



# Bass Coast Kids as CATALYSTS

a Kids Thrive program

## 2023 Outcomes Evaluation Report

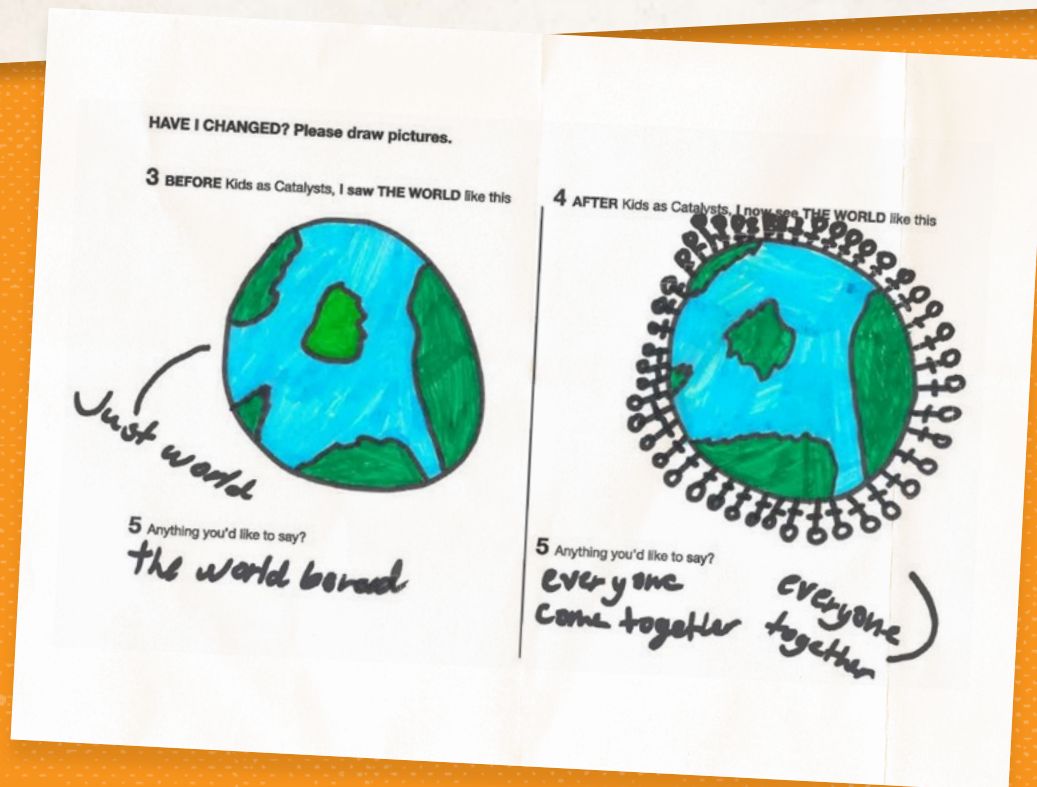
A creative learning program promoting student wellbeing and educational engagement through community involvement and child-led change.





## Introduction

This report presents a summative evaluation of the Kids Thrive 'Bass Coast Kids as Catalysts' in 2023. This program was successfully delivered in four schools this year; Bass Valley Primary School, Newhaven Primary School, Powlett River Primary School, and Wonthaggi North Primary School.



Kids as Catalysts is Kids Thrive's award-winning resilience and creative leadership program, which received the **2020 Community Philanthropy Award** from Philanthropy Australia – in partnership with Give Where You Live and Geelong Community Foundations; and the **2017 VicHealth Improving Mental Wellbeing Award** for strengthening connections between children and community groups, and empowering children to become changemakers in their communities.



## **Outcomes Evaluation Report 2023**

### **Bass Coast Kids as Catalysts**

#### **Bass Valley Primary/ Newhaven Primary/ Powlett River Primary and Wonthaggi North Primary Schools**

##### **The Evaluation**

This evaluation identifies the impact of the Bass Coast Kids as Catalysts program in Bass Valley, Newhaven, Powlett River and Wonthaggi North Primary Schools in 2023. This pilot was initiated and supported by the Bass Coast Community Foundation.

##### **Project Logic**

The evaluation has been guided by a project logic. The project logic is included as Appendix 1 at the end of this document. The project logic makes the thinking that underlies the project explicit and exposes the underlying 'hypothesis' on which the program is based. The purpose of the project logic is to be clear about the activities, outputs and expected outcomes of the project so that the correct evaluation questions are identified.

##### **Evaluation Approach**

This evaluation uses a summative approach aimed at determining the impact of the Bass Coast Kids as Catalysts program during 2023. Summative evaluation is a method of judging the worth of a program at the end of the program's activities. The focus is on the outcomes achieved, changes observed in participants, and differences that have been demonstrated.

##### **Evaluation Questions**

The following summative evaluation questions have been developed for this evaluation. The questions are based on the project outputs and short-term outcomes:

1. To what extent have children, teachers and community members participated in Bass Coast Kids as Catalysts?
2. What has Bass Coast Kids as Catalysts delivered?
3. To what extent have children demonstrated growth in positive social and emotional skills?
4. To what extent have children learnt and applied creative learning skills, improved their educational engagement, and achieved educational outcomes?
5. To what extent have children learnt and applied leadership and community engagement skills?
6. To what extent has the community had a positive engagement and improved participation with children and the school?
7. To what extent have children achieved age-appropriate level or higher across all domains?
8. To what extent did students surprise or exceed the expectations of the teacher?
9. To what extent have children built their community networks?

These questions form the framework for the presentation of the Evaluation Results in the next section.

## **Data Collection**

Key documents and data sources for this evaluation have included:

- Minutes of meetings with teachers and principal
- Student Progress Reports - detailed reports completed by teachers for each child in their class detailing demonstrated changes as a result of Bass Coast Kids as Catalysts
- Personal reflective evaluation activities with students
- Community Partner Surveys
- Teacher and Principal Evaluation interviews and surveys

Data has been analysed using a constructivist approach - based on the understanding that the “truth” of a situation is individually and collectively constructed by the people who experience it. In constructivist evaluation, it is assumed that there are many different ways of interpreting or understanding the intent and impact of an activity and that to understand the activity the evaluator must gather together those understandings from a range of sources. For a constructivist evaluator, the truth of the situation is what the people who experience it describe.



## Evaluation Results

In this section, each evaluation question is answered based on an analysis of the data. A summary of the results is provided at the end of this section.

### 1. To what extent have children, teachers and community members participated in Bass Coast Kids as Catalysts in 2023?

- Data collected by Kids Thrive indicates that the program directly involved:
  - 89 grade 5 and 6 students, including:
    - 1 student who identify as Aboriginal and Torres Strait Islander
    - 9 students with disabilities
    - 1 culturally and linguistically diverse student
  - 11 teachers / education support staff
  - 4 school Principal / educator
  - 2 Kids Thrive Facilitators
  - 1 Kids Thrive Program Coordinator
  - 18 local community organisations and volunteer groups (Appendix 3)
  - 26 community members involved as:
    - 2 community panellists
    - 24 partnering in co-designing and supporting delivery of students' community projects
  - 333 community members engaged in events
  - 2000+ community beneficiaries of students' community projects. (Appendix 7)
- is this correct?

### 2. What has Bass Coast Kids as Catalysts delivered?

During 2023 Bass Coast Kids as Catalysts delivered:

- 3 community engagement events:
  - Community Partner Information Night
  - Student Pitch event
  - Student and Community Showcase
- 18 philanthropic community action projects co-designed and realised by students with community partners
- 4 steering committee meetings
- 4 working group and professional learning meetings
- 1 teacher professional development session

#### Media Reach

- 1.6K social media engagements across Instagram, Facebook and LinkedIn
- 11K social media reach of pages
- Over 30,000 audience reach for 2023 specific to Bass Coast and Gippsland program in local newspapers.

### **3. To what extent has the community had a positive engagement with students and the school?**

Data shows that schools developed new or stronger links with:

- 18 local community groups
- 26 community members engaged in the program
- 333 community members engaged in events
- 2017 community members directly benefitted from student community action projects (1124 community members and 893 within the school community)

### ***Have students demonstrated positive change?***

### **4. To what extent have children demonstrated growth in positive social and emotional skills?**

Teachers provided Student Progress Reports identifying their observed impact of Bass Coast Kids as Catalysts on individual students' demonstrated behaviour. The progress report includes five areas of relevance to this evaluation question – self-confidence, teamwork, empathy, respect for individual differences and equity.

The progress reports indicate that:

- 81% of students demonstrated improved self-confidence as a result of participation in Bass Coast Kids as Catalysts
- 71% demonstrated improved teamwork
- 52% demonstrated improved empathy
- 61% demonstrated improved respect for individual differences
- 53% demonstrated improved equity - allowing everyone to learn.

### **5. To what extent have children learnt and applied creative learning skills, improved their educational engagement, and achieved educational outcomes?**

Student Progress Reports include five dimensions of relevance to this evaluation question: engagement, self-directed learning, perseverance, literacy and numeracy.

The Student Progress Reports indicate:

- an average increase in educational engagement of 57%:
  - 53% of students improved effective engagement – wanting to be in the classroom
  - 56% increased Behavioural Engagement - willingness to participate in class
  - 63% strengthened Cognitive Engagement – applying learning and capabilities from this program to other activities – in class, the playground and elsewhere
- 72% of children demonstrated improvement in self-directed learning
- 65% demonstrated increased perseverance
- 47% demonstrated improved in literacy
- 38% demonstrated improved numeracy



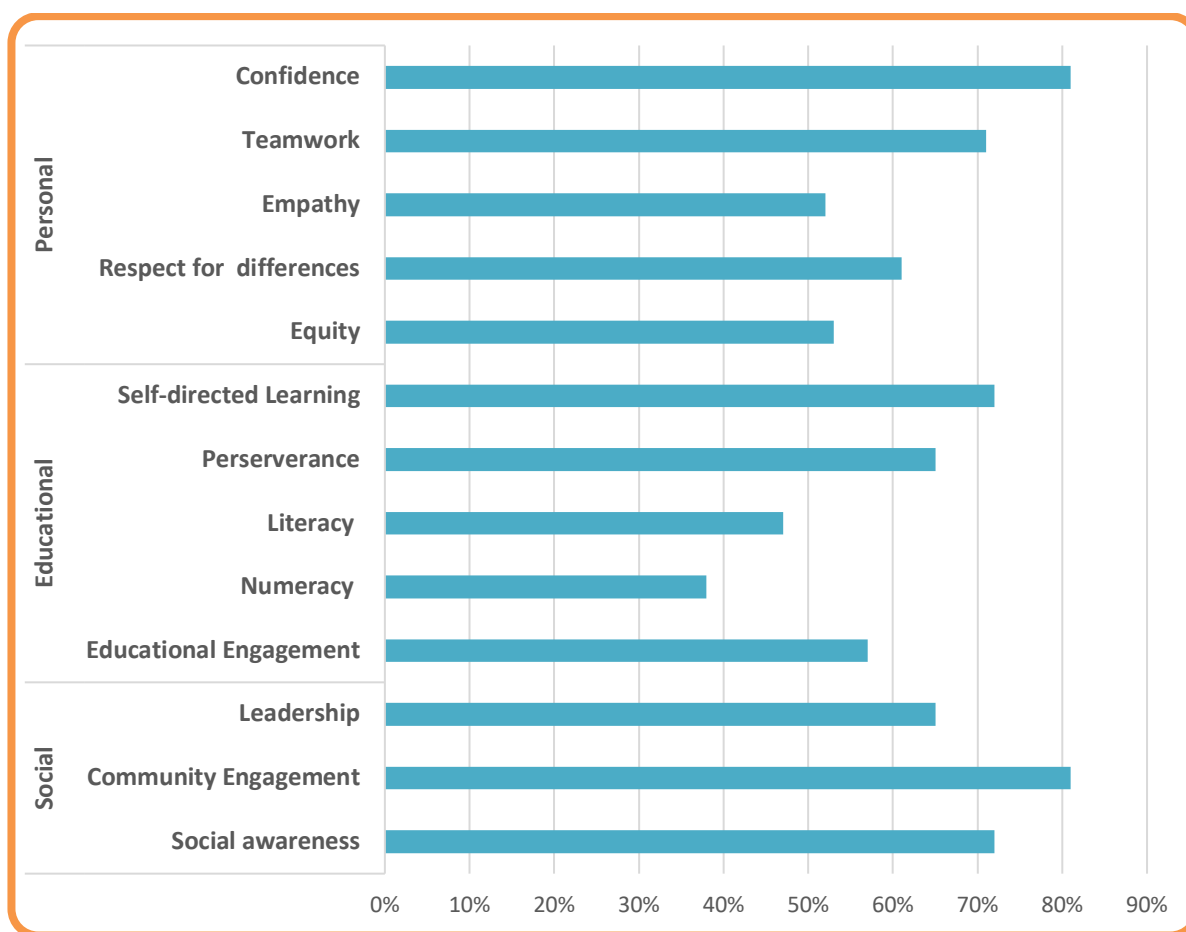
It is important to note that Bass Coast Kids as Catalysts is not delivered as a literacy and numeracy program. However, we include this data at the request of schools who wish to understand the impact of the program on this core curriculum.

## 6. To what extent have children learnt and applied leadership and community engagement skills?

The Student Progress Reports indicate that:

- 65% of students demonstrated improved understanding and practice of leadership skills
- 81% demonstrated improved understanding and capacity to participate in community engagement
- 72% demonstrated improved social awareness

### Percentage of students demonstrating positive change



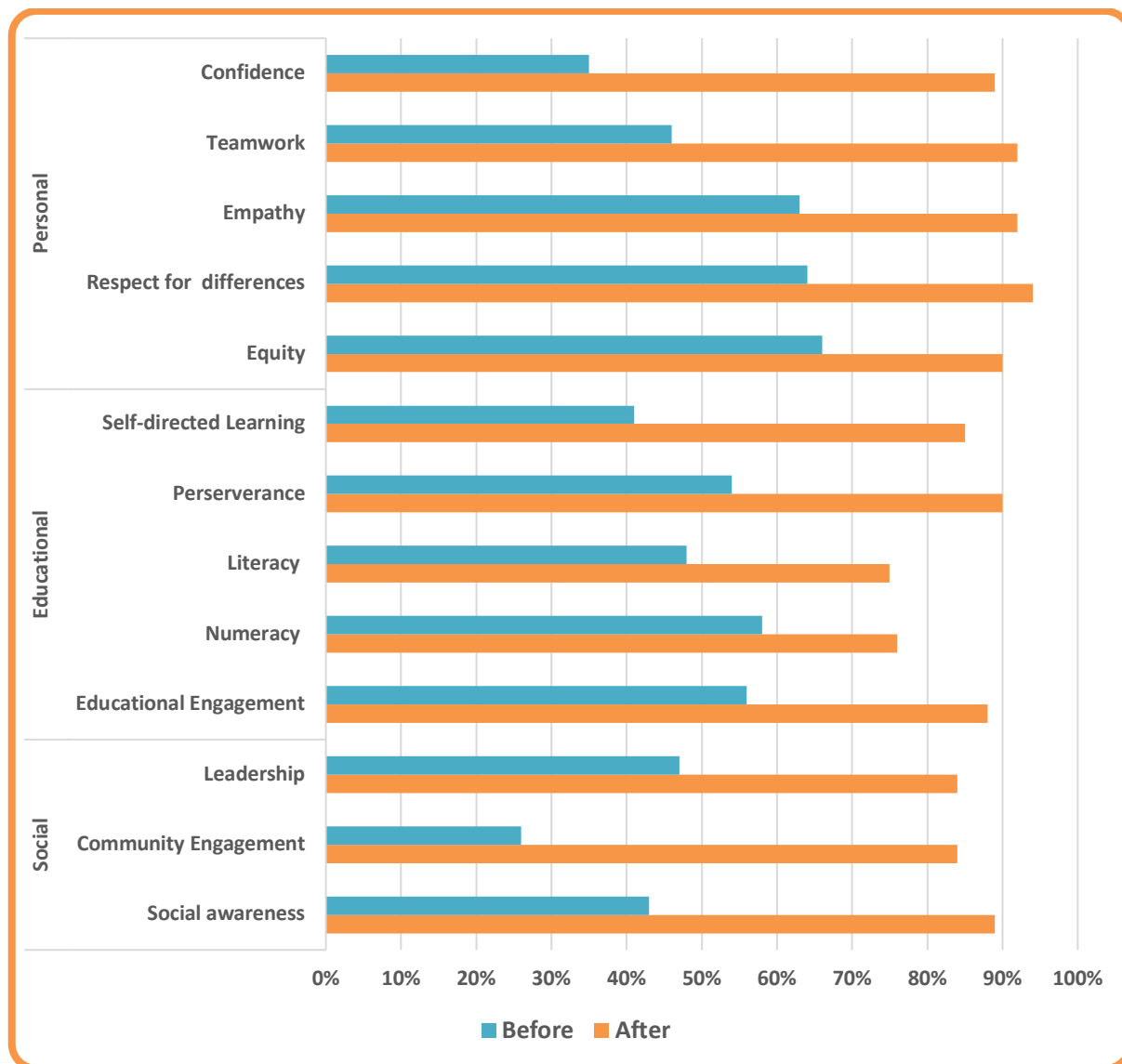
## 7. To what extent have students achieved age-appropriate level or higher across all domains?

Analysis of data from the Bass Coast Kids as Catalysts evaluation indicates the following changes in the percentage of students achieving age-appropriate levels or higher (as assessed by their teachers) in each domain at the beginning and at the end of the program:

	Age-appropriate levels:		
	Before	After	% Change
<b>Social and Emotional Skills</b>			
• Confidence	35%	89%	155%
• Teamwork	46%	92%	100%
• Empathy	63%	92%	46%
• Respect for individual difference	64%	94%	47%
• Equity (allowing everyone to learn)	66%	90%	36%
<b>Creative Learning Skills</b>			
• Educational Engagement (average)	56%	88%	62%
• Self-directed learning	41%	85%	105%
• Perseverance	54%	90%	67%
• Literacy skills	48%	75%	56%
• Numeracy skills	58%	76%	31%
<b>Leadership</b>			
• Leadership skills	47%	84%	79%
• Community engagement	26%	84%	226%
• Social awareness	43%	89%	108%



### % of students achieving age-appropriate level or higher before and after Bass Coast Kids as Catalysts



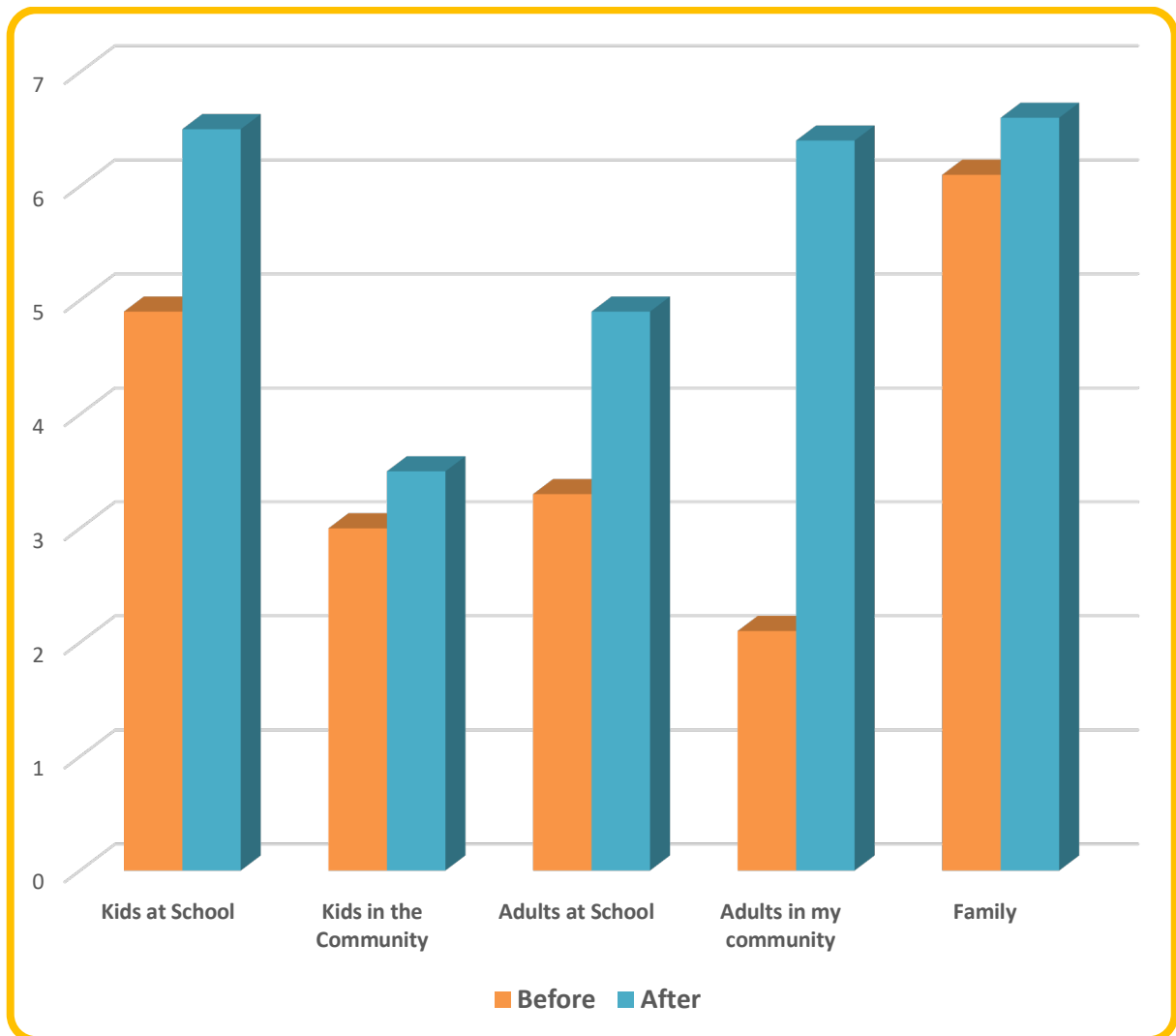
## 8. To what extent have children built their trusted community networks?

Children responded to the question: 'How many people can you talk to about things that matter to you?' by filling in a simple graphic representation of their community support networks both pre- and post-program.

Students indicated the following median increases in access to trusted community support networks, including:

- 8% increase in positive connections with other students at school
- 25% increase in connections with kids outside school
- 56% increase in trusted connections with adults at school
- 204% increase in trusted connections with adults in the community
- 8% increase in strengthened family connections

### Average number of trusted people in students' social networks at school, home and in the community





## SUMMARY OF EVALUATION RESULTS IN 2023

Question	Result
1. To what extent have students, teachers, and community members participated in Bass Coast Kids as Catalysts?	89 students in grade 5 and 6 participated 11 teachers / education support staff 4 school principal / educator 18 community organisations / volunteer groups 278 community members directly involved. 333 community members attended events. <b>2000+</b> community member beneficiaries of student projects
2. What has Bass Coast Kids as Catalysts delivered?	3 community engagement events 18 community action projects led by children
3. To what extent have students demonstrated growth in <b>positive social and emotional skills</b> ?	<b>81%</b> of students increased <b>confidence</b> <b>71%</b> improved <b>teamwork</b> <b>52%</b> improved <b>empathy</b> <b>61%</b> improved <b>respect</b> for differences <b>53%</b> improved <b>equity</b> – allowing everyone to learn
4. To what extent have students learnt and applied <b>creative learning</b> skills, improved <b>educational engagement</b> , and <b>achieved educational outcomes</b> ?	<b>72%</b> improved <b>self-directed learning</b> <b>65%</b> improved <b>perseverance</b> <b>47%</b> improved <b>literacy</b> <b>38%</b> improved <b>numeracy</b> <b>57%</b> av increased their <b>Educational Engagement</b> : <b>53%</b> of students improved <b>Effective engagement</b> – wanting to be in classroom <b>56%</b> improved <b>Behavioural Engagement</b> – willingness to participate <b>63%</b> improved <b>Cognitive Engagement</b> – applying learning and capabilities to other activities and classwork
5. To what extent have students learnt and applied <b>leadership and community engagement</b> skills?	<b>65%</b> improved <b>leadership</b> skills <b>81%</b> improved <b>community engagement</b> <b>72%</b> improved <b>social awareness</b>
6. To what extent has the <b>community</b> had a positive engagement with students and the school?	Students developed positive connections with: <b>24</b> local community groups throughout program <b>611</b> community members engaged in program <b>2000+</b> community member beneficiaries of student community action projects.

7. To what extent have students achieved <b>age-appropriate levels</b> across all domains?	2023		
	Before	After	Change
Confidence	35%	89%	155%
Teamwork	46%	92%	100%
Empathy	63%	92%	46%
Respect for individual difference	64%	94%	47%
Equity	66%	90%	36%
Educational engagement	56%	88%	62%
Self-directed learning	41%	85%	105%
Perseverance	54%	90%	67%
Literacy skills	48%	75%	56%
Numeracy skills	58%	76%	31%
Positive leadership skills	47%	84%	79%
Community engagement	26%	84%	226%
Social awareness	43%	89%	108%

8. To what extent did students <b>exceed expectations</b> of the teacher?	<b>36%</b> of students exceeded teacher expectations
9. To what extent have students <b>increased their trusted community networks</b> ?	<b>8%</b> increased connections - <b>students at school</b> ; <b>25%</b> increased connections - <b>kids outside school</b> ; <b>56%</b> increased connections - <b>adults at school</b> ; <b>204%</b> increased connections - <b>adults in community</b> ; <b>8%</b> increase in positive <b>family connections</b> .



## CONCLUSION

Based on the above results, it is possible to conclude that:

<p>Bass Coast Kids as Catalysts builds children's resilience by significantly improving their:</p> <ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Teamwork</li> <li>• Empathy</li> <li>• Respect for individual differences</li> <li>• Equity</li> <li>• Educational engagement</li> <li>• Self-directed learning</li> <li>• Perseverance</li> <li>• Literacy and numeracy</li> <li>• Leadership skills</li> <li>• Community engagement</li> <li>• Social awareness</li> </ul>	<p>Bass Coast Kids as Catalysts also makes a significant contribution towards improved:</p> <ul style="list-style-type: none"> <li>• Safe community networks for children</li> <li>• Engagement of families with schools</li> <li>• Connection between schools and local community groups</li> </ul>	<p>Bass Coast Kids as Catalysts enhances educational engagement by improving children's:</p> <ul style="list-style-type: none"> <li>• Community engagement</li> <li>• Willingness to participate and to be in the classroom</li> <li>• Capacity to apply learning and capabilities across different classes and activities.</li> <li>• Involvement in real world learning</li> <li>• Social awareness</li> <li>• Creative problem solving</li> </ul>
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Bass Coast Kids as Catalysts is based on sound evidence of the value of creativity in engaging and educating children; and builds a strong evidence base for the value of community engagement as a key tool for building educational engagement and outcomes.

Bass Coast Kids as Catalysts delivered a successful program, with evidence from this evaluation indicating the program has significantly improved children's personal, educational and social capacities; built links between families, schools and community groups; and extended children's trusted community networks.

Interestingly, schools participating in their second and third years of the program, assessed their students as beginning the program with higher capabilities across the majority of measured dimensions, regardless of whether students had participated previously. This has been experienced by other schools participating in the program across Victoria, and is noted by Fred Clarke – Principal of Northern Bay College, Geelong who engaged Kids as Catalysts across four primary campuses serving the Corio and Norlane communities of northern Geelong:

'We ran Kids as Catalysts at Northern Bay College over four years. We found it started permeating the whole culture of the school after only the first year.

Firstly, students grew in confidence do significantly as a result of the program, this then influenced other students around them.

Second was the impact on teachers – both within the program and those on the fringes. After watching what students were capable of when given a voice and a strong framework within which to use it, teachers raised their expectations of the ability of many students.

Finally, the program impacted school leadership who saw the power of student voice, leadership and agency, and instigated changes across all elements of the school to embed and build on this.

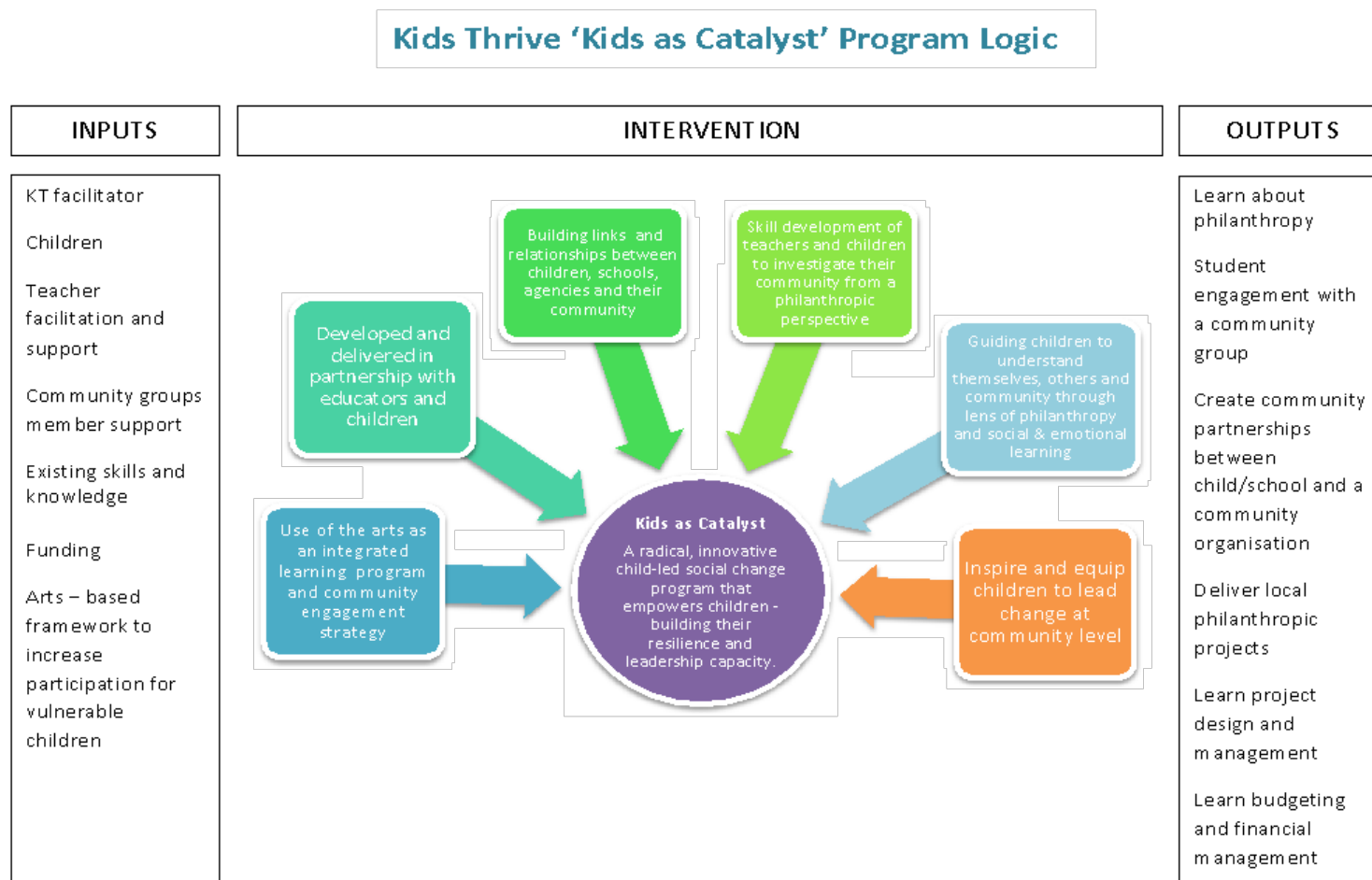
The ripple effect was felt across the whole school and was likened to tossing a small stone into the water with changes being felt much farther away than the initial entry point—proof that small actions can lead to bigger changes, even if you can't see how far they reach.'

From these results, we can draw the conclusion that the Bass Coast Kids as Catalysts program contributes significantly to building children's resilience and educational engagement and continues to connect children to their community in the aftermath of the COVID-19 pandemic.

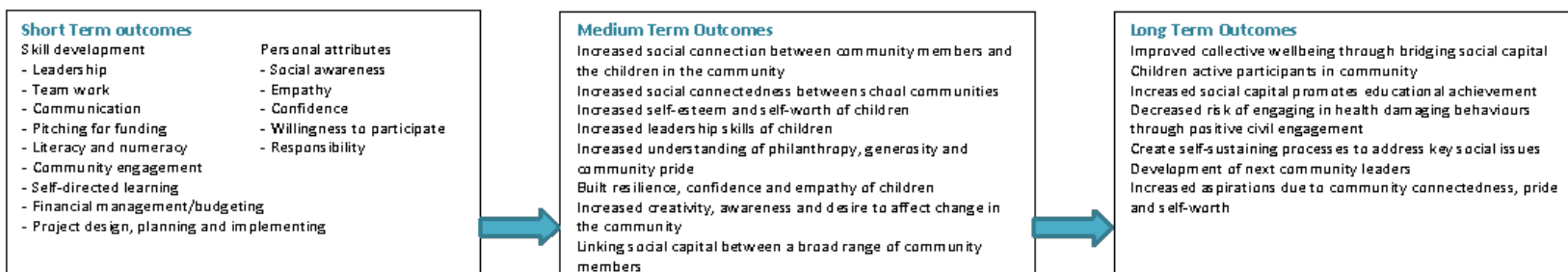
## APPENDICES



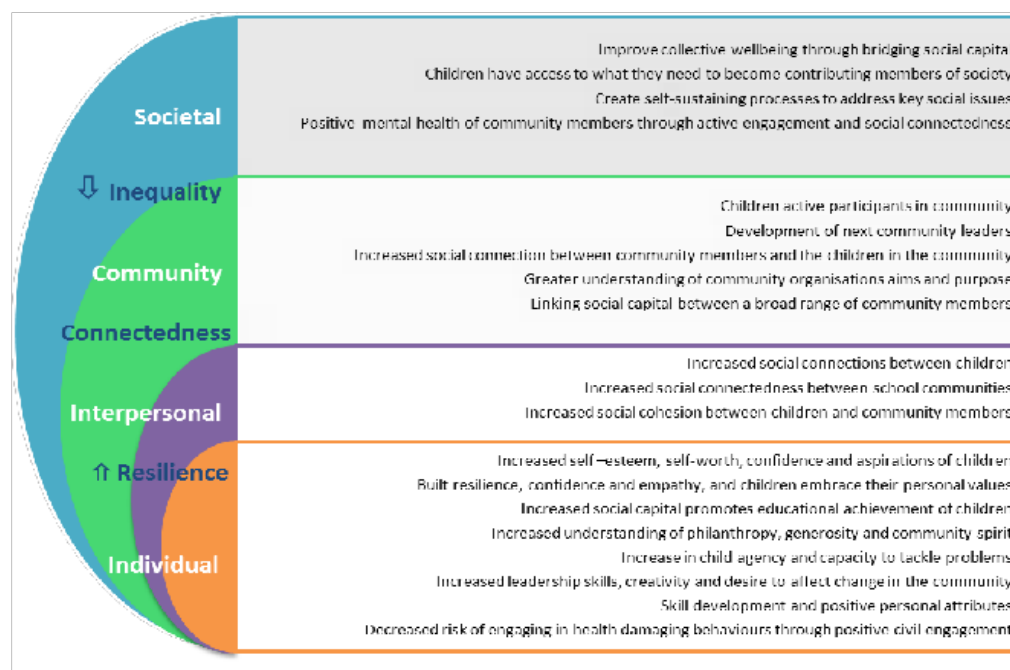
## Appendix One: Kids as Catalysts Project Logic



## OUTCOMES



Kids as Catalyst outcomes mapped against the socio-ecological model



**NOTE – quality of the Project Logic doc is significantly reduced. Can this be fixed pls. Similarly the Causal Loop map**



## APPENDIX THREE: Bass Coast Kids as Catalysts 2023

### Student Community Action Projects

#### Bass Valley Primary School

Project Name	Community Partner	Project Description	Students Concerns
Flower Power	Corinella Districts Community Centre & Interchange Gippsland	Make a sensory garden bed at Corinella Community Centre for carers to enjoy	Carers and volunteers are not getting looked after. We want carers to know they are getting looked after.
The Hippity Hops	Totally Renewable Tenby	Record and identify frogs in Tenby Point with Totally Renewable Tenby to encourage healthy waterways	Healthy waterways and how frogs determine the health of our waterways
The Koala Tribe	Western Port Biosphere Reserve Foundation	Plant 60 trees in the Grantville Woodlands to save the koala habitat	Koalas are losing their habitat and need trees for habitat restoration
Senior Superstars	Corinella Districts Community Centre	Play games with seniors to help them make friends and join in with others	Seniors are not feeling comfortable and are not socialising and interacting with others
Froty Smoothie	South Coast Prevention Team	Pop up smoothie stall in the school canteen	We want to educate kids about the importance of healthy eating and help them eat healthy foods



## Newhaven Primary School

Project Name	Community Partner	Project Description	Student Concerns
Bandicoot Bandits	Churchill Island	Volunteering at Churchill Island and clean animal pens to promote youth volunteers	Not enough young people volunteer to help the animals in our community
Dream Seekers	Interchange Gippsland	Hold a concert at Newhaven Primary School with Interchange Gippsland participants band Eagles and Snakes	People with different abilities are not given the same opportunities as people without disabilities
Elderly Adventurers	Churchill Island and Cowes Senior Citizens	Encouraging elderly groups to visit Churchill Island. Provide participants from Mewacare from Cowes with an outing to Churchill Island, give them lunch and an assisted tour of the island	Caring for the elderly and getting them active within our community so they can appreciate the environment they live in, and that is available for them to explore
Rubbish Sucks	Phillip Island Conservation Society	Make an art sculpture recognising how wonderful our environment is and creating an awareness that if we don't look after it, it will be impacted. As part of the For Our Future Project	The environment and our connection to the environment. It will create an awareness that if we don't look after the environment, it will impact our future

## Powlett River Primary School

Project Name	Community Partner	Project Description	Student Concerns
The Coffeekins	Interchange Gippsland Wonthaggi & District Historical Society	Help Interchange Clients run a coffee stand at Wonthaggi Historical Society	We want everyone to feel connected in the workforce and in the community
Creative Oranges	GippSport	Hold an “Orange Game Day” to help more people be aware of girls not playing sports	Women not getting involved in sports because they don’t feel included and think they can’t play sports
The Environment Friendly Catalysts	Sustainability Victoria ResourceSmart Schools	Make bees wax wraps and bags using t-shirts.	We want to reduce the amount of plastic and use more sustainable products to keep our environment clean

## Wonthaggi North Primary School

Project Name	Community Partner	Project Description	Student Concerns
A Voice for People with Disabilities	GippSport & Bass Coast Special School	Host a wheelchair sports day at Wonthaggi North PS, with students from Bass Coast Specialist School	Inclusion of people with all abilities in sport without discrimination
Cultural Diversity	Bass Coast Chorale	Write and compose a song about the diversity and cultural background of people in Wonthaggi	The community doesn't know how diverse Wonthaggi is, and we want to bring awareness to racism
Elders Inclusion	Rose Lodge Community Age Care	Hosting trivia, karaoke and putting on a dance performance for the residents of Rose Lodge	Making sure the elderly don't isolate themselves and suffer from loneliness
Environment Keepers	Bass Coast Shire Council	Produce a video explaining the new cat laws and what impact cats have on the environment	Preserving wildlife, including animals, habitat and protecting cats from becoming wild
Equality for All	Gippsland Centre Against Sexual Assault	Create a large respect sign on the front fence of the school to create more conversations about gender equality	Spreading awareness about gender equality issues
The Six Muskermittens	Bass Coast Shire Council	Create a cat containment model located at Wonthaggi North Primary School	Keeping cats and wildlife safe

## Appendix Four: Program Reach 2023

Role	Reach
Students	89
Teaching & Support Staff	11
Community Partners	24
Community Participants and Event Attendees	333
Community Reach of Student Actions	2017
<b>TOTAL</b>	<b>2474</b>
Student Actions - Reach and Beneficiaries	Reach
Bass Coast Chorale	300
Bass Coast Shire – Environment	100
Bass Coast Shire – Animals	100
Bass Coast Special School	11
Churchill Island Phillip Island Nature Park– Bandicoot Bandits	4
Friends of Churchill Island – Elderly Adventurers	4
Corinella Districts Community Centre – Flower Power	90
Corinella Districts Community Centre – Senior Superstars	50
Mecwacare Cowes	4
Gippsland Centre Against Sexual Assault – Respect Orange Day	190
GippSport – Orange Game Day	50
GippSport – Wheelchair Sports Day	170
Interchange Gippsland – Coffee stand	110
Interchange Gippsland – Dream Seekers	200
Interchange Gippsland – Flower Power	10
Phillip Island Conservation Society	100
South Coast Prevention Team	230
Sustainability Victoria Resource Smart Schools	40
Rose Lodge Community Aged Care	40
Totally Renewable Tenby	200
Western Port Biosphere Reserve Foundation	4
Wonthaggi & District Historical Society	10
<b>Total</b>	<b>2017</b>



## Appendix Five: Students Self-Evaluation Tool 1

### How I saw MYSELF – before and after Bass Coast Kids as Catalysts

**3 BEFORE** Kids as Catalysts, I saw MYSELF like this



**5** Anything you'd like to say?

I felt like a  
lonley, sad  
blob.

**4 AFTER** Kids as Catalysts, I now see MYSELF like this



**5** Anything you'd like to say?

Am strong

**3 BEFORE** Kids as Catalysts, I saw MYSELF like this



**5** Anything you'd like to say?

as a normal person

**4 AFTER** Kids as Catalysts, I now see MYSELF like this



**5** Anything you'd like to say?

now I feel like I changed people

**3 BEFORE** Kids as Catalysts, I saw MYSELF like this



**5** Anything you'd like to say?

I felt horrible

**4 AFTER** Kids as Catalysts, I now see MYSELF like this



**5** Anything you'd like to say?

I felt like a god

**3 BEFORE** Kids as Catalysts, I saw MYSELF like this



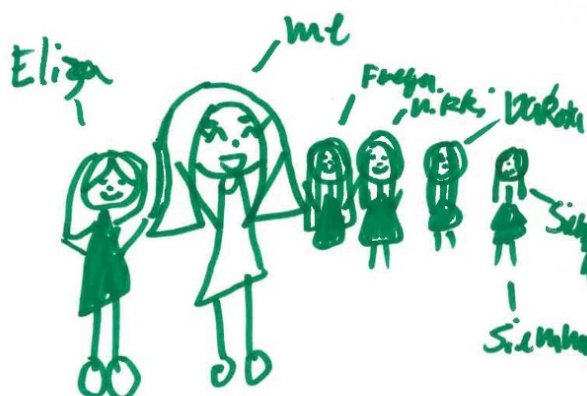
**5** Anything you'd like to say?

me & Eliza would only  
hang out and were  
together 24/7.



Bass Coast 2022

**4 AFTER** Kids as Catalysts, I now see MYSELF like this



**5** Anything you'd like to say?

Now I've learned  
that I can work in  
a team and make a  
Difference 😊

**3 BEFORE** Kids as Catalysts, I saw MYSELF like this



**5** Anything you'd like to say?

I had no clue I could do  
this!!

**4 AFTER** Kids as Catalysts, I now see MYSELF like this



**5** Anything you'd like to say?

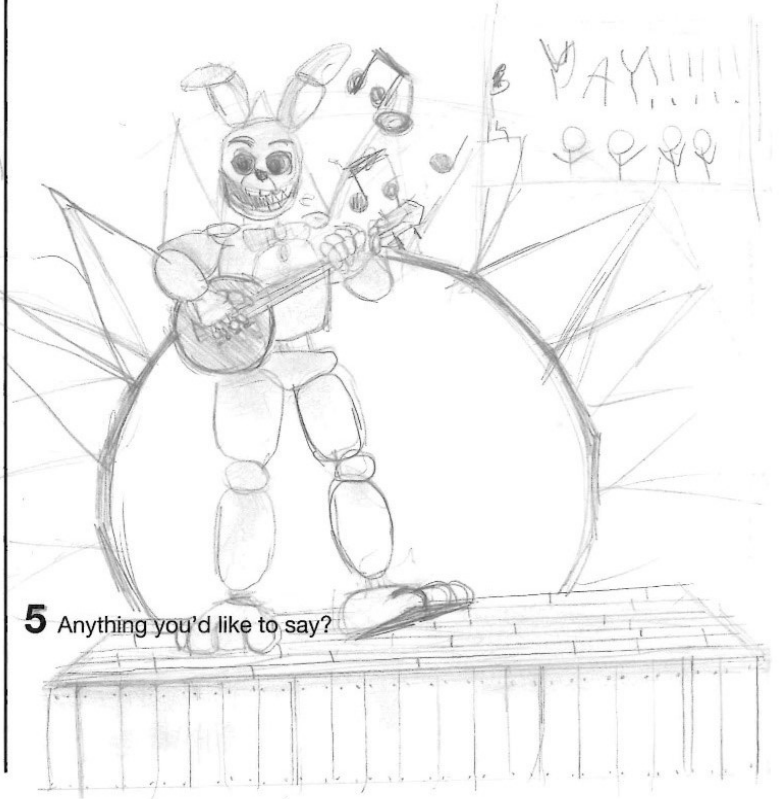
I love smoothies 😊  
Look at me now!

**3 BEFORE** Kids as Catalysts, I saw **MYSELF** like this



**5** Anything you'd like to say?

**4 AFTER** Kids as Catalysts, I now see **MYSELF** like this



**5** Anything you'd like to say?

**3 BEFORE** Kids as Catalysts, I saw **MYSELF** like this

Just as normal Kids Learning in class  
all a sudden Boom we came  
Kids who change the world!!



**4 AFTER** Kids as Catalysts, I now see **MYSELF** like this

We have change since the start  
When Did the Kids HCB now we  
Became Cudys+!!

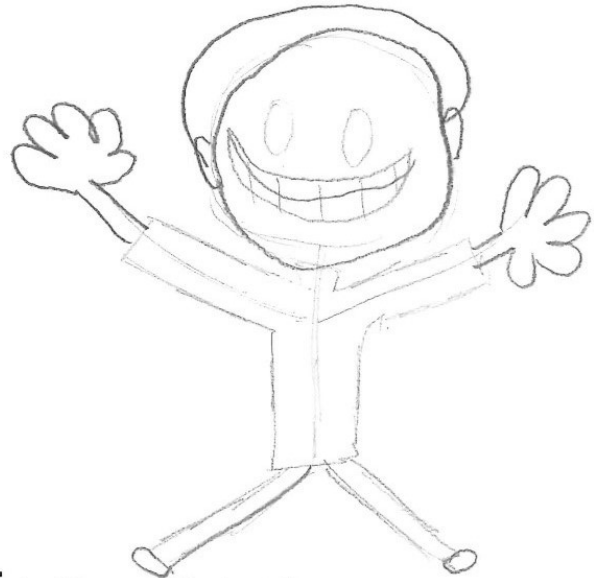


**3 BEFORE** Kids as Catalysts, I saw **MYSELF** like this



**5** Anything you'd like to say?

**4 AFTER** Kids as Catalysts, I now see **MYSELF** like this



**5** Anything you'd like to say?

**3 BEFORE** Kids as Catalysts, I saw **MYSELF** like this



**5** Anything you'd like to say?

*I wasn't aware of my surroundings  
And I was shy talking to adults*

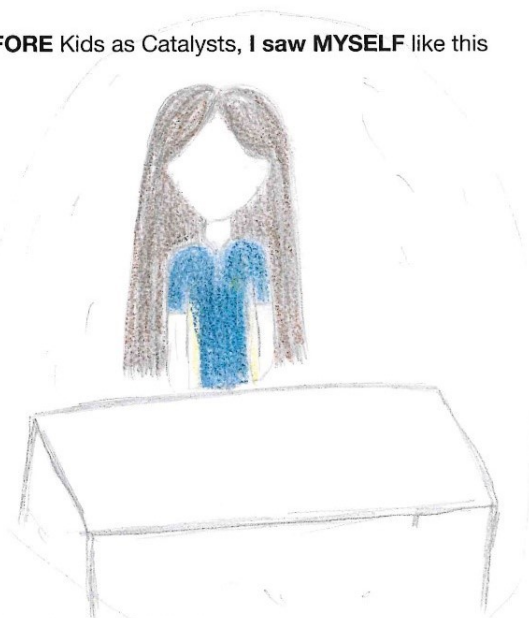
**4 AFTER** Kids as Catalysts, I now see **MYSELF** like this



**5** Anything you'd like to say?



**3 BEFORE** Kids as Catalysts, I saw **MYSELF** like this



**5** Anything you'd like to say?

I was very shy & I didn't like  
speaking in front of people.  
& I was in my own bubble



Bass Coast 2022

**4 AFTER** Kids as Catalysts, I now see **MYSELF** like this



**5** Anything you'd like to say?

Now I love talking to people  
& always say hi back &  
Also I popped my bubble  
& love talking to people

**3 BEFORE** Kids as Catalysts, I saw **MYSELF** like this



**5** Anything you'd like to say?

Not sporty

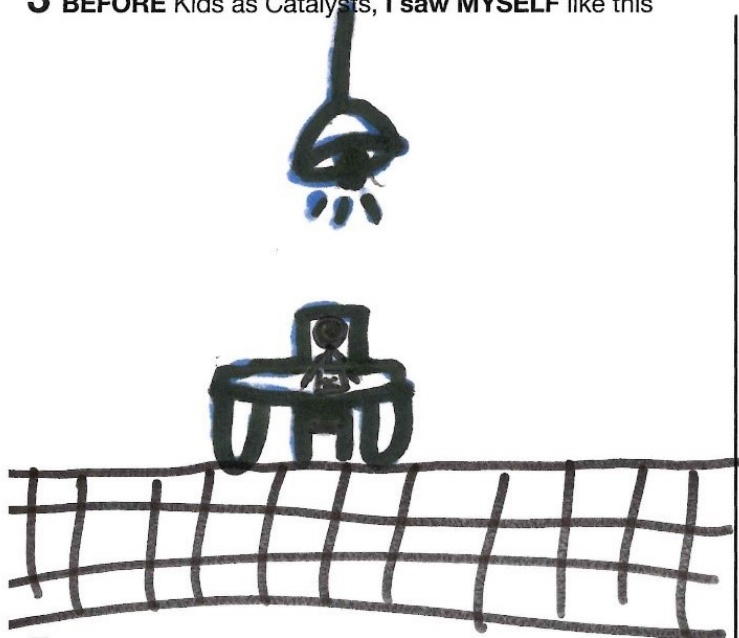
**4 AFTER** Kids as Catalysts, I now see **MYSELF** like this



**5** Anything you'd like to say?

Sporty.

**3 BEFORE** Kids as Catalysts, I saw MYSELF like this

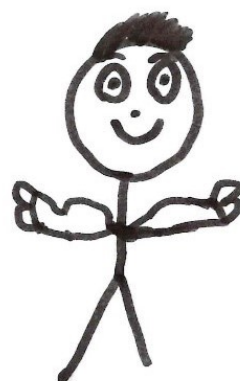


**5** Anything you'd like to say?

I ~~was~~ thought I was a normal class person



**4 AFTER** Kids as Catalysts, I now see MYSELF like this



**5** Anything you'd like to say?

I see myself stronger and more confident.

**3 BEFORE** Kids as Catalysts, I saw MYSELF like this

Before Kids as Catalysts I saw myself as a careless kid who didn't care about the environment.



**5** Anything you'd like to say?

**4 AFTER** Kids as Catalysts, I now see MYSELF like this

After I saw myself as a person who cares about the environment



**5** Anything you'd like to say?

**3 BEFORE** Kids as Catalysts, I saw MYSELF like this



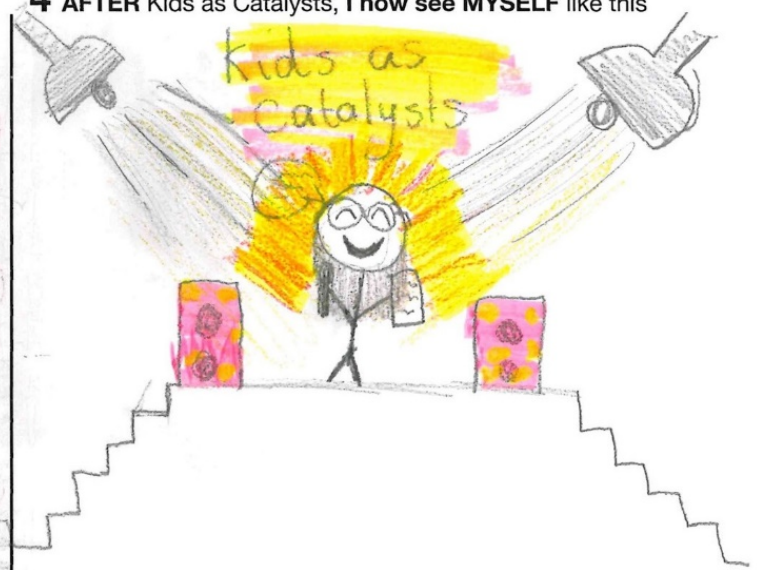
**5** Anything you'd like to say?

I thought I was really shy and I couldn't talk on stage.



Bass Coast 2022

**4 AFTER** Kids as Catalysts, I now see MYSELF like this



**5** Anything you'd like to say?

I feel confident with public speaking.

**3 BEFORE** Kids as Catalysts, I saw MYSELF like this



**5** Anything you'd like to say?

I did not feel like I was too kind to different cultures.



**4 AFTER** Kids as Catalysts, I now see MYSELF like this



**5** Anything you'd like to say?

I felt like I was more kind.

## Appendix Six: Students' Self-Evaluation Tool 2

### How I saw THE WORLD – before and after Bass Coast Kids as Catalysts

**3** BEFORE Kids as Catalysts, I saw THE WORLD like this



**5** Anything you'd like to say?

is poo

**4** AFTER Kids as Catalysts, I now see THE WORLD like this



**5** Anything you'd like to say?

is so good



**3 BEFORE** Kids as Catalysts, I saw **THE WORLD** like this



**5** Anything you'd like to say?

People are using too much plastic.  
People aren't using sustainable products.

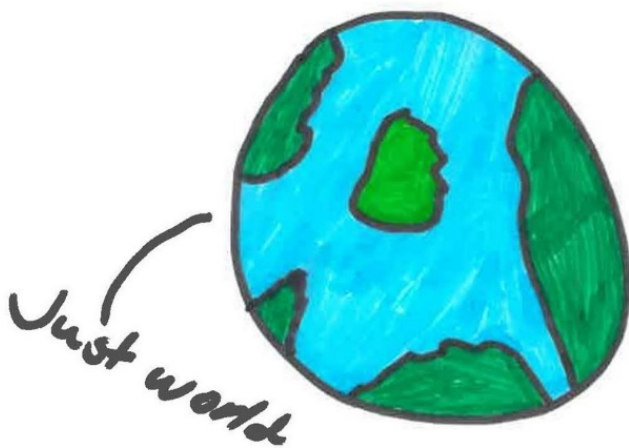
**4 AFTER** Kids as Catalysts, I now see **THE WORLD** like this



**5** Anything you'd like to say?

An improvement! Less pollution.  
We encouraged children to using bees wax wraps and reusing old T-shirts.

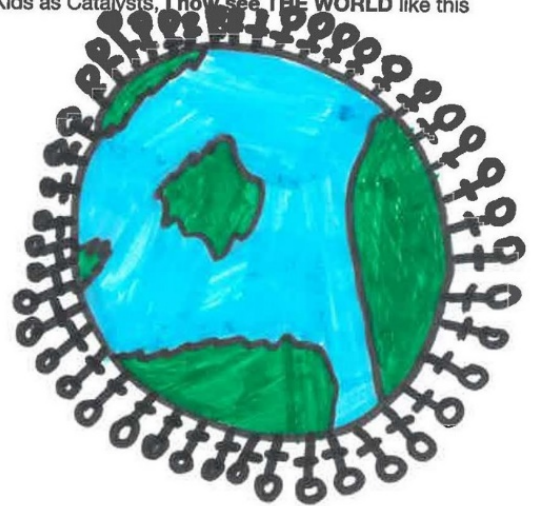
**3 BEFORE** Kids as Catalysts, I saw **THE WORLD** like this



**5** Anything you'd like to say?

the world bored

**4 AFTER** Kids as Catalysts, I now see **THE WORLD** like this



**5** Anything you'd like to say?

everyone  
come together  
everyone  
together





**4 AFTER** Kids as Catalysts, I now see **THE WORLD** like this



**3 BEFORE** Kids as Catalysts, I saw **THE WORLD** like this

before my community  
action the elder people  
were suffering of loneliness  
and just sad in general

**5** Anything you'd like to say?

It makes me  
really sad that people  
didn't see the community  
people in need

Kids as  
Catalysts  
a Kids Thrive program

Bass Coast 2023

**4 AFTER** Kids as Catalysts, I now see **THE WORLD** like this

the elderly were happy  
and enjoying their time when  
we were there and they  
seemed so excited when  
the herd we were coming

**5** Anything you'd like to say?

nah

**3 BEFORE** Kids as Catalysts, I saw THE WORLD like this



**5** Anything you'd like to say?

I did not feel too friendly.

**4 AFTER** Kids as Catalysts, I now see THE WORLD like this



**5** Anything you'd like to say?

I felt more connected

**3 BEFORE** Kids as Catalysts, I saw THE WORLD like this



**5** Anything you'd like to say?

Small

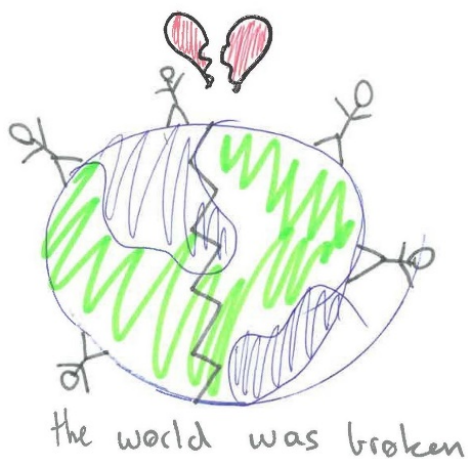
**4 AFTER** Kids as Catalysts, I now see THE WORLD like this



**5** Anything you'd like to say?

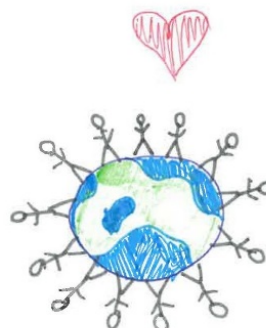
BIG

**3 BEFORE** Kids as Catalysts, I saw **THE WORLD** like this



**5** Anything you'd like to say?

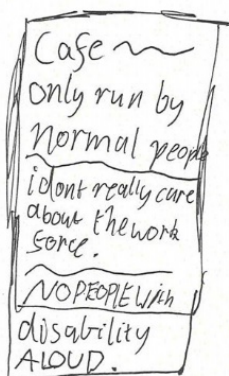
**4 AFTER** Kids as Catalysts, I now see **THE WORLD** like this



Everyone got together  
and we cured a broken  
world! ♥

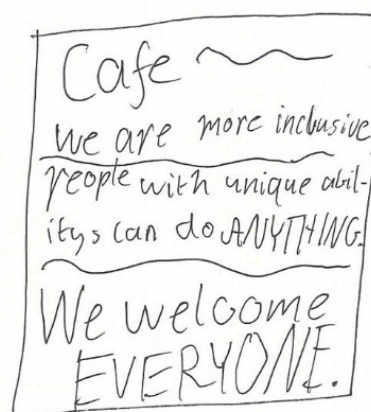
**5** Anything you'd like to say?

**3 BEFORE** Kids as Catalysts, I saw **THE WORLD** like this



**5** Anything you'd like to say?

**4 AFTER** Kids as Catalysts, I now see **THE WORLD** like this




**5** Anything you'd like to say?



**3 BEFORE** Kids as Catalysts, I saw THE WORLD like this

I always knew people  
for were mean to someone  
being different.




**5** Anything you'd like to say?

we all can do it!

**4 AFTER** Kids as Catalysts, I now see THE WORLD like this

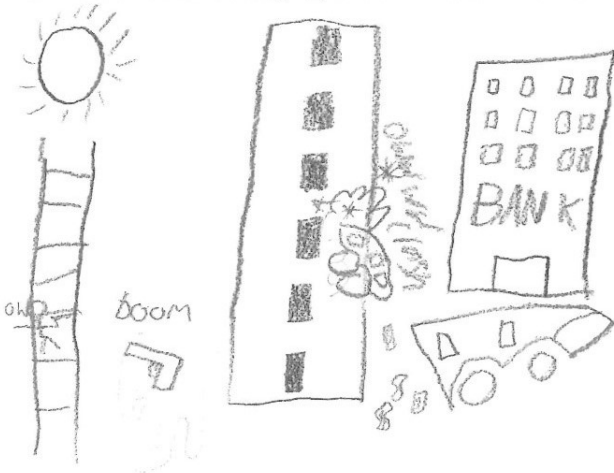
But now I know that  
there's many people  
who are kind and  
there's gonna be even  
more catalysts in  
the future!



**5** Anything you'd like to say?

We all can be  
catalysts!

**3 BEFORE** Kids as Catalysts, I saw THE WORLD like this



**5** Anything you'd like to say?

~~This~~ world is not great  
When everyone does what they  
want to do.



**4 AFTER** Kids as Catalysts, I now see THE WORLD like this



**5** Anything you'd like to say?

~~hello~~ Peace in mind knowing  
you helped the animals. you get  
a nice reward

## Appendix Seven: Students' Self-Evaluation Tool 3

### Examples of student post-program reflection sheets

BECAUSE OF KIDS AS CATALYSTS...



My name is: \_\_\_\_\_

School: W.A.P.S

I have learnt about MYSELF that...

I can't explain how happy I am to help

I have learnt about MY COMMUNITY that...

We all need to respect each other

The most exciting part about our COMMUNITY ACTION was...

Meeting new people

I have discovered about LEARNING that...

I can with help solve all of the problems

To the next CATALYST kids in the future, I want to say...

Never give up and help the community

Brought to you by



BECAUSE OF KIDS AS CATALYSTS...



My name is: \_\_\_\_\_

School: NPS

I have learnt about MYSELF that...

I am brave and a good change in the community.

I have learnt about MY COMMUNITY that...

it isn't sad and miserable it is happy and exciting to adventure around.

The most exciting part about our COMMUNITY ACTION was...

going to churchill island for our community action and spending time with the elderly

I have discovered about LEARNING that...

We work really well together and we barely had any fights.

To the next CATALYST kids in the future, I want to say...

That it is really fun, and easy to do, and you make new friends in class and in the community

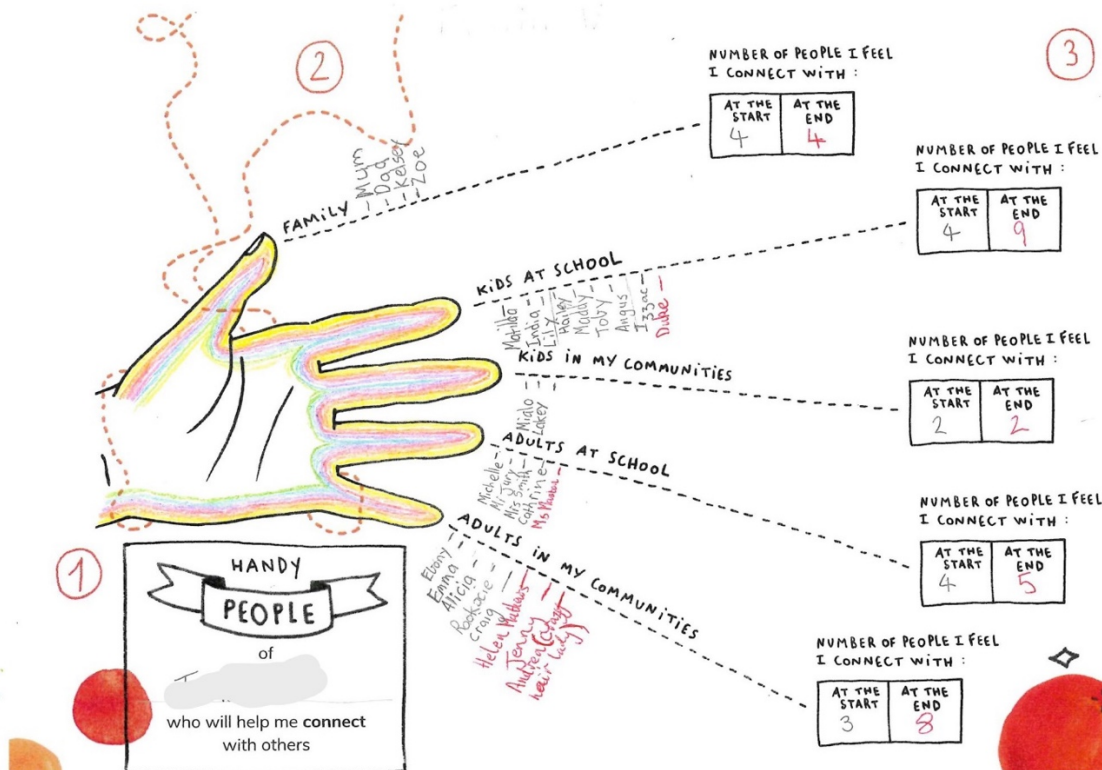
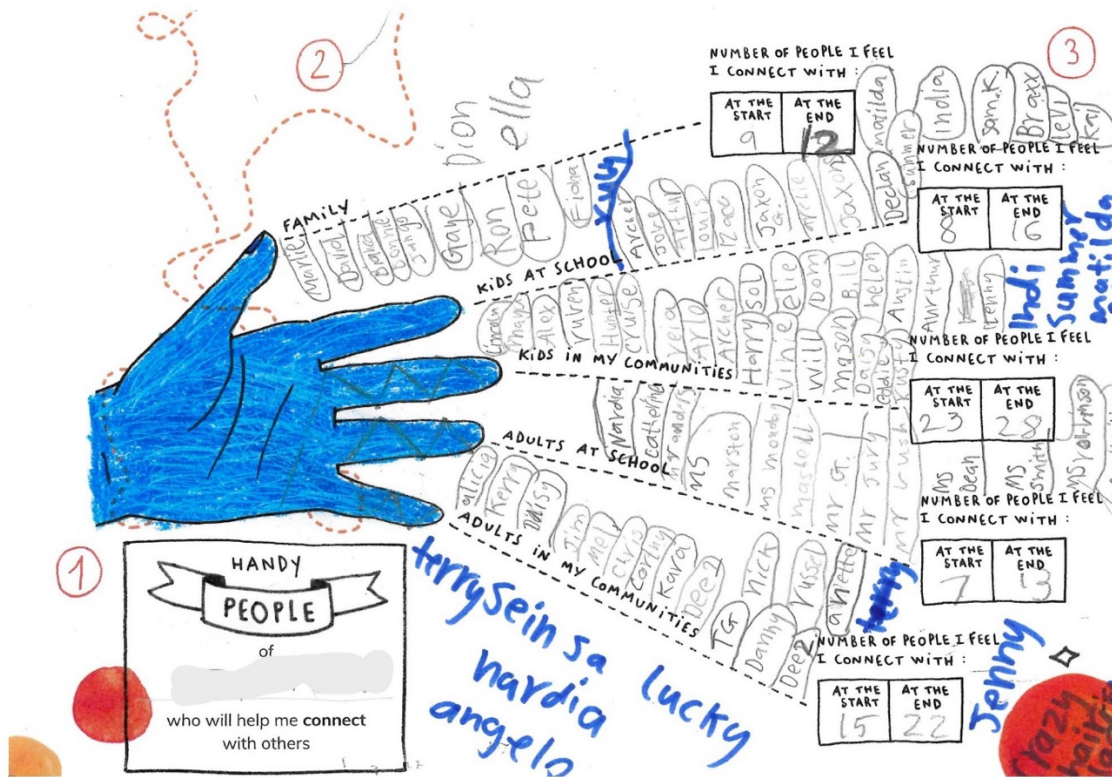
Brought to you by





## Appendix Eight: Students' Self-Evaluation Tool 4

### Examples of “My Handy People” mapping – before and after program





## Appendix Nine: Community Partner Responses

Community Partners were sent an online survey at the end of the 2023 program requesting responses to questions about their insights and experiences of the program, and their engagement with the students and school.

We received responses from 11 of the 14 community partners. (Note: 4 partners doubled up on projects)

**100% would recommend the Bass Coast Kids as Catalysts program to other community groups.**

**Was there a benefit for you in participating in the program?**

Getting to know the kids and having their ideas and help to start a citizen nature projects in Tenby Point, where I live and run a community group, meant so much to me. *Laura, Totally Renewal Tenby*

I haven't had a lot of opportunity to work with students (usually teachers from a distance) so this was a rewarding experience. *Tammy, ResourceSmart Schools*

It has been very rewarding to be part of group that after three years of isolation has rekindled that connection between children and the elderly. *Carolyn, Rose Lodge Community Aged Care*

**Was there a benefit to your organisation or group in being involved in the program?**

Pure enjoyment and connection with the children entertaining residents. The way the students interacted with residents after the show was lovely to see. They took time to have their photos with all the residents. The students continued to smile, and their happiness filtered through increasing general well-being of residents. *Carolyn, Rose Lodge Community Aged Care*

I believe it is our role to help shape, support and be involved with our community. This program did exactly that. We had a group who has never visited us before, now wanting to become part of our Centre and having the children bring energy and fun to the place was amazing. Such a heartwarming experience. *Kerryn Corinella and District Community Centre*

Developing information and resources to support Primary School-aged children. Increasing profile of the organisation. Building rapport with the community and perhaps increasing access to our service. *Bianca, Gippsland Centre Against Sexual Assault*

**Did you perceive any benefits for the students involved?**

All the students were very individual, and they all showed different strengths. On the day of their performance, they were initially uncomfortable but then relaxed and their confidence grew. Some quiet students at meetings were outgoing and talkative with residents. Students personally invited residents to attend and assisted residents to find seats. They showed respect for residents and staff working. Students enjoyed showcasing their style of music and spoke well to the crowd of 40 residents when asking trivia questions. Students enjoyed handing out handmade prizes and chocolates. Amazing that it all fell together nicely, and timing was spot on. They all should be very proud of their achievement. *Carolyn, Rose Lodge*

Understanding more about gender equity, gender equality, respectful relationships, budgeting, event planning, problem solving, time management, public speaking, communication. *Bianca, Gippsland CASA*

Yes, growth in confidence was a major benefit that I perceived across the program. From the initial phone call and interview to our last workshop together it was great to see each of the students feel more comfortable to share ideas and work together as a team. *Georgina, South Coast Prevention Team*

### **Did you gain any insights from your involvement in the program and with the students?**

One insight that I will take away from working with the students was the importance of creativity and colour in making healthy eating fun and engaging. The green smoothie was a major hit with the students in the school, it was also one of the brightest colours and had a creative name it was wonderful to see even those students who initially were unsure of the green smoothie give it a go and enjoy. *Georgina, South Coast Prevention Team*

How the Bass Coast Community Foundation operates and the broad range of service providers in Bass Coast. *Bianca Gippsland CASA*

It was great to spend time with the kids and to get to know them and see the way they co-operated with each other and with me. I didn't know what to expect, but I was made to feel welcome and by the time of the project I felt a bond. *Kerryn, Corinella & District Community Centre*

### **Did you feel a strengthened relationship with the school?**

Getting to know the local community at all levels both through the students and the teachers and to have them both know that as a Council we are approachable to work with the community. *Ross, Bass Coast Shire Council*

It was our first time working so close with the school and we have now a good rapport with the school staff. I believe we would be able to work with WNPS easily in the future. *Bianca, Gippsland CASA*

Our community group had it in mind to one day connect with BVPS, and this program allowed us to leap right in and do that in a very organised, fun and educational way much earlier than we had thought we would be able to. *Laura, Totally Renewable Tenby*

### **Did other staff or volunteers in your organisation think the partnership with the students was positive?**

Other volunteers were impressed with the children's efforts. *Terry, Churchill Island*

Other members of my community group wish they were able to be more involved and were sad to miss out on participating in the action themselves (due to other weekday commitments) because they could see how rewarding and fun it was! *Laura, Totally Renewable Tenby*

Everyone in my team believed this was a wonderful initiative. *Georgina, South Coast Prevention Team*

### **What skills did you see the students using during the project?**

Negotiation, discussion, decision making, discussing ideas, public speaking and completing their ideas. *Ross, Bass Coast Shire Council*

Social skills, organizing skills, calculating skills for pitch, researching pricing, communications skills with elderly/ great eye contact and expressions, respect, co-operation, take responsibility of parts of the program, computer skills when designing invitations, preparing and planning, use of IT - microphone, supporting each other. Really nice to see. *Carolyn, Rose Lodge*

Public speaking, creating and following a budget, time organisation, preparation of materials and tools needed to perform the tasks, following direction extremely well, listening and brainstorming. *Kerryn, Corinella & District Community Centre*

Patience, negotiation, mentoring, time management, problem solving, innovation, rapport building. *Bianca, Gippsland CASA*

Inquiry (in relation to an unfamiliar subject), pragmatism (for planning the action), creativity and artfulness (in communicating with the broader community). *Laura, Totally Renewable Tenby*

Art technique, particularly clay work; organisation; problem solving; working as a team; communication, verbal and written; resilience and its ok to change tack if something isn't working. *Helen, Phillip Island Conservation Society*

### **What would you say are the strengths of the program?**

Respect for the children's abilities. Children's respect for the community around them. *Terry, Churchill Island*

Great structure and well planned. *Helen, Phillip Island Conservation Society*

Giving students the voice and ability to be change makers and leaders. *Georgina, South Coast Prevention Team*

Giving kids a voice, empowerment, the ability to make a difference, teaching skills for the future such as collaboration, communication and decision making. *Tammy, ResourceSmart Schools*

The structure and how it is clearly mapped out. Having the children at the centre of most significant decisions with guidance from others is a good balance. *Gene, GippSport*

It's beneficial to everyone, I have not seen another program like it and to watch the confidence in the children I believe that is so valuable to set them up for high school. I wish we had a nurturing program like this when I went to school. *Kerryn, Corinella & District Community Centre*

### **Can you share a moving moment?**

The female residents and the kids walking down the corridor to the dining room with their moustaches on. *Carolyn, Rose Lodge*

To see the children stand up at the pitch and for me to stand beside them and watch their presentation just filled my heart. *Kerryn, Corinella & District Community Centre*

One student in my group told me he lives with a disability ADHD and autism. He created a word search for the participants to do whilst they waited. He showed great initiative and used words like Wheelchair Basketball, Inclusion, Fairness, Sport, Caring - which absolutely nailed the whole purpose of our project. The other team members were extremely impressed with this idea. *Gene, GippSport*

**What do you think is the most significant change that occurred because of the program?**

The elderly returning to Churchill Island and the student's sense of achievement. *Terry, Churchill Island*

The kids realising they can make a change. *Helen, Phillip Island Conservation Society*

Nearly all of the kids at some stage said to me they had no idea how important frogs are until we did this project, and now they have been telling their friends and family all about that too, plus they got to create their own project, plan it and see it through! *Laura, Totally Renewable Tenby*

The emergence of a positive attitude towards others from different cultural backgrounds. *Larry, Bass Coast Chorale*

## Appendix Ten: Principal Responses

Of the four participating schools in 2023:

- 100% indicated there were benefits for their school in participating in Bass Coast Kids as Catalysts.
- 100% indicated there were areas where the their delivery of the program could be strengthened.
- 100% indicated they will continue to engage with their local community.
- 100% would highly recommend the program to other principals.

### Key Benefits:

It unites the community and kids get to work with community-minded people. Develops students' confidence and opens up real life opportunities. Students develop skills in communication, working in teams and learning to co-operate.

Building confidence and understanding of what it means to be a community citizen.

Development of relationship between the school and community partners opens up other opportunities

#### *For students:*

Confidence; public speaking; teamwork; connecting positively with community; community awareness; responsibility. Having a challenge to solve and using their voices to make action happen. Helped the kids be reflective thinkers and project managers, and learning to work in teams

#### *For teachers:*

Networking with community groups; relationship building; watching students grow in confidence and public speaking skills. Enjoying community actions, smiling and enjoying themselves. Watching students grow and thrive.

#### *For School*

Relationships with community partners; students acting responsibly, respectfully and challenging themselves; sharing with other schools and building community relationships – connections which will go beyond this project.

### Areas to improve:

Time management and earlier engagement with community partners.

## Appendix Eleven: Teacher Responses

Of the participating teachers in 2023:

**100% - thought the program was of value to their students.**

Our students ended the program with a new level of maturity. They became more confident and better communicators.

It gave a voice to students who needed another avenue to demonstrate their skills rather than english or maths.

The biggest impact was students taking part in community actions and dealing with adults outside school. The built student engagement; development of personal and social skills, and speaking and listening skills.

**100% believed their students learnt new skills and capabilities. These included:**

Holding meetings, making and receiving phone calls, confidence to speak in front of others, working in a team. Learning how to be a Catalyst for change.

**100% could identify aspects of their teaching where they can incorporate or build on students' new skills.**

Using the rainbow voice (we are incorporating this in all classes already); building student confidence to make and learn from their mistakes; providing more opportunities for students to develop their confidence and speaking skills in large groups. Encouraging partnerships with community groups.

**100% thought students emerged with a better understanding of and/or desire to be involved in their local community.**

Working with their community partners has shown students that their voice can be heard and they can have a positive influence in their community.

**100% thought the program met their curriculum needs.**

Personal and social capabilities, creative and critical thinking, drama and visual arts – in addition to english and maths.



### **What was the most significant change that took place?**

#### *For students:*

Confidence and belief in themselves as community members and change makers.

To see them shining as they carried out the community action showed immense growth in confidence and self-esteem.

#### *For teachers:*

Confidence to run the program successfully.

Stepping back and letting students take control of their projects.

Working with my students and supporting them will always bring the right outcome.

#### *For schools:*

Positive feedback from parents and community groups.

We have gained a lot of new community connections and relationships.

The possibility for ongoing relationships and projects with the community groups.

Excitement.

#### **And finally:**

It is fantastic to work with students in a different way and help them to build their confidence and abilities to problem solve in a group situation.

Have an open mind and trust the process.