

Draft Models 2014

Sandringham College

Howard Kelly

Background/context/ strands

The work we have all been engaged in has been intense, open and has found a community across the campuses of the College and the wider community, willing to engage. It is clear that the College, in whatever form it takes has a vital role to play in the provision of high quality public education.

The responses have centred on the issue of how best to position the College for the future. People have been open minded about the best way to configure provision. There have been some key strands that have become apparent in the dialogue so far.

A lot of this dialogue has revolved around the issue of whether or not the time has come to consider another form of governance that is more local than a three-campus school.

There has been much discussion around issues pertaining to the use and future of Beaumaris, this is important and is a driver in the work but it is much larger than this matter alone.

The issue of a separate school at Beaumaris, linked to other schools has certainly been a strong feature to date. In the end the broad range of views put by community will impact on the final decisions of the College Council.

Issues relating to the possibility of a precinct with the neighboring primary school have been raised and need to be explored further. A tremendous amount of creative work was undertaken to explore the idea of a seamless educational experience. Note this precinct concept requires buy in from Local Government as well.

Similarly the long term most productive relationship between the Bluff road site and Holloway road has been raised. Related to the issue of Bluff road and Holloway road has been the prospect of opening up provision more strategically with more senior curriculum at Bluff road as a possibility.

The lack of opportunity over many years for the up skilling of staff on both junior sites to teach senior curriculum is an issue for the operation of current structure. The lack of opportunity and a practical policy to create that opportunity of teaching senior curriculum has not been strong at Sandringham College. This local development was not a part of the original driver for multi campus schools across the state.

All of the strands referred to are creative and show a desire to take the opportunity to think outside the current paradigm whilst accepting the value and achievement of what is currently in existence.

A reflection

In working closely with people and reflecting on the challenges that the former Council was attempting to address last year it struck me that it is useful to consider the challenges that have developed across the state over time for multi campus colleges. The challenges were a key reason for the initiatives taken last year by the previous Council. The previous Council had a proposal put to it that all Beaumaris Students move to Sandringham (Bluff Road) by 2013. It was then proposed that other options for the Beaumaris site be considered. An independent analysis by G. Marshall (Feb. 2012) reflecting on the proposals came to the view *"that such a move would not materially affected the College's financial position."* In effect this meant the financial challenges for the multi-campus college would not have been resolved. It is reasonable to say that when the College came into existence in the early 90's they were favored by Government. It is reasonable to say that since 1992 this has been less and less the case as time and governments of both persuasions have been in place. The additional funding, flexibility, access to grants [particularly Federal grants] has been less and less. The flexibility with staff has become less, as have other entitlements. This reality plus the difficulties of distance between the Beaumaris site and the other two sites has had an impact on the life of the overall

College. Recent analysis of the internal school budget indicates that the pressures have built up even more this year with less flexibility seeing further reduction as the model remains under resourced.

In essence the College, like all multi Campus colleges has been locked into operating a model that is no longer resourced as it needs to be to deliver what it wants as much as it ought to be able to manage. It is sad to say but the model around the state has not been adequately resourced to build in the nuances, allowance needed since the mid90's.

The efforts made at Sandringham College have been strong but an adequate resource base is not there, this has been taken away progressively by forces beyond the College. One should acknowledge the efforts of the previous principal and Council to address the issue. Similar dilemmas and challenges have faced other multi campus colleges.

It is worth mentioning some research undertaken by The University of Melbourne about nontraditional secondary settings, including Multi campus colleges. The study looked at the history, expectations and resource/ management issues on a range of schools across the state. On reflection it points out the complexity of multi campus schools. Of interest is its reflection of the ideal "it would be a dual campus probably with a 7-9 and a 10-12 campus", Lamb/Keating 2009 University of Melbourne It is of interest in the context of our discussions here.

In the context of the strands that have been raised in dialogue, the resource issues and expressions from the community the following diagrams are hopefully viewed. They vary in nature but flow from the status quo, through to disaggregation into two separate schools, one with a single campus, and the other with two campuses. The models then work through different concepts of what that disaggregation might look like.

They are here to stimulate more debate and all need more detail. They are intended to be shared with the wider community and seek a response. Responses will be received until June 18.[details below] The models will need to be supplemented with more demographic data that comes from the most recent census. We need a stronger sense of numbers and viability. This will be available and steps are in place to have that data analyzed promptly to assist the Council in the decisions it will face. There is time in the process for that to occur.

In broad terms the governance models are presented on the assumption that either a new configuration or the current configuration is in place for 2014. The paper then outlines five broad concepts; these will need more input as the dialogue continues. They are open to review, amendment, supplementation.

Concurrent with all of this discussion is the seeking of significant capital from Government. Having said that there are many things that can take place while that effort to engage Government and other parties continues

Your input is vital

Having met many people, attended many consultations and been encouraged by the input and growing sense of ownership the position I have put to the College Council is that the final resolution of the challenges needs to be handled in two distinct phases.

Stage One

June till mid-August 2012.

This stage centres on the core question as to whether the best way forward to serve the needs of students and meet community expectations is for the College to stay as is, or is it better in the long term to establish two separate Colleges still working together, as well as with other schools. Clearly this is the pivotal first challenge.

Underpinning this needs to be the commitment that we are focused on growth, not maintaining the numbers but growing the presence of public education. A key question is what model of governance will generate that energy, engage the community and get that buy in to public education.

Once a decision is made on this central issue the Council has the challenge of seeing through disaggregation and shaping it if it supports that position. Alternatively, if the Council votes against that position it has the challenge of how it will manage the model, make internal changes and work with a range of expressed views in the community.

Feedback on this central issue, adding to the significant input so far is requested by cob on Monday June 18. It could come via email to me on hrkelly2@bigpond.com or in hard copy, marked attention Howard Kelly to one of the campus offices.

In week two of term 3 there will be a chance to discuss the feedback at Beaumaris and Bluff road. These meetings will also enable an initial discussion on some of the broad concepts put forward as to how the College, or Colleges could operate and relate to each other.

It is expected that the Council will make a decision on the governance model at a meeting in August.

Stage Two

August - March 2013.

If the Council votes to disaggregate very detailed work will need to take place on how to deliver this by 2014. Some initial concepts are provided in this paper and your first responses are also welcome whenever you feel confident to do so now or in the future.

If Council does vote to disaggregate then Council would be requested to establish two more localized groups to work on the implementation of the moves. These groups would require significant grass roots work in the community and with the staff.

If this work is required, pending the broader issue being decided to disaggregate it would be necessary to have detailed positions in place by early March 2013. This would involve resolving issues such as Boys or Co-ed at Beaumaris and the best use of the two sites in Sandringham. This process would enable decisions by Government and Department to be seen through in order for a new set of arrangements to be in place by 2014.

If the decision was to stay the same as one College with three campuses there would be a very different need to work locally to see the College grow its numbers, particularly at Beaumaris. In this situation there might still be organizational issues to work through to strengthen the College in the future decade.

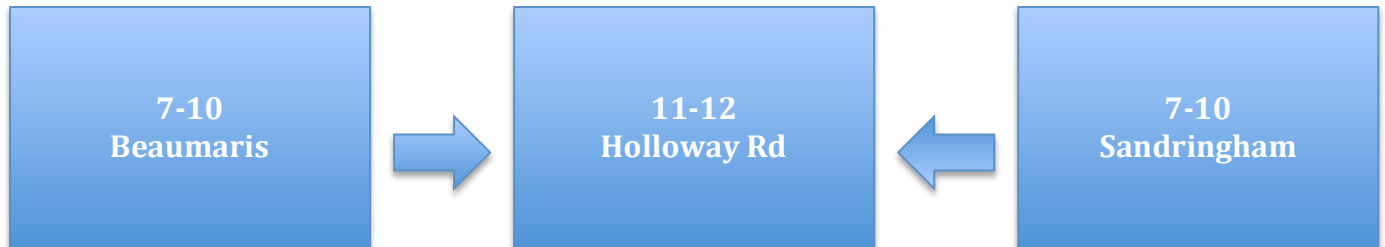
Of course while this work progresses there is still the need to seek Government funds. The capacity to attract funds may be impacted upon by the overall position regarding one or two schools.

Howard Kelly 21/5/12

Three Governance Options

1) Status QUO

One School, One Council, Three Campuses



2)

**Separate 7-10
Own Council/Own Principal**

One School - Two Campuses - Own council



(Boys or Co-ed)

3)

Standalone 7-12



**Own Council/Own Principal
(Boys or Co-ed)**

Initial Concepts

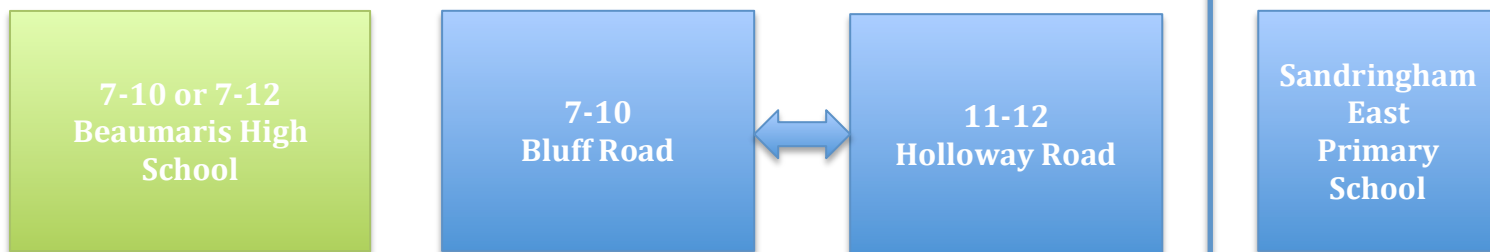
1) Status Quo: One School – Three Sites



In this model the current arrangements remain.

2) One School

One School – Two Sites



In this model the Beaumaris site would become a separate school.

Bluff Road and Holloway Road sites would remain the same.

3) One School

One School – Two Sites

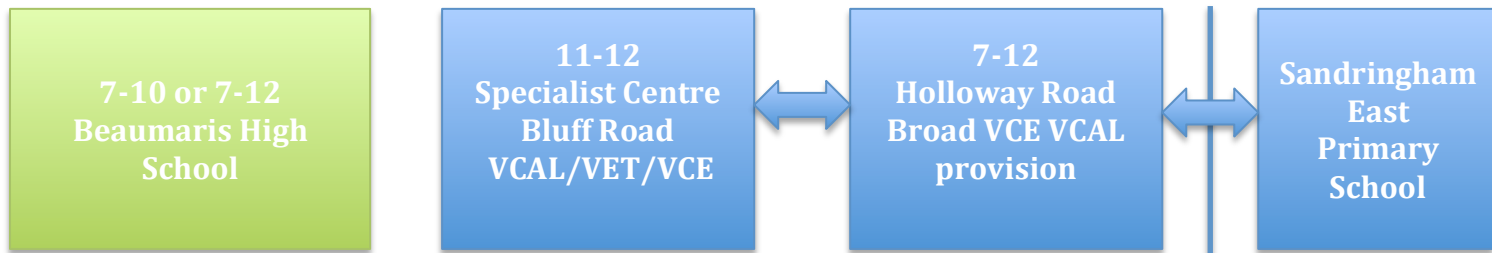


In this model the link to Sandringham East Primary would see the Senior Site and Junior Site swapping to create a precinct Prep-10 between two schools. Beaumaris would remain a separate school.

4)

One School

One School – Two Sites



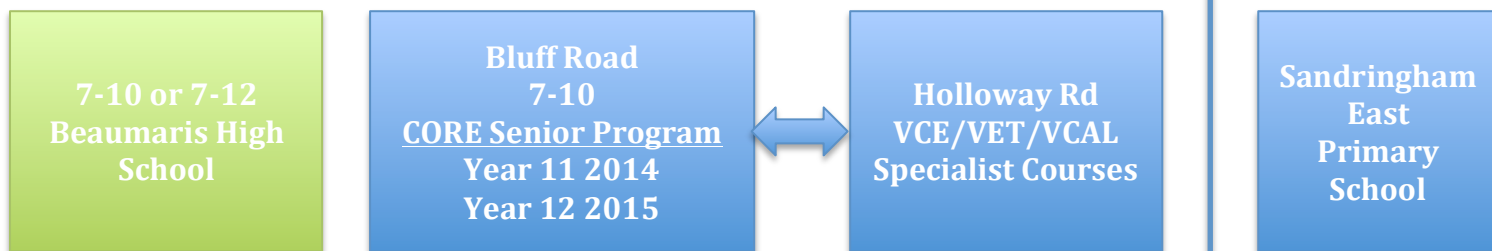
In this model Beaumaris would become a separate school and the notion of a precinct with Sandringham East Primary School would be extended to see a P-12 precinct between two schools on Holloway Road.

Key separate programs for Year 11 and 12 would transfer to Bluff Road. Students would access the programs as appropriate.

5)

One School

One School – Two Sites



In this model Beaumaris would become a separate school.

The Bluff Road site would introduce a CORE VCE program on the Bluff Road site over two years; 2014, 2015.

A range of VCE/VET/VCAL programs would remain and expand on the Holloway Road site. Students would, if they chose to be on one site or tailor their choices to utilize both sites.

The sub regional focus of the College on Holloway Road would remain.

Suggested links for Beaumaris and broader overall links

Working from the assumption of a separate school for Beaumaris.



*** The lines indicated a parallel education link through some joint memorandum between two self-managing schools: Beaumaris High School and Mentone Girls High.

****The line between Beaumaris Boys High (and co-ed for that matter) and Sandringham 7-12, indicates joint work required to broaden opportunities.

Note if you were to end up with two separate schools you could be working to a situation where an alliance is developed between the two schools, and it is hoped Mentone Girls Secondary College.

We should examine the links that have broadened programs between the former Schools of Eumemmerring College.

Once one school, now three schools with agreements in place between them to bolster key subjects and deepen choice. This work has been in place since 2009. It is based on a Memorandum of Understanding between the schools and regular dialogue between Principals and Presidents of stand-alone colleges that work as a mini system. All have grown significantly since 2009. They have indicated they are happy to brief leaders from Sandringham on their processes.