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Using student voice to get active rec right!

Bellarine Secondary College are currently focusing on developing solutions to 'areas of focus' as identified through their AToSS. Students will share strategies of engaging student voice with the specific purpose of guiding active recreation initiatives at their school.



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Learning Intention:

- Discover how to design a SVAL session that will engage students and offer opportunities for student agency.
- Acknowledge the disconnect between staff and student driven solutions.
- Understand the benefits, beyond the physical, of providing physical movement opportunities during EC times.



Bellarine Secondary College

A bit about us.



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Consider all or any of the questions below.

Write your response(s) on your post-it note(s)

1. How do you ensure that students are consulted in decision-making in your school?
2. How do you ensure that students feel like they have a voice?
3. How do students impact rules/expectations?
4. Do students have a say in what they learn?

Student Voice and Agency

- 2020 Data – Bellarine SC.
- 73% of students say they don't feel like they decide things in class such as activities/rules?
- 65% of students don't feel involved in decision-making at the school.
- 72% of students say they don't have a say in the things they learn
- 71% of students say they don't feel they have a voice.



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Student Government

What I noticed.

Lots of traditions - Positive

Lack of Diversity – Year Levels

Forums – voice, but no action – led to more negativity.



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Student Forums

What did they say?

What did it mean?

How effective can they be?

Student Forums

2021

- Year-level/Sub-School based.
- 12 students' maximum
- Question and Answer
- Questions related to areas of ATSS we have identified as a concern
- 1 forum per year level – held each term– students involved made up 4% of student population

2022

- Year-Level based
- 40 students invited per session
- Interactive sessions, moving around – combination of strategies
- 2 forums per year level
- Potentially 30% of student body will be involved



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Final Approach to Forums

Once a semester.

Scheduled Event - Compass

Students chosen at random

Students messaged/communicated

Year 12 – Study Sessions

Year 11 – VCAL

Anywhere between 10 – 35 students at once.



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Think – Pair – Share

How do you advise your students around your school data?

Positive Endorsement (Example)

Framework factor	Results						
	Overall 2021	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	% Positive (n=1,066)	% Positive (n=187)	% Positive (n=182)	% Positive (n=193)	% Positive (n=197)	% Positive (n=181)	% Positive (n=126)
Expectations for success	65%	76%	63%	63%	64%	64%	60%
Teacher expects me to do my best	81%	93%	79%	80%	79%	77%	73%
Teacher believes that I can do well at school / My teacher thinks I can do well at school*	68%	77%	63%	65%	68%	70%	63%
Teachers encourage all students to do their best	73%	79%	69%	73%	73%	73%	69%
Teachers show an interest in every student's learning	50%	59%	48%	44%	50%	50%	45%
Teachers believe that all students can be high achievers	55%	71%	54%	53%	49%	51%	49%
Teachers pay attention to my learning	58%	67%	58%	51%	56%	58%	54%
Teachers pay attention in class	62%	68%	62%	49%	64%	64%	64%
Teacher expects nothing less than our full effort	67%	80%	65%	68%	61%	66%	59%
Teacher encourages me to participate in class	45%	53%	49%	36%	43%	45%	40%
Teacher concern	36%	40%	34%	28%	33%	36%	46%
Teachers are interested in my wellbeing	41%	45%	36%	34%	40%	43%	54%
I talk to my teachers about any of my concerns	34%	36%	36%	29%	29%	35%	43%
Teacher seems to know if something is bothering me	32%	37%	31%	21%	29%	31%	42%



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Student Leaders are given highlighted data

What are our biggest concern areas?

BSC – The ten areas below 50% Positive Endorsement (4 years in a row, no growth)

2021 (5 areas), 2022 (next 5)

How do we identify our priorities?

School-Based Parent Factors			Health and Wellbeing, Careers
Differentiated Learning Challenge (55%)	Motivation and Interest (47%)	Respect for Diversity (36%)	Student Intentions: Year 12, Post-School,
Stimulated Learning (50%)	Self-Regulation and Goal Setting (50%)	Effective Teaching Time (57%)	Student Online Experiences and Use of Electronic Devices
Effective Classroom Behaviour (52%)	Attitudes to Attendance (67%)	Perseverance (NEW) (49%)	Emotional Awareness and Regulation, Social and Emotional Wellbeing
School Connectedness (42%)		Perceptions of LGBTIQ-phobic discrimination (NEW) (40%)	Peer Relationships and Experience of Bullying
Student Voice and Agency (35%)		High expectations for success (NEW) (65%)	Help Seeking
Teacher Concern (36%)	Advocate at School (61%)	Effort (NEW) (58%)	Family Functioning
Sense of Confidence (50%)	Managing Bullying (42%)		Service Access



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With the data – students are asked:
What are the reasons?
What's the story behind the data?
What are your solutions?

Student Voice – Students developing ideas.

Student Teams

- Student Agency – with student leaders
- What are you most passionate about addressing?
- Development of Action Teams

Based on 2021 ATSS Data.

Student Leaders identified an area they would like to focus on.



Managing Bullying Student Voice Action Team

- Students made up of Ocean Grove Student Leaders
- Students want to develop:
 - A safe place to go when students are bullied, promote areas of the yard/school they can go to already.
 - Stronger visibility of consequences/more information provided to victim.
 - A plan to reduce cyberbullying
 - Review and increase L4L Lessons in relation to National Day of Action against Bullying and Violence, more regular lessons.
 - Providing context to teachers about where it is happening and what to look for
 - A plan to reduce bullying on buses

School Connectedness Student Voice Action Team

Small team of 8 students – all currently located at Drysdale – many Year 12's. (no time to meet yet.)

- Working on opportunities to bring the school together more
- Development of Lunchtime Activities – House Competition – is there a way to link the organisation of events with the HAPE curriculum.
- Campaign for direct travel connection between both campuses for Drysdale and OG in general
- Highlight VET music – Show off art. (and other similar projects.)
- Re-development of student bulletin to Microsoft Teams



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Next Steps

- Understanding that our students at our Ocean Grove Campus (7-8) are clearly saying that:
- Lunchtime can be boring.
- More evidence of anti-social behaviour.
- Staff are tired, fully allotted and there often isn't that many of them.
- How do we motivate students to run lunchtime activities, that students want to do, that require minimal staff time/supervision (e.g. safe, no lost equipment etc.)



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Feedback

How do you ensure that students feel like they have a voice?

2. By getting them involved in decisions and giving them a say in what they do.

3. Surveys
By giving them a say in what they do, they can make changes to it.

4. Ask what they want

2. Surveys
By giving them a say in what they do, they can make changes to it.

4. Ask what they want

How do students impact rules/expectations?

1. Student leaders
By giving them a say in what they do, they can make changes to it.

2. Surveys
By giving them a say in what they do, they can make changes to it.

3. By giving them a say in what they do, they can make changes to it.

Consultation with Student Leaders

By giving them a say in what they do, they can make changes to it.

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Do students have a say in what they learn?

By giving them a say in what they do, they can make changes to it.

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How do you ensure students are consulted in decision making in your school?

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6. Surveys
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7. Surveys
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8. Surveys
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Action from the day

