



Social Ventures Australia



BECAUSE

Our students are not reaching their full potential as they don't have a sense of agency in their learning

WE BELIEVE

Building student voice, self-regulation will improve student's ability to articulate their learning needs

SO WE PROVIDE

Learning experiences that encourage and facilitate authentic, connected, co-created learning experiences

THAT LEADS TO

Improved agency in learning throughout the school community

AND RESULTS IN

Students knowing themselves as learners and are able to make decisions about their learning with others

PARTNERS

SVA is a non-profit organisation that focuses on keys to overcoming disadvantage in Australia by offering funding, investment, and advice. SVA facilitates connections with other schools involved in the SVA initiative. The following schools are in our connection team; Blairmount PS, Casula HS, Curran PS, Granville East PS and more recently Guise PS, Auburn West PS, Berala PS, Hoxton Park PS, Glenwood PS, Hoxton Park HS.

PRACTICES

As a school we investigated practices and delivered targeted and whole school professional learning to support teachers to embed practices that encourage students to reflect on their learning and themselves as a learner. This professional learning included topics such as student engaged assessment strategies, presentations of learning and student led conferences.

Student voice was developed and evident through establishing and maintaining a learning culture where students have the opportunity to develop their skills in order to discuss their learning and make choices in their learning at school. Practices such as project-based learning, utilising Seesaw, LISC, step it up walls, learning goals, 3-way student led conferences and learning environments all contributed to this learning culture. Staff also participated in an action research project on how students talk about their learning and themselves as a learner. Teachers collected baseline data on how students articulate their learning and themselves as a learner and pinpoint areas of development for students.

Students language skills were also developed through establishing a Hip Hop program and radio station. These programs support the acquisition and use of language in an engaging and creative way which being for an authentic purpose.

RESULTS

In the first year after professional learning had been delivered for students to reflect on their learning and themselves as a learner 75% of students demonstrated understanding of the learning intention, 65.5% of students demonstrated understanding of the purpose of the lesson, 62% of students could articulate where to next in their learning relating to the lesson and 64% of teachers were observed as having student centred discussions.

Student voice surveys indicated 55.9% of students responded 'mostly' or 'always' to the question *my ideas are used to plan and/or design learning activities*, 96.4% of students identified a time when they had choice in their learning, 39.6% of students responded 'mostly' or 'always' and 47.7% responded 'sometimes' to the question *I can share my ideas to help the teacher choose what we learn*.

Student led conference data reflected 82.7% of parents strongly agreed that the student led conference was valuable and informative.

Our action research data revealed 55.9% (36.8% = 3 19.1% = 4) of students scored a 3 or 4 on the articulation rubric for overall delivery and confidence and 32.7% (23.6 = 4 9.1% = 5) of students scored a 4 or 5 on the articulation rubric for overall conversation/ presentation. In previous years, 39% of students progressed in their levels or maintained the highest level on the rubric.