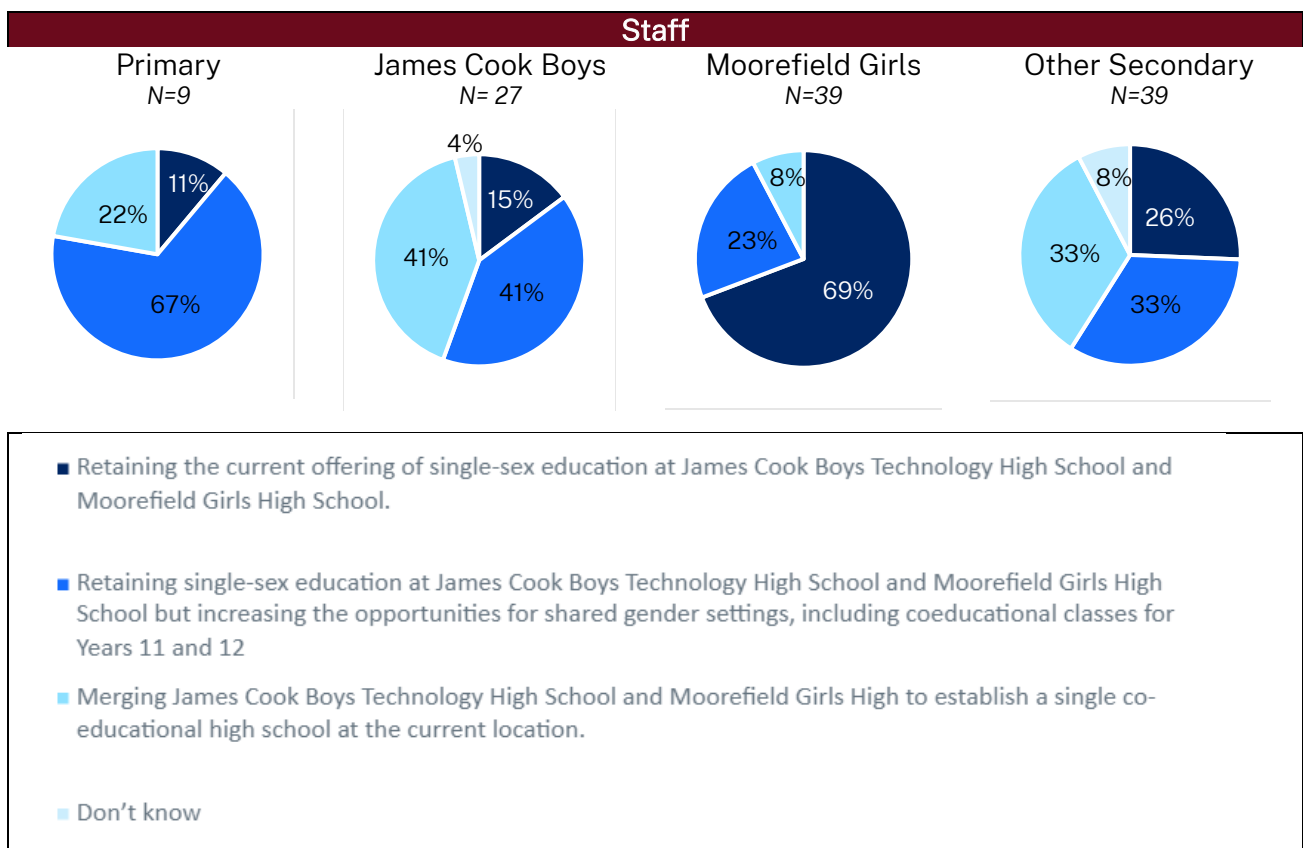
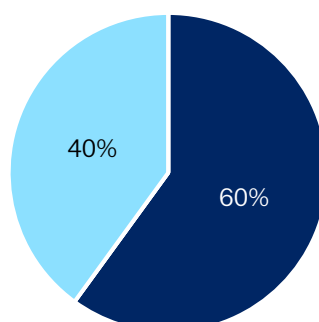


Figure 7. Staff – Most acceptable Proposal

Community

N=15



- Retaining the current offering of single-sex education at James Cook Boys Technology High School and Moorefield Girls High School.
- Retaining single-sex education at James Cook Boys Technology High School and Moorefield Girls High School but increasing the opportunities for shared gender settings, including coeducational classes for Years 11 and 12
- Merging James Cook Boys Technology High School and Moorefield Girls High to establish a single co-educational high school at the current location.
- Don't know

Figure 8. Community – Most acceptable Proposal

5 Insights by cohort

5.1 Students

5.1.1 Primary students

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

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

The survey found that the most important factor influencing primary age students was a **school where your friends are going**, followed by a **school where both girls and boys go**.

When asked about the type (co-educational or single-sex) of school they would prefer, 58% of students had a **preference towards co-educational schooling**. 17% no preference.

Influencing factors

Table 4. Primary School – Influencing Factors

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

A school where your friends are going	65.48%
A school where both girls and boys go	47.62%
A school that is easy to get to	42.86%
A school where my brother(s) and/or sister(s) already go to	32.14%
A specialist school (e.g. selective, sport, music)	20.24%
A school where there are only girls	14.88%
A school where there are only boys	7.14%

Co-ed vs Single Sex

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

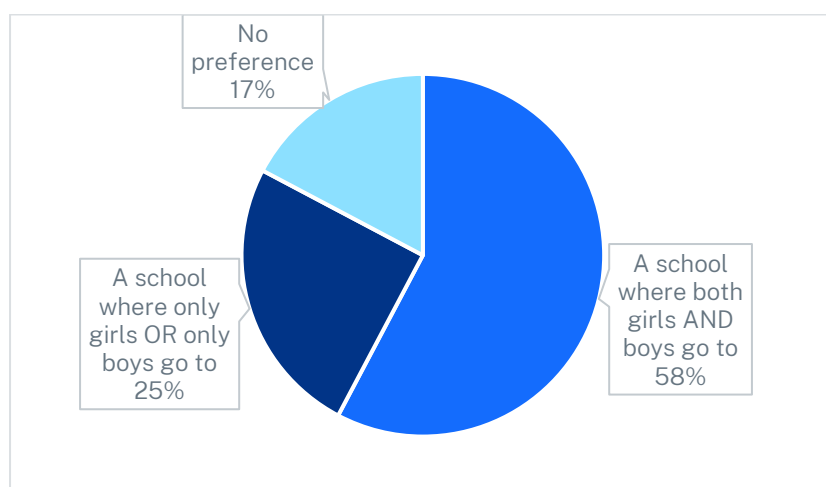


Figure 9. Primary School – Co-ed vs Single Sex

5.1.2 James Cook Boys Technology High School Students

325 current students from James Cook Boys Technology High School responded to the survey, by far the largest cohort. Most of these results came from students in years 7 to 9.

When rating the importance of various factors in their decision-making process, **the education opportunities at the school, including subject choices and extracurricular activities was ranked highest** –with over 60% of students rating it a 4 or 5. However, when asked about the **most important factor** in their decision making 27% of students chose **distance from school to home**.

When asked a hypothetical question about remaking the decision of the type of high school they would like to enrol in, **77% of students chose a co-educational setting (49%) or no preference (28%).**

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

The most acceptable proposal for students from James Cook Boys Technology High School was **merging James Cook Boys Technology High School and Moorefield Girls High School to establish a single co-educational high school (44%).**

Decision making factors

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

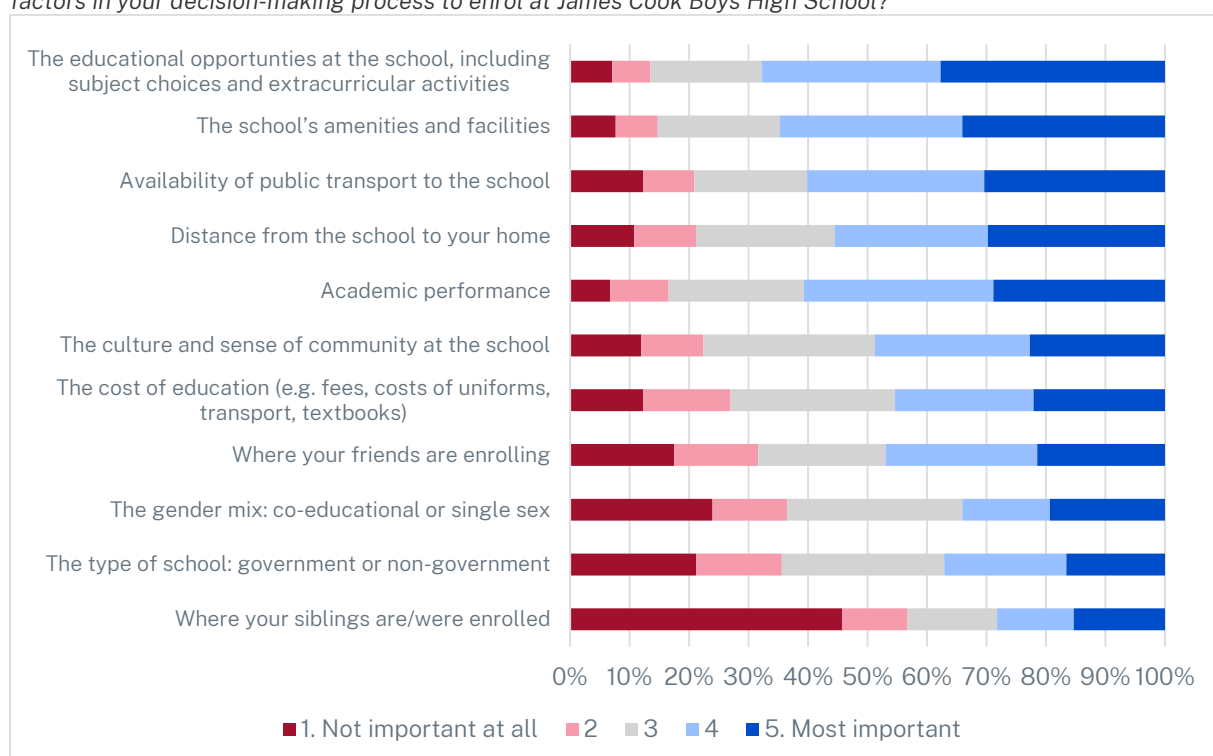


Figure 10. James Cook Boys Technology High School –Decision making factors

Most important decision-making factor

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

Table 5. James Cook Boys Technology High School –Most important decision making factor

Distance from the school to your home	27.61%
The educational opportunities at the school, including subject choices and extracurricular activities	17.48%
Where your friends are enrolling	15.95%
Academic performance	11.66%
The gender mix: co-educational or single sex	6.75%
Where your siblings are/were enrolled	6.44%
Availability of public transport to the school	3.99%
The type of school: government or non-government	2.76%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	2.76%
The school's amenities and facilities	2.45%
The culture and sense of community at the school	2.15%

Single Sex vs Co-educational Preference

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

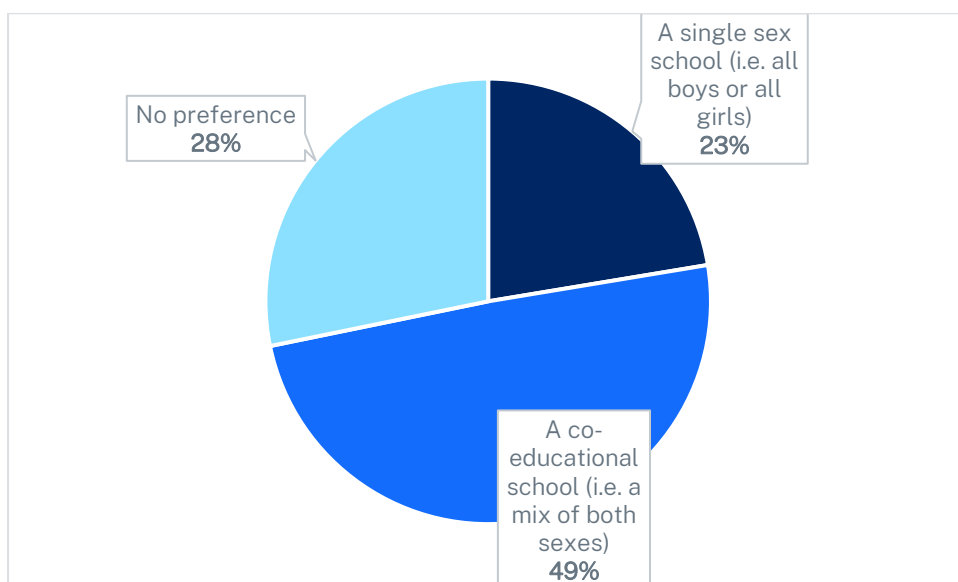


Figure 11. James Cook Boys Technology High School students – Single Sex vs Co-ed Preference

Influencing people

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

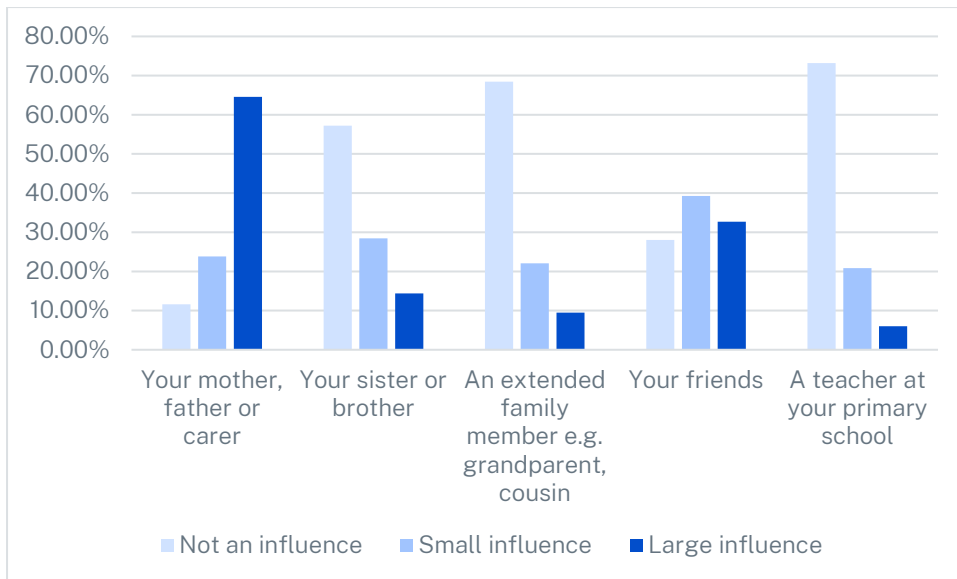


Figure 12. James Cook Boys Technology High School students –Influencing People

View of proposals

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

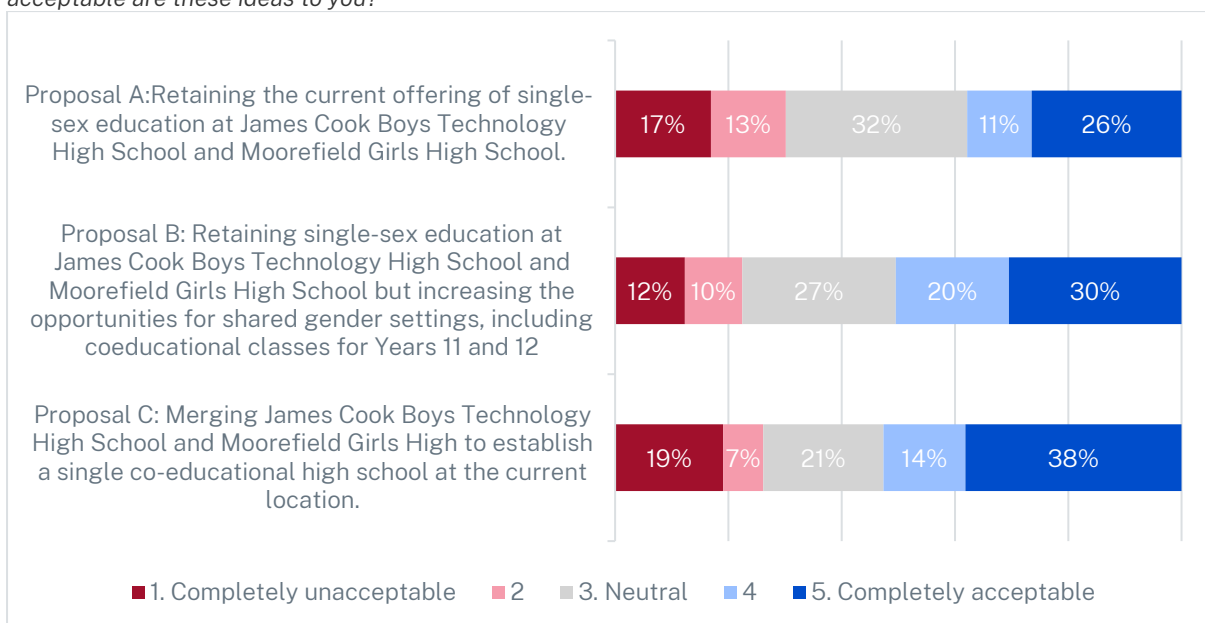


Figure 13. James Cook Boys Technology High School students –View of proposals

Most acceptable proposal

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

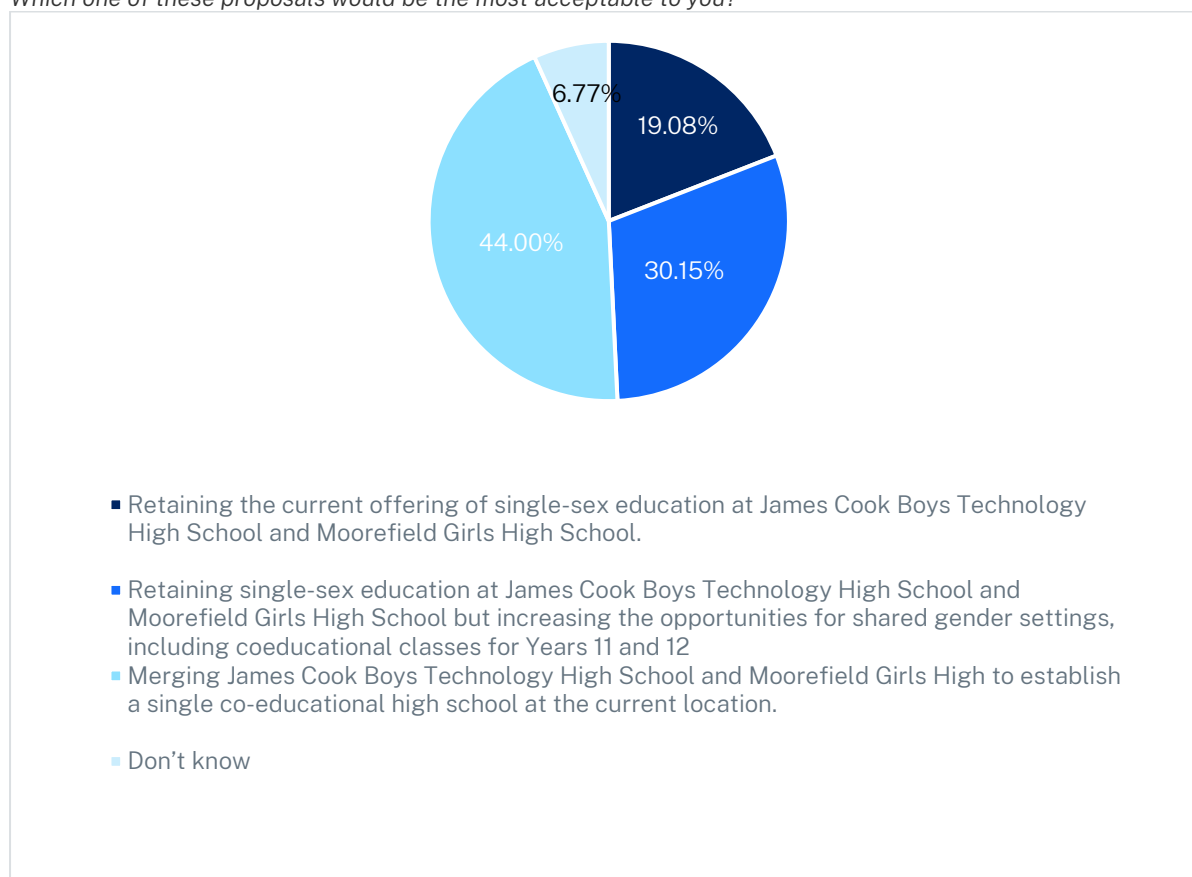


Figure 14. James Cook Boys Technology High School students – Most Acceptable Proposals

Why/further comments

"I believe that it is important for boys and girls to be co-curricularly educated, particularly after having almost passed through the school system. In the past few years, I've realised the shortfalls in my school and also that many of these shortfalls link in some way to the single-sex education offered at our school. I do think that James Cook Boys Technology High is a great school, and I think that it currently presents an exceptional single-sex education offering, but I also believe that the time is right for change to be enacted on this topic and to amalgamate the schools to achieve better community, educational and behavioural outcomes for the school. It is also important to recognise that there will be drawbacks with this outcome, and I do believe there will be significant teething issues. However, I believe that in the long run, it is more beneficial to merge both schools, and in particular, the long term behavioural benefits and outcomes will arguably be more apparent." – James Cook Boys Technology High School Student

"Bringing together two schools to form a co-ed school is important for the social and academic factor for the students. It allows both genders to learn how to better communicate with each other and learn off each others perspectives. especially because of the 'no phone' policy that's implemented withing schools, it gives a great opportunity to improves students socialising skills with the opposite genders." – James Cook Boys Technology High School Student

"Merging boys and girls schools can be seen as a step towards promoting gender equality in education. It aims to provide equal opportunities and experiences for both genders."

Combining schools can lead to better resource allocation, including faculty, facilities, and equipment. This may result in more efficient and effective use of resources.”– James Cook Boys Technology High School Student

5.1.3 Moorefield Girls High School Students

215 current students from Moorefield Girls High School responded to the survey put out by the department. Most of these results came from students in years 7 to 9.

When rating the importance of various factors in their decision-making process, **availability of public transport and academic performance were ranked highest** –with over 60% of students rating it a 4 or 5. However, when asked about the **most important factor** in their decision making 24% of students chose **distance from school to home**.

When asked a hypothetical question about remaking the decision of the type of high school they would like to enrol in, **48% of students had a preference for a single-sex setting 29% of students at Moorefield Girls High School would choose to enrol in a co-educational school if making the choice again. 23% of students had no preference for a single sex or co ed setting.**

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

The proposals for students from Moorefield Girls High School, with **retaining single-sex education at James Cook Boys Technology High School and Moorefield Girls High School but increasing the opportunities for shared gender settings, including co-educational classes for Years 11 and 12 (34%)** were marginally higher than the others.

Decision making factors

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

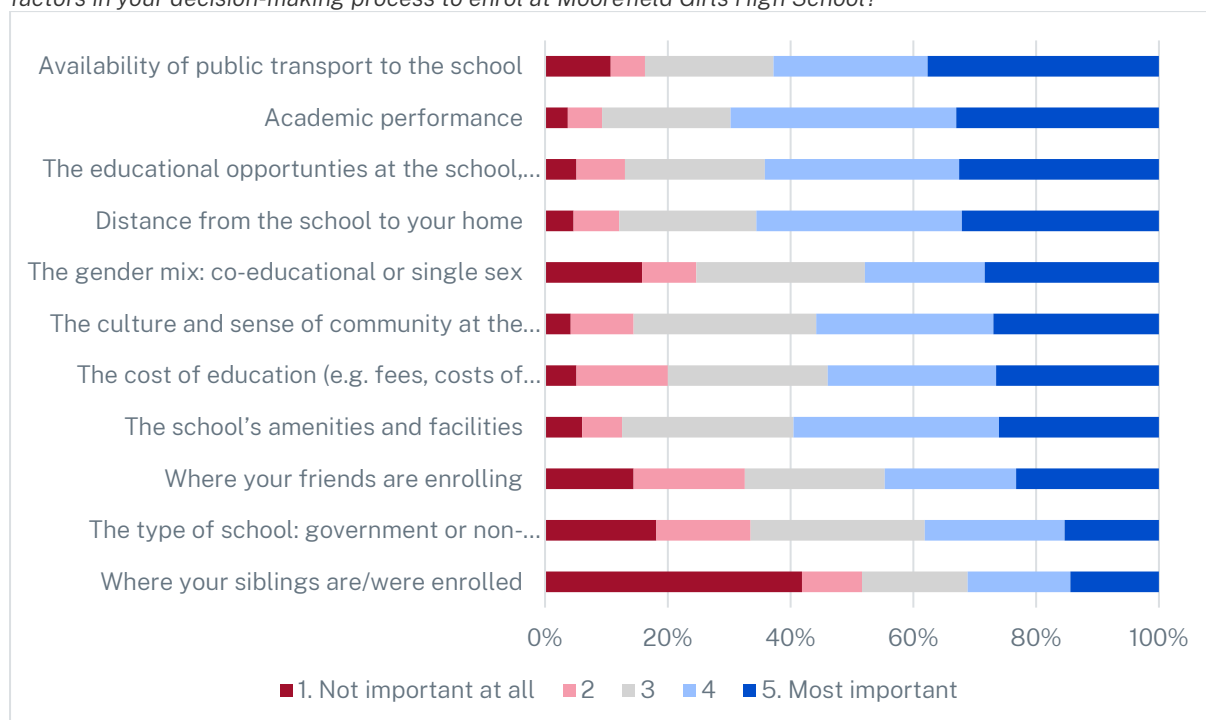


Figure 15. Moorefield Girls High School students–Decision making factors

Most important decision-making factor

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

Table 6 Moorefield Girls High School – Most important decision making factor

Distance from the school to your home	23.72%
The gender mix: co-educational or single sex	19.07%
The educational opportunities at the school, including subject choices and extracurricular activities	12.56%
Academic performance	10.70%
Where your siblings are/were enrolled	8.37%
The culture and sense of community at the school	6.51%
Where your friends are enrolling	6.05%
Availability of public transport to the school	5.12%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	3.72%
The school's amenities and facilities	2.33%
The type of school: government or non-government	1.86%

Single Sex vs Co-educational Preference

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

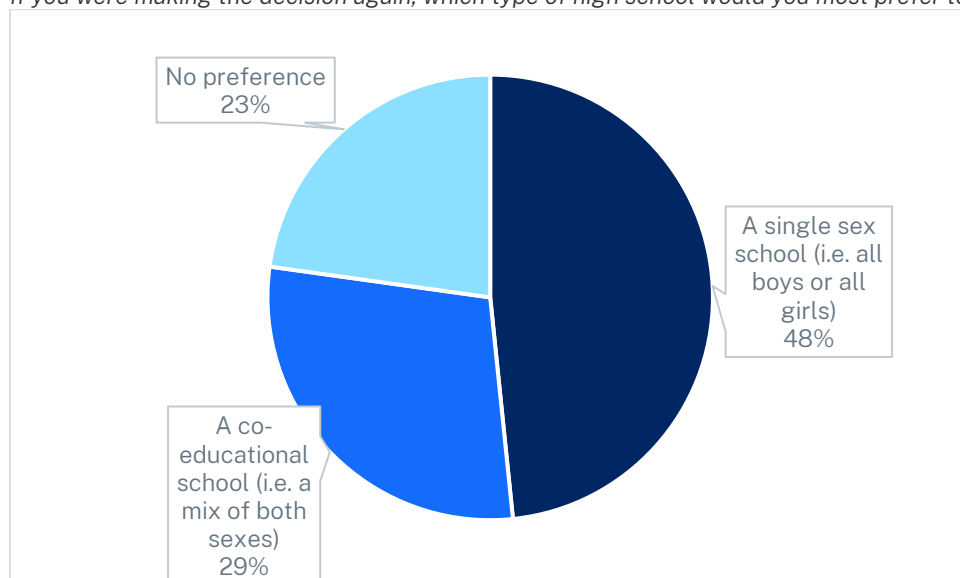


Figure 16. Moorefield Girls High School students – Single Sex vs Co-ed Preference

Influencing people

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

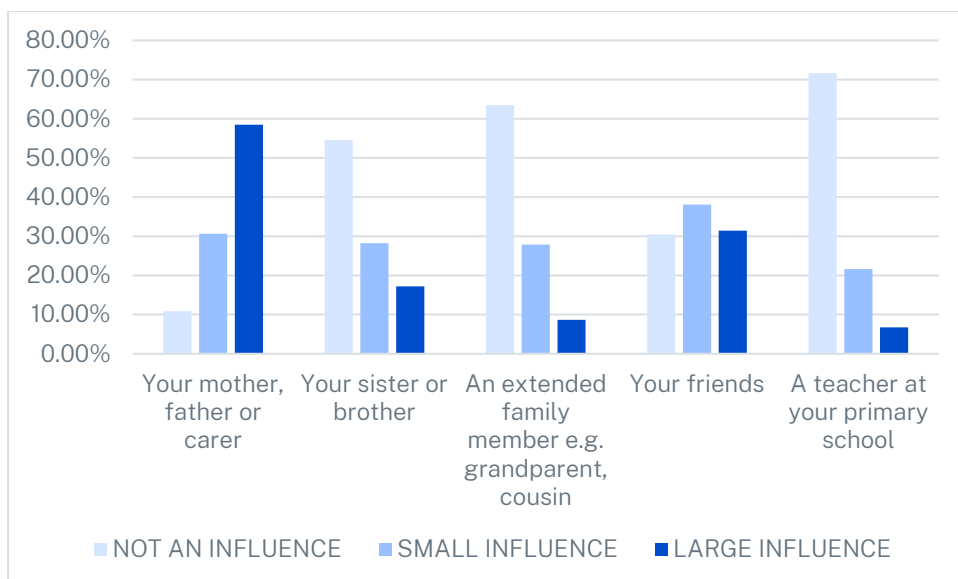


Figure 17. Moorefield Girls High School students –Influencing People

View of proposals

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

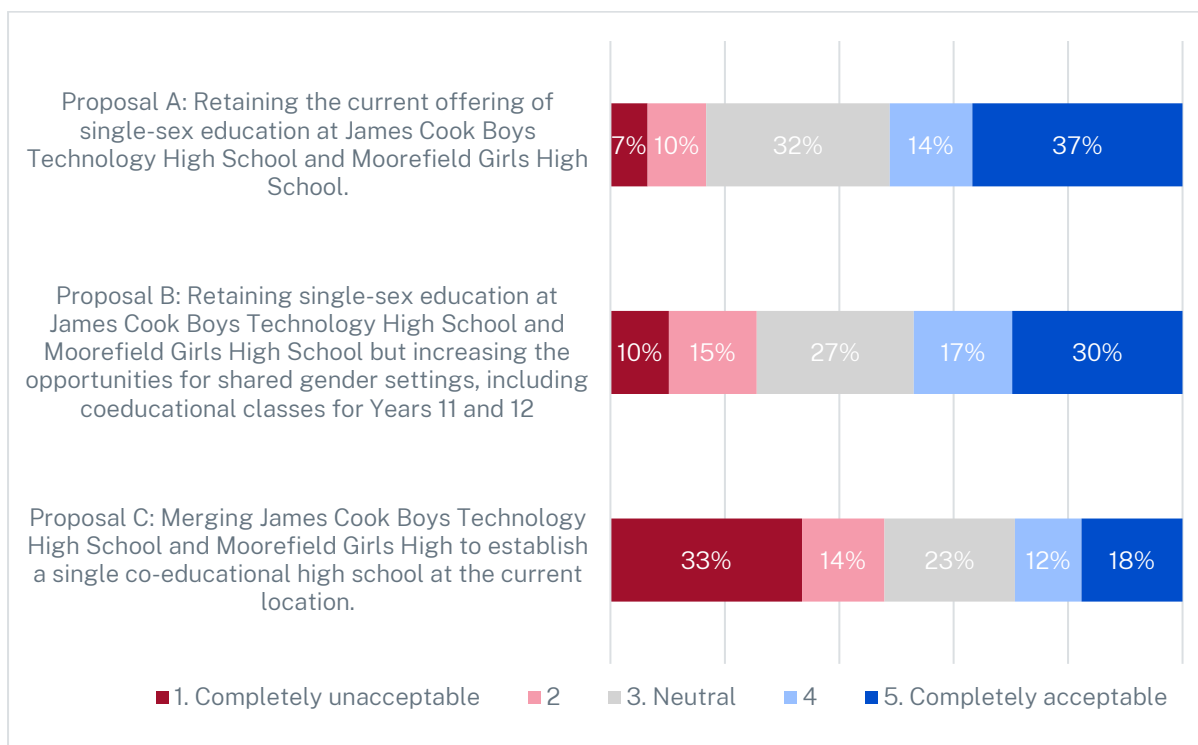


Figure 18. Moorefield Girls High School students –View of proposals

Most acceptable proposal

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

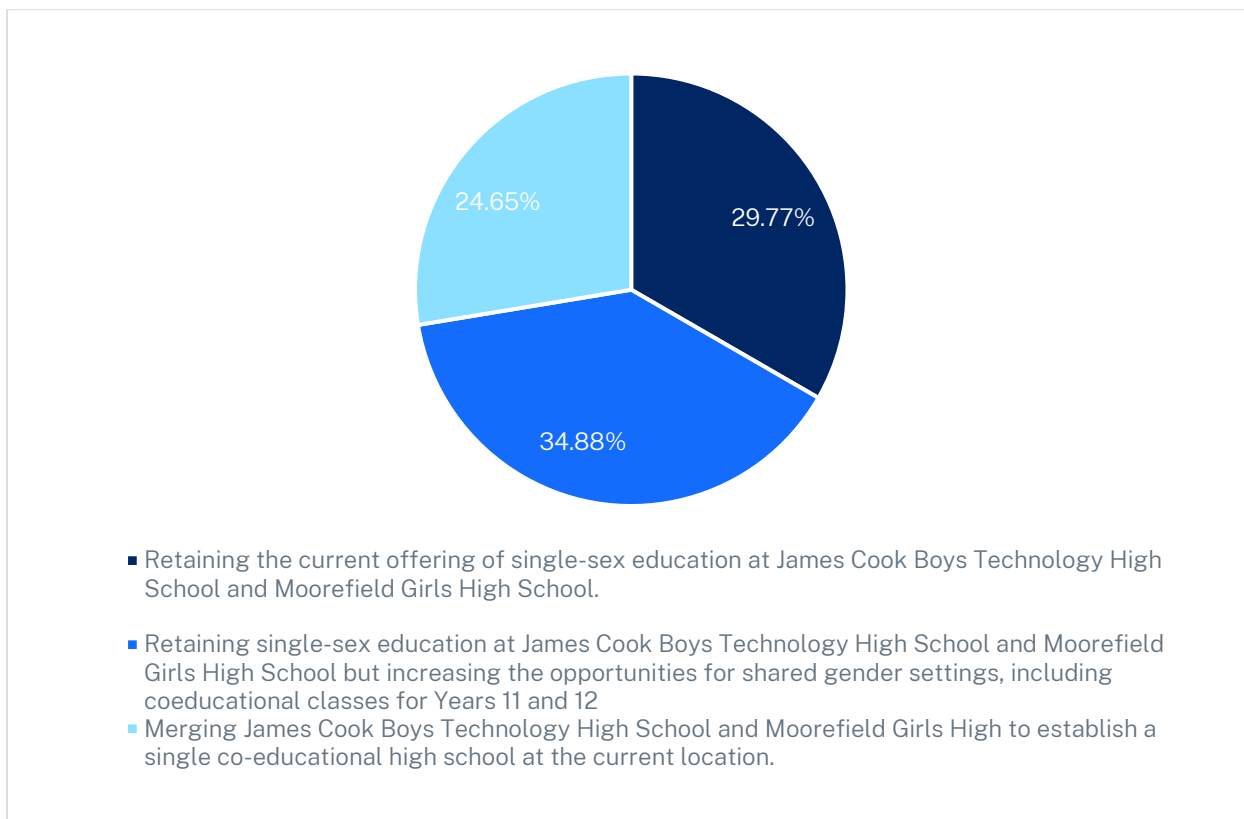


Figure 19. Moorefield Girls High School students – Most acceptable proposal

Why/further comments

“As a student of MGHS, by retaining single sex education we are able to keep this environment where myself and my peers as girls are encouraged to speak and given all opportunities that my female friends at co-ed schools are not necessarily given. My friends in co-ed schools find it very troubling to have a voice and be given opportunities whilst I am incredibly grateful that I am and I think in taking away this opportunity to have that voice we are limiting the scope of education for women. However I also think that we need to be socialised in a shared gendered environment and so proposal B is most acceptable because it addresses change whilst allowing for that scope of education.” – Moorefield Girls High School Student

“During years 7-10 students will focus on their learning, in single sex schools. If it is just merged in senior years students are given more opportunities in classes as well as developing social skills with the opposite gender whilst we’re mature and need it for Uni and jobs.” – Moorefield Girls High School Student

“Proposal C as we will have access to multiple opportunities and the social confidence for both boys and girls will become better” – Moorefield Girls High School Student

5.1.4 Other Local Schools

Only seven (7) students from other local high schools responded to the survey, a relatively small amount. As such, it is difficult to draw conclusions on preferences of the cohort. Nonetheless, this cohort displayed similar results to the other secondary school students regarding decision-making factors, with almost all respondents recognising the

education opportunities at the school, including subject choices and extracurricular activities as the most important.

Decision making factors

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

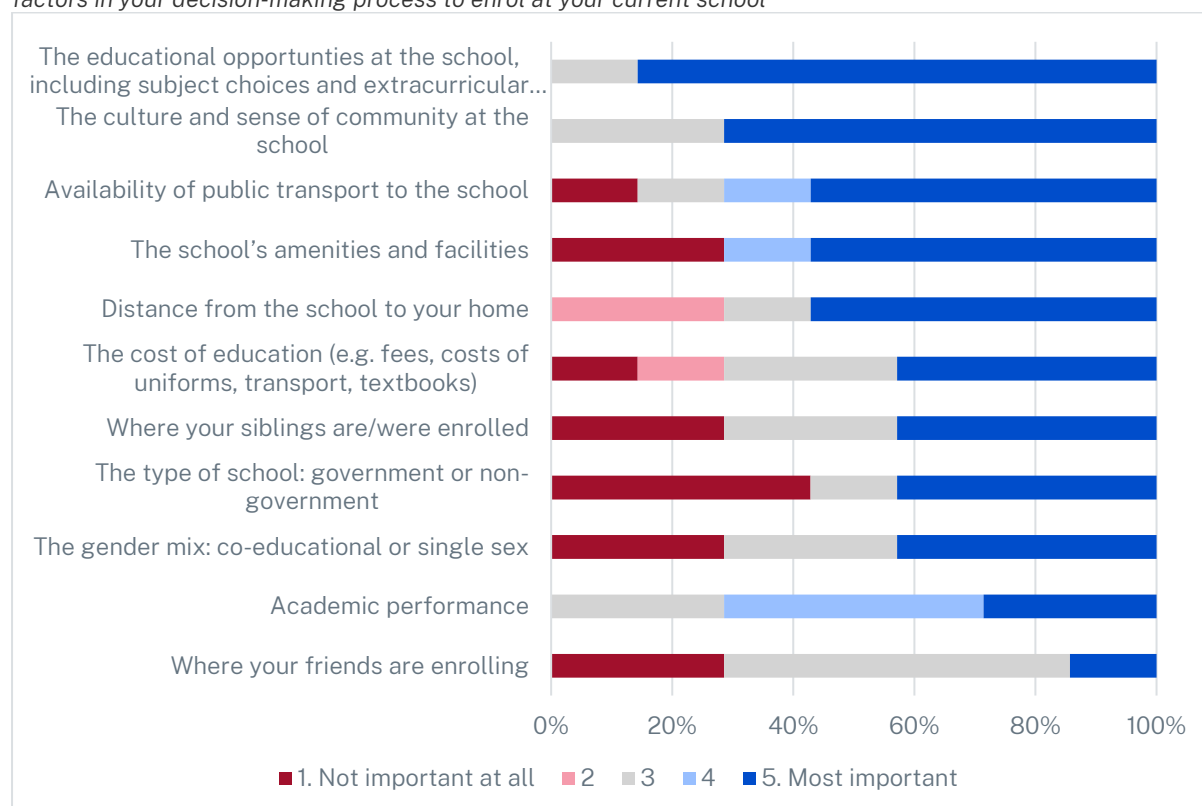


Figure 20. Other Local Schools students – Decision making factors

Most important decision-making factor

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

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

The type of school: government or non-government	28.57%
The educational opportunities at the school, including subject choices and extracurricular activities	28.57%
The gender mix: co-educational or single sex	14.29%
Academic performance	14.29%
The culture and sense of community at the school	14.29%
Distance from the school to your home	0.00%
Where your siblings are/were enrolled	0.00%
Where your friends are enrolling	0.00%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	0.00%

The school's amenities and facilities	0.00%
Availability of public transport to the school	0.00%

Single Sex vs Co-educational Preference

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

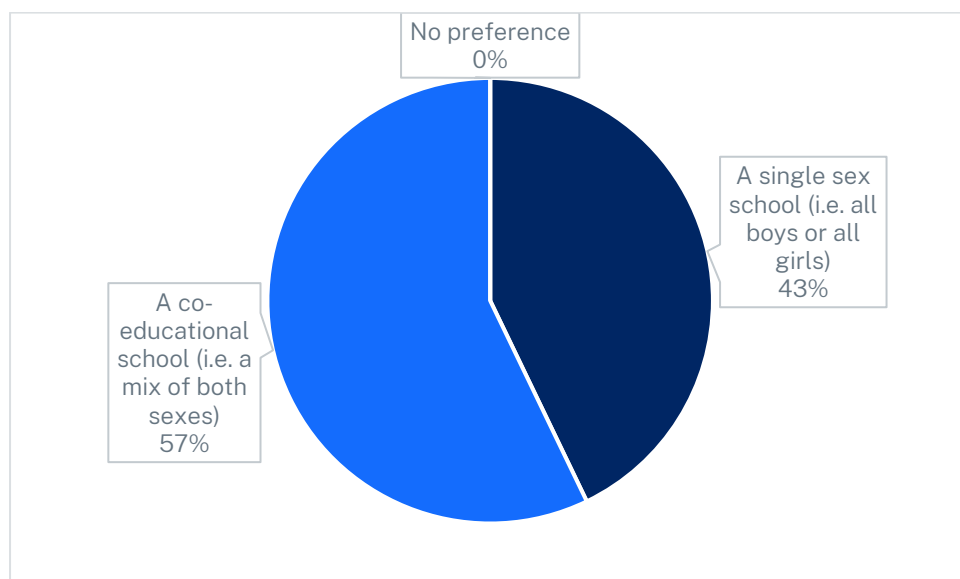


Figure 21. Other Local Schools students –Single Sex vs Co-ed Preference

Influencing People

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

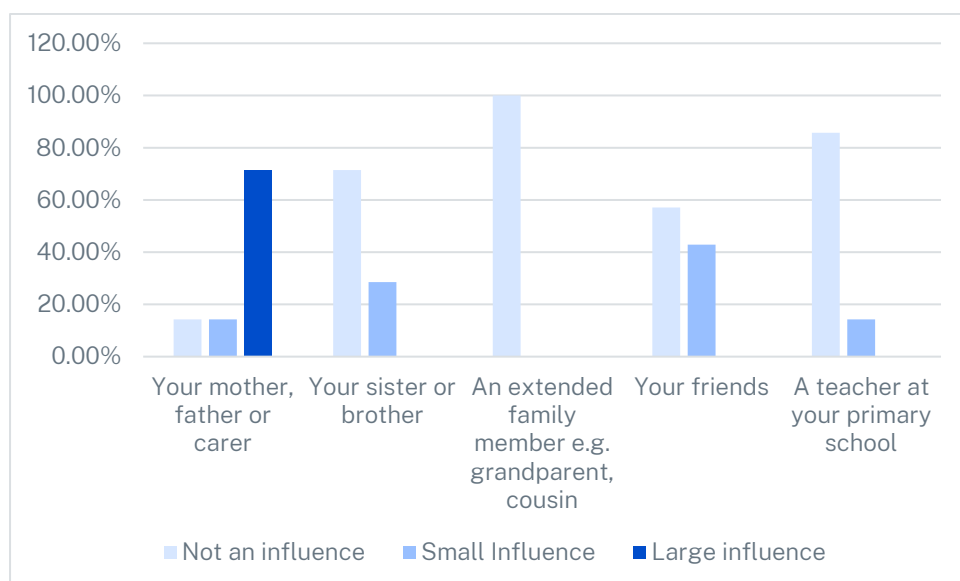


Figure 22. Other Local Schools students –Influencing People

View of proposals

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

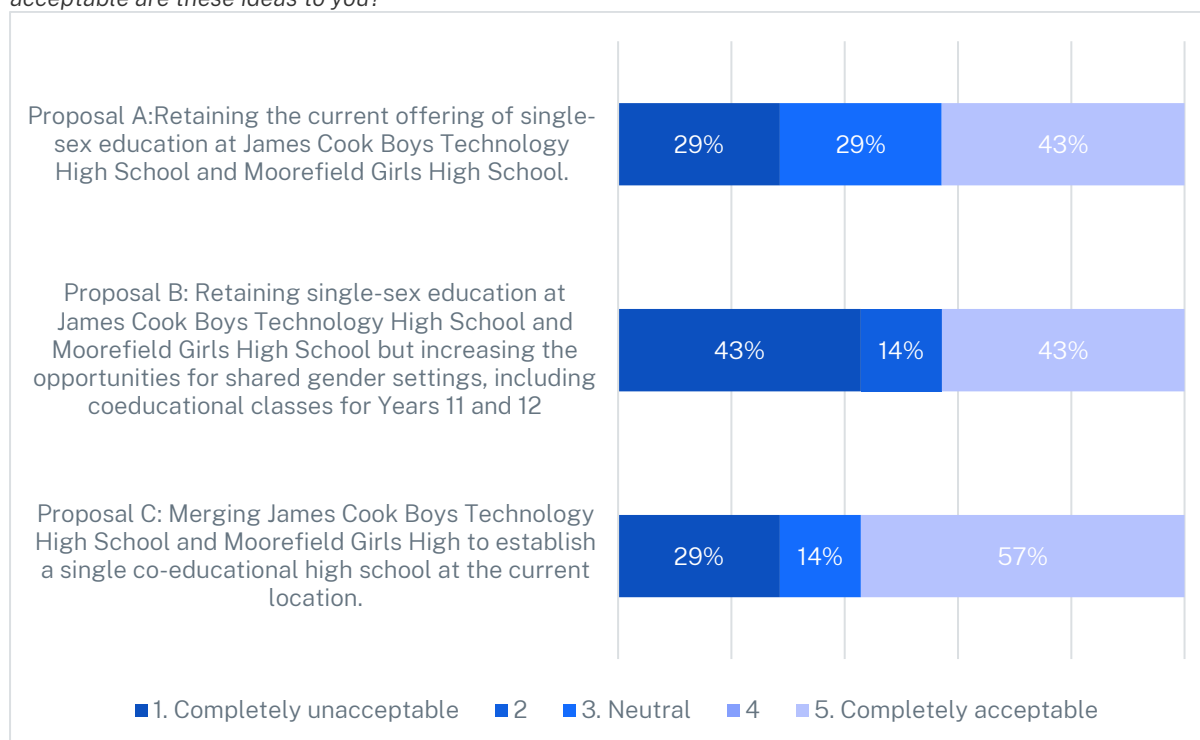


Figure 23. Other Local Schools students – View of proposals

Most acceptable proposal

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

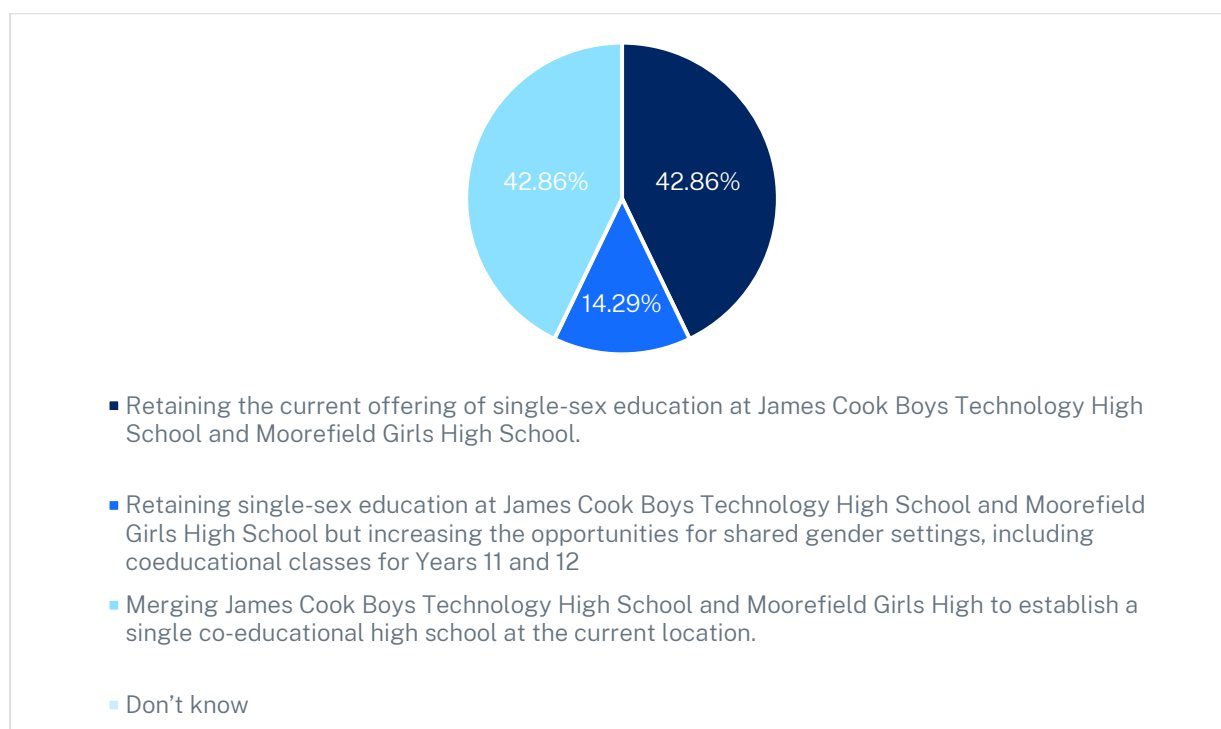


Figure 24. Other Local School students – Single Sex vs Co-ed Preference

Why/further comments

“Because we should learn to respect boys and girls equally. Single sex schools do not Demonstrate correct behaviours towards the other sex as interaction is limited” –Other local school student

5.2 Parents

5.2.1 Early Childhood Parents

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

For parents of early childhood aged children, most factors had significantly high importance ratings, except for **where your child’s friends are enrolling**. The four highest (>90% ratings) were:

- The education opportunities at the school, including subject choices and extracurricular activities as the most important.
- The culture and sense of community at the school
- Academic performance
- The school’s amenities and facilities

Similarly, when asked about the **most important**, parents answered with the educational opportunities at the school and academic performance.

61% of parents of early childhood ages children preferred **co-educational settings** . 16% **had no preference** when asked about the type of school they would like to enrol their children in.

When asked about the three proposals, most parents (54%) also preferred the option to **merge James Cook Boys Technology High School and Moorefield Girls High School to establish a single co-educational high school**

Decision-making factors

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

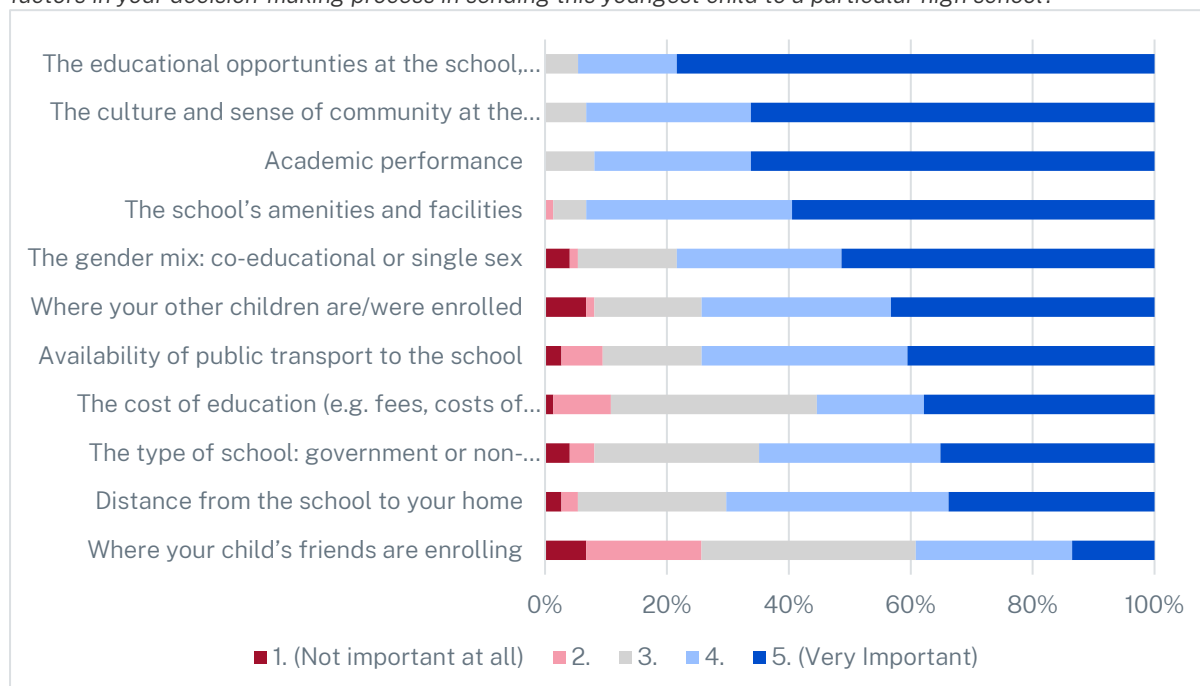


Figure 25. Early Childhood Parents – Decision-making factors

Most important decision-making factor

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

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

The educational opportunities at the school, including subject choices and extracurricular activities	33.78%
Academic performance	21.62%
The gender mix: co-educational or single sex	16.22%
The culture and sense of community at the school	10.81%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	6.76%
Distance from the school to your home	2.70%
The type of school: government or non-government	2.70%
Where your other children are/were enrolled	2.70%
Availability of public transport to the school	2.70%
Where your child's friends are enrolling	0.00%
The school's amenities and facilities	0.00%

Single Sex vs Co-educational Preference

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

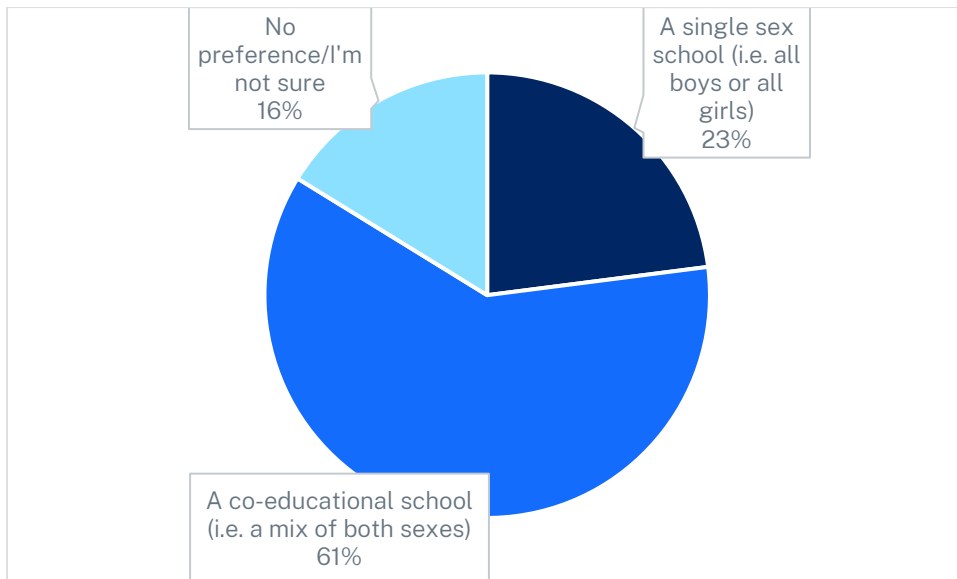


Figure 26. Early Childhood Parents – Single Sex vs Co-ed Preference

View of proposals

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

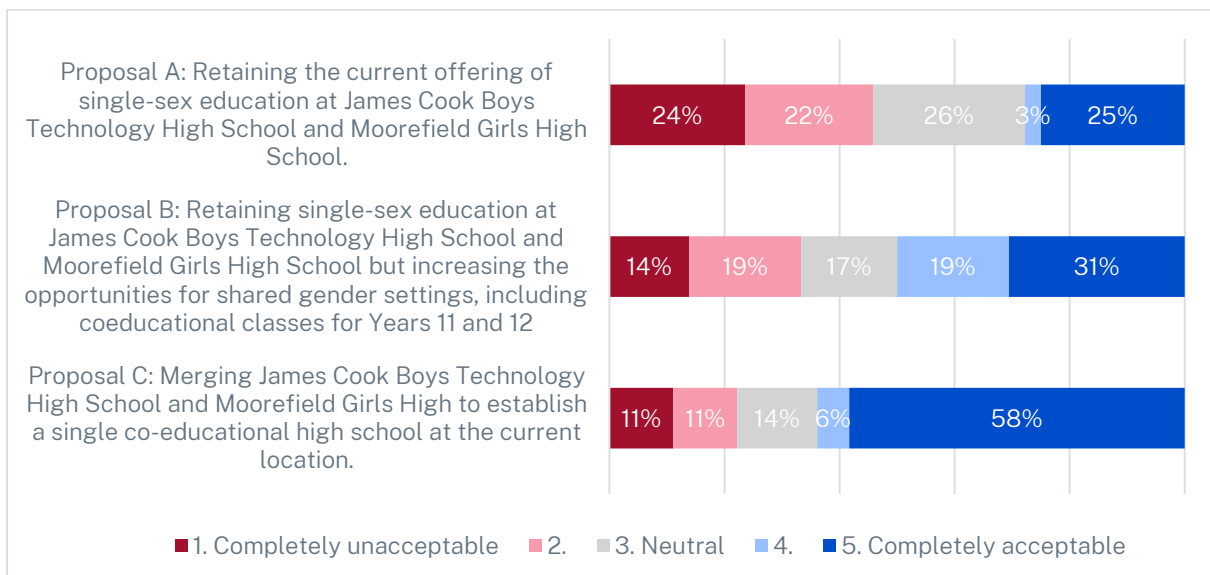


Figure 27. Early Childhood Parents –View of Proposals

Most acceptable proposal

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

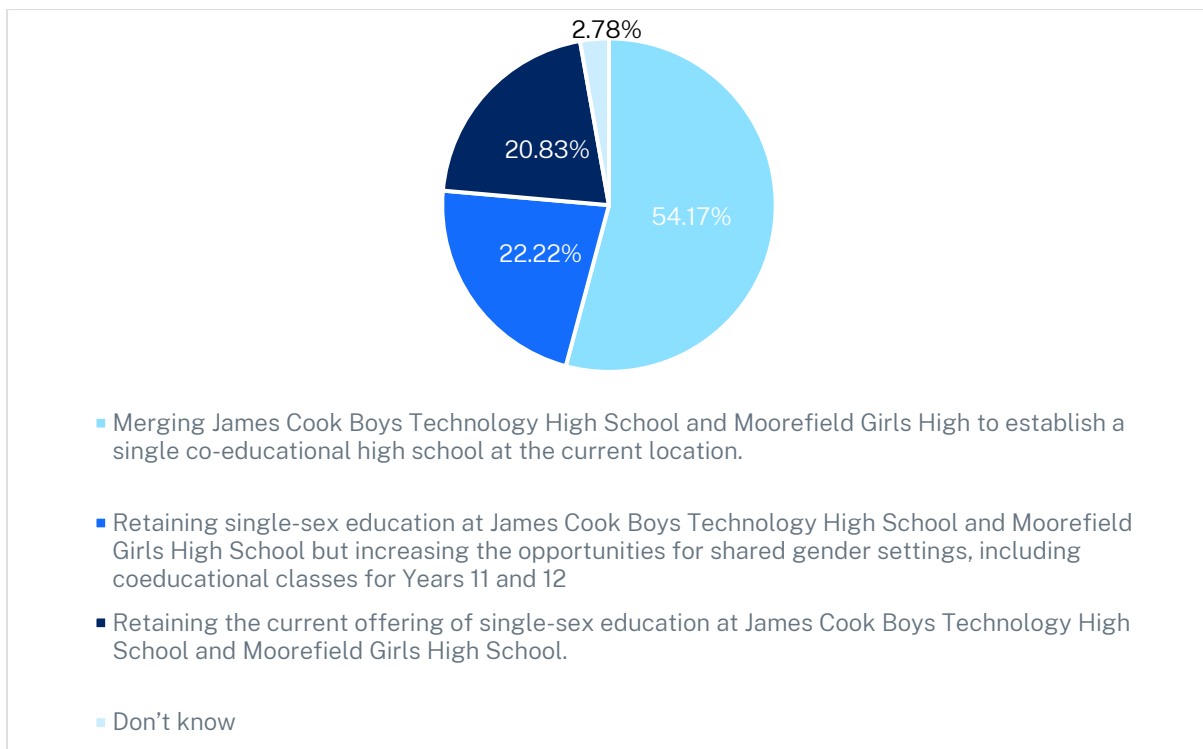


Figure 28. Early Childhood Parents – Most acceptable proposal

Why/further comments

“Gender segregation is not a healthy reflection on society, children need to learn to work, study and play with both genders” -Parent

“I feel as though developing emotional intelligence and social awareness is impossible when not exposed to all components that make up society, that includes all genders. This is the most important aspect of schooling for me, over and above building cognitive intelligence.” -Parent

5.2.2 Primary Parents

255 parents of primary ages students participated in the survey. The majority of these came from local schools (Arncliffe Public School, Brighton Le Sands Public School, Carlton South Public School, Kogarah Public School, Kyeemagh Public School, Ramsgate Public School and Rockdale Public School). This cohort represents the next seven (7) years of secondary students for the Kogarah and Rockdale areas.

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

The culture and sense of community at the school, academic performance and the school's amenities and facilities also had importance ratings higher than 90%.

When asked about the most important factor, similar results were produced. With the addition of the **gender mix: co-educational or single-sex** being ranked second (19%).

65% of parents showed a preference towards co-educational settings. 13% had no preference.

Most primary parents (63%) found the proposal to merge the two schools acceptable, while less than 30% found the option to keep the status quo acceptable.

The most acceptable factor with 59% of parents was **merging James Cook Boys Technology High School and Moorefield Girls High School to establish a single co-educational high school at the current location.**

Workshop conversations had the following strong themes:

- A strong inclusive culture and sense of community was important
- Distance to school (particularly safe travel)
- Co-educational settings allow socialisation/reflecting the larger world

Decision-making factors

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

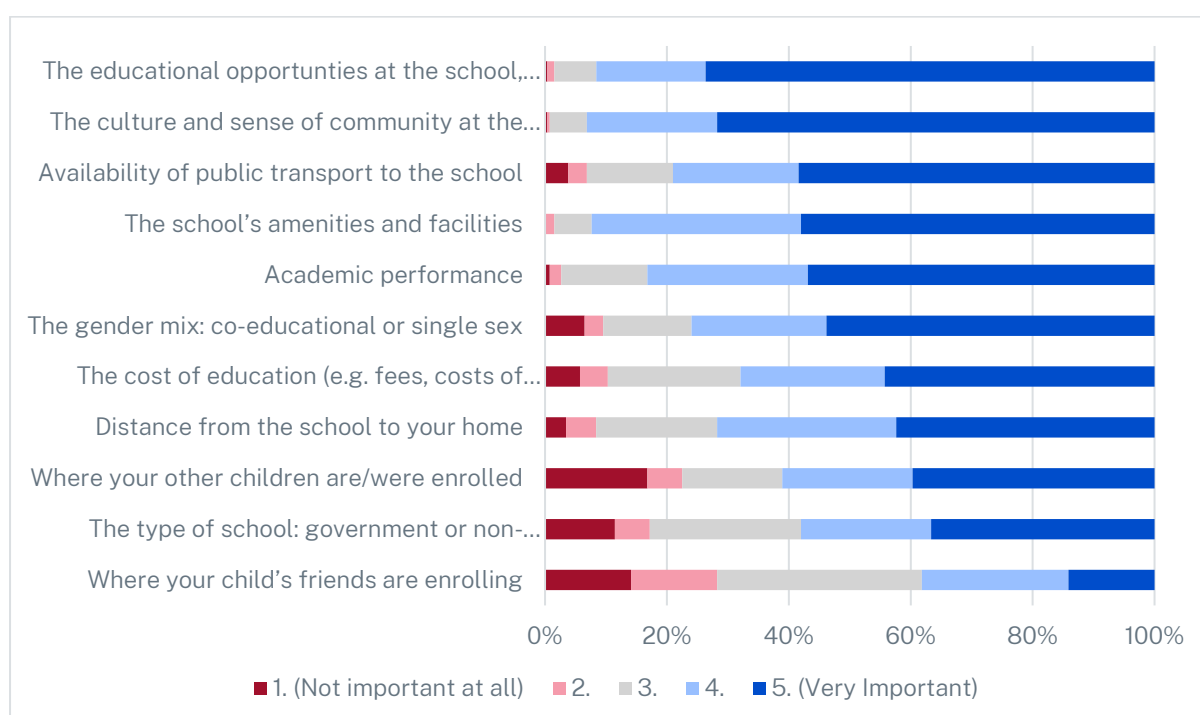


Figure 29. Primary Parents – Decision-making factors

Most important decision-making factor

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

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

The educational opportunities at the school, including subject choices and extracurricular activities	25.95%
The gender mix: co-educational or single sex	19.85%
Academic performance	16.79%
The culture and sense of community at the school	12.21%

Where your other children are/were enrolled	9.16%
Distance from the school to your home	6.11%
The type of school: government or non-government	2.67%
Availability of public transport to the school	2.67%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	2.29%
Where your child's friends are enrolling	1.15%
The school's amenities and facilities	1.15%

Single Sex vs Co-educational Preference

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

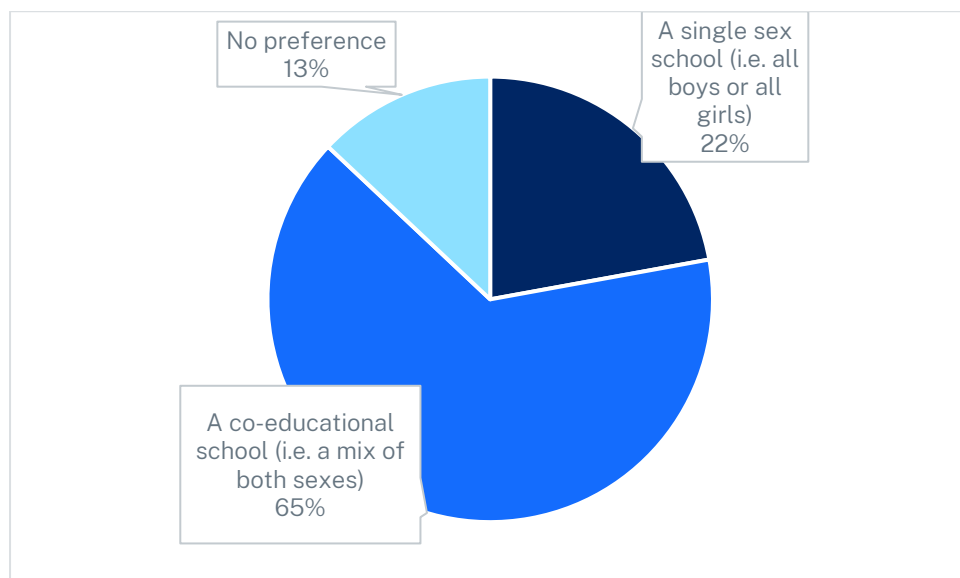


Figure 30. Primary Parents – Single Sex vs Co-ed Preference

View of proposals

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

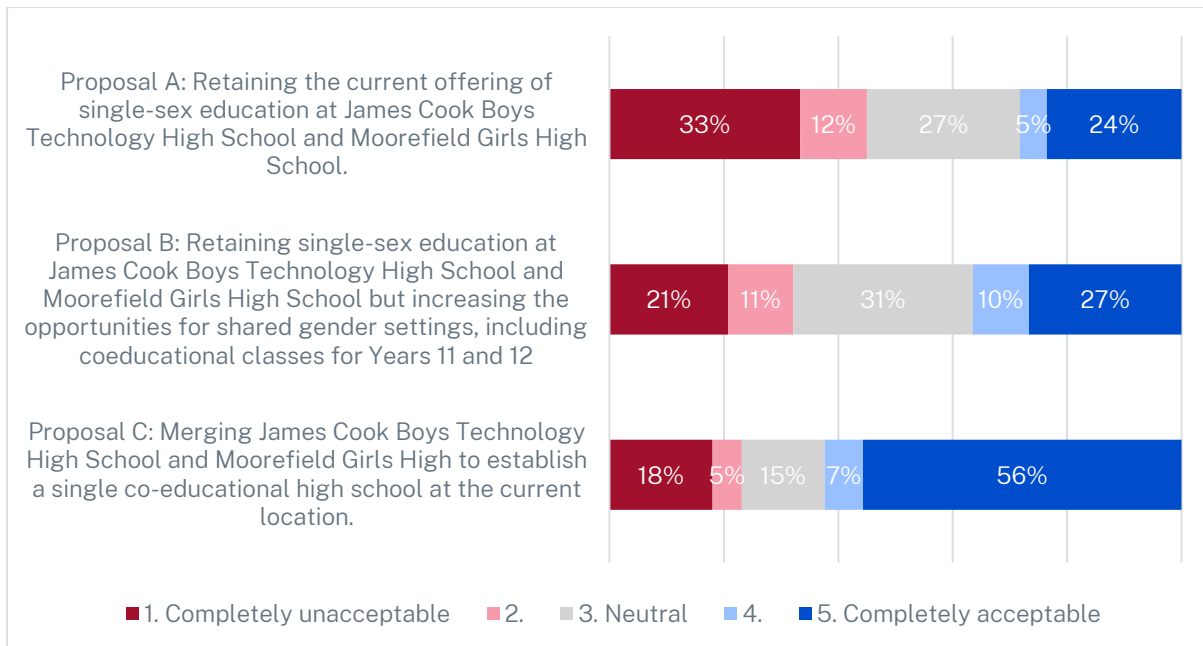


Figure 31. Primary Parents – View of proposals

Most acceptable proposal

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

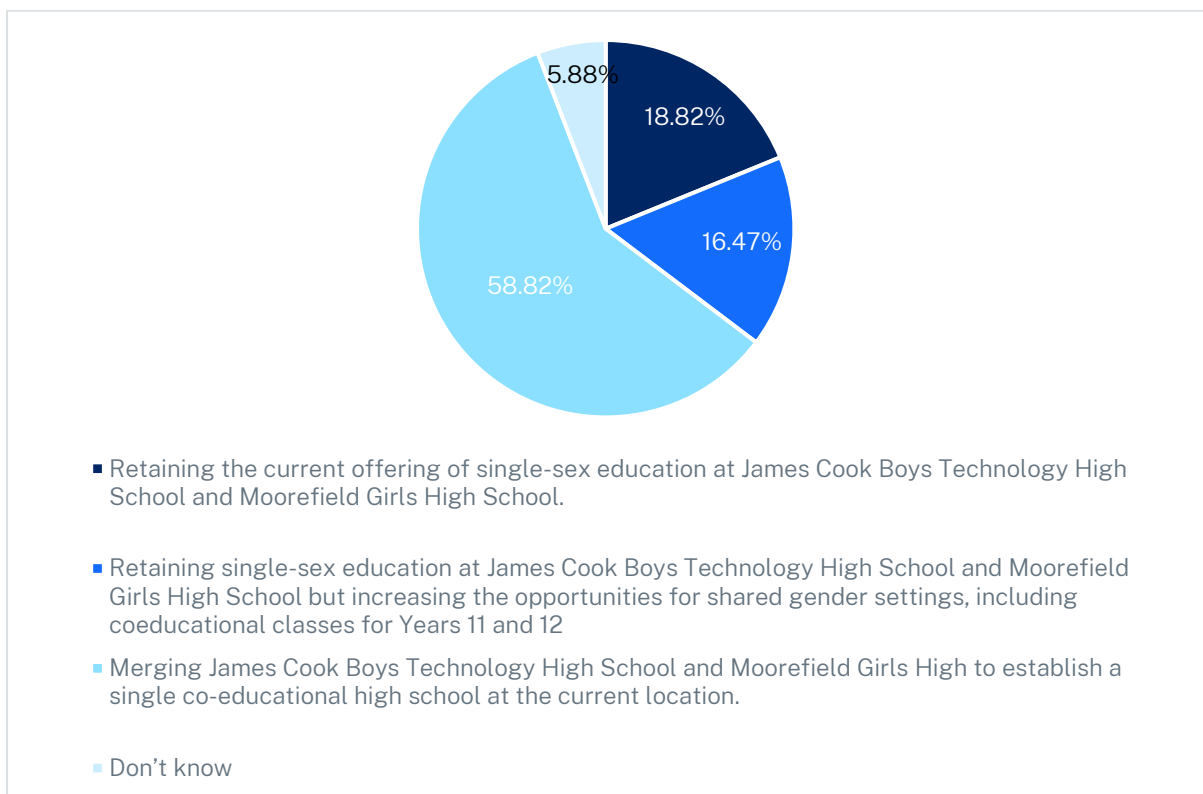


Figure 32. Primary Parents – Most acceptable proposal

Why/further comments

“Co-educational is closer to the real world and higher education too and learning how to act with each other and work with each other throughout their school years is important. In

addition, pooling the schools resources and spaces together is the most efficient use of public resources.”-Parent

“Proposal C -Development of social skills (especially intergender interaction) is just as important as development of academic skills”.-Parent

“We have been planning to enrol at Moorefields for years, we attended the orientation earlier this year so that my daughter can adjust to transitioning to high school in 2025. She is very excited to study in a single sex environment and it was one of the most important factors for her in her decision to enrol there.”-Parent

5.2.3 James Cook Boys Technology High School

70 parents of students currently attending James Cook Boys Technology High School participated in the survey. Most of the respondents have children in years 7 to 10, with only 9 participants with children in the senior grades of 11 and 12.

Parents of students at James Cook Boys Technology High School valued **the culture and sense of community at the school as the most important**.

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

Despite enrolling at a single-sex school, when asked about which type of school they would prefer to enrol their child in, **45% answered that they would prefer to enrol their child in a co-educational setting. 23% had no preference.**

There is less of a clear distinction as to which proposal is preferred amongst the James Cook Boys Technology High School parents. The majority still rated the proposal to **merge James Cook Boys Technology High School and Moorefield Girls High School to establish a single co-educational high school as most acceptable.**

Workshop conversations had the following strong themes:

- Single-sex settings are not a reflection of society
- Other factors about the school such as quality of education and culture are more important and impactful than the gender mix
- If a transition were to take place, the schools need to retain their identity and leadership

Decision-making factors

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

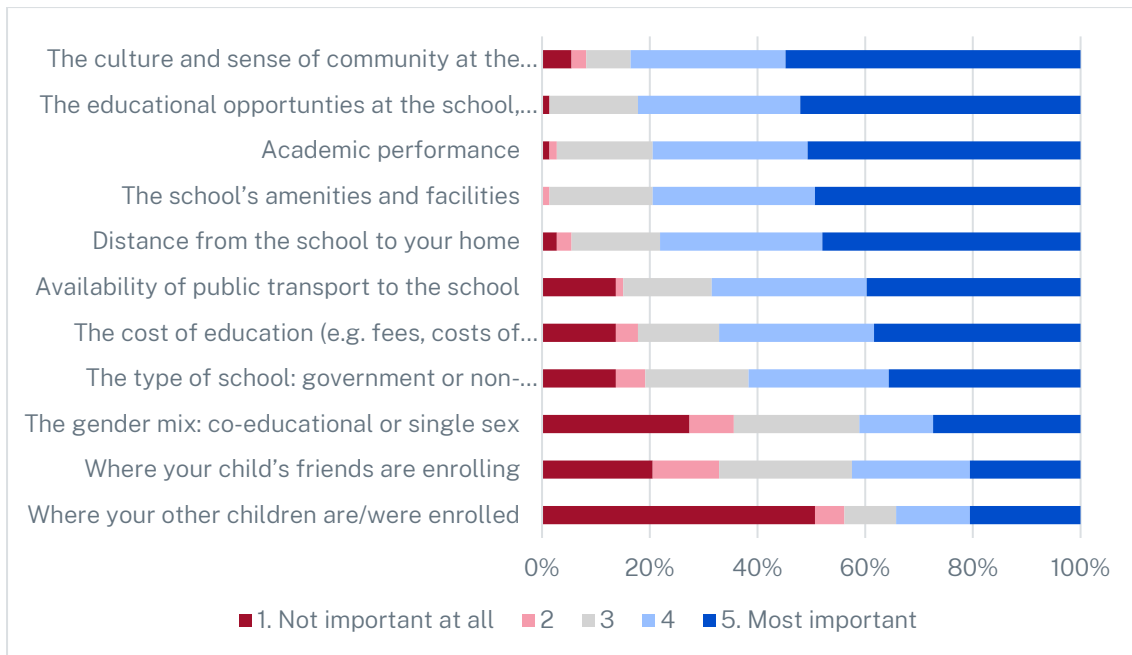


Figure 33. James Cook Boys Technology High School Parents – Decision-making factors

Most important decision-making factor

Table 10 – James Cook Boys Technology High School Parents – Most important decision-making factor

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

The educational opportunities at the school, including subject choices and extracurricular activities	21.92%
Distance from the school to your home	19.18%
The culture and sense of community at the school	16.44%
Academic performance	13.70%
The gender mix: co-educational or single sex	6.85%
Where your other children are/were enrolled	6.85%
Where your child's friends are enrolling	5.48%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	4.11%
The type of school: government or non-government	2.74%
The school's amenities and facilities	1.37%
Availability of public transport to the school	1.37%

Single Sex vs Co-educational Preference

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

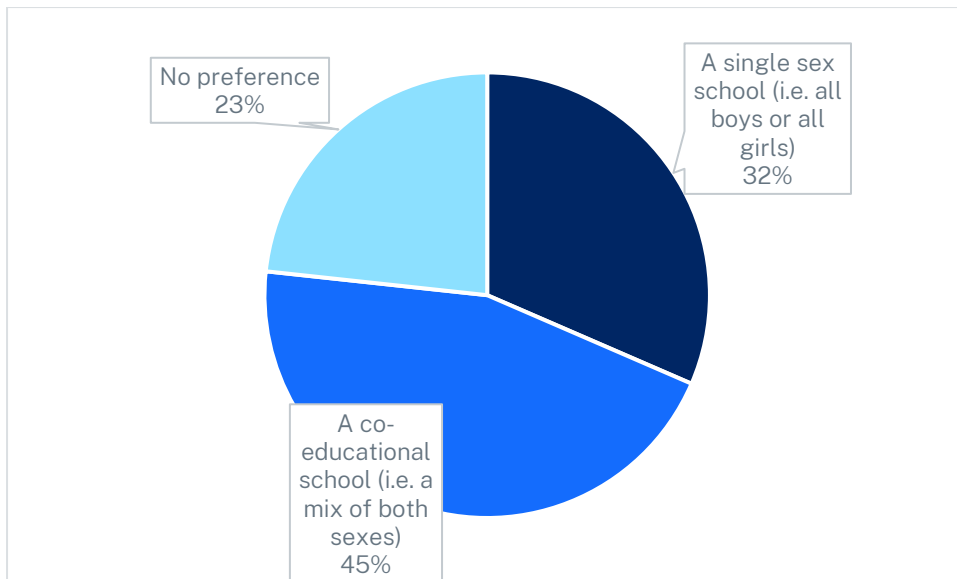


Figure 34. James Cook Boys Technology High School Parents –Single Sex vs Co-ed Preference

View of proposals

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

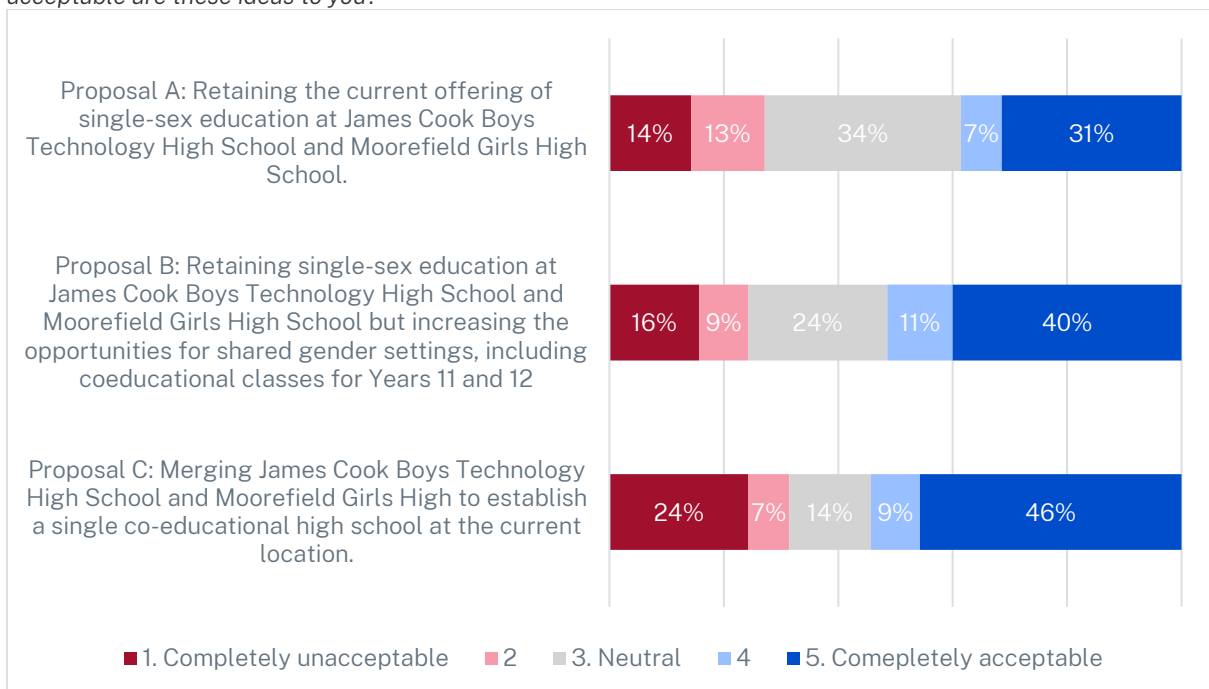


Figure 35. James Cook Boys Technology High School Parents –View of proposals

Most acceptable proposal

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

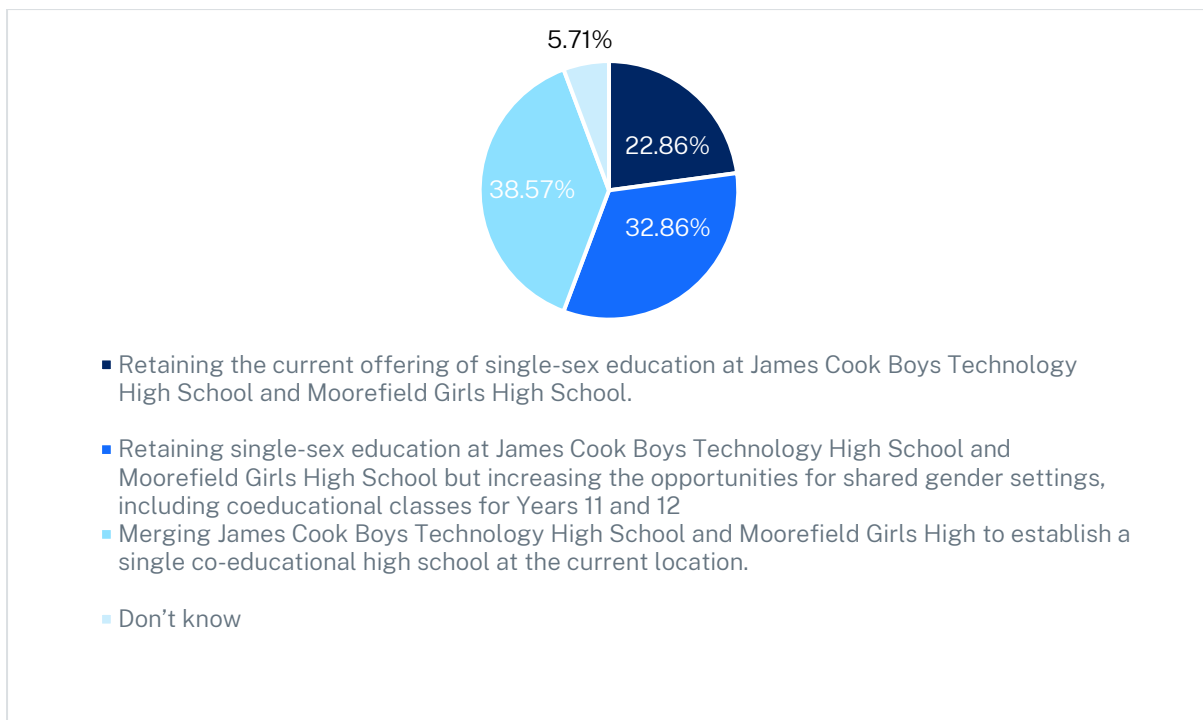


Figure 36. James Cook Boys Technology High School Parents –Most acceptable proposal

Why/further comments

"I previously lived in Ramsgate and avoided JCBTHS for both my kids due to single sex settings. I did find it frustrating that with the requirement to attend a school in my zone there was no offer of a co-ed environment -hence I looked elsewhere for my kids who grew up through Ramsgate Public School." – Parent

"Proposal C is the most acceptable proposal in my view to influence the development of social ,mental , emotional and professional life of a young person ...in our society wherever we go is made of boys and girls , the earlier stage to develop respect , kindness , compassion etc towards one gender to other first is at home following by school... where will be reflecting our teaching and learning for a positive and healthy society and community!" - Parent

5.2.4 Moorefield Girls High School Parents

50 parents of students currently attending Moorefield Girls High School participated in the survey. Most of the respondents have children in years 7 to 10, with only 3 participants having children in the senior grades of 11 and 12.

Parents of students Moorefield Girls valued **the culture and sense of community at the school as the most important**.

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

When asked about which type of school they would prefer to enrol their child in, **52% answered that they would prefer to enrol their child in a single-sex setting. 21% had no preference (21%).**

Among the parents of Moorefield Girls High School students, when analysing the acceptability of the three proposals -**retaining the current offering of single-sex**

education at James Cook Boys Technology High School and Moorefield Girls High School was the highest with an acceptability rating of over 55%.

Workshop conversations had the following strong themes:

- Choices should be available for the community, there are nearby co-educational schools available especially with the upcoming changes for 2025
- The opportunity to choose single-sex or co-educational is valued among the parents of Moorefield Girls High School.
- The support unit at Moorefield Girls HS remaining single sex is important for many parents

Decision-making factors

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

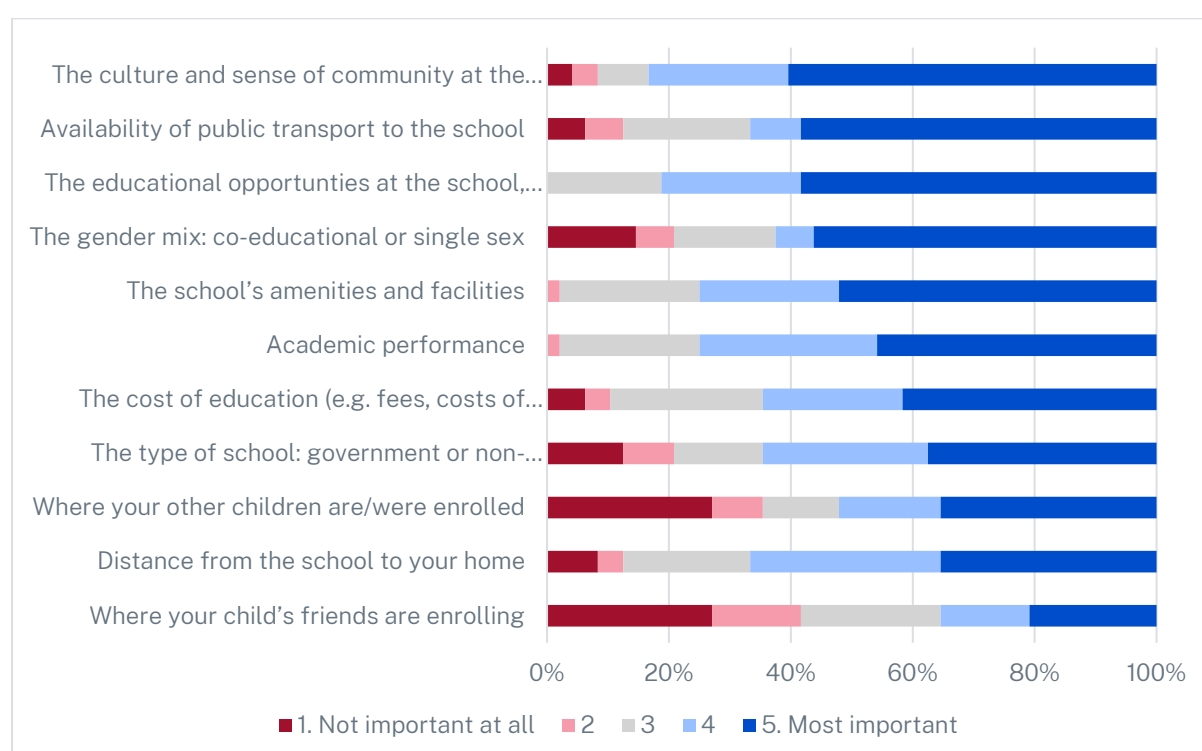


Figure 37. Moorefield Girls High School Parents – Decision-making factors

Most important decision-making factor

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

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

The gender mix: co-educational or single sex	39.58%
Distance from the school to your home	12.50%
The educational opportunities at the school, including subject choices and extracurricular activities	12.50%
Where your child's friends are enrolling	8.33%

Academic performance	8.33%
The culture and sense of community at the school	8.33%
Availability of public transport to the school	4.17%
The type of school: government or non-government	2.08%
Where your other children are/were enrolled	2.08%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	2.08%
The school's amenities and facilities	0.00%

Single Sex vs Co-ed Preference

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

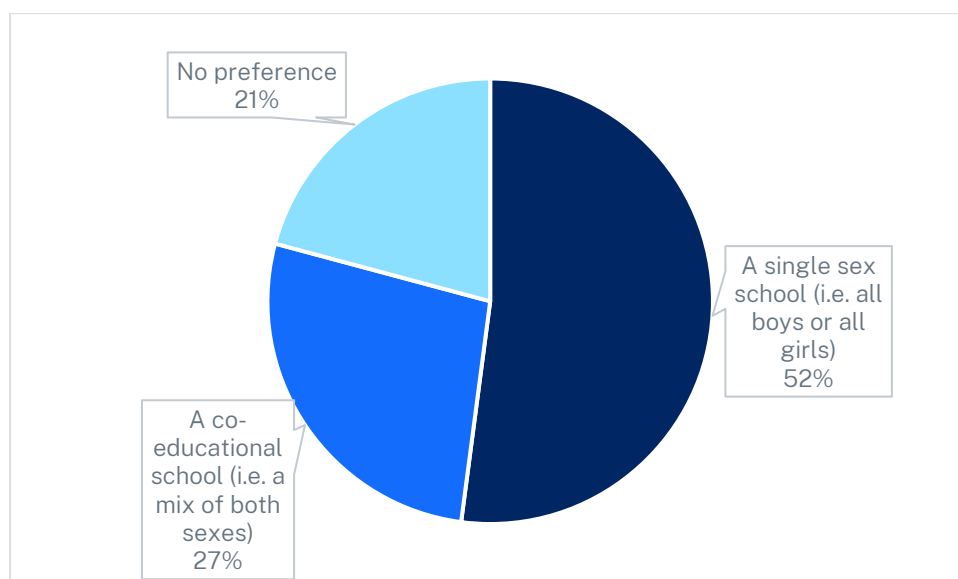


Figure 38. Moorefield Girls High School Parents – Single Sex vs Co-ed Preference

View of proposals

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

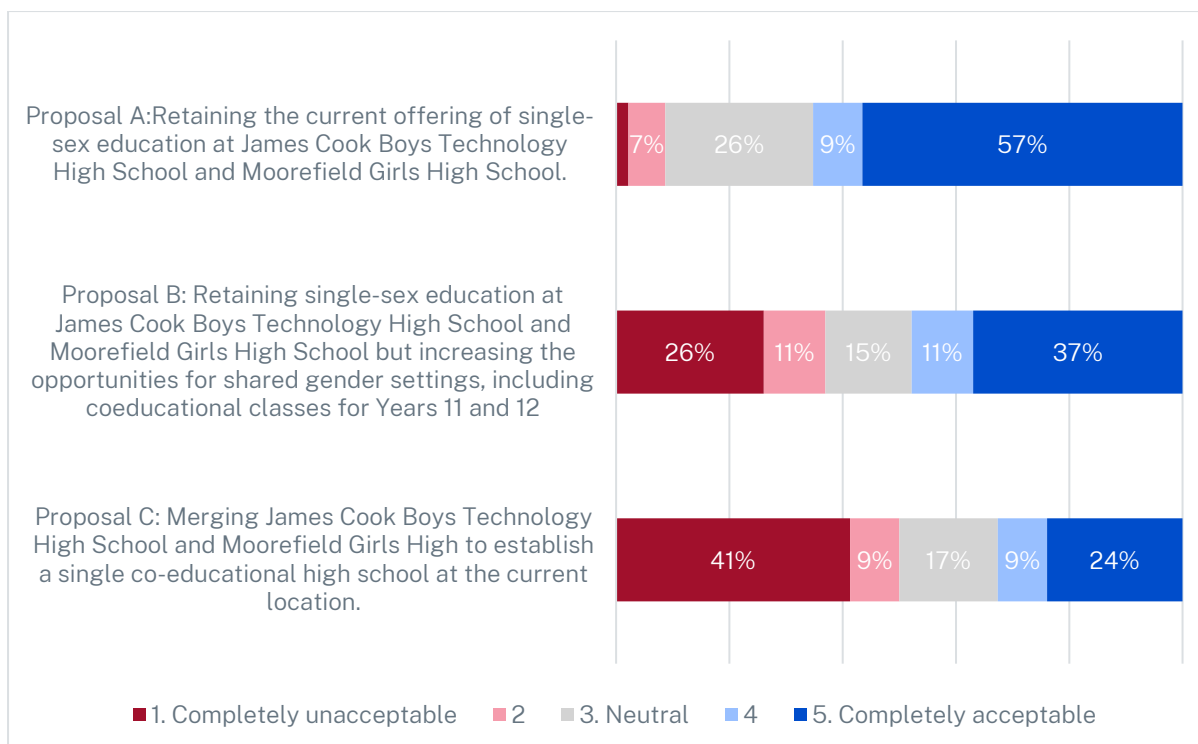


Figure 39. Moorefield Girls High School Parents – View on proposals

Most acceptable proposal

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

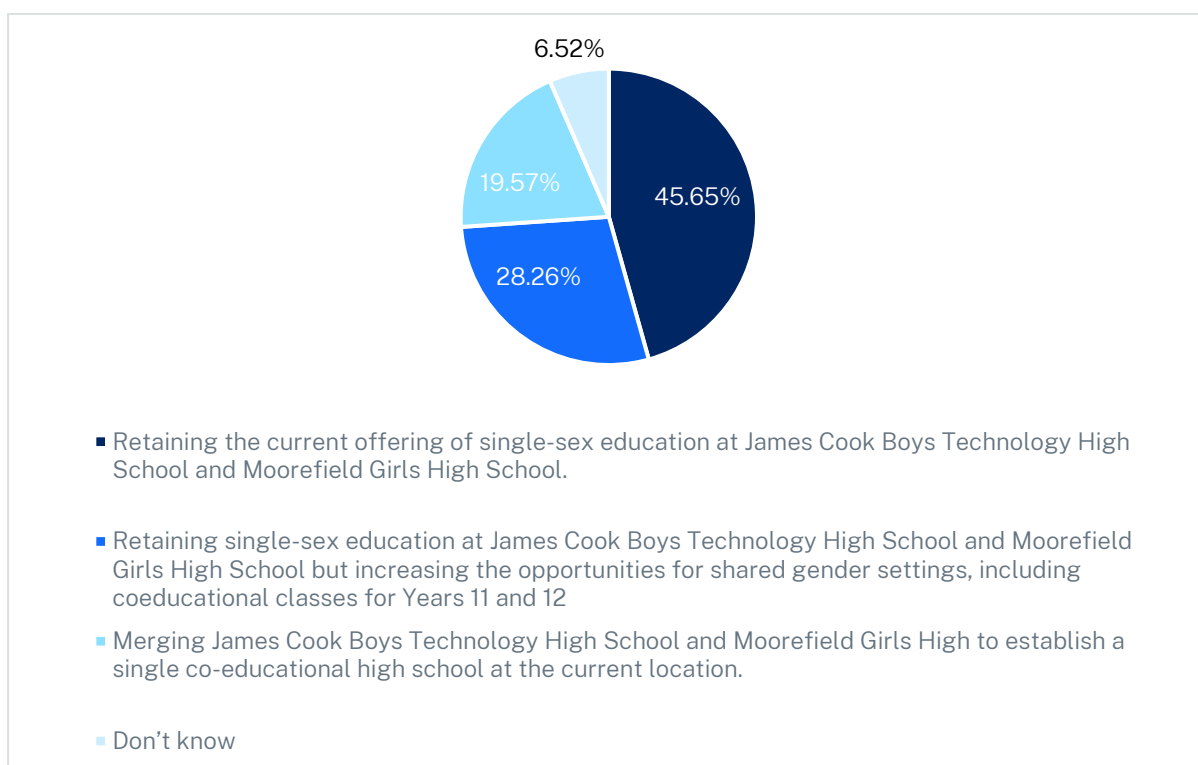


Figure 40. Moorefield Girls High School Parents – Most acceptable proposal

Why/further comments

“My daughter thrives in a single sex education environment. She has a genetic disorder and is selectively mute. She feels comfortable with same sex classmates. We have tried private schools and they just don’t offer the level of support required for her to thrive.”

“I chose Moorefield for my daughter because I was looking for a single sex school for her and my daughters in the support unit. And I felt, given the type of person my daughter is, I feel that in a single sex school she will thrive a lot better.” –Parent from the workshop

“Increasing the opportunities for shared gender settings reduce bias among the young generation. They learn to work together productively by sharing different view points and helps to reduce the gap of gender stereotyping.”-Parent

5.2.5 Other Secondary School Parents

41 parents of students currently attending another high school participated in the survey. Most of the respondents are from local schools such as Kogarah High School, Blakehurst High School and Sylvania High School, with a small number of participants from other schools.

Over 85% parents of the other secondary school respondents combined rated **the school’s amenities and facilities as a 4 or 5 on the scale of least to most important**. However, when asked about the single most important factor in their decision making, **academic performance was rated highest**.

When asked about which type of school they would prefer to enrol their child in, **75% answered that they prefer to enrol their child in a co-educational setting. 14% had no preference**.

The most acceptable of the three proposals **was merging James Cook Boys Technology High School and Moorefield Girls High to establish a single co-educational high school** with an acceptability rating of over 55%. This proposal was also ranked highest when asked about the single most acceptable proposal (61%)

Decision-making factors

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

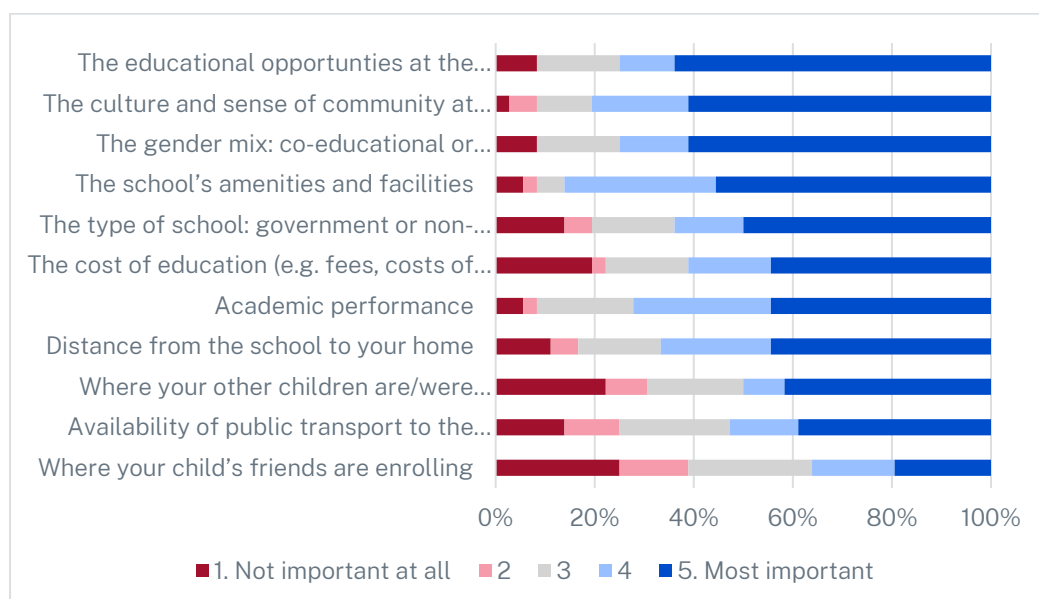


Figure 41. Other secondary school parents – Decision-making factors

Most important decision-making factor

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

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

Academic performance	22.22%
Distance from the school to your home	16.67%
The educational opportunities at the school, including subject choices and extracurricular activities	16.67%
The gender mix: co-educational or single sex	11.11%
Where your child's friends are enrolling	11.11%
The type of school: government or non-government	8.33%
Where your other children are/were enrolled	8.33%
The culture and sense of community at the school	2.78%
Availability of public transport to the school	2.78%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	0.00%
The school's amenities and facilities	0.00%

Single Sex vs Co-educational Preference

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

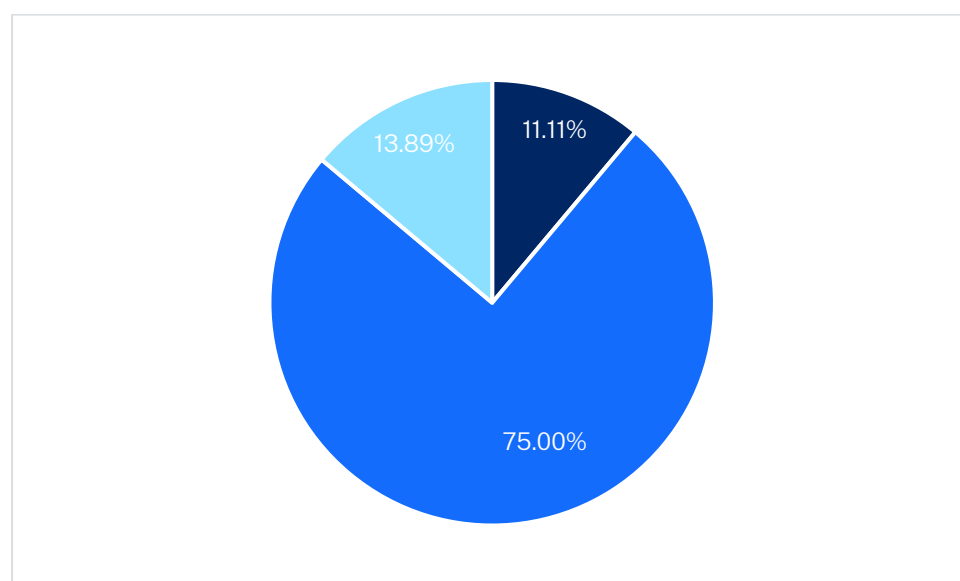


Figure 42. Other secondary school parents – Single Sex vs Co-ed Preference

View of proposals

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

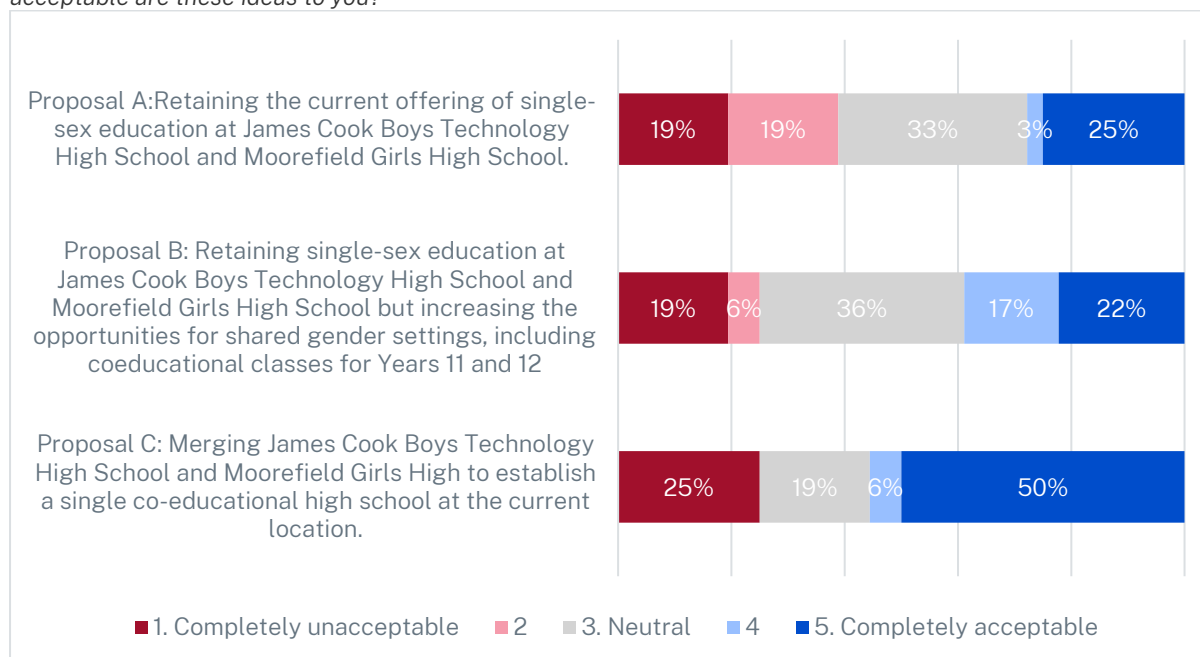


Figure 43. Other secondary school parents – View of proposals

Most acceptable proposal

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

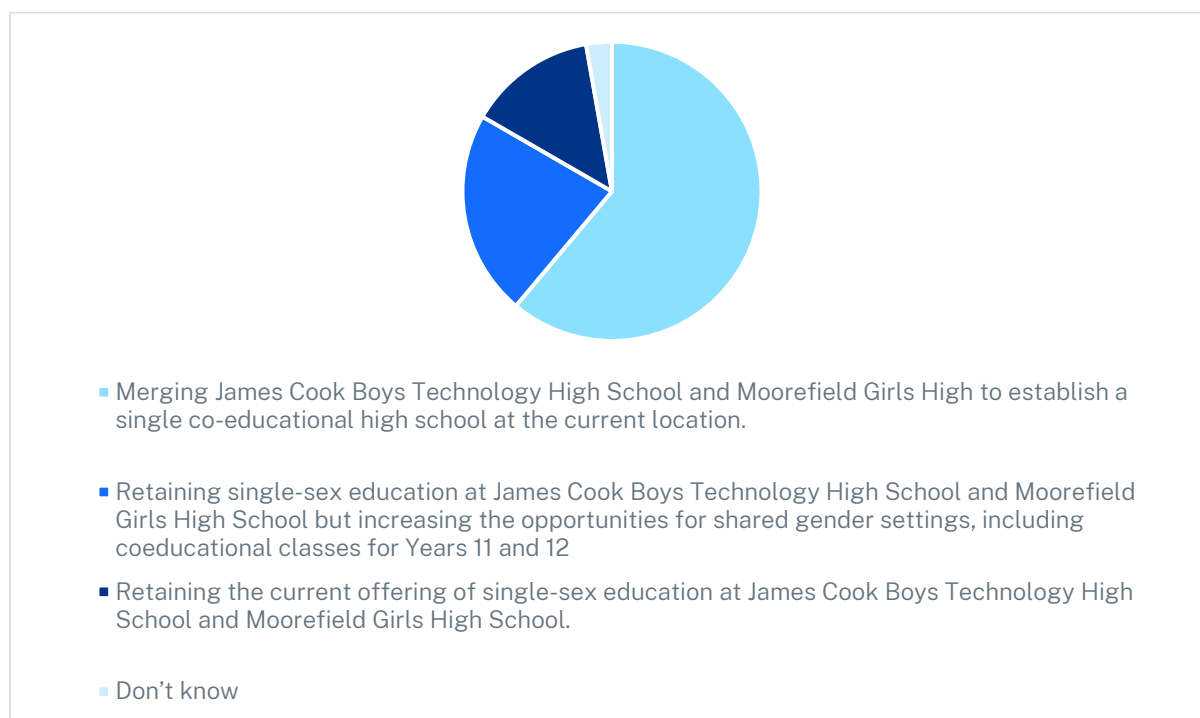


Figure 44. Other secondary school parents – Most acceptable proposal

Why/further comments

5.3 Staff

5.3.1 Local Primary School Staff

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

100% of staff who participated from these schools rated **a culture of inclusivity and support at the school as a 4 or 5 on the scale of least to most important**. However, when asked about the single most important factor in their decision making, **a culture of inclusivity and support at the school** was equally as important.

Among the primary staff, when analysing the acceptability of the three proposals - **retaining single-sex education at James Cook Boys Technology High School and Moorefield Girls High School but increasing the opportunities for shared gender settings, including co-educational classes for Years 11 and 12 was the highest**. This proposal was also ranked highest when asked about the single most acceptable proposal.

Workshop conversations had the following strong themes:

- Most parents are making their decisions based on reputation, perception and siblings, not gender mix.

Education quality factors

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

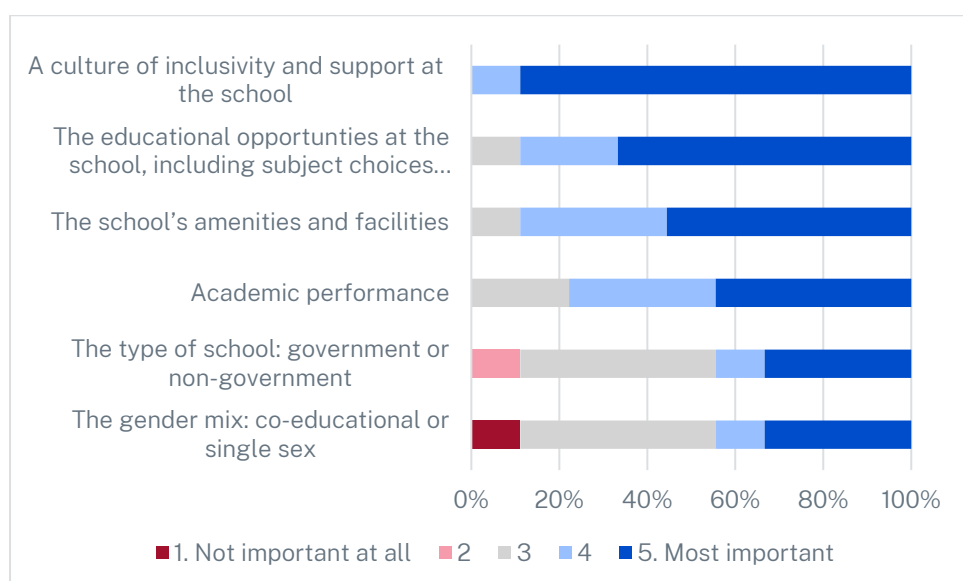


Figure 45. Local Primary School Staff – Education quality factors

Most important education quality factor

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

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

The educational opportunities at the school, including subject choices and extracurricular activities	44.44%
A culture of inclusivity and support at the school	44.44%

The type of school: government or non-government	11.11%
The gender mix: co-educational or single sex	0.00%
Academic performance	0.00%
The school's amenities and facilities	0.00%

View on proposals

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

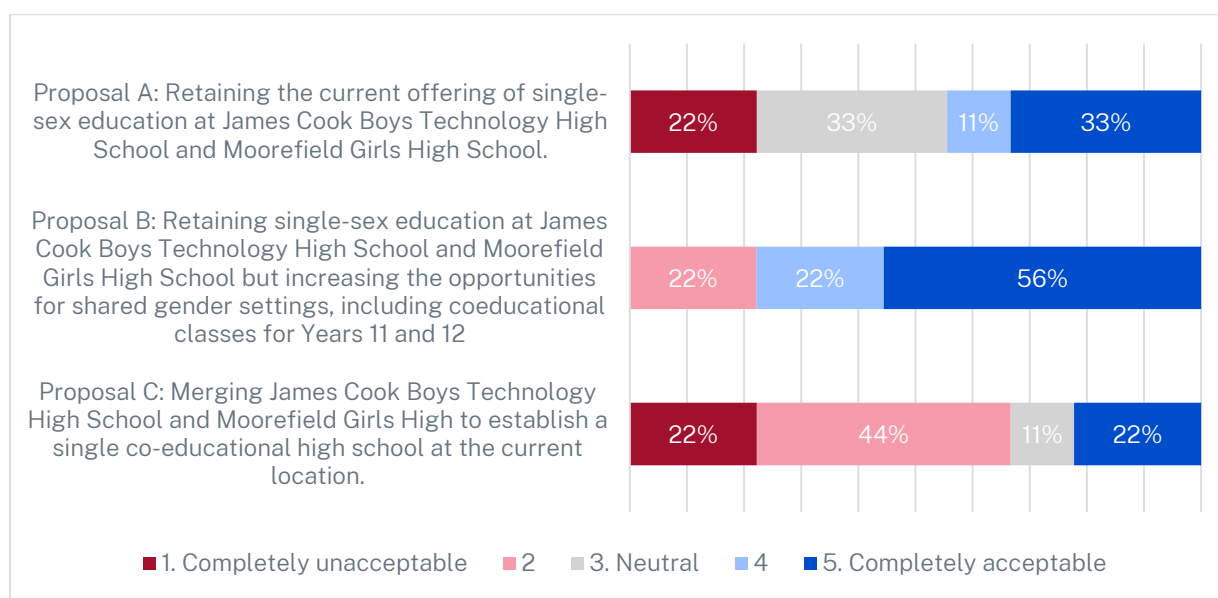


Figure 46. Local Primary School Staff –View on proposals

Most acceptable proposal

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

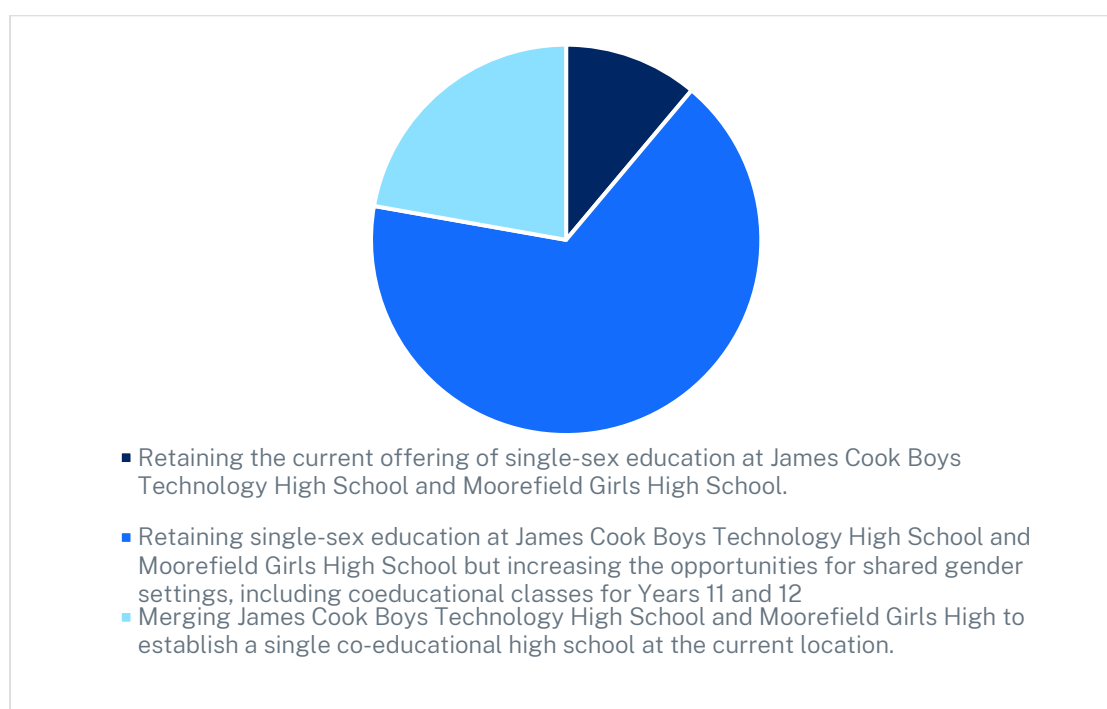


Figure 47. Local Primary School Staff –Most acceptable proposal

Why/other comments

“This allows options for families who want their children to have a single sex high school experience, particularly in the early years where disengagement is often a major barrier. Without this option, I believe more families will look to non government options.” – Staff member

“This proposal is the most acceptable to me because from my experience, there are a number of families who wish to send their children to single-sex schools for cultural, religious and personal reasons. The two schools mentioned have always been my suggestion for government single-sex schools in the area. Kogarah High School is already mixed-sex and some families within the area do not want to send their children there for this reason. By retaining the current profile of James Cook and Moorefield Girls -I strongly believe we are meeting the needs of our local community. As an individual teacher however, I believe that mixed-gender schools do have its advantages in terms of personal and social development in children and providing a mixed-sex environment in senior schooling will meet this developmental need.” – Staff member

5.3.2 James Cook Boys Technology High School Staff

27 staff members from James Cook Boys Technology High School participated in the survey.

100% of the staff who participated rated **a culture of inclusivity and support at the school as a 4 or 5 on the scale of least to most important**. However, when asked about the single most important factor in their decision making, **a culture of inclusivity and support at the school** was ranked as most important.

When asked to rate the acceptability of each proposal **all 3 proposals were similarly rated**. However, when asked about the most acceptable proposal, options that had increased opportunities for co-educational offerings and/or merge the two schools were ranked highest.

Workshop conversations had the following strong themes:

- Less distractions for boys in single-sex settings
- Single-sex settings are not reflective of society, especially when students are in co-educational settings for primary and tertiary education

Education quality factors

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

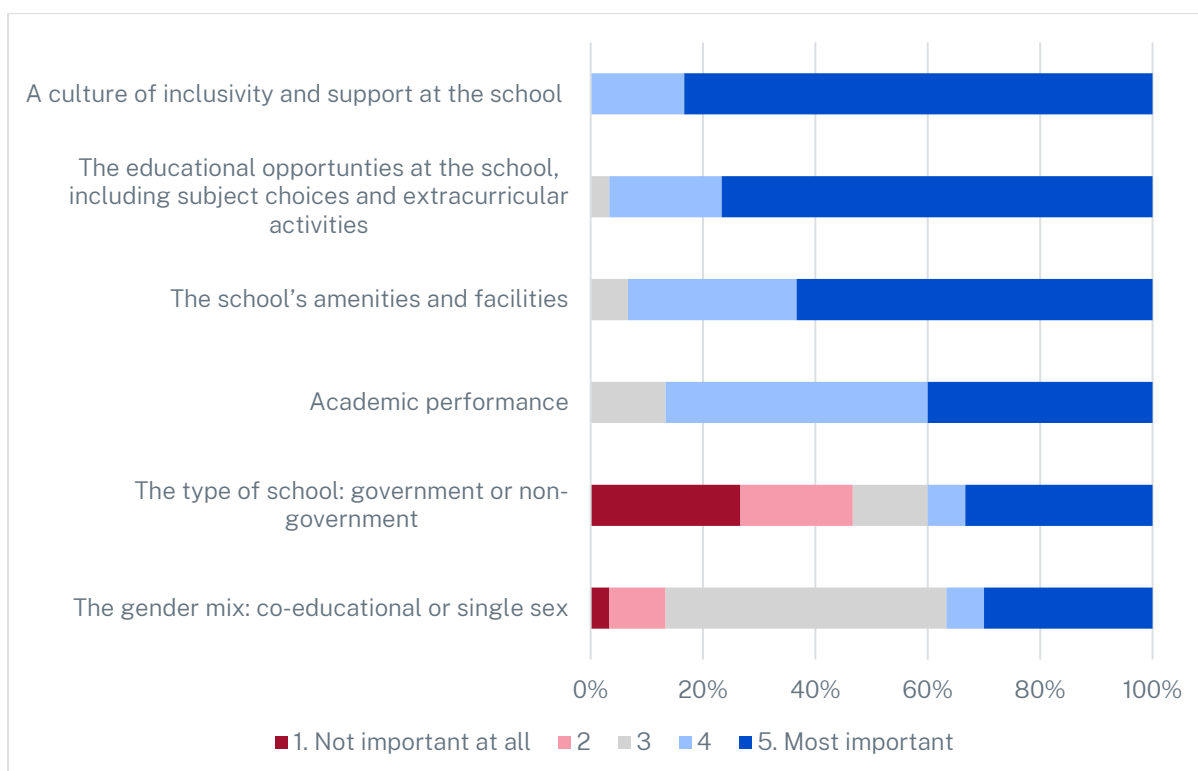


Figure 48. James Cook Boys Technology High School Staff – Education Quality factors

Most important education quality factor

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

Table 14. James Cook Boys Technology High School Staff – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	46.67%
A culture of inclusivity and support at the school	40.00%
The gender mix: co-educational or single sex	6.67%
Academic performance	6.67%
The type of school: government or non-government	0.00%
The school's amenities and facilities	0.00%

View on proposals

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

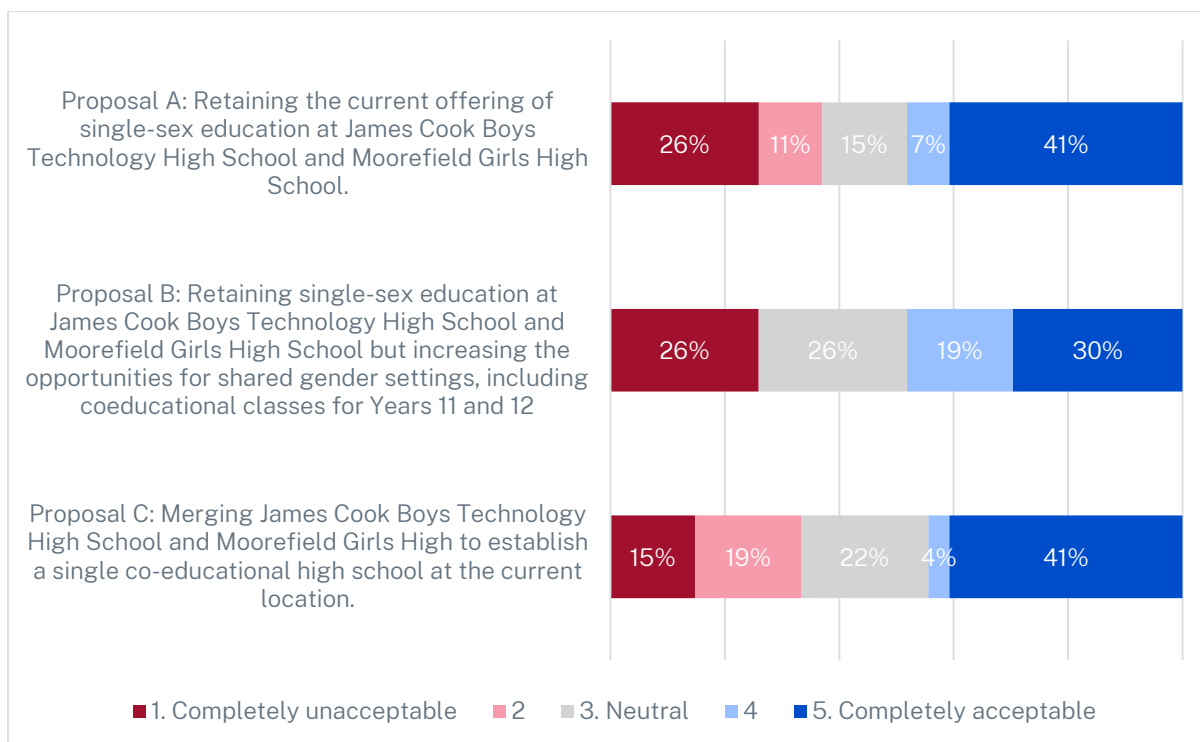


Figure 49. James Cook Boys Technology High School Staff –View on proposals

Most acceptable proposal

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

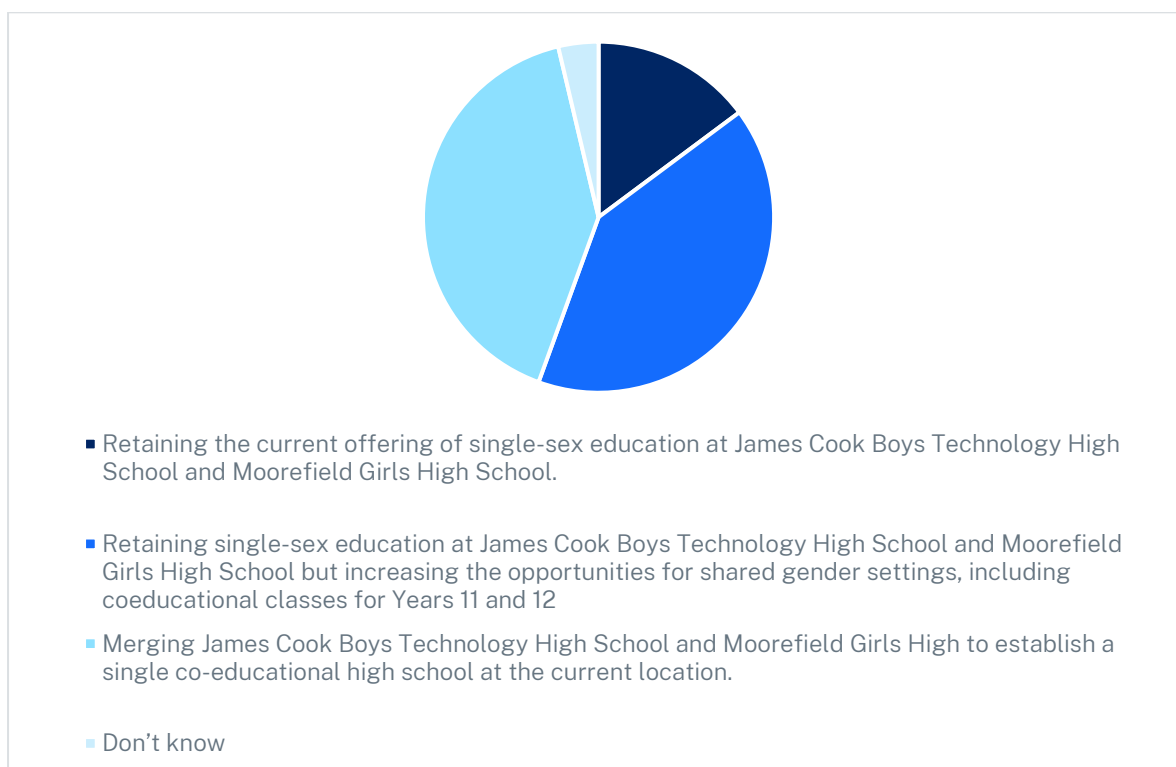


Figure 50. James Cook Boys Technology High School Staff –Most acceptable proposal

5.3.3 Moorefield Girls High School Staff

39 staff members from Moorefield Girls High School participated in the survey.

93% of staff who participated rated **the education opportunities at the school, including subject choices and extracurricular activities as the most important as a 4 or 5 on the scale of least to most important**. Similarly, when asked about the single most important factor in their decision making the cohort answered the same.

When asked about the most acceptable proposal **retaining the current offering of single-sex education at James Cook Boys Technology High School and Moorefield Girls High School** was ranked highest .

Workshop conversations had the following strong themes:

- Single-sex girls schools provide a better learning environment for students as well as teachers.
- The support unit at Moorefield Girls HS is highly valued by the school community

Education quality factors

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

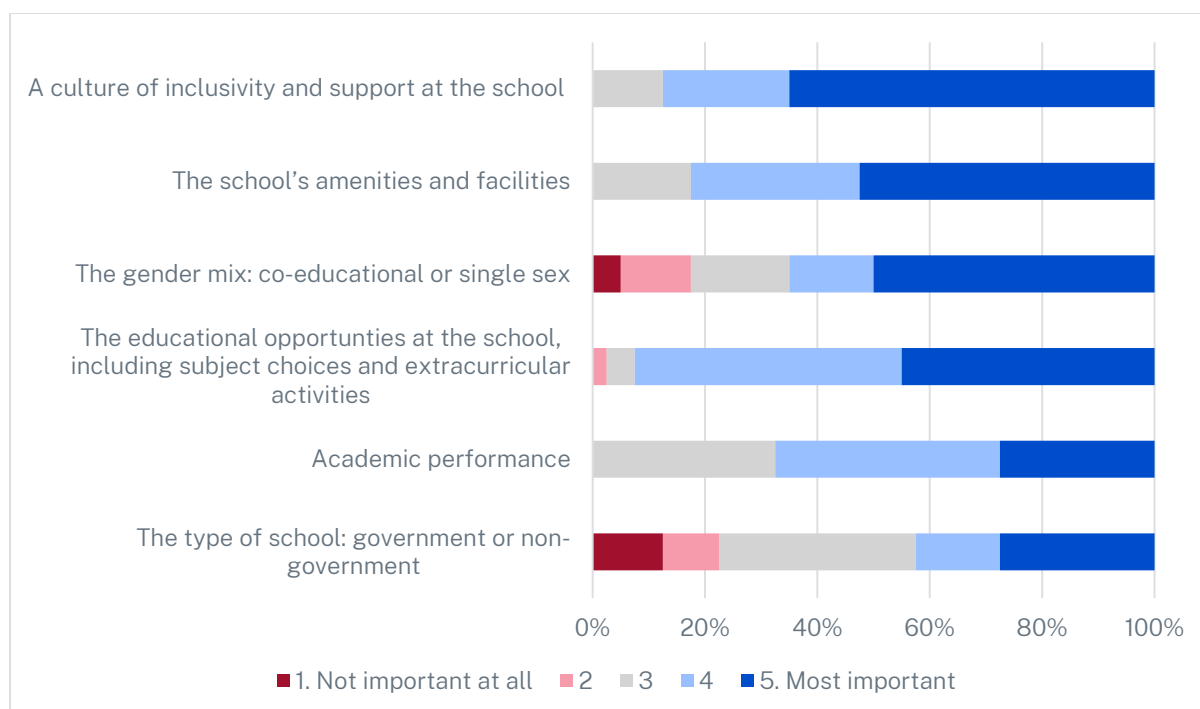


Figure 51. Moorefield Girls High School Staff –Education Quality factors

Most important education quality factor

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

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

The educational opportunities at the school, including subject choices and extracurricular activities	42.50%
A culture of inclusivity and support at the school	27.50%
The gender mix: co-educational or single sex	17.50%

Academic performance	10.00%
The school's amenities and facilities	2.50%
The type of school: government or non-government	0.00%

View on proposals

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

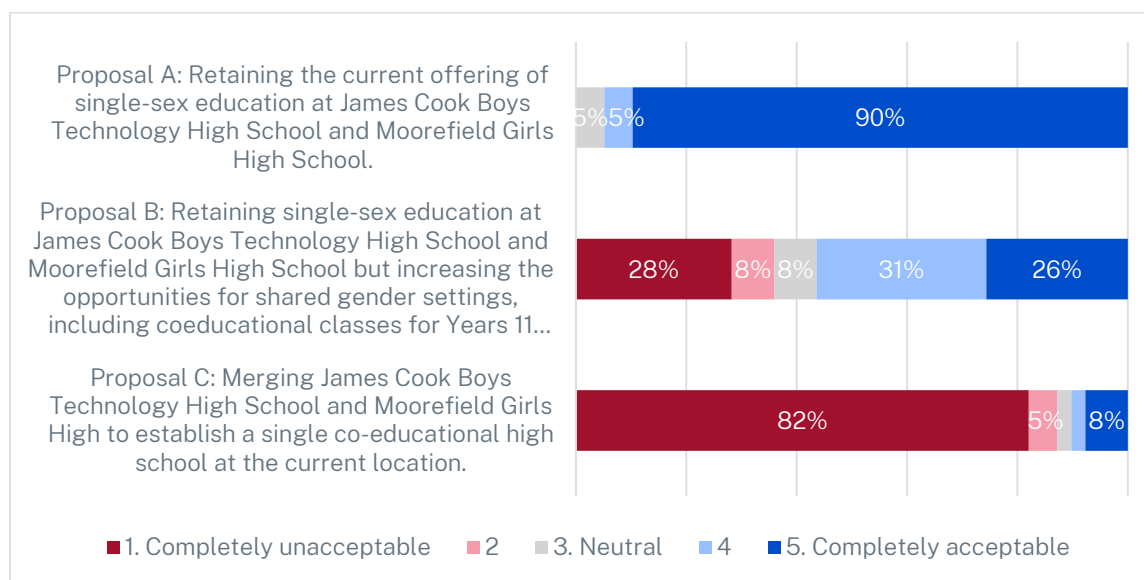


Figure 52. Moorefield Girls High School Staff –View on proposals

Most acceptable proposal

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

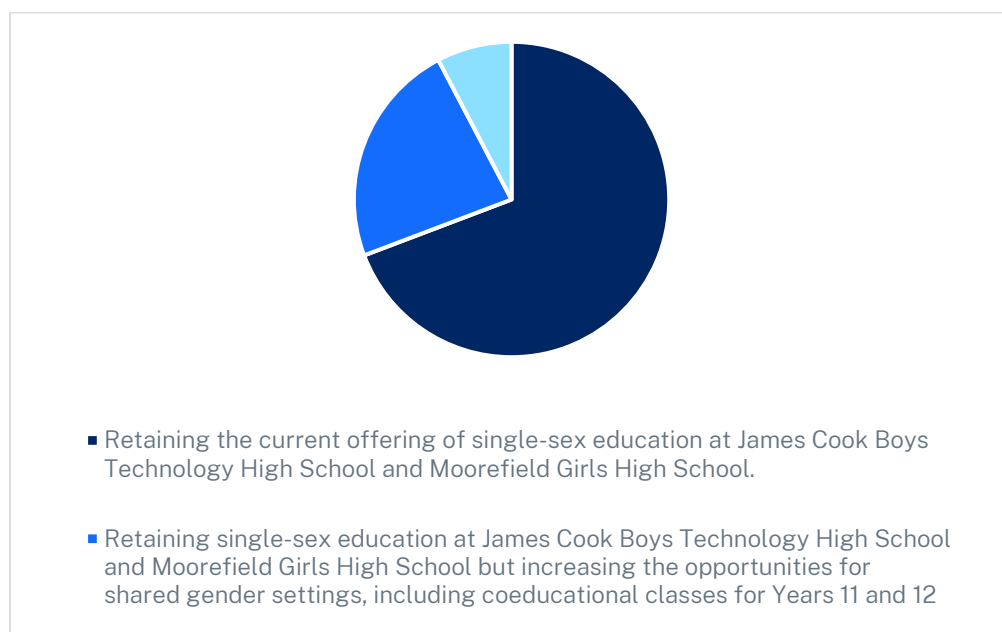


Figure 53. Moorefield Girls High School Staff –Most acceptable proposal

5.3.4 Staff from other schools

39 staff members from other schools participated in the survey.

100% of staff who participated from other schools rated **the culture of inclusivity and support at the school**. Similarly, when asked about the single most important factor in their decision-making, the cohort answered the same.

When asked about the most acceptable proposal, all three proposals had similar ratings, however, **retaining the current offering of single-sex education at James Cook Boys Technology High School and Moorefield Girls High School** was ranked highest by a small margin.

Education quality factors

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

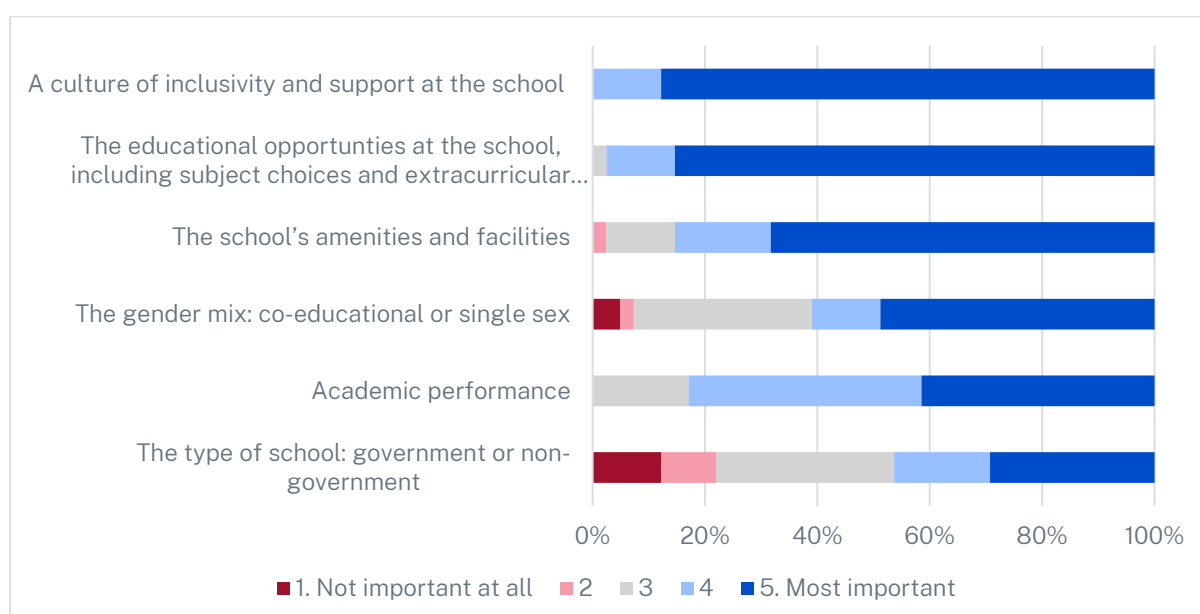


Figure 54. Other School Staff – Education quality factors

Most important education quality factor

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

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

A culture of inclusivity and support at the school	43.90%
The educational opportunities at the school, including subject choices and extracurricular activities	41.46%
Academic performance	7.32%
The gender mix: co-educational or single sex	4.88%
The school's amenities and facilities	2.44%
The type of school: government or non-government	0.00%

View on proposals

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

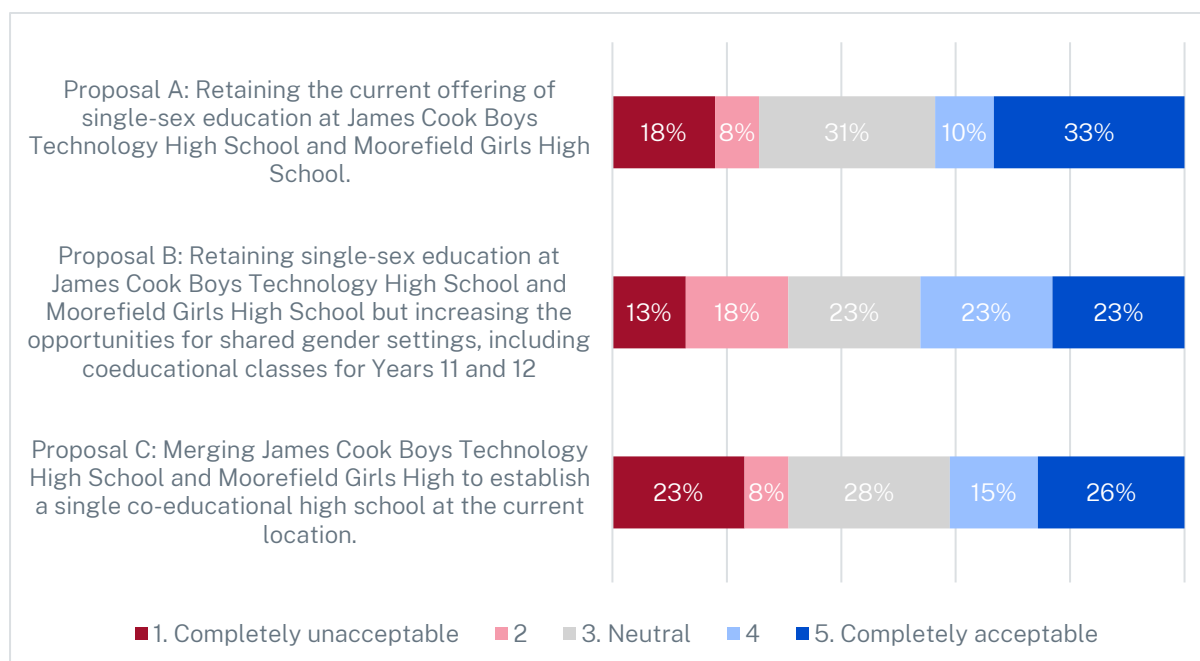


Figure 54. Other School Staff -View on proposals

Most acceptable proposal

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

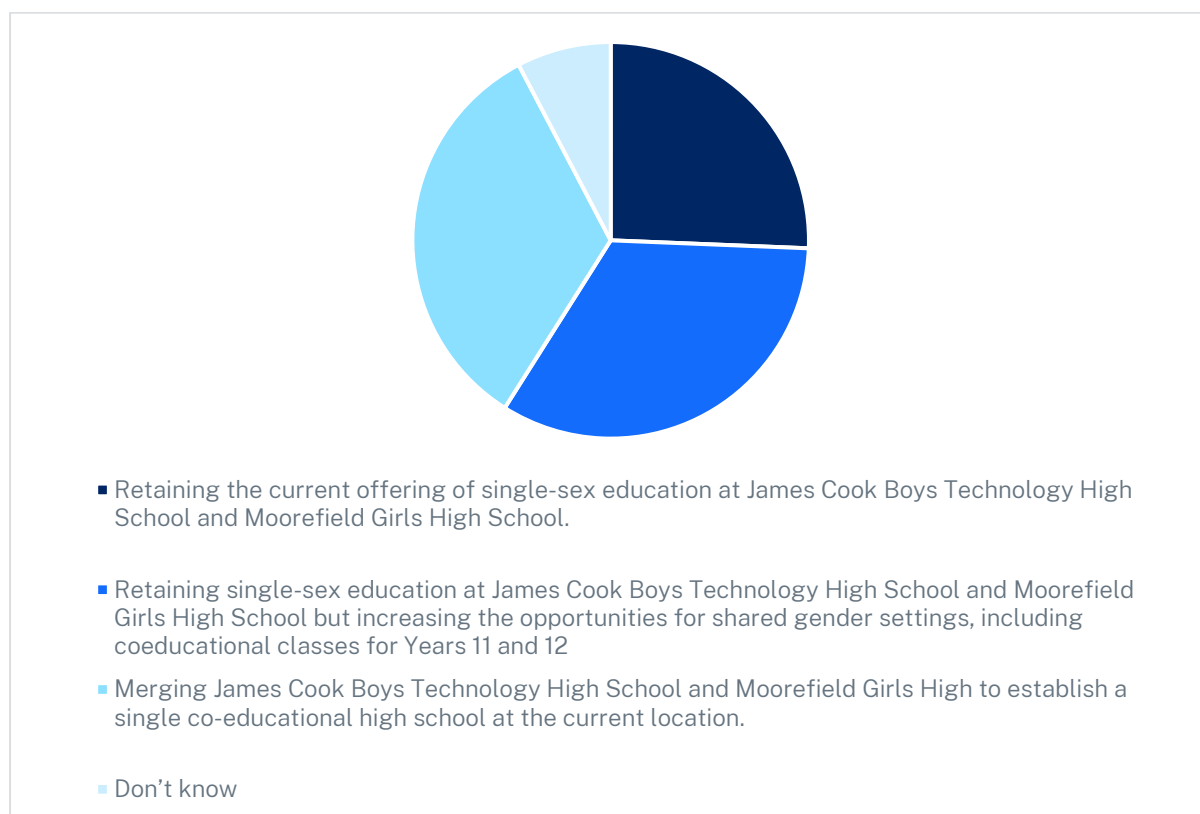


Figure 55. Other School Staff –Most acceptable proposal

5.4 General Community

Most acceptable proposal

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

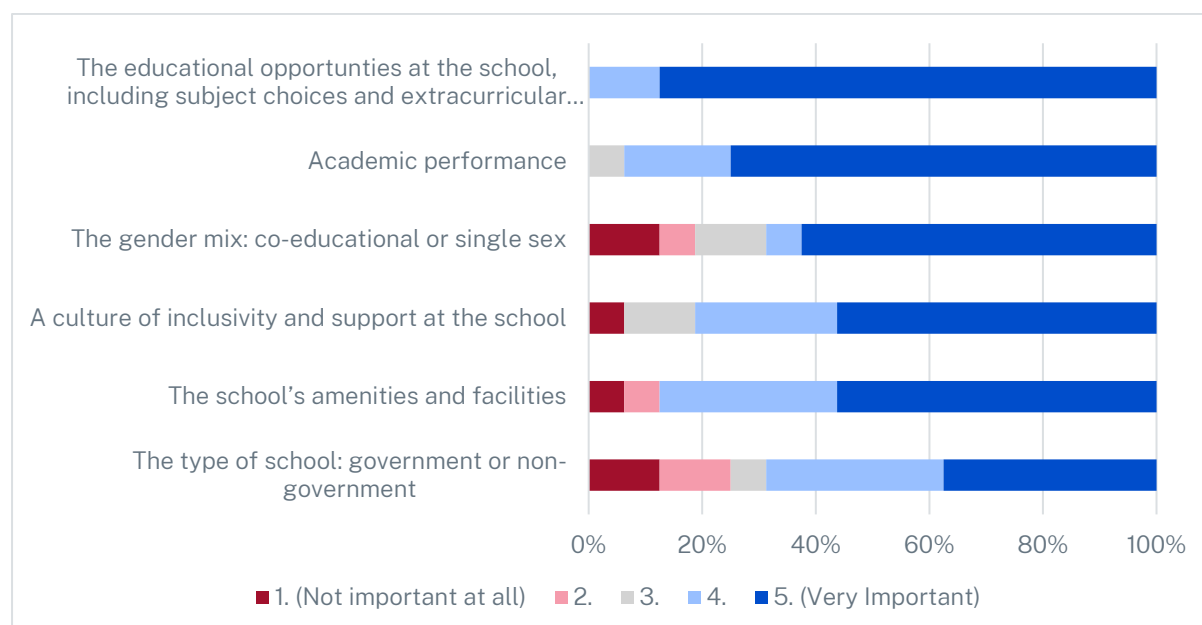


Figure 56. General Community – Education quality factors

Most important education quality factor

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

Table 17. General Community – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	56.25%
The gender mix: co-educational or single sex	25.00%
Academic performance	18.75%
The type of school: government or non-government	0.00%
The school's amenities and facilities	0.00%
A culture of inclusivity and support at the school	0.00%

View on proposals

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

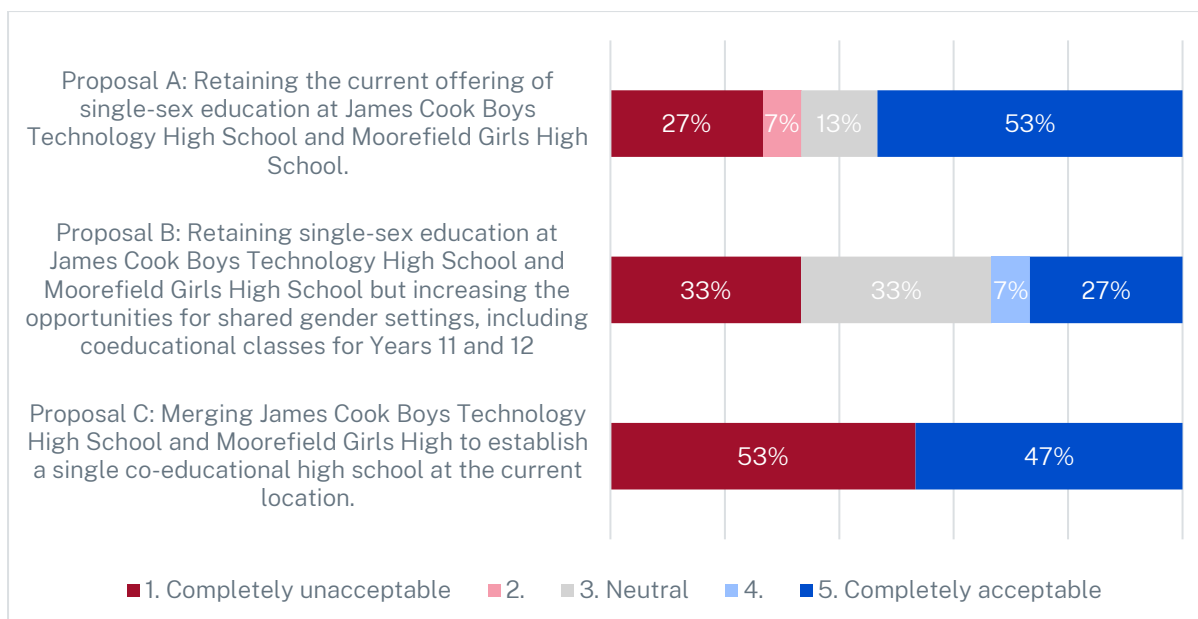


Figure 57. General Community -View on proposals

Most acceptable proposal

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

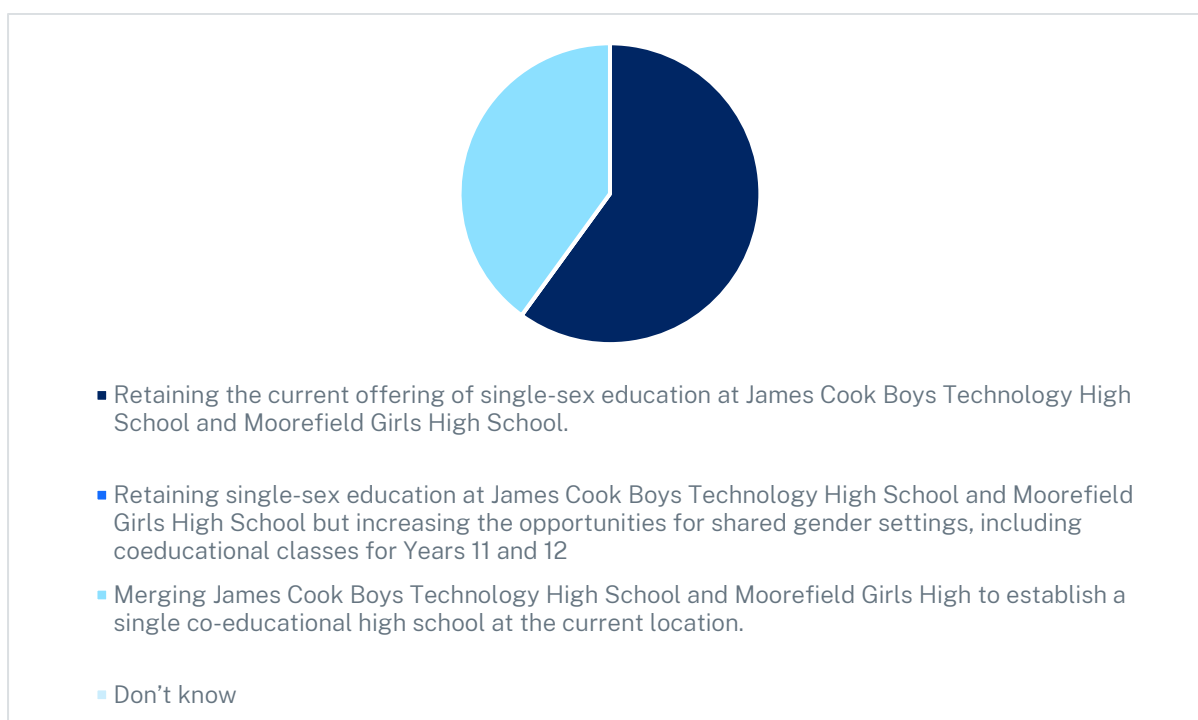


Figure 58. General Community -Most acceptable proposal