

Community Evaluation Forum

1. What skills and dispositions do our students need?

These are each group's top 5 after discussion.

Disposition/Skill/Capability	# times listed	Disposition/Skill/Capability	# times listed
Resilience	6	Emotional Intelligence	2
Empathy	1	Growth Mindset	2
Social Skills / Interpersonal Skills	4	Real World Connections / Relevance	3
Technological Skills	5	Critical Thinking	3
Collaboration	8	Empathy / Tolerance	1
Self-Regulated Learning	2	Awareness of Real World Issues	1
Problem Solving	8	STEM (Science, Technology, Engineering, Maths)	1
Communication	4	Literacy	1
Risk-Taking / not afraid to try	2	Perseverance / Grit	1
Engaged / Motivated	4	Adaptability / Flexibility	2
Creativity	2	Able to give and receive feedback	2
Positive Attitude	1		

2. Preparing our Students for the Future

a. What current practices / activities should the school keep?

Band	K-2 Athletics
Public Speaking	iPads – Years 3-6
Positive Behaviour for Learning	Handwriting
ANSTO Cardboard Challenge	Award recognition for positive behaviour
Peer Support / Buddy Program	Differentiated learning / classes working collaboratively
7 Steps to Writing Success	Green Team
Bounce	Canteen
ICAS Competitions	Awareness of Aboriginal Culture
Sport Programs	BASC
Performing Arts Groups – Dance/Choir/Ukulele	Music Bus
Newsletter with Calendar	Genius Hour
Guided Reading groups	Easter Hat Parade in the afternoon
Homework – gives parents an insight into child's ability	Excursions / incursions / video conference with experts
Growth Mindset	Class assemblies

b. What current practices / activities should the school modify?

Payments and Calendar upfront – beginning of term	Spelling – not parent friendly
Communication (facebook, glossary for parents, notice for events, seesaw...)	Greater understanding of physical disabilities
Swimming carnival – participation from all	Award system – not much incentive for students once they have gold banner.
Renovated bathrooms	Flexible seating
Sporting programs for kids of all abilities	Less emphasis on sport/performing arts
Presentation night – too long, too many sport awards	Carnivals
Extension programs for G&T students	School hours
Structured, integrated use of devices	Teachers using technology to communicate with parents directly.
Smaller classes	Technology / Computer skills
Playground supervision	Less emphasis on completion for dance/sport/music – more on enjoyment
Collaboration on STEAM projects across years	Speeches should be prepared in class – not at home / should be more informal – low pressure
Collaboration with other schools	Parent engagement
Homework	Peer support – earlier in the day? More engaging
BYOD – is it needed in Year 3 and 4? Parent Information session	Access to extracurricular for all
Review of external providers. Are they all necessary?	More variety of extracurricular activities, eg: coding, STEM, Entrepreneur’s club
Consistency across classrooms	Personal development programs
School Leadership nomination/election process	High school transition
Public Speaking – do whole school need to watch?	

c. What current practices/activities should the school discard?

So much dancing	Not being allowed to run on asphalt
Some of the events, eg: Easter Hat parade, incursions, dancing..... Too much time spent out of the classroom with ‘stuff’. Free time up for deep learning	Open Day – too long, particularly when high school perform
	Students sitting in rows in classrooms
Teachers as event managers	School prayer
Homework	BYOD – Stage 2
Walking a long distance to school sport	Big Day Out

d. What practices/activities should the school add?

See Saw in every classroom	Girls participating in the Paul Kelly cup
STEM / Coding	Problem Based Learning
Innovative teaching practice that meets the needs of students	3D Printing
Further technology to reflect current work practices	Robotics / Coding
New award system, include performing arts/STEM	STEM Awards
Environmental Education	Chess Club
Community 'Giving Back' program	Friday Music
Coding and touch-typing	Wellbeing Week
Autonomy in learning tasks	Life skills – cooking, gardening
Play on the play equipment	Cyber Safety program
More playground supervision	Student choice
Community use of facilities outside school hours – coding ...	Awards for skills that match top 5 skills for future
Languages as part of the curriculum	Interrelate
More technology use in classrooms	Whole school reward system
Involvement with high school / transition	Outdoor learning
Community Engagement and volunteering	Budgeting skills
Second Parent Teacher interview	New pledge
Gifted and Talented programs	Students creating/building/ time to explore/play

3. How would we know that we are making progress or moving in the right direction at the end of the 3 year school plan?

a. What would our students be doing / saying?

"I'll have a go at that..."

"I learnt..."

"I like solving problems with my friends."

"I am excited to go to school and learn."

"I am learning things that interest me."

"I like myself."

"It's ok to fail."

Students would be prepared for future, collaborating more, confident, using technology in different ways.

Students would be excited about their school day, enthusiastic, happy to be at school, have a feeling of belonging, able to make mistakes and learn from them, to successfully fail.

Students would be collaborating, have a positive attitude towards school, be willing to try new things, be motivated to learn, working towards learning goals and being able to talk about them and showing individual improvement, have a growth mindset, be resilient.

Students would be talking about their learning with parents enthusiastically, more confident, using technology to enhance learning, happy to go to school, enjoy learning with their peers, able to work independently.

Students would be using YET, better at coping with disappointment or negative situations, standing up for themselves and others.

Students would be feeling a sense of achievement, feeling challenged but supported, exploring their interests.

Students would be persevering with their learning, giving and receive feedback to and from their peers and applying it.

Students would be curious and engaged, community focused, motivated to learn, asking more questions and searching for answers, self-regulating their learning, being responsible for achieving their goals, working collaboratively, be kind and be an upstander, love going to school.

b. What would our teachers be saying/doing?

Teachers would be... catering for individual needs both academically and emotionally, helping students to set individual learning goals, working collaboratively with parents to manage behaviour issues.

Teachers will... incorporate different styles of learning and extend students, be facilitators of learning rather than deliverers of content, support parents and vice versa.

Teachers... are happy to come to work, have access to best practice information, have the support of the community as the experts in education, have a sense of achievement and personal growth, will have support in the classroom in providing students who need it with more intensive attention.

Teachers will... have a reduced feeling of being overwhelmed at the scope of content to teach, reward effort rather than achievement, be giving less instructions, more facilitation.

Teachers will... have the time and resources needed to deliver valuable learning experiences, notice that students are more engaged, notice that behaviour has improved as a result of increased engagement, notice that students are self-driven and motivated to learn.

There will be... increased staff morale, less staff absences, lower staff turnover, happy teachers, passionate teachers, teachers willing to take on and embrace new programs.

Teachers will... help students communicate learning goals and give them explicit feedback, feel like they are succeeding, work in partnership with parents, feel empowered to say 'Back off' with overly eager parents (in a nice and respectful way).

Teachers will... lead students to their own learning, be passionate and confident, be skilled in the use of technology.

Teachers who... love working collaboratively and mentoring others/being mentored, feel like they have time to get through the syllabus and deepen student understanding, have more time to support and differentiate learning, notice students are motivated and engaged and that the achievements of their students have improved dramatically, use the 7 steps to writing program to help students achieve literacy goals, love the See Saw app, feel comfortable with STEM and IT and know how to design lessons around it.

Teachers will be saying... "I had time to teach this properly." ... "My students work through problems." ... "This coffee machine is great!!".

What would our parent community be doing/saying?

My child is ... engaged, supported, challenged, happier, willing to learn, listened to, has a strong skillset comparable with the rest of the world.

The school is ...growing inventors and creators.

Parents would ...worry less, be supportive and encouraging.

Parents would ...have more knowledge about what their children are learning, feel involved, respect teachers and their time, trust the school and know that if they don't hear anything, it's a good thing, stronger ties with the school.

Parents would... happy, positive, give positive feedback and get more involved.

Parents would... understand what their child is learning, feel informed about their child's learning and feel more connected to their child's learning.

Parents would... be engaged, visible, involved, aware.

Parents would... be proud to say that their children go to Como West, love the school, be active participants.

Parents would... be working alongside and supporting teachers.

Parents would... say that... the school communicates well, children are resilient and not afraid to make mistakes, they had a better understanding of teaching practices.

Parents will... understand what is happening and when, see their children take ownership of their homework and know how to work independently, be engaged and sharing their specialty/expertise in the school setting, collaborate with teachers to manage behavioural issues in the playground.

Parents will say... I am informed, my child is well prepared for their future, my child has lots to do, I am not continually paying for external providers, I like being in the school and so does my child.

4. Our School Vision

Some statements which groups developed to capture the vision of where we need to go ...

CWPS develops socially competent, confident students who learn how to learn using adaptable and relevant skills that allow them to succeed in the classroom and wider community.

...to enable students to realise their individual potential for their future as global citizens.

CWPS provides an inclusive and collaborative environment where students are taught by passionate and engaged staff. It is here that children are taught to be resilient and confident citizens of their community and world.

A local school that will prepare the next generation of global citizens for the challenges and rewards of the future.

To provide a stimulating and collaborative environment that prepares our students for a changing world. We will develop their critical and creative thinking skills, with a focus on technology and build a sense of wellbeing and community.

At CWPS we grow happy and confident children who believe in their abilities, are adaptable, and who are skilled and prepared for the future in a global community.

Every student is engaged and challenged to continue to learn.

CWPS will develop socially competent and intrinsically motivated students who can collaborate, communicate, think critically and creatively to become successful global citizens for the future.

We work collaboratively to create a nurturing and engaging environment where kids love to learn, know how to learn and leave as confident, capable, kind, worldly people.

Our children are engaged in a world beyond their parent's imagination with teachers sustainably supported and community integrated; all expressing individuality and respect.

Our students are prepared for a rewarding future.