

## Student Voice Evidence of Implementation

When voice is a way of being in schools, shared understanding, genuine listening to and learning from each other and a collaborative approach to leading together to improve continually is evident throughout the school. Consider the following statements of evidence and decide the extent to which the following exists in your context. How would you ensure these practices and processes become embedded in your school culture to ensure voice is a 'way of being' across your school?

| Evidence                                                                                                                                              | In Pockets | Majority | Our Way of Being |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|------------------|
| <b>Communication</b>                                                                                                                                  |            |          |                  |
| Website and newsletters include examples of student voice or student created work.                                                                    |            |          |                  |
| The school has a shared definition of voice in use and communicated to the whole school community.                                                    |            |          |                  |
| Student focus groups are regularly consulted regarding school-wide practices and processes.                                                           |            |          |                  |
| All students have the opportunity to participate in focus groups, committees or representative bodies.                                                |            |          |                  |
|                                                                                                                                                       |            |          |                  |
| <b>Environment</b>                                                                                                                                    |            |          |                  |
| Representations of students' diverse interests, cultures, work and identity are evident throughout the school including corridors and external areas. |            |          |                  |
| Visible reminders of the voice definition are common across the school.                                                                               |            |          |                  |
| Co-created behaviour expectations are visible, reviewed and revised across the school.                                                                |            |          |                  |
| Students have input into school environmental decisions and classroom design.                                                                         |            |          |                  |
|                                                                                                                                                       |            |          |                  |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|------------------|
| <b>Classroom Practice</b>                                                                                                                                          |            |          |                  |
| Teachers systematically use formal student feedback to inform their teaching.                                                                                      |            |          |                  |
| Planning and teaching include regular opportunities for students to develop voice skills and be heard by others.                                                   |            |          |                  |
| Students co-create behaviour and learning expectations with teachers.                                                                                              |            |          |                  |
| Students have regular opportunities to select and reflect on academic, personal and social goals.                                                                  |            |          |                  |
| Students self-assess their learning using continuums, rubrics or learning progressions.                                                                            |            |          |                  |
| Teachers discuss exemplars with students to co-create success criteria.                                                                                            |            |          |                  |
|                                                                                                                                                                    |            |          |                  |
| <b>School Wide Processes</b>                                                                                                                                       |            |          |                  |
| Student voice surveys are analysed with students and used to celebrate strengths and identify areas for improvement.                                               |            |          |                  |
| Students are aware of and contribute to school improvement initiatives.                                                                                            |            |          |                  |
| All students have regular opportunities to build confidence and use their voice with a broad range of audiences.                                                   |            |          |                  |
| All students have regular opportunities to collaborate with a variety of students and staff.                                                                       |            |          |                  |
| Students confidently articulate their thoughts and ideas and accept responsibility to continually improve their learning and contribute to the learning of others. |            |          |                  |
|                                                                                                                                                                    |            |          |                  |