

Prahran/South Melbourne Primary and Secondary School Provision Study Report

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EXECUTIVE SUMMARY

This Prahran/South Melbourne Primary and Secondary School Provision Study is designed to assist the Department of Education and Training (DET) with the planning and implementation of Government decisions impacting government primary and secondary schooling in the broader South Melbourne and Prahran areas. It particularly focuses on planning and implementation issues associated with the building of two new primary schools in South Melbourne (Ferrars Street and South Melbourne Park) and a new year 7 to 12 secondary school in Prahran.

The study involved a detailed analysis of information and data provided by relevant departmental officers, supplemented by visits to all affected schools in the South Melbourne and Prahran areas to obtain up to date information on matters related to the planning and development of the new schools.

Three major interconnected themes underpin the report:

- access, which encompasses such issues as capacity, zoning, transport, physical barriers, distance and travel time;
- demand, which encompasses current and projected enrolments, yield rates (ie, the proportion of students within an age group attending government or non-government schools, or not attending school at all), reputation and choice; and
- quality, which encompasses breadth and depth of curriculum, student engagement, access to curriculum studies, school facilities, school leadership, school culture and community perceptions.

The ability of students to gain access to a school and its quality are key determinants of demand for a school and hence central issues to address in planning to build new schools. These three interrelated issues, together with a consideration of enrolment pressures, school facilities and capacity, access and zoning in each of the areas under consideration are the focus of this report.

Population and enrolments in both areas are continuing to grow and a number of the existing schools, especially in South Melbourne, have reached or are close to their capacity. While developing the three new schools will relieve some of the immediate pressure in these areas, provided the schools are seen as quality providers, the evidence gathered through this study suggests that enrolment demands will continue to increase into the 2020's and beyond. In addition, the considerable enrolment pressures on Albert Park, Middle Park and Port Melbourne Primary Schools will not begin to be alleviated until the new South Melbourne schools commence operating from 2018. Beyond 2018, each of these schools anticipates that the enrolment pressures will not be as great, but the Government will need to continue to plan for growth in demand.

Albert Park College faces particular enrolment pressures after 2016, but has identified strategies which should overcome the problem until 2018-19. While both Elwood and Glen Eira Colleges currently have excess capacity, each is likely to grow significantly as they become better and more desirable schools.

Without the new secondary school in Prahran, students in the area would have had difficulty accessing other nearby government secondary schools by the early 2020's, even aside from the difficulty occasioned by distance and transport to other schools. However, the actual demand for student places at the school will depend on the community perceiving that it is providing a quality education, which in this case will mean an academically-oriented school with high expectations for all of the students it enrolls. This does not mean that it should not cater for a range of students and their learning needs, but rather should ensure that all students are challenged and supported to succeed.

The creation of two successful new primary schools in South Melbourne and a successful new secondary school in Prahran are central to meeting the short term need to relieve student demand and access pressures facing a number of schools in these areas, as well as meeting the ongoing objective of providing access to quality local primary and secondary schooling into the 2020's.

This study also suggests that further long term planning is required to meet the additional demand challenges identified as looming into the 2020's and beyond.

With this context in mind, the following is a summary of the study's findings arising from the detailed analysis and discussion provided in the report of issues associated with the development of the three new schools in South Melbourne and Prahran.

- A combination of population growth and the improved quality of government secondary education in South Melbourne in particular, but increasingly in neighbouring Prahran, has resulted in an identified demand for more student places in the area, the development of three new schools will help alleviate these pressures.
- Access to quality schooling (ie, schooling where effective leadership is combined with a clear school direction, high expectations of students and an orderly environment focused on student learning) is driving this demand. Primary schools in the area have long been seen as providers of quality schooling and the three secondary colleges (Albert Park, Elwood and Glen Eira) are now seen as providing, or increasingly able to provide a quality schooling experience. The success of the three new schools largely depends on them being seen by their local communities as providing a product equal in quality to their successful neighbouring schools.
- While Albert Park College will be able to provide a broader curriculum for its senior students, the other two colleges cannot do so yet, though increased numbers anticipated by 2017-18 should enable them to achieve this.
- Schools can also achieve this by organising their curriculum so that students have a wider choice of subjects overall and can move between schools depending on the program of studies they want to pursue. VCAL is not offered or planned by any of the secondary schools in the areas and cooperative arrangements whereby the schools provide a shared VCAL program for their students should be pursued to fill this gap. This can be achieved if the three schools jointly develop such a program and operate it from an agreed site.

- Quality facilities complement and contribute to a school's capacity to provide the quality educational experiences local communities seek. The new school facilities at Albert Park and the considerable upgrades being provided to Elwood and Glen Eira Colleges support the improvement in educational programs in these schools. Facilities at the three new schools will need to similarly contribute to the development of quality cultures in each.
- The existing schools all support developing the three new schools to fill gaps in schooling provision that they cannot meet themselves. However, the success of the new schools is not guaranteed and there are some legitimate concerns related to their establishment and development that need to be addressed.
- Since leadership is critical to establishing the preconditions for whole school improvement, a culture of high achievement and long term success in all schools, but especially new ones, the appointment of the right person as principal is critical. In addition, the new principals should be appointed well in advance of opening the school so they can help shape the nature and culture of the new school.
- Planning committees should avoid limiting the flexibility open to these principals so that they, together with their leadership teams and staff, can make appropriate decisions about curriculum, pedagogy and how the school buildings should be used. In particular, there should be sufficient flexibility in the building and classroom design to enable a range of classroom configurations according to teaching and learning needs at the time.

In relation to the South Melbourne area the following issues need to be considered

- Ferrars Street is expected to open in 2018 and South Melbourne Park Primary School in 2019. Until that time, the surrounding schools have identified contingency plans and compromises to enable them to cope in 2016-17, whilst enrolment pressures are likely to increase. Aside from additional classrooms being provided in some cases, other options are in the mix as short term transition arrangements. Including the establishment by the local council with the support of DET of a pop-up-park beside Albert Park Primary School to provide more playing space as an opportunity to incorporate an additional Mod 5 relocatable and toilets at an appropriate location within the (expanded) school grounds.
- The Government may also want to consider revising the existing zoning agreement to reflect the different provision arrangements and ensure that South Melbourne students are appropriately catered for. Since the zones will need to be revisited in any case with two new schools opening, discussions on this should commence now.
- The manner in which the two new primary schools phase in their year levels will have a major effect on how they are able to reduce the enrolment pressures on the nearby schools. However, decisions about this will also impact on how these schools develop their school cultures and how successful they will be in establishing themselves as high quality primary schools. The new principal of each school will need to be involved in determining how best these possibly competing needs can be met and an optimal arrangement for

- phasing in year levels at each new school developed.
- New developments at Fishermans Bend will take significant time to unfold, but need to be accompanied by appropriate schooling infrastructure to cater for the new residents moving in and not impose further pressure on South Melbourne Schools.

The following issues relate to Albert Park College in particular

- The current expansion of Albert Park College to include the former Circus Oz site has extended the school's capacity to 1150. However, further future-proofing may be required if enrolment pressure continues.
- Beyond 2018, the enrolment projections indicate that the school will be at maximum capacity unless it is able to expand further or reduce its intake zone.

In relation to the Prahran area the following issues need to be considered

- The enrolment pressures on the Prahran area primary schools are less marked than those in South Melbourne. However the area will require careful provision planning to ensure facilities can meet the needs of changes to demand. Beyond this, the primary issues identified in the report related to Prahran concern the development of the new Prahran High School.
- The government's decision to build a new secondary school in Prahran has been widely welcomed in the area and the local potential feeder schools believe it will provide a much needed accessible educational option for their exiting students.
- The construction of a quality building with high quality programs in a school with its own clear identity should overcome any lingering reservations arising from the decision to locate the new school at the former Swinburne College rather than School for the Deaf site.
- Options for ensuring adequate play space include; a rooftop garden/basketball court and other facilities; access to the Melbourne High School sports facilities at a favourable fee agreed between the schools and access to other local facilities. Each of these options should be considered with a view to identifying a package of play/sports facilities that the school's students will be able to use.
- There is a strong view among some local primary school parents that the secondary school must have a separate and distinct site with its own identity and set of behavioural expectations and rules. This does not preclude developing cooperative partnership arrangements with the co-located Melbourne Polytechnic to increase the range of subject offerings available to students, but it would mean that physical and operational arrangements need to be structured to ensure clear distinctions between the students of two institutions that cater for students of different ages, expectations and requirements.
- It could consider the Albert Park approach should enrolment pressures emerge in the future to extend beyond 650, which involves looking for nearby spaces where the school can expand beyond its constrained site. Such an expansion would help provide the critical mass needed to offer a broader

curriculum in the senior years. Aside from this, a range of partnership and other cooperative arrangements that can be developed with nearby secondary schools have been identified in the report which could also be pursued to expand the school's curriculum.

- To provide the school with the most appropriate leadership arrangement that gives it the best chance of becoming and remaining successful in the eyes of its local community, consideration should be given to the appointment of a principal at Executive Principal level to attract high quality applicants. Alternatively, the appointment of a highly successful recently retired principal, to lead the school for a defined period and then be a mentor for an incoming principal could be considered.
- The experience of principals in other new secondary schools suggests that commencing with a year 7 intake only will give the new school the best chance of establishing a culture of high expectations and high achievement which can then flow through the whole of the school as each successive year level begins. Students entering at a range of year levels would bring the cultures they have experienced in their current schools, thereby inhibiting the capacity for the school's leaders and staff to build a new culture from scratch. Starting with a new year 7 intake from primary schools would enable the new school to determine its own distinctive approach that would then flow through the school with each new intake.
- The role of the Prahran secondary school in meeting the needs of disengaged students while at the same time developing a culture of high expectations and educational success, as other schools have found, is not always an easy one. But it is possible if the school is able to provide these students with the necessary support and personalised attention that enables them to experience educational success. The main advantage Prahran will have for these students will be its close proximity to where they live, given that those in the Prahran area have found distance a major impediment to attending other secondary schools.

INTRODUCTION

Purpose

The purpose of this study is to assist the Department of Education and Training (DET) with the planning and implementation of Government decisions impacting secondary and primary government schooling in the broader Prahran and South Melbourne areas.

In particular the study focuses on planning and implementation issues associated with the building of a new secondary year 7 to 12 school in Prahran and building two new primary schools in South Melbourne — Ferrars St. Primary School and South Melbourne Park Primary School adjacent to Albert Park Lake.

The study examines these matters within the context of student access to primary and secondary government schools, enrolment demand for places in these schools and the quality of educational provision available to students in the Prahran and South Melbourne areas.

Background

In 2013/14, the Department of Education and Training commissioned a feasibility study to review secondary schooling in the broader Prahran area in order to

- Provide an analysis of student pathways and curriculum focus across the network and identify gaps and opportunities in secondary provision.
- Understand local community concerns, interest and long term requirements.
- Identify opportunities for partnerships between secondary schools and other education, community, sporting and health facilities.
- Outline possible solution options for secondary provision as identified through a consultative process.

That study proposed

- Improving transition information and processes provided by existing government secondary providers to primary school communities in the Prahran area.
- In the absence of a secondary school in Prahran improving transport from the Prahran area to nearby secondary colleges.
- Improving senior secondary curriculum provision in particular at the nearby secondary colleges.
- Increasing student capacity at Albert Park by supporting its proposal to purchase the current Circus Oz site in Bay Street, Port Melbourne.
- Reserving land at the Swinburne University Prahran Campus so that a site is available should there be a need for a secondary school.

- Establishing a Prahran Secondary Education Taskforce to monitor the implementation of decisions made as a result of this Study and consider the need for, and if necessary, plan for the provision of secondary education in Prahran.
- Upgrading facilities and grounds at Elwood Secondary College.
- In the longer term relocating the English Language Centre on the Glen Eira Secondary College site.

Most of these recommendations have either been implemented or made redundant by subsequent government decisions including the decision to build a new secondary school in Prahran on part of the site of the former Swinburne University Prahran campus.

The Department has now identified a need for further work to update and extend the scope of the previous study taking into account subsequent government decisions.

The scope of this further work has been extended to include the South Melbourne area as a result of the government decision to build two new primary schools in South Melbourne — Ferrars St. and the South Melbourne Park Primary Schools.

Methodology

Zbar Consulting has implemented the following methodology to meet the requirements of the study commissioned by DET.

- Obtained information from departmental officers on all relevant government policy and budget decisions relating to the three areas targeted by this study – the new schools in Prahran and South Melbourne and the further developments at Elwood, Glen Eira and Albert Park secondary schools.
- Maintained liaison with and sought input from relevant departmental offices, including in particular the South Eastern Victoria Region and the Major Projects Unit of DET.
- Reviewed the current enrolment, projected enrolment and curriculum data gathered for the 2014 Prahran Study from departmental and school sources.
- Gathered curriculum and enrolment data and other relevant information from schools and the Department.
- Met with primary and secondary schools to obtain up to date school level information on matters related to the planning and development of the new schools in Prahran and South Melbourne and other school developments in the Prahran and South Melbourne areas. These matters included
 - curriculum provision,
 - factors affecting their enrolments,
 - dealing with disengaged students,
 - the potential for future partnerships and other cooperative arrangements to improve access to greater curriculum breadth, particularly in the senior secondary area, and

- obtaining any current information on factors affecting school access, demand and education quality for their students.
 - Schools consulted were:
 - Albert Park College
 - Elwood College
 - Glen Eira College
 - Albert Park PS
 - Armadale PS
 - Malvern Central School
 - Middle Park PS
 - Port Melbourne PS
 - St. Kilda PS
 - St. Kilda Park PS
 - South Yarra PS
 - Stonnington PS
 - Toorak PS
- In addition, the consultants visited Melbourne High School to discuss its role and relationship to developments in Prahran in particular, which is referenced where appropriate in this report.
- Monitored and accessed information from the planning committees set up for the establishment of the new schools to obtain information relevant to the implementation of decisions about the development of the three schools.
 - Reviewed the initial Prahran Secondary School Feasibility Study and its conclusions in terms of their applicability to the situation in 2015.
 - Used the range of information gathered to provide an analysis and strategic overview of primary and secondary schooling now and into the future in the broader Prahran and South Melbourne areas, and the implications this analysis and overview have for the planning and implementation of current government decisions in the area.
 - Provided a draft paper covering these matters to the Department for consultation prior to the finalisation of the final Report.
 - Provided a final paper to the Department.

KEY ISSUES

Demand, access, and quality

The analysis of quantitative and qualitative data gathered through the previous 2014 Feasibility Study into Secondary Schooling in the Prahran area led to the identification of three major interconnected themes: access, demand and quality, which were described in the following terms:

- Access refers to issues including capacity, zoning, transport, physical barriers, distance and travel time.
- Demand refers to issues including current and projected enrolments, yield rates (the proportion of students within an age group attending government schools, non government schools or not attending school at all), reputation and choice.
- Quality refers to issues including breadth and depth of curriculum, student engagement, access to curriculum studies, school facilities, school leadership, school culture and community perceptions.

The ability of students to gain access to a school and the quality of the school are key determinants of the demand for a school. Issues of demand can be addressed by addressing issues of access and quality.

While those interconnected themes remain key to our consideration of the issues facing primary and secondary education in the Prahran and South Melbourne areas, the specific issues of enrolment pressures, school facilities and capacity, access and school zoning in particular are also very much in focus in this Report.

Population Growth

Population and enrolments in the South Melbourne and Prahran areas in the existing primary and secondary schools continue to grow and many of them have reached their capacity, particularly in the South Melbourne area. All the enrolment projections by the Department and the schools themselves indicate that these enrolment demands will continue to increase into the 2020's and while the development of the new primary schools in South Melbourne and the secondary school in Prahran will relieve some of the immediate pressure in these areas, provided the new schools are seen as quality providers. The Department will need to continue to monitor enrolments closely.

In the short term, there are considerable enrolment pressures on Port Melbourne, Albert Park and Middle Park primary schools in the South Melbourne area which will not begin to be alleviated until the new schools in South Melbourne commence operating from 2018. This study identifies measures which have been raised with the consultants and are being investigated and/or implemented by the Department as potential means of alleviating the situation.

Albert Park College faces particular enrolment pressures after 2016 but has identified strategies which should overcome the problem until 2018-19. The

delivery of a school in Prahran by 2019 will help manage enrolment pressures beyond the point.

While both Elwood and Glen Eira Colleges currently have excess capacity, each is growing significantly as they become better and hence more desirable schools, and this study anticipates that even with the development of the new secondary school in Prahran in 2019, both schools will have healthy enrolments by 2020 or the early 2020's.

The indications are that the new secondary school in Prahran will need to cater for the local community and without it, students in the area could have had difficulty accessing other nearby government secondary schools by the early 2020's even aside from the difficulty caused by distance and transport to other schools. However, the actual demand for student places at the school will depend on the community perceiving that it is providing a quality education, which in this case will mean an academically-oriented school with high expectations for all of its students. This does not mean that it should not cater for a range of students and their learning needs, but rather should ensure that all students are challenged and supported to succeed.

These factors suggest that short term measures will be needed to meet the enrolment pressures that exist now, and further measures will be needed to meet the pressures through to the 2020's. The creation of two successful new primary schools in South Melbourne and a successful new secondary school in Prahran are central to meeting the short term need to relieve student demand and access pressures facing schools in these areas, as well as contributing to the ongoing objective of providing access to quality local primary and secondary schooling into the 2020's. This means giving some priority to identifying the most appropriate strategies to adopt in developing the new schools to ensure their success, as outlined in the following sections of the report.

The study also suggests the need to continue to monitor and plan for enrolment growth into the 2020's and beyond.

South Melbourne

Primary Provision

There are substantial enrolment pressures on three of the schools in the study area arising from the population growth underway in the broad South Melbourne area.

- Albert Park Primary School's enrolment is 513 in 2015. The school expects to have 100 students enter Prep in 2016, and already had 96 confirmed enrolments in mid October.
- Middle Park Primary School's enrolment is 487 in 2015, which the school expects will grow to 510 in 2016.

- Having not exceeded 200 students until 2007, student numbers at Port Melbourne Primary School grew to 738 in 2015. The Department estimates enrolment of 770 for 2016 and 814 for 2017.

By contrast, enrolments in the two St Kilda schools (St Kilda Park Primary and St Kilda Primary) are tight, but not as pressured as is the case in the South Melbourne schools. The principal at St Kilda Park, for instance, expects enrolments to stabilise around 360 in the period 2017-2020, which is also when the new South Melbourne Park Primary School will open, which may impact on enrolments at St Kilda Park. St Kilda Primary School has grown markedly from 339 in 2008 to 535 in 2015 and expects to continue to grow to 630 or more in 2018. However, the school then expects enrolments to level out.

Facilities and space in the primaries

The issue with which the South Melbourne primary schools are battling as a result of their enrolments, is how to accommodate the number of students they each enrol. All three schools have had to make compromises to ensure sufficient teaching spaces exist.

Albert Park Primary School

Albert Park's original 1873 building was supplemented in 2010 with the addition of eight 'non-permanent' classrooms to accommodate its enrolment growth. A further four non-permanent classrooms were then added in 2014. As enrolments continue to grow, two small and two larger rooms in the old building are having walls removed in order to house more classes and other classes will be conducted in what formerly were specialist and/or teacher resource rooms to ensure the 24 classroom teaching spaces the school will need. Furthermore, the school has a particular concern with the lack of sufficient toilets.

The school is working with the City of Port Phillip, with the support of the Department, to close the T-intersection in Moubray Street beside a pop-up-park in 2016 to give more playing space.

Middle Park Primary School

Despite the fact the school's 1887 heritage-listed building has been significantly upgraded and supplemented by new, modern facilities over the last five years, its primary issue remains space on what is a relatively constrained site.

In order to accommodate the current 20 classes in the 17 classroom spaces it has, the school has knocked out walls and created shared teaching spaces, and provided music teaching in the teacher resource room so the music room can accommodate another class.

The school has opted to accommodate an enrolment increase in 2016 by having some bigger classes pending the building of the two new South Melbourne primary schools. This reflects a School Council decision that it does not want

more portable classrooms on site because they will further limit the restricted playing space and could ruin improvements to the grounds that the Council has made; especially since enrolments may fall as a result of the opening of two new schools. This decision is made more manageable in the short term at least, because a two storey Mod 10 relocatable is being provided in place of a Mod 5.

Port Melbourne Primary School

As a result of enrolment growth the school has seen continuous building for almost a decade, with new buildings added almost each year. It has had three double story Mod 10 relocatables, and three Mod 5s installed since 2009, and two new permanent buildings constructed in 2008-09. An old derelict classroom block was renovated in 2012, and the school's 1891 building was renovated in 2009. More recently, the Department replaced two of the school's Mod 5s with a Mod 10 and it will also receive a Mod 4 art room in 2016.

Playing space is at a particular premium, in part because of the number of relocatables in the school, with the result that some students' recreational needs cannot be accommodated on site.

Primary school zoning issues

The zone established for St Kilda Primary School in 2014 eased the enrolment pressure the school was experiencing and anticipating at the time. Many children from the Caulfield area and surrounds, who were seeking entry to the school because of its high reputation, were precluded from being able to attend. There is an 'unzoned' area in the St. Kilda Road/Barkly Street vicinity where children can choose to attend either St Kilda Primary or St Kilda Park.

The main area served by the St Kilda Park Primary School zone is West St Kilda and a wedge bounded by Fitzroy Street, The Esplanade and Barkly Street St Kilda. Enrolments are carefully managed to match the school's facilities, with around 63% of students enrolled from within the zone and 37% from outside. Positive relationships the school has with St Kilda and Middle Park Primary Schools enable agreed enrolment decisions for students living outside the zone.

Albert Park, Middle Park and Port Melbourne Primary Schools have developed an enrolment strategy together with the Region designed to manage, and where possible ease the pressure on each school's physical resources because of the significant growth in enrolments in the area that has occurred.

Consistent with the strategy, Albert Park Primary School students are drawn from within a very small zone that is bounded by Pickles Street-City Road, Ferrars Street, Kerferd Road and Beaconsfield Parade.

Middle Park Primary School also has a relatively small catchment area bound by Kerferd Road, Beaconsfield Parade, Langridge Street and Canterbury Road with an extra section bound by Ferrars Street, Bridport Street into Albert Road and along Queens Road. In addition, the school enrolls around ten students each year

from a pocket of South Melbourne that is outside its zone, but geographically close, in part to help take the pressure off Port Melbourne Primary, and in part because of a strong philosophical belief that students should be able to attend a local school.

Port Melbourne Primary School's zone encompasses parts of South Melbourne, Southbank and Docklands with the result that some students travel more than five kilometres to attend the school. The school shares students from Docklands with Errol Street Primary in North Melbourne based on an imaginary line running through Etihad Stadium.

The building of two new primary schools in the area will occasion a need to revisit zones. This is needed to ensure that existing pressures on all schools are eased, that viable zones exist for the two new schools, and that the students who live in South Melbourne (as opposed to the specific localities of Albert Park, Middle Park and Port Melbourne) can attend the most appropriate local school. Such review would also need to be ongoing for a period of time as the new schools open and the movement of students within the broad South Melbourne area becomes known.

The impact of the two new primary schools

The opening of the new Ferrars Street and South Melbourne Park Primary schools is expected to have more impact on the three existing South Melbourne schools than the two St Kilda schools.

St Kilda Primary School is geographically the furthest from each of the two new primary schools and has the added barrier of a very busy major thoroughfare in the St Kilda Road extension into Brighton Road. As such, it does not anticipate any impact on its enrolments from either South Melbourne Park or the even more distant Ferrars Street schools.

While St Kilda Park Primary School is on the opposite side of Albert Park to the proposed South Melbourne Park School, it expects little or no impact from the school since the distance is still more than most families would see the need to bridge or accept.

The Albert Park Primary School zone is already very small and the school does not expect the opening of two new South Melbourne schools to impact its enrolments much. Though it acknowledges that, without these schools the pressure on enrolments, and hence accommodation, would only increase to the point where it could not be met. It also concedes, as indicated earlier, that building new schools in the area will occasion a need to revisit what happens to all of the schools' zones.

The worry for Middle Park, like Albert Park, is not about losing students, but rather continuing enrolment growth despite the new schools; though they will provide greater certainty of South Melbourne students having access to a local primary school. This school also recognises the likely need to revisit the agreed

enrolment management plan with other local schools, and then again after the new schools have opened and the movement of students is known.

By contrast to these two schools, Port Melbourne Primary School does expect some relief from opening new schools. The school expects that Ferrars Street should, in the short term, take away some of its potential enrolments, especially by catering for students in Docklands who currently are zoned and shared with Errol Street Primary School. Perhaps even more significantly, the building of South Melbourne Park could, over time, reduce enrolments in Port Melbourne by up to 100. This school also would like to see enrolment strategies reviewed to maximise the extent to which the new schools do reduce the pressure and numbers in all of the South Melbourne schools. This is seen as especially important in light of residential developments already in the pipeline for Port Melbourne and Beacon Cove that could still see enrolments at Port Melbourne Primary School remaining extremely high.

Other key issues for consideration:

Staff impacts

One issue raised for consideration by Port Melbourne Primary is the impact that opening new schools has on staff in the short term, while enrolments decline in response to the new schools and before they start to rise again as new housing is developed. One suggestion the school made for managing this which is worthy of consideration, is to set aside a small number or percentage of positions in the new schools for existing staff in the area who are affected in this way; albeit in a context where these schools can still select from applicants for the posts.

School leadership

The extent to which the new schools attract and retain students, and thereby reduce the pressure on existing schools, depends on them being genuinely good schools. Research and substantial school experience have demonstrated the need for a strong leadership team with a clear vision of what it seeks to achieve and how, high expectations for all students in the school, and an orderly learning environment where students are well-known by the staff.

The principal is central to this, and has to shape the initial and then continuing direction of the school and key strategies through which it is pursued. This suggests that principals for the new schools ought be selected well in advance of opening the school so they can help shape the nature and culture of the new school. It also means that the planning committees should avoid limiting the flexibility open to the principals so that they, together with their leadership teams and staff can make appropriate decisions about curriculum, pedagogy and how the school building should be used. There should be sufficient flexibility in the building and classroom design to enable a range of classroom configurations according to teaching and learning needs.

Meeting diverse needs

A particular challenge that all schools in the South Melbourne area will face as the two new schools commence, is to ensure they each cater for both the highly aspirational demographic that resides within the area and the significant number of disadvantaged students that also exists; so all local students' learning needs can be catered for and met. Experience in other schools suggests that this is a challenge that can readily be met provided the schools adopt high expectations for all students from the start, are well-led and consistent in the pedagogical and wellbeing approaches they adopt, and engage and integrate with their community as a whole.

Enrolment strategies

The other key challenge that needs to be addressed is the logistics of establishing the new schools, so they can simultaneously take the enrolment pressure off the three existing schools and ensure the preconditions are in place to ensure they are high quality providers of primary schooling from the start. Ideally from the point of view of the current South Melbourne schools, this would involve setting both Ferrars Street and South Melbourne Park up as P-6 schools from the start, with an intake at each year level. However, establishing a totally new school, with a new staff and curriculum in place, and clear policies and procedures for ensuring an orderly learning environment and high quality teaching where students are well known by the staff is a massive exercise, which is why enrolments into new schools are often phased. Should a decision be made to establish the schools in this way, then it only emphasises the need for the new principals to be in place well in advance of the school opening so the challenge can effectively be met.

Other options that could be considered, that may be more manageable, even with principals in place early, could be to:

- initially enrol a single class of students from each year level from Port Melbourne Primary, since this is the school with the largest enrolment pressure and draws from the biggest zone, accompanied by teachers from this school as part of the staffing complement to ensure continuity of educational experience for these students in their new school; or
- phase the establishment of each school so it initially takes in students from Prep to year 3 and then grows by a year level each subsequent year, consistent with how secondary schools are generally established from year 7 up, one year at a time.

While no particular option is necessarily preferred, deciding how to structure the establishment of the schools is a matter that an incoming principal would need to tackle together with other local schools taking account of the need to ease enrolment pressures on them, but in ways that ensure the new schools are viable, long term options for parents because of the high quality educational experiences they provide.

The impact of Fishermans Bend and Docklands

The three South Melbourne primary schools have expressed significant concern about developments in Fishermans Bend and their eventual impact on school enrolment demand.

Port Melbourne Primary School in particular, which is geographically the closest to the development, has indicated that although it expects its enrolment and facilities pressures to ease as a result of opening two new primary schools, it is concerned that any new residential development in Fishermans Bend will only exacerbate the issue again and potentially require planning for further primary schools.

While the situation remains unclear at this stage, the experience of Docklands would suggest that, if it is fully developed, the roll out of developments at Fishermans Bend will take in the order of 25 years. Nonetheless, the impact of developing Fishermans Bend, and further developing Docklands on the three existing and two new South Melbourne primary schools will need to be carefully considered and monitored in the course of planning infrastructure, and especially the provision of schooling in these two urban development zones.

Secondary Provision

The growth and role of Albert Park, Elwood and Glen Eira Colleges

Enrolments have increased in all these schools and both Departmental and school projections suggest that without additional schools like Prahran each of them will have reached their enrolment capacity by around 2020. Each of them is attracting a higher number of local primary school students, and appears to be more favourably viewed by its local community. To a large extent this change has been brought about by the common approach each school has adopted to focusing on providing a quality educational experience with a clear sense of direction under effective school leadership.

While Elwood and Glen Eira Colleges do not see the development of a new secondary school in Prahran as the threat that it was perceived to be in 2014, Glen Eira has expressed its concern of a reduction in enrolment numbers when Prahran High School is developed. Through its membership of the Prahran New School Planning Group, Glen Eira will be able to consult on the nature of the new school. It has also indicated that it is open to some arrangement or partnership with Prahran to maximise the outcomes for both schools.

Elwood on the other hand does not see the establishment of Prahran as a potential threat at all, but again sees the potential for some cooperation between itself and the new Prahran school.

The change in views about Prahran in both schools appears to have arisen from the greater confidence they each have about their own futures and, in particular, their own future enrolment growths. Given the existing school directions and leadership in each school this confidence appears to be well founded. Both

schools should be able to improve their provision of year 12 curriculum as the larger cohorts of students in the earlier years move up the school. It should be noted that although both schools provide access to vocational education and training (VET) within the VCE, neither school provides VCAL now nor do they intend to provide it in the future.

The growth and role of Albert Park College

Albert Park College student enrolments have increased from 700 at the beginning of 2014 to 900 in 2015 as the school has continued to grow and take in additional year levels since it opened in 2011 with a year 7 cohort. This year, it is taking students from years 7 to 11 and in 2016 it will have a full cohort of year 12 students which will bring the enrolment to approximately 1130. This enrolment would have greatly exceeded the previous capacity of the school of 950 but for the government decision to agree to the school's proposal to purchase and re-fit the former Circus Oz site (now referred to as the Bay St. site) to allow the school to increase its capacity by 200 to 1150. When work on this site is completed during 2016 the school will be able to accommodate this full number of 1150 students and it is able to lease space at the Gasworks Arts site in the meantime to accommodate any students in excess of its current capacity.

Even with this expanded capacity the school will be almost full in 2016 and projections indicate that the student demand for places will be approximately 1300 by 2018, based on the existing school zone, which has been greatly reduced since the school opened in 2011. The school would need to expand further to accommodate this additional demand or reduce its zone to restrict enrolments to accommodate additional student numbers.

A further restricted enrolment zone would exclude some students in South Melbourne and Port Melbourne. Even when the new Prahran secondary school is opened, students would take well in excess of 30 minutes to get to this school from South Melbourne. Any Port Melbourne students would be in an even worse position getting to a school in Prahran.

Beyond 2018-19 the additional demand for places in the school from within the school's present zone will be further increased by any residential developments in the Docklands/Fishermans Bend area in the near future, though such developments, as previously indicated, are more likely to be carried out over a longer timeframe than is being considered in this study.

In the meantime, Albert Park College is viewed very favourably by the local community as indicated by the increasing proportion of local students seeking entry to the school. According to school calculations approximately 75% of students exiting from the local primary schools at the end of year 6, including the local Catholic primary school, were applying to come to Albert Park College.

Although it is not yet offering a full year 12 program as the school has only reached year 11, it is planning to offer a more extensive year 12 program in 2016. With a year 11 and 12 enrolment of close to 300 next year, the program

will include access to both VCE and VET subjects but not VCAL. In 2015 it is already offering a range of year 12 (Unit 3 and 4) studies to the year 11 students. It intends to provide VET subjects through its membership of the Inner Melbourne VET Cluster (IMVC) which already contains all of the local state and private secondary schools in the inner Melbourne area.

All the evidence indicates that the school is viewed positively by the local community and that this is a result of the quality of the school leadership, the educational approach and programs and the school facilities. It is clear that this view of the quality of education provision at Albert Park College is the key determinant of student demand for places.

The growth and role of Elwood College

Elwood College enrolments have increased from 502 at the beginning of 2014 to 559 in 2015. In 2011 the school had an enrolment of 569. However the important difference with that year is that the year 7 intake has dramatically improved over that period (105 in 2015 compared to 67 in 2011) and the school anticipates that it will increase further to 130 in 2016, which is approximately twice the 2011 year 7 intake.

At the same time as the school is increasing its intake into year 7, it is attracting a broader range of students, with its School Family Occupation Index (SFO) changing from 0.44 in 2011 to 0.36 in 2015, indicating that it is attracting a larger proportion of higher SES students than before. It is also attracting a higher proportion of students from Elwood Primary School (29 students in 2015 compared to 15 in 2012) as well as St. Kilda Primary School. (19 in 2015 compared to 11 in 2012) than previously. Very few of the students coming into Elwood at year 7 have come from the Prahran area in the past with 10 coming in 2015 from three schools (mainly South Yarra and Stonnington Primary Schools) that might otherwise feed into a secondary school in Prahran. Transport difficulties are seen as a major barrier to students attending from that area.

While Elwood currently takes very few students from the South Melbourne area (only eight in 2015, six of whom are from St Kilda Park which is accessible to Elwood and some distance from Albert Park), it is nonetheless reasonably accessible to some of the other schools in the broader South Melbourne area through public transport options. It is unlikely that students would exercise this option while Albert Park College is open to them, but if the Albert Park zone contracts back from the St. Kilda end, the students affected should be able to access Elwood reasonably easily instead.

Elwood College has already undergone fundamental changes in its leadership and educational approach and programs to ensure that students achieve greater success than was previously the case. However the school has also suffered from poor perceptions caused by the state of some of its buildings which are very visible to the public. This is about to change with the construction of a new \$10 million two storey building to replace existing old LTC buildings, and a refurbishment of the existing three storey building in the school. In addition

there will be some improvement undertaken to the school grounds. This work will commence in early 2016 and is anticipated to be completed by mid 2017.

In the meantime there will be spare capacity, apart from the period of the construction phase, which will enable the school to enrol students who are unable to gain entry to other schools because of zoning or other reasons of difficulty of access, especially Albert Park.

Elwood also has the capacity to expand further as it has the space to accommodate a further 100 students, if required, in double storey portables, thereby bringing the maximum enrolment to 1000, rather than the current limit of 900.

The school currently provides 23 Unit 3 and 4 studies to its VCE year 11 and 12 cohort of 160. Although it is unable to provide a broad range of programs for its VCE students at the moment this situation should improve in coming years as the larger cohorts of students currently in the earlier years come through the school. In the VET area it provides a wide range of VCE/VET studies to 23 students through access to TAFE programs but, as mentioned earlier, no VCAL.

The growth and role of Glen Eira College

Glen Eira College, like Albert Park and Elwood Colleges, has seen strong and continued enrolment growth. The student numbers have increased from 301 in 2008 to 529 in 2014 at the time of the last study to 590 in 2015 and an expected 654 in 2016. The year 7 intake in particular has dramatically improved from 47 in 2008 to 136 in 2015 and an expected 147 in 2016 according to the latest Departmental estimates. This trajectory of enrolment increase could see the school reach its maximum capacity of 930 students by 2019. In fact the Department anticipates an intake of approximately 182 year 7 students in 2019.

Like Elwood College, the school has set about improving performance through 'turning itself around', in this case over the last seven years and from a much lower base. Glen Eira sees itself as providing 'strong leadership, clear strategic directions, high expectations, responsiveness to the community and a collective commitment to school improvement' that have all 'resulted in the school achieving a positive and growing reputation in the community and beyond', and most importantly among the local primary principals.

The school has had the advantage of having facilities that are in good condition and well maintained. It has recently received a \$9.5 million funding commitment for a whole school refurbishment and a new gymnasium of which \$950,000 was allocated in the 2015-16 budget. This will enable it to provide a physically attractive learning environment that will add to the broader view of the attractiveness of the school as a provider of high quality secondary education.

Most of the year 7 intake comes from the Glenhuntly and Ormond area and it has had very few students in the past or currently coming from the Prahran area. Glen Eira is not seen as a viable alternative secondary school for any of the

students in the broad South Melbourne area because of the difficulty of access. As its enrolments grow and the school approaches its capacity it will cease to be a possible provider for Prahran secondary students though this will not prevent the development of potential cooperative or partnership arrangements between Glen Eira and Prahran, particularly in the senior years, which could be beneficial given Prahran's capacity to 650 students. Indeed Glen Eira has flagged potential to utilise its focus on languages and music.

As is the case with Elwood the school is currently not zoned as it has plenty of spare capacity for additional enrolments. However if the school were to reach its enrolment capacity this could change beyond 2020.

The school has been providing 15 to 16 Unit 3 and 4 studies on site for its total VCE year 11 and 12 cohort of approximately 120 students and it is anticipated that this will remain the case until 2017 when a larger VCE cohort will allow an expansion of year 12 provision. The school also provides eight students with access to four VCE/VET subjects, one of which is provided at the school. In the longer term as the increased enrolments in the earlier years move into the school's senior years it is anticipated that it should be able to provide a more comprehensive range of studies for its VCE students.

Prahran

Primary school responses to a new secondary school

Both of the St Kilda primary schools have a good and developing relationship with Elwood College in particular, especially as it continues to become a better secondary school and attract more enrolments as a result. St Kilda Primary School, for instance, explained how a well-designed transition program developed by the College is in place and, as Elwood continues to build a strong profile in the area, it is proving increasingly popular with parents. Both schools talked of 'good programs' at Elwood, albeit tempered by the need for funding to enhance the buildings and make it a more physically attractive school.

The two schools are also aware that enrolment pressures may emerge at Elwood College over time, and their students are already effectively zoned out of Albert Park. Hence they support a new secondary school in Prahran. The St Kilda Primary community believes that a new Prahran High School could potentially attract many of its students and provide parents with the choice of a government secondary school in the broad local area. St Kilda Park Primary adopts a similar view, explaining that its parents generally want the new school to provide 'a high quality, relevant, authentic and comprehensive education for students', while maintaining a strong 'community focus'.

Like the St Kilda schools, Toorak Primary School feels that more of its parents would choose a government secondary school if they were sure of 'an excellent education with broad offerings, high academic achievement and enriching subjects'.

Armadale Primary School, which sees many of its students transition into private schools, feels that a number of its parents would choose a government secondary option should one exist in the broad 'Malvern' area — once again, provided it is a school 'with a reputation for academic excellence and a rich extra-curricular program'.

While Malvern Central School does not expect the new Prahran High School to attract more than 'a very small percentage' of its students, its leaders are prepared to promote it, and would welcome any transition approaches it makes, because they believe in advocating for education in government schools.

As arguably the most socio-economically mixed school, with the highest SFO in the area, Stonnington Primary School finds it has no 'default' secondary school that its students can attend, with the result they spread far and wide. Students are locked out of Albert Park College and both of the other two options, Glen Eira College and Auburn High School, are seen as 'too hard' to reach. There is, therefore, a strong belief amongst parents that a 'community secondary school' is needed in Prahran that fosters 'community rather than commuting' and builds on the sense of community that the primary school creates.

The Prahran school site

Concerns have been expressed about the issue of site size relating to both the available space/sports facilities discussed here, and curriculum range as outlined in more detail below.

The school is being established at an old Swinburne University site that is right in the heart of the vibrant suburb of Prahran close to the Prahran Market and the lively Chapel Street shopping precinct. The new school will be adjacent to Melbourne Polytechnic which provides programs for tertiary students in a fully adult environment. This has implications for the school's relationship with Melbourne Polytechnic. There is a need to ensure the integrity of the secondary space and the learning structure for the students of Prahran through establishing an independent, self-contained site and maintaining a strong government school identity.

Principals in both primary and secondary schools, emphasised that it is something the new school leadership can address by ensuring that an orderly learning environment exists and managing the interactions and relationships between the school and its tertiary neighbour.

A further issue that was raised as a concern by parents and primary schools is the provision of playing space at the new Prahran site. Design solutions will need to be explored to ensure appropriate provision. The potential to include a rooftop garden and other facilities and/or use the large sports facilities at neighbouring schools including the Stonnington Primary School and Melbourne High School were raised in consultation.

Relationship with Melbourne Polytechnic

Some principals raised concerns that the location of the school next to Melbourne Polytechnic could generate negative parental perception and fears about the environment in which younger secondary students in particular are schooled.

At the same time, it was suggested that it would be a waste to ignore the opportunities to be gained from co-location, especially at the senior end of the school, and the potential for a worthwhile partnership to be formed. The Melbourne Polytechnic campus at Prahran specifically styles itself as having a key focus on the creative industries with programs in design, photography, visual arts, professional writing and media, digital media, music, theatre arts, live production theatre and events, costume design and makeup, sound production and media. These are all potentially interesting to parents and students in the suburb of Prahran which sees itself as at the heart of Melbourne's visual and performing arts community.

A related concern was that a partnership arrangement may encourage a perception amongst some parents that the school is fundamentally a 'technical' school. That is perceived to be a problem for Prahran parents who are, for the most part, seeking an academic pathway for their children. On the other side of this coin, the provision of vocational education and training (VET) in all schools in the area is arguably weak and it has an important role to play for a significant number of students who otherwise might disengage from school. The challenge in this context is to ensure the school (and hence parents) does not adopt a binary approach. The new Prahran school can be an academic school, and at the same time, offer a broad range of pathways through VET, whether on its own or in partnership with other schools. Interestingly enough, this is something that Melbourne High, with its very strong academic orientation and reputation, does and perhaps helps illustrate that the school can be on a continuum that embraces both the academic and VET rather than them being seen as either/or.

School size and curriculum range

The school has a proposed enrolment of 650 students from year 7 through to year 12. Consideration is required as to how the school will deliver a breadth of subjects in its VCE program. It may mean that it needs to be able to draw on other sources of support to ensure a viable range of pathways-related programs for students to pursue.

In the event the school is sufficiently popular to attract a clientele beyond the 650 limit that the building will impose, then the school, region and Department as a whole should leave open the potential to source additional building space in the way that Albert Park College has done and continues to do.

Beyond this, developing partnerships can contribute to extending the range of senior school curriculum programs that students can undertake, including but

not limited to any partnership with Melbourne Polytechnic that the school can forge. Further options that can be considered for partnership include:

- Leveraging the growing interest that Elwood and Glen Eira Colleges have expressed in potentially cooperating with a new Prahran school around provision in the senior secondary years. More specifically the three schools could, when Prahran is fully developed, coordinate their provision and share resources where appropriate and students can move between schools depending on the program of studies they want to pursue.
- Accessing elements of the Melbourne High School curriculum that it is putting online, albeit noting that this does have heavy demands in terms of pre-existing knowledge and the pace at which it unfolds, meaning it primarily is for extending higher performing students in the school.
- Working with other schools to provide a common VCAL across all of the local secondary schools, since none of them offers it and it could fill an important provision gap in the area as a whole. In this case the three schools could jointly develop a VCAL program and operate it from an agreed site.

Preparing to ensure a good school

The new high school in Prahran needs to provide a viable option for parents who not only are choosing other secondary schools but, in significant number are choosing the private option instead, as opposed to the new primary schools which will operate in an environment where there is an excess demand for the government schools.

This significantly depends on the extent to which the new Prahran High School can ensure that the preconditions for whole school improvement — ie, a strong leadership team with a clear vision of what it seeks to achieve and how, high expectations for all students in the school; and an orderly learning environment where students are well-known by the staff — are in place from day one when it opens its doors.

Establishing the new school with only a year 7 group in its first year will help in this regard. Students entering at a range of year levels bring the cultures they have experienced in their current schools, thereby inhibiting the capacity for the school's leaders and staff to build a new culture from scratch. Starting with a new year 7 intake from primary schools would enable the new school to determine its own distinctive Prahran High approach that would then flow through the school with each new intake.

This in turn means getting the 'right' principal in place and getting them early enough in the process to both establish the direction (and hence culture) of the school and sell a vision to the community of a school that does not yet exist. It may be appropriate in this context, and taking full account of the additional complexities associated with this particular school of 650, to consider appointing an executive principal, at least for an initial period of time, to develop a new model of provision in a vertical school. Alternatively, a variation of this proposal could be to appoint an experienced, successful principal as the interim principal,

as occurred with Auburn High School, to get the school started and then support an incoming principal to take over the reins.

Design specifications for the school and any decisions about how the teaching and learning spaces are configured should ensure maximum flexibility for the school's leaders and teachers and not bind them to a particular teaching and learning approach.

The incoming principal and then leadership team and staff will also have to develop the culture and approach that will successfully cater simultaneously for the academic aspirations that so many parents have for their children in Prahran, and the group of potentially disengaged students that also exists. This in part can be achieved by forging the sort of partnerships referred to in this report that help maximise the range of options and pathways available to students so that a variety of interests and needs can be met.

Equally important, though, is the recognition the new school, and its leaders and staff have that there is a range of needs to be met and not just those of one group. As is suggested for the two new primary schools in South Melbourne, there is experience in other schools to suggest that this is a challenge that can be met provided the school's leaders and staff adopt high expectations for the success of all students right from the start, and that the school is well-led and consistent in the pedagogical and wellbeing approaches it adopts, ensures an orderly learning environment where each student feels they are known by at least one adult in the school, and it engages with its community and genuinely brings them into the school.

FINDINGS

Enrolment and demand pressures on schools in the Prahran and South Melbourne areas

- A combination of population growth in the inner Melbourne area and the improved quality of government education provision in the South Melbourne area in particular has resulted in an identified demand for more student places in many schools across the whole area. The development of the Prahran secondary school and the two new primary schools in South Melbourne (Ferrars St. and South Melbourne Park), will play a very important role in meeting these pressures from 2018 into the early 2020's.
- The longer term challenge of meeting enrolment demand in the 2020's, particularly in the area of the provision of quality government secondary schooling to all students who want it, could be considerable.
- This longer term challenge will be most noticeable in all three existing secondary schools and, as noted later, has already impacted on Albert Park College. These are important considerations to build into Department of Education long term strategic planning.

Quality schooling

- Access by parents to quality primary and secondary schooling for their children continues to be a key driver of demand for student places. Quality schooling is defined as schooling where effective leadership is combined with a clear school direction, high expectations of students, and an orderly environment focused on student learning.
- All secondary schools covered by this study (Albert Park College, Elwood College and Glen Eira College) are now seen as providing, or increasingly able to provide, a quality schooling experience, and this has been a major factor in the increasing enrolments and demand for places in each of these schools.
- Primary schools in the area have long been seen as providers of quality schooling and the issues of enrolment pressures on them have been more a result of population growth.
- The success of each of the new schools being developed will largely depend on them being seen by their local communities as providing quality schooling at least equal to their existing successful neighbouring schools.
- One shortcoming that continues to be identified across the whole area is the breadth of curriculum provision in VCE, VET and VCAL. While Albert Park College should be able to provide a broader range of VCE/VET studies in 2016 when it has a year 12 cohort, the other secondary schools are still providing a limited range of year 12 programs. The existing schools should be able to extend their provision with the increased numbers they will have in senior classes by 2017-18. The new Prahran secondary school should be encouraged and supported to cooperate with neighbouring schools to ensure a wider breadth in subject provision.

- Quality facilities are very important in promoting community perceptions of quality schooling. It is equally important that facilities at the three new schools make an equal contribution to supporting the continued development of their cultures of quality schooling.

Planning issues for the three new schools

- There is significant anticipation for and goodwill towards each of the three new schools. The Prahran school and the two new primary schools in South Melbourne are viewed as filling gaps in schooling provision that the existing nearby schools are unable to fill.
- There are some legitimate and important concerns related to the establishment and development of the new schools that need to be addressed to ensure their success in providing quality education and that they have and maintain community support.
- Because leadership is so critical in establishing the preconditions for whole school improvement, a culture of high achievement and long term school success in all schools, but especially new schools, the appointment of the right person for the position of principal is critical and the most important decision to be made in the planning stage. To help ensure this, the new principals should be appointed well in advance of opening the school and be in a position to be involved in school planning given their critical role in implementing the planning decisions that are made.
- In this context planning committees should avoid limiting the flexibility open to the principals so that they, together with their leadership teams and staff can make appropriate decisions about curriculum, pedagogy and how the school building should be used. There should be sufficient flexibility in the building and classroom design to enable a range of classroom configurations according to teaching and learning needs.

South Melbourne

The Primary Schools

- The manner in which the two new primary schools phase in their year levels will have a major effect on how they are able to reduce the enrolment pressures on the nearby schools. However, decisions about this will also impact on how these schools develop their school cultures and how successful they will be in establishing themselves as high quality primary schools.
- New developments at Fishermans Bend will take significant time to unfold, but need to be accompanied by appropriate schooling infrastructure to cater for the new residents moving in and not impose further pressure on South Melbourne Schools.

Albert Park College

- The current expansion of Albert Park College to include the former Circus Oz site has extended the school's capacity to 1150 but projected demand shows

further capacity shortfalls.

- Consideration needs to be given to supporting the school to further expand so that it can continue to meet local demand.

Prahran

- While there are enrolment pressures on some of the primary schools in the broad Prahran area such as South Yarra Primary School, these are not as great as in the South Melbourne area but need to be monitored nevertheless because of the potential to create the same sort of facilities and access pressure that the South Melbourne schools have experienced.

The new Prahran secondary school

- The government's decision to build a new secondary school in Prahran has been widely welcomed in the area because of the absence of an existing school and the difficulty of travelling to the closest alternative government secondary schools.
- The construction of a quality building with high quality programs in a school with its own clear identity should overcome any existing reservations about the decision to locate the new school at the former Swinburne College, rather than School for the Deaf site.
- Design Options that ensure appropriate provision of recreation space include a rooftop garden/basketball court and other facilities. Alternatively access to the Melbourne High School sports facilities at a favourable fee agreed between the schools and access to other local facilities and other possible options involving access to unused land nearby, could be considered.
- Enrolments will be capped at 650 students because of the site restrictions that exist. This impacts the senior curriculum range the school will be able to provide. One response to future enrolment pressures, if they arise, is to consider the approach taken by Albert Park College (since it too is on a constrained site) when the demand for places exceeded its capacity. This involves looking for nearby spaces where the school could expand. Such an expansion would help provide the critical mass of students in the senior years that would allow it to provide a broader curriculum to its year 11 and 12 students. Aside from this, there is the range of partnership and other co-operative arrangements that can be developed with nearby secondary schools that have been referred to earlier.
- Options need to be considered that would provide the school with the most appropriate leadership arrangement that gives it the best chance of becoming and remaining successful in the eyes of its local community. Such options, which have been adopted elsewhere, include the appointment of a principal at Executive Principal level to attract high quality applicants, or the appointment of a highly successful recently retired principal, to lead the school for a defined period and then be a mentor for an incoming principal.
- To give Prahran the maximum opportunity to establish its culture of high expectations and high achievement from the outset, it is recommended that Prahran commence with a year 7 intake only so it can establish and reinforce this culture in successive years.

- Prahran secondary school will need to meet the needs of disengaged students while at the same time developing a culture of high expectations and educational success. This is possible if the school is able to provide these students with the necessary support and personalised attention that enables them to experience educational success.

Appendix: Year 12 curriculum provision and analysis

Analysis of Year 12 Provision Data 2015 – VCE, VET, VCAL Elwood College, Glen Eira College, Albert Park College

Year 12 enrolments for each college are as follows: Elwood (73) Glen Eira (56) and Albert Park (*0 in 2015, projected 118 in 2016*). This is a total of 247 students.

An analysis of 2015 year 12 provision data (includes 2016 projected enrolments for Albert Park) for the 3 secondary colleges shows the following:

1. Year 12 provision in general

- Elwood provides students with 34 VCE studies 11 of which are delivered by either the DECV or VSL. 11 VCE/VET studies are provided all of which are delivered by TAFE
- Glen Eira provides students with 29 VCE studies of which 11 are delivered by the DECV, VSL or other provider. 5 VCE/VET studies are provided all of which are delivered by TAFE
- Albert Park will provide 35 VCE studies in 2016, 7 of which will be delivered by the VSL. 9 VCE/VET studies will be provided all of which will be delivered by TAFE.

2. English

- Students in all schools study English (compulsory study)
- All schools provide English as an Additional Language (student numbers range from 9-20)
- All schools provide Literature. Student numbers range from 10-21
- No college provides Foundation English or Texts and Traditions

3. Languages

Across the 3 colleges 75 students access 17 Language studies. Relatively small numbers of students access them.

- Overall there are limited opportunities for students to access Language studies provided by the college itself
- The Victorian School of Languages VSL delivers 15 of the 17 languages.
- 23 Elwood students access 10 languages with 7 delivered by the VSL. 7 of the studies are delivered to 1 student only
- 21 Glen Eira students access 9 languages with 8 delivered by the VSL or other providers. 4 of the studies are provided to 1 student only
- 32 Albert Park students will access 8 languages with 7 delivered by the VSL. 3 of the studies will be provided to 1 student only.

4. Mathematics

- All colleges provide Further Mathematics. Student numbers range from 20-55)

- All colleges provide Maths Methods. Student numbers range from 28-42
- All colleges provide Specialist Maths with one college using the DECV as the provider. Student numbers range from 5-10
- No college provides Foundation or General Maths.

5. Sciences

The sciences are generally well represented across the colleges.

- All colleges provide Biology. Student numbers range from 16-53
- All colleges provide Chemistry. Student numbers range from 11 – 25
- All colleges provide Physics. Student numbers range from 15 - 24
- All colleges provide Psychology. Student numbers range from 16 - 51
- No college provides Agricultural & Horticultural Studies or Environmental Science.

6. Humanities

There is patchy provision of studies across the 3 colleges thus limiting access for students.

- No college provides Australian History, Political Studies, Renaissance Italy, Religion and Society, Classical Studies, or Sociology
- All colleges provide Revolutions. Student numbers range from 11-18
- All colleges provide Philosophy. Student numbers range from 2 (DECV provider)-17
- 1 college provides Geography to 18 students
- 1 college provides Australian Politics to 12 students (combined yr 11 and 12 class)
- 1 college provides Global Politics to 12 students (combined yr 11 and 12 class).

7. Business

There are limited opportunities for students to access the full range of studies in this area.

- 2 colleges provide Accounting Student, numbers ranging from 9-11
- All colleges provide Business Management. Student numbers range from 17 – 51
- 1 college provides Economics to 13 students
- All colleges provide Legal Studies. Student numbers range from 1 (DECV provider)-17
- No college provides Industry and Enterprise.

8. Health and Wellbeing

There are limited opportunities for students to access the full range of studies.

- All colleges provide Health and Human Development. 2 colleges though use the DECV as the provider for a total of 3 students. Albert Park provides for 22 students in a combined yr 11 and 12 class
- No college provides Outdoor and Environmental Studies

- All colleges provide Physical Education. Student numbers range from 14-16.

9. Technology

There are limited opportunities for students to access the full range of technology studies

- 2 colleges provide Food Technology. Student numbers range from 5-13
- No college provides Systems Engineering or Industry and Enterprise
- 1 college provides Information Technology to 16 students
- 1 college provides IT Application to 16 students
- 1 college provides Software Development to 17 students.

10. The Arts

There is patchy provision for students across the 3 colleges thus limiting access for students to Arts studies

- No college provides Art
- 2 colleges provide Visual Communication and Design. Student numbers are 12 in each
- 2 colleges provide Studio Arts. Student numbers range from 10-28 (combined yr11 and 12 class)
- 2 colleges provide Media. Student numbers range from 21-29 (combined yr11 and 12 class)
- 1 college provides Music Performance Solo for 3 students in a combined yr 11 and 12 class
- No college provides Music Performance Group
- 1 college provides Music Style and Composition to 1 student through the DECV
- No college provides Drama.
- 2 colleges provide Dance. Student numbers range from 1 (other provider)-6
- 1 college provides Theatre Studies to 10 students in a combined yr 11 and 12 class.

11. VET provision

Generally, VET provision is patchy across the 3 colleges with VET offerings relatively limited

- 23 students at Elwood access 11 VCE/VET studies delivered by TAFE.
- 7 Glen Eira students access 5 VCE/VET studies delivered by TAFE
- 13 students at Albert Park access 9 VCE/VET studies delivered by TAFE.

12. VCAL

No college provides a VCAL program.