**HURLSTONE AGRICULTURAL HIGH SCHOOL**

**Timetable Review**

The review of the timetable was prompted by concerns raised by the P and C.

Parents were concerned that the extant six day rotating structure was confusing and that it did not support the stability of operations for neither the students nor the parents. This view was particularly strong amongst parents of year 7 students and students new to the school. Parents of students who had been at the school for a longer period said that they had gotten used to the timetable but that it had taken them some time to be au fait with its peculiarities. The P and C made it clear that they had been asking for a change to the timetable structure for some time.

After the P and C had brought this to the attention of the school’s senior executive the timetable structure was discussed at executive level and it was clear that the majority of executive staff were in favour of an alteration to school’s structure. This was particularly true when discussing the impact of the timetable on the facilitation of extracurricular activities for students.

It was decided to survey staff in order to find out their views on both how the structure impacted on their preparation for, and execution of, educational opportunities for students. After preliminary interviews with a selection of students it was determined that students would not be surveyed regarding this issue. This was not to limit student input but at a result of the fact that when preliminary interviews were conducted those students that had been at the school since year 7 and knew nothing else largely failed to have an opinion and those students that had joined from other schools uniformly spoke about how they found the rotating timetable confusing and a negative impact on their learning.

The staff survey had the following results:

* 75% of staff either disagreed (27%) or strongly disagreed (48%) with the premise that “the current six day rotating timetable structure makes it easy for me to plan my lessons.”
* 63% of staff either disagreed (36%) or strongly disagreed (27%) with the premise that “the current six day rotating timetable structure is easy for teachers to understand.”
* 78% of staff either disagreed (32%) or strongly disagreed (45%) with the premise that “the current six day rotating timetable structure helps students plan for their lessons.”
* 68% of staff either disagreed (36%) or strongly disagreed (32%) with the premise that “the current six day rotating timetable structure is easy for students to understand.”
* 82% of staff either disagreed (35%) or strongly disagreed (47%) with the premise that “the current six day rotating timetable structure facilitates the planning of extra-curricular opportunities for students.”
* 76% of staff either disagreed (24%) or strongly disagreed (52%) with the premise that “the current six day rotating timetable structure supplies staff with predictability.”
* 78% of staff either disagreed (30%) or strongly disagreed (48%) with the premise that “the current six day rotating timetable structure supplies students with predictability.”
* 73% of staff either disagreed (43%) or strongly disagreed (30%) with the premise that “the current six day rotating timetable structure has a positive impact on my teaching and learning.”
* 69% of staff either disagreed (16%) or strongly disagreed (53%) with the premise “I like the current six day rotating timetable structure”
* 48% of staff either disagreed (16%) or strongly disagreed (32%) with the premise that “the current six day rotating timetable structure provides equity between subjects.”
* 50% of staff either disagreed (20%) or strongly disagreed (30%) with the premise that “the current six day rotating timetable structure provides equity between days.”
* 69% of teachers said that if the timetable was to change they would prefer a 10 day structure.
* 57% of teachers said that if the timetable was to change they would prefer a 6 period daily structure.

These findings made it clear that an alteration in the school’s timetable was desired by the school community and that the preferred model was a six period a day, 10 day cycle timetable. These findings were presented at the P and C and the model was adopted for action in 2015.