“Our Purpose is to provide an engaging learning environment that meets the needs of all students through the provision of high quality teaching and learning programs and pathways in a supportive setting.” PASS statement of Directions 2012-15: Success for All.

Document Control

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Purpose of the Report

The PASS Hub project was established to develop a model that increases our capacity to provide a range of diverse learning opportunities and a more organised service approach to better meet the needs of our young people in line with DECD key priorities and our PASS statement of Directions 2012-15.

The purpose of this report is to summarise the feedback provided by a range of stakeholders on the draft concept model and provide recommendations to our Governing Council.

Background

A school-community hub is defined as: “A model of school-community partnership that involves collaboration between schools and other sectors in order to support the learning and well-being of young people and their families through the provision of multiple services available in a single location in an integrated way.”

The model of Schools as Community Hubs is linked to current DECD projects including: Local Partnerships, One Child One Plan, and Integrated Support Services.

The PASS self-review in term 3 2013 identified the need for a “Secondary Hub: for student support consistent with the DECD Brighter Futures alignment (for all students).

This followed the DECD Brighter Futures...Our Futures Student Forum held at PASS on 21st June 2013 with the explicit agenda of placing: Greater emphasis on the views of children and young people in shaping policies as well as the practice that affects them. Students from PASS and all our other partnership schools in the region were represented on the day.

Students identified at the forum the need to design a space to set up as a student and family hub:

- ‘It would help us as new students to the school if all the services and supports were located in one place.’
- ‘A one stop shop in regards to services would make it easier for our families to access support.’
- ‘We need a place you can rely on instead of looking for help.’

The students asked DECD CE, Keith Bartley: ‘Can we redesign an area in the school to be a student hub to give us a place to go when we need help, health services, programs and study/learning support?’ and ‘Can we use technology to help us achieve this?’

The students were simply told ‘yes’. In his blog later that day Keith Bartley stated:

The phrase ‘one stop shop’ was used by one student today, but it was clear to me that the whole group saw a role for schools in providing more 'family friendly' support services. Students saw the potential for existing facilities to be used in a more flexible way. If a library can provide access to a vast array of resources for their studies, can it also be used to host resources to help better meet social and emotional challenges?

Students identified the current PASS Resource Centre as a large, central but underutilised space in the school. The PASS 2013 self-review identified the need to: “Identify a space for a highly coordinated integrated student/family support service” including:
- Counselling services
- Learning Support
- Expanded YES Programs
- Family Support
- Health Services
- Families SA
- Parent Hub
- Referrals and connection to other DECD and non-government services and agencies.

**Objectives:**

- The co-location of facilities in a central hub to provide community access in a single location that facilitates enhanced and integrated service delivery and provides a focus for school and community activity.
- The development of a new service model and establishment of an operational framework for increased service collaboration to provide holistic support for young people and their families.
- To provide an accessible and flexible universal service within which targeted and specialist services and programs are embedded or ‘nested’. [This will allow us to move from responding to the needs of young people and families when eligible or in crisis to addressing needs as they emerge.]

**Aims:**

- To make highly visible the assets we have and the services available at our school and in our community.
- To improve access to and participation in services for both youth and families.
- To improve young people’s connection to school.
- For students, families and community stakeholders to be active and complementary partners in learning.
- For our school to be seen as a friendly, inclusive and approachable place.
- For young people and families to have access to a broad range of learning and well-being opportunities.
- To promote a collaborative and integrated approach to student and family well-being by the physical co-location in one space of student counselling and well-being staff and services. This will facilitate: Increased communication, sharing of common goals and vision, working together, trust and respect, networking, good working culture, strong sense of community.
- To promote school and community networks, relationships and services that can provide caring, mutual help and empowerment.
- To be accessible via flexible and accommodating operating hours.
- Enhanced service delivery through improved systems, services and culture by using approaches such ‘No wrong door’, ‘Team around the child’, ‘Lead professional’.
What partnerships and services will the PASS Community Hub offer?

The diagram below shows planned and proposed future partnerships and services on offer at the PASS Community Hub.
Project alignment to key DECD priorities and principles

- Higher standards of learning achievement
- Improve health and well being
- Engage children, families and communities
- Right service at the right time
- Build a better system
- Equity of Access
- Transparency
- Holistic
- Collaborative
- Service Excellence

The Consultative Process

Following the Brighter Futures Forum, consultation started in term 3 2013 with students presenting outcomes from the forum to PASS staff at a student free day.

A summary is provided below:

Brighter Futures Forum - 21/6/13

Student Presentation to staff – 6/9/13

Student Consultation:

- Standing agenda item SRC meetings T4 2013-T2 2014
- Year 8 Assembly 23/7/14
- Year 8 Focus Group 24/7/14
- Year 9 Assembly 22/7/14
- Year 9 Focus Group 23/7/14
- Year 10/11 Assembly 1/8/14
- Year 10/11 Focus Group 4/8/14

Governing Council:

- 2013 – 31/10/13
- 2013 – 28/11/13
- 2014 – 13/3/14 AGM
- 2014 – 5/5/14
- 2014 – 15/5/14

Executive Leadership:

- 14/11/13
- 30/1/14
- 6/2/14
- 27/2/14
Leadership:

- 12/11/13. Distribution of DECD and PASS Community Hub Discussion Papers to all staff.

PAC: 8/5/14, 22/5/14, 1/7/14.

Staff Meetings:

- 28/4/14
- 12/5/14
- 16/5/14. PASS Hub Project Stage 1 Review of PASS Facilities proposal.
- 2/6/14

Face to face meetings were held with DECD leadership in this period including:

- Keith Bartley (CEO)
- Gary Costello (Head of Schools),
- Phil O’Loughlin (HR and Workforce Development)
- Anne Millard (ISIO)
- Paul Newman (Regional Director).
- In 2014 Ian May (Educational Director) has been briefed on several occasions.

The PASS Hub Project Team

The purpose and role of the Port Augusta Secondary School Hub Project Team is to oversee the consultation process. The group serves as an advisory body for the Principal and Governing Council Port Augusta Secondary School.

The group consists of: Paul Billows – Principal, Karen Wallace – Senior Leader YES, Di Pratt – Business Manager, Gail Stringer – Support Manager (YES), Angela Hancock – Senior Leader Aboriginal Education, Natalie Giles – Workabout Centre Coordinator and parent representative, Sue Grunwald – Counsellor (staff representative), Mike Reilly – Teacher (staff representative), Josh Ramke – SRC, Luke Waters – SRC, Tracy Laughton – Governing Council Chair.

Other identified roles include to: Provide leadership; assist with developing 'The Hub' model; consult with staff, students and the PASS community. And, pending approval form Governing Council: develop a project plan with processes for planning and implementation; assist with developing partnerships and/or collaborations that support 'The Hub' model of an integrated 'one stop shop' for young people and their families.

The Project team meets weekly from term 2 2014 with minutes distributed to all staff.
General Comments received on the key principles of the model: Staff

Whilst many respondents focussed on the challenges as opposed to the opportunities there was broad acknowledgment of the need and benefits that underpin the model.

The Benefits – Summary

- It is innovative.
- Services for students: “Our kids need the support”.
- Places students, particularly those most at risk ‘at the centre of everything we do’.
- Programs and their benefits shared more widely – greater universal access.
- Consolidation of teams; improved communication, team work, efficiency within and between key teams. [For some programs] reduced costs around staffing, transport, resources.
- Increased coordination of student learning and well-being.
- What we do is more visible and accessible to the school community.
- Two more meeting rooms in the administration area
- Future possibilities around out of hours programs, adult learning, anytime access to E-Learning.
- Focus on building partnerships with parents and families.

Challenges/Issues – Summary

<table>
<thead>
<tr>
<th>Resources and Management</th>
<th>Mostly in context of ready access and management of.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers and access to</td>
<td>Concerns about access to ICT [key concern].</td>
</tr>
<tr>
<td>VET Pathways</td>
<td>As part of curriculum, impact on mainstream subject areas, emphasis on, streaming/disconnecting/segregating students.</td>
</tr>
<tr>
<td>SBM</td>
<td>‘Random’ visitors on site, students in central location, potential ‘Hot spot’.</td>
</tr>
<tr>
<td>‘What About...”</td>
<td>Other areas in the school – Home Ec. 5:07, Arts, PE, Learning Community, mainstream students, “Why YES not new Art centre?” “Where can we take students to access a large space?”</td>
</tr>
<tr>
<td>Cost</td>
<td>Two questions re this in context of current staffing model.</td>
</tr>
<tr>
<td>Other questions</td>
<td>Will things fit, issues pertaining to stage two of the potential development, others perhaps more suited to another forum, transparency of YES, consultation with WHS.</td>
</tr>
</tbody>
</table>

Overall the feedback was supportive of the key principles underlying the model.

Some of the feedback raised concerns that can best be addressed through Attachment 1 – Key Feedback and Proposed Response and Attachment 2 – Frequently Asked Questions.
General Comments received on the key principles of the model: Student Year Level Meetings & Focus Groups

Students across year levels were positive about the concept and idea. Students were not concerned about the changes to the facilities and saw the potential of the hub and understood the concept and philosophy underpinning the proposal. They acknowledged that the current resource centre is underutilised and could be redeveloped into an area that could really support students to be successful at school.

Students engaged in constructive discussion and had lots of questions and ideas. The majority of students in the focus groups want to have ongoing involvement in the hub via the management and other committees.

The Benefits – Summary

- Open to everyone
- In one space – together – easier not to go everywhere. Hub will be more central and known to students
- More accessible services
- More room for YES, TTC, Aboriginal Education
- Family friendly
- Help with learning and homework
- Good for students who don’t have much confidence
- More opportunities for students and you can start earlier
- It’s a good idea with a modern tech/vibe.

Challenges/Issues – Summary

<table>
<thead>
<tr>
<th>Resources and Management</th>
<th>Students were not concerned at all about resource centre move. They did ask questions about where they will be located; if there would be enough room.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers and access to</td>
<td>Students were pragmatic about this and see technology as flexible. They would like access to a remote desktop, to be able to borrow laptops/devices during study lessons, faster internet connection, easier access to printing, computers in practical areas such as the art room. Students would like to see technology used more effectively as a communication and information sharing mechanism. Some students commented that it is expected that they have access to technology at home and many do not.</td>
</tr>
<tr>
<td>VET Pathways</td>
<td>Students like the idea of having a range of opportunities to experience as part of their pathway planning.</td>
</tr>
<tr>
<td>SBM</td>
<td>Several students asked about how the community accesses the hub but had no issues once the process was outlined. Students understand the need for students and families and the school community to be working together. No student raised concerns about the hub being a student behaviour management concern. Being centrally situated was seen as a strength of the model.</td>
</tr>
<tr>
<td>Other questions</td>
<td>Students had lots of questions around services that will be offered, timelines and also provided suggestions and ideas. These are outlined in attachment 4.</td>
</tr>
<tr>
<td>Cost</td>
<td>Several students asked how the hub will be funded.</td>
</tr>
</tbody>
</table>

Overall the feedback was very supportive of the key principles underlying the model. Student feedback from the year level meetings and consults is collated in: Attachment 4 – Key Feedback Student Year level meetings and student consults.
**Attachment 1: Key Themes and Proposed Response**

<table>
<thead>
<tr>
<th>Key themes from Feedback</th>
<th>Proposed Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources and Management</td>
<td>All Resources currently in the Resource Centre are re located to rooms 3:205, 3:212 &amp; 3:213. Resources are managed with identified support as is presently in place. There will be no loss of resources. If the Hub project progresses Stage 2 of the process would require Curriculum Coordinators and their faculties to review their resources and discuss how they would like to utilise/distribute/build on them in line with their faculty’s subjects needs and strategic future planning.</td>
</tr>
<tr>
<td>Computers and access to</td>
<td>35 Library computers are now past the end of their life and are now over allocation and being maintained by PASS choice. Move half to Building 13 (YES) which will free up one trolley of 20 notebook computers for use elsewhere. E.g. music, art (who use present library). TTC maintain current trolley of 24. Remainder of PC’s may be used to set up a pod in an area such as music, art. Purchase more mobile devices (ipads) for Year 8/9 as survey has shown computers are used more for research than word processing. BYOD – Year 12 students bringing more of these. This trend will possibly release another trolley of notebooks for general use. Issue 1:1 devices for students not likely in near future as there are issues around funding, e.g. lack of DER funding.</td>
</tr>
</tbody>
</table>
| VET Pathways | VET in schools is a DECD policy: [http://dec.d.sa.gov.au/policy/pages/OSPP/47427](http://dec.d.sa.gov.au/policy/pages/OSPP/47427) “Vet in schools is a valid element of the education of all students which enhances their capacity to play a significant and valued role in contributing to the social and economic development of the community as a whole.”  
- 62% of all jobs require employees to hold a VET qualification  
- It is estimated that Australia needs an additional 2.3 million people with qualifications at Cert 3 level or above by 2015.  
- About 23% of all jobs require a university qualification. 
VET in SACE Policy: [https://www.sace.sa.edu.au/subjects/recognised-learning/vet-in-the-sace](https://www.sace.sa.edu.au/subjects/recognised-learning/vet-in-the-sace). Students can gain recognition for up to 150 credits of VET at Stage 1 & 2. The SACE is ‘designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised.’ VET may contribute to an ATAR. In the Vocational Pathways Planning Rubric PASS is ‘Strategic’ and ‘Embedded’ across most areas. 
All VET results are recorded on DATEX and are identified and converted to SACE points on a student’s completion record. VET is a key component of YES, TTC and SAASTA programs. Example of Outcomes: In 2013 95 students participated in YES VET programs for a total of 11921 nominal hours/459 units/1700 SACE units. Note: 70 hours of VET is equivalent to 10 SACE credits. Not all students complete whole certificates. There are several reasons for this: some RTO arrangements do not let schools deliver whole qualifications, some students participate in ‘taster’ programs, and some students complete only enough units to gain their SACE. Many students take more than one year to complete under our delivery model. It is also not always in student’s interest to complete a certificate if they want to gain an ASBA. VET provides ‘hard skills’ such as using equipment and ‘soft skills’ such as teamwork, communication, negotiation. Structured Workplace Learning [at PASS 541 days in 2013] reinforces these key employability and life skills. |
## Attachment 1 continued: Key Themes and Proposed Response

<table>
<thead>
<tr>
<th>SBM</th>
<th>Providing diversity of learning opportunities is reducing complexity, allowing issues to be dealt with more comprehensively and collaboratively and in turn impacting on the school culture generally. Enhanced service delivery through improved systems, services and culture will further build upon this. The PASS Positive Learning Environment Policy documents school processes and expectations and how concerns may be followed up. Parents and families are not ‘random’ people. They are staff members, students, volunteers, members of the wider school community. It is part of our job to work in partnership with parents and families and to provide welcoming and appropriate spaces in the school for this to be supported. In its current position some families and services do go directly to YES and sign in there. This may in turn be true for the TTC. If the changes in locations of PASS teams is approved by Governing Council this will be reviewed as part of the design and project planning process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘What About...’</td>
<td>Refer to Attachment # 2 - FAQ</td>
</tr>
<tr>
<td>Cost</td>
<td>Two parts to this question. Initially minimal cost – no major works in stage 1. A small start-up fund is available from residual YES grant funding. A project such as this is likely to attract additional grants once up and running. Flexible Learning Options. Refer to DECD policy: <a href="http://www.decd.sa.gov.au/policy/pages/OSPP/policy_index/">http://www.decd.sa.gov.au/policy/pages/OSPP/policy_index/</a> FLO is a DECD student enrolment strategy that was initiated in 2007. The aim is to assist schools and the wider community in supporting successful engagement and retention of young most at risk of disengaging with learning. PASS utilises a contextual version of this model which advantages the school financially by not impacting on Tier 1 staffing.</td>
</tr>
<tr>
<td>General questions</td>
<td>Refer to Attachment # 2 – FAQ</td>
</tr>
</tbody>
</table>
Attachment # 2: Frequently Asked Questions # 1

Please note: some feedback we received was not specific and the project team had to make some assumptions about the context.

What about Home Ec (5:07)?

This room is currently identified on the PASS Asset Management Plan as a priority.

What about Art/Tech buildings?

The new Arts building, Stage 2 of the TTC, and demolition of the current tech/art building will happen. These buildings are in Capital Works. This is a long process but part of any application involving multi-million dollar projects. We are waiting for an announcement that will state that the project is moving to feasibility.

What about the Learning Community?

Under the proposed leadership restructure recently put forward for consultation by PAC Students with Disabilities will be under the management of one Senior Leader. This is likely to result in a review of current process, programs and systems in respect of current DECD and PASS Strategic Plans. Questions regarding the LC class may be identified through this process. The Hub may also benefit LC students through increased access to existing and additional educational and wellbeing services.

Where can we take students to access a large space?

The purpose of a library is not to provide a general purpose space or computer room.

The Da-Vinci spaces have been designed for this. Simon Owens, Mike Reilly and 2 SRC reps are completing a ‘point in time’ analysis of present use of teaching space. They will provide a report back to the project group re this.

It has been requested that faculties are able to ‘own’ some spaces and reduce movement between classes. This will also be looked at.

As part of the 2013 Adelaide University/PASS School of Architecture Off Shore Studio Project; master plans of the site were created via consultation. The need for outdoor teaching and learning spaces suitable for a whole class was identified as a popular design feature. This could be considered as part of future planning.

Even if this is about enhanced pathways how will this affect subjects in year 11& 12?

YES, IPP/TTC and SAASSTA have been operating in their current form since we moved back to Stirling Road. Any impact would already be felt.

At the same time our numbers at year 12 have grown dramatically, which is the likely explanation for this.

The improved culture of learning and achievement at PASS and the active promotion of this to the community has made a significant difference to our enrolment numbers. We are attracting students from schools across the region.

Many students who access these programs we know would not be at school. In 2014 we have 122 year 12/13 students [57 YES, 17 Skill, 1 SAASSTA, 40 12A].

Increased numbers benefits the school via staffing, resourcing. More importantly students who remain at school are likely to have enhanced opportunities to gain employment which benefits the entire community.
Can we partner with the town library?

A meeting was held with PACC CEO Greg Perkin late last year. PACC are looking to expand their current library (once the central oval project is complete). They are positive and supportive about a number of possible options around PASS accessing/sharing library services, expertise and space.

Does Aboriginal Education have a place in the hub around medical services etc – do students go to Aboriginal Education or the Hub? Will we be duplicating services?

The teams will work together to ensure that services are delivered in a way that best supports our young people. Appropriate and confidential space will be allocated to our GP, Headspace, and Psychology school based clinics.

Why hasn’t WHS been consulted?

A paper was delivered in term 4 last year to the WHS committee outlining issues pertaining to the YES program around facilities.

There is no risk now. Consultation when required will occur as part of the process.

What will mainstream students be offered?

Mainstream students will be able to more easily access services – the Hub is a universal service within which target and specialist services are embedded.

Many students already access school based counselling, health services, VET and mentoring programs. Having these services more centrally located will ensure that students are aware of what’s available to them.

Mainstream students already benefit from smaller classes in the senior years. Greater subject and program offerings mean that students choose and participate in subjects they really want to study.

How will things fit?

Good design will assist this. We are good in schools at making do with what we have.

How will YES students feel about being in the middle of the school?

YES students see the benefits of moving to a location that can provide more flexible space.

YES students provided feedback last year as part of the Brighter Futures Forum and associated activities. Many of their needs and ideas can be addressed through good design.

If the location of the proposed hub is in the centre of the school is it the most important thing in the school or is academic achievement important?

Our PASS motto is: ‘Success for All’. It is embedded in our Statement of Directions and SLP that our common purpose is to:

Provide an engaging learning environment that meets the needs of all students through the provision of high quality teaching and learning programs and pathways in a supportive setting.

Staff, students and parents contributed to these documents and it is our job to commit to delivering these outcomes.

The resource centre is the only potential space in the school. Moving YES also benefits other teams by allowing them to consolidate their programs and services.

Transparency and YES

The YES centre publishes all its daily programs and activities on the centre’s interactive whiteboard. This information is also available on our YES website and mobile phone application.
We have articles in all school newsletters and these are also available on our YES website.

All YES programs, activities, courses and subjects are time-tabled through YES options. All student timetables can be accessed via DAYMAP and General Access.

All YES programs, activities and subjects are reported on using ACCELERUS.

Students in VET programs receive statements of attainment and parchments which are recorded on DATEX and SACE statements of completion.

VET certificate programs are audited for compliance and moderated by the RTO. YES SACE subjects are aligned with the SACE processes.

YES sends out updates, emails and uses anecdotal notes on EDSAS [soon DAYMAP]. We promote our activities through our web page, DL cards, brochures, flyers, text messages, email.

Funding grants are acquitted and reported on as required. Health services and community partnerships are underpinned by Memorandums of Understanding and Service Agreements.

YES Senior Leader is part of the admin and leadership teams and other projects such as the Ancillary Project team, Attendance Action Team, PASS Hub project team.

YES has lots of visitors from students, families, other schools, regional office, DECD, etc. All staff are very welcome to visit YES if they would like more information. Our web page at www.yes.sa.edu.au is a good place to start.

**What are the project time-lines?**

This project has three stages:

Stage 1: Consultation and Development of model (July 2013 – July 2014).

Stage 2: Development of project plan and operating framework (July 2014 – September 2014 onwards).

Stage 3: Implementation (from October 2014 onwards).

It is intended that the model will commence Day 1 term 1 2015.

**How will staff be kept informed?**

Staff will be kept informed via staff and leadership meetings, minutes of project meetings, emails. Staff can email or talk with any project team member if they have any questions, ideas, feedback.

**Where can I find more information?**

The draft report has been emailed. It will be updated as the process continues. Look at the version number on the cover and the date reviewed.

A DECD discussion paper about Schools as Community Hubs has also been emailed.

The project team meets weekly and minutes sent to all staff.

Staff representatives on the project team are a good source of information: Mike Reilly and Sue Grunwald. Other project team members can also be contacted in person or by email.

**Who will make the final decision about the proposed changes?**

Governing Council will make the final decision.
Attachment # 3: Frequently Asked Questions # 2.

Please note: some feedback we received was not specific and the project team had to make some assumptions about the context. These questions were provided via sticky notes at the Student Free Day on the 13th of June.

It would be nice to acknowledge that Vet is not a ‘new thing’ in the school and that for a very long time many of us used VET effectively to support SACE/student achievements. There are also reasons we moved away from it – worth a discussion.

VET is not new. The way VET is structured and implemented in the school through the TTC/IPP, YES and SAASTA programs is. VET in SACE is a key DECD direction as outlined in the previous feedback provided.

I’m concerned about the Quality Assurance of RTO’s and those supporting students in VET. What industry experience is required by staff?

Very briefly: The Australian Skills Quality Authority (ASQA) is the national regulator for Australia’s vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. The RTO and PASS can be audited at any time by ASQA.

VET in schools is a rigorous process. The RTO is required to validate and confirm that the school has in place the necessary delivery and assessment requirements prior to finalisation of the VISA schedule/auspice agreement. This includes meetings with the RTO program specialist to ensure the school is organising and maintaining Mandatory Evidence Requirements including: Training and Assessment qualifications; facilities and equipment; training plans and documentation; training and assessment resources; student information; feedback; learning needs; records management.

Staff must have [minimum] Certificate IV Training and Evaluation and another Vocational qualification with demonstrated industry experience.

How much is it also a case of offering VET to sustain programs for the sake of the program and not the students?

VET programs are determined by ‘Raw’ choice initially through the course counselling process. This enables VET coordinators to ensure that students and families are clear about what VET is, the implications around other subject choices and future pathways. Some students participate in end of year ‘taster’ or initial short introductory programs.

Students and families make informed choices about participating in VET as they do other subject areas.

From course counselling decisions are made in relation to time-tableing, staffing etc.

YES programs have continuous enrolments and always allow for some flexibility so we can accept students throughout the year.

Are we duplicating services that already exist in the community at the expense of our own facilities and resources – if organisations have offices/sites already in the town why do they need to come on site as well?

Supporting families and students through the provision of DECD and community services on site is a clear DECD priority direction. We have coordinated the School Based GP clinics for 8 years and know that many students need an onsite option to facilitate access to clinical and counselling services.

Where can students who use the library at lunch go?

YES is open from 8am to 4pm every day. The Hub, like YES will be open to all students before and after school and at break times.
Fridges and microwaves in the Hub for student lunches.

YES already provides this service. The Hub will continue to offer, more centrally, an expanded and more adequate food preparation area.

What about when SACE students need to type and computer rooms are booked out and younger English/Humanities classes are on.

Students may borrow lap tops from IT and work in Da-Vinci areas as they do now. More students may choose to access the BYOD service.

It says that the library is not to provide a general purpose space or computer room. But that is exactly what it is to everyone: A space with computers and books.

Responded to in FAQ # 1.

Currently the Arts have no access to ICT – glad to hear we are at the top of the priority list. Can we be updated on this development?

Yes, the project team will liaise with IT and provide updates as appropriate in line with the process.

Don’t think the solution for computers is adequate.

Please refer to the notes in Attachment # 1: Key themes and Proposed Response. In particular refer to funding (no longer in place) and BYOD trend.

With resources upstairs they are not accessible to everyone. Other areas of the school will have to go through the teaching block or waste time going around to access resources – disruptive.

This is a systems issue. A process around the way resources may be distributed and accessed will be made available for discussion as part of the project implementation phase.

The desk tops are better than the laptops and as for ipads being used and computers only being used for researching this is not necessarily true.

This is a question for IT and does not sit with the hub as the library computers are at the end of their life and are now over allocation. Simon Harding and the IT team will discuss and consult with staff re this when appropriate.

Where will kids go for non-fiction?

Non-fiction will be located in the IT& Resource Centre in 3:205, 3:212-13.

Fiction books – concern that fiction will not fit with non-fiction and block books. Why can’t a small area stay in the hub?

It can! This was in the initial planning and can also include a focus on reading enrichment and promotion activities.

Two reception areas require extra staffing that could be used in a different area.

YES already has a reception area. The hub will need to maintain this. The staffing will therefore remain the same and be reviewed as part of the annual ancillary staffing process.

Art and Tech will need a decent photo copier and printer to print images as currently this is why the RC is used.

A photo copier will be here on Thursday (3/7/14). A process was followed and the copier ordered in term 1 by Robyn as Arts Coordinator.

Why are we spending money on a commercial kitchen? Why can’t money be spent on the canteen turning this into a commercial kitchen making healthier food by hospitality students that is then sold through the canteen?

At this stage this is a wish only. There is lots of merit in this idea and hopefully the proposal one day can be looked at more closely.
Will the commercial kitchen be able to be utilised as a 3rd kitchen for Home Ec. when we have 3 classes on one line? [i.e. Hospitality classes].

As stated above this is a longer term plan. It would be great to see lots of PASS students access the kitchen should it eventuate.

Access to books e.g. Fiction for students for at least a term and possibly more is not acceptable. What can be done to fix this if the next part of the move the hub model occurs? We don’t want to disadvantage our high achievers. They need access.

Students and staff will be able to access books and resources in term 4. This is a systems and planning issue and the impact on student learning will be minimal.

How will the space be found with 2 classrooms taken for ICT? [3 comments]

As per the Project Team minutes an analysis will be undertaken by Simon Owens and Mike Reilly as the project team representative. We are optimistic this can be achieved via the movement of other teams.

How is the attendance in mainstream classes going to be monitored more closely for students? Non-attendance for year 12 students is failure.

Attendance at all year levels at PASS is managed through the DAYMAP system.

If a student does not attend a class and it is clear from DAYMAP that they should be attending the teacher of the class would notify the caregiver when able and also the Year Level Senior Leader. If this becomes a regular occurrence then teachers must inform the relevant Year Level Senior Leader for support and follow up action. This may include a parent meeting.

If students have particularly poor attendance to a class then teachers may choose to go through the ‘Intent to Withdraw’ process.

Students who have irregular attendance to school are also monitored by the relevant care group teacher. Students with a pattern of poor attendance are referred to the Year Level Senior Leader for discussion at the Attendance Action team.

More information about this process is included in the attached flowchart [sent to all staff].
Attachment # 4: Student Consults and Focus Groups

Year 9 Consult and Focus Group
22 & 23/7/14

Intro notes:

- Brief recap of facility development.
- Service centre for students and families – support with anything – any questions – go to the hub.
- Reception area – family friendly – traditional school front office – change this.
- Create a space, modern contemporary.
- Whole lot of things to help you and families.
- Programs, medical, commercial kitchen – courtyard, outdoor dining area.
- Domino effect – one area moves opens up space for another
- Start term 4 – develop over years – contemporary, modern, quality of services and facilities students’ deserve.
- If students really well supported they will be more successful at school – this outweighs losing the R/C Space.

Questions from year level consult:

- If a community hub what about random people coming in?
- TTC – what year levels will be in the YES centre? (2 questions)

Focus Group – 14 students volunteered

- Need to keep the half-court basketball court
- Open to everyone, idea is good
- In one space – together – easier not go everywhere
- Front office space is an issue
- People looking at ways to interact with other people
- Open to all year levels
- Easier to make appointments
- More accessible services to students
- YES is crowded – ‘good’ crowded’ but needs more room
- Space for YES is good
- Trust in YES – not in mainstream
- Communication and connection with staff in YES
- Hub will be closer to teaching area
- Hub will be more central and known to students
- Good for TTC people to be together
- Hub will mean students know what’s happening in the school more
- Help with homework
- Help with learning
- Family friendly
- Need to encourage parents but also respect students [don’t always want parents around]
- E-mentoring – need more space as hard to hear, need privacy so others can’t listen to conversation
- Need to separate sign in and out from making appointments for confidentiality – could ipads be used?
- Need a health room for visiting services. More access to services; online access to information and services.
- Different ways to contact students electronically – ipad, messaging. PASS App.
- Library not used at break times.
- [Consensus of group] Library resources moving upstairs/change of space is not an issue – ‘We are digital’ – different ways of accessing information.
- Need remote desktop to access at home – same system, assignments etc.
- Students need to borrow devices not everyone has computers to type on at home. Not everyone has internet. Teachers expect it.
- Sign in and out needs to be quicker.
Questions – these were discussed during the meeting

- Could a ‘Pay-wave’ type system be utilised to sign in and out?
- Can other schools access programs?
- Community – who can access and when (e.g. after hours).
- What does this say about our school [i.e. that we need all these services]
- Will we know when and who is here on transition programs?
- Can sick room be in the hub? No privacy where it is and everyone can see you.
- Will there be room for some books in YES?

Notes:

- Students were asked if they would like to join future focus groups and/or management groups and/or sub groups.
- They like the idea of being able to gain SACE credits for participation in Hub groups.
- Students from focus group are interested in giving feedback on architectural designs: “The Hub needs colour!”

Summary:

Year 9 students spent 2 lessons discussing the concept and were supportive, positive and enthusiastic about the idea.

They believe that the proposed activities and services of the hub are important and needed and do not see any issue with the current resource centre being re-located.

They are keen to have continued involvement.

Year 8 Consult and Focus Group 23 & 24/7/14

Intro:

- Recap as per year 9 meeting [outline above].

Questions from year level consult:

- Sign out – where would you go? (Front office or hub?)
- Café – how much space will be taken up?

Focus Group – 20 students volunteered

- The hub will be good for students who don’t have much confidence – they could go there
- It will open up the school
- It will make the school better
- Not so crowded – good for movement
- More opportunities for students – you can start earlier
- Good to sign out of hub
- Good to have more clinics at school so you don’t have to go after school to Headspace.
- It would be good to have extension classes for students who are bored in class.

Questions & Discussion:

- Will the new Resource Centre take any lab space?
- Could the YES centre be built up and out?
- What happens for classes who use the resource centre for computers – HPE and Art – where will they go?
- How much space will be used for the hub? [Of the current resource centre]
- When will the Hub be open? How do you access the hub?
- What will happen with the front office?
- When will the hub start?
• Could you add to the building next year? [outside]
• Could student services be there? Also a shop for books, pens etc. Better to go to one place for everything.
• Where will sports equipment be available? Hub or TTC or both?
• We need more sports equipment to borrow.
• Will everything fit?
• Could Youth Opps be run out of YES?
• How many staff will there be?
• Could there be a breakfast club?
• How much will it cost?
• What if the project doesn’t work?

Notes:
• Students were asked if they would like to join future focus groups and/or management groups and/or sub groups.
• Students from focus group are interested in giving feedback on architectural designs and having ongoing involvement in the hub development.

Summary:
Like the year 9 students, year 8 students were supportive, positive and enthusiastic about the idea.

They believe that the proposed activities and services of the hub are important and needed and do not see any issue with the current resource centre being re-located.

They are keen to have the opportunity for continued involvement in the management group.

Year 10/11 Consult and Focus Group
4/8/14

Intro:
• Recap as per year 8 & 9 meetings [outlined above].

Questions from year level consult:
• No questions were asked.

Focus Group – 14 students volunteered
[session followed on in lesson 4]

• It’s a good idea with a modern tech vibe – will encourage youth
• Lots of planned activities in the hub - could be so much happening that it could be chaotic.
• Good idea – I would like to be a part of the design process with Architects – I want to be an interior designer.
• Central
• One space for services
• Like whole idea – one spot for services. Hospitality option.
• Good to separate reception from YES study area – can be hard to walk into the space and through the classroom area to Ms Wallace’s office.

Questions & Discussion
• Who will pay for it?
• Will there be enough space?
• How will extending the building work with the garden?
• Where will the resource centre go in the interim?
• Lots of planned activities in the hub - Could so much be happening that it is chaotic?
• Where will students go in their free lessons to study? The study areas in the Davinci, year 12 room and canteen are too distracting.
• Students need access in their free lessons to computers and printing. Laptops are slow and desktops faster.
• Will there be enough room for all the block books?
• Parents and community visitors – how will this be managed?
• Can some of the resource centre books be sold to raise money?
• Where will any surplus furniture go?
• Will there be more space?
• Where will you sign in and out of the school?
• YES will look flash – but what about the rest of the school – the outside of the buildings look ugly. The outside of the school is letting down the inside.
• PASS sign is not clear.
• What about Woodwork? [Paul discussed new developments stage 2 TTC and Arts]
• Can we have ongoing involvement?
• What happens from here?

Notes:

• Students asked if they could have future involvement.
• All 14 students asked to be part of the management group.

Summary:

Senior students were supportive, positive and enthusiastic about the idea. They believe that the proposed activities and services of the hub are important and needed and do not see any issue with the current resource centre being relocated.

They are keen to have the opportunity for continued involvement in the management group.