

Northern Beaches Secondary Colleges Consultation Report

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1. Executive Summary

1.1 About the Community Consultation

The NSW Government has made a commitment to guarantee access for all NSW students to co-educational public high schools.

Although some families in the Northern Beaches area have guaranteed access to enrol at a co-educational high school, there are around 500 Year 6 public school students applying for high school each year who do not have this access. These students reside in the southeast corner of the Northern Beaches in the suburbs of Balgowlah, Balgowlah Heights, Clontarf, Curl Curl, Fairlight, Freshwater, Manly, Manly Vale, North Manly, and Queenscliff.

The consultation's aim is to capture perspectives of local communities and assist the department in determining an appropriate way of meeting the NSW Government's commitment of guaranteed access to co-educational settings for all.

1.1.1 Who was involved

The consultation engaged:

- Students, parents and carers and school staff of the six high schools in the immediate area as well as staff and P&C members of other high schools in the Northern Beaches LGA
- Students, parents and carers and school staff of feeder primary schools in the area
- Parents and carers of early childhood aged children
- Special interest groups
- The general public of the Northern Beaches area

1.1.2 How many people participated

Survey Responses:



Students

1037 Secondary Students



Parents and carers

1856 parents or carers primary school
929 parents or carers secondary school
659 early childhood parents or carers



General public

147 General public



School staff

449 staff members
either primary or
secondary school

Workshop Attendance:



Across 22 workshops, 847 people participated in discussions

Additional Correspondence:



The department received and responded to an additional 54 direct emails about the consultation

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 is grouped under different stakeholder cohorts. It 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 entire 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 Proposals for the educational offerings within the Northern Beaches

The following proposals have been shown to stakeholders for them to select preferences and provide comment.

The proposals were developed following preliminary consultation discussions with representatives from Northern Beaches P&C associations. These initial talks were a starting point for discussions about what potential co-educational offerings might look like.

Indicative intake area maps for each proposal were developed to prompt discussion and for comparison with current status quo. It was explained to participants that these proposals and their intake areas could be refined and adjusted based on information gathered during the consultation period or on other deciding factors, such as updates to population projections.

Proposals A, B, C and D will be referenced in this report. Participants who were unsure or had no preference are described as “No Preference”.

Proposal A: **Northern Beaches Secondary College (NBSC) Freshwater Senior Campus** would move from a Year 11-12 senior campus to a Year 7 –12 campus.

- Proposal B:** **NBSC Manly Campus** would offer **non-selective** enrolment in Years 7-9 for students from a new local intake area, with the current arrangement that adds additional selective students in older grades to cease. Non-selective students would move to NBSC Freshwater Senior Campus for Years 10-12.
- Proposal C** **Intake area adjustments** for NBSC Cromer Campus and The Forest High School, to expand their intake areas to all homes without a guaranteed co-educational option.
- Proposal D** **NBSC Mackellar Girls Campus** and **NBSC Balgowlah Boys Campus** would **become co-educational** Year 7-12 campuses.
- No Preference** No preference.

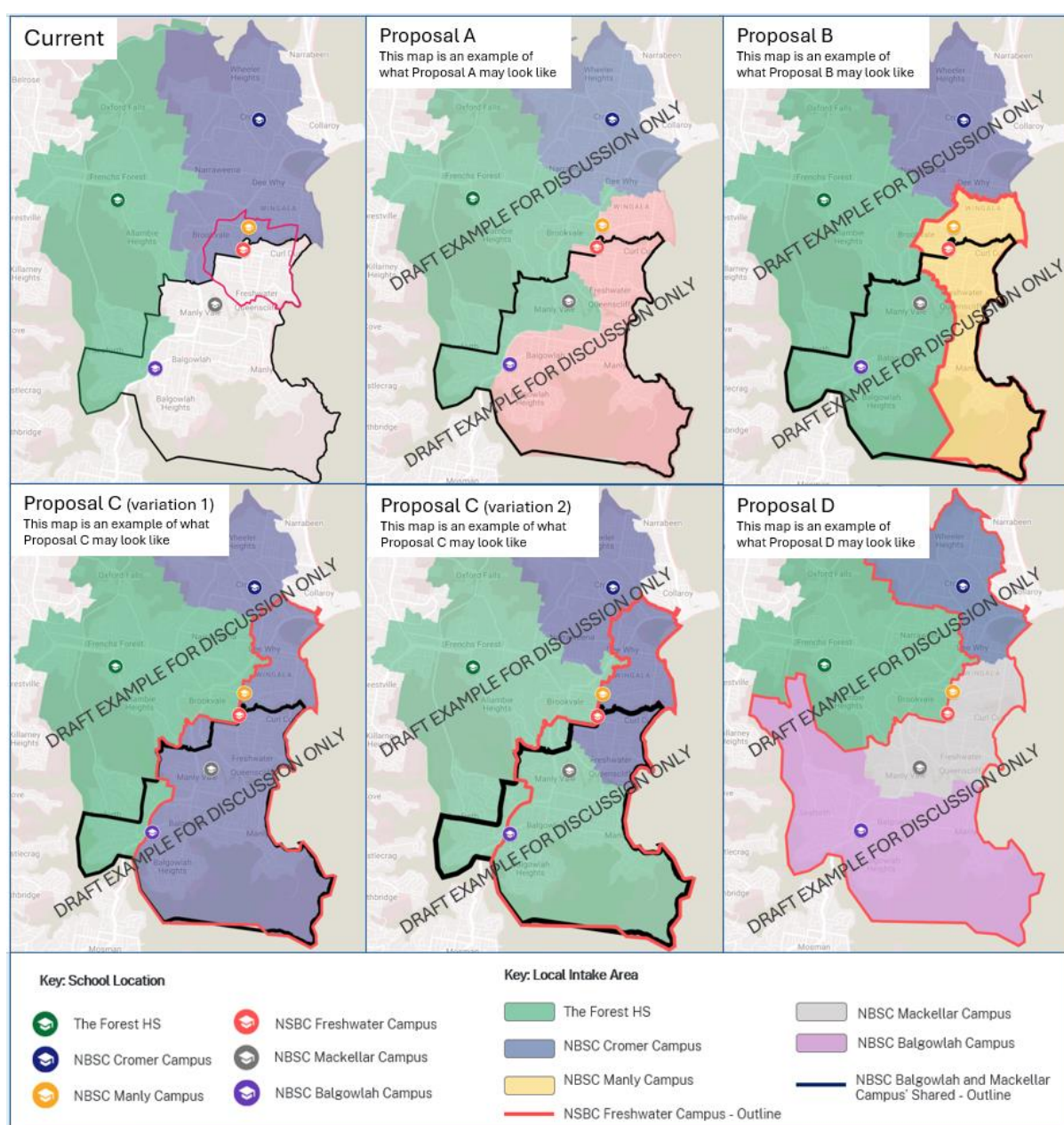


Figure 1. Proposals A, B, C, D (For Discussion)

1.1.5 Survey results: Parent/carers and student preferences for co-educational or single-sex settings

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

Co-ed or single-sex preference

74% of parents/carers of early childhood students **preferred co-educational settings**, 10% preferred a single sex school, and 16% had no preference.

68% of parents/carers of primary school students **preferred co-educational settings**, 17% preferred a single sex school, and 15% had no preference.

57% of primary school students **preferred co-educational settings**, 21% preferred a single sex school, and 22% had no preference.

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

Co-ed or single-sex preference

61% of parents/carers of high school students **preferred co-educational settings**, 23% preferred a single sex school, and 17% had no preference.

70% of high school students **preferred co-educational settings**, 13% preferred a single sex school, and 18% had no preference.

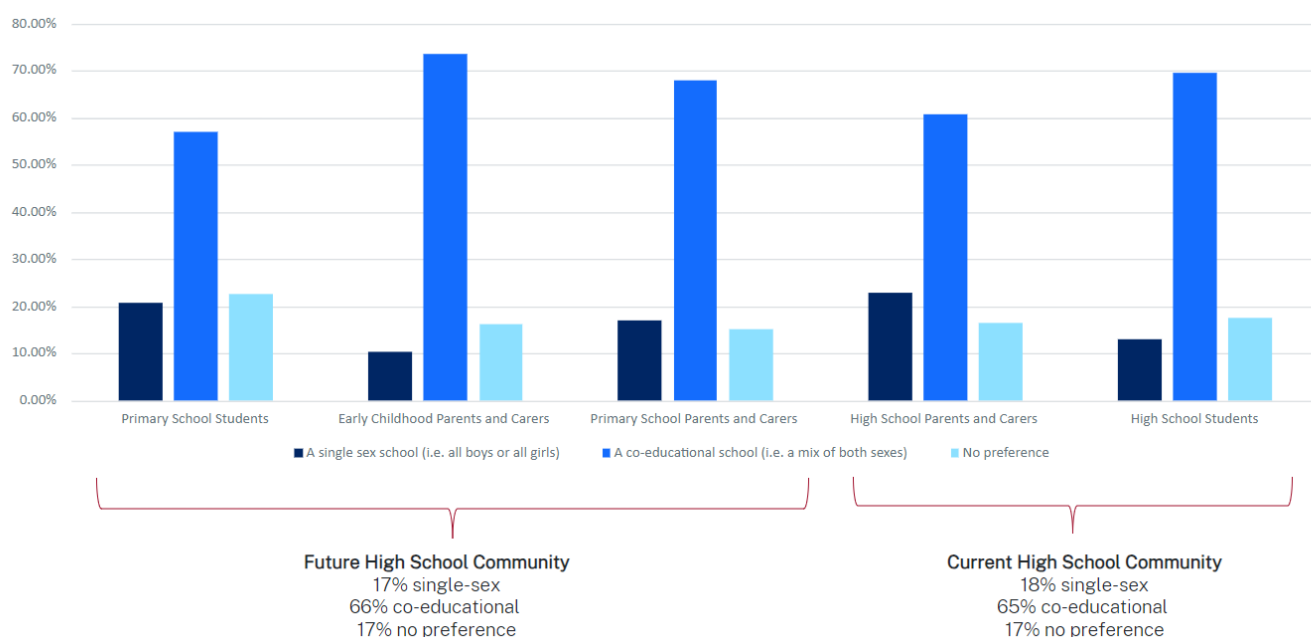


Figure 2. Co Ed or Single Sex Preferences

1.1.6 Survey results: Proposal preferences

The consultation was not a voting exercise on the four proposals. The data collected from the survey is to be considered along with other deciding factors, including qualitative data obtained through workshops, interviews and emails as well as enrolment trend data and student population projections.

Future school community insights (primary/early childhood parents/carers):

There was a preference for Proposal A. 40.53% of early childhood parents as well as 40.54% of primary parents/carers ranked this proposal as number 1.

The second preference for early childhood parents/carers and primary parents/carers (34.51% and 29.23% respectively) was Proposal D.

The future high school community living in the ten suburbs currently without guaranteed access to a co-educational high school also ranked these as the top two preferred proposals. Of the early childhood parents and carers in this area, 42.43% ranked Proposal D and 41.78% ranked Proposal A as most preferable. Of the primary parents and carers in this area, 41.28% ranked Proposal A and 31.32% ranked Proposal D as most preferable.

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

There was a preference for Proposal C. 40.95% of current secondary students, 33.09% of secondary parents/carers as well as 41.4% of current school staff ranked this proposal as their most preferred.

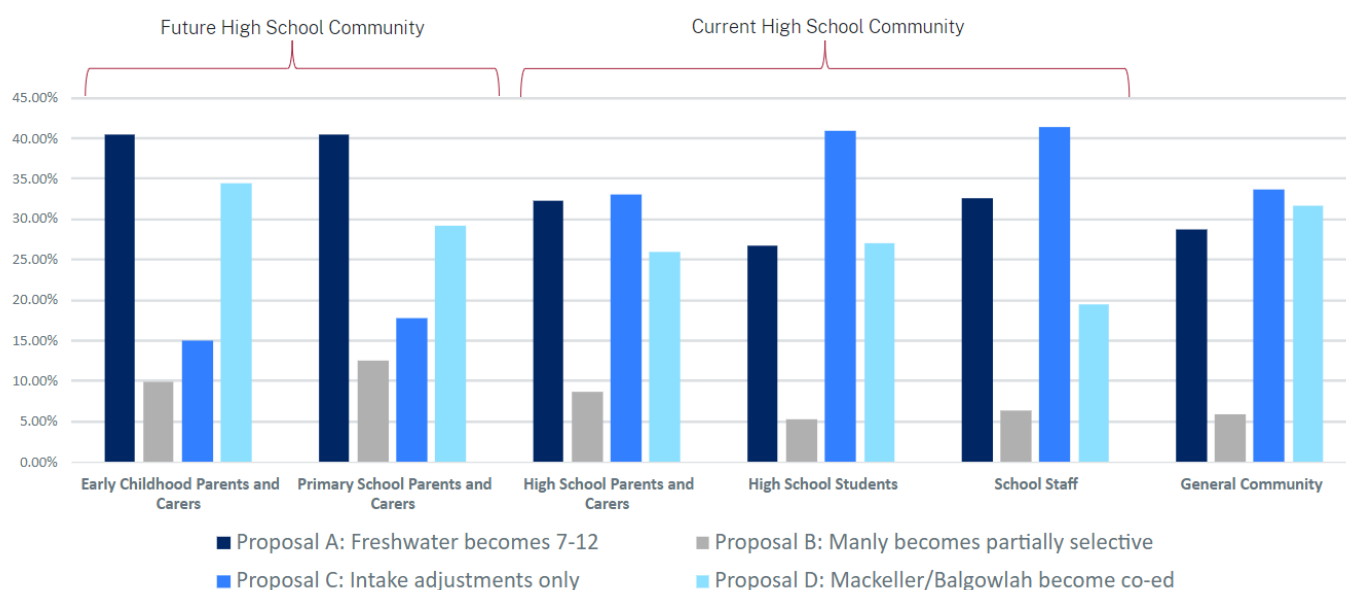


Figure 3. Proposals Preferences

1.1.7 Survey results: Decision-making factors

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

1. The educational opportunities at the school, including subject choices and extracurricular activities.
2. Academic Performance
3. The culture and sense of community at the school.

The educational opportunities at the school, including subject choices and extracurricular activities was rated most highly by staff, the general community, primary and early childhood age parents and carers. Secondary students rated academic performance most highly.

Amongst primary aged-students the most highly rated decision-making factor was a **school where your friends are going**, followed by a **school that is easy to get to**.

1.1.8 Workshop findings and formal submissions

General / across multiple proposals:

- In many of the workshops, participants requested that new secondary intake areas be aligned with primary school intake areas to allow students to transition to high school with their Year 6 peers. This feedback related to both co-educational and single-sex high school intake areas.
- Participants in several workshops suggested that Mosman High School could be considered as a co-educational option for families in suburbs adjacent to the Spit Bridge such as Balgowlah, citing that this school is perhaps a more accessible option than The Forest HS or NBSC Freshwater campus
- In many of the workshops, especially those for the current high school communities, participants questioned the need for any action at all. A common theme in the current high school community workshops was that the existing arrangement that provides a range of educational offerings works well. This feedback noted that the high levels of achievement and popularity of all Northern Beaches Secondary College campuses was evidence that the current arrangement should not be tampered with.
- Across all cohorts, there was concern about transition plans and how student learning and well-being may be impacted should Proposals A, B or D be implemented

Regarding Proposal A (Freshwater becomes 7-12):

- This was the most preferred proposal amongst the future high school community. Participants who liked this proposal cited that it provides a more local and therefore accessible co-educational option for students in Years 7-10.
- Parents with both sons and daughters, expressed a positive point of view towards this proposal as it gives their children the opportunity to attend the same school rather than separating them into single sex schools, but it still maintains a single-sex options for other families seeking that setting.
- A large number of participants from high school communities outside of the Northern Beaches Secondary College (including The Forest High School, Narrabeen Sports High School, Pittwater High School and Barrenjoey High School) expressed strong support for this proposal. The main reason cited for this support was a belief that Proposal A would reduce the number of high performing Year 10 students leaving their schools to enrol at NBSC Freshwater Senior Campus.
- Current high school communities within the Northern Beaches Secondary College were less supportive of this proposal. Participants who were against Proposal A cited that the current arrangement was very popular due to its unique offerings of a more adult learning environment and the extensive curriculum choices the campus is able offer because of its large year cohorts. A theme reiterated throughout workshops was that the high number of students leaving private schools in Year 10 to attend Freshwater is something that should be preserved.

Regarding Proposal B (Manly becomes partially selective):

- In all workshops this proposal received the most negative feedback and concern from participants
- Many were concerned about the wellbeing of the non-selective students and that they may feel like outsiders having to change campuses in Year 10. Others were concerned it may impact academic results of the high-performing students in the selective streams.

Regarding Proposal C (Intake adjustments only):

- The reason most often cited in support of this proposal is that it would allow all schools to continue to offer what they do and would be the least disruptive to existing students and staff at all high schools
- The reason most often cited against this proposal is that it requires students to travel too far to access a co-educational high school

Regarding Proposal D (Mackellar/Balgowlah become co-ed):

- Participants who were supportive of this proposal said it allowed all students to access their nearest public high school. This meant students would spend less time commuting and have more time for other activities and study. It would also foster a stronger sense of a local community.
- Participants who were against this proposal said the very high academic results that Mackellar Girls and Balgowlah Boys are able to achieve are linked to their single-sex setting and therefore that setting should be preserved.

2. Project Scope and Background

2.1 Background

The NSW Government has made a commitment to guarantee access for all NSW students to coeducational high schools.

Although some families in the Northern Beaches area have guaranteed access to enrol at a co-educational high school, there are around 500 Year 6 public school students applying for high school each year who do not. These students reside in the southeast corner of the Northern Beaches in the suburbs of Balgowlah, Balgowlah Heights, Clontarf, Curl Curl, Fairlight, Freshwater, Manly, Manly Vale, North Manly, and Queenscliff.

The consultation's aim is to capture perspectives of local communities and assist the department in determining an appropriate way of meeting the NSW Government's commitment of guaranteed access to co-educational settings.

The four proposals included in the consultation were agreed upon by NSW Department of Education representatives across a range of expertise and areas. They were developed following preliminary consultation discussions with representatives from Northern Beaches P&C associations. These initial talks were a starting point for discussions about what potential co-educational offerings might look like.

2.2 Aim

The consultation aimed to determine:

- a) Parent and student decision-making factors regarding high school enrolment choices.
- b) Stakeholder and wider community feedback regarding the four proposals relating to the availability of co-educational options for families in the area. These were:
 - **Proposal A:** NBSC Freshwater Senior Campus would move from a Year 11-12 Senior campus to a Year 7-12 Campus.
 - **Proposal B:** NBSC Manly Campus would offer non-selective enrolment in Years 7-9 for students from a new local intake area, with the current arrangement that adds additional selective students in older grades to cease. Non-selective students would move to NBSC Freshwater Senior Campus for Years 10-12.
 - **Proposal C:** Intake area adjustments for NBSC Cromer Campus and The Forest High School, to expand their intake areas to all homes without a guaranteed co-educational option.
 - **Proposal D:** NBSC Mackellar Girls Campus and NBSC Balgowlah Boys Campus would become co-educational Year 7-12 campuses.

Six government secondary schools service the consultation area: two single-sex and four co-educational. Proposals all refer to the Northern Beaches Secondary College (NBSC) schools and The Forest High School.

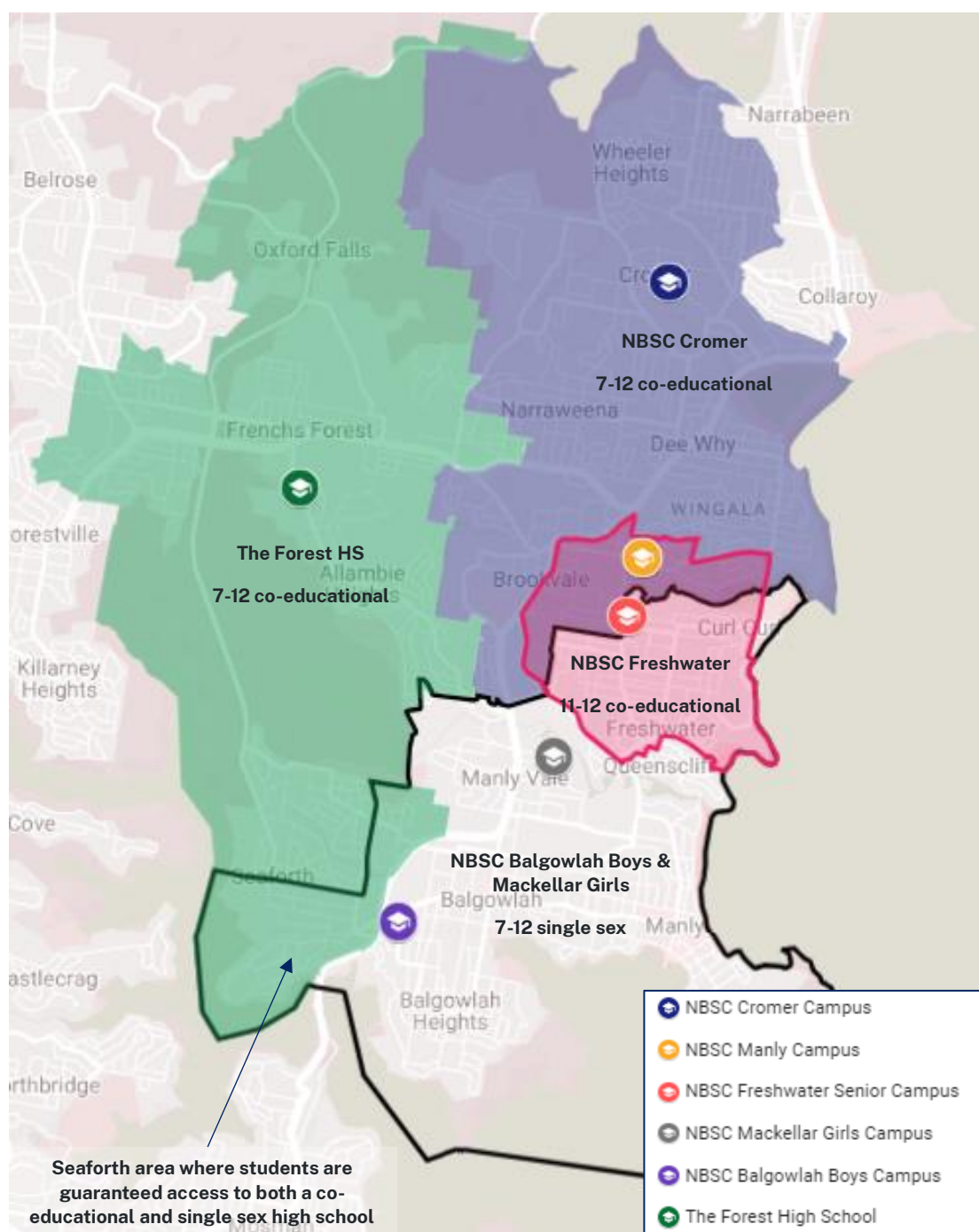


Figure 4. Key Secondary Schools in target area and their 2024 intake areas

The map above outlines the key secondary schools in the consultation and their 2024 enrolment intake areas. Living within one of these school's intake areas guarantees enrolment at that school.

The black outline represents the 2024 intake area for NBSC Mackellar Girls and Balgowlah Boys campuses. Students residing within the black outline do not have guaranteed access to a co-educational setting when they commence high school (with the exception of the green shaded area within the black outline in Seaforth – students living there may choose between the Forest High School or the NBSC single sex campuses). Students living within the black outline and in the red shaded area are guaranteed access to a co-educational setting in Year 11 and 12 only as they reside within the NBSC Freshwater Senior Campus. Each year, there are approximately 500 Year 6

public school students living in this area without guaranteed access to a co-educational high school.

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

27 workshops were run through mid to late 2024 to give stakeholders an opportunity to further provide feedback.

- 7 Principal Interviews –6, 7 & 21 August 2024
- NBSC Feeder Primary School parents and carers (online) –13 August 2024
- NBSC Feeder Primary School parents and carers (in person) –14 August 2024
- NBSC parents and carers –19 August 2024
- General Public (online) –20 August 2024
- NBSC Secondary parents/carers (in person) –21 August 2024
- NBSC parents/carers (in person) –26 August 2024
- NBSC Feeder Primary School Staff (online) –26 August 2024
- NBSC Secondary parents and carers –27 August 2024
- NBSC Feeder Primary School parents/carers –27 August 2024
- NBSC Secondary parents and carers –27 August 2024
- Student leadership groups -02 Sept 2024
- NBSC Mackellar Girls Campus Staff –03 Sept 2024
- NBSC Feeder primary parents and carers –03 Sept 2024
- The Forest High School Staff –04 Sept 2024
- NBSC Balgowlah Boys Campus Staff –09 Sept 2024
- Specialist interest groups –09 Sept 2024
- NBSC Cromer Campus Staff –10 Sept 2024
- NBSC Freshwater Senior Campus Staff –11 Sept 2024
- NBSC Manly Campus Staff –16 Sept 2024
- NBSC Feeder Primary parents and carers 16 Sept 2024

3.3 Data Collection

Most of the quantitative data collection occurred through an online survey. The survey was open for 4 weeks across August and September 2024, with a total of 5134* responses across the stakeholder groups.

In total, the survey had responses from:

- 1037 Secondary students
- 3501 Parents/carers
- 449 Primary/Secondary staff members
- 147 community members

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

22 Workshops across consultation had 847 participants

**Discrepancies in the data amongst questions come from a portion of participants not completing every question in the survey.*

3.4 Consultation Timeline

The consultation commenced in late July and ran for two months.

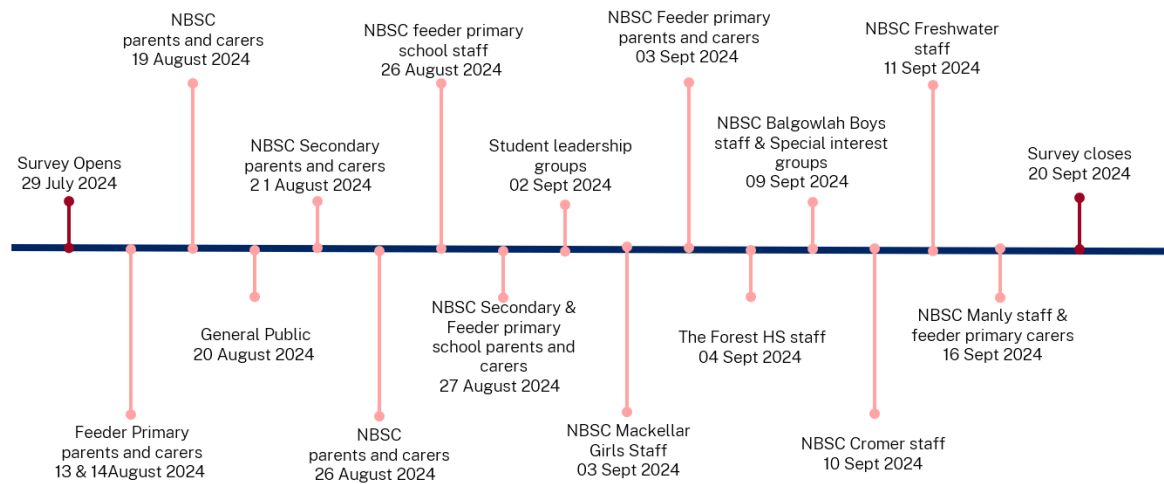


Figure 5. Consultation Timeline

4 Analysis across stakeholder groups

This section shows the consultation findings across various stakeholder cohorts.

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 different stakeholder cohorts feel.

The future high school community rated **the educational offerings of the school (including subject choices and extracurricular activities) as the most important**.

The current high school community rated the **academic performance as the most important decision-making factor**.

The culture and sense of community at a school was also considered an important factor for both the future and current high school community.

Additionally, although not the most important decision-making factor in any cohort, **the gender mix: co-educational** is also an important decision making factor for the future high school community and for some secondary school parents.

These findings were further corroborated in various workshops, where participants emphasised the significance of these factors and the high academic reputation of the NBSC schools.

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

Future High School Community			Current High School Community	
Students (primary)* n=985	Parents and Carers (Early Childhood) n=618	Parents and Carers (primary) n=1695	Students (secondary) n=903	Parents and Carers (secondary) n=882
73.2%	33.0%	26.4%	43.4 %	29.4%
A school where your friends are going	The educational opportunities at the school, including subject choices and extracurricular activities	The educational opportunities at the school, including subject choices and extracurricular activities	Academic performance	Academic performance
45.69%	19.3%	22.3%	20.2%	20.3%
A school that is easy to get to	Academic performance	Academic performance	The educational opportunities at the school, including subject choices and extracurricular activities	The educational opportunities at the school, including subject choices and extracurricular activities
43.2%	14.9%	14.6%	11.9%	13.5%
A school where both girls and boys go	The gender mix: co-educational	The gender mix: co-educational	The culture and sense of community at the school	The culture and sense of community at the school

32.7%	14.9%	14.5%	5.1%	8.4%
A school where my brother(s) and/or sister(s) already go to	The culture and sense of community at the school	The culture and sense of community at the school	Distance from the school to your home	The gender mix: co-educational

*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.**

Additional to some cohorts finding co-educational settings important, school staff found that singlesex settings are important in achieving a quality education.

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

School Staff n=382	Community n=277
46.1%	46.1%
The educational opportunities at the school, including subject choices and extracurricular activities	The educational opportunities at the school, including subject choices and extracurricular activities
28.5%	21.9%
A culture of inclusivity and support at the school	A culture of inclusivity and support at the school
9.9%	12.5%
Academic performance	The gender mix: co-educational
9.1%	12.5%
The gender mix: single sex	Academic performance

4.2 School preferences

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

There is a preference amongst all student and parent cohorts for co-educational settings.

Primary students (57%) were the lowest scoring cohort but still had a majority of participants preferring co-educational settings. All other cohorts had at minimum 60% of participants preferring co-educational settings with early childhood and primary parents scoring as high as 68 and 74%.

Analysis of individual school cohorts can be seen throughout the report in section 5.

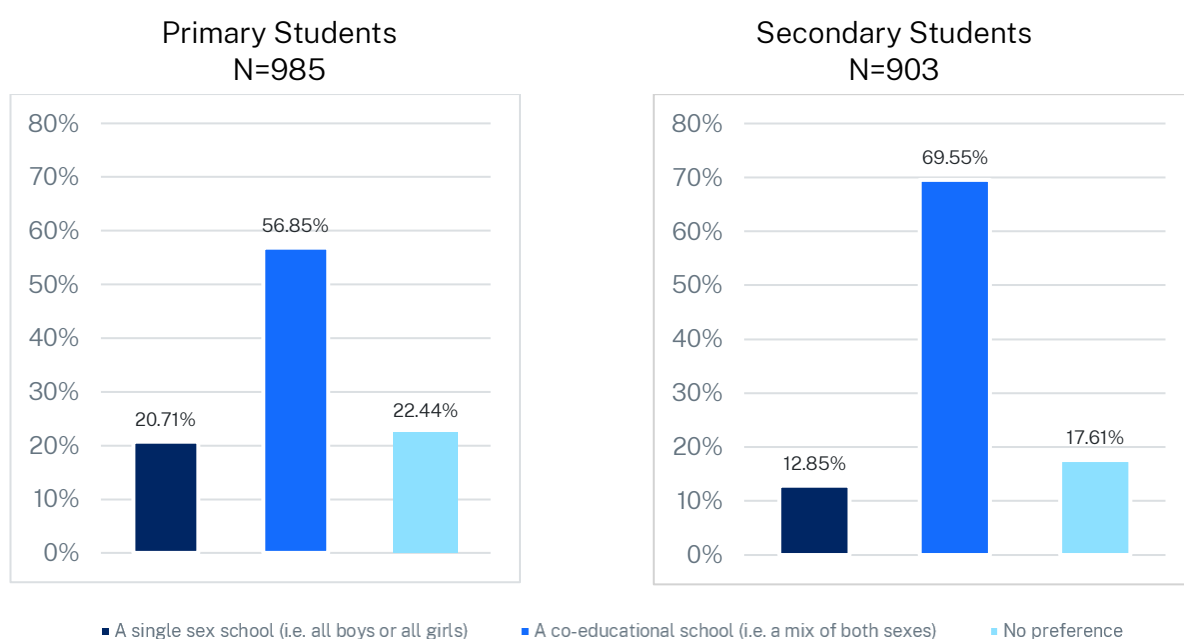


Figure 6. Student Survey Results – School Preferences

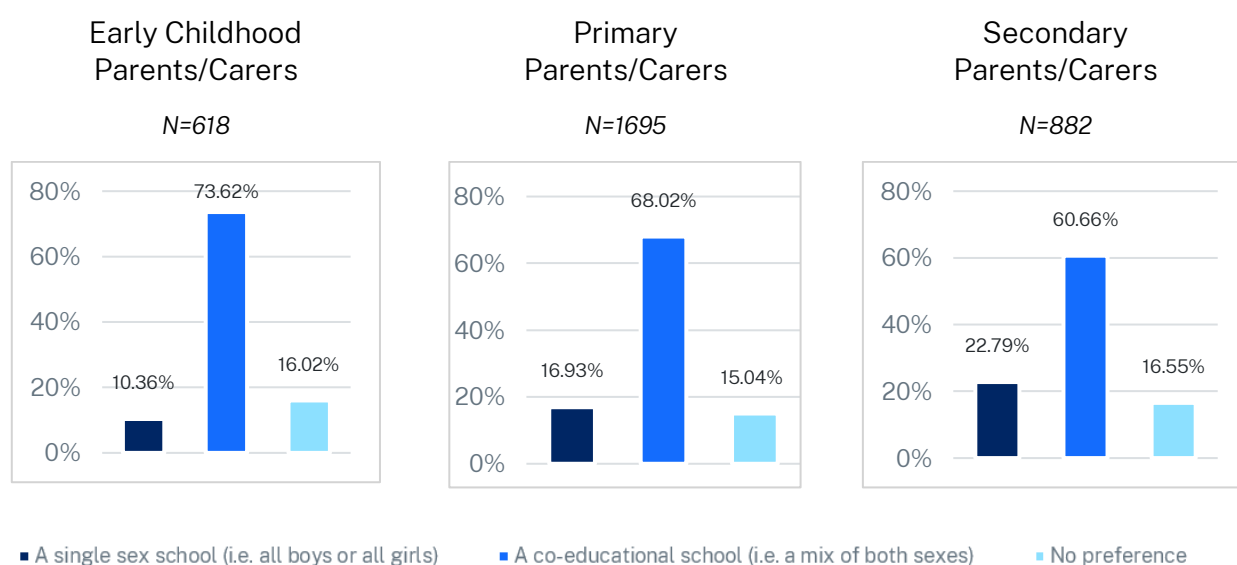


Figure 7. Parent Survey Results – School Preferences

4.3 Attitudes to the four proposals

The department proposed four scenarios regarding future learning options in Northern Beaches area. Participants were asked to rate each of the four proposals on a scale of 1 to 5 (1 being completely unacceptable, 5 being completely acceptable and 3 being neutral). Furthermore, participants were also asked to rank the proposals from most preferable to least preferable.

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. It did not ask participants to select the most preferred or rank them.

From these questions, we can see that Proposal B is the least favoured in terms of acceptability while proposals A, C and D have varied levels of acceptability responses.

Category	Subcategory	Number of respondents	Proposal A	Proposal B	Proposal C	Proposal D
Students	Secondary	845	35.86%	11.25%	55.86%	47.22%
Parents and Carers	Early Childhood	565	72.03%	36.82%	39.64%	65.13%
	Primary	1591	66.31%	40.17%	43.43%	58.77%
	Secondary	825	41.69%	21.09%	54.90%	45.94%
Staff	All school	343	46.36%	20.41%	63.26%	41.69%
Community	General	103	44.66%	17.47%	50.49%	50.49%

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)

Table 3. Survey Results – Acceptability of the proposals

4.3.2 Most preferred proposal across each cohort

When asked to rank the proposals from most preferred to least preferred:

Students of NBSC Manly (41.8%), NBSC Freshwater (42.9%), NBSC Mackellar (43.6%) and NBSC Cromer (38.9%) selected **Proposal C** (Intake adjustments only) as their most acceptable proposal. Proposal A (Freshwater becomes 7-12) had the highest score amongst NBSC Balgowlah (46%) and The Forest HS and other schools (40%).

There was a preference for **Proposal A** (Freshwater becomes 7-12) by the ‘future school community’ with 41% of both primary and early childhood parents and carers selecting this as their most acceptable proposal.

Parents and carers of NBSC Manly (44%) and NBSC Cromer (43%) selected **Proposal A** (Freshwater becomes 7-12) as their most preferred proposal.

Proposal C Intake adjustments only, was the most preferred proposal from the parents and carers of NBSC Mackellar Girls (41%) and NBSC Balgowlah Boys (37%).

The remaining NBSC Freshwater, The Forest HS and other schools preferred **Proposal D** (Mackellar/Balgowlah become co-ed)

Staff and Community selected **Proposal C** (Intake adjustments only) as their most preferred proposal.

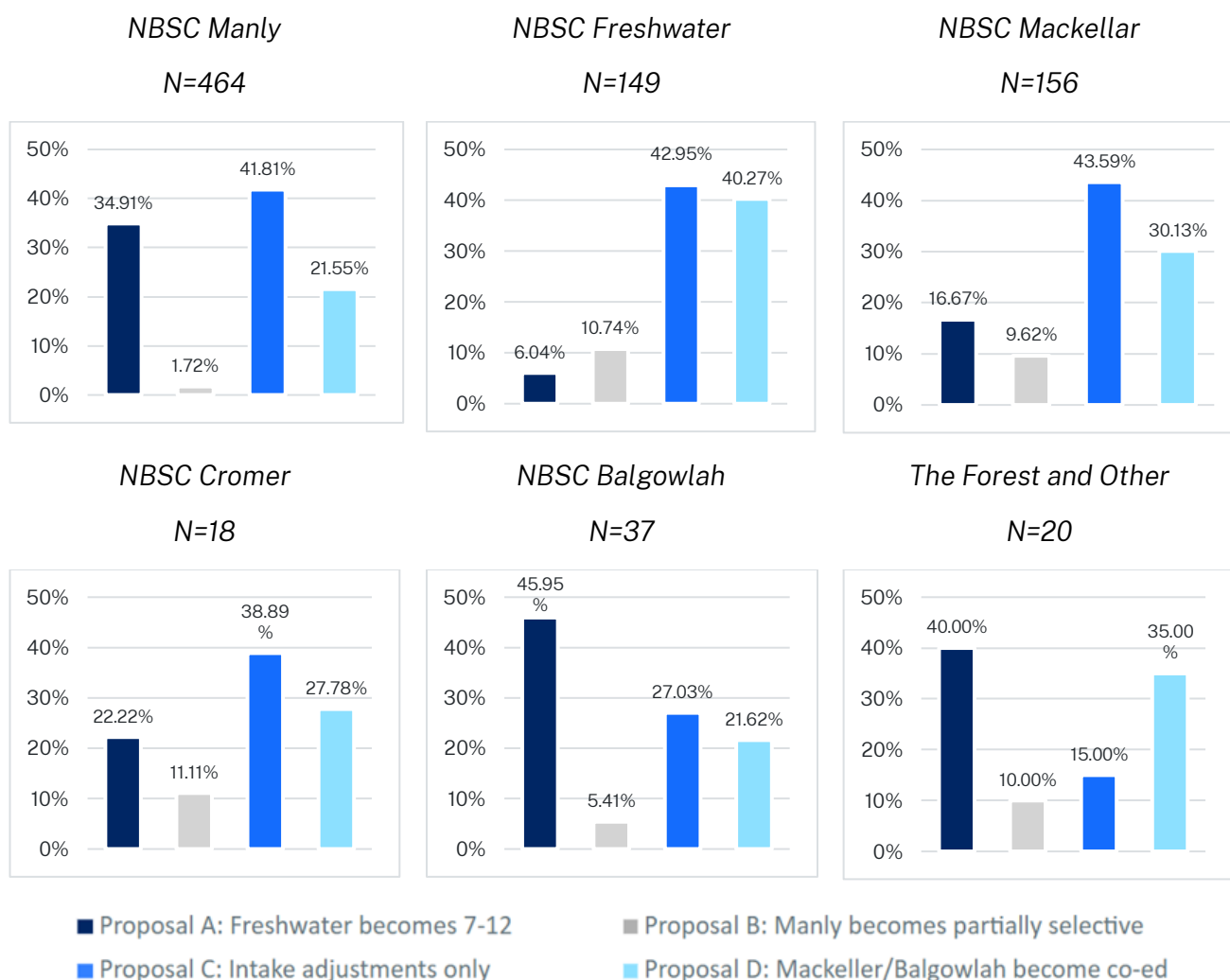


Figure 8. Secondary Students – Most acceptable Proposal

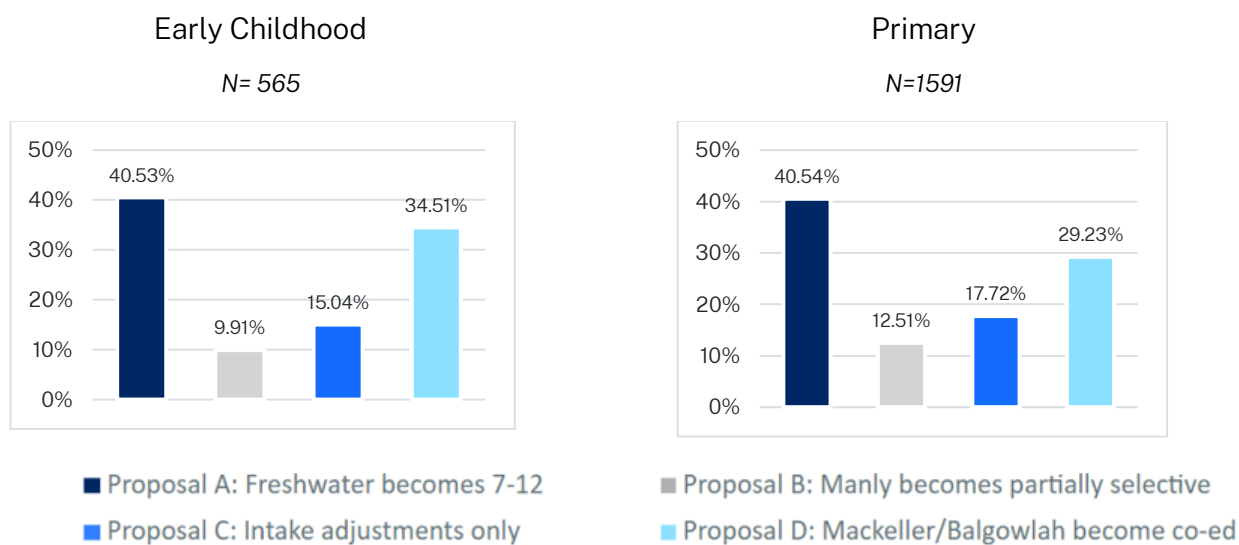


Figure 9. Parents – Most acceptable Proposal

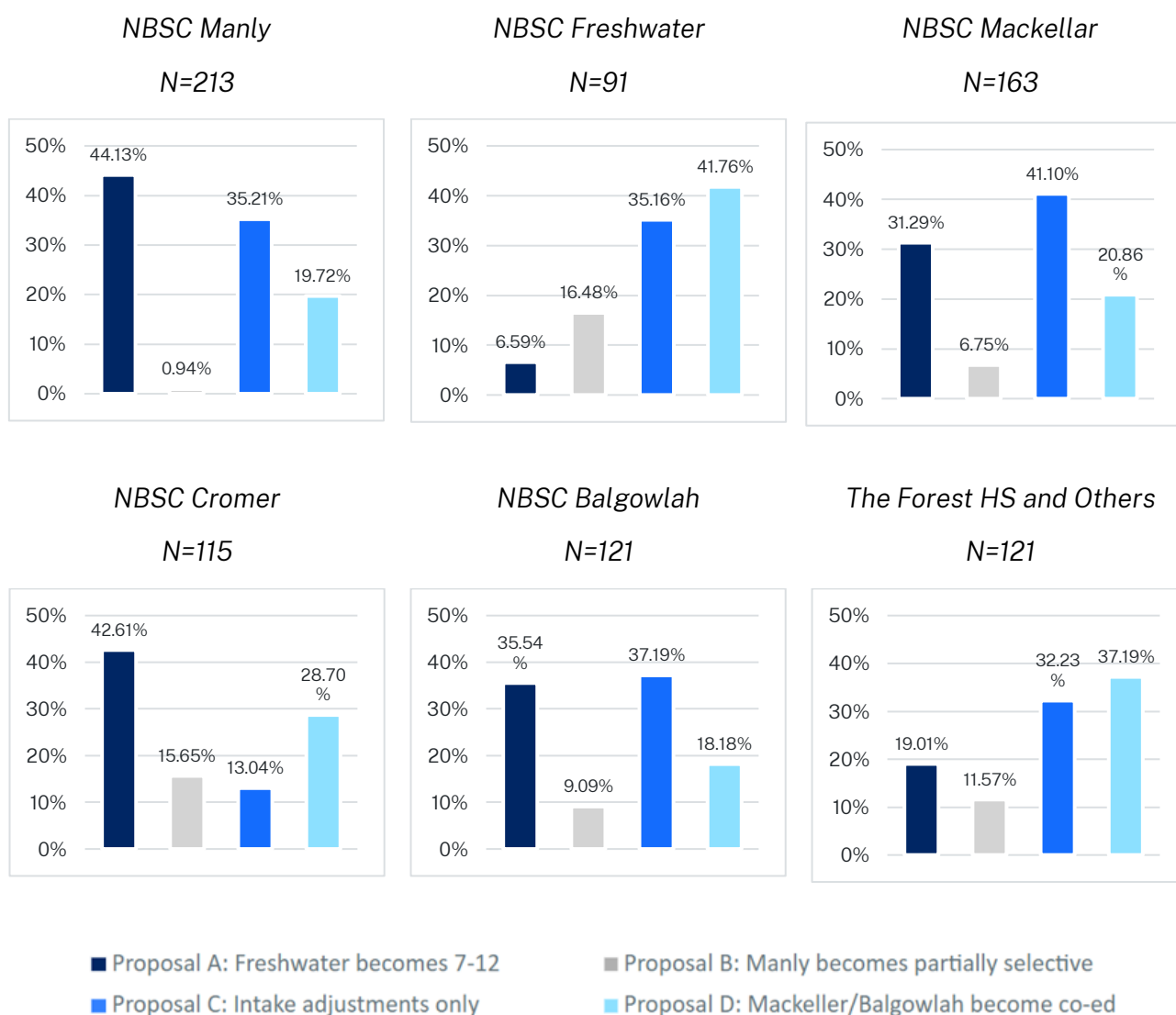


Figure 10. Secondary Parents/Carers – Most acceptable Proposal

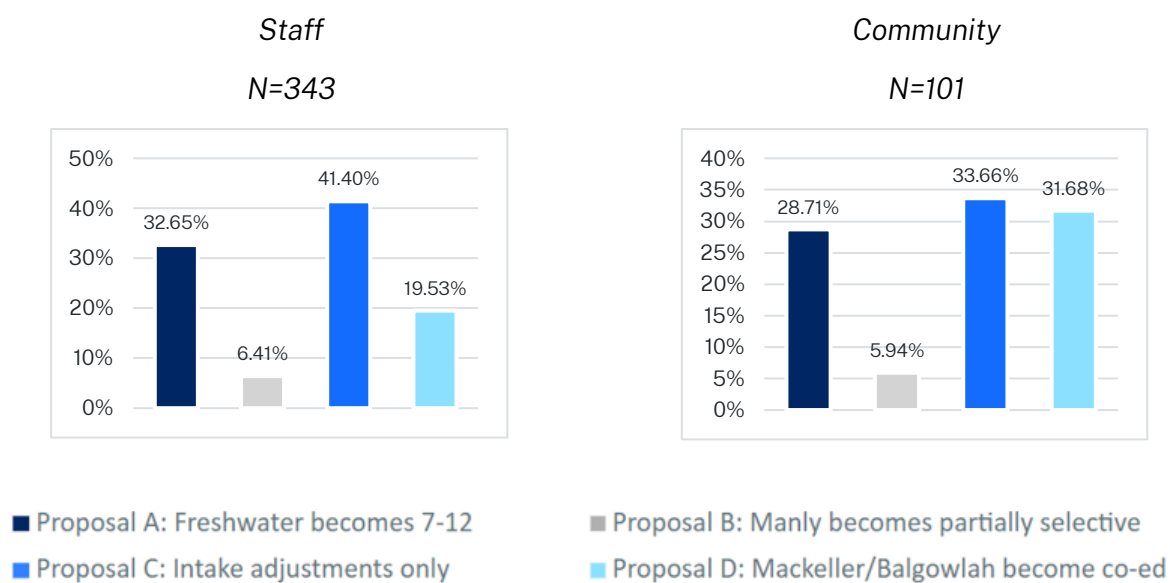


Figure 11. Staff and Community – Most acceptable Proposal

5 Insights by cohort

5.1 Students

5.1.1 Primary students

985 primary aged students participated in the survey (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 that is easy to get to**.

When asked about the type (co-educational or single-sex) of school they would prefer, 57% of students selected **a school where both girls AND boys go to**, 21% of students selected a school where **only girls or only boys go to**, and 22% had **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	73.20%
A school that is easy to get to	45.69%
A school where both girls and boys go	43.15%
A school where my brother(s) and/or sister(s) already go to	32.69%
A specialist school (e.g. selective, sport, music)	27.72%
A school where there are only girls	10.15%
A school where there are only boys	8.22%

Co-ed vs Single Sex

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

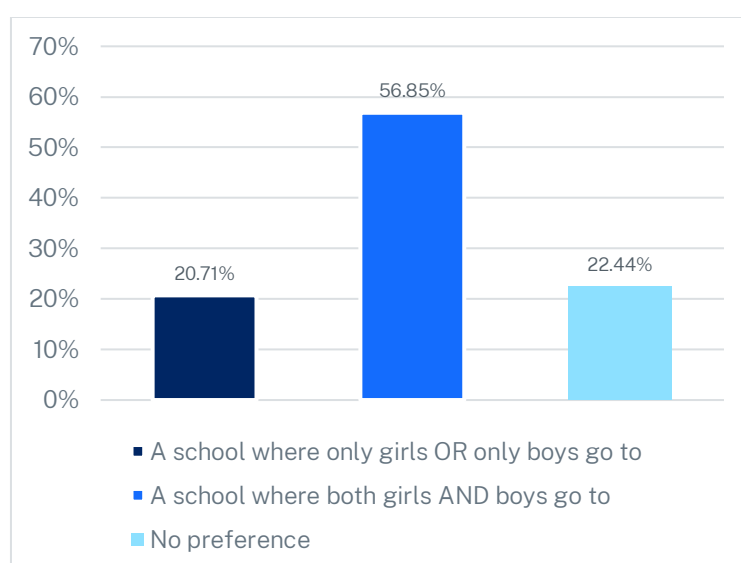


Figure 12. Primary School – Co-ed vs Single Sex

5.1.2 NBSC Balgowlah Boys Campus Students

47 current students from NBSC Balgowlah Boys High School responded to the survey, with quite an even spread of responses from Y7 to Y11.

When rating the importance of various factors in their decision-making process, **the culture and sense of community and academic performance were ranked highest** – with over 70% of students rating either option a 4 or 5. Similarly, when asked about the **most important factor** in their decision making 35% of students chose **academic performance**.

When asked a hypothetical question about remaking the decision of the type of high school they would like to enrol in, **47% of students chose a single-sex setting, 30% chose a co-educational setting, and 23% had no preference.**

Parents and friends played a significant part in their choice of secondary schools while other family members such as siblings or cousins and their teacher at primary school did not.

The two most acceptable proposals for students from NBSC Balgowlah Boys Campus were **Proposal A** (Freshwater becomes 7-12) (45.95%) and **Proposal C** (Intake adjustments only) (27.03%). **Proposal D** (Mackellar/Balgowlah become co-ed) received the highest number of students rating it “unacceptable or “completely unacceptable” (62.17%).

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 NBSC Balgowlah Boys Campus?

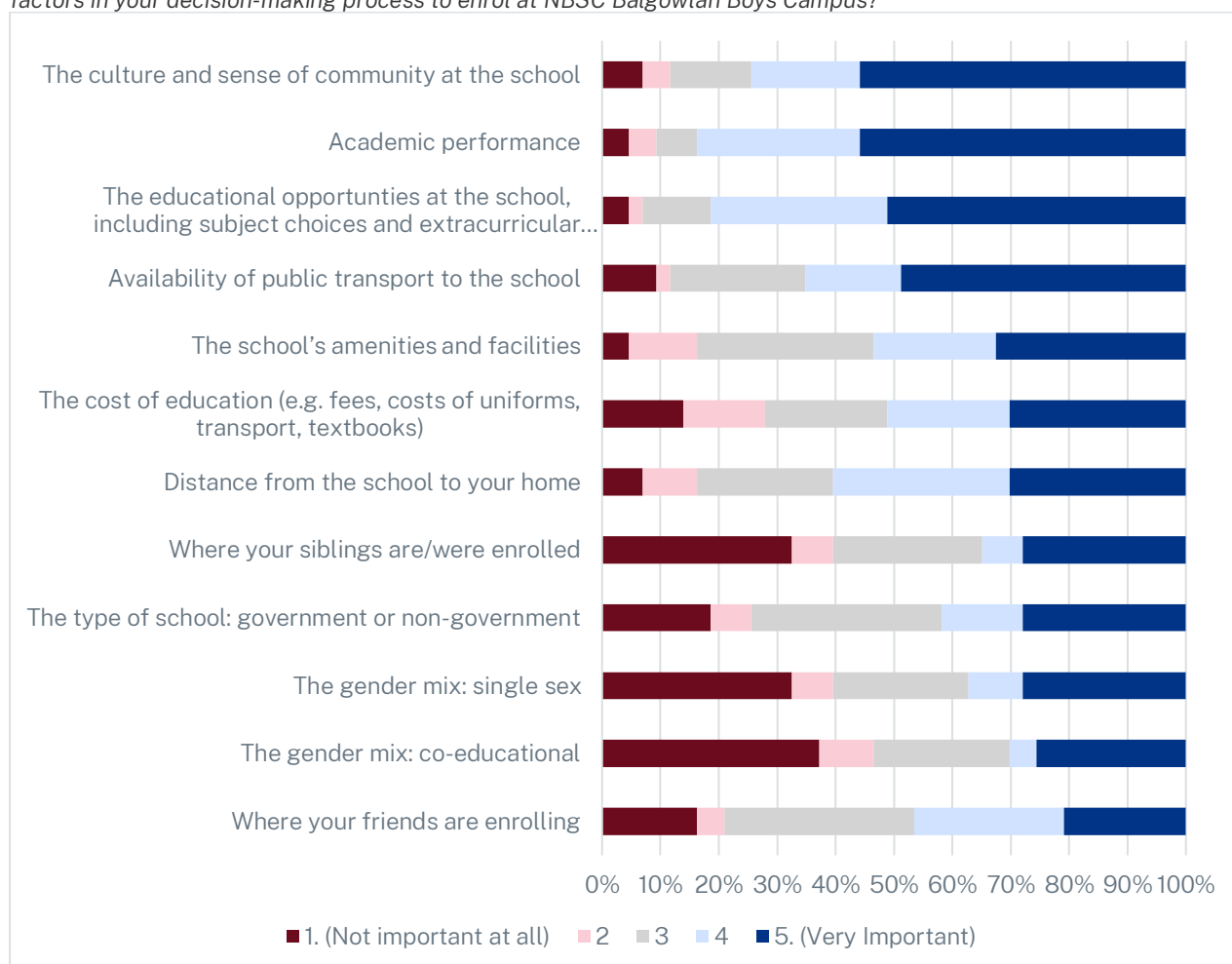


Figure 13. NBSC Balgowlah Boys Campus Students – Decision making factors

Most important decision-making factor

Which one of these factors was most important in your decision to enrol at NBSC Balgowlah Boys Campus?

Table 5. NBSC Balgowlah Boys Campus Students – Most important decision making factor

Academic performance	34.88%
The educational opportunities at the school, including subject choices and extracurricular activities	18.60%
The gender mix: single sex	9.30%
Where your friends are enrolling	9.30%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	9.30%
Distance from the school to your home	6.98%
The gender mix: co-educational	2.33%
The type of school: government or non-government	2.33%
Where your siblings are/were enrolled	2.33%
The culture and sense of community at the school	2.33%
Availability of public transport to the school	2.33%

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?

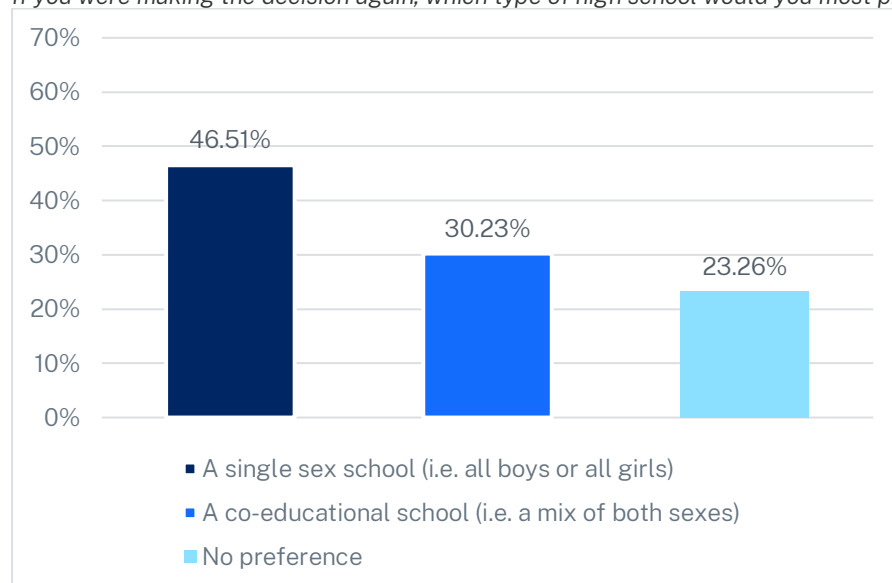


Figure 14. NBSC Balgowlah Boys Campus Students – Single Sex vs Co-ed Preference

Influencing people

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

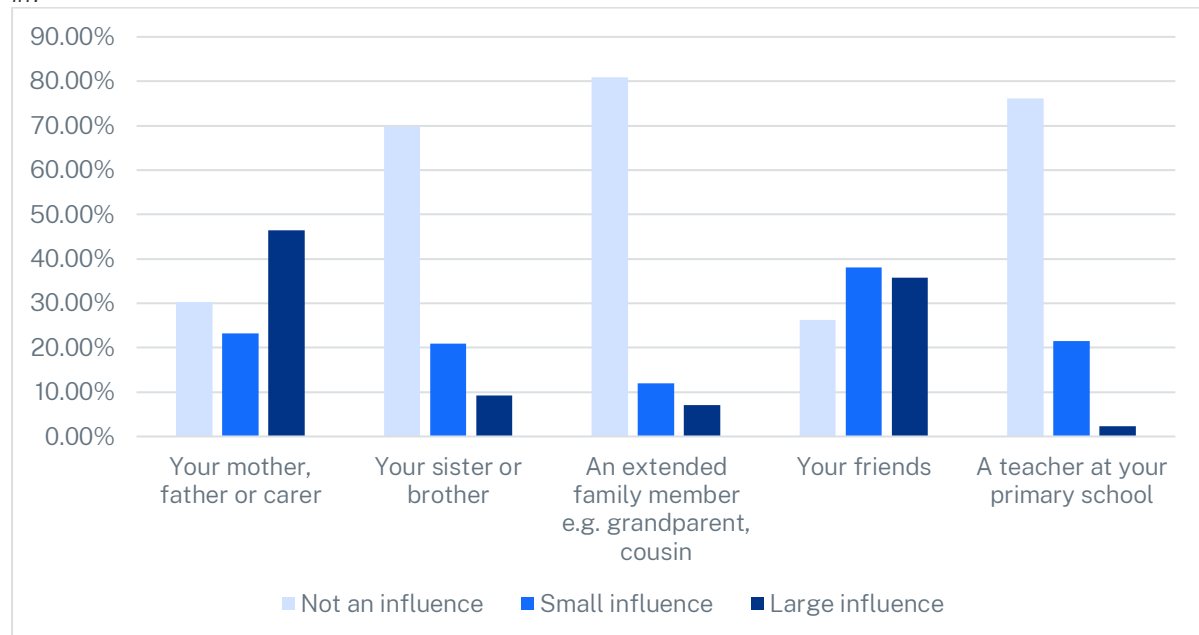


Figure 15. NBSC Balgowlah Boys Campus Students –Influencing People

Proposal Acceptability

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

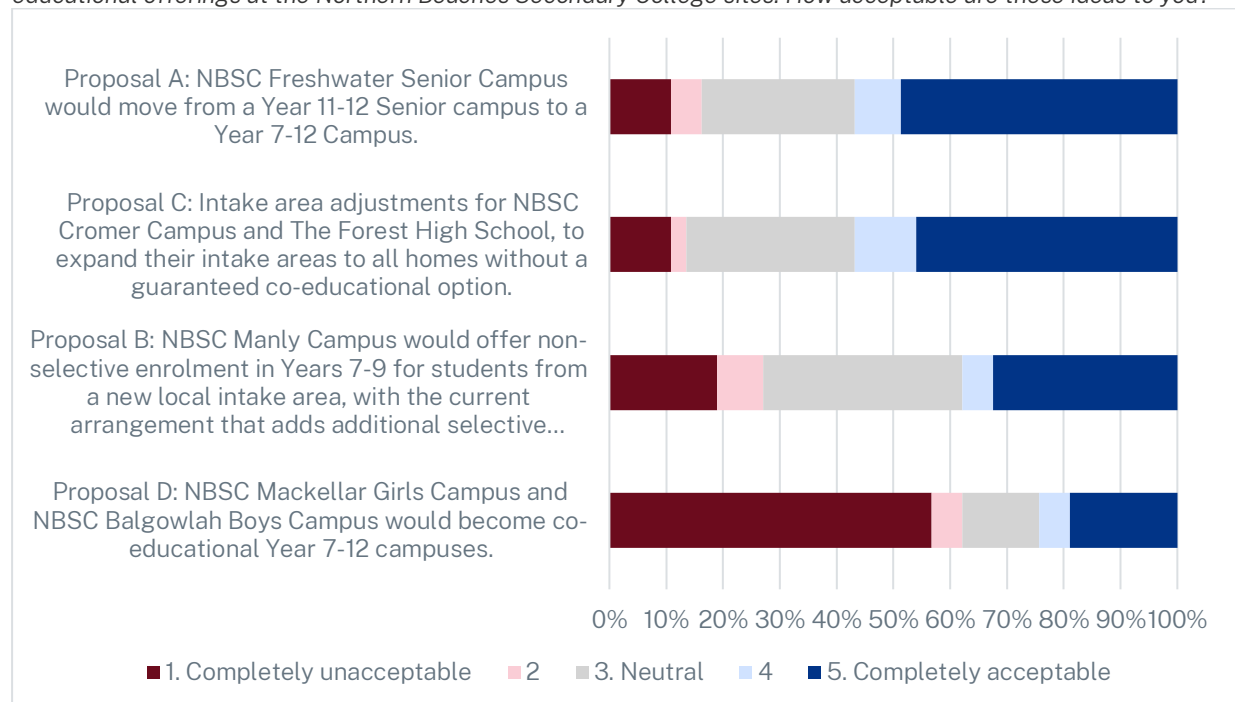


Figure 16. NBSC Balgowlah Boys Campus Students –View of proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

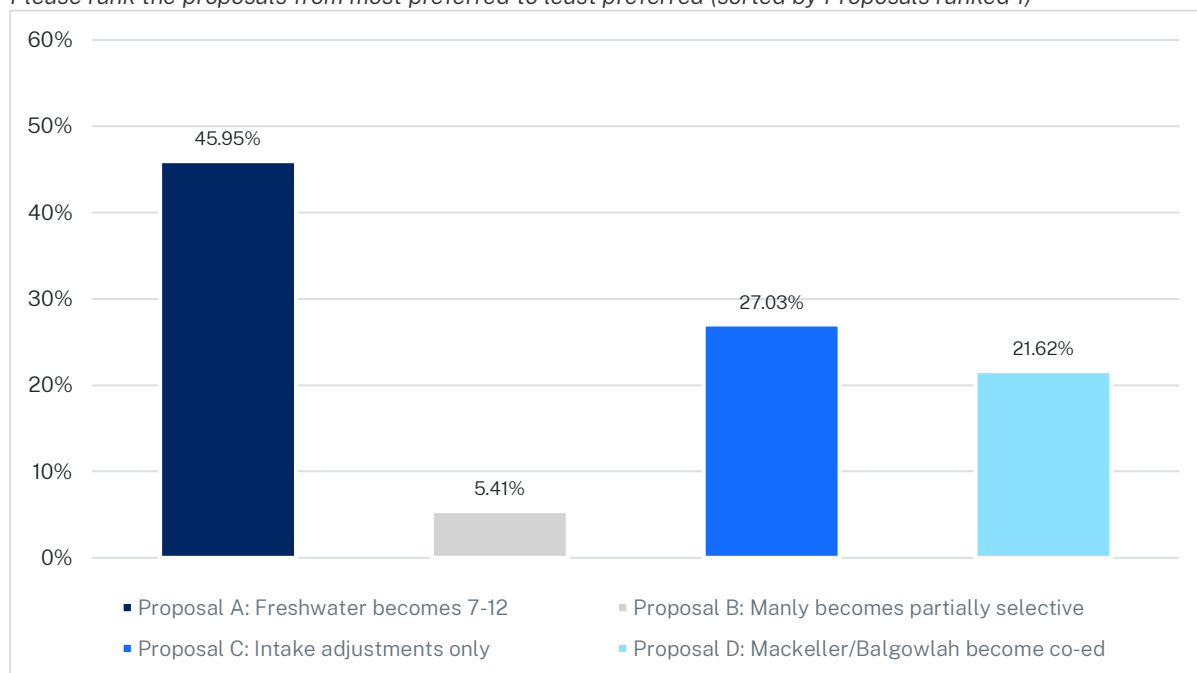


Figure 17. NBSC Balgowlah Boys Campus Students – Most Preferred Proposal

Why/further comments

“The current teaching methods work at Balgowlah Boys largely because they are implemented in a way that boys learn. They are currently the top school in the state so why jeopardize that by making such a huge change.” –NBSC Balgowlah Boys Campus Student

“It (Proposal A) is the least disruptive option, Freshwater campus is well located and has facilities for both sexes already.” –NBSC Balgowlah Boys Campus Student

5.1.3 NBSC Mackellar Girls Campus Students

201 current students from NBSC Mackellar Girls Campus Students responded to the survey, with 27% in Year 8 and quite an even spread of responses from other grades in Y7 to Y12.

When rating the importance of various factors in their decision-making process, **the culture and sense of community and academic performance were ranked highest** –with over 65% of students rating either option a 4 or 5. Similarly, when asked about the **most important factor** in their decision making 20% of students chose **academic performance**.

When asked a hypothetical question about remaking the decision of the type of high school they would like to enrol in, **46.51% of students preferred single-sex schooling, 34.88% of students preferred co-educational schooling, 18.6% of students had no preference.**

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

The two most acceptable proposals for students from Mackellar Girls was **Proposal C** (Intake adjustments only) (43.59%) and **Proposal D** (Mackellar/Balgowlah become co-ed)

(31.13%) however **Proposal D** also received the highest number of students rating it “unacceptable or “completely unacceptable” (55.77%).

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 NBSC Mackellar Girls Campus?

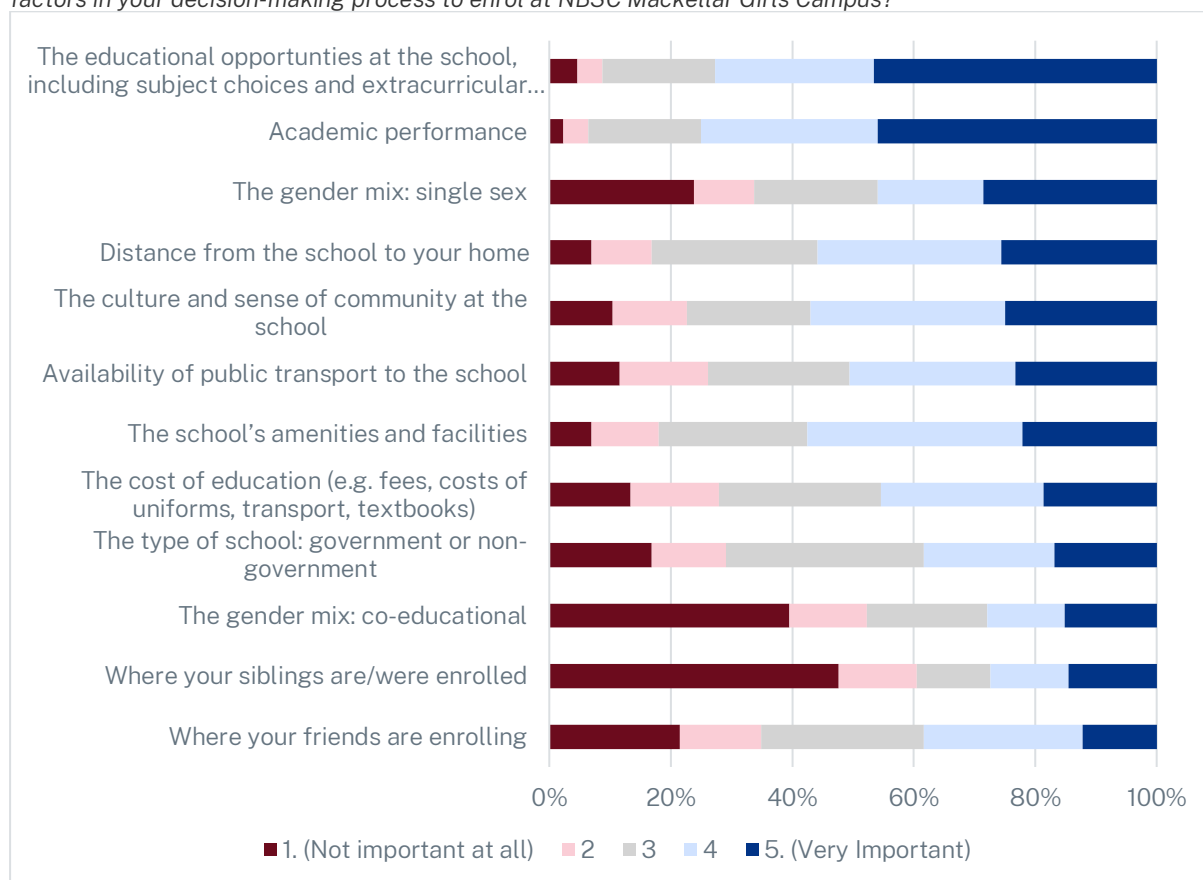


Figure 18. NBSC Mackellar Girls Campus Students – Decision making factors.

Most important decision-making factor

Which one of these factors was most important in your decision to enrol at NBSC Mackellar Girls Campus

Academic performance	20.93%
The educational opportunities at the school, including subject choices and extracurricular activities	19.19%
The gender mix: single sex	16.28%
Distance from the school to your home	13.95%
Where your friends are enrolling	5.81%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	5.81%
The gender mix: co-educational	4.65%
The type of school: government or non-government	4.65%
Where your siblings are/were enrolled	4.65%
The culture and sense of community at the school	2.91%
Availability of public transport to the school	1.16%

Table 6 NBSC Mackellar Girls Campus students – Most important decision-making factor.

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?

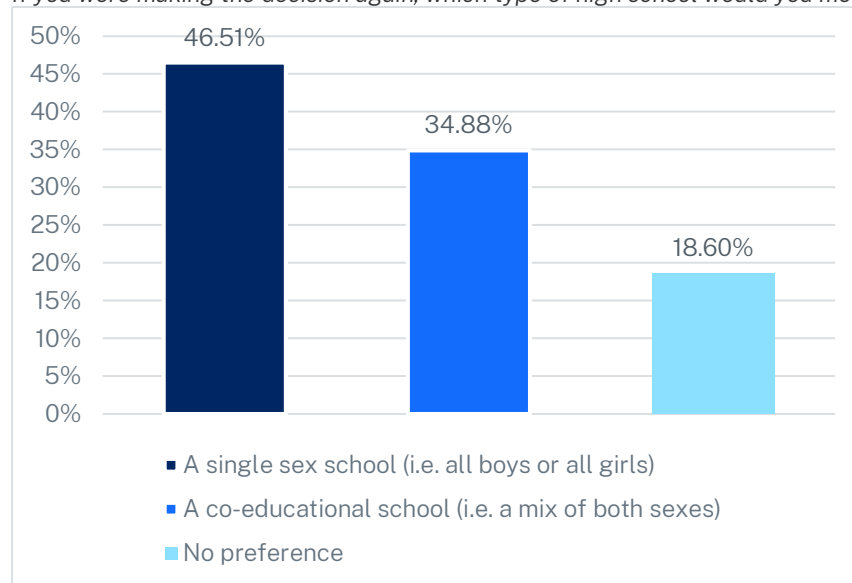


Figure 19. NBSC Mackellar Girls Campus Students –Single Sex vs Co-ed Preference

Influencing people

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

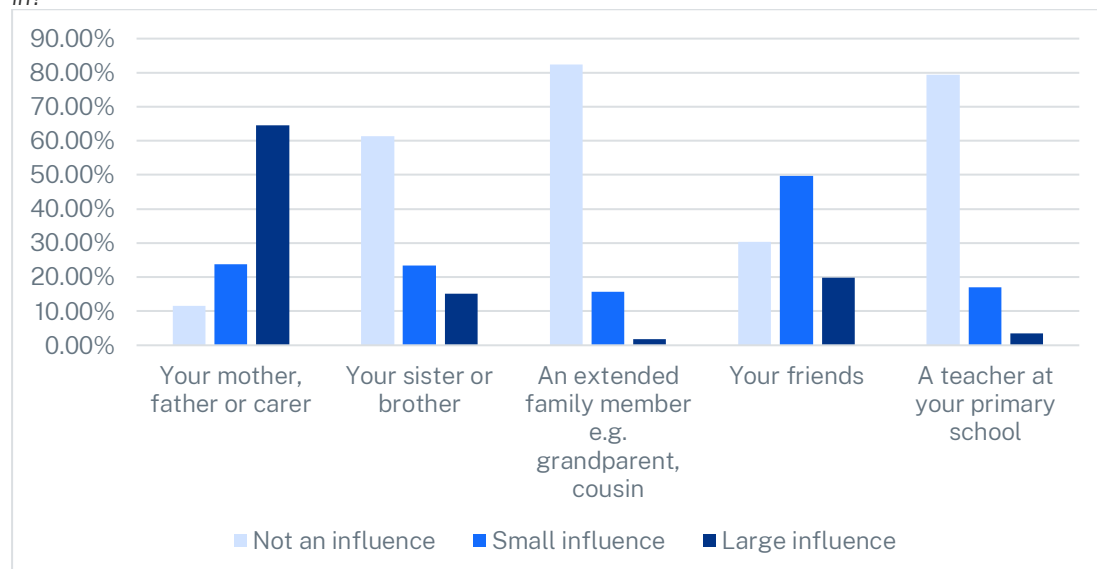


Figure 20. NBSC Mackellar Girls Campus Students –Influencing People

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at Northern Beaches Secondary College sites. How acceptable are these ideas to you?

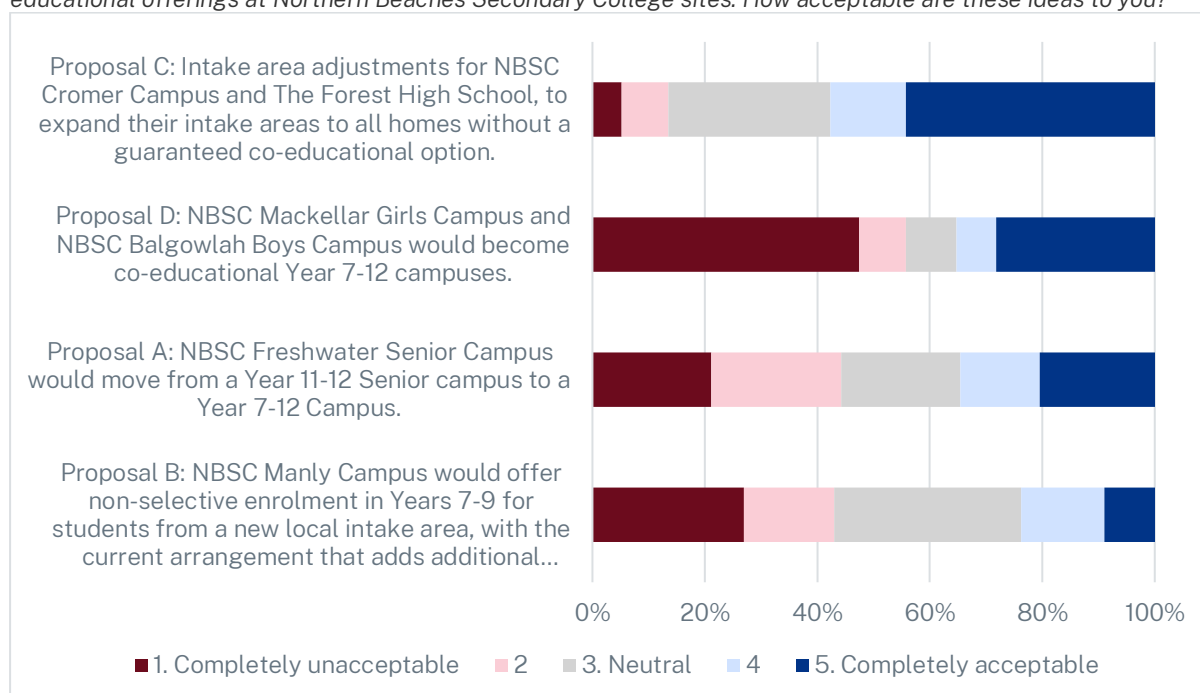


Figure 21. NBSC Mackellar Girls Campus Students –View of proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

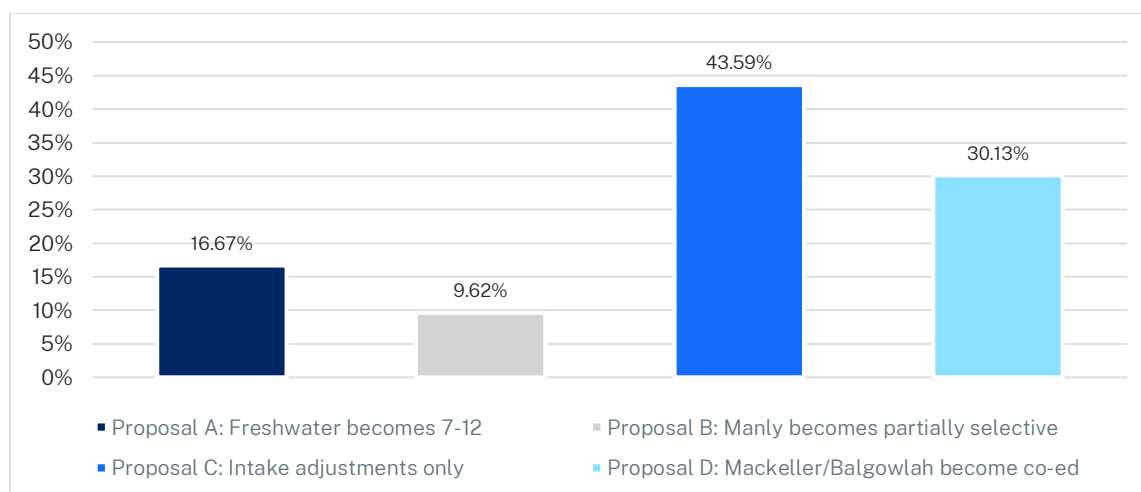


Figure 22. NBSC Mackellar Girls Campus Students –Most preferred proposal

Why/further comments

"I believe it would be best to extend the intake areas of Cromer and Forest high schools because if we changed Bally Boys and Mackellar to co-ed schools there would then be no single sex options in the local area...I also think that Freshwater Senior Campus should stay a senior campus because then people from Bally and Mackellar could then go to a co-educational option if they felt so. -NBSC Mackellar Girls Campus Student

"Because I think that everyone should be able to have a choice to go to a co-ed school in their local area, as well as socialising with the opposite gender, because half the girls at

Mackellar have no clue how to talk or learn or do anything with boys and it's just upsetting. – NBSC Mackellar Girls Campus Student

"A Senior campus isn't necessary compared to more schooling options for coed options and being closer located to your school." – NBSC Mackellar Girls Campus Student

5.1.4 NBSC Manly Campus Students

524 current students from NBSC Manly Campus Students responded to the survey, the largest amount of any of the secondary student cohorts.

When rating the importance of various factors in their decision-making process, **academic performance was significantly the highest rated**—with over 90% of students rating it a 4 or 5. Additionally when asked about the **most important factor** in their decision making 65.24% of students chose **academic performance**.

When asked a hypothetical question about remaking the decision of the type of high school they would like to enrol in, 78.05% of Manly students preferred **co-educational school**, 20.12% had **no preference**, only 1.83% of students preferred **single-sex**.

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

The two most acceptable proposals for students from NBSC Manly Campus was **Proposal C** (intake adjustments only) (41.81%) and **Proposal A** (Freshwater becomes 7-12) (34.91%). **Proposal B** (Manly becomes partially selective) received the highest proportion of students rating it "unacceptable" or "completely unacceptable" (96.34%).

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 NBSC Manly Campus?

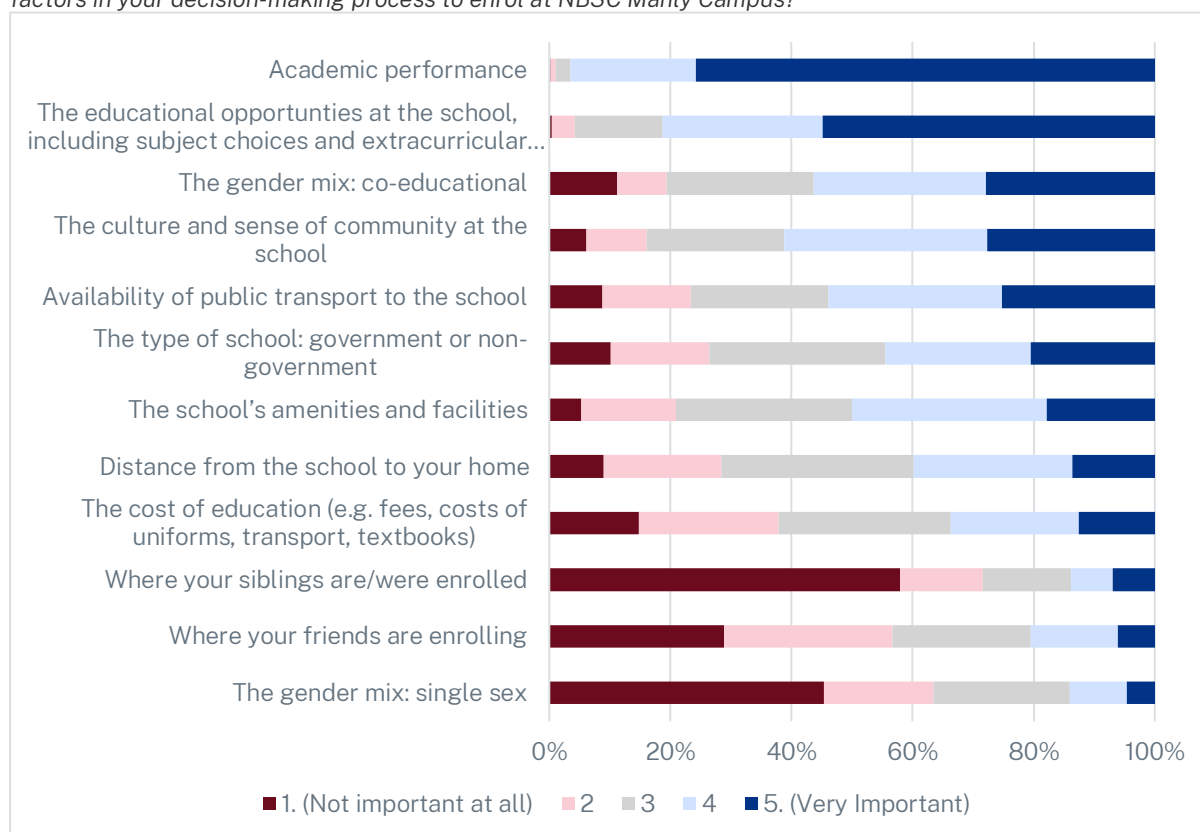


Figure 23. NBSC Manly Campus Students – Decision making factors.

Most important decision-making factor

Which one of these factors was most important in your decision to enrol at NBSC Manly Campus

Table 7 NBSC Manly Campus Students – Most important decision-making factor.

Academic performance	65.24%
The educational opportunities at the school, including subject choices and extracurricular activities	19.72%
The culture and sense of community at the school	5.49%
The gender mix: co-educational	2.64%
Where your friends are enrolling	2.24%
Distance from the school to your home	1.42%
Where your siblings are/were enrolled	1.42%
The type of school: government or non-government	0.61%
The school's amenities and facilities	0.41%
Availability of public transport to the school	0.41%
The gender mix: single sex	0.20%

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?

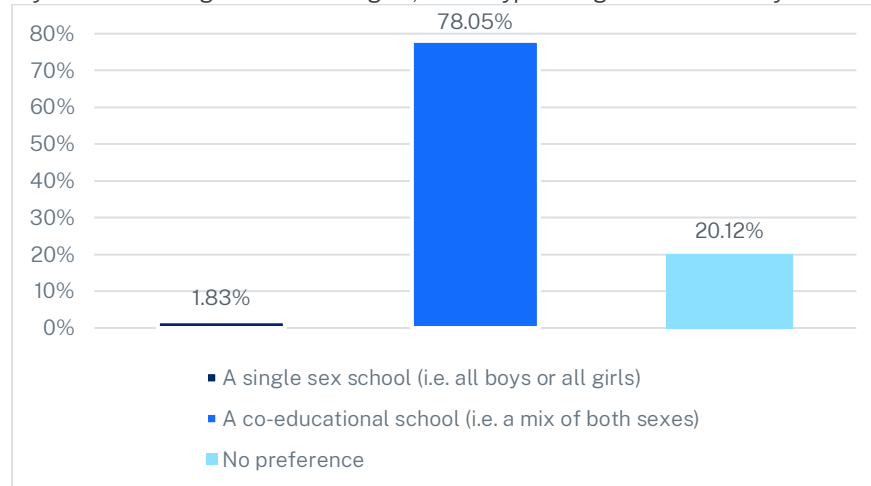


Figure 24. NBSC Manly Campus Students–Single Sex vs Co-ed Preference

Influencing people

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

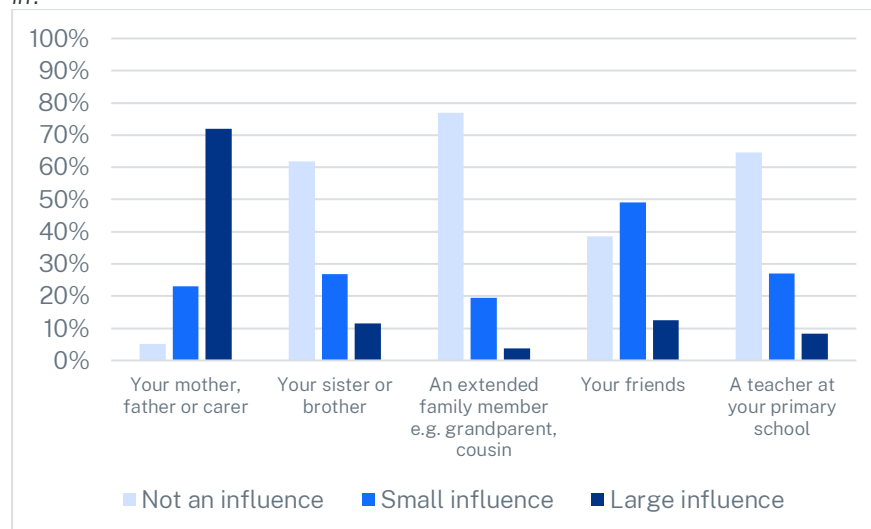


Figure 25. NBSC Manly Campus Students–Influencing People

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at Northern Beaches Secondary College sites. How acceptable are these ideas to you?

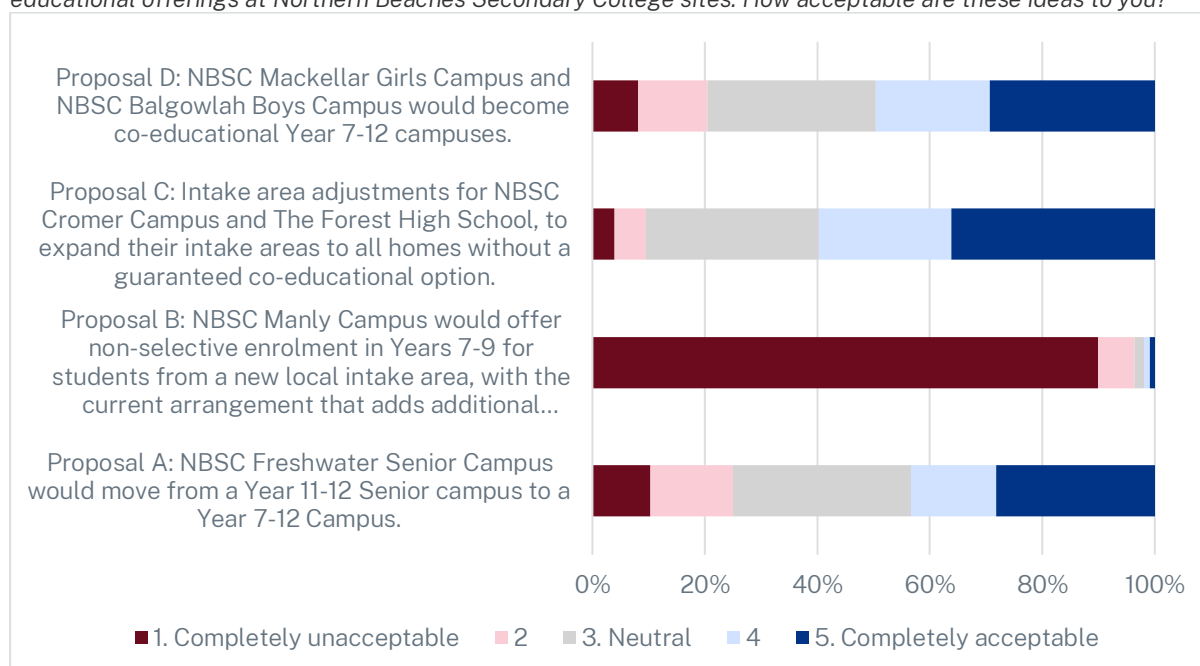


Figure 26. NBSC Manly Campus Students –View of proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

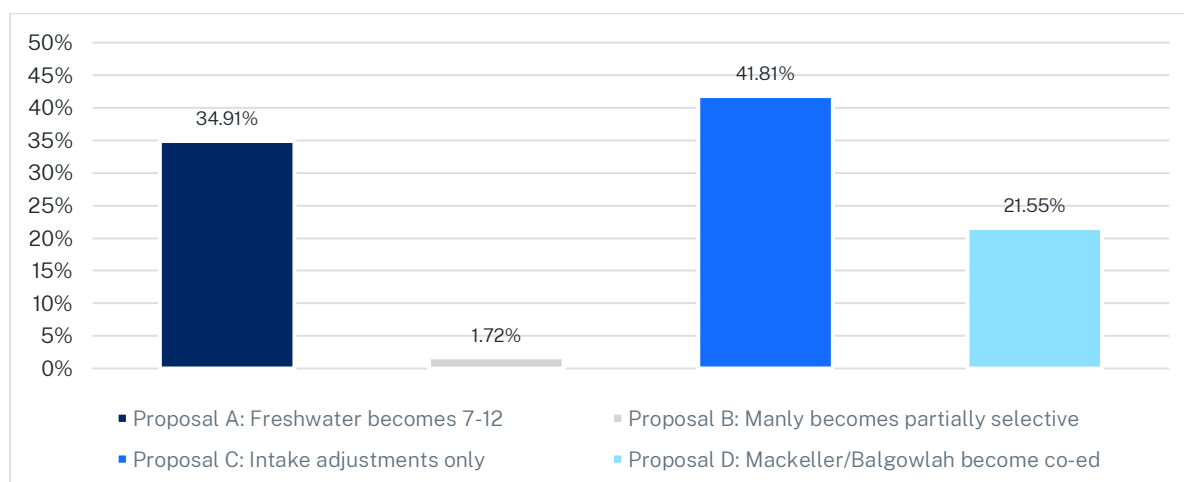


Figure 27. NBSC Manly Campus Students –Most preferred proposal

Why/further comments

"I see no purpose in having a Yr 11-12 only campus to being [sic] with, especially if Manly, Balgowlah and Mackellar perform better in HSC." –NBSC Manly Campus Student

"I believe that proposal B would negatively affect the school culture and drastically change how the school runs. It would create a divide between the selective and non-selective students and likely cause issues with friendships and confidence, among other things." –NBSC Manly Campus Student

“I ranked the expansion of the intake are of Cromer and Forest high as it has the least impact of students. The high schools both have public transport options available and have enough resources and space to accommodate more students, with the least impact.” –NBSC Manly Campus Student

5.1.5 NBSC Cromer Campus Students

26 current students from NBSC Cromer Campus responded to the survey, with 42% of these students enrolled in Yr 7.

When rating the importance of various factors in their decision-making process, **culture and sense of community and educational opportunities were ranked highest** – with over 94% of students rating both a 4 or 5. However, when asked about the **most important factor** in their decision making 26.32% of students chose both **distance from school to home and the gender mix: co-educational**.

When asked a hypothetical question about remaking the decision of the type of high school they would like to enrol in, 78.95% of Cromer students preferred **co-educational school**, 10.53% of students preferred **a single sex setting**, 10.53% of students had **no preference**.

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

The two most acceptable proposals for students from Cromer campus was **Proposal C** (Intake adjustments only) (38.89%) and **Proposal D** (Mackellar/Balgowlah become co-ed) (27.78%). **Proposal B** (Manly becomes partially selective) received the highest number of students rating it “unacceptable or “completely unacceptable” (38.89%).

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 NBSC Cromer Campus?

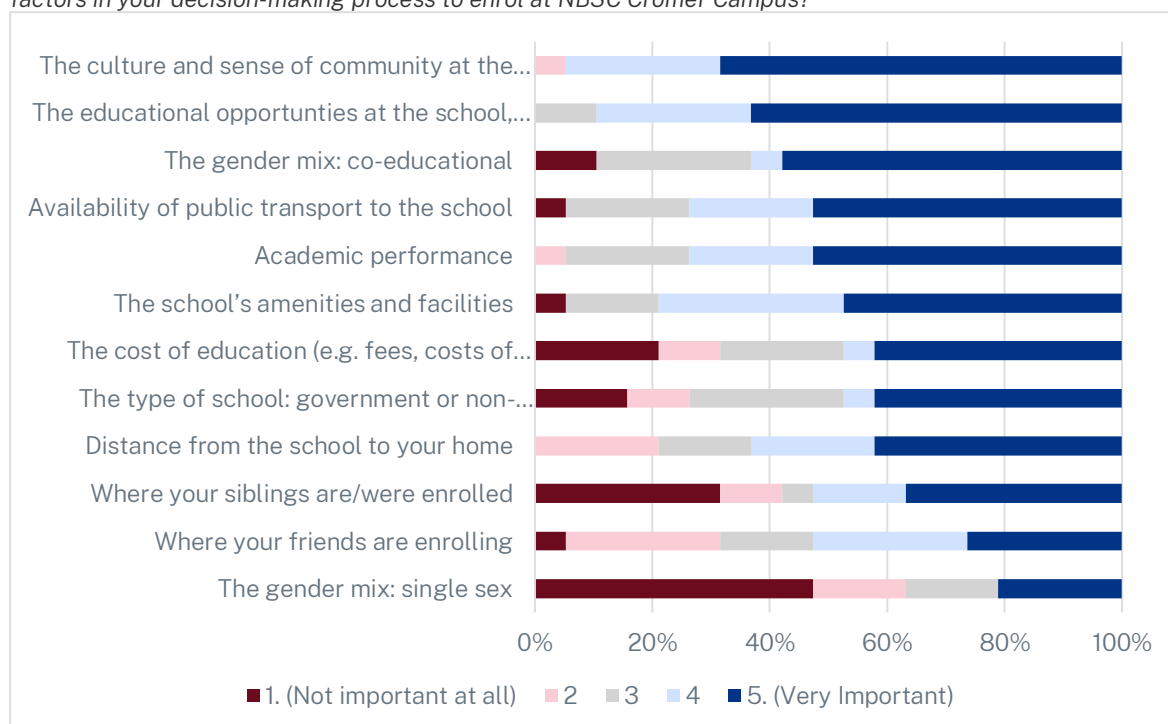


Figure 28. NBSC Cromer Campus Students – Decision making factors.

Most important decision-making factor

Which one of these factors was most important in your decision to enrol at NBSC Cromer Campus

Table 8. NBSC Cromer Campus Students –Most important decision-making factor.

Distance from the school to your home	26.32%
The gender mix: co-educational	26.32%
Academic performance	10.53%
Where your friends are enrolling	10.53%
Availability of public transport to the school	5.26%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	5.26%
The culture and sense of community at the school	5.26%
The educational opportunities at the school, including subject choices and extracurricular activities	5.26%
The type of school: government or non-government	5.26%

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?

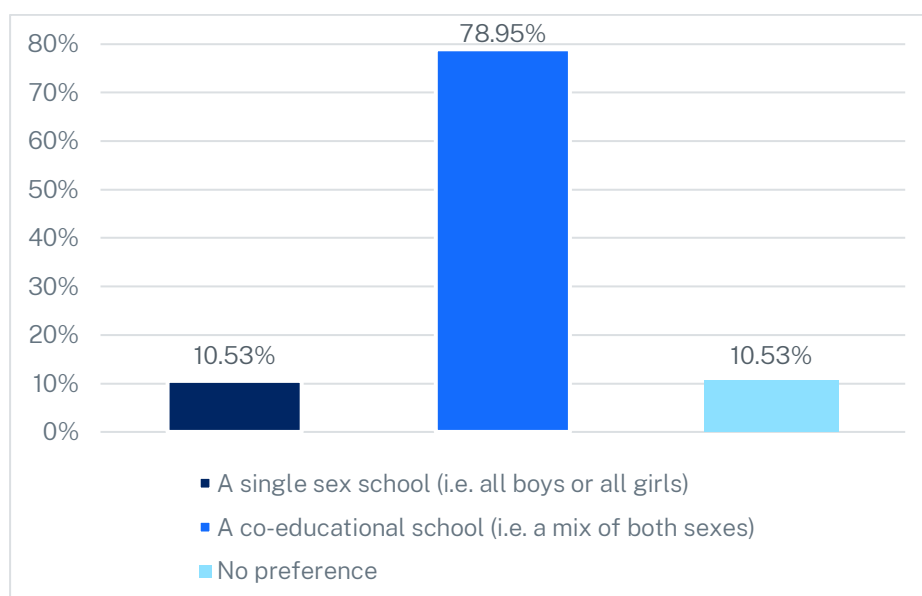


Figure 29. NBSC Cromer Campus Students –Single Sex vs Co-ed Preference

Influencing people

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

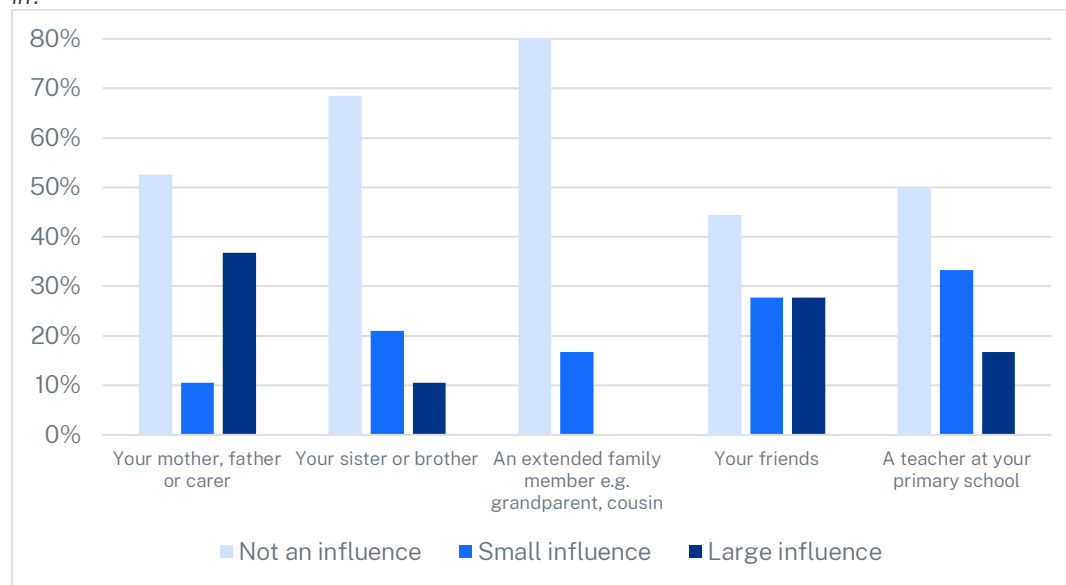


Figure 30. NBSC Cromer Campus Students –Influencing People

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at Northern Beaches Secondary College sites. How acceptable are these ideas to you?

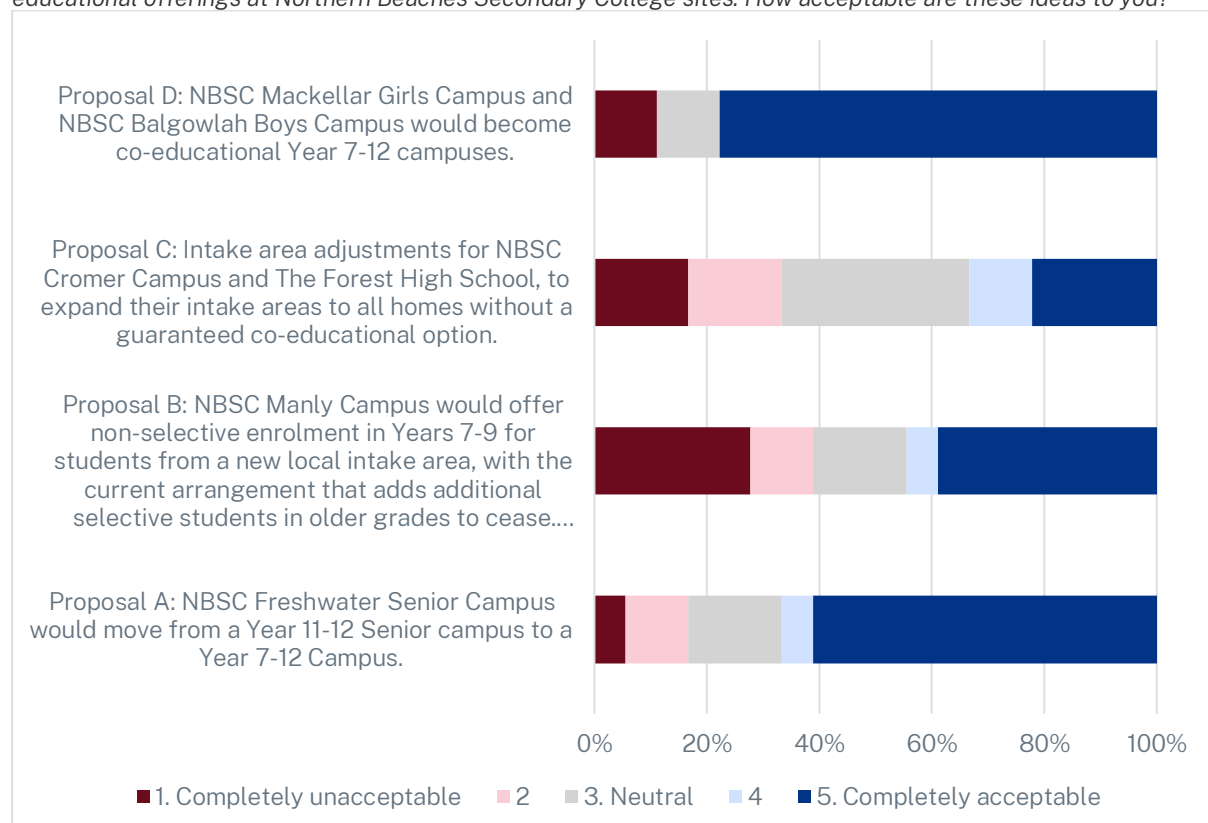


Figure 31. NBSC Cromer Campus Students –View of proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

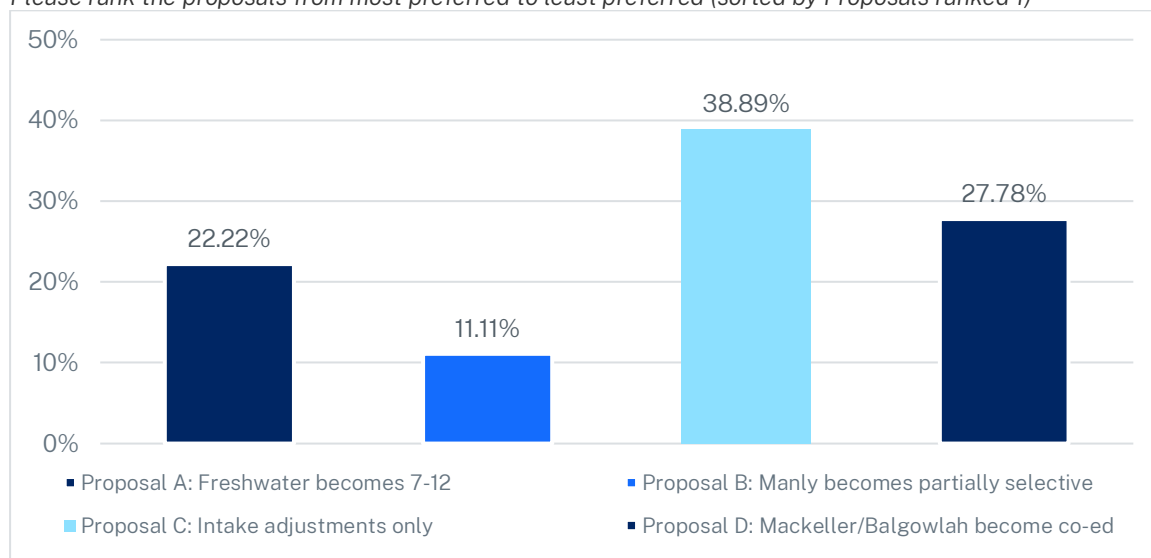


Figure 32. NBSC Cromer Campus Students – Most acceptable proposal

Why/further comments

“Proposal D. Single sex education is not relevant to modern society. School should be preparing for the workplace. There are no single sex companies and it is not even legal to hire one sex over another. There should be no reason other school should suffer with larger intakes because we want to preserve these outdated methods of education.” – NBSC Cromer Campus Student

“Expanding the years that can attend Freshwater campus makes sense. The population growth in the area means there are so many students to cater for so making Freshwater 7-12 or 10-12 makes sense.” – NBSC Cromer Campus Student

5.1.6 NBSC Freshwater Campus Students

183 current students from NBSC Freshwater Campus Students responded to the survey,

When rating the importance of various factors in their decision-making process, **culture and sense of community and educational opportunities were ranked highest** – with over 85% of students rating both a 4 or 5. Similarly, when asked about the **most important factor** in their decision making 45.16% of students chose **the culture and sense of community at the school**.

When asked a hypothetical question about remaking the decision of the type of high school they would like to enrol in, 91.61% of Freshwater senior students preferred **co-educational school**, 7.74% of students had **no preference** and less than 1% of students would choose a **single-sex school**.

Parents played a significant part in their choice of secondary schools while a primary teacher did not.

The two most acceptable proposals for students from Cromer campus was **Proposal C** (Intake adjustments only) (42.95%) and **Proposal D** (Mackellar/Balgowlah become co-ed) (40.27%). **Proposal A** (Freshwater becomes 7-12) received the highest number of students rating it “unacceptable or “completely unacceptable” (96.65%).

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 NBSC Freshwater Campus?

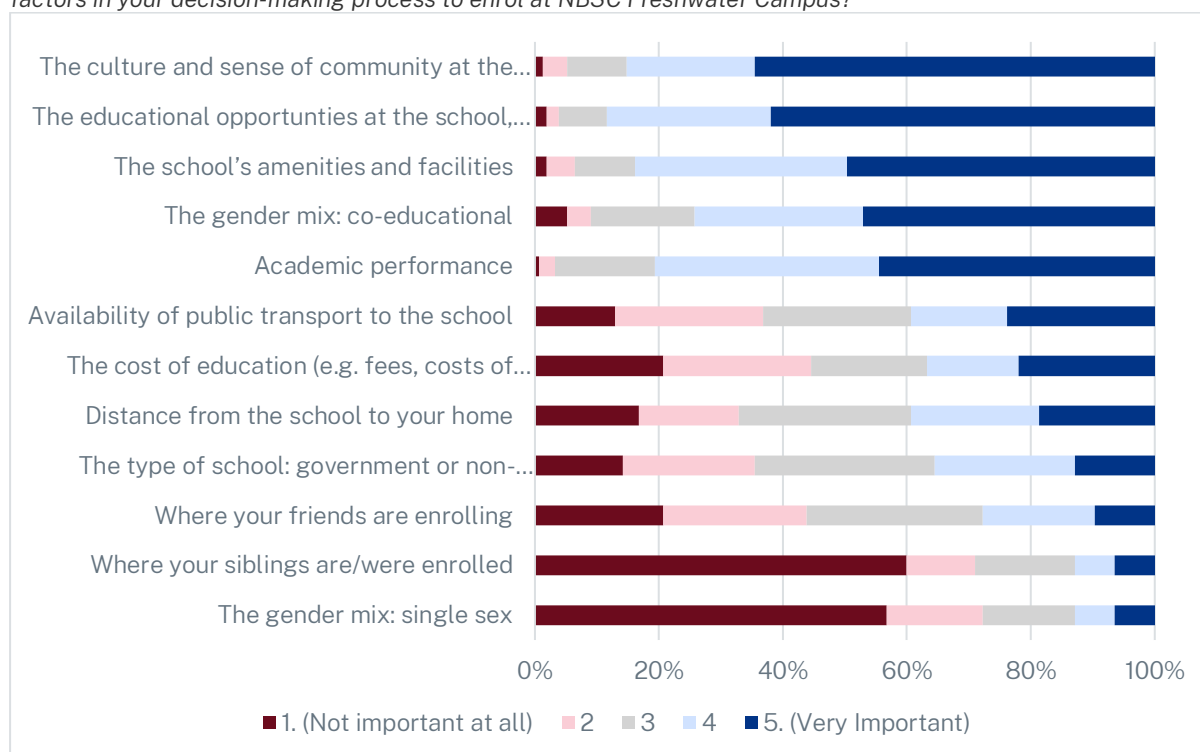


Figure 33. NBSC Freshwater Campus Students – Decision making factors.

Most important decision-making factor

Which one of these factors was most important in your decision to enrol at NBSC Freshwater Campus

Table 9. NBSC Freshwater Campus Students – Most important decision-making factor.

The culture and sense of community at the school	45.16%
The educational opportunities at the school, including subject choices and extracurricular activities	23.87%
Academic performance	11.61%
The gender mix: co-educational	6.45%
The school's amenities and facilities	5.16%
Distance from the school to your home	3.87%
Where your friends are enrolling	1.94%
The type of school: government or non-government	1.29%
Where your siblings are/were enrolled	0.65%

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?

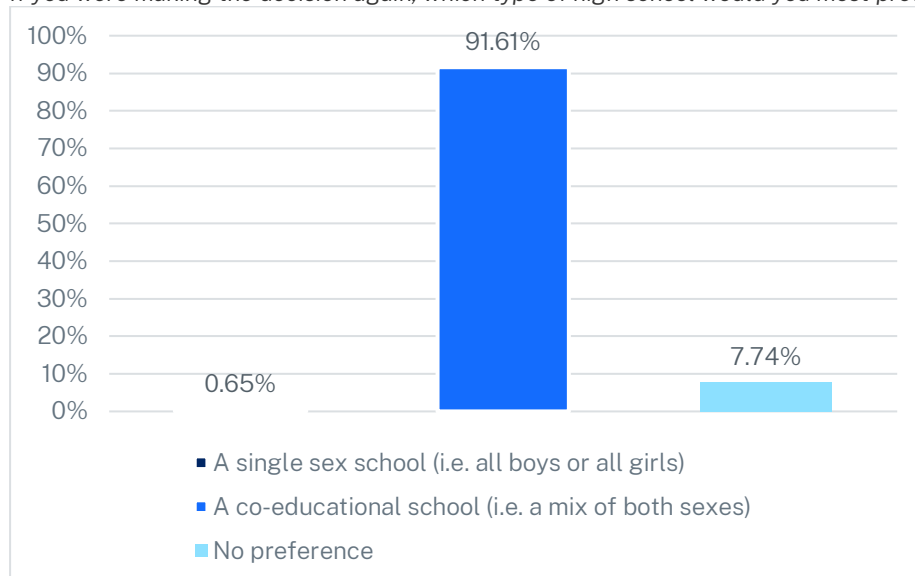


Figure 34. NBSC Freshwater Campus Students –Single Sex vs Co-ed Preference

Influencing people

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

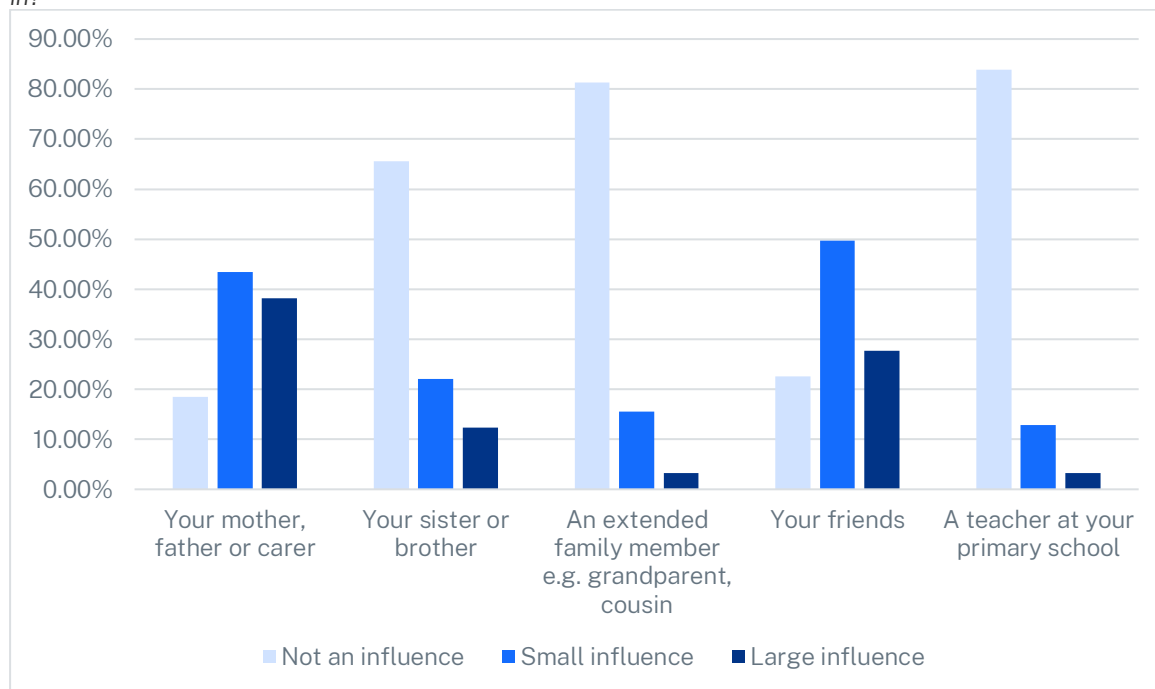


Figure 35. NBSC Freshwater Campus Students –Influencing People

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at Northern Beaches Secondary College sites. How acceptable are these ideas to you?

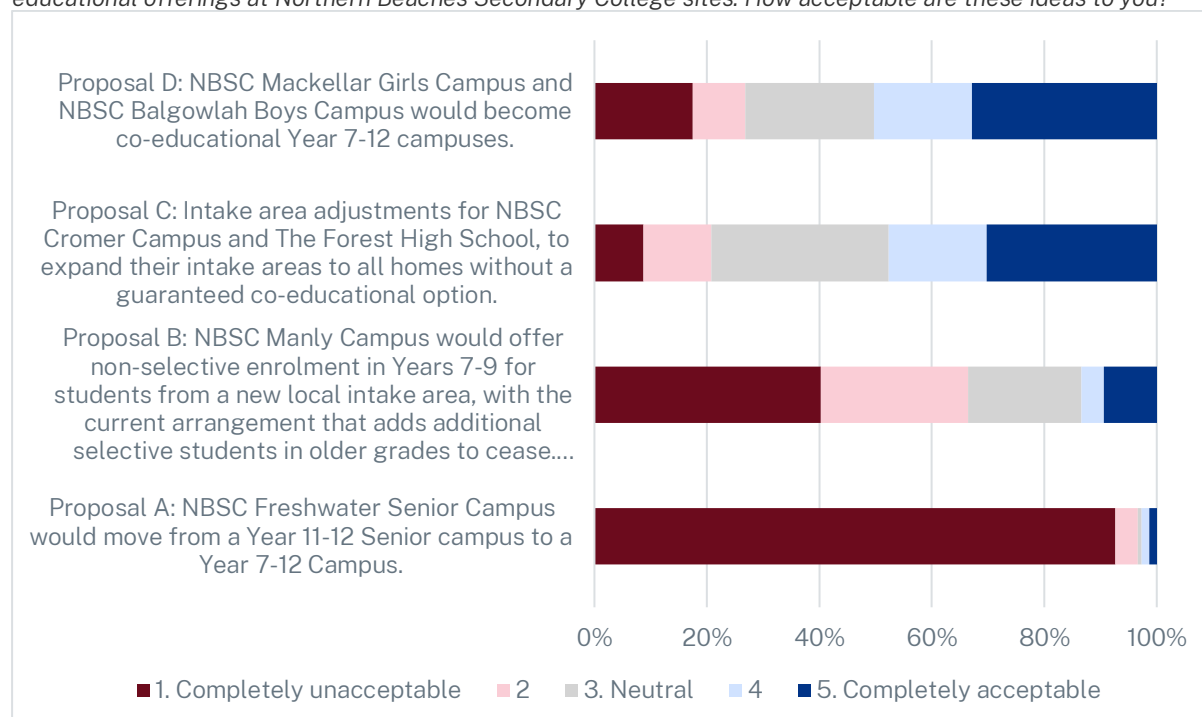


Figure 36. NBSC Freshwater Campus Students –View of proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

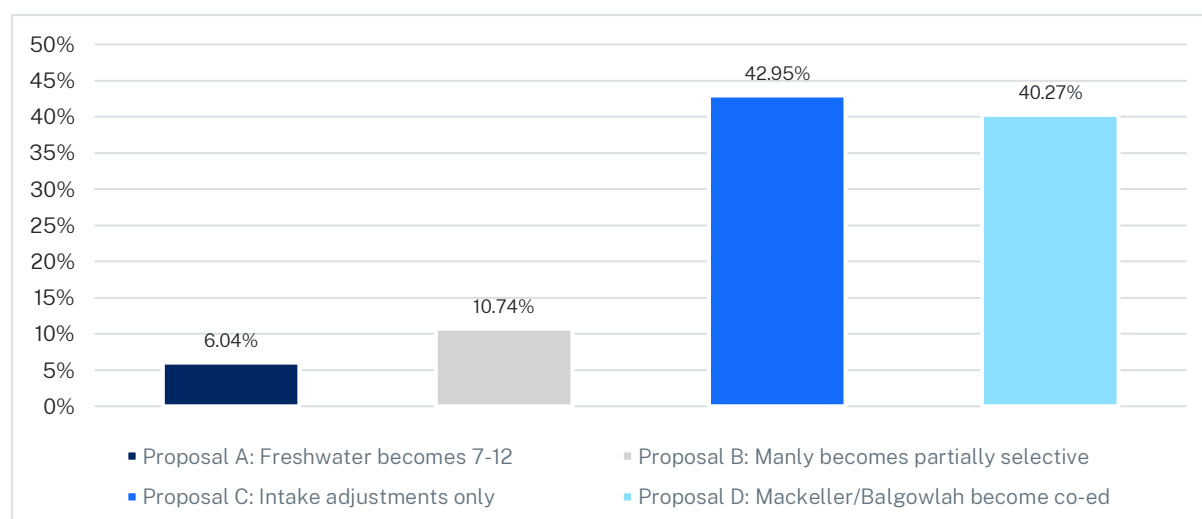


Figure 37. NBSC Freshwater Campus Students –Most preferred proposal

Why/further comments

"I think single gender education is outdated and shouldn't be the only accessible option for many students. however i think there is a lot of benefit in having the niches of senior and selective schooling, as long as all students have a good nearby school within their local area." –NBSC Freshwater Campus Student

"None of them should change and they all should remain the same as they all work perfectly fine, especially freshwater being a senior campus from the personal perspective of a student"
 © NSW Department of Education Dec-24

there myself. Having increased catchment areas and enrolment areas for my first preference would be beneficial however co-educational is increasingly beneficial to student development both socially and within the classroom.” – NBSC Freshwater Campus Student

“I went to Mackellar girls campus from years 7-10 and i’m currently attending freshwater senior campus as a year 12 student. I believe and always have believed that Mackellar should be a co-ed school as it would encourage interaction between the two genders, I always thought that that was important and I think it would benefit the students knowing how to interact from a younger high school age it was also encourage cooperation between the two in classrooms. –NBSC Freshwater Campus Student

5.1.7 The Forest HS and Other Local Schools

Only 20 students from other local high schools responded to the survey, a relatively small amount compared to other cohorts. The cohort includes students attending The Forest High School, Pittwater High School, Barrenjoey High School and other gov/non-gov high schools.

When rating the importance of various factors in their decision-making process, **culture and sense of community and educational opportunities were ranked highest** –with 80% of students rating both a 4 or 5. Similarly, when asked about the **most important factor** in their decision making 25% of students chose **the educational opportunities at the school, including subject choices and extracurricular activities**

When asked a hypothetical question about remaking the decision of the type of high school they would like to enrol in, **65% of students preferred co-educational school, 20% of students had a preference for single-sex and 15% of students had no preference.**

Parents played a significant part in their choice of secondary schools while other family members such as a teacher at primary school.

The two most acceptable proposals for students from The Forest and Other High Schools was **Proposal A** (Freshwater becomes 7-12) (40%) and **Proposal D** (Mackellar/Balgowlah become co-ed) (35%). **Proposal C** (Intake area adjustments only) received the highest number of students rating it “unacceptable or “completely unacceptable” (45%).

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

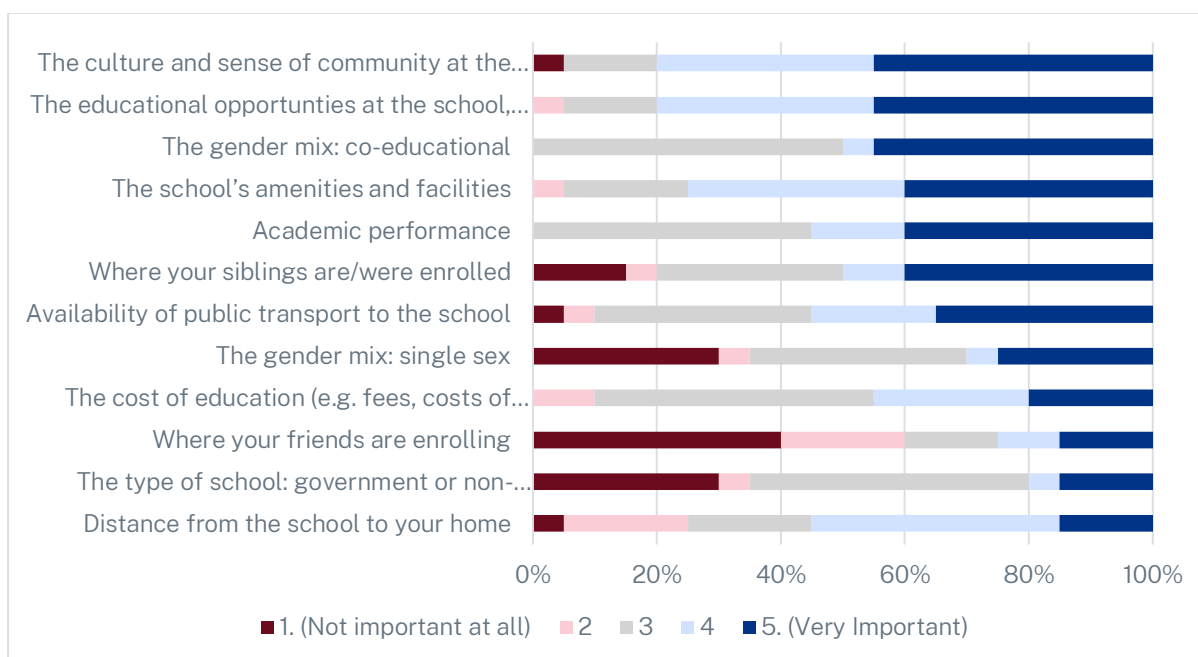


Figure 38. The Forest and Other Local Schools students – Decision making factors

Most important decision-making factor

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

Table 10. Other Local Schools – Most important decision making factor

The educational opportunities at the school, including subject choices and extracurricular activities	25.00%
The culture and sense of community at the school	15.00%
The gender mix: co-educational	15.00%
Where your siblings are/were enrolled	15.00%
Availability of public transport to the school	5.00%
Distance from the school to your home	5.00%
The gender mix: single sex	5.00%
The school's amenities and facilities	5.00%
The type of school: government or non-government	5.00%
Where your friends are enrolling	5.00%

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?

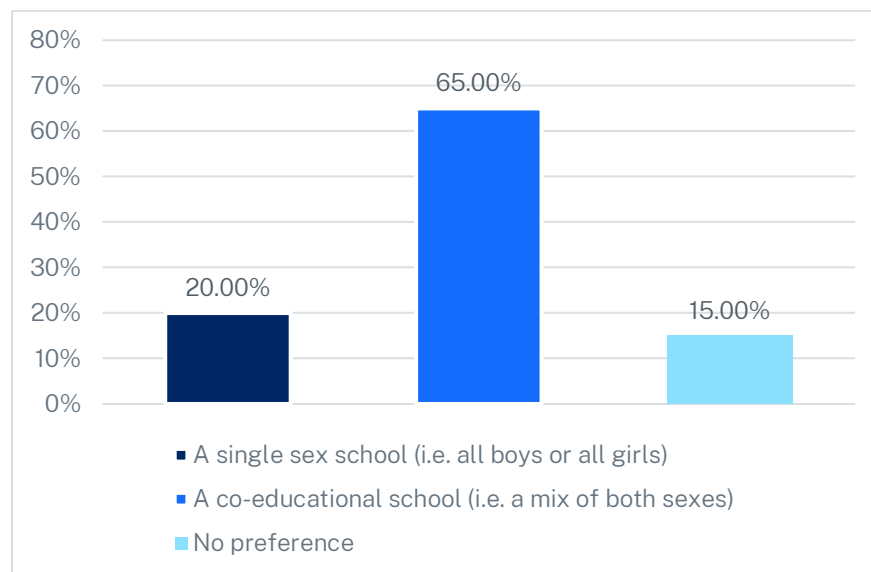


Figure 39. The Forest and Other Local Schools students–Single Sex vs Co-ed Preference

Influencing People

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

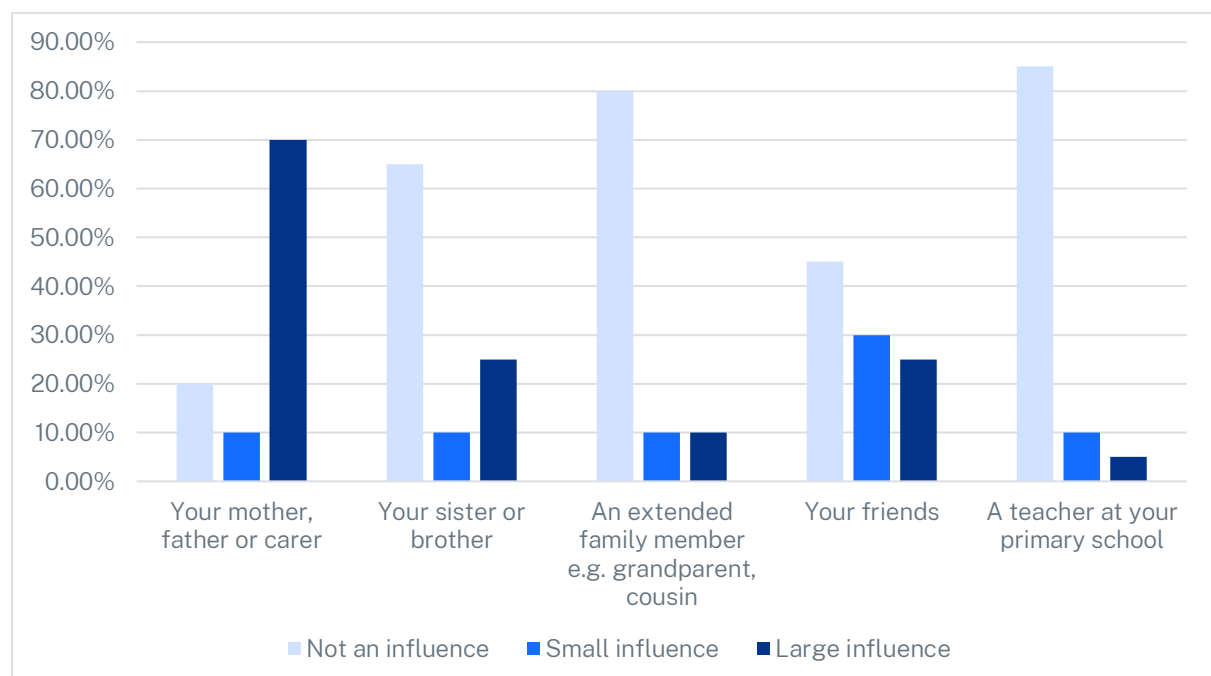


Figure 40. The Forest and Other Local Schools students–Influencing People

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

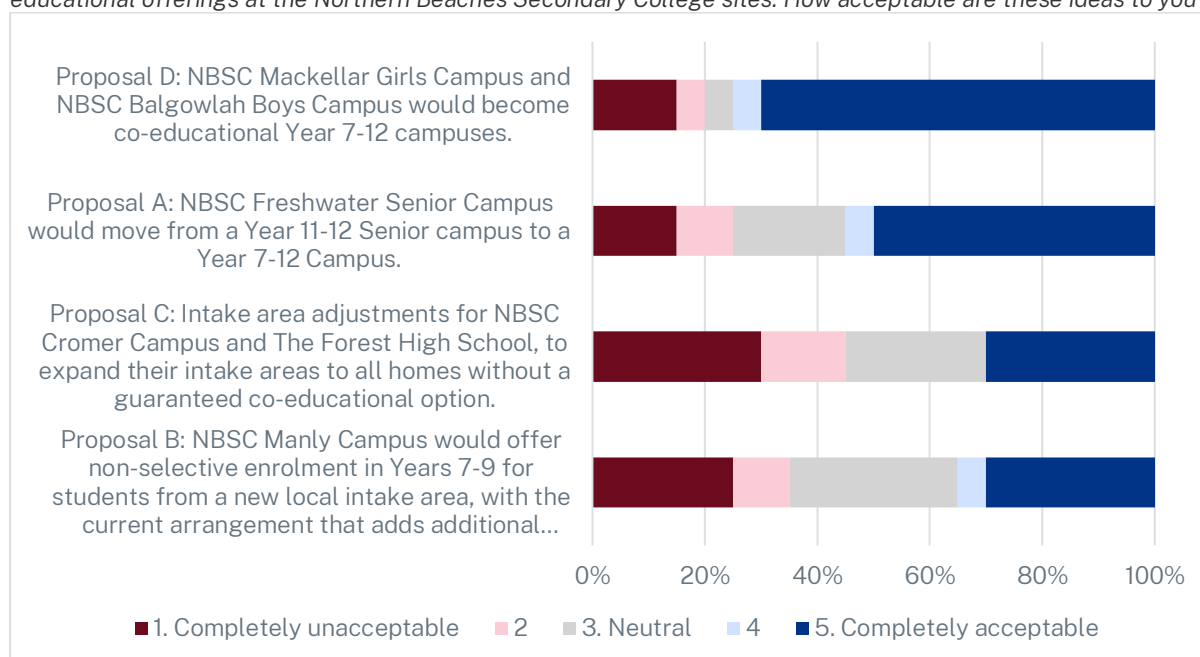


Figure 41. The Forest and Other Local Schools students–View of proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

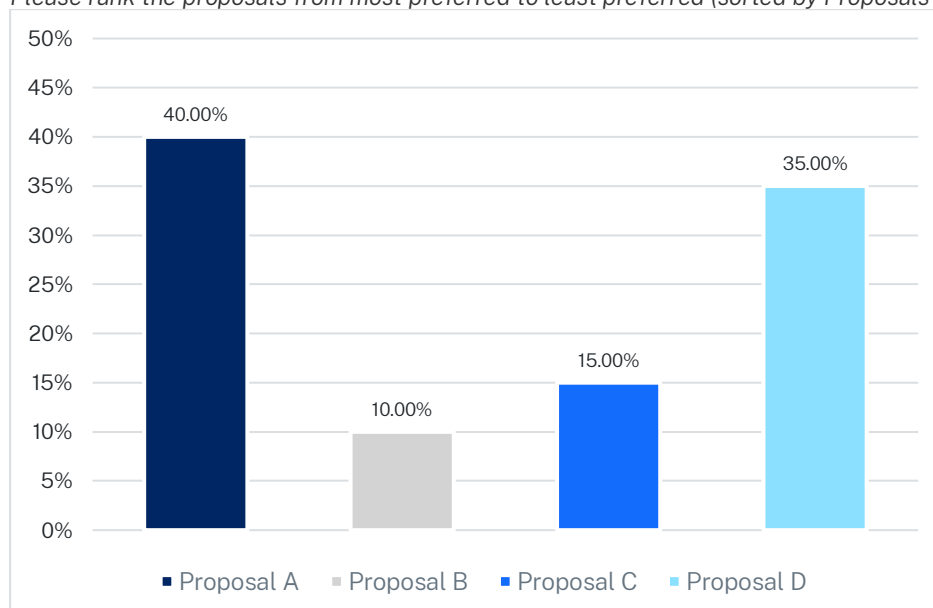


Figure 422. The Forest and Other Local School students–Most preferred proposal

Why/further comments

“In the real world children need to learn from a young age to be surrounded by all genders and not segregated”-Student of The Forest and Other High Schools

“Because manly SELECTIVE is only of value because it is a selective school. It is crucial not lose the opportunity to be selected based on ability and competence at school to help them excel, and not get bored at school. We already have comprehensive public schools in the relative area so why would we add more and remove the opportunity of a selective school. Integrating non selective students will also create separation in the school between the

selective and non selective strains and cause issues amongst student relations.” =Student of The Forest and Other High Schools

“Living in freshwater this would mean my high school would be close by so I would have to travel a lot less: -Student of The Forest and Other High Schools

5.2 Parents and Carers

5.2.1 Early Childhood Parents

655 parents and carers 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 the three highest were:

- The culture and sense of community at the school
- The educational opportunities at the school, including subject choices and extracurricular activities as the most important.
- Academic performance

Similarly, when asked to choose the **most important**, parents answered with **the educational opportunities at the school (33%)** and academic performance (19%).

When asked about the type of school they would like to enrol their children in **74% of respondents preferred co-educational settings**, (16% had no preference and 10% chose a single-sex school).

The two most acceptable proposals for Early Childhood Parents and Carers was **Proposal A** Freshwater becomes 7-12 (40.53%) and **Proposal D** Mackellar/Balgowlah become co-ed (34.51%).

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?

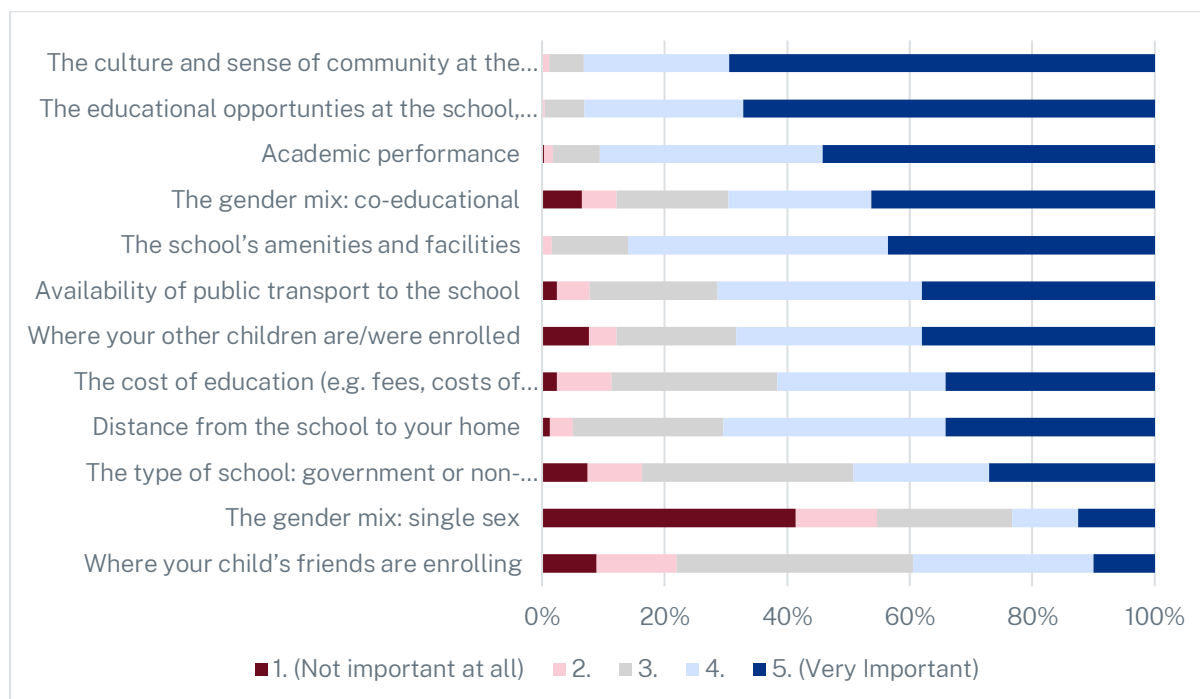


Figure 43. Early Childhood Parents – Decision-making factors

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 11. Early Childhood Parents –most important decision making factor

The educational opportunities at the school, including subject choices and extracurricular activities	33.01%
Academic performance	19.26%
The gender mix: co-educational	14.89%
The culture and sense of community at the school	14.89%
Distance from the school to your home	4.21%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	3.56%
Where your other children are/were enrolled	2.91%
The school's amenities and facilities	2.27%
The gender mix: single sex	1.94%
The type of school: government or non-government	1.13%
Where your child's friends are enrolling	1.13%

Single Sex vs Co-educational Preference

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

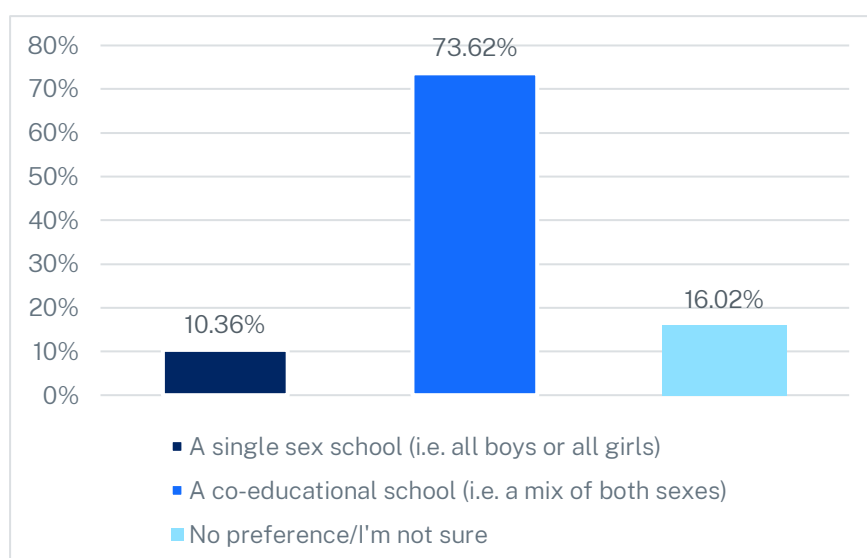


Figure 44. Early Childhood Parents –Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

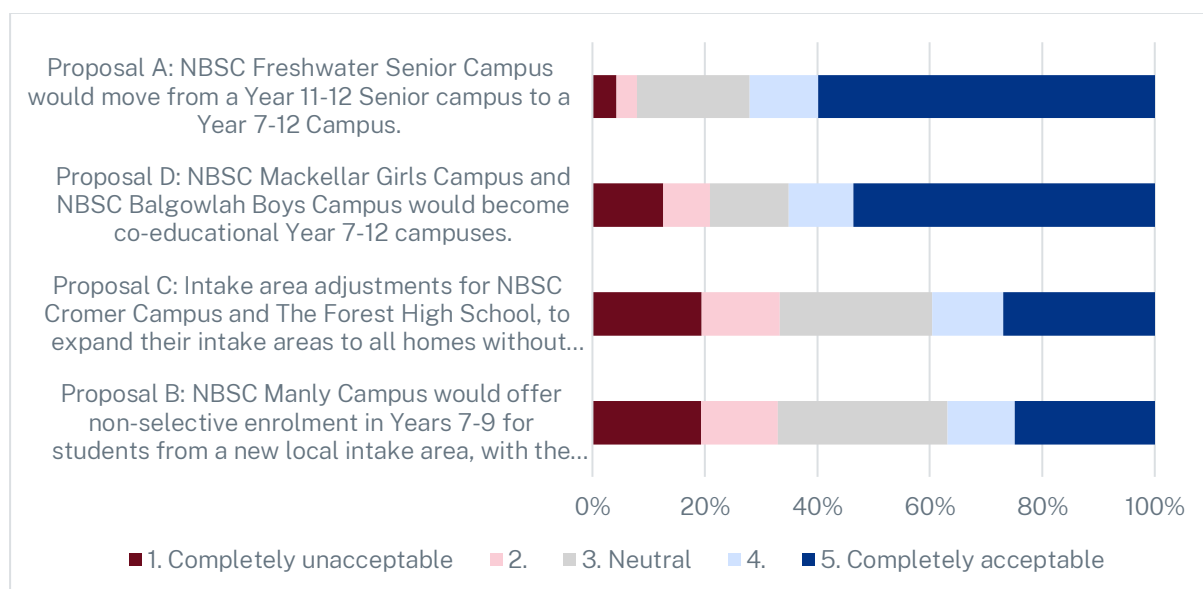


Figure 45. Early Childhood Parents –View of Proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

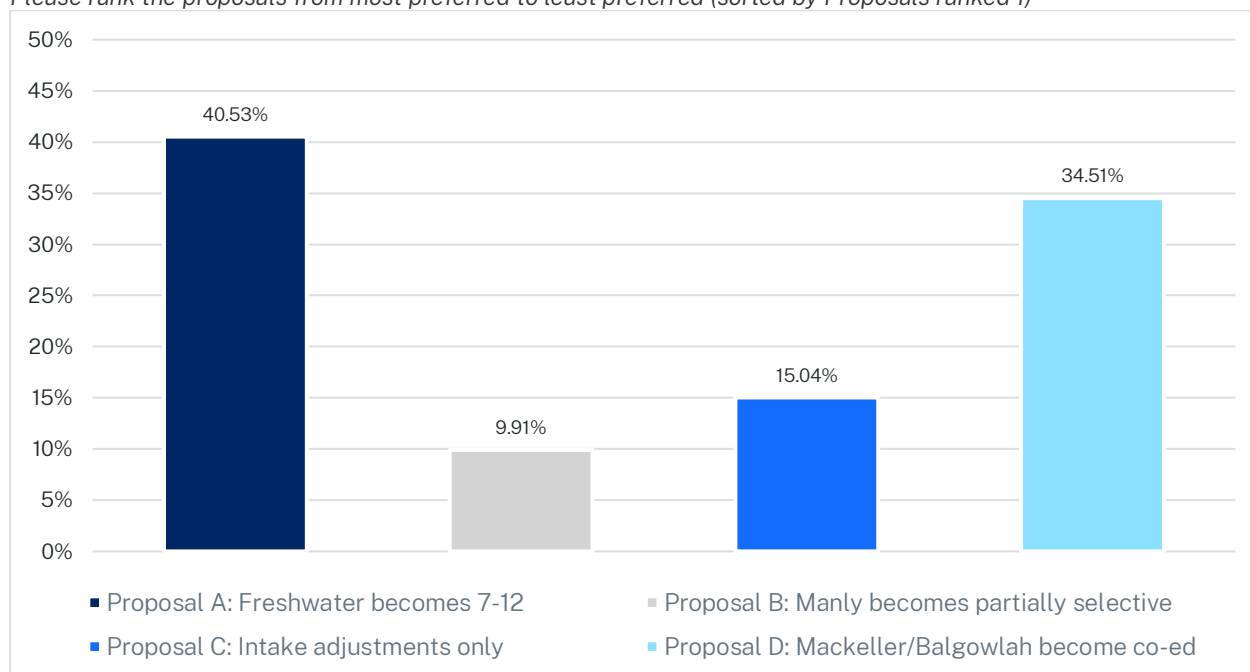


Figure 46. Early Childhood Parents–Most preferred proposal

Why/further comments

“Option D makes it equitable to all -there’s just one local school you are in the catchment for. The others offer some areas choice for single sex or co-ed, while some areas only have co-ed options. Where there’s that choice, as schools fall in and out of favour or academic performance improves or declines, you will likely see school populations fluctuate according to which school is in favour at the time. This would be harder to manage for the department and I believe creates unnecessary angst for parents and students. Additionally, option D keeps all schools geographically tightest around their communities. Interestingly the school sites all sit centrally within the catchments drawn in option D, rather than on edges of catchments in the other options. It makes getting to school logistically easier too, with reduced travel time.” -Early Childhood Parent

“Mackellar Girls and Balgowlah Boys are known for being really good schools. In a perfect scenario they would be co-ed.”-Early Childhood Parent

“It is completely irresponsible to ignore the research on gifted education and remove opportunities for gifted student to be with like minded peers in an academically rich environment. I don’t like Cromer or forest and would like the opportunity for the children to be at freshwater. –Early Childhood Parent

“We need a mix gender public school around Freshwater area.” –Early Childhood Parent

“Most equitable option (Proposal D) in the long term, all children have a local co-Ed school to attend without some having to undertake extremely lengthy commutes. Local schools build community and cohesiveness. The other options are inequitable in that children in the current Balgowlah boys and Mackellar girls catchment areas would also be given a co-Ed choice, but this would not be reciprocated. There are some concerns about “tampering with” the two high performing single sex schools but there is no reason to think that both those schools under a co-Ed system would not perform as well.”-Early Childhood Parent

5.2.1.1 Early Childhood Parents *from suburbs without co-education*

Similar trends were observed amongst the early childhood parents living in the ten suburbs where families currently have no guaranteed co-educational high school option. They also expressed a strong preference for co-educational settings and rated **Proposal A** and **Proposal D** as most acceptable.

Single Sex vs Co-educational Preference

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

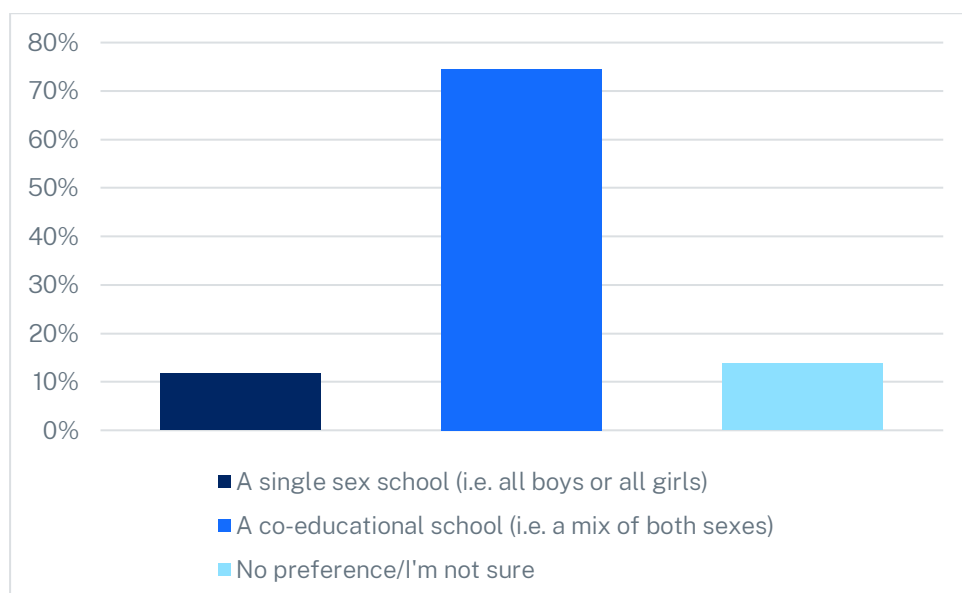


Figure 47. Early Childhood Parents from non-co-ed Suburbs –Single Sex vs Co-ed Preference

Most acceptable proposal

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

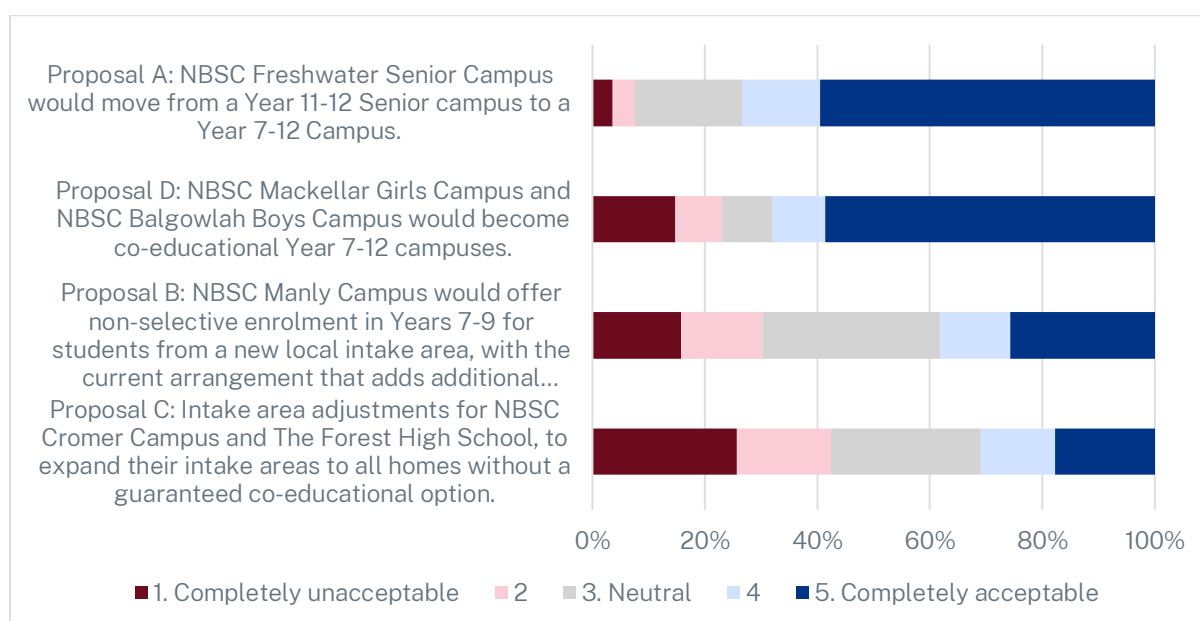


Figure 48. Early Childhood Parents–Most preferred proposal

5.2.2 Primary Parents

1854 parents of primary aged students participated in the survey. The majority of these came from local public schools (PS), such as Harbord, Manly West, Manly Village, Curl Curl North, Manly Vale, Balgowlah Heights, Beacon Hill, Brookvale and Narrabeena PS. This cohort represents the next seven years of secondary students for the Northern Beaches area.

When asked about the most important factor, **the educational opportunities at the school, including subject choices and extracurricular activities** came in highest (26%). With **academic performance being** ranked second (22%) and **the gender mix: co-educational** ranked third (15%).

Parents showed a preference towards **co-educational settings** (68%), followed by **single sex setting** (17%) and **no preference** (15%).

The two most acceptable proposals for primary parents and carers were **Proposal A** Freshwater becomes 7-12 (40.54%) and **Proposal D** Mackellar/Balgowlah become co-ed (29.23%).

Workshop and email conversations had the following strong themes:

Proposal A. Freshwater becomes a 7-12 campus: Parents with both sons and daughters, expressed a positive point of view towards this proposal as it gives their children the opportunity to attend the same school rather than separating them into single sex schools. Providing options with a reasonable journey time was also a reoccurring comment from a large number of primary parents and carers. However, there were concerns from some parents that this option may be popular and could overcrowd the current infrastructure. Other parents felt that boundary adjustments should include some nearby streets that were not included in the indicative maps. A suggestion to create separate junior and senior campuses on the Freshwater site to better manage the transition was proposed by some.

Proposal B. Manly introduces a non-selective stream for Years 7-9: While some parents appreciated the inclusivity of adding a non-selective stream at the site for families living in the immediate vicinity of the school, many others worried that non-selective students might feel marginalised within a predominantly selective school. There was widespread concern about the social impact of mixing selective and non-selective streams, with fears that it might create a divide among students. There was also concern about the potential disruption caused by students having to move schools after Year 9, with suggestions to let non-selective students stay at Manly until Year 10 to minimise this impact.

Proposal C. Intake adjustments only: This proposal was seen as the least disruptive to schools as it requires no operational changes. Parents viewed it as an environmentally and financially responsible immediate solution as it required no immediate infrastructure upgrades. Another commented that it still maintained a potential opportunity at a later date in the future for single sex schools to evolve to co-education, if the appetite is there. However, there were concerns from many that the distance to The Forest High School and NBSC Cromer was too far and that simply adjusting catchment areas might complicate commutes.

Proposal D. Transitioning all schools to co-education: Many parents supported the idea of co-education, believing it reflects real-world dynamics and promotes inclusivity. A comment that was reiterated by different primary parent and carer stakeholders was that the intake areas for this option were much smaller and placed the co-educational

schools in the centre of each catchment. Expanding on this, these parents said this proposal would have the shortest commute times and foster a strong sense of community. Some stakeholders were concerned about how well academic performance would be maintained due to the current success based on tailoring lessons to boys or girls. Others expressed concern about the current state of infrastructure, particularly at NBSC Balgowlah Boys, and whether upgrades could be ready in time for a new operational model. A specific worry was raised by many about the transition process and younger students feeling uncomfortable or unsafe in previously single-sex environments, such as younger girls entering established NBSC Balgowlah Boys with a majority cohort of older boys.

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?

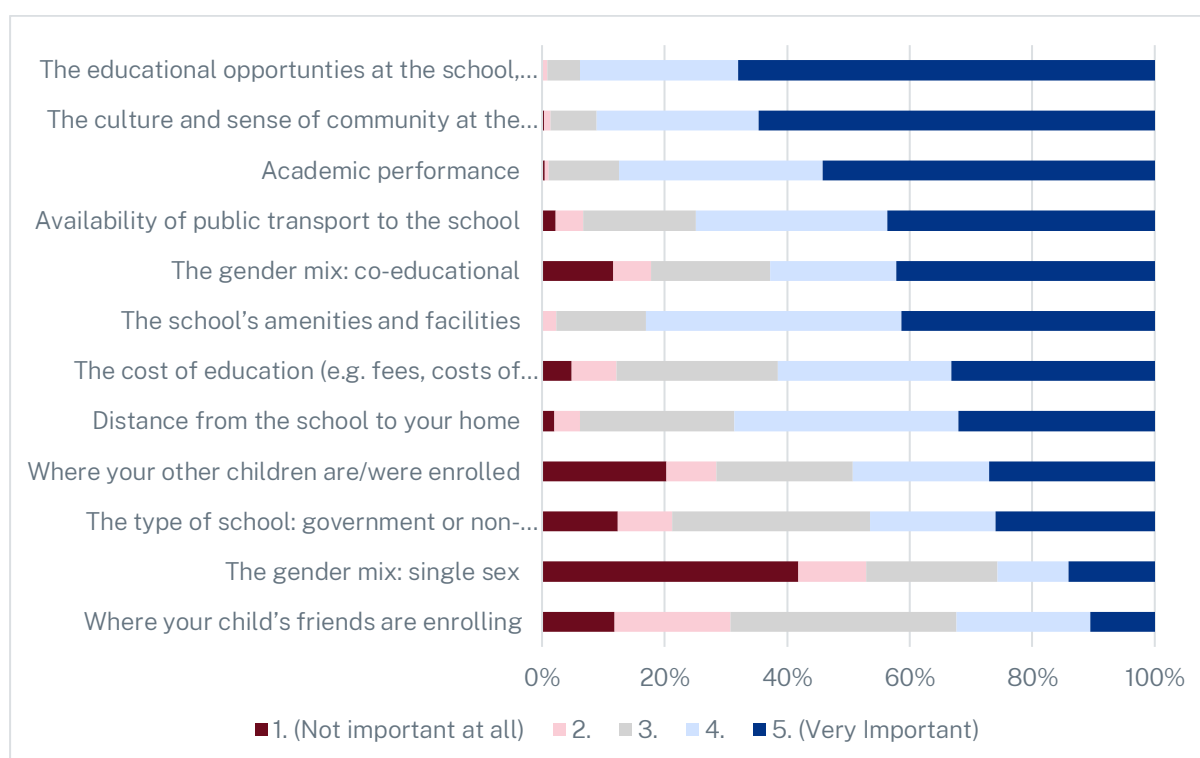


Figure 49. Primary Parents – Decision-making factors

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 12. Primary parents – most important decision-making factor

The educational opportunities at the school, including subject choices and extracurricular activities	26.37%
Academic performance	22.30%
The gender mix: co-educational	14.63%
The culture and sense of community at the school	14.51%
Distance from the school to your home	5.07%
Where your other children are/were enrolled	3.95%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	3.78%
The gender mix: single sex	3.72%

The type of school: government or non-government	2.12%
The school's amenities and facilities	1.59%
Where your child's friends are enrolling	1.24%
Availability of public transport to the school	0.71%

Single Sex vs Co-educational Preference

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

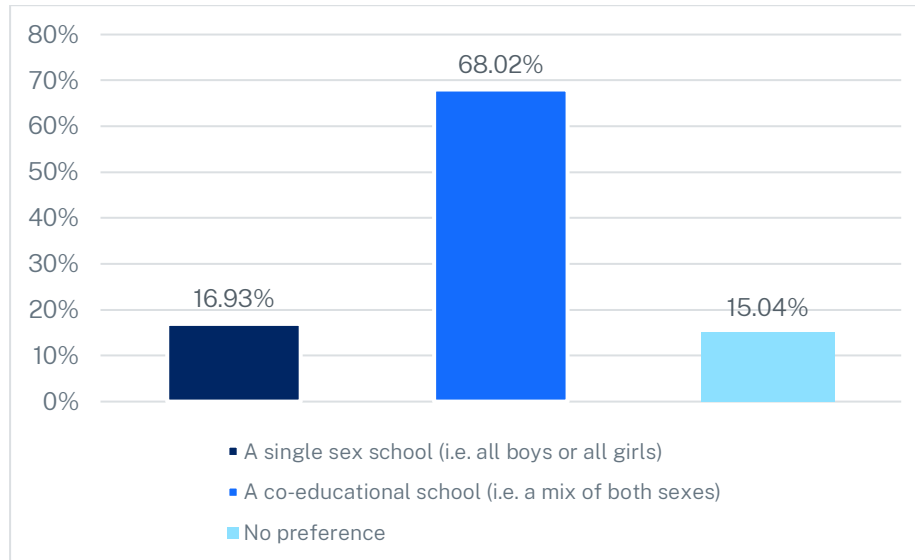


Figure 50. Primary Parents – Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

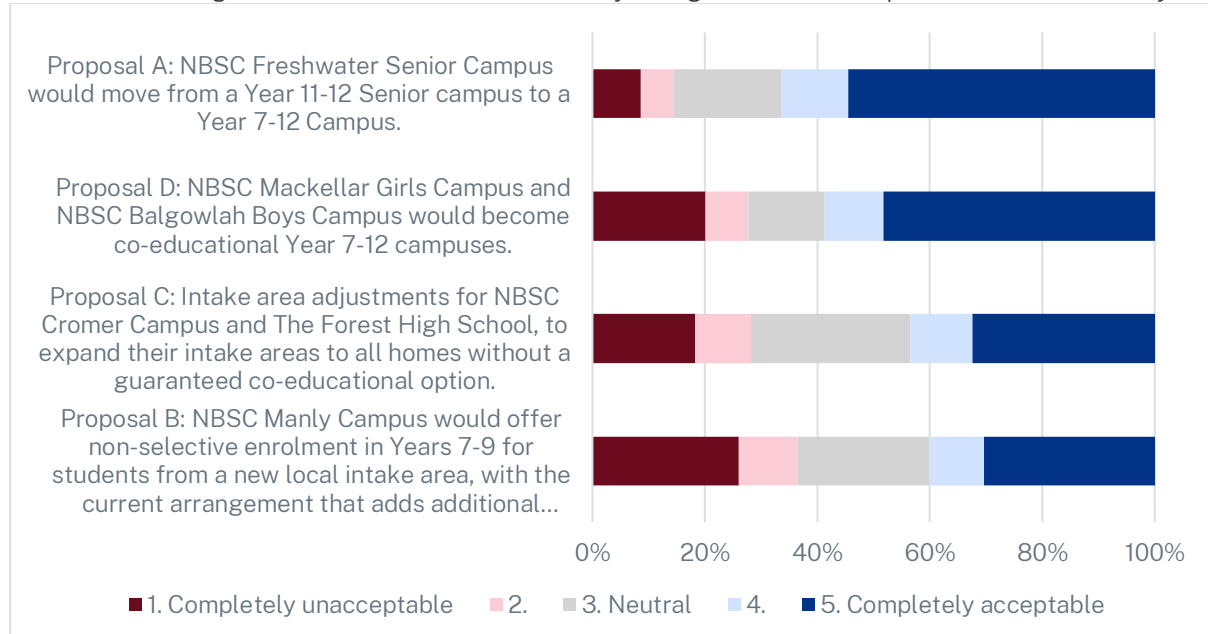


Figure 51. Primary Parents – View of proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

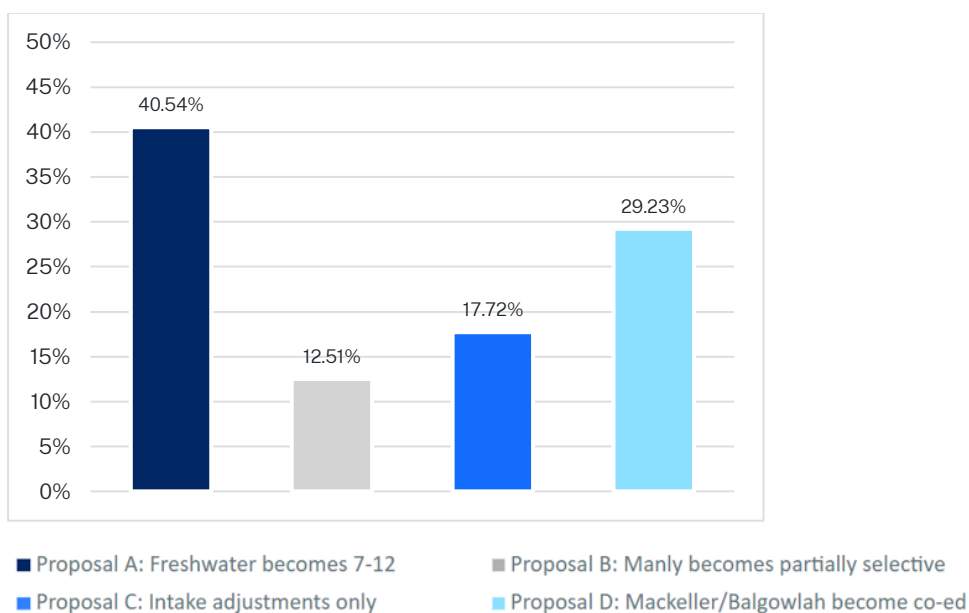


Figure 52. Primary Parents – Most acceptable proposal

Why/further comments

“Freshwater Senior Campus expanding as co-educational further [sic] years 7-9 would make the most sense as would fill a gap in the area.” - Parent

“Most other selective schools have non-selective streams and opens up opportunities and friendships. Academic opportunity is there and proximity to home also a factor.” -Parent

“I think it is important that families should have access to either a single sex or a co-ed high school, depending on their preference. If a child zoned for Mackellar or Balgowlah Boys could potentially choose Forest, for example, that would be ideal. Freshwater Senior Campus seems to do really well as just a Year 11 and 12, however, I would prefer that to become a Year 7 to 12 than to change either Mackellar or Balgowlah Boys. Both these single sex schools do so well and it doesn't seem worthwhile to change it.” -Parent

“Mackellar girls and Balgowlah boys becoming co-ed. I want my twin boys to learn in an inclusive environment. Being exposed to different perspectives and experiences. Co-ed school would help break down the gender stereotype and education will help prepare my boys for the diverse and mixed-gender world they will encounter in their adult lives.” -Parent

5.2.2.1 Primary Parents **from suburbs without co-education**

When analysing the preference of parents from suburbs that currently do not have guaranteed access to co-ed (Balgowlah, Balgowlah Heights, Clontarf, Curl Curl, Fairlight, Freshwater, Manly, Manly Vale, North Manly, and Queenscliff), a few themes emerged.

Parents from these suburbs also had a preference for co-educational settings (65.15%).

They also ranked Proposal A and Proposal D as their two most acceptable proposals.

Single Sex vs Co-educational Preference

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

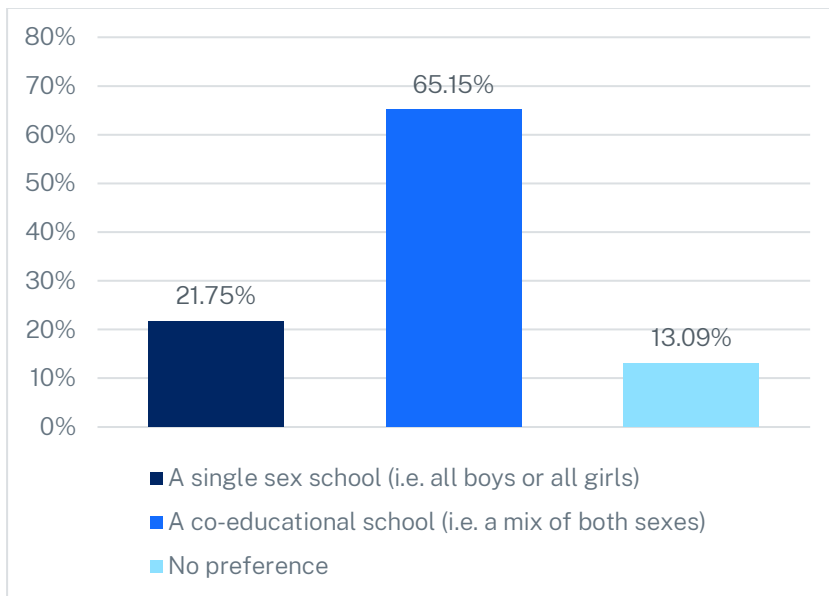


Figure 53. Primary parents from non-co-ed suburbs – Most preferred proposal

Most acceptable proposal

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

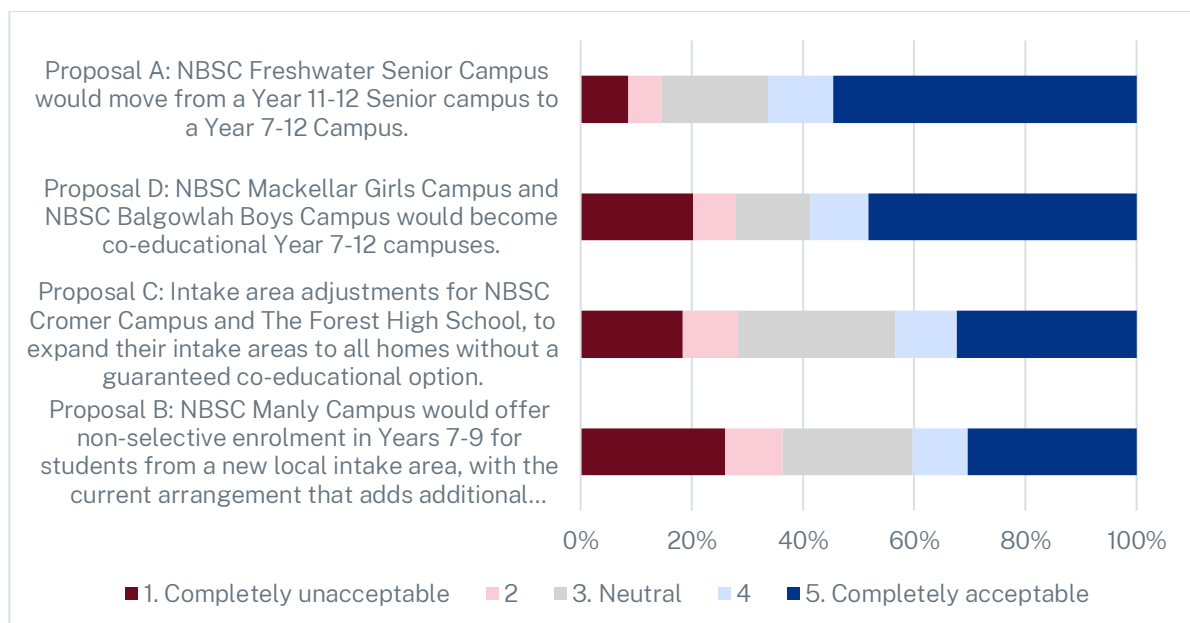


Figure 54. Primary parents from non-co-ed suburbs – Most preferred proposal

5.2.3 High School Parents

Workshop conversations had the following strong themes:

Proposal A: Freshwater Becomes a 7-12 Campus: Parents who indicated support for converting Freshwater into a 7-12 school, said it would provide an additional co-educational option closer to where people live. However, concerns were raised about the possibility of reduced government school enrolment share and potential staffing challenges, citing the popularity of the school and its record of attracting Year 10 students from private schools. Parents also highlighted that shifting Freshwater's focus to all Year cohorts might affect the tailored learning approach currently in place for senior students and could require infrastructure changes.

Proposal B: Manly Becomes Partially Selective: This proposal was viewed positively by a small portion of parents, as it could increase inclusivity and provide more opportunities and access to a well-located school for some students. More stakeholders raised concerns about the welfare of the non-selective minority and others were concerned that introducing a non-selective stream might change the academic environment and impact student outcomes. Parents also questioned the logistics of managing both selective and non-selective streams, including potential challenges related to teacher workload, infrastructure, and support for advanced learners.

Proposal C: Intake Adjustments Only: Many parents found this option practical, as it maintained the current school structures while offering more access through adjusted intake areas. They appreciated that it preserved a variety of educational models, including both co-educational and single-sex schools. However, some parents pointed out issues with travel distances and the alignment between primary and secondary catchments, noting that these factors could affect student transitions and continuity of friendships.

Proposal D: Balgowlah Boys and Mackellar Girls: Some parents expressed support for this option, as they believed it would promote inclusivity and prepare students for diverse environments. Many parents also opposed changing long-established single-sex schools, worried it would disrupt high-performing schools and would push students into private schools and away from the public sector. Others raised concerns about the operational impact of converting single-sex schools, including the need to adjust programs and manage infrastructure changes. Parents also highlighted the challenges for teachers needing to adapt to different educational models.

Additionally, parents mentioned the Balgowlah Heights area may be serviced by Mosman High, and an option to extend the single-sex schools intake areas as well as the co-educational schools to provide a wider group of students more options.

5.2.3.1 NBSC Balgowlah Boys Campus Parents

130 parents of students currently attending NBSC Balgowlah Boys Campus participated in the survey.

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?

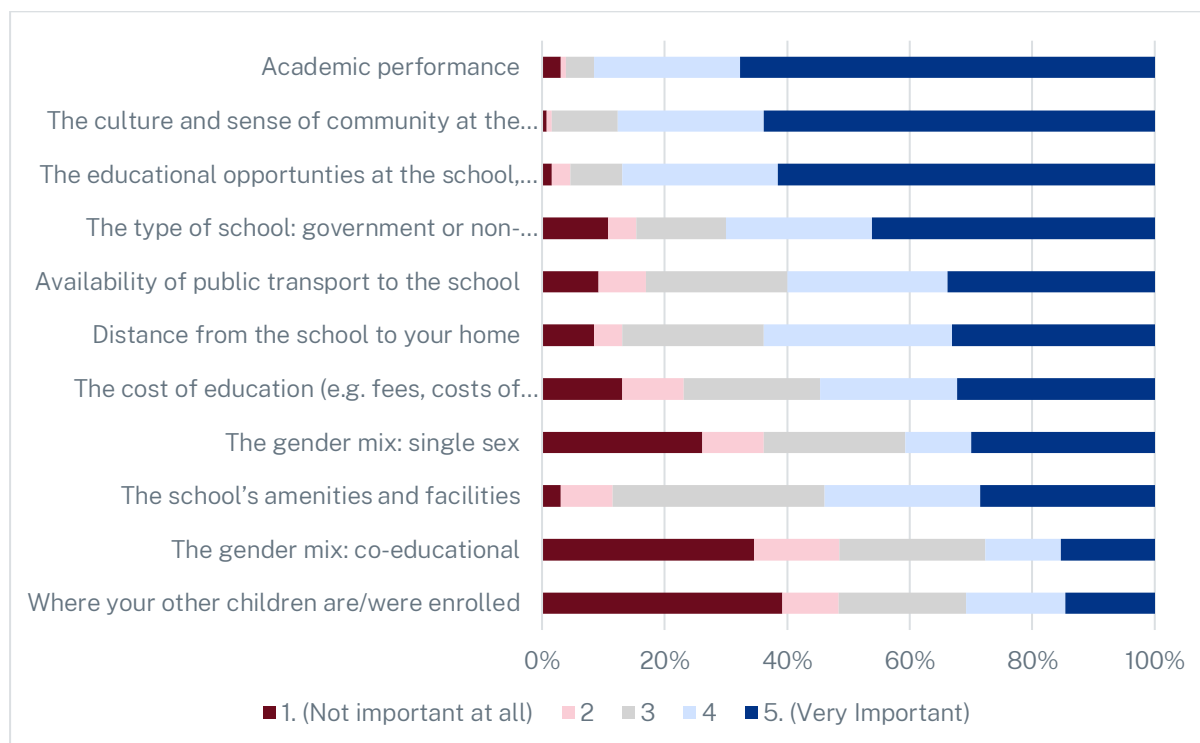


Figure 55. NBSC Balgowlah Boys Campus Parents – Decision-making factors

Most important decision-making factor

Table 13 – NBSC Balgowlah Boys Campus 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?

Academic performance	29.23%
The educational opportunities at the school, including subject choices and extracurricular activities	19.23%
The gender mix: single sex	14.62%
The culture and sense of community at the school	10.00%
The type of school: government or non-government	7.69%
Where your child's friends are enrolling	6.92%
Distance from the school to your home	5.38%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	3.85%
The gender mix: co-educational	2.31%
Where your other children are/were enrolled	0.77%
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?

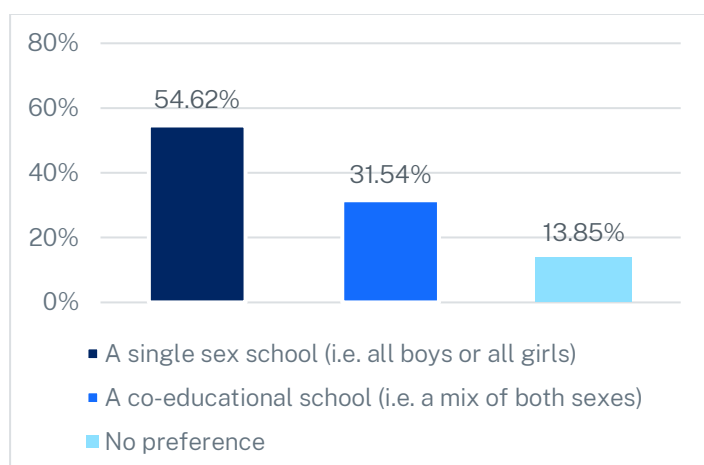


Figure 56. NBSC Balgowlah Boys Campus Parents –Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

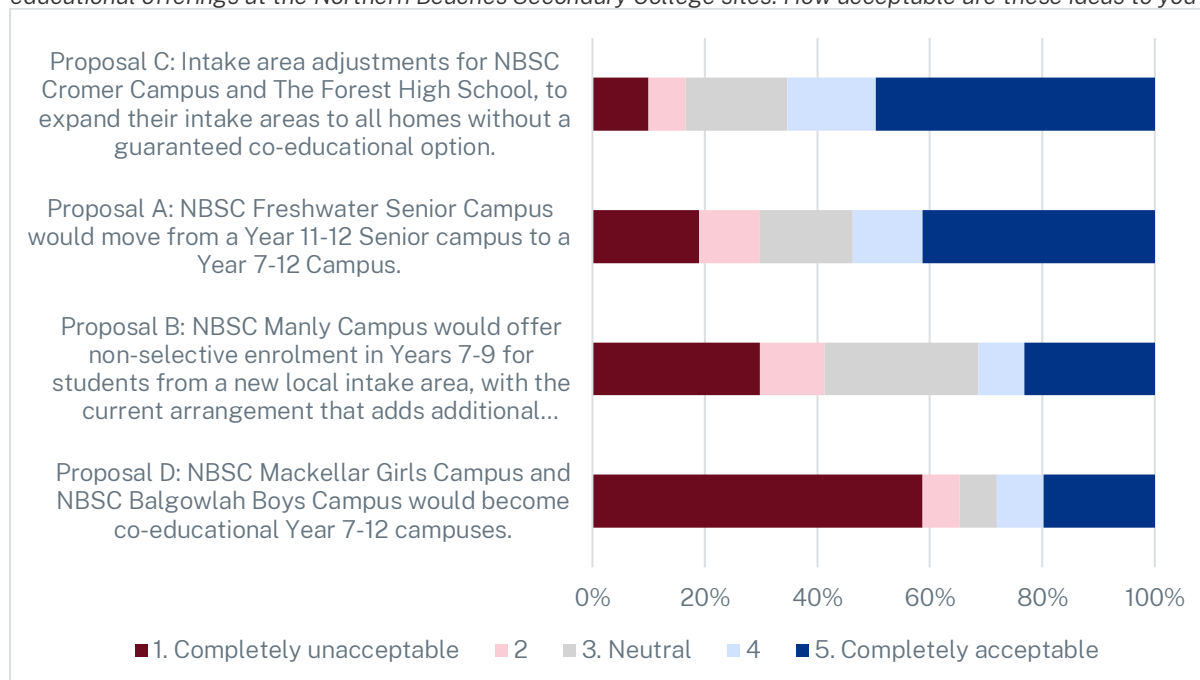


Figure 57. NBSC Balgowlah Boys Campus Parents –View of proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

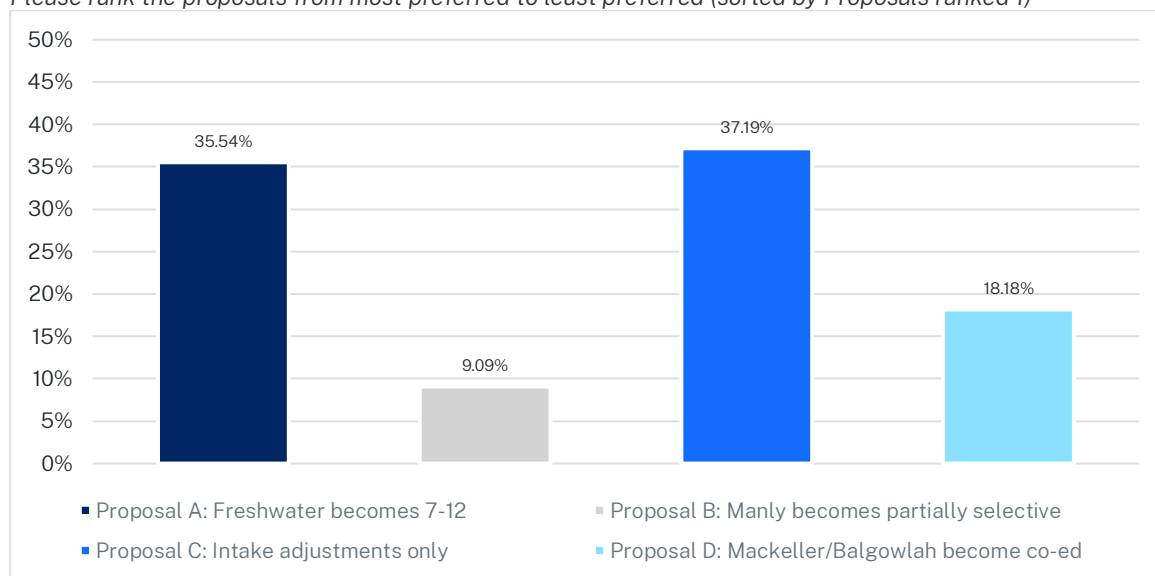


Figure 58. NBSC Balgowlah Boys Campus Parents – Most acceptable proposal

Why/further comments

“I don't believe that selective schools benefit the education of the broader cohort. Many of the children attending the Manly selective campus are out of area.” -Parent of Balgowlah Boys Student

“I have two sons in Balgowlah Boys and they love it. The culture is wonderful. It is fun and the boys just love to learn. The teachers and students share a great bond. Do not change this. It is perfect” –Parent of Balgowlah Boys Student

“More co-ed options, single sex feels very dated and not reflective of the real world. To set kids up to be happy, capable, and empathetic adults, I believe they need to learn to interact with, respect, and make friends with both sexes. My kids have attended both Mackellar and Bally Boys and the issues at Mackellar from a behavioural perspective (and the lack of contemporary institutional thinking -with the exception of individual teachers) made our time there difficult. Freshwater is, pardon the pun, a breath of fresh air. Bally Boys is a great school in many ways, but I'm concerned the classes can be disruptive and seemingly hard to control, making it a difficult environment for both teaching and learning.” –Parent of Balgowlah Boys Student

5.2.3.2 NBSC Mackellar Girls Campus Parents

179 parents of students currently attending NBSC Mackellar Girls Campus participated in the survey. Most of the respondents have children in Years 7 to 9 (59% respondents).

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?

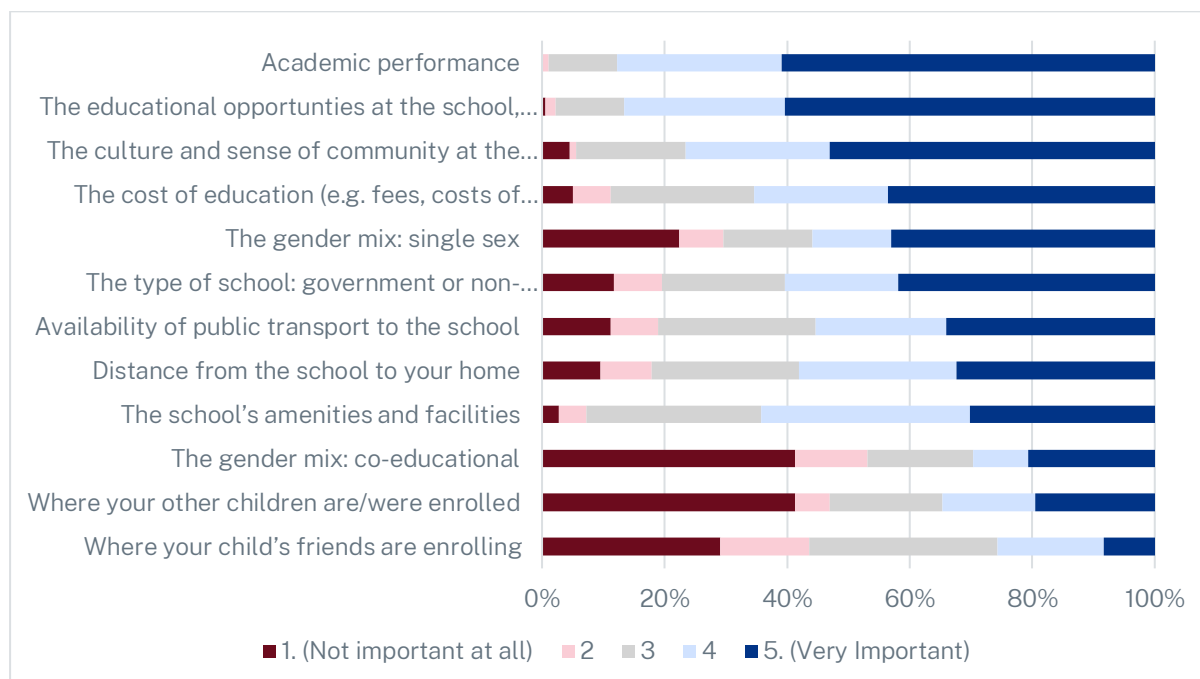


Figure 59. NBSC Mackellar Girls Campus Parents – Decision-making factors

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 14. NBSC Mackellar Girls Campus Parents – Most important decision-making factor

The gender mix: single sex	28.49%
Academic performance	23.46%
The educational opportunities at the school, including subject choices and extracurricular activities	13.41%
Distance from the school to your home	9.50%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	8.38%
The type of school: government or non-government	7.26%
Where your other children are/were enrolled	3.91%
The culture and sense of community at the school	2.79%
Where your child's friends are enrolling	1.68%
Availability of public transport to the school	1.12%
The gender mix: co-educational	0.00%
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?

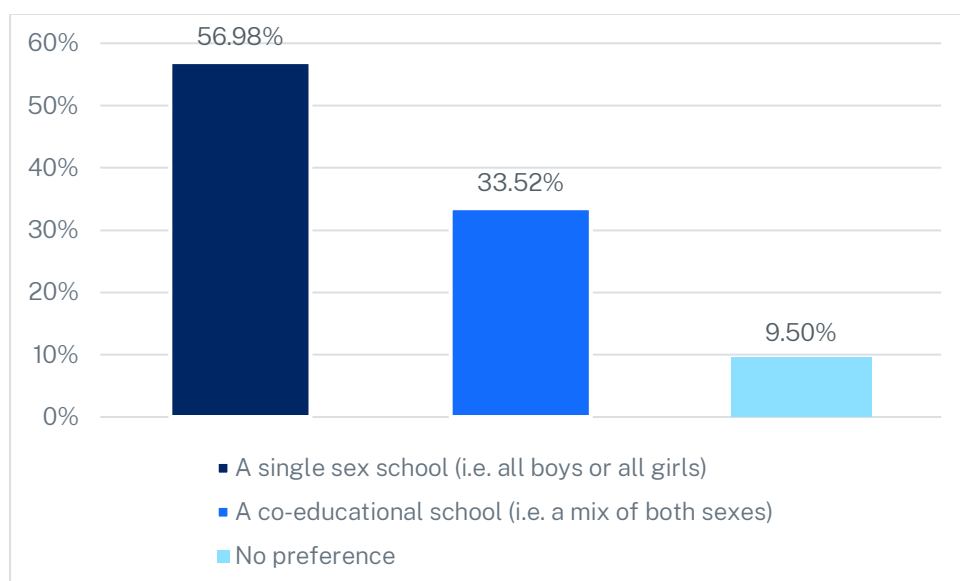


Figure 60. NBSC Mackellar Girls Campus Parents –Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

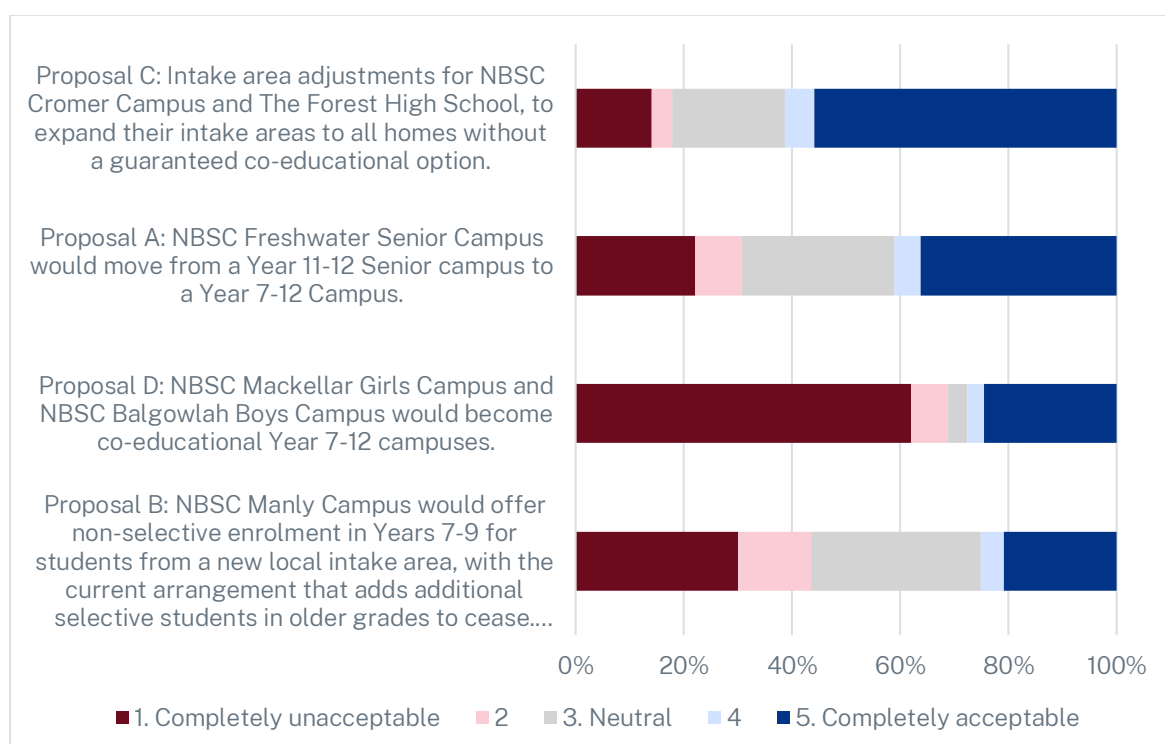


Figure 61. NBSC Mackellar Girls Campus Parents –View on proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

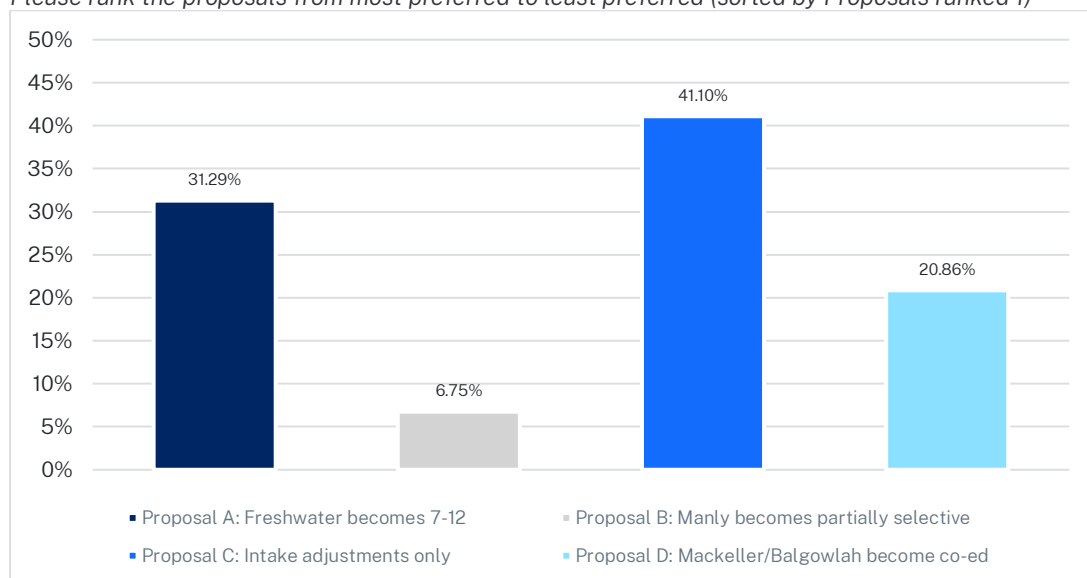


Figure 62. NBSC Mackellar Girls Campus Parents – Most acceptable proposal

Why/further comments

“Have a son at Bally and a daughter at Mackellar -makes no sense to me that they have to go to single sex schools” –Parent of Mackellar Girls Student

“Mackellar and Balgowlah Boys should have been made coed a long time ago. Single sex schools are outdated.” –Parent of Mackellar Girls Student

“The new Forest High site has the capacity to cater for any student in the Mackellar Girls/Balgowlah Boys catchment who would like to choose a co educational option for their child. The new location is very close to Mackellar and Balgowlah campuses, so easy to access for all students. The academic results, culture and opportunities available to students at both Mackellar Girls and Balgowlah Boys demonstrate that these schools are thriving. There is definitely no need to change anything that is working successfully. Just provide a coeducational option for families if this is what that desire. The majority of families in the area will continue to support these amazing single sex educational options.” –Parent of Mackellar Girls Student

“The current situation with several campuses within the northern beaches college works really well and parents have a lot of choice. Expanding the catchment zones for Cromer and Forest would just formalise what was already an informal arrangement rather than massively disrupting already successful schools.” –Parent of Mackellar Girls Student

5.2.3.3 NBSC Manly Campus Parents

220 parents of students currently attending NBSC Manly Campus participated in the survey. Most of the respondents have children in Years 7 to 9 (59% respondents).

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?

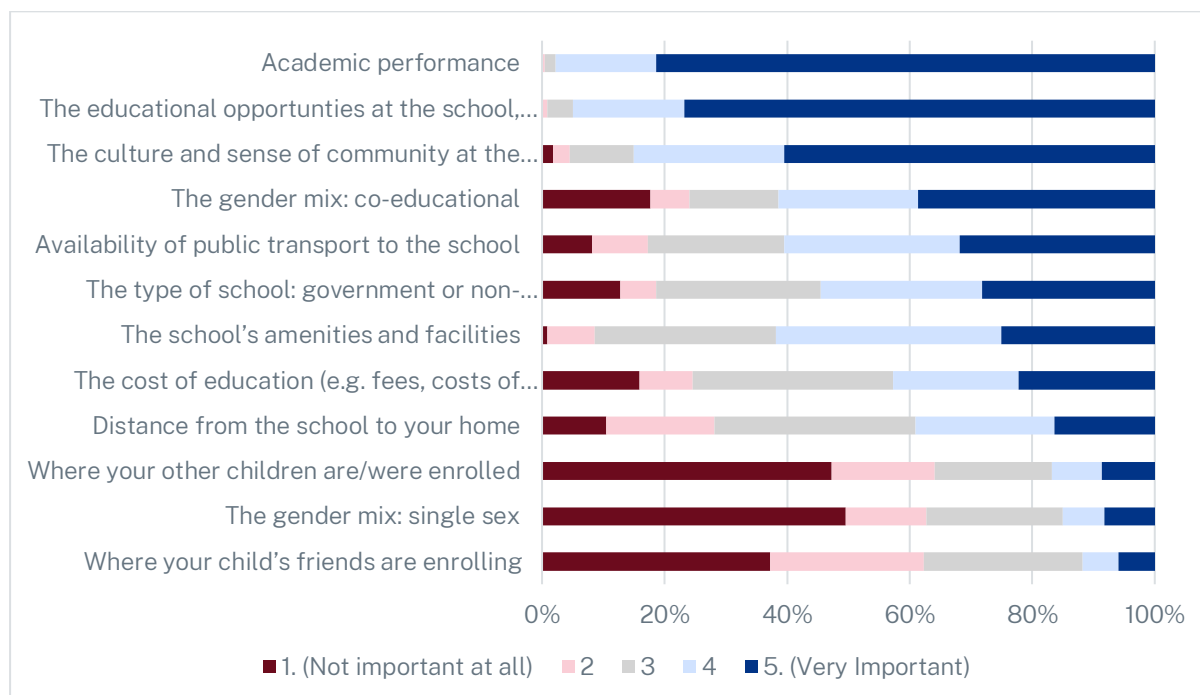


Figure 63. NBSC Manly Campus Parents – Decision-making factors

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 15. NBSC Manly Campus Parents – Most important decision-making factor

Academic performance	67.73%
The educational opportunities at the school, including subject choices and extracurricular activities	20.45%
The culture and sense of community at the school	10.45%
The gender mix: single sex	0.45%
The gender mix: co-educational	0.45%
Where your child's friends are enrolling	0.45%
Distance from the school to your home	0.00%
The type of school: government or non-government	0.00%
Where your other children are/were enrolled	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-ed Preference

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

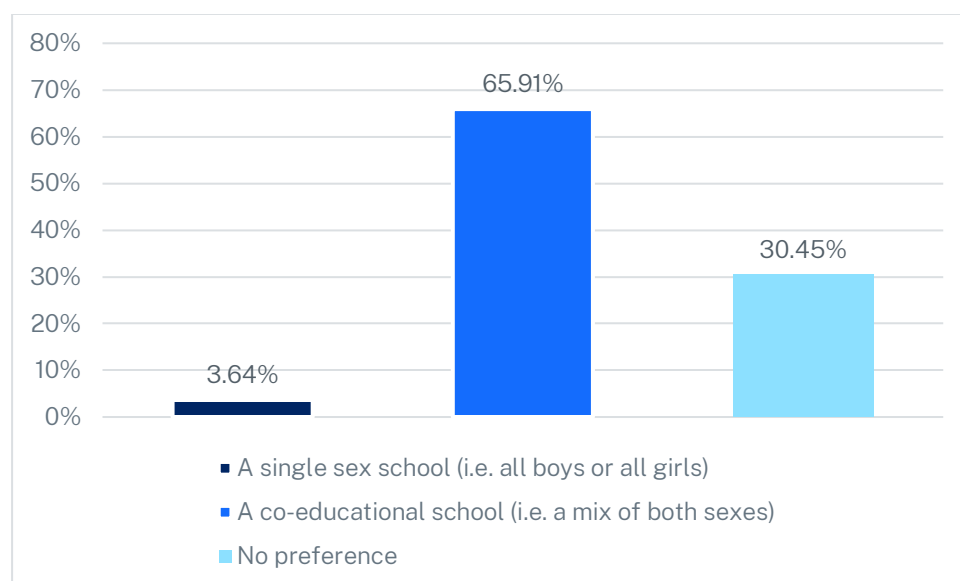


Figure 64. NBSC Manly Campus Parents – Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

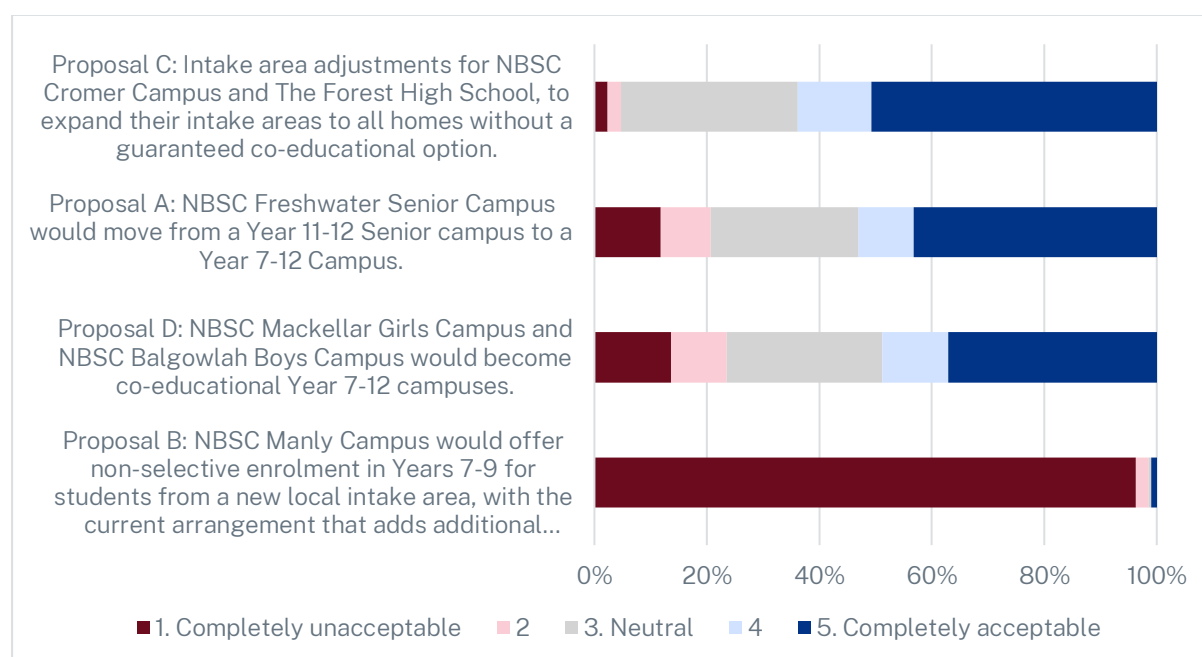


Figure 65. NBSC Manly Campus Parents – View on proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

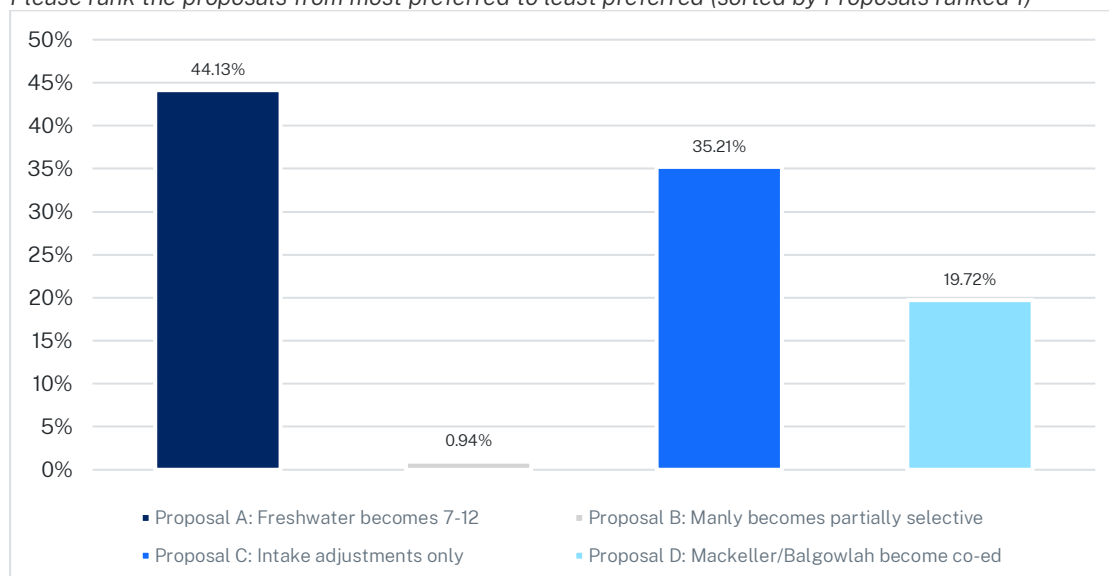


Figure 66. NBSC Manly Campus Parents – Most acceptable proposal

Why/further comments

“Proposal A: This option not only offering co-educational option for the community but also has the less disruption on the current arrangement with the NBSC Manly campus, NBSC Mackellar Girls and Balgowlah Boys, in which students and parents are very happy with existing arrangement. Also it is the only option that considers student wellbeing. Starting a new school and making new friends while going through early stages of teenager hood is one of the challenging periods for kids. For some students it might take a couple of years to feel comfortable and make new friendships. Providing an option that students could keep friendships until their end year in high school is priceless. Loosing friendships in this stage might end up with depression. I think in adhesion making student wellbeing shall be the highest priority” –Parent of Manly Campus Student

“The current college structure is incredibly successful with Manly, Freshwater, Mackellar and Balgowlah all having long waiting lists. Please don't make changes to something that works so well. Expanding areas provides co-ed options for all families. Expanding Mosman HS area for families close to Spit Bridge would make travel easier.” –Parent of Manly Campus Student

“Manly Selective is a specialist school, making a stream of selective and non selective students will create us and them which is unacceptable. Freshwater is also a specialist school. The most acceptable option is to increase intake area of current co ed options. Single sex could also be changed to co ed -there are researched benefits to this and it reflects society.” –Parent of Manly Campus Student

“The Northern Beaches desperately needs to keep its only selective school campus whereas there are heaps further out West. Co-Ed mixed is great for personal development for our children.” –Parent of Manly Campus Student

5.2.3.4 NBSC Cromer Campus Parents

126 parents of students currently attending NBSC Cromer Campus participated in the survey. Most of the respondents have children in Years 7 to 9 (59% respondents).

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?

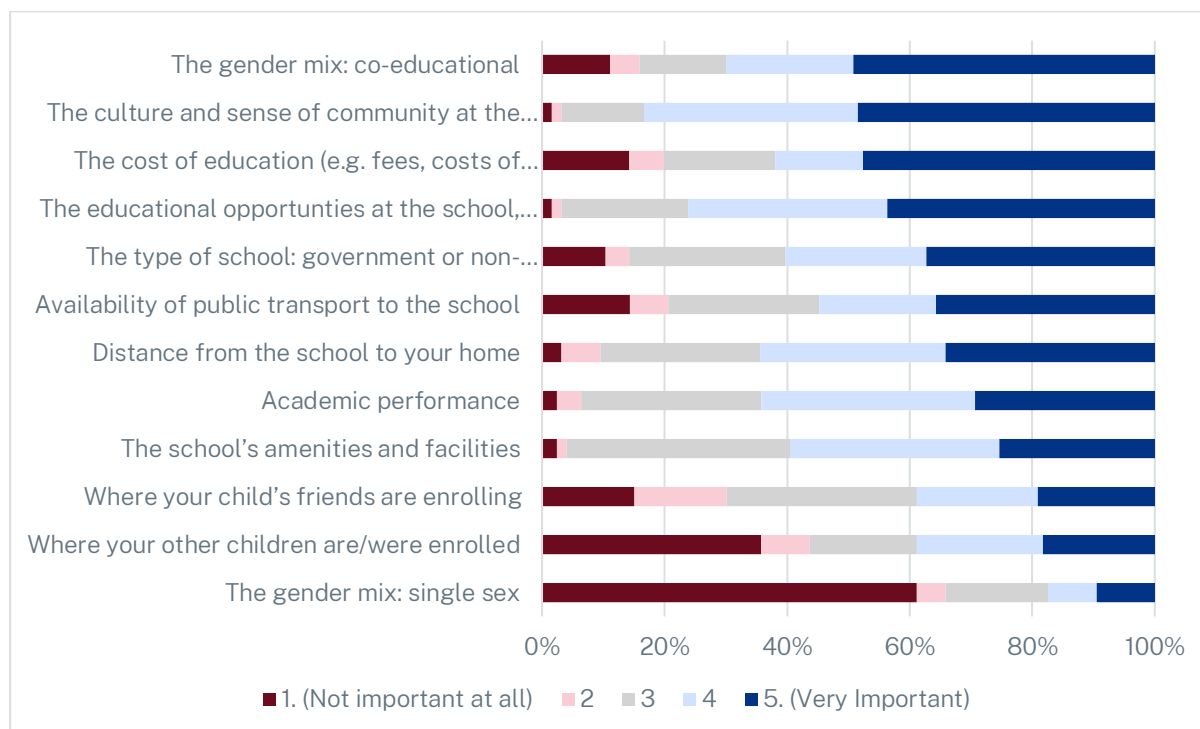


Figure 67. NBSC Cromer Campus Parents – Decision-making factors

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 16. NBSC Cromer Campus Parents – Most important decision-making factor

The educational opportunities at the school, including subject choices and extracurricular activities	15.87%
Where your child's friends are enrolling	15.08%
The culture and sense of community at the school	13.49%
Distance from the school to your home	11.90%
The gender mix: co-educational	11.11%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	10.32%
The type of school: government or non-government	9.52%
Where your other children are/were enrolled	5.56%
Academic performance	4.76%
The school's amenities and facilities	1.59%
The gender mix: single sex	0.79%

Availability of public transport to the school 0.00%

Single Sex vs Co-ed Preference

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

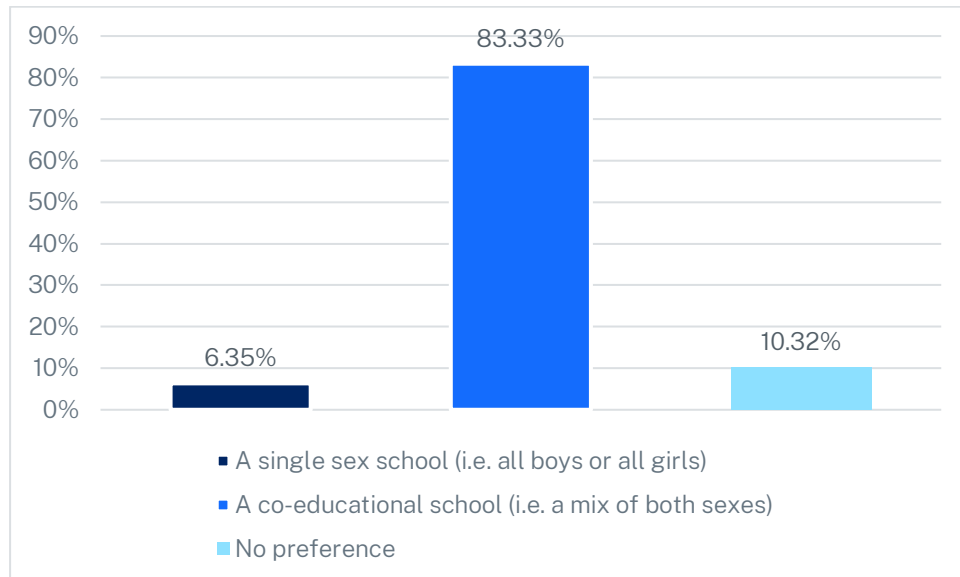


Figure 68. NBSC Cromer Campus Parents – Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

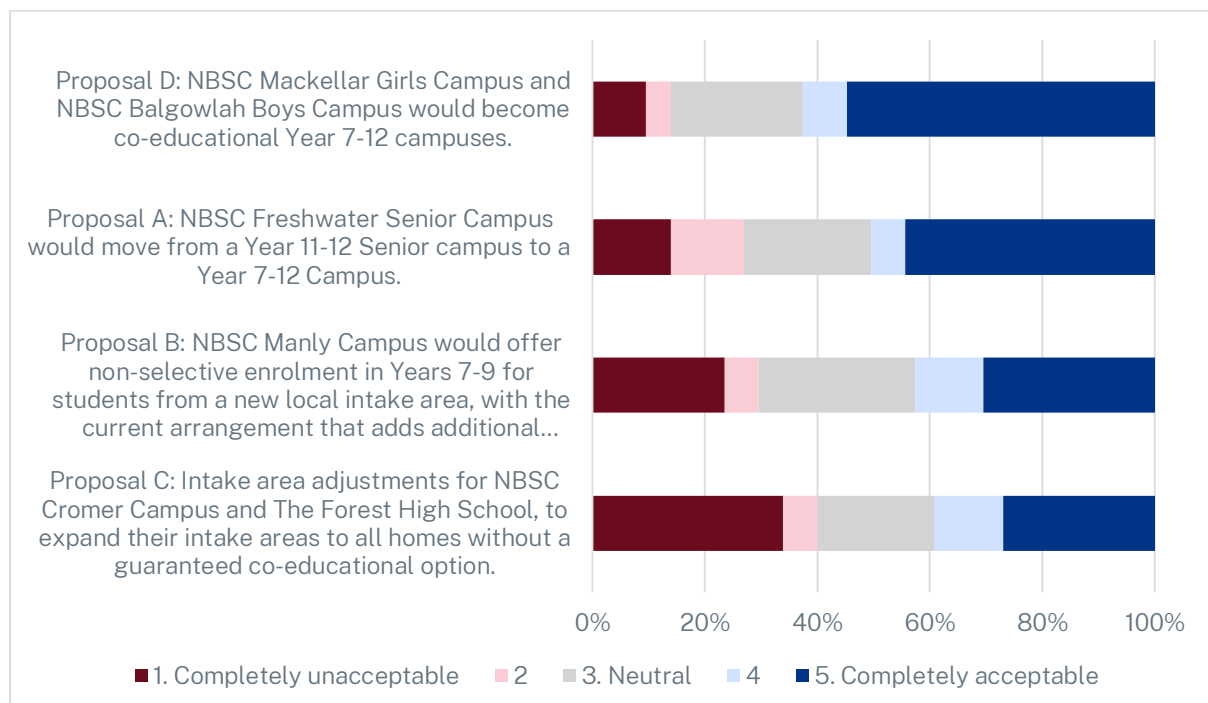


Figure 69. NBSC Cromer Campus Parents – View on proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

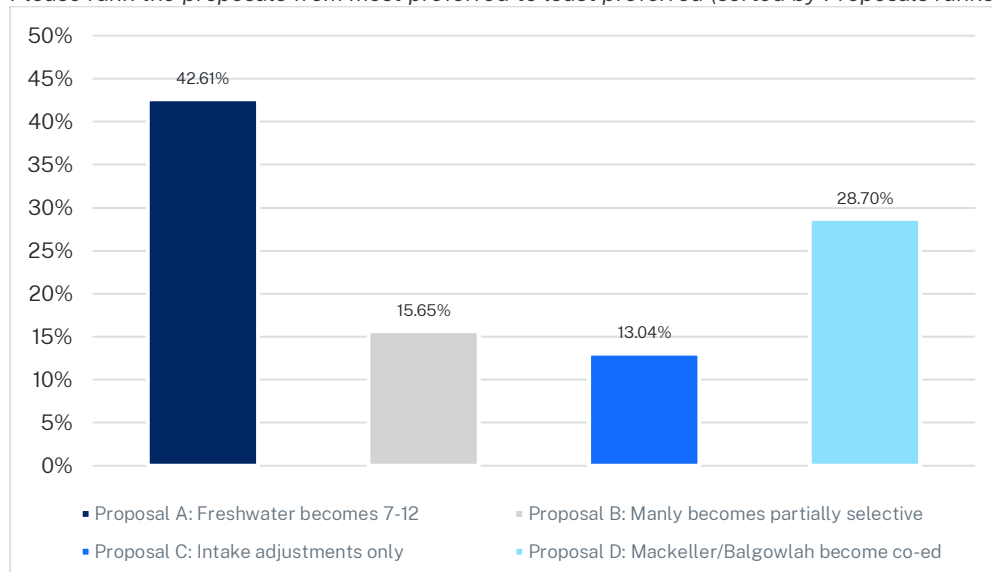


Figure 70. NBSC Cromer Campus Parents – Most acceptable proposal

Why/further comments

“Proposal A -Having a 3rd Yr 7-12 co-ed campus in this area makes so much sense and doesn't overburden existing numbers at Cromer Campus or Forest. Opening up Manly Selective also feels right. I do not support the idea of Cromer Campus taking in even MORE students as its Year 7 cohort is already huge this year, and the facilities, teaching, layout and infrastructure do not support a bigger student number size. It would be terrible and untenable. Already students struggle with lack of facilities to share.”–Parent of Cromer Campus Student

“All schools in the catchment should be co-ed schools. Freshwater with just years 11 &12 has an opaque selection criteria (particularly for out of area applications) and needs clarity with the catchment areas being adjusted. As well as population density, the catchments should better reflect the location of the schools e.g. our closest school is less than half the distance to where our son is required to attend.”–Parent of Cromer Campus Student

“I believe children should be able to go to the closest high school to home. Selective schools are not needed, programs can be offered in all schools successfully. Plus should not be able to accept children outside local catchment. Not fair on locals.”–Parent of Cromer Campus Student

“I believe co-ed schools provide better life education for students. Separating pupils by gender is an old fashioned approach, increasingly inappropriate for non-binary kids.”–Parent of Cromer Campus Student

“Single sex Government schools should be the exception, not the rule. If we need to fit more students into our existing schools, this makes a lot more sense than the other options.”–Parent of Cromer Campus Student

5.2.3.5 NBSC Freshwater Campus Parents

97 parents of students currently attending NBSC Freshwater Campus participated in the survey.

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?

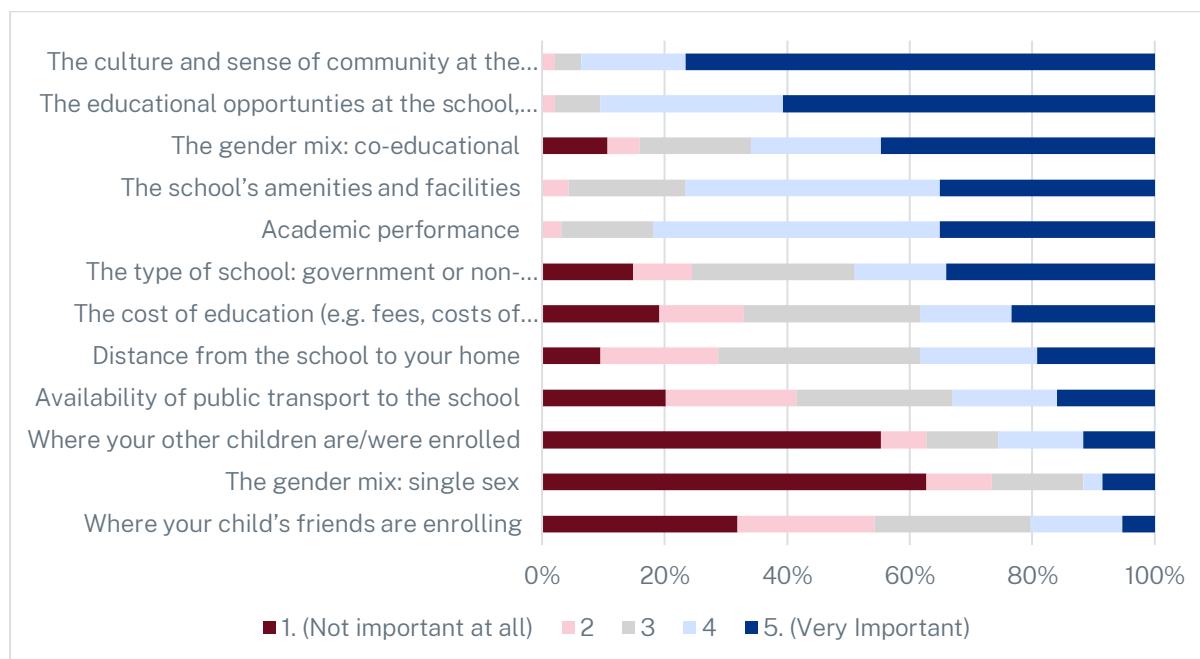


Figure 71. NBSC Freshwater Campus Parents – Decision-making factors

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 17. NBSC Freshwater Campus Parents – Most important decision-making factor

The educational opportunities at the school, including subject choices and extracurricular activities	39.36%
The culture and sense of community at the school	30.85%
Academic performance	9.57%
The gender mix: co-educational	5.32%
The type of school: government or non-government	3.19%
Where your child's friends are enrolling	3.19%
The school's amenities and facilities	3.19%
Distance from the school to your home	2.13%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	2.13%
The gender mix: single sex	1.06%
Where your other children are/were enrolled	0.00%
Availability of public transport to the school	0.00%

Single Sex vs Co-ed Preference

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

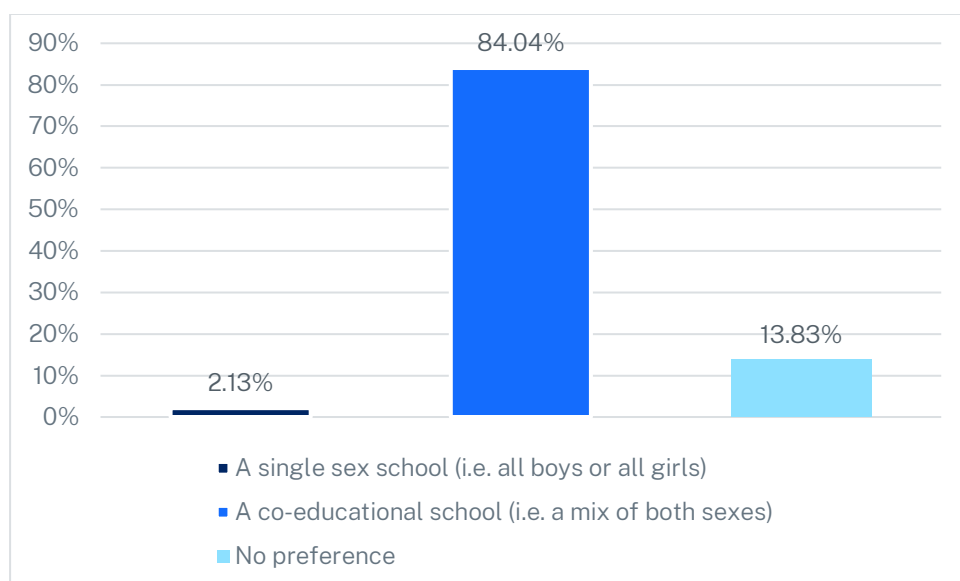


Figure 72. NBSC Freshwater Campus Parents –Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

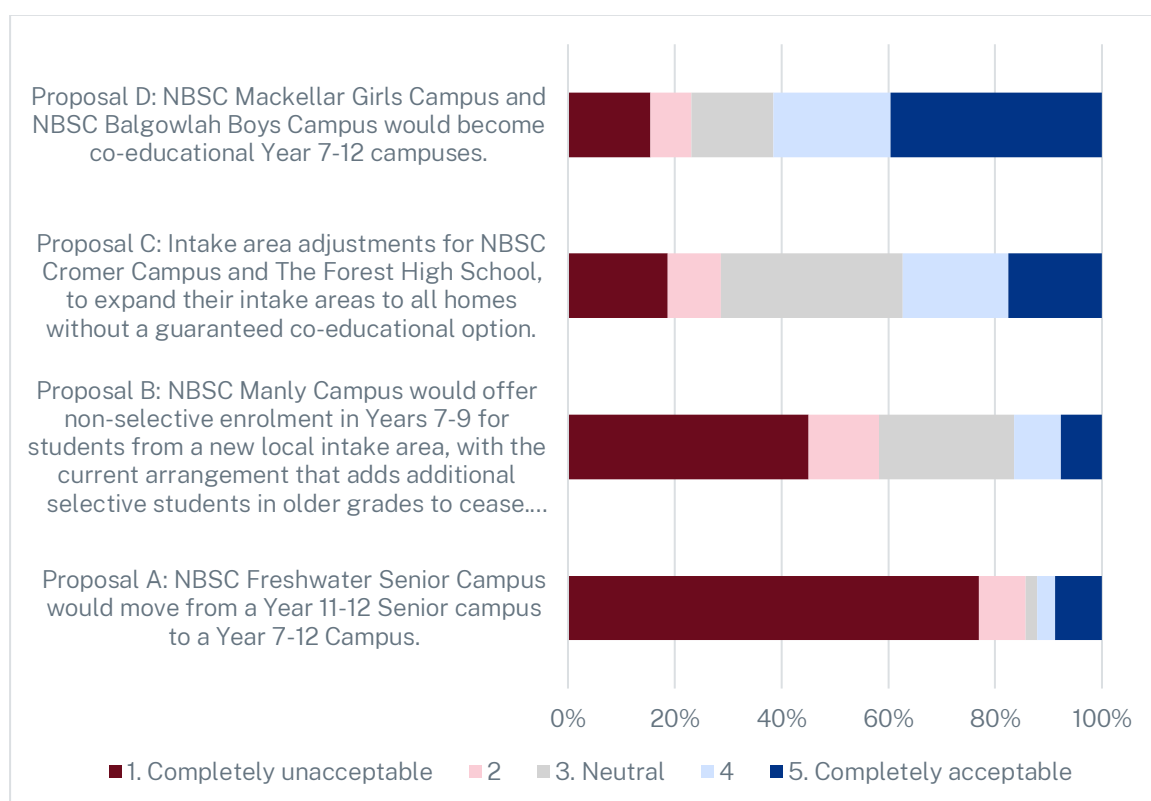


Figure 73. NBSC Freshwater Campus Parents –View on proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

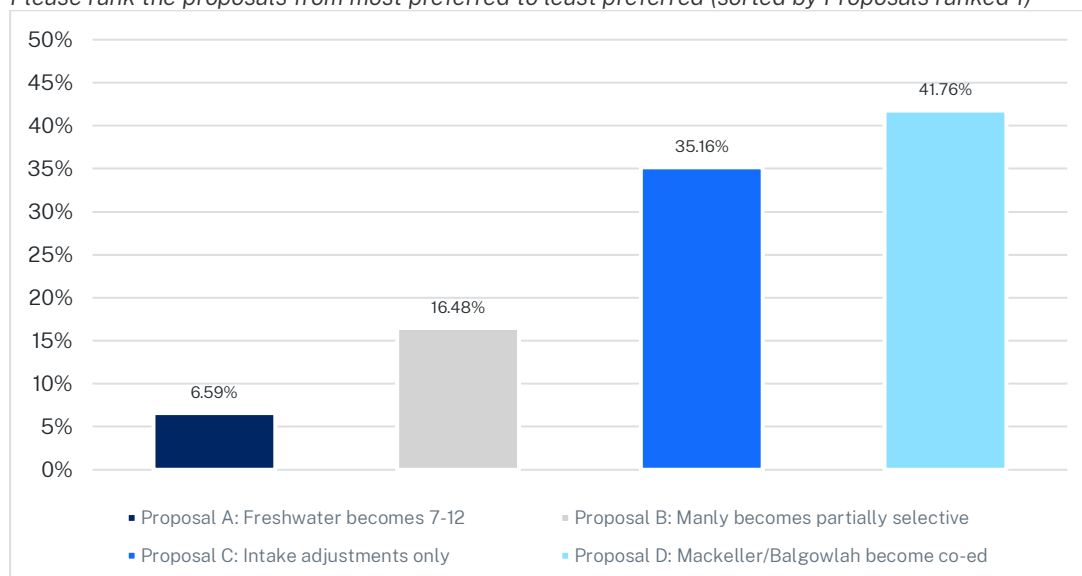


Figure 74. NBSC Freshwater Campus Parents – Most acceptable proposal

Why/further comments

“Freshwater school as a senior campus is excellent for children’s growth and independence. I think single sex could be still be a viable option under the model but only if schools were to be built in those catchments to accommodate co-Ed. Manly selective is a luxury for all years.”
–Parent of Freshwater Campus Student

“Freshie is the most amazing school just as it is. Just having a senior campus is an incredible chance for our kids to experience a unique environment in the Northern Beaches and they love it.”–Parent of a Freshwater Campus Student

“Freshwater Senior Campus should remain a senior school. It provides a great community, educational opportunities and prepares students for life beyond school due to focus on Year 11 and 12.”–Parent of Freshwater Campus Student

“I strongly support co-education, especially at that age, as I believe these are important years for girls and boys to learn to get along and understand each other as they change, grow and develop into individual adults. Schooling is not just about academic but social skills as well.” -Parent of Freshwater Campus Student

5.2.3.6 The Forest HS and Other Secondary School Parents

143 parents of students currently attending another high school participated in the survey. Most of the respondents are from The Forest High School, Narrabeen Sports High School, Pittwater High School, Barrenjoey High School or Davidson High School with smaller representations from other gov/non gov high schools.

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?

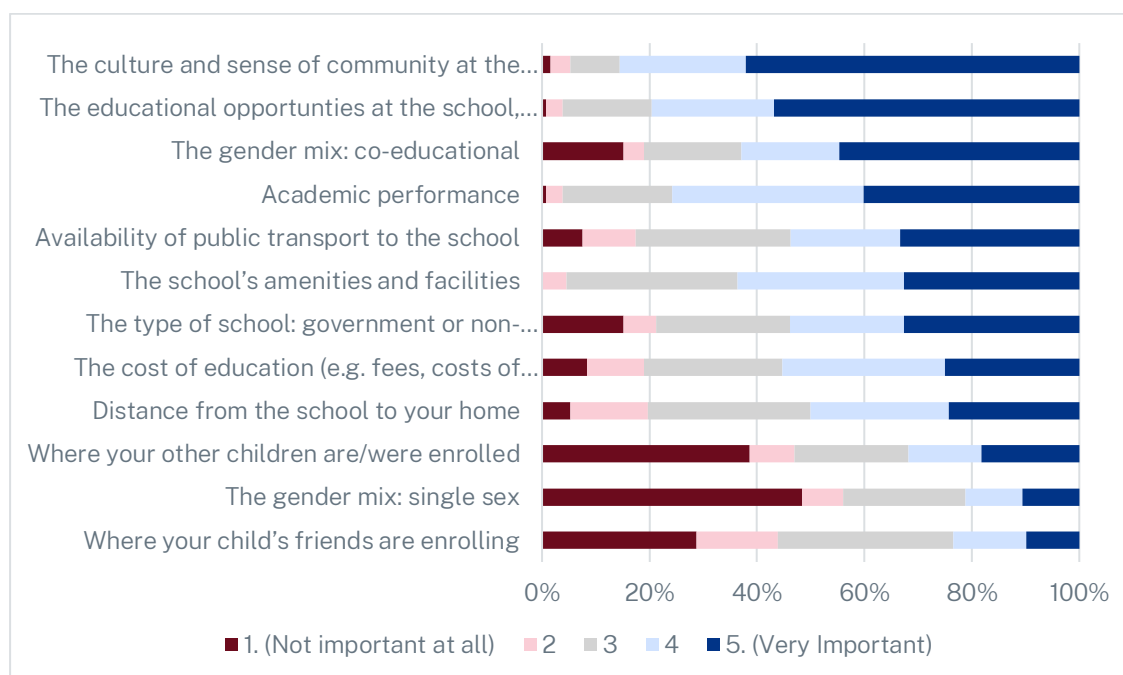


Figure 75. Other secondary school parents – Decision-making factors

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

The culture and sense of community at the school	24.24%
The educational opportunities at the school, including subject choices and extracurricular activities	21.21%
The gender mix: co-educational	12.12%
Academic performance	11.36%
Distance from the school to your home	9.85%
The type of school: government or non-government	9.85%
Where your other children are/were enrolled	4.55%
The cost of education (e.g. fees, costs of uniforms, transport, textbooks)	3.79%
The school's amenities and facilities	1.52%
The gender mix: single sex	0.76%

Where your child's friends are enrolling

0.76%

Single Sex vs Co-educational Preference

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

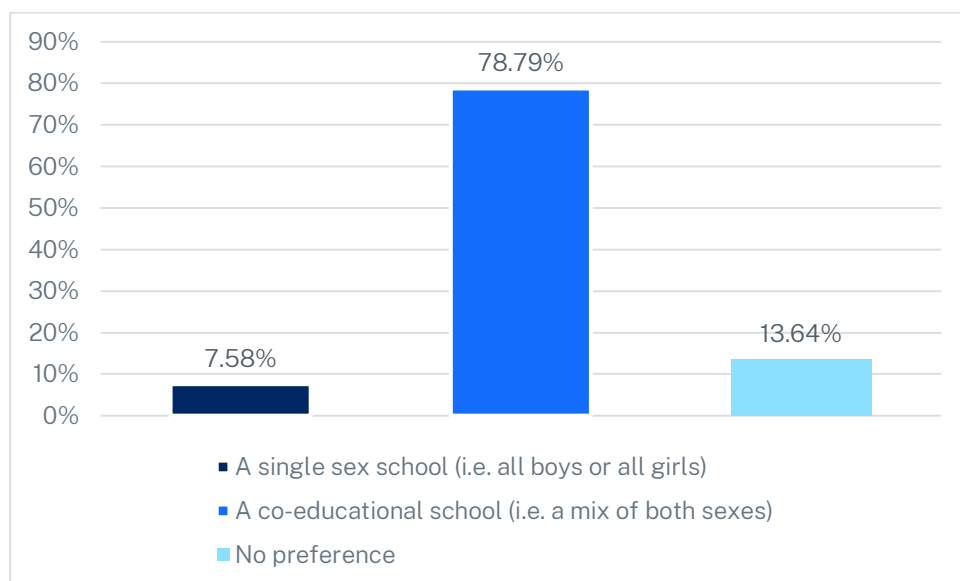


Figure 76. Other secondary school parents–Single Sex vs Co-ed Preference

View of proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

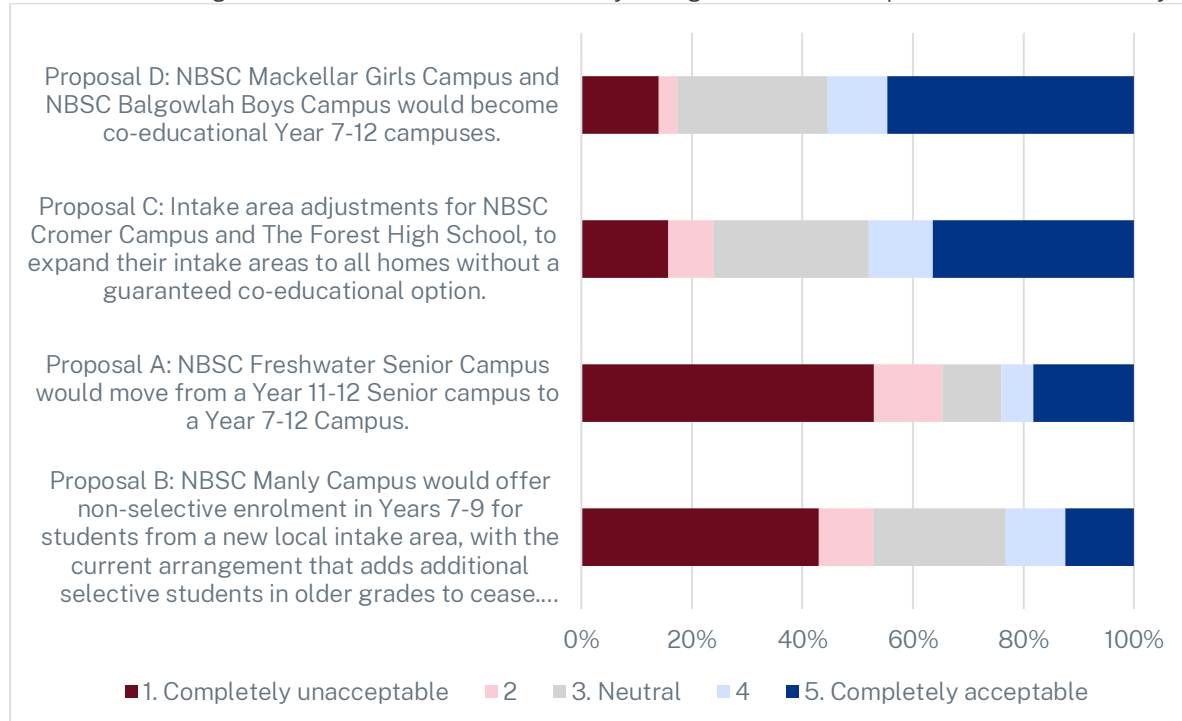


Figure 77. Other secondary school parents–View of proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

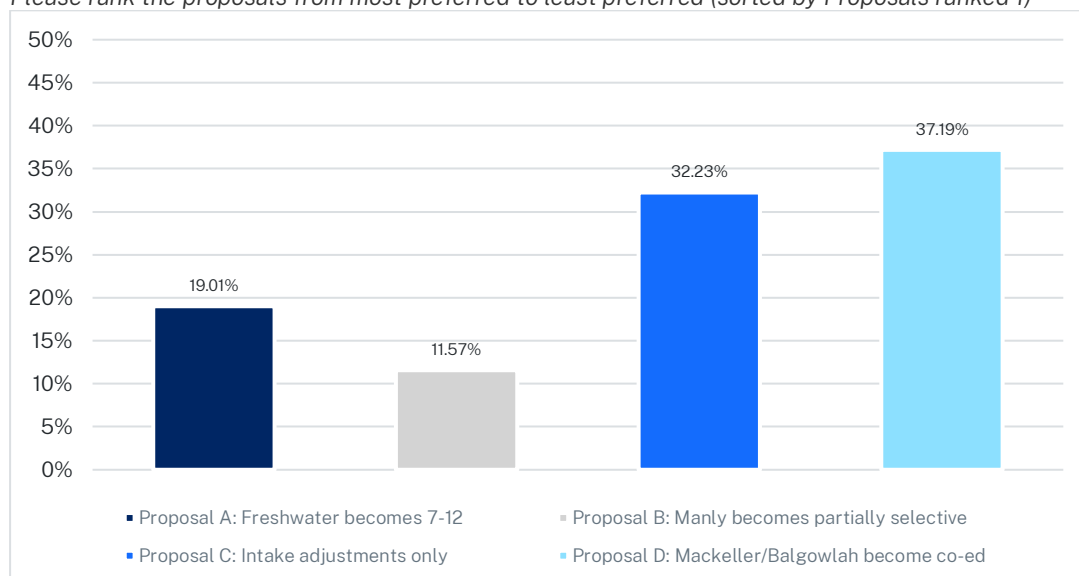


Figure 78. Other secondary school parents – Most acceptable proposal

Why/further comments

“Freshwater Senior Campus is a great concept, but it provides an unfair advantage to in-area students or those selected to attend. If the public school system is going to offer a senior campus it should be available to ALL students who want to attend a senior campus. This is more significant considering the resources provided at Freshwater, compared to the local school (Pittwater High School), which barely has functioning toilets let alone study break-out areas; sound proofed music rehearsal rooms; a theatre....” – Parent

“Proposal A and B are unacceptable. There are not enough selective schools in the area. Don’t mix selective and non-selective as the selective kids have a better time with only selective kids. They don’t get bullied being academic and get encouraged by their peers to do well. Freshie is great as a only senior school. Many kids need a change of scenery around year 10 and Freshie is the perfect school for that...” –Parent

“We have twin boy girl 12 year olds who started Year 7 in 2024 coming from CCNPS (Curl Curl North Public School). We were not taken by our local government option and didn't ever consider Cromer would be our "local" high school. Had we a good "local" option which Freshwater High would be we and many other local families would not have even started to look at alternate options. The schools our kids are attending i.e. Stella Maris and St Paul's Manly are proving to be a great offering but they come at quite a strain on our cashflow. Should there be a good "local" option available we would seriously consider moving both kids should they wish.

Our eldest daughter has qualified for NBSC Freshwater Campus for the specific reason that it gives the best opportunity for students in a government system to be extended should they wish to do so. Changing this takes away this opportunity.” –Parent

“There is currently no co-ed high school for the lower northern beaches, so it makes no sense to have 2 single sex high schools. We had to send our sons to private high school as there was no co-ed option. Single sex educating is outdated. Likewise, Manly selective should only offer places to local children, not those from outside our council area. As for Freshie campus, it functions superbly well for years 11 & 12, so should remain so, but perhaps its catchment area could be increased somewhat?” –Parent

5.2.3.7 High School Parents from Non Co-ed Suburbs

When analysing the preference of parents from suburbs that currently do not have guaranteed access to co-ed (Balgowlah, Balgowlah Heights, Clontarf, Curl Curl, Fairlight, Freshwater, Manly, Manly Vale, North Manly, and Queenscliff), a few themes emerged.

Parents from these suburbs had mixed preferences for settings; 48.12% preferred co-educational settings, 34.20% preferred single-sex settings and 17.68% had no preference.

High school parents and carers from these suburbs showed a preference for **Proposal C Intake adjustments only** (63.87% ranked either 1 or 2 when ranking proposals by preference).

Single Sex vs Co-educational Preference

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

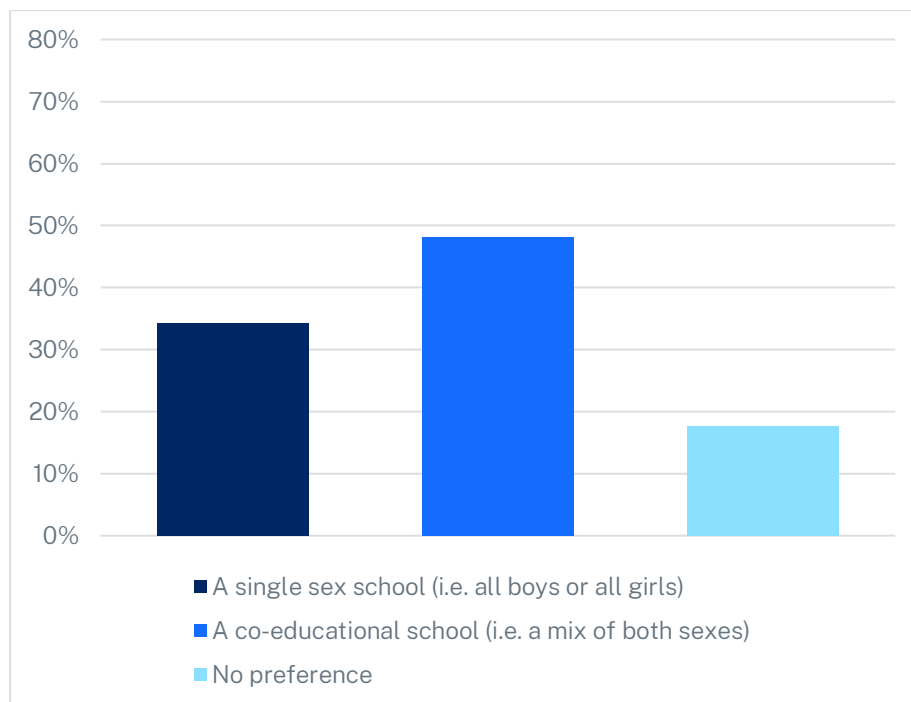


Figure 79. High school parents from non-co-ed suburbs: Single-Sex vs Co-ed Preferences

Most acceptable proposal

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

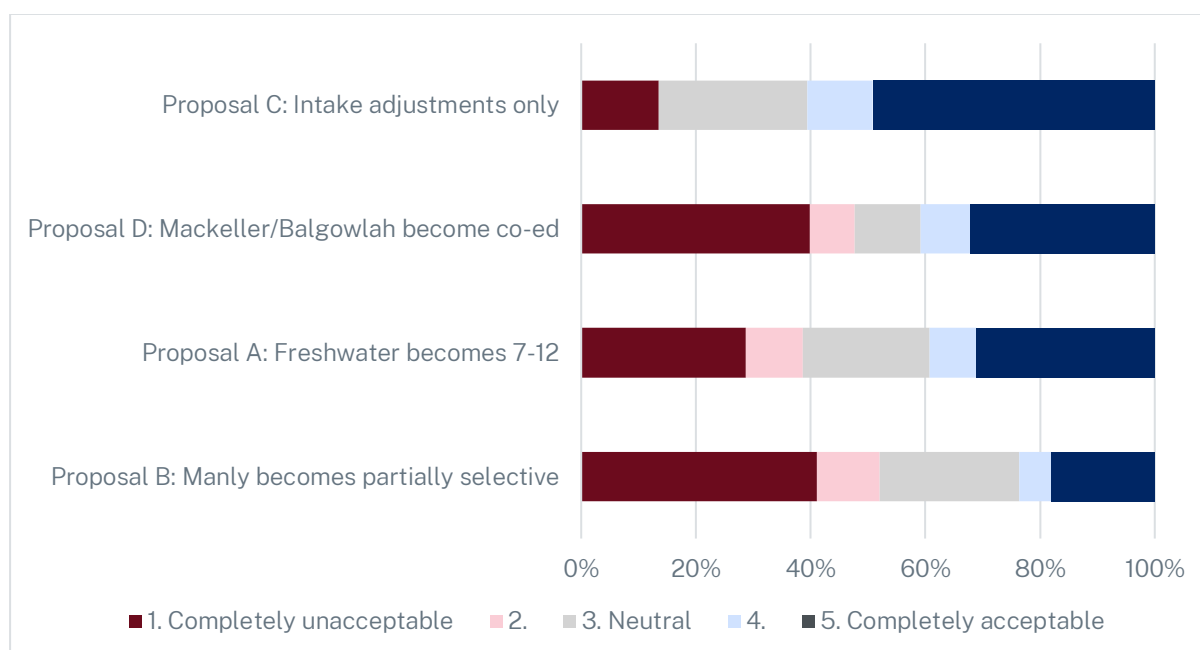


Figure 80. High school parents from non-co-ed Most Acceptable Proposal

5.3 Staff

5.3.1 NBSC Balgowlah Boys Campus Staff

18 staff members from NBSC Balgowlah Boys Campus participated in the survey.

Workshop conversations had the following strong themes:

- For Proposal A (Freshwater becomes 7-12), no strong themes emerged.
- Proposal B (Manly becomes partially selective) was critiqued for introducing a disruptive mid-stage transition between Years 9 and 10, affecting students and teachers.
- Proposal C (intake adjustments) was seen as the least disruptive, with minimal impact on existing schools. However, staff raised concerns about the need for infrastructure upgrades at Freshwater to support the changes. Additionally, staff suggested Mosman High as a potential co-educational option to meet the needs of the southern section of Mackellar Girls and Balgowlah Boys.
- For Proposal D (Mackellar/Balgowlah become co-ed), staff strongly opposed removing the single-sex option, which they noted many families value. They also criticised the lack of data supporting the proposal and emphasized that many teachers choose to work in single-sex schools for the unique environment they offer.

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?

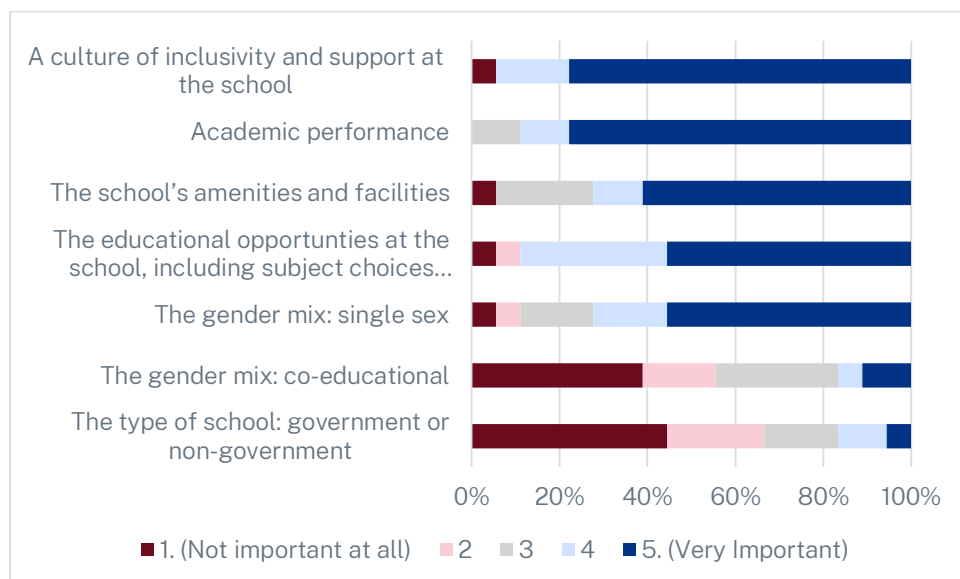


Figure 81. NBSC Balgowlah Boys Campus School Staff – Education quality factors

Most important education quality factor

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

Table 19. NBSC Balgowlah Boys Campus School Staff – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	50.00%
Academic performance	22.22%
A culture of inclusivity and support at the school	16.67%
The gender mix: single sex	5.56%
The school's amenities and facilities	5.56%
The gender mix: co-educational	0.00%
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 Northern Beaches Secondary College sites. How acceptable are these ideas to you?

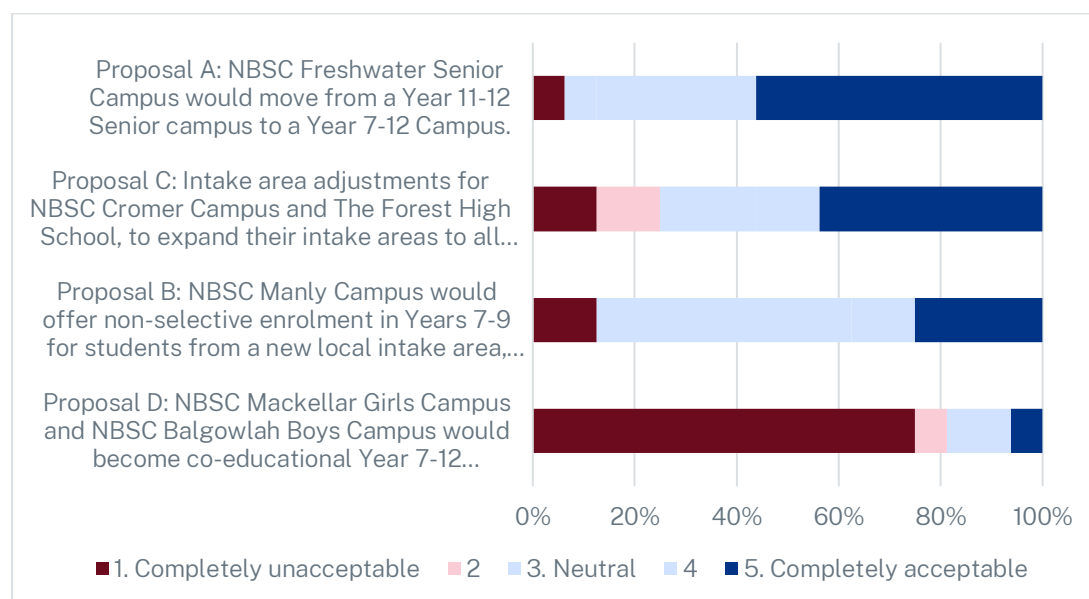


Figure 82. NBSC Balgowlah Boys Campus School Staff –View on proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

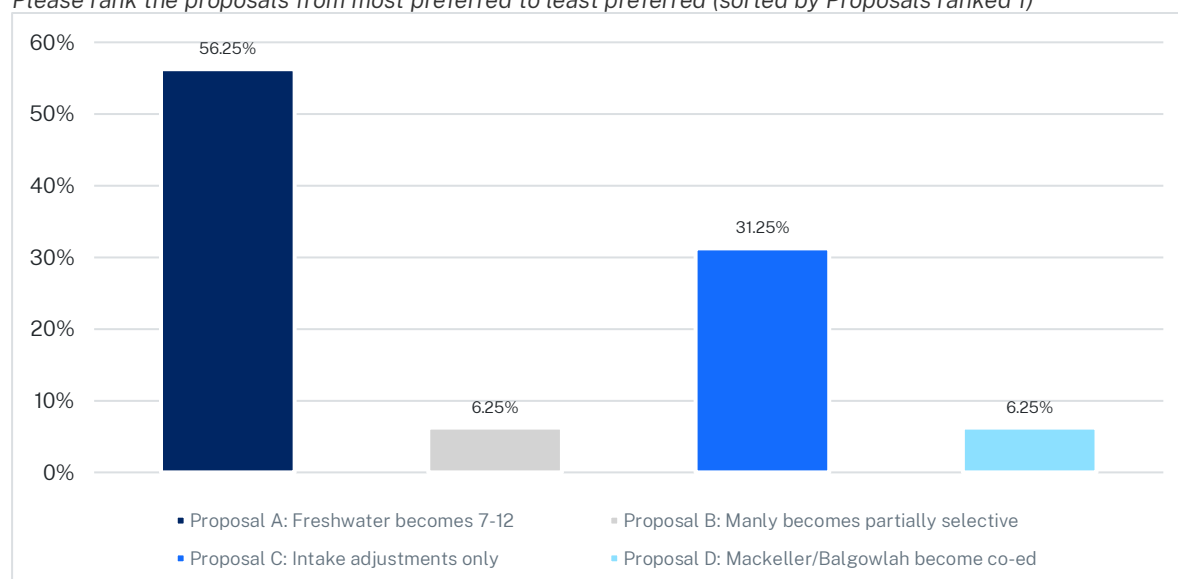


Figure 83. NBSC Balgowlah Boys Campus School Staff –Most acceptable proposal

Why/other comments

“Balgowlah and Mackellar are two of the most successful comprehensive schools in the state. The schools cater to their community with high academic, sporting, and extracurricular success. WE have unique approaches to educating young people in a single sex environment that have led to our success, this is supported by the community evidenced by flourishing communities, and full enrolments. I do not understand why the government would want to change such a successful schooling community.”-Staff Member

“Freshwater Senior would provide students in area with an opportunity for co-educational schooling from year 7 without those students having to travel significant distances (e.g. travelling to Cromer or Forest from Manly) “-Staff member

“Single sex schools should NOT be removed, expanding Cromer and Forest would cover off on the areas of need alternating increasing intake of Freshwater would also overcome many issues” – Staff Member

5.3.2 NBSC Mackellar Girls Campus Staff

70 staff members from NBSC Mackellar Girls Campus participated in the survey.

Workshop conversations had the following strong themes:

- Proposal A (Freshwater becomes 7-12), staff expressed concerns that merging the schools could dilute the distinct identities of existing college campuses. They worried that this change might limit cross-campus subject offerings and extracurricular activities.
- Proposal B (Manly becomes partially selective), there was significant concern about the impact of multiple transitions on student well-being, as students would move between schools at Years 9 and 11. Staff also questioned how consistent subject availability could be maintained across these stages. They warned that such transitions could disrupt established school cultures and affect students' sense of belonging.
- Proposal C (intake area adjustments only), this proposal received relatively positive feedback, as it preserves the current school structures with only minor intake adjustments. However, teachers noted potential challenges related to travel for students in expanded intake areas. They also raised concerns about balancing enrolments with capacity if the adjustments do not accurately reflect future demand.
- Proposal D (Balgowlah Boys and Mackellar Girls become co-ed), teachers strongly opposed this option, as converting single-sex schools to coeducational institutions would cause significant disruption. They emphasised that this change could negatively impact academic performance and well-being programs designed for specific genders. Additionally, they viewed the proposal as unnecessarily costly, requiring both infrastructure upgrades and substantial cultural adjustments.

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?

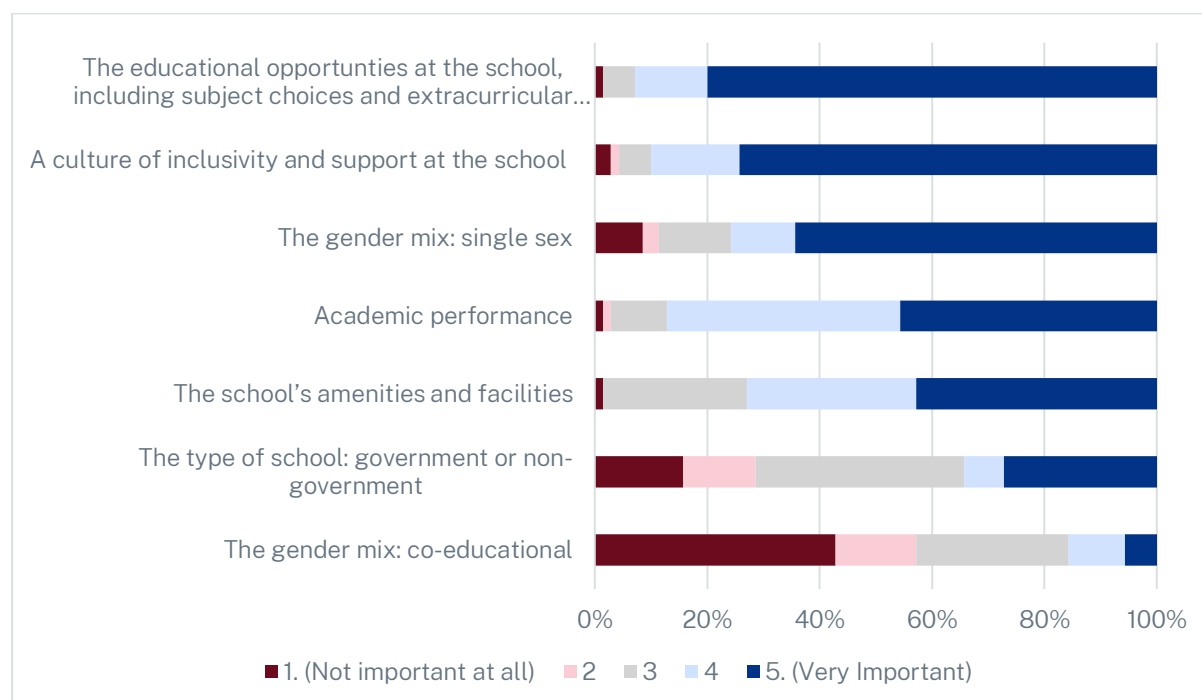


Figure 84. NBSC Mackellar Girls Campus School Staff–Education Quality factors

Most important education quality factor

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

Table 20. NBSC Mackellar Girls Campus School Staff –Most important education quality factor

The gender mix: single sex	41.43%
A culture of inclusivity and support at the school	28.57%
The educational opportunities at the school, including subject choices and extracurricular activities	27.14%
Academic performance	2.86%
The gender mix: co-educational	0.00%
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 Northern Beaches Secondary College sites. How acceptable are these ideas to you?

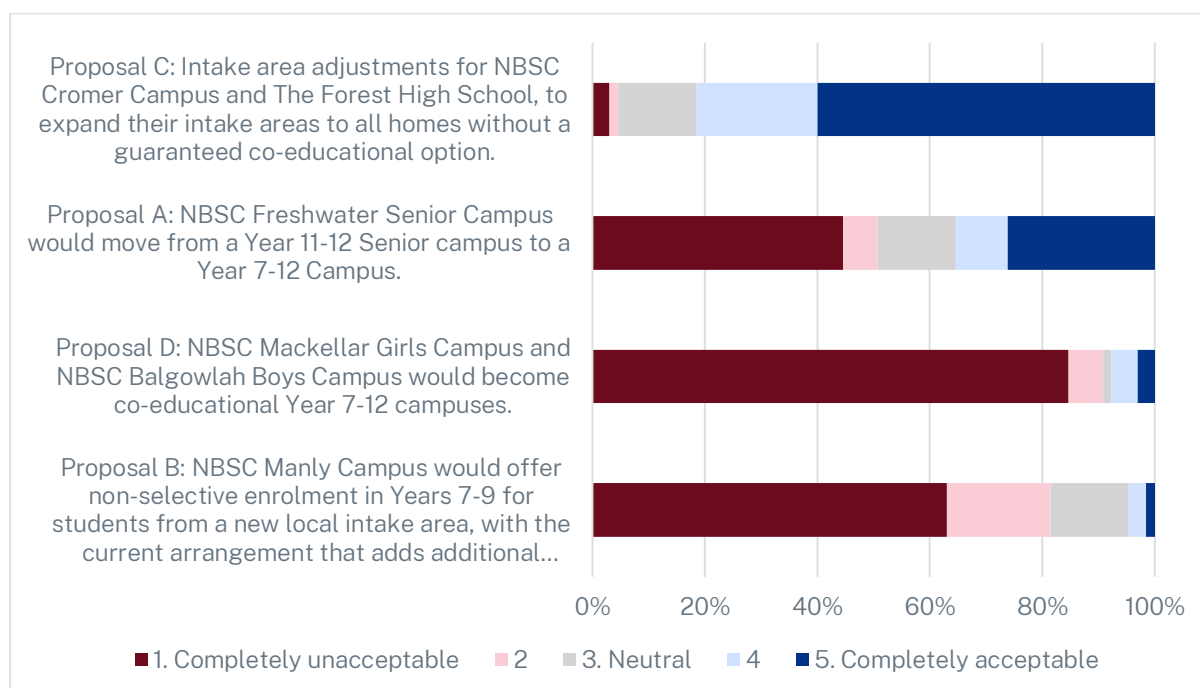


Figure 85. NBSC Mackellar Girls Campus School Staff –View on proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

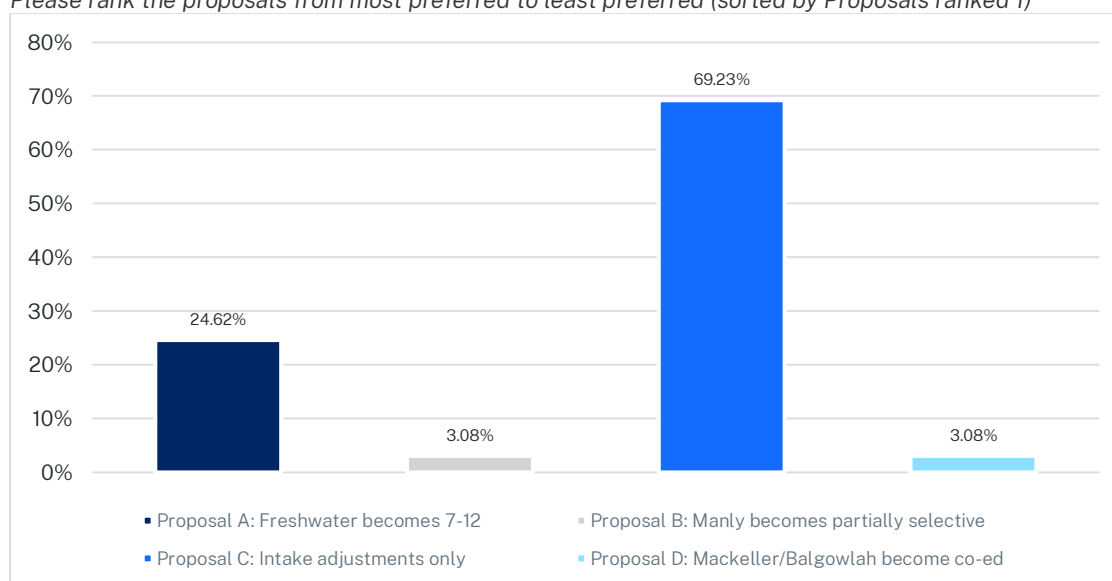


Figure 86. NBSC Mackellar Girls Campus School Staff –Most acceptable proposal

Why/further comments

“Model C is the best of these options. However, the change to the catchment for Freshwater Senior Campus will impact Mackellar and Bally enrolment numbers. In addition, many parents who choose Freshwater as an alternative to private education may decide otherwise. The current College structure and the fact that we are experts in girls' and boys' education mean that our students receive the best possible education, catered to their specific needs and welfare concerns. They are well rounded and supported and are able to achieve

academic excellence as a result. These schools excel. Changing the model will greatly impact this.”-Mackellar Girls Staff Member

“Why change something that's working so well? i.e. Mackellar Girls and Balgowlah Boys? The combination that we have in the college with a senior campus and a selective school I believe is also working really well in the area. Results speak for themselves” -Mackellar Girls Staff Member

“Least disruption to the current system and makes better use of the Freshwater Campus (Proposal C). Plus it is very very important that Mackellar and Balgowlah remain single sex.” -Mackellar Girls Staff Member

5.3.3 NBSC Manly Campus Staff

52 staff members from NBSC Manly Campus participated in the survey.

Workshop conversations had the following strong themes:

- For Proposal A. (Freshwater becomes 7-12): staff raised concerns about teacher well-being, as they may need to teach subjects they haven't handled in years, adding stress. They also noted that some students thrive in environments with senior students where they are treated as adults. Additionally, a large number Freshwater's enrolments come from private school transfers, attracting students back to the public system.
- For Proposal B. (Manly becomes part-selective): staff warned that moving students to a senior campus after Year 9 could harm well-being by disrupting the two-year program. They also raised concerns about grading students for the selective stream, especially if non-selective students outperform selective peers by Year 10. Staff questioned whether adequate infrastructure would be provided.
- For Proposal C. (intake area changes): staff described it as the least disruptive option, benefiting families while minimising disruption to current education. However, they questioned The Forest High School's exclusion from the college and asked if it would be integrated under the proposed changes.
- For Proposal D. (all schools become co-ed): staff expressed concerns that it could push more students toward private schools to access single-sex 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?

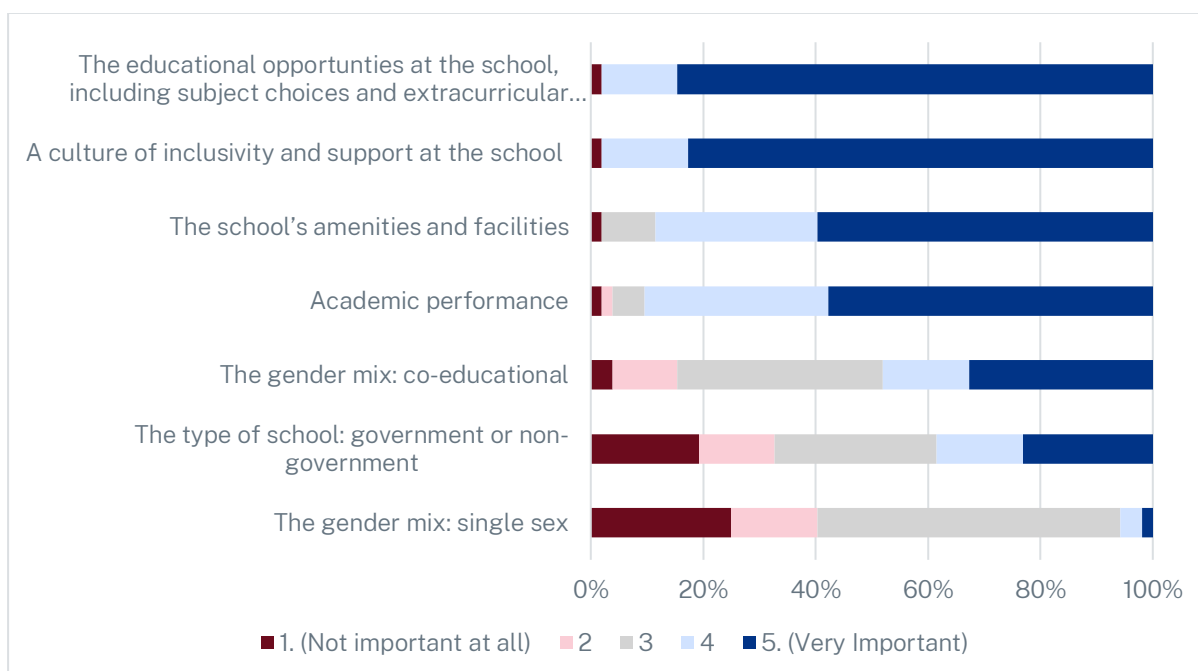


Figure 87. NBSC Manly Campus School Staff – Education Quality factors

Most important education quality factor

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

Table 21. NBSC Manly Campus School Staff – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	46.15%
A culture of inclusivity and support at the school	26.92%
Academic performance	17.31%
The gender mix: co-educational	3.85%
The gender mix: single sex	1.92%
The type of school: government or non-government	1.92%

View on proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

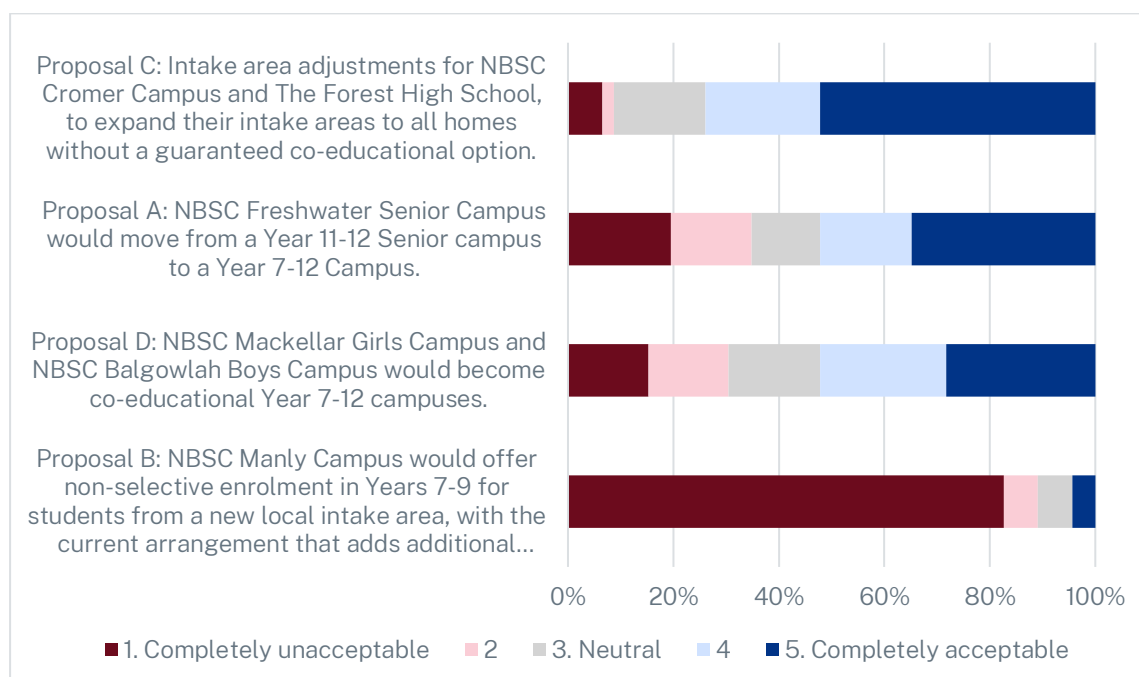


Figure 88. NBSC Manly Campus School Staff –View on proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

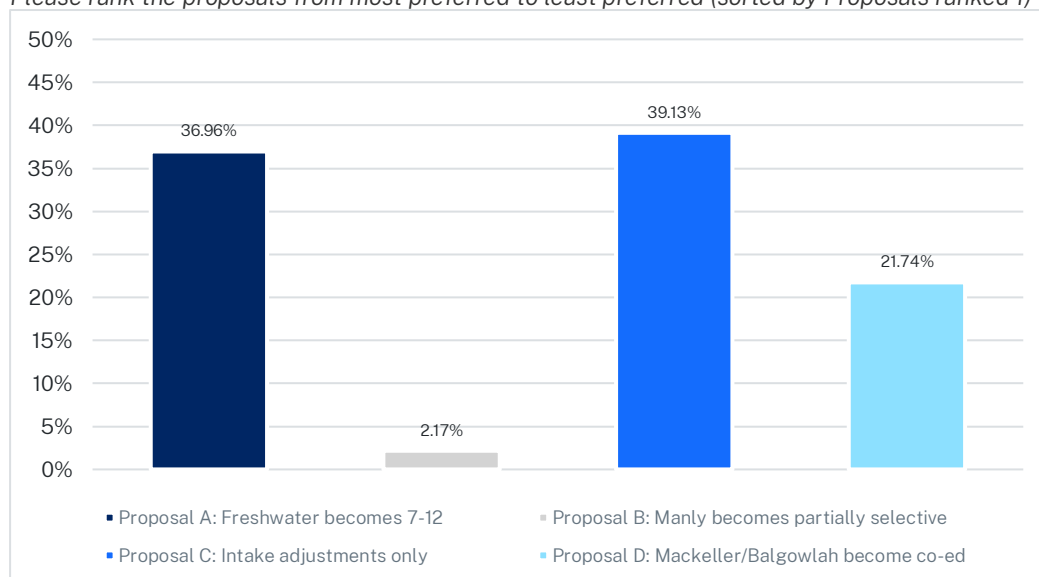


Figure 89. NBSC Manly Campus School Staff –Most acceptable proposal

Why/further comments

“Proposal B is completely unacceptable due to the negative impacts it can have on students. This notion that students can be “kicked out” of their school can cause a lot of harm to student wellbeing. Proposal C is the most acceptable as it allows for more options for families without changing the current school settings drastically, however, it will mean that NBSC Cromer and Forest High School will need more support to allow for more students. Proposal A is good, however, is there room for more students? Proposal D can be an option however there should be an option for single-sexed school for families.”-Staff Member

“Proposals A and C would provide for a growing population and provide options for parents who would prefer a co-educational setting for their child.” -Staff Member

“Having a 7-12 option is better than changing the others. Manly would have inequity between selective and non-selective, Cromer and Forest are too big, and Balgowlah and Mackellar are performing well.” -Staff Member

5.3.4 NBSC Cromer Campus Staff

43 staff members from NBSW Cromer Campus participated in the survey.

Workshop conversations had the following strong themes:

- For Proposal A (Freshwater becomes 7-12), concerns were raised about community reactions to losing their senior campus. They commented on potential staffing shortages and reduced appeal for teachers due to fewer senior classes at NBSC Freshwater and limited career progression. Staff also warned that shrinking the NBSC Cromer intake area to increase The Forest High School intake area was unnecessary.
- For Proposal B (Manly becomes partially selective), staff expressed concerns about teachers commuting between campuses or being restricted to specific year groups, affecting staffing. They noted that campus transitions could disrupt belonging, especially for neurodivergent students, and requiring non-selective students to leave Manly after Year 9 could be harmful and stigmatising.
- For Proposal C (intake area changes only), staff strongly opposed it due to challenges in managing larger student numbers and the disruption of students leaving for Freshwater in Years 11-12. They highlighted boundary overlap with NBSC Freshwater Senior and feared that could harm NBSC Cromer and that enrolments could decline particularly in Years 11 and 12. They also raised concerns about infrastructure, with Dee Why's high-density housing adding pressure.
- For Proposal D (Mackellar and Balgowlah become co-ed), staff expressed concerns about the career impact for those in single-sex schools. They discussed the option of NBSC Mackellar Girls and Balgowlah Boys becoming co-ed without changing NBSC Freshwater's catchment and noted minimal concerns about the lower, southern, area.

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?

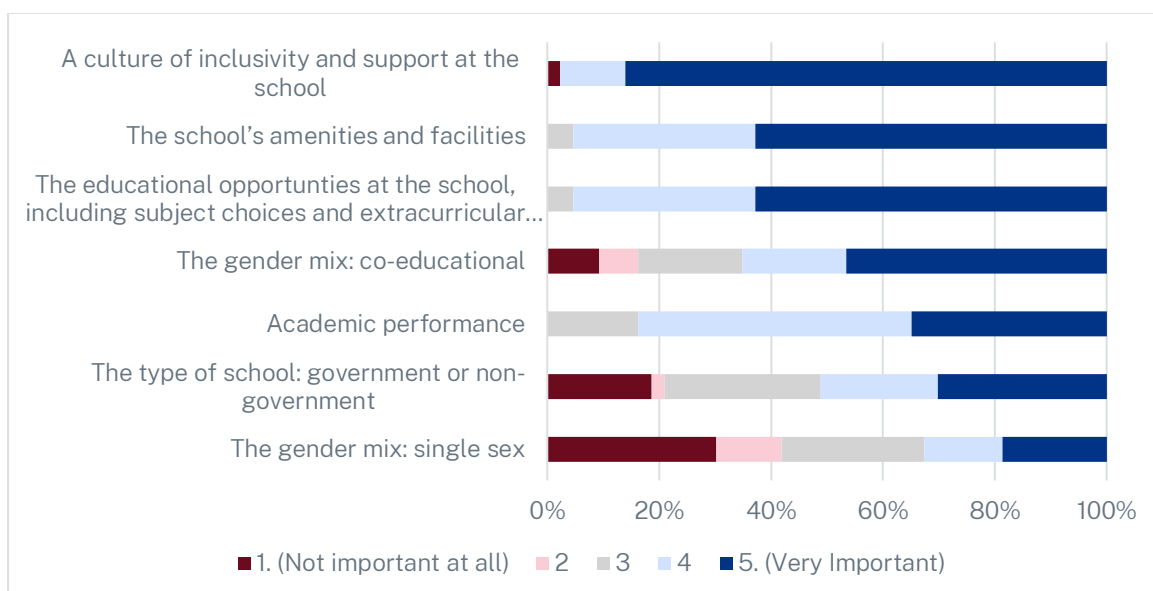


Figure 90. NBSC Cromer Campus School Staff – Education Quality factors

Most important education quality factor

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

Table 22. NBSC Cromer Campus School Staff – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	46.51%
A culture of inclusivity and support at the school	23.26%
Academic performance	13.95%
The gender mix: co-educational	4.65%
The type of school: government or non-government	4.65%
The school's amenities and facilities	4.65%
The gender mix: single sex	2.33%

View on proposals

The NSW Department of Education would like to know your views on some potential proposals for the educational offerings at the Northern Beaches Secondary College sites. How acceptable are these ideas to you?

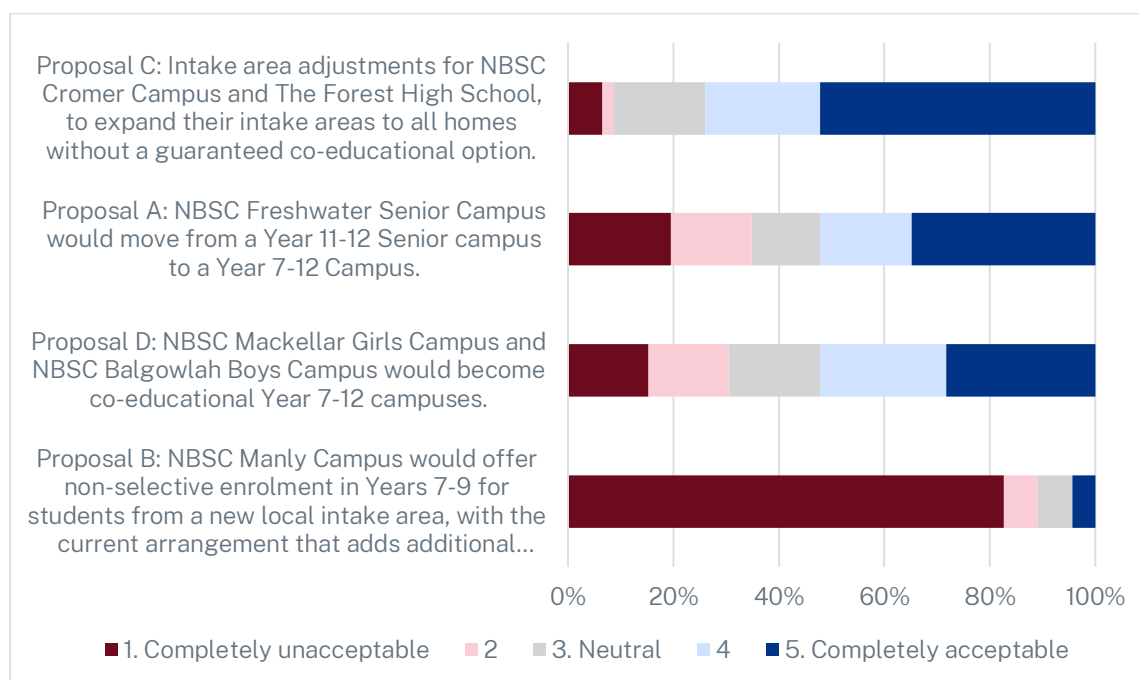


Figure 91. NBSC Cromer Campus School Staff –View on proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

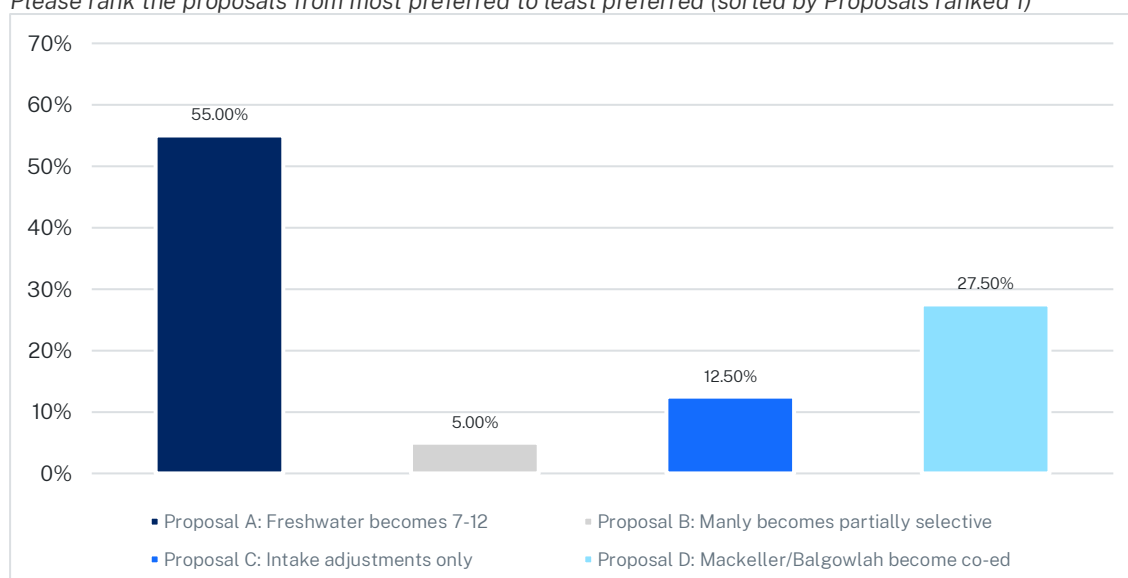


Figure 92. NBSC Cromer Campus School Staff –Most acceptable proposal

Why/further comments

“Freshwater Campus moves to 7-12. This would help relieve pressure on other co-educational schools in the area with a large intake of students and inappropriate facilities and staff to cater for these numbers. There is no need for a purely senior campus in Freshwater, it is not catering to the greater needs for the area and leads to certain students missing out on important educational opportunities.” –Staff Member

“Cromer High has too many students already and is close to capacity. This plan takes the pressure off Cromer and Forest while using the resources of Freshwater better” – Staff Member

“Co-educational schools are what life is about, not segregation of the sexes. Areas to be expanded to allow parents and students to choose what school they would like. Leave Manly Selective campus as Years 7-12. Students have made their cohort of friends, know their teachers and are settled. Leave Freshwater Senior Campus as is so that all students can choose if they want to stay at their current school or prefer or be with just Senior students.” – Staff Member

5.3.5 NBSC Freshwater Campus Staff

58 staff members from NBSC Freshwater Campus participated in the survey.

Workshop conversations had the following strong themes:

- Staff suggested a small adjustment to Proposal B (Manly becomes partially selective), proposing Manly serve Years 7-10 and Freshwater 11-12 separately.
- For Proposal C (intake area adjustments only), staff noted that this option expands choices for local families rather than limiting them, allowing families to opt for single-sex education if desired. However, they raised concerns that the physical distance to the school could discourage families from pursuing this option, potentially limiting its appeal.
- Additionally, one staff member proposed making Manly a full 7-12 comprehensive school and converting Mosman High into a selective school. They suggested the new comprehensive Manly Campus cover Mackellar and Balgowlah Boys' catchments.

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?

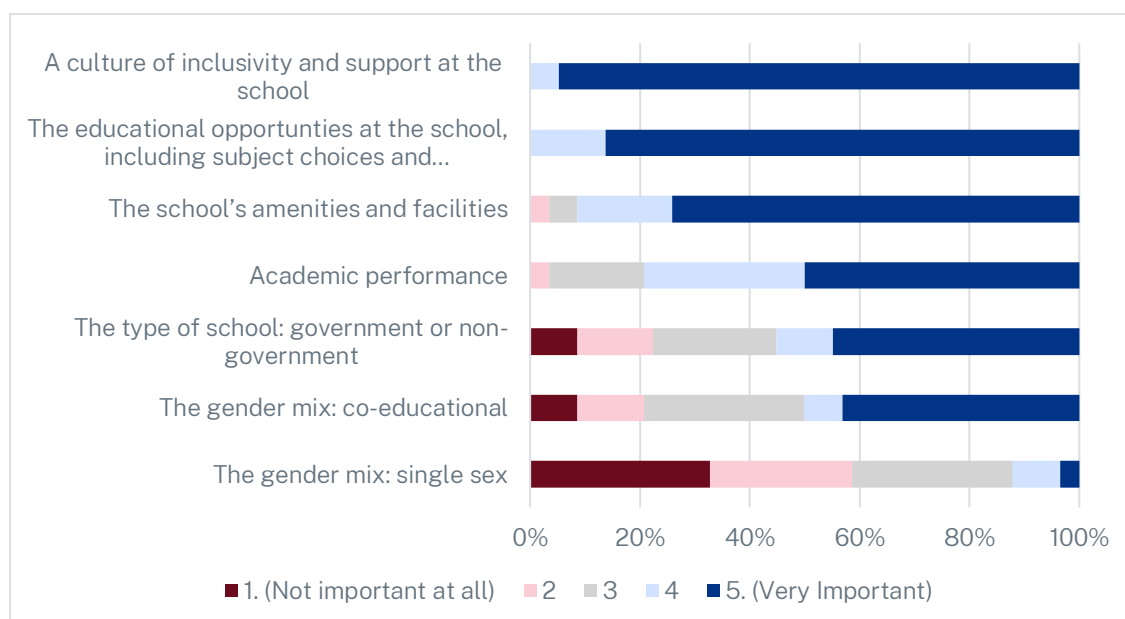


Figure 93. NBSC Freshwater Campus School Staff – Education Quality factors

Most important education quality factor

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

Table 23. NBSC Freshwater Campus School Staff –Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	60.34%
A culture of inclusivity and support at the school	24.14%
Academic performance	10.34%
The gender mix: co-educational	3.45%
The type of school: government or non-government	1.72%
The gender mix: single sex	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 Northern Beaches Secondary College sites. How acceptable are these ideas to you?

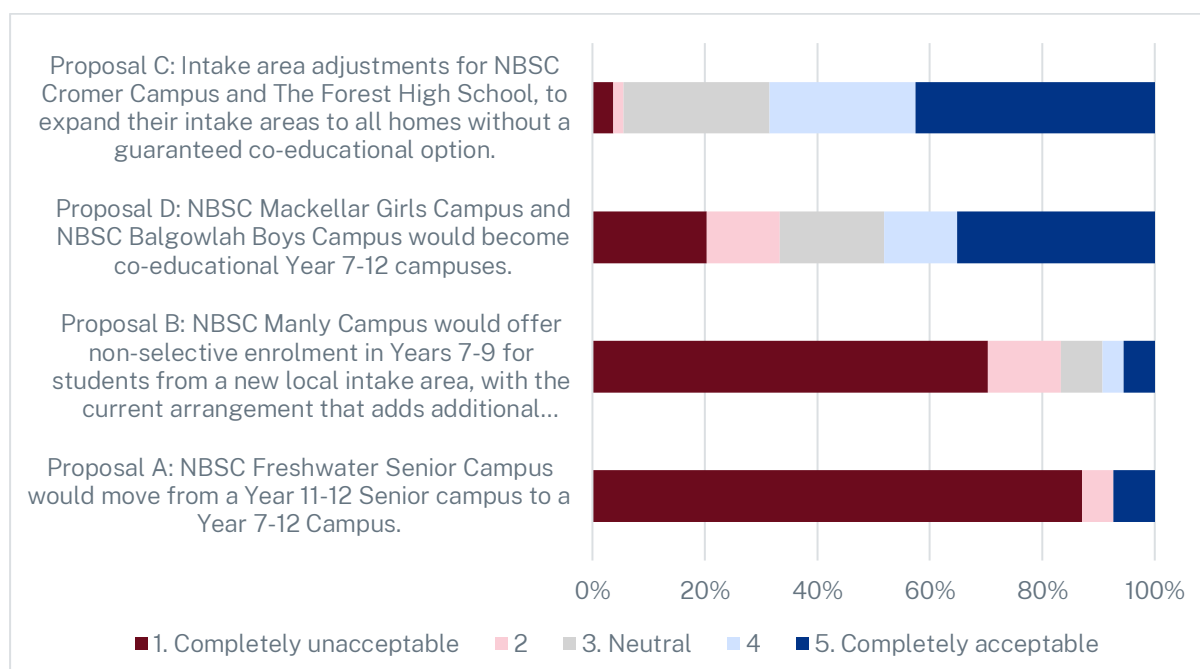


Figure 94. NBSC Freshwater Campus School Staff –View on proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

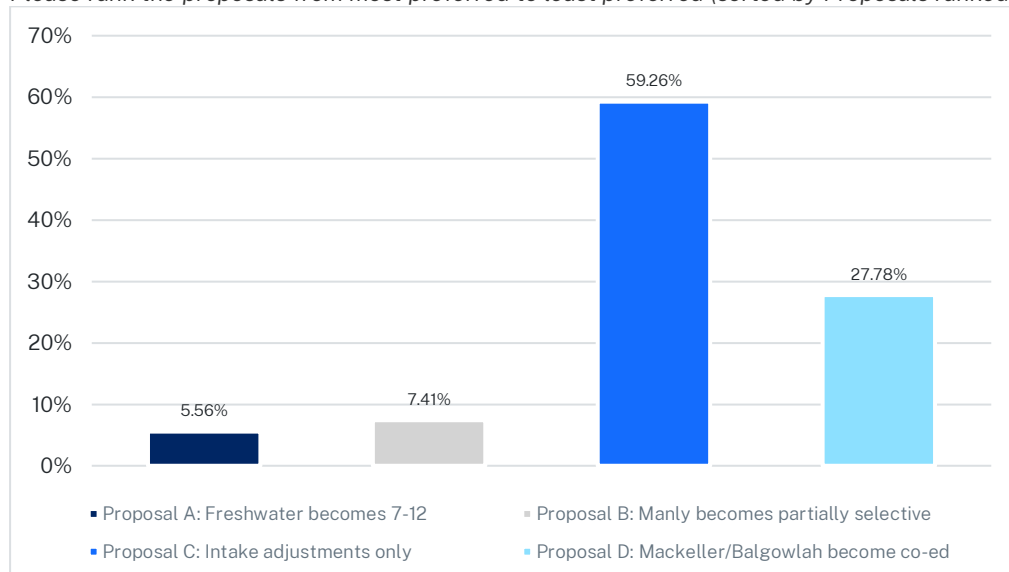


Figure 95. NBSC Freshwater Campus School Staff – Most acceptable proposal

Why/further comments

“The subject range at Freshie is larger than all other public schools on the beaches (and most private) as we have such a large cohort. Public school students get access to niche subjects that are rally relevant to what they want to do with life (for example software, engineering studies and dance); none of which would be able to be offered if we became a 7-12 school. We would lose some richness from our public school offerings.” -Staff Member

“I support co-education for all students. I also feel the Northern Beaches needs a Public Senior Campus option to support fragile and gender diverse students and students who have experienced bullying and discrimination in 7-12 school settings. Freshwater has a supportive and inclusive culture.” -Staff Member

“I believe all students should be offered a coeducational option for education. Balgowlah and Mackellar should both be coeducational, or at least one of them. Freshwater Senior Campus should remain as it is. It provides a unique environment for senior students only. It gives students the opportunity to excel academically in a supportive and coeducational environment. There aren’t many schools in our region (if any) offering this opportunity.” -Staff Member

5.3.6 The Forest HS and other school staff

141 staff members from the Forest HS and other local high schools participated in the survey.

Workshop conversations had the following strong themes:

- For Proposal A. (Freshwater becoming 7-12), staff noted this as the best option as students are leaving in Year 10 for Freshwater which disrupts subject selection and relationships with students. This option would reduce that from occurring. They also expressed concern that losing stronger academic students to Freshwater impacts the school’s senior year performance and has lasting effects. Therefore, this proposal would reduce the impact of the senior campus on their academic results.

- For Proposal C (intake area changes only), staff noted that limited bus services to The Forest would pose transportation challenges. They also expressed concerns that more senior students might transfer to Freshwater for Years 11 and 12 with an increased intake area.

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?

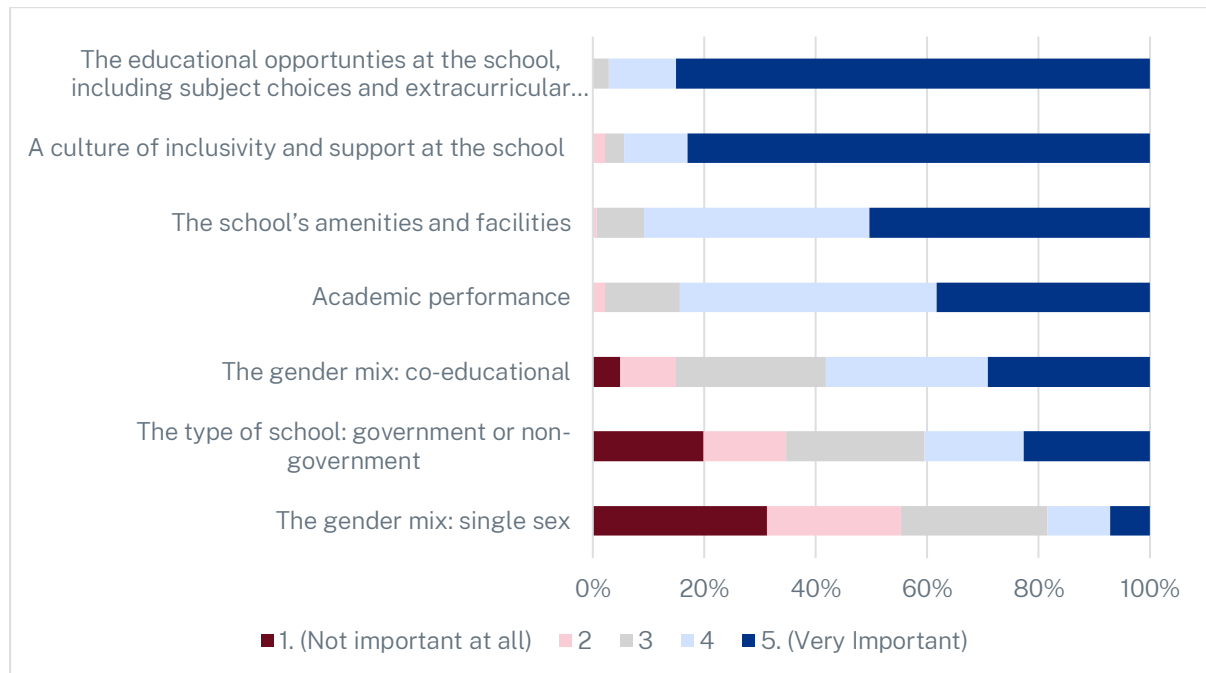


Figure 96. Other Local School Staff – Education quality factors

Most important education quality factor

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

Table 24. Other Local School Staff – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	48.94%
A culture of inclusivity and support at the school	34.04%
Academic performance	7.80%
The gender mix: co-educational	4.96%
The gender mix: single sex	2.13%
The school's amenities and facilities	2.13%
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 Northern Beaches Secondary College sites. How acceptable are these ideas to you?

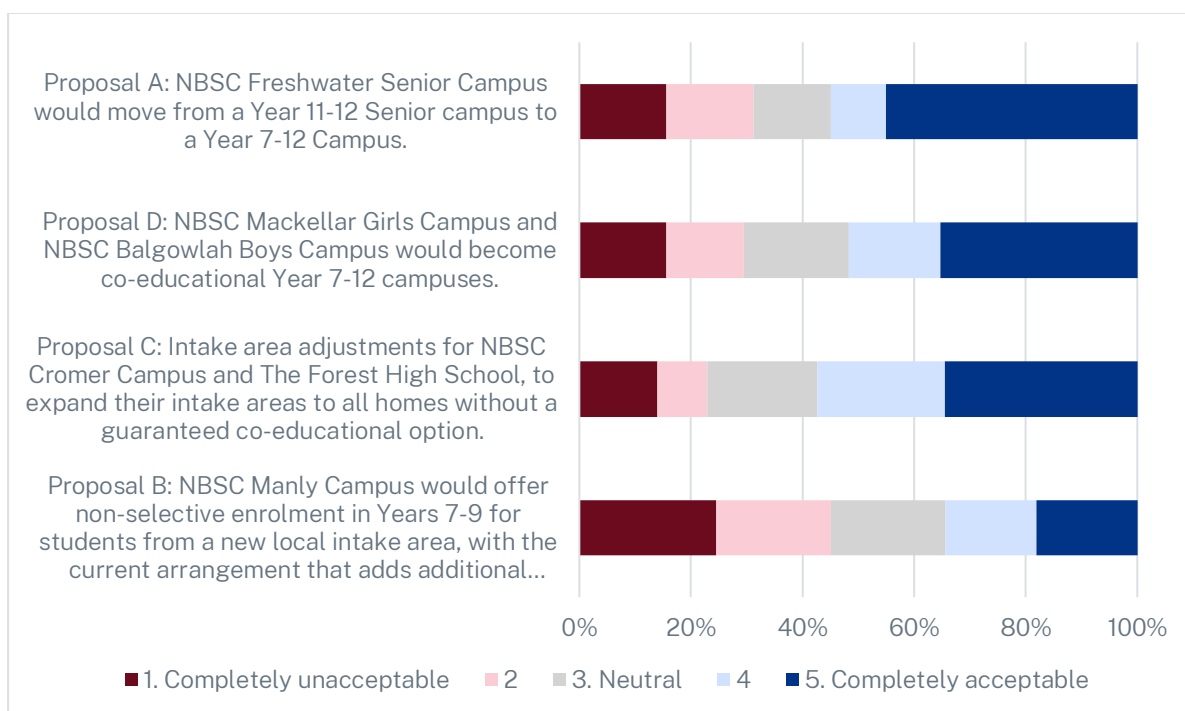


Figure 97. Other Local School Staff -View on proposals

Most acceptable proposal

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

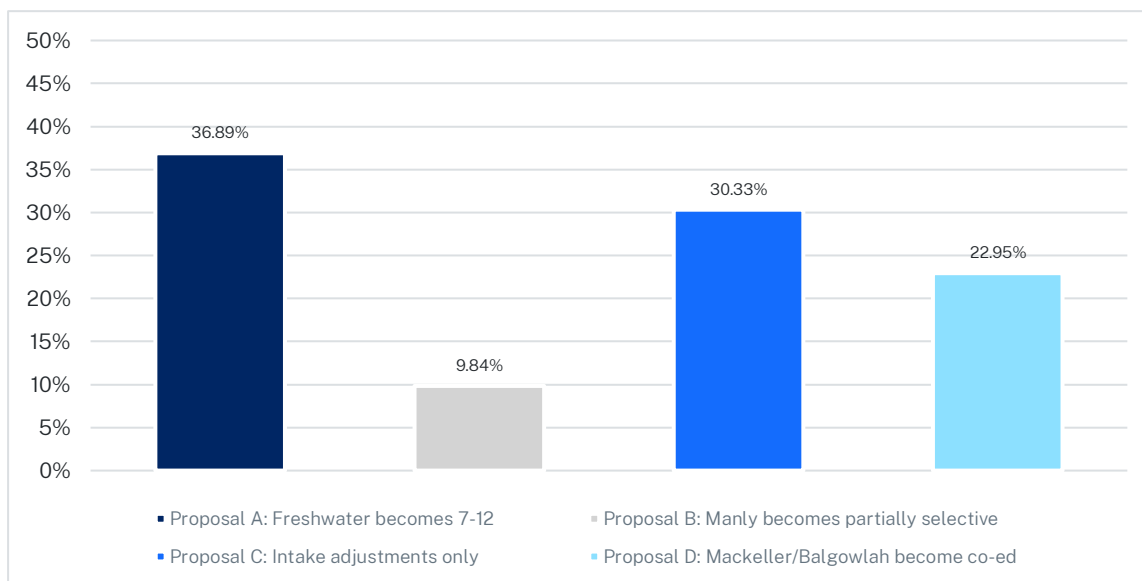


Figure 98. Other Local School Staff –Most acceptable proposal

Why/further comments

"I think the freshwater campus takes the senior students from other high schools creating a gap in subjects being able to be offered at the other schools and I also think students should go to school in their catchment to save on issues related to travel and wellbeing" -Staff Member

"The senior campus negatively impacts all other high schools on the beaches. Students leave them, for more 'freedom' and leave behind damaged social structures, senior subjects unable to run due to insufficient numbers to name a couple. These students miss out on leadership roles. There is plenty of time for a uni style education." -Staff Member

"I think co education is beneficial to students." -Staff Member

5.4 Special Interest Groups

The Special Interest Groups workshop consisted of representation from stakeholder groups of Teachers Federation and Secondary Principals Council.

Workshop conversations had the following strong themes:

- The current model of education in the northern beaches is working well as demonstrated by the academic success of the various campuses. A change needs to be considered carefully as it would disrupt the current status quo where there is already high demand
- Adequate transport would be required to support any changes
- Proposal A (Freshwater becomes 7-12): The allure of a dedicated 11-12 campus is one that is currently working and bringing students back in from the private system. Dedicated resources would be required for transitioning teachers as the curriculums would be different.
- Proposal B (Manly becomes partially selective): Significant concerns around the logistics and welfare of transitioning students and staff out of the selective streams. Transition points see dips in outcomes which will be increased by the inequity of removing the non-selective students.
- Proposal C (intake adjustments): Concerns around reduced 11-12 numbers in all other campuses with an expanded Freshwater intake area. This change would also impact Freshwater's capacity and ability to draw students from the private sector. Continued monitoring of all schools would be required as the impact on enrolments is difficult to predict.
- Proposal D (all schools become co-ed): Similar to Proposal C, concerns around enrolments for surrounding schools, especially The Forest HS. Benefits of local community and local friendships in this proposal.

5.5 General Community

128 members from the general community participated in the survey.

Over 90% of the general community who participated from other schools rated **the educational opportunities at a school including subject choices and extracurricular activities 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 preferred proposal, Proposal C (intake adjustments only) was ranked highest (34%) just ahead of Proposal D (all schools become co-ed) with 32%, closely followed by Proposal A (Freshwater becomes 7-12) at 29%.

Educational 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?

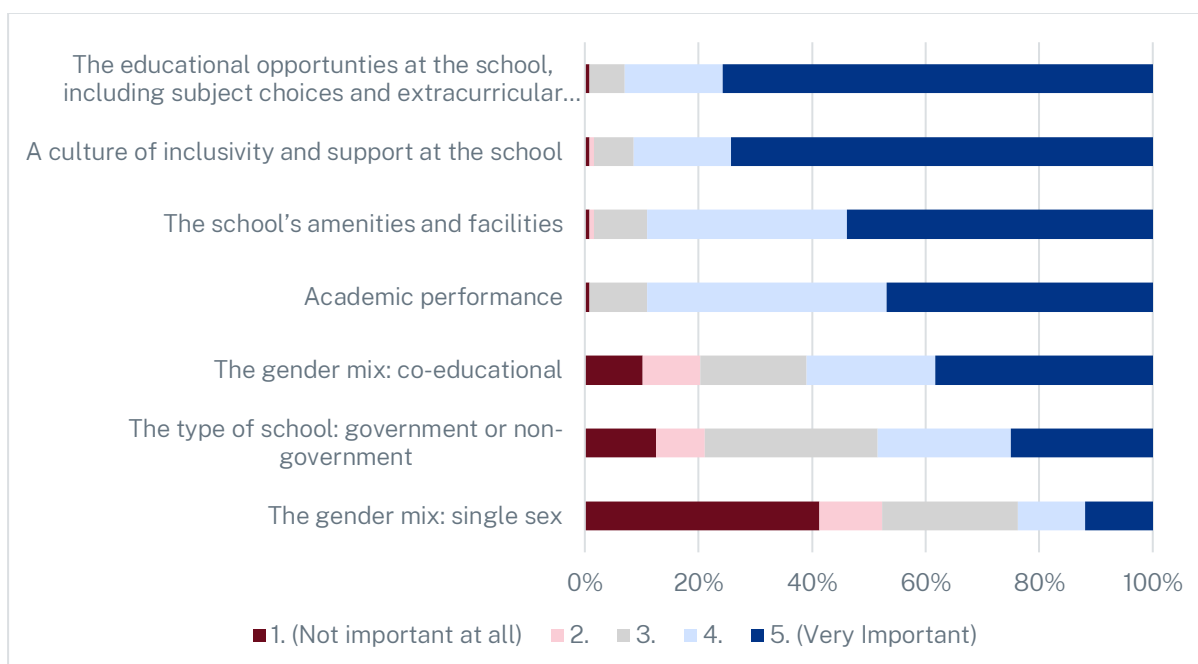


Figure 99. General Community – Education quality factors

Most important education quality factor

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

Table 25. General Community – Most important education quality factor

The educational opportunities at the school, including subject choices and extracurricular activities	46.09%
A culture of inclusivity and support at the school	21.88%
The gender mix: co-educational	12.50%
Academic performance	12.50%
The gender mix: single sex	5.47%
The type of school: government or non-government	1.56%
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 Northern Beaches Secondary College sites. How acceptable are these ideas to you?

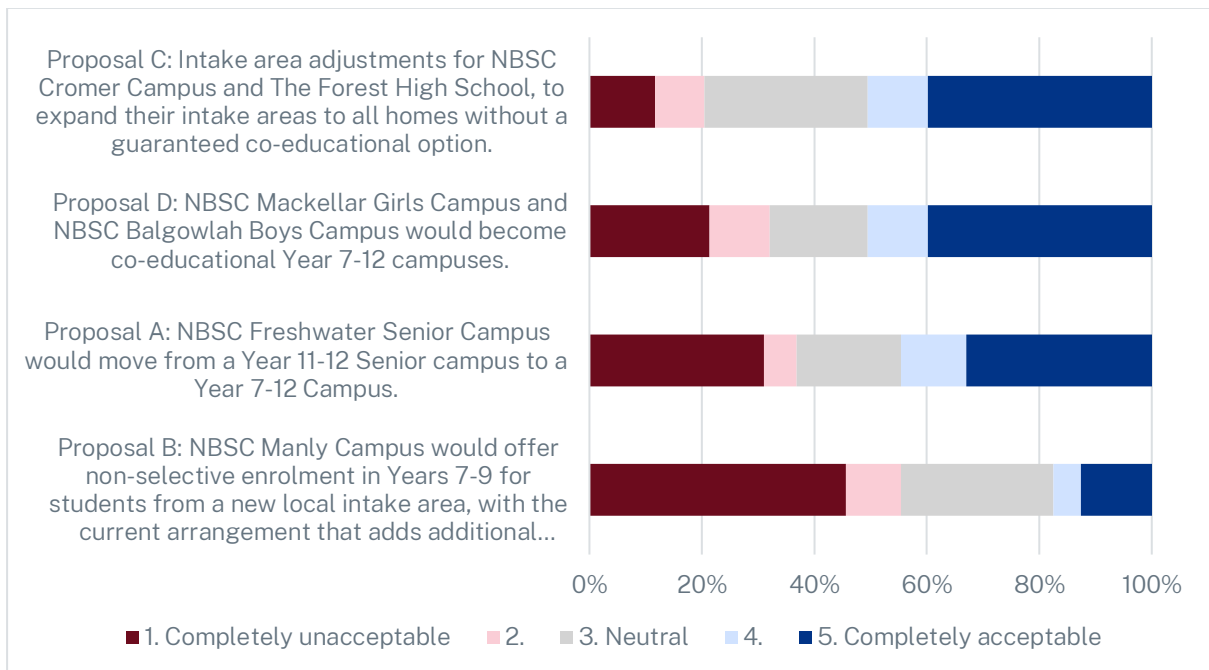


Figure 100. General Community -View on proposals

Proposals by preference

Please rank the proposals from most preferred to least preferred (sorted by Proposals ranked 1)

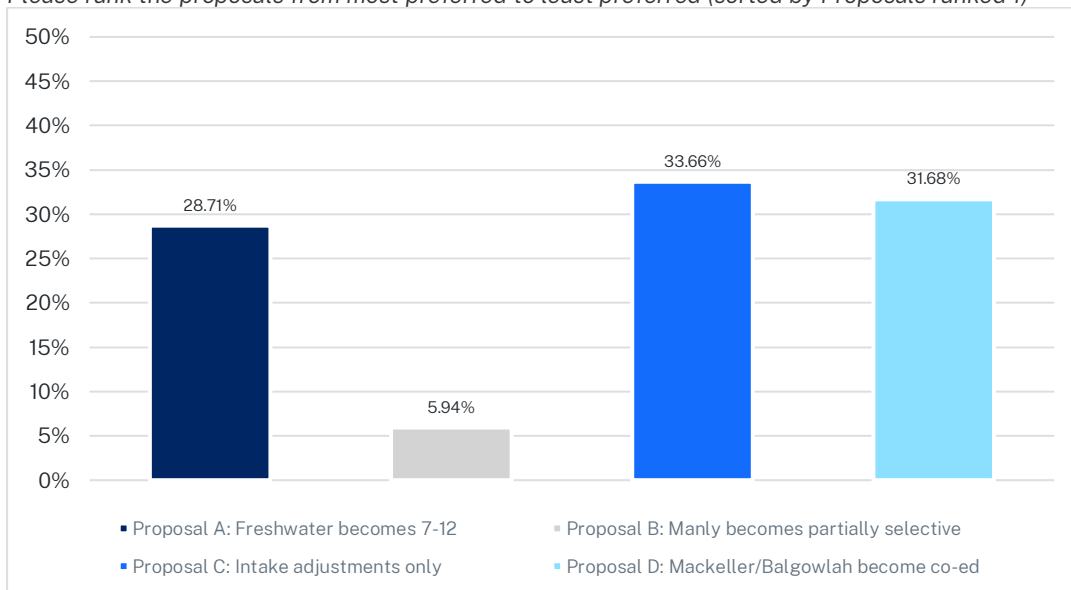


Figure 101. General Community –Most acceptable proposal