

Cranbourne South Primary School

Our Journey so far:

Cranbourne South Primary embarked on our Student Voice Journey during 2020 and have made some incredible progress throughout the last two years.

The first thing we wanted to truly understand was the three elements of student voice; sharing thoughts and ideas, realistic suggestions and accepting responsibility. This led us to many meaningful discussions with our students at the school. We committed over the lockdown periods to continue to educate staff and relay professional development with the team. We had in person meetings, twice a term and as well as virtual meetings.

STUDENT VOICE 

The Three Components

Sharing thoughts and ideas in an environment underpinned by trust and respect.

Offering realistic suggestions for the good of the whole.

Accepting responsibility for not only what you say, but what needs to be done.

 QUAGLIA INSTITUTE
VOICE ASPIRATIONS



What's the **Purpose**? What is the purpose of the 4Ps? They all have a valuable meaning and are interconnected. Positivity; I look on the bright side. Persistence; I am determined. Pride; I stand tall. Passion; I strive to achieve. What ties them together? Our 5th P...

PURPOSE; I am here.

These are the 5Ps of CSPS.

What does it mean at our school? At CSPS we value our students' voice and their input to our programs. We believe that student voice is invaluable to our practice and improves our pedagogy. Students have such great ideas that need to be heard and fostered by teachers and school staff. By working together, students and teachers can have a positive impact on the school environment and even better yet, the wider community. When students are heard, they are valued. They feel a real sense of ownership and belonging to grow and learn in a safe environment.

House System: **MURRUP**

The House System at CSPS fosters students to collaborate and put forward ideas on what they want to do and how they want to *lead*. Students in leadership roles guide the path for other students in the school and become advocates for authentic **Voice**.

Wiiny - Red	Baany - Blue	Munmut - Yellow	Biik - Green
			

The house names were defined in consultation with local Indigenous groups.

Student leaders demonstrate the 5P Attributes

1. Purpose: Exhibit outstanding CSPS 5P values.
2. Pride: Always model expected school behaviours and Embrace rules.
3. Positivity: Demonstrate positive behaviours in line with SWPBS
4. Persistence: Communicate clearly in an appropriate tone and have the confidence to speak in public.
5. Passion: Work with the Student Representative Council to impact our school community.

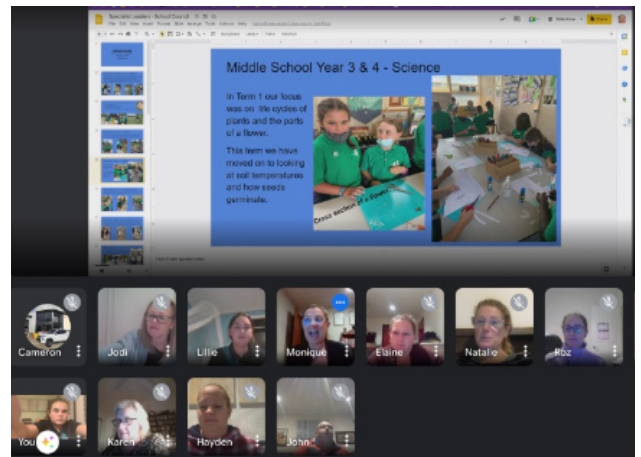
	PURPOSE	POSITIVITY	PERSISTENCE	PRIDE	PASSION
CLASSROOM (inc. SPECIALISTS, GYM, Room and Lunch Time Clubs)	We represent the values of our school. We arrive on time. We follow instructions. We take responsibility for our own belongings. We work collaboratively.	We are polite. We are respectful. We listen to others. We take responsibility for our own belongings. We do our best work.	We stay on the learning space. We are respectful. We use equipment safely and correctly.	We listen to others. We wear our school uniform correctly. We use school equipment correctly.	We try our best. We challenge ourselves. We help others. We apologise when mistakes are made.
OUTDOOR PLAY SPACES	We play games in a fair and safe way.	We interact with others in a kind way. We include others. We behave in a friendly manner. We respect the rules of the game.	We ask when it is our turn. We accept our mistakes. We work in a team. We use equipment safely and correctly.	We keep our learning space clean and tidy. We seek to the best of our ability. We respect the rules of the game.	We focus on the person speaking. We stay in the learning space. We do not talk back. We include other students.
ASSEMBLY	We look at the people who are presenting. We listen for the messages of others.	We listen when others are speaking. We respect others. We give the person in front space to talk. We accept who we are standing next to.	We sit quietly. We listen when others are speaking. We respect others.	We sing the National Anthem. We sing our school song.	We sit in our House groups. We cheer for all House groups.
MOVING AROUND THE SCHOOL	We are where we need to be, when we need to be. We move respectfully from one space to another.	We give the person in front space to talk. We accept who we are standing next to.	We stay with our class group. We move quietly.	We walk quietly and stay in an orderly manner. We follow directions. We respect the rules of the school.	We line up quietly. We work at the same speed as the rest of the group.
TOILETS	We use the toilet for its intended purpose. We return to the playground or learning space straight away.	We let everyone have their privacy. We make sure one person uses the toilet at a time. We keep the cubicle door closed.	We use our bins. We use the toilet during break time. We wash our hands before and after using the toilet.	We sit on the toilet seat. We use the toilet during break time. We wash the toilet (and urinal) for the correct purpose. We flush the toilet (and urinal). We wash our hands. We keep water in the sink.	We use quiet voices. We use the toilet (and urinal) for the correct purpose. We report concerns straight away.
THE HUB (inc. Google Meet)	We use ICT equipment correctly. We follow the teacher's instructions. We work towards our reading goals. We work towards our ICT goals.	We use the equipment safely. We follow the teacher's instructions. We work towards our reading goals. We work towards our ICT goals.	We try reading new books. We use the library books on time. We read to and read with others.	We complete our learning tasks. We return our library books on time. We read to and read with others.	We use appropriate apps and websites. We respect the rules of the school. We use appropriate apps and websites. We respect the rules of the school.
OFFICE & CORRIDOR	We respect others who are present and working. We return to the lesson space and respectability.	We use members such as please and thank you. We respect others who are present and working. We return to the lesson space and respectability.	We return to the lesson space for year if the Office is busy. We walk quietly in all spaces.	We report any problems independently before asking for help. We respect the rules of the school.	We try to solve problems independently before asking for help. We respect the rules of the school.
Excursions/ School Visits	We behave in a respectful manner. We respect the opportunities to learn.	We follow instructions. We listen to all adults including teachers, parents and volunteers.	We complete set tasks.	We sit on the words on the bus. We respect the rules of the school.	We try to solve problems independently before asking for help. We respect the rules of the school.

SWPBS: Behaviour Matrix

At CSPS we are a Student Wide Positive Behaviour School. Students co created with teachers to develop positive behaviours in accord with our 5Ps. Students and staff discussed and implemented a number of positive ways to reiterate positive behaviour in our school spaces. Furthermore, students complete a number of SWPBS lessons which focus on key areas of need in response to data. Positive behaviours are videoed and shared with the school community.

Leadership Lens

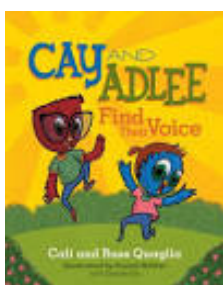
Students leaders at CSPS are highly regarded mentors at our school. They lead our Voice at CSPS. We have a strong leadership lens and students really strengthen their voices and support other students to do so as well. Students present to the school council and discuss what is happening in school and changes that they would like to see. Student leaders every year leave an incredible impact for the next set of leaders to step up.



Learning Together: Students learning from

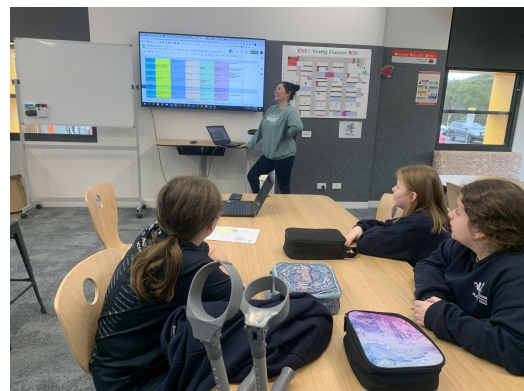
students. Our Year 6 students thoroughly enjoy leading by example in learning. They run reading sessions with younger students. Feedback from teaching staff is that their classes are extremely receptive when we have year six students going out to the classrooms and running lessons. Students are engaged and excited! What an extraordinary way to incorporate students' voice for the good of the whole.

Read: Cay and Adlee Find Their Voice!



Collaborative Planning

At CSPS we have begun collaborating with students during planning sessions. This is a great partnership between students and teachers to discuss what works well in our learning environment. Students are able to see how teachers prepare lessons and students give invaluable feedback to our teaching and learning programs. A future goal for our school is to have collaboration at all year levels during planning.



Lessons Learnt

When we embarked on our journey of Student Voice, we started small to solidify what Student Voice meant. We unpacked the three components within our school and co-created lessons with students. Remote Learning definitely was a challenge with minimal impact on our goals and priorities in our Student Voice aspirations profile at the school. We presented our learnings remotely to staff, so we could continue on our journey as a school. On our journey still, we plan to develop the 8 conditions and listen, learn, lead with our students.

Future Actions

Succession Planning with VOICE Team - Termly meetings	Planning with Students - Whole school	Integration of Voice in English, Mathematics, Inquiry (cross-curric)
Leadership Groups and Programs - Students teaching students	Library of SV Resources, easily accessible to school	Establishment of Leader of Fun and Excitement role
Staff Curriculum Days to share knowledge and have the same idea of SV	Setting the Climate - CSPS document when starting School	Understanding and implementing the conditions.

Note: Katelyn Watkins is CSPS Voice leader. Any questions or to access a pdf copy of the [Voice @ CSPS](#), please contact [Katelyn Watkins](#).