

28th July 2007



SKY High 2007 survey

Report on the findings from the SKY High community survey distributed to local and surrounding primary schools, kindergartens and child care centres

SKY (Seddon, Kingsville, Yarraville) High secondary college working group
October 2007

For more information please go to www.skyhigh.org.au or email info@skyhigh.org.au

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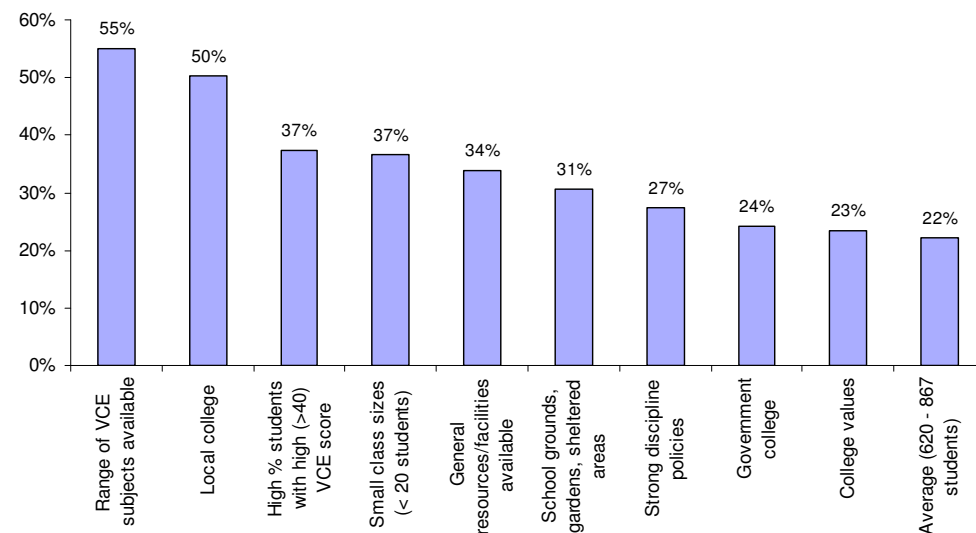
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1.0 Survey Highlights

- 249 families, representing 445 children responded to the 2007 SKY High survey:
 - Representing a response rate of 18% of families.
- 177 families or 71% were from the Seddon, Kingsville, Yarraville (SKY) area;
- Of the families who responded to the question regarding the definition of a local secondary college:
 - 53% described a local secondary college as being within 2km of their current residence.
- Families listed their top 10 attributes to be considered for a local secondary college were:
 - range of VCE subjects (55% or 137 families) and
 - local secondary college (50% or 125 families).

Most frequently listed top 10 attributes
(% families)



- 97% of families who responded said that they would consider sending their children to a local secondary college that had their desired attributes;
 - 64% or 154 families definitely would send their children to a local secondary college that had their desired attributes.
- 54% of families who listed their first preference in public secondary schools listed Williamstown high school;
- 51% (or 119 families) are considering re-locating their current residence to maximise secondary college options for their children:
 - A further 10% (or 23 families) have already decided to re-locate.

2.0 Overview

SKY High is a working group comprising a group of parents investigating secondary school options for our children in the Seddon, Kingsville, Yarraville and surrounding areas. While undertaking quantitative analysis into the likely future enrolments for a local secondary college, we also undertook to further understand the needs of families in the local area. The beginning of our attempt to quantify these needs is through this survey (copy in Appendix A)

In 2006, SKY high developed a pilot survey to be distributed to grade 6 students of local primary schools. The main objectives of the survey were to get an understanding of what parents consider to be a local secondary college and to get a feel for what parents consider important attributes. See section 2.1 for more information on survey objectives.

The main objective of the 2006 pilot survey was to ensure that we had a robust data collection tool that we could use in future. It was not envisaged that results would be published from this survey. We have however found that the pilot version of the survey was successful in capturing robust data (due to the quality of data responses and minimal comments received) from families and have since expanded the survey to enable distribution to families (not just grade 6 students) of primary school children, kindergartens and other interested families.

In 2007, the updated survey (referred to as the 2007 survey) was distributed to local and surrounding primary schools, kindergartens and child care centres as per the table in section 3.0.

We would like to acknowledge the support of the primary schools, kindergartens and families involved and hope that the results of this survey help all of us to gain insight into the needs of our young families in the community.

2.1 Objectives

There were three main objectives for the 2007 survey:

- 1 Determine a definition for local;
- 2 Determine families top attributes for a (local) secondary college; and
- 3 Determine the proportion of families/children who would consider using a local secondary college (to assist in projecting likely enrolments for a local secondary college).

The survey has successfully provided insight into these questions. A summary can be found in section 1.0 survey highlights

2.2 Methodology overview

Full details of the methodology can be found in appendix 1.

As the aim of this survey was to gain an understanding of the communities needs (ie the questions posed in section 2.1), it was thought that a survey was the best method of collecting data to answer these questions.

The main section of the community that we are targeting is parents with primary school or younger children, that is those that will in the future require secondary schooling.

There were three main objectives to this survey:

- What does “local mean to you” in effort to develop a definition for local;
- What secondary college attributes are important to residents; and
- Would you consider sending your child(ren) to a local, public secondary college.

Questions around these requirements were developed, as well as some further demographic type questions and some specific secondary college preference questions that were designed to support secondary objectives, specifically:

- Demographic classification by # children and age of children and length of time as resident;
- Public and secondary secondary school choices; and
- Consideration of relocation to maximise secondary college options.

3.0 Respondees (families)

School/ Centre	Surveys distributed	Families [^] targeted (approx)	Surveys returned (=families)	Response rate % (family)	# children represented in surveys
Primary school					
Kingsville	350	189	54	29%	86
Wembley	520	281	40	14%	76
Yarraville West	400	216	29	13%	48
Spotswood	200	108	16	15%	29
Footscray City	200	108	19	18%	36
Sub total	1,670	902	158	18%	275
Kindergarten/ child care centre					
Clare court kinder & child care	220	220	45	20%	79
Hyde street	60	60	8	13%	17
Yarraville community kinder	100	91	20	22%	43
Norfolk street child care	120	120	18	15%	31
Sub total	500	491	91	19%	170
TOTAL	2,170	1,393	249	18%	445

Table 1: Survey respondees by school/centre

[^]Families targeted derived by dividing surveys distributed (calculated using approximate enrolments to enable one survey per child) by 1.85 (average number of children living in single family households in Maribymong (2006 Census)).

3.1 Who responded?

71% of families responding were from the Seddon, Kingsville, Yarraville (SKY) area, with 73% of SKY families considering themselves to live in Yarraville.

Characteristic	SKY	SKY (% total)	Non SKY	Non SKY (% total)	Total	Total (%)
Family composition						
# families/respondees	177	71%	72	29%	249	100%
# children	319	72%	126	28%	445	100%
# pre school children	157	79%	41	21%	198	100%
# primary school children	162	66%	85	34%	247	100%
Avg. no. pre-school children	0.9		0.6		0.8	
Avg. no. primary school children	0.9		1.2		1.0	

Table 2: Family composition by SKY status

Suburb distribution (Families/respondees)	SKY	SKY (% SKY)	Non SKY	Non SKY (% Non SKY)	Total	Total (% Total)
Brooklyn			0	0%	0	0%
Footscray			7	10%	7	3%
Kingsville	22	12%			22	9%
Newport			16	22%	16	6%
Seddon	26	15%			26	10%
Spotswood			16	22%	16	6%
West Footscray			17	24%	17	7%
Yarraville	129	73%			129	52%
Other/ unknown			16	22%	16	6%

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Total	177	100%	72	100%	249	100%
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Table 3: Suburb distribution by SKY status

Responding families had typically been in their current residential address for 5 – 15 years (64%) with an average time in area of 7.2 years

Time in area	SKY	SKY (% SKY)	Non SKY	Non SKY (% non SKY)	Total	Total (%)
< 5 years	28	16%	17	24%	45	18%
< 10 years	71	40%	28	39%	99	40%
< 15 years	47	27%	13	18%	60	24%
< 20 years	22	12%	9	13%	31	12%
< 25 years	5	3%	1	1%	6	2%
25+ years	4	2%	4	6%	8	3%
Total	177	100%	72	100%	249	100%
Avg. years in area	7.7		5.8		7.2	

Table 4: Time in current residential suburb by SKY status

3.2 SKY respondees

Generally there was a higher proportion of SKY parents responding from the kindergartens and health centres than there were from the primary schools.

School/ Centre	SKY surveys returned (=families)	% from SKY	# SKY children represented in surveys	% from SKY
Primary school				
Kingsville	44	25%	72	23%
Wembley	24	14%	43	13%
Yarraville West	22	12%	37	12%
Spotswood	0	0%	0	0%
Footscray City	8	5%	16	5%
Sub total	98	55%	168	53%
Kindergarten/ child care centre				
Clare court kinder	30	17%	56	18%
Clare court child care	8	5%	12	4%
Hyde street	6	3%	14	4%
Yarraville community centre	20	11%	43	13%
Norfolk street	15	8%	26	8%
Sub total	79	45%	151	47%
TOTAL	177	100%	319	100%

Table 5: SKY survey respondees by primary school/centre

3.3 Non SKY respondees

Given that there were 72 families (29% respondees) from surrounding areas, this issue is obviously of concern to parents surrounding the SKY region.

School/ Centre	Non SKY surveys returned (=families)	Non SKY (% total)	# Non SKY children represented in surveys	Non SKY (% total)
Primary school				
Kingsville	10	14%	14	11%
Wembley	16	22%	33	26%
Yarraville West	7	10%	11	9%
Spotswood	16	22%	29	23%
Footscray City	11	15%	20	16%
Sub total	44	83%	78	85%
Kindergarten/ child care centre				
Clare court kinder	6	8%	10	8%
Clare court child care	1	1%	1	1%
Hyde street	2	3%	3	2%
Yarraville community centre	0	0%	0	0%
Norfolk street	3	4%	5	4%
Sub total	28	17%	48	15%
TOTAL	72	100%	126	100%

Table 6: Non SKY survey respondees by primary school/centre s

4.0 Findings

4.1 What does local mean to you?

Of those families who responded to this question, over half (53%) indicated that a local school was within 2km of their current residence, with a higher proportion of SKY families definition of local being within 5km, specifically:

- 55% of SKY residents indicated that a local school was within 2km of their current residence; and
- 48% of non SKY residents indicated that a local school was within 2km of their current residence;

Distance from current residence (excluding non-response)	SKY	SKY (% SKY)	Non SKY	Non SKY (% non SKY)	Total	Total (%)
< 500 meters	5	3%	3	4%	8	3%
500m to < 1km	28	16%	7	10%	35	14%
1km to < 2km	62	36%	24	34%	86	35%
2km to < 5km	65	38%	33	47%	98	40%
5km+	13	8%	3	4%	16	7%
Total	173	100%	70	100%	243	100%

Table 7: Time in current residential suburb by SKY status

Linking the local definition with public transport attribute, in majority of “distance definitions”, accessibility by public transport was listed as an attribute to consider more often for SKY residents (61%) than non SKY residents (51%).

(excluding non-response) Distance from current residence	Families who consider public transport as secondary college attribute					
	# SKY	% SKY	# Non SKY	% Non SKY	# Total	% Total
< 500 meters	2	40%	0	1%	2	25%
500m to < 1km	14	40%	6	17%	20	57%
1km to < 2km	40	65%	12	50%	52	60%
2km to < 5km	41	63%	16	48%	57	58%
5km+	8	62%	2	67%	10	63%
Total	105	61%	36	51%	141	58%

Table 8: Time in current residential suburb by SKY status

Note above table designed to not add to 100% as it is #/% who indicated that public transport was an important attribute.

4.2 Top attributes

The attributes that families most frequently chose as their top 10 attributes are listed in the following table.

Top attributes	# SKY families	% SKY families	# non SKY families	% non SKY families	# total families	% total families
Range of VCE subjects/curriculum	100	56%	34	47%	134	54%
Local college	91	51%	30	42%	121	49%
Small class sizes (<20 students)	60	34%	28	39%	88	35%
High % students with high (>40) VCE score	68	38%	20	28%	88	35%
General resources/ facilities available	62	35%	21	29%	83	33%
Environment/ School grounds, gardens, sheltered areas	54	31%	16	22%	70	28%
Strong discipline policies	45	25%	20	28%	65	26%
Government college	42	24%	17	24%	59	24%
College operating principals/ College values	45	25%	12	17%	57	23%
Average school size	39	22%	13	18%	52	21%

Table 9: Most frequently selected top 10 attributes

Note above table designed to not add to 100% as it is #!% who indicated that public transport was an important attribute.

Generally SKY and non-SKY families were consistent in selection of top 10 attributes with the following exceptions:

- Non-SKY families had Mainstream as an attribute (18 families or 25%) which was a lower priority for SKY families (23 families or 13%); and
- Non-SKY families had co-educational as a top 10 attribute (18 families or 25%) which was a lower priority for SKY families (29 families or 16%).

The next 10 most frequently selected attributes were as follows:

Top attributes	# SKY families	% SKY families	# non SKY families	% non SKY families	# total families	% total families
Co-educational	26	16%	18	25%	47	19%
Mainstream	23	13%	18	25%	41	16%
Strong welfare programs	35	20%	6	8%	41	16%
Uniform enforced	23	13%	13	18%	36	14%
Extra curricular & Camps	24	14%	12	17%	36	14%
High % students accepted into University	29	16%	4	6%	33	13%
Facilities/Performing arts	19	11%	13	18%	32	13%
Learning areas/ Health & PE	17	10%	10	14%	27	11%
Focus on students social competencies	18	10%	8	11%	26	10%
Bullying policy	22	12%	4	6%	26	10%
Gender streamed for selected classes	22	12%	4	6%	26	10%
Accessible via public transport	18	10%	7	10%	25	10%

Table 10: Further frequently selected top 10 attributes

There is a noticeable (>10%) difference between SKY and non-SKY parents in the following attributes:

- Mainstream education (SKY 13% and non-SKY 25%);
- Strong welfare programs (SKY 20% and non-SKY 8%); and
- % students accepted into University (SKY 16% & non-SKY 6%).

4.3 Attributes

Of the most commonly selected top 10 attributes, the majority were identified as attributes to be considered by families when selecting secondary college preferences (that is, while not necessarily a top 10 attribute, a high proportion of families identified these attributes as being attributes to consider). For example, 228 families consider the range of VCE subjects/curriculum to be an important consideration in selecting a secondary college for their children. From the previous tables, we know that 134 or 54% of families list it as one of their top 10 attributes.

Top attributes	# SKY families	% SKY families	# non SKY families	% non SKY families	# total families	% total families
Range of VCE subjects/curriculum	163	92%	65	90%	228	92%
Local college	154	87%	65	90%	219	88%
Small class sizes (<20 students)	144	81%	59	82%	203	82%
High % students with high (>40) VCE score	114	64%	42	58%	156	63%
General resources/facilities available	120	68%	47	65%	167	67%
School grounds, gardens, sheltered areas	162	92%	65	90%	227	91%
Strong discipline policies	113	64%	42	58%	155	62%
Government college	153	86%	63	88%	216	87%
College values	129	73%	51	71%	180	72%
Average school size	133	75%	52	72%	185	74%

Table 11: Top attributes

4.4 School usage

97% families responded saying that they would consider sending their children to a local secondary college that had their desired attributes.

If available, local secondary college usage (excluding non-response)	# SKY families	% SKY families	# non SKY families	% non SKY families	# total families	% total families
Definitely send child(ren)	109	63%	45	64%	154	64%
Consider sending child(ren)	56	33%	22	33%	78	33%
Not send child(ren) as preference for private school	5	3%	1	3%	6	3%
Not send child(ren) as preference for college of religious denomination	1	1%	0	0%	1	0%
Not send child(ren) as have another secondary college in mind	1	1%	0	0%	1	0%
Total	172	100%	68	100%	240	100%

Table 12: Local secondary college usage

In response to question 6.1 regarding whether a private/independent school would be considered for their childrens' secondary college schooling, 20% said they would not consider it at all. A further 14% said they would consider it, but not sure which school (with some commentary noting that the parents felt there were limited options for them).

Families considering private/independent secondary college	# SKY families	% SKY families	# non SKY families	% non SKY families	# total families	% total families
Not consider	22	18%	13	24%	35	20%
Yes (but not sure which college)	19	15%	6	11%	25	14%
Yes	82	67%	36	65%	118	66%
Total	123	100%	55	100%	178	100%

Table 13: Private/independent secondary college usage

4.5 School choices

Of the 118 families who provided a school name in this question (question 6.1), the following table indicates the top 5 private/independent schools “selected”.

Private/ independent school selected	# SKY families	% SKY families	# non SKY families	% non SKY families	# total families	% total families
Westbourne Grammar school	13	16%	10	27%	23	19%
Wesley	7	9%	3	8%	10	8%
St. Michaels Grammar school	7	9%	2	5%	9	8%
St. Pauls college	7	9%	2	5%	9	8%
Presentation girls college	8	10%	0	0%	8	7%
Other private/independent secondary college	39	48%	20	54%	59	50%
Total	81	100%	37	100%	118	100%

Table 14: Private/independent secondary college usage

Of the 181 families who responded to the question regarding public school preferences (question 7.1), 161 (or 89%) provided a school name. The following table indicates the top 5 public schools “selected”.

Public school selected	# SKY families	% SKY families	# non SKY families	% non SKY families	# total families	% total families
Williamstown high school (girls* & co-ed)	59	51%	27	60%	87	54%
Footscray City College	14	12%	3	7%	17	11%
University High school	14	12%	3	7%	17	11%
Melbourne High school	7	6%	3	7%	10	6%
Collingwood college	2	2%	2	4%	4	2%
Other	19	17%	7	15%	26	17%
Total	115	100%	46	100%	161	100%

Table 15: Public secondary college usage (*only one response specifically worded girls campus)

4.6 Relocating

Of the 234 families who responded to this question, 51% or 119 families are considering or have considered re-locating to maximise secondary college options. A further 10% or 23 families have already made the decision to re-locate.

Families considering moving	# SKY families	% SKY families	# non SKY families	% non SKY families	# total families	% total families
Made decision to re-locate to another area	15	9%	8	13%	23	10%
Considered re-locating to another area	51	30%	17	27%	68	29%
Have not thought about moving	42	25%	18	29%	60	26%
Considered & decided not to re-locate yet	41	24%	10	16%	51	22%
Considered & decided not to re-locate at all	19	11%	7	11%	26	11%
Other	3	2%	3	5%	6	3%
Total	171	100%	63	100%	234	100%

Table 16: Families considering moving to maximise child(rens) secondary school options

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SKY families with families of different ages are/considering re-locating at a similar rate..

SKY families considering moving	No school aged children	% families with no school aged children	School aged Children	% families with school aged children	# total SKY families	% total SKY families
Made decision to re-locate to another area	3	6%	12	10%	15	9%
Considered re-locating to another area	15	29%	36	30%	51	30%
Have not thought about moving	17	33%	25	21%	42	25%
Considered & decided not to re-locate yet	15	29%	26	22%	41	24%
Considered & decided not to re-locate at all	1	2%	18	15%	19	11%
Other	1	2%	2	2%	3	2%
Total	52	100%	119	100%	171	100%

Table 17: SKY families considering moving to maximise child(rens) secondary school options by children age

More established SKY residents (been in area for 15+ years) are less likely to consider moving (35% have not thought about moving)..

SKY families considering moving	< 15 years	% < 15 years in area	15+ years	% 15+ years	# total SKY families	% total SKY families
Made decision to re-locate to another area	10	7%	5	16%	15	9%
Considered re-locating to another area	46	33%	5	16%	51	30%
Have not thought about moving	31	22%	11	35%	42	25%
Considered & decided not to re-locate yet	39	28%	2	6%	41	24%
Considered & decided not to re-locate at all	12	9%	7	23%	19	11%
Other	2	1%	1	3%	3	2%
Total	140	100%	31	100%	171	100%

Table 18: SKY families considering moving to maximise child(rens) secondary school options by time in area

5.0 Survey comments

There were 86 surveys with comments in total with the following breakdown:

- 54 (62%) fit into group 1 (currently unhappy and/or in support of SKY high);
- 2 were opposed to a new school/expressing support for existing options;
- 3 wanted non-public or were unclear or indifferent;
- 11 were just unclear;
- 5 talked about the survey; and
- 11 were suggesting models for a new school or new school model including Steiner (a few of these could be implying they are in support of a new school, but coded separately).

Comments were typically in support of the SKY High group and included:

<i>We need this school</i>
<i>A high quality government is definitely required in this area and sec ed has caused quite a quandry for me. It's a must!</i>
<i>I'm happy you are looking into this, but fear it will be too late for us!</i>
<i>We are very supportive of the SKY High charter!</i>
<i>It would be fantastic to see the approval of a new local secondary college in the kingsville/yarraville/seddon area. I want my child to continue her schooling in her local area, and her local area, and her friends to live in her community. I don't like the idea of her catching trains everyday that take her far from the community's safety. You get all my support!</i>
<i>I really support a local secondary school in the SKY area. Also important socially for my kids to be in a school with other kids who live close by.</i>
<i>We want to maintain the community spirit that has been fostered throughout SKY childcare, kinder, and primary schools. Dispersing out kids all over Melbourne does not foster a sense of belonging and unity in our community. The West needs to face up to the fact was have a right to have our children educated locally. All children warrant quality education and every opportunity to excel. Not only those who can afford it! Thanks.</i>
<i>Many families are leaving the area due to a lack of a secondary college. It has become a big issue, if we could secure a college in the area many families would remain in the area and avoid the need to move and disrupt their family life</i>

There were a few comments that were not supportive as below:

<i>We have a fantastic secondary school in the area which is well serviced by public transport which is Footscray City College.</i>

Appendix A: Survey Methodology

As the aim of this process was to gain an understanding of the communities needs (ie the questions posed in section 2.1), it was thought that a community survey was the best method of collecting data to answer these questions.

Target population

The main section of the community that we are targeting is parents with primary school or younger children, that is those that will in the future require secondary schooling. The primary source to target these families was through primary schools, kindergartens and child care centres. However, we recognise that some families will not be included, specifically:

- Those who send their children to be educated outside of the local area for schooling; and
- Families with children who are not old enough to go to school/kinder or not in child care.

In effort to minimise families who will not receive the survey, we have also placed the survey on the SKY High website and will be advertising the survey at the upcoming SKY High forum (October 29th 2007).

It is recognised that those families who intend to send their children to secondary schooling through the private/independent system are less likely to be interested in a local public secondary college and are therefore less likely to complete and return this survey (than an average/interested resident). While we are not planning to follow up and analyse the bias through non-response, we recognise that the results from this survey will have some skew toward families interested in sending their children to a local, public secondary college.

Survey development

As outlined in section 2.1, there were three main objectives of this survey. The survey tool was developed specifically to answer these three questions:

- What does “local mean to you” in effort to develop a definition for local;
- What secondary college attributes are important to residents; and
- Would you consider sending your child(ren) to a local, public secondary college.

Survey questions around these requirements were developed, as well as some further demographic type questions and some specific secondary college choices questions that were designed to support secondary objectives, specifically:

- Demographic information by number of children, age of children and length of time as resident;
- Public and secondary school choices; and
- Consideration of relocation to maximise secondary college options.;

There were other considerations that SKY High felt were important to gain community views on such as type of school model required (eg P-9; P-12). However, it was felt that the objectives already identified were the most important at this stage. SKY High is currently investigating items such as school model possibilities and once the group has a greater understanding of possibilities, we will consult with the community.

Survey testing

The survey has undergone numerous testing and refinement stages as follows:

- SKY High identification of survey objectives and development of questions to meet target objectives;
- SKY High group review and testing of questions and subsequent survey refinement;
- SKY High peer group (ie friends & family) review and completion of survey with comments and feedback and subsequent survey refinement;
- Distribution of survey version 1 to local grade 6 families in 2006.
 - Summary/tabulation of results to determine ability to meet objectives;
 - SKY High group review and survey refinement for wider distribution in 2007.

28th July 2007

Survey processing

The survey has been processed with help from the SKY High group and friends/families. Thanks to those who have been involved. Specific activities have included survey distribution & collation, survey coding, survey data entry and analysis.

Specific coding rules are detailed below. Note that the results of the survey should be interpreted with consideration to these coding rules.

- In attempt to enable families to complete one survey for their family, Question 1 (number of children by grade) was added. The structure of the survey assumes that the responses to all other questions will be the same for each child. This has been a reasonable assumption for all questions except the secondary school selection questions (6 & 7), where multiple single gender options for opposite genders catered for. This resulted in the development of an extra survey process and associated assumptions as follows:
 - “Survey splits’: Where multiple single gender schools for both genders were listed in question 6 or 7, the survey must be split into separate responses for the children (but still one family). Rules for this are: first box with number of children listed in question 2 is “attached” to the first gender specific secondary college. Remaining number of children listed in question 2 are “attached” to the second gender specific secondary college. By this association, we have created two different responses to questions 2 and 6/7, and therefore two different versions of the survey to be data entered (all other questions remain the same).
Note that this does not increase the (family) response rate as processing summarised data by number of surveys returned (through survey id’s) not by how many survey “splits” we created.
- Question 3: Coding top ten attributes(transforming family responses into numbers so that the survey can be easily processed using an Excel spreadsheet), specifically:
 - Coding of families top ten attributes in question 3 from the attributes listed in question 2;
 - Where a response was provided that was not a specific attribute as listed in question 2, this response was coded to the nearest relevant attribute.
 - Where more than one attribute was found in a response, this was coded as multiple attributes;
 - Where there were more than ten attributes provided for question 3, attributes from eleven onward were not processed in the top ten attributes;
 - Where an attribute was written down as a “heading” of attributes from question 2, this was coded as the first attribute under that heading, specifically:
 - A response of “Type” was coded as Government college (1);
 - A response of “Philosophy” was coded as Mainstream (4);
 - A response of “Gender” was coded as Co-educational (8);
 - A response of “College size” was coded as Very big (10) (on review this would be changed for next version of survey);
 - A response of “college operating principals” was coded as College values (15);
 - A response of “Discipline” was coded as Strong discipline values (21);
 - A response of “Location” was coded as local college (26);
 - A response of “Expenses” was coded as low uniform costs (29) (on review this would be changed for next version of survey);
 - A response of “Resources/facilities available” was coded as General resources/facilities available (34);
 - A response of “Environment” was coded as School grounds, gardens, sheltered areas (44)
 - A response of “Curriculum” was coded as Range of VCE subjects available (48);
 - A response of “Learning areas” was coded as Health & PE (50) (on review, this would be changed for next version of survey);
 - A response of “Class structures” was coded Gender streamed for selected classes (64);
 - A response of “Support/extension classes” was coded as Learning/support programs (66);

- A response of “Extra curricular” was coded as Camps (68) (on review, this would be changed in the next version of survey);
 - A response of “College performance” was coded as High % students with high VCE score (73);
 - A response of “Family/friends preference” was coded as Elder siblings attendance (77) (on review, this would be changed for next version of survey); and
 - (An exception to this rule was “Student support/welfare” was coded as Strong welfare programs (33)).
- Note: Families writing “headings” instead of specific attributes was not something that was identified during the survey pilot. The next version of the survey will improved based on a review of the above.
- Question 4: If there were two or more responses to the distance definition of local, it was assumed that the respondee was happy with the greater distance and hence priority order was from furthest distance;
 - Question 5: If there were two or more responses to the question about whether the respondee would use a local college, it was assumed that the first response to the question take priority;
 - Questions 6 & 7: Coding of secondary colleges listed by families to secondary college codes so that the survey could be processed using Excel. The following are the specific rules we used:
 - If Williamstown High was written as a response (without specifying co-educational or Girls campus), it was coded as the Williamstown High co-educational secondary college;
 - If “Bayside” was written as a response, it was coded as the Williamstown High co-educational secondary college;
 - To ensure that we could differentiate between no response and non/don’t know the following rules were applied to secondary college coding:
 - If the response was “Don’t know”, then this was coded separately (998); and
 - If the response was “No” or “none” then this was coded separately (999).
 - Question 8: If there were two or more suburbs listed for current place of residence, it was assumed that the respondee currently lived in the first suburb checked;
 - Question 10: If there were two or more responses to the question about whether the respondee would relocate to maximise secondary college options, then the first response was selected (with the exception that if b & e were selected then coded as e, ie planning to review decision to relocate, rather than just considered relocating);
 - General coding rules have been developed that will have implications for the results. These rules including:
 - Any questions not completed by families were coded as a 0 and have mostly been excluded from tables (as detailed in text through “families that responded to the question”);
 - Families were encouraged to complete surveys for all children in their family if responses were the same for each child. See earlier discussion regarding “splits” if families wrote different responses for children in the same survey.

Survey distribution & collection

Surveys were distributed to Primary Schools, Kindergartens and Child care centres in the local area during the months of April and May 2007. There was a notional return by date of 23rd May, however this was typically an “open” date as some surveys were delivered later than planned.

Surveys were distributed via SKY High contact people providing appropriate numbers of surveys to the principal and the principal distributing the survey in the “usual” way for them to distribute. In some schools it was via class room distribution, others had a central place for interested parties to collect the survey.

Typically parents returned completed surveys via their children dropping the surveys back to a central office or drop off box.

SKY High representatives picked up the surveys from a central collection point or emptied the drop off box periodically.

Surveys were also distributed to Victoria University child care centre, St. Augustines primary school, St. Johns primary school, St. Monica's primary school, West Footscray primary school, however as no surveys were received from these schools, this report has not reported on the distribution to these schools. Other schools in the surrounding area were approached to participate in the survey, however they declined the offer.

Survey analysis

For analysis purposes, some variables were derived as detailed below:

- SKY area was coded as living in Seddon, Kingsville or Yarraville, all other suburbs (including no response) was coded as non-SKY;
- Time in area was derived from the families writing down numbers of years & months they had lived in the area.

Appendix B: Survey

SKYHigh

(A working group of parents from Seddon, Kingsville & Yarraville exploring community need for a local secondary college facility).

SKY High Charter:

- 1 We are parents who wish to address the issue of secondary school options for our children in the Seddon, Kingsville, Yarraville and surrounding areas
- 2 We represent the local community of Seddon, Kingsville, Yarraville and surrounding areas
- 3 We are NOT affiliated with ANY political party
- 4 We are committed to fostering and maintaining links within our community
- 5 We aim to actively engage in a campaign that will determine the need for a local secondary school, with consideration to the projected enrolments at the existing schools within the inner west
- 6 We aim to monitor the progress of a process that will involve the Department of Education, State Government and local Council
- 7 We aim to establish and influence the direction and philosophy of the proposed state secondary school

[For more information about SKY High refer to www.skyhigh.org.au](http://www.skyhigh.org.au)

We are seeking your help to assist us in understanding community needs and expectations for a local state secondary college facility

This survey is being distributed to local families to assist SKY High in understanding what you consider to be important attributes of a local government secondary facility. Local being in the SKY (Seddon, Kingsville & Yarraville) area that will ultimately service families in the surrounding areas to include West Footscray, Footscray, Spotswood, Newport and Brooklyn.

Your response to this survey will remain anonymous. We are trying to understand whether you as a group of parents of primary school students believe there is a need for a local secondary college facility (and what attributes it might have). We are not seeking to understand preferences at an individual level. So, please be assured that we will not link responses to your children and that your responses will remain anonymous and only reported at a group level

If you have any questions regarding this survey contact us at info@skyhigh.org.au

Thanks for your help
SKY High working group

Instructions

- 1 Please complete one survey for your family.
However, if you think you would make a different secondary choice for some of your children, then please complete a separate survey for this child.
- 2 Please return the survey to the drop off box at your child's primary school by Wed. 23rd May.
- 3 Please email info@skyhigh.org.au if you have any questions regarding completing this survey
- 4 Extra copies of the survey are available on our website at www.skyhigh.org.au

For assistance completing this survey, please email us at info@skyhigh.org.au or please write your contact details on this form and we will contact you

If you would like to receive email updates on SKY High activities, please write your email in the following space

Question 1 How many children do you have in each year level in 2007?

Please write a number in the relevant boxes

Pre-kinder	<input type="text"/>	Prep	<input type="text"/>	Grade 3	<input type="text"/>
3 year old kinder	<input type="text"/>	Grade 1	<input type="text"/>	Grade 4	<input type="text"/>
4 year old kinder	<input type="text"/>	Grade 2	<input type="text"/>	Grade 5	<input type="text"/>
				Grade 6	<input type="text"/>

Question 2 What attributes would you consider in selecting preferences for secondary colleges for your child(ren)?

Please tick one or more relevant criteria

College characteristics		Environment	
<i>Type</i>		School grounds, gardens, sheltered areas	<input type="checkbox"/> 44
Government college	<input type="checkbox"/> 1	Cleanliness & appearance of school (eg graffiti, litter, repairs)	<input type="checkbox"/> 45
Catholic college	<input type="checkbox"/> 2	Access for students with special needs (eg wheel chairs)	<input type="checkbox"/> 46
Independent college/other	<input type="checkbox"/> 3	Structured environment (eg class times)	<input type="checkbox"/> 47
<i>Philosophy</i>		Curriculum	
Mainstream	<input type="checkbox"/> 4	<i>Subjects available</i>	
Steiner	<input type="checkbox"/> 5	Range of VCE subjects available	<input type="checkbox"/> 48
Montessori	<input type="checkbox"/> 6	Range of VET/VCAL subjects available	<input type="checkbox"/> 49
Other (please specify) _____	<input type="checkbox"/> 7	<i>Learning areas</i>	
<i>Gender</i>		Health & PE	<input type="checkbox"/> 50
Co-educational	<input type="checkbox"/> 8	Interpersonal development	<input type="checkbox"/> 51
Single gender/ unisex	<input type="checkbox"/> 9	Civics & leadership	<input type="checkbox"/> 52
<i>College size</i>		Performing arts	<input type="checkbox"/> 53
Very big (1,145+ students)	<input type="checkbox"/> 10	Visual arts	<input type="checkbox"/> 54
Big (870 - 1,144 students)	<input type="checkbox"/> 11	English	<input type="checkbox"/> 55
Average (620 - 867 students)	<input type="checkbox"/> 12	English as second language	<input type="checkbox"/> 56
Small (323 - 619 students)	<input type="checkbox"/> 13	Humanities (History, Geography)	<input type="checkbox"/> 57
Very small (< 323 students)	<input type="checkbox"/> 14	Economics	<input type="checkbox"/> 58
College operating practices		Languages other than English	<input type="checkbox"/> 59
College values	<input type="checkbox"/> 15	Mathematics	<input type="checkbox"/> 60
Middle years program	<input type="checkbox"/> 16	Science	<input type="checkbox"/> 61
Homework policies	<input type="checkbox"/> 17	Information & communications technology	<input type="checkbox"/> 62
Focus on students social competencies	<input type="checkbox"/> 18	Other (please specify) _____	<input type="checkbox"/> 63
Parent participation encouraged	<input type="checkbox"/> 19	<i>Class structures</i>	
High level of student participation in decision making	<input type="checkbox"/> 20	Gender streamed for selected classes	<input type="checkbox"/> 64
<i>Discipline</i>		Ability streamed for selected classes	<input type="checkbox"/> 65
Strong discipline policies	<input type="checkbox"/> 21	<i>Support/extension classes</i>	
Uniform available	<input type="checkbox"/> 22	Learning/support programs	<input type="checkbox"/> 66
Uniform enforced	<input type="checkbox"/> 23	(eg literacy, remedial, ESL, numeracy, integration)	<input type="checkbox"/> 67
Focus on student safety	<input type="checkbox"/> 24	<i>Extra curricular</i>	
Bullying policy	<input type="checkbox"/> 25	Camps	<input type="checkbox"/> 68
<i>Location</i>		Productions	<input type="checkbox"/> 69
Local collogo	<input type="checkbox"/> 26	Sport	<input type="checkbox"/> 70
Accessible via public transport	<input type="checkbox"/> 27	Music (eg bands, instrumental program)	<input type="checkbox"/> 71
Dedicated bus service	<input type="checkbox"/> 28	Other (please specify) _____	<input type="checkbox"/> 72
<i>Expenses</i>		College performance	
Low uniform costs	<input type="checkbox"/> 29	<i>Academic results</i>	
Low annual fees	<input type="checkbox"/> 30	High % students with high (>40) VCE score	<input type="checkbox"/> 73
Book fees	<input type="checkbox"/> 31	<i>Student destinations</i>	
Student support/welfare		High % students accepted into University	<input type="checkbox"/> 74
Small class sizes (< 20 students)	<input type="checkbox"/> 32	High % students to vocational study	<input type="checkbox"/> 75
Strong welfare programs (eg special needs children support, peer support, pastoral care counseling, students at risk)	<input type="checkbox"/> 33	High % students to work	<input type="checkbox"/> 76
Resources/facilities available		Family/friends preferences	
General resources/facilities available	<input type="checkbox"/> 34	Elder sibling attendance	<input type="checkbox"/> 77
<i>Specific facilities available</i>		Child's preference	<input type="checkbox"/> 78
Performing arts (eg Music, drama, dance) facilities	<input type="checkbox"/> 35	Peer's preference	<input type="checkbox"/> 79
Visual arts (eg Graphics, media, Art) facilities	<input type="checkbox"/> 36	Religious basis	<input type="checkbox"/> 80
Vocational subjects (eg Food, Metals, Woodwork, plastics)	<input type="checkbox"/> 37	Other attributes (please specify in space below)	
Sport facilities	<input type="checkbox"/> 38	_____	<input type="checkbox"/>
Science facilities	<input type="checkbox"/> 39	_____	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/> 40		
Laptop/computer/technology access	<input type="checkbox"/> 41		
Primarily permanent (non-portable) buildings	<input type="checkbox"/> 42		
Appropriate level of funding	<input type="checkbox"/> 43		

Question 3 Thinking about all of the attributes you have just considered in question 2, please list your top attributes in order (attribute 1 being your most important attribute) **Please choose from the list of all attributes in question 1.**

Attribute 1 _____

Attribute 2 _____

Attribute 3 _____

Attribute 4 _____

Attribute 5 _____

Attribute 6 _____

Attribute 7 _____

Attribute 8 _____

Attribute 9 _____

Attribute 10 _____

Other attributes _____

Question 4 When you think of a local state secondary college, how would you best describe it?

1a. < 500 meters from your current residence 1

4b. 500 meters to < 1km from your current residence 2

4c. 1km to < 2km from your current residence 3

4d. 2km to < 5km from your current residence 4

4d. > 5km from your current residence 5

Page 1

Question 5 Thinking about your definition of local... if there was a local state secondary college that had your top attributes, would you...?

Please tick the most relevant box

5a. Definitely send your child(ren) to this college 1

5b. Consider sending your child(ren) to this college 2

5c. Not send your child(ren) to this college as your preference is to send your child to a private college 3

5d. Not send your child(ren) to this college as your preference is for a college of a religious denomination 4

5e. Not send your child(ren) to this college as you have another preferred college 5

5f. Not send your child(ren) to this college for another reason, (please specify) _____ 6

Question 6 Thinking about how you would choose a secondary college for your child(ren), would you consider any private or independent secondary colleges (ie non public)? Please list

6.1 _____

6.2 _____

6.3 _____

Question 7 Which state secondary colleges do you think you would nominate for your child(ren)?

Please write the names of the state secondary colleges if you know them

7a. First preference _____

7b. Second preference _____

7c. Third preference _____

Question 8 Which suburb best describes your current place of residence?

Please tick one suburb only

Brooklyn	<input type="checkbox"/>	1
Footscray	<input type="checkbox"/>	2
Kingsville	<input type="checkbox"/>	3
Newport	<input type="checkbox"/>	4
Seddon	<input type="checkbox"/>	5
Spotswood	<input type="checkbox"/>	6
West Footscray	<input type="checkbox"/>	7
Yarraville	<input type="checkbox"/>	8
Other (please specify) _____	<input type="checkbox"/>	9

Question 9 How long have you lived in any of the above suburbs? (ie total years & months that you have been a resident in any of the suburbs in question 8)?

Please write numbers of years and months in the space provided

Years _____ Months _____

Question 10 To maximise secondary college options for your child(ren), would/have you... ?

10a. Made the decision to re-locate to another area	<input type="checkbox"/>	1
10b. Considered re-locating to another area	<input type="checkbox"/>	2
10c. Have not thought about moving	<input type="checkbox"/>	3
10e. Considered and decided not to re-locate yet, but are planning to review your decision	<input type="checkbox"/>	4
10e. Considered and decided not to re-locate at all	<input type="checkbox"/>	5
10f. Other (please specify) _____	<input type="checkbox"/>	6

Thank you for your help in completing this survey. If you have any comments regarding this issue, please let us know your thoughts in this space.

Thank you for your assistance in completing this questionnaire regarding our local students secondary school needs. If you would like further information regarding SKY High, please refer to our website at www.skyhigh.org.au. The findings from this survey will be summarised at an aggregate level on our website. We will not disclose any personal information.