OUTCOMES FROM PARENT FORUM

Tuesday, 11th August, 2020

6.00 pm – 7.45 pm

Prepared by

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1.0   FORUM AGENDA

The following is the Forum Agenda that was used for the 16-person parent forum, held in the Glen Hotel Tuesday evening 11th August 2020.

Forum Aim: *To gather parent feedback on the important educational aspects of the school, so that outcomes of a strategic nature can be fully considered moving forward. i.e. Big Picture, Longer Term, Significant impact.*

Forum Agenda Outline:

1. **Welcome** - introductions, OECD presentation and core priority areas;

2. **Stimulus Pictures** – how do these relate to your school – small group discussion?

3. **Three Core educational strategic priorities** – how do we best achieve student success?

4. **Positive Factors** – what are the school's strengths?

5. **Negative Factors** – where could the school improve or where do we need some fresh thinking?

6. **Key Questions** - what questions most need to be resolved in this planning process?

7. **New Opportunities** – what one or two new initiatives / projects would you like to recommend the school consider?

8. **Next steps** – where to from here in the project.

Educational Priorities Prompt list

      A. **The Learner** – what I learn, what I would like to achieve for myself?

      B. **Learning & Teaching** - the way I like to learn?

      C. **Our Learning Community** – who can help with my learning & how?

On the following pages is a summary of the input from the parent resulting from the outline listed above segmented in one of the 'education' priority areas A – C as listed.

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A. THE LEARNER

Questions	Restraining Forces	Driving Forces
- How do we facilitate optimal exposure/opportunity for students to sports/entertainment/skills? - How do we ensure that no children are slipping through the cracks? - How do we help students to set up goals that promote performance improvements and personal aspirations? - How do/can we embed inquiry into daily teaching models? - How are you embedding the essential life skills of a life-long learner into your learning/teaching model? - How do you/can we ensure all students are engaged and learning at their targeted level? - What is the school's vision for our learners? - Would it be possible to send some material home for each subject so that we know what is being covered at school and where our children are lacking?	- **Australian curriculum** – what is the global benchmark? - **Student engagement** – a love of learning (is this being fully fostered?) - **Personalised learning** - meeting the needs of all students - **Student feedback** - To get more feedback from the children regarding how they are finding the changes - **Higher order thinking** - Increase in higher order thinking opportunities - **Personalised learning** – how well is this happening? - **Student goal setting** – can each student do this? - **Student goal setting** – goals can be set individually aiming to motivate each student personally - **Student agency/personalised learning** – can we meet the needs of those who fall behind or far?) - **Student engagement** – targeted, differentiated (what does this look like at our school?)	- **Student support** – lots of teachers engaged and worrying about children and their needs - **Student wellbeing** - anti-bullying focus - **Student foundation skills** (literacy, numeracy). Systematic approach to enable constant progression - **Maths and Reading** - the focus on maths and reading foundation skills - **Student foundation skills** – good to see teachers involved with English reading skills - **Remote learning practices** - the course material was really good - **Student data** – collection of student data, e.g. pre and post testing - **Student foundation skills** - literacy, numeracy - **Feedback to students** – next steps in learning - **Student foundation skills**

Today's Problems - Projects	Tomorrow's Opportunities - Projects
Students are the Teachers – Facilitate the opportunity for the students to develop and lead an "all of school project", because they learn the best from what they want to participate in. *The World I'm Growing Into* – Engage a futurist to speak to students to offer an insight to the future opportunities – **Proviso**: the presentations are reviewed to ensure they sit within cultural norms.	*Learning for LIFE* – Create a learning culture within classrooms where students are engaged in inquiry-based learning, which promotes the real-world skills they are going to require for the rest of their life (i.e. life-long learners). *School Vision* – Collaboratively develop and articulate the school's vision for learners with staff, students, and parents, to ensure consistent focus and language.

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B. LEARNING & TEACHING

Questions	Restraining Forces	Driving Forces
- Can we design a program that utilises students' spare time for meaningful learning experiences? - How do we encourage students to build a healthy risk appetite in (for) learning? - How do people interested to "see change happen" stay in the loop and actually be part of the process (not just for a brainstorming night that doesn't go anywhere)? - How will we improve communication between teachers and parents, to keep them informed on how the child is going? - How can we engage students in the learning process?	- **Personalised learning plans** to help those excelling or struggling, etc. - **Greater consistency** in practices across the school - **Risk taking celebrated** – encourage students to challenge themselves by having a healthy risk appetite in learning new skills - **More extracurricular sports** which parents can pay for, e.g. held two days/week per term - **Personalised learning** – explain strategies used to improve student potential - **Class management** - **Remote learning practices** - **Inquiry approach** – develop the skills of a life-learner (question, challenge, analyse, etc.) - **Consistency of practice**, e.g. feedback/homework	- **Teacher capacity** and class sizes - **Class management** – respectful students - **Communication** around my child's needs and home/school connection - **Class management** – PBL communicated with parents, explicitly taught to students, and followed through with - **Teachers encourage creativity**, allowing students to explore new ideas - **Teaching capacity** - **Care -** students are encouraged by the teachers to be aware and caring of each other

Today's Problems - Projects	Tomorrow's Opportunities - Projects
Life Skills Program – Add additional components to the after-school learning where kids can get exposure to other life skills and knowledge, so they can learn more meaningful things. *Communication is Key* – Develop consistent processes throughout the school to communicate authentic feedback on student learning. *Permission to Fail* – Design a system which encourages students to learn from failures and keep trying, so students can build persistency that is critical to future success. *Helping My Child Grow* – Instigate a process where some material for each subject is sent home so that parents know what is being covered at school, and where their children are lacking.	*Quality Inquiry Education* - Provide teachers with necessary skills to implement quality inquiry education practices, e.g. real, thinking, learning assessment, and ensure parents understand what inquiry education means and how it applies to their child *Autonomy in Learning* – Create learning environments where children have choice in what they learn and how, so they are actively involved and engaged with their learning.

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C. OUR LEARNING COMMUNITY

Questions	Restraining Forces	Driving Forces
- How do we engage all community groups? - Can we sign permission forms electronically to minimise the paperwork for teachers/administration/environment? - How do we create a project where the whole school can participate, i.e. students, teachers, and parents, to give everyone a sense of community?	- **What does the school stand for**? A clearly articulated vision is needed - **Vision** – what can we contribute to the community? - **Engaged community** – small core group is reliable, greater buy-in is desired - **New ideas** that involve the whole of the school as much as possible	- **Effective communication** from teachers to families - **Teachers are transparent and pragmatic** in the messages exchanged with students and parents - **Effective communication** - **Daily emails** from admin reassures parents/community - **Consistent behaviour management** - **Efforts to Engage** - The regular emails show the school's effort to engage in the community - **Effective communication** and **positive staff morale**

Today's Problems - Projects	Tomorrow's Opportunities - Projects
Can I Play More? – Explore sports opportunities (where, if needed, parents pay into it) where kids get to do a particular sport and really learn it, not just 5 days a term but 2 days a week per term. ***Electronic Comms Transition*** – Create a series of communication processes that utilise "contemporary communication systems" towards efficiencies for all stakeholders required to work with them.	

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NOTES: