Connection Project Action Plan 2017

St Anthony's School
Student Voice in Action

School Profile – Bright Spot Schools Connection

School St Anthony's School

Address 90 Buckley Street, Noble Park, Victoria, 3174

Phone number (office) (03) 9546 0044

Parking information at school for visitors Church car park off Buckley Street.

Primary Contact Patrika Rowley	**Position** Principal
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Secondary Contact Ashlee Doyle	**Position** Level 5/6 Classroom Teacher/ Student Leadership/Voice POL
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Tertiary Contact James Gow	**Position** Deputy Principal
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School Type Primary Secondary

State NSW SA VIC

Sector Government Catholic

2017 Number of students 417

2017 Number of staff (FTE) 27.3

Percentage Indigenous students -

Percentage of students with LBOTE 74%

Percentage of students from refugee backgrounds

Percentage of students in bottom quartile 37%

Percentage of students in bottom half 65%

2017 ICSEA 990

Other relevant factors pertaining to the demography of the school

1. School Context 2017

2. School Project Overview: Student Voice in Action

Project focus

Student Voice in Action is designed to activate student voice and choice within all aspects of school life at St Anthony's. Using the Student Representative Council, our goal is to develop, promote and embed student leadership throughout our school culture.

Background Context

In the past, student learning has often been heavily teacher directed with limited input from students. Our Student Representative Council has been tokenistic in practice and has not be utilised to its full capacity.

In the last 5 years, we have been involved in a number of programs that have allowed us to identify and find student voice in some aspects of our learning and teaching. Our goal is to facilitate authentic student voice and embed this within our whole school culture.

Issue Statement

St Anthony's is currently facing the challenge of embedding student voice and choice within student leadership, learning and teaching.

Impact Statement

Students will use their voice and choice to co-design and implement learning programs throughout the school.

Partners

- Ashlee Doyle (Student Leadership Leader)
- James Gow (Student Wellbeing Leader)
- Patrika Rowley (Principal)
- Student Representative Council at St Anthony's
- Staff and students at St Anthony's
- Connection with the Victorian SRC group
- SMAG Cluster staff and students
- Social Ventures Australia (SVA)

Activities & Implementation Priorities

1. Students brainstorm what they know about being a good leader (KWL chart) and identify qualities of an effective leader (collaboration, communication, imagination, enthusiasm, high expectations, perseverance and problem solving)
2. Students are chosen by their peers to be members of the SRC based on their speech outlining how they can demonstrate the effective leadership qualities and their participation in a collaborative problem solving activity (teacher judgement)
3. All level 5 and 6 students to complete immersion activities during SEL week based on the qualities of an effective leader.

4. Students form the SRC and develop the roles, responsibilities and goals as a member of the SRC
5. Students connect with other members of the SRC at St Mary's and St Gerard's
6. Students are introduced to the School Improvement Plan How student voice fits within the school. Students develop their own understandings and definitions of Student Voice/Choice that can be referred back to
7. Students and teachers collaborate to achieve a shared goal based on student goals and the S.I.P
8. Students develop an action plan to take the steps to achieve the goal – coordinate this with the concepts from the Victorian SRC program
9. The SRC develops a culture of peer teaching across the school
10. The SRC or action projects are extended to include representatives from other levels

3. **School Project Program Logic 2017**- Student Voice in Action

4. Project Activity Outputs Aligned to Outcomes

Activity	Who leads?	Aligned to school project outputs	Aligned to school project outcome
A member of staff is appointed to the Position of Leadership – Student Leadership/ Voice to facilitate the SRC group and direct Student Voice throughout St Anthony's	**Leadership team, Student Leadership/Voice POL**	• The POL facilitates Student Voice and assists in the implementation of student driven action plans.	• Staff members are given the opportunity to develop their leadership capacity • Student Voice is a significant part of the school culture
Students brainstorm what they know about being a good leader (KWL chart) and identify qualities of an effective leader (collaboration, communication, imagination, enthusiasm, high expectations, perseverance and problem solving)	**Level 5/6 teachers and students**	• Students identify what they know and want to learn about leadership • Students understand the qualities of an effective leader and have a standard of high expectations	• Students express and offer their opinions • Students collaborate with teachers and students
Students are chosen by their peers to be members of the SRC based on their speech outlining how they can demonstrate the effective leadership qualities and their participation in a collaborative problem solving activity (teacher judgement)	**Level 5/6 teachers and students**	• Students understand the qualities of an effective leader and have a standard of high expectations	• Students are authentic decision makers • Students express and offer their opinions • Students collaborate with teachers and students • Students are active listeners and give encouragement and support to each other
All level 5 and 6 students to complete immersion activities during SEL week based on the qualities of an effective leader.	**Level 5/6 teachers and students**	• Students identify what they know and want to learn about leadership • Students understand the qualities of an effective leader and	• Students are authentic decision makers • Students are leaders of their learning • Students express and offer their opinions • Students provide input and feedback to teachers

		have a standard of high expectations	• Students collaborate with teachers and students
Students form the SRC and develop the roles, responsibilities and goals as a member of the SRC	**Student Leadership leader and the SRC**	• Students understand the qualities of an effective leader and have a standard of high expectations • Leadership roles, responsibilities and goals will be developed	• Students are authentic decision makers • Students are leaders of their learning • Students express and offer their opinions • Students provide input and feedback to teachers • Students collaborate with teachers and students • Students (and teachers) commit to ongoing actions and improvements within the school • Students advocate for change within the school
Students connect with other members of the SRC at St Mary's and St Gerard's	**Student Leadership leader, the SRC and teachers across the SMAG cluster**	• Students identify what they know and want to learn about leadership • Students understand the qualities of an effective leader and have a standard of high expectations • Students connect and collaborate with other student leaders in Victoria	• Students express and offer their opinions • Students provide input and feedback to teachers • Students collaborate with teachers and students • Students are active listeners and give encouragement and support to each other
Students are introduced to the School Improvement Plan How student voice fits within the school. Students develop their own understandings and definitions of Student Voice/Choice that can be referred back to	**Student Leadership leader and the SRC**	• Students identify what they know and want to learn about leadership • Students understand the qualities of an effective leader and have a standard of high expectations	• Students are authentic decision makers • Students express and offer their opinions • Students provide input and feedback to teachers • Students collaborate with teachers and students

		• Students construct a working definition of Student Voice and Choice	
Students and teachers collaborate to achieve a shared goal based on student goals and the S.I.P	**Student Leadership leader, the SRC, the principal, members of staff**	• A shared goal and action plan to achieve is developed • Students are able to articulate their thinking and use their knowledge and experiences to inform other students	• Students are authentic decision makers • Students are leaders of their learning • Students express and offer their opinions • Students provide input and feedback to teachers • Students collaborate with teachers and students • Students are active listeners and give encouragement and support to each other • Students (and teachers) commit to ongoing actions and improvements within the school • Students advocate for change within the school
Students develop an action plan to take the steps to achieve the goal – coordinate this with the concepts from the Victorian SRC program	**Student Leadership leader and the SRC**	• Leadership roles, responsibilities and goals will be developed • A shared goal and action plan to achieve is developed • Students are able to articulate their thinking and use their knowledge and experiences to inform other students	• Students are authentic decision makers • Students are leaders of their learning • Students express and offer their opinions • Students provide input and feedback to teachers • Students collaborate with teachers and students • Students are active listeners and give encouragement and support to each other • Students (and teachers) commit to ongoing actions and improvements within the school • Students advocate for change within the school

The SRC develops a culture of peer teaching across the school	**Student Leadership leader and the SRC**	• Students are able to articulate their thinking and use their knowledge and experiences to inform other students • Leadership becomes a whole school approach and is built up through the different levels	• Students are authentic decision makers • Students are leaders of their learning • Students express and offer their opinions • Students provide input and feedback to teachers • Students collaborate with teachers and students • Students are active listeners and give encouragement and support to each other • Students (and teachers) commit to ongoing actions and improvements within the school • Students advocate for change within the school
The SRC or action projects are extended to include representatives from other levels	**Student Leadership leader and the SRC**	• Leadership becomes a whole school approach and is built up through the different levels	• Students are authentic decision makers • Students are leaders of their learning • Students express and offer their opinions • Students provide input and feedback to teachers • Students collaborate with teachers and students • Students are active listeners and give encouragement and support to each other • Students (and teachers) commit to ongoing actions and improvements within the school • Students advocate for change within the school

5. Project Activity Outputs Progress & Success Measures

Activity & Output	Success Indicators	Success Targets for Indicator (to be achieved by Year Three)	Progress Measure Year One (2017)	Progress Measure Year Two (2018)	Progress Measure Year Three (2019)
A member of staff is appointed to the Position of Leadership – Student Leadership/ Voice to facilitate the SRC group and direct Student Voice throughout St Anthony's	POL Position – Student Voice/ Leadership.	The POL for Student Leadership/Voice is appointed each year. The SRC meets fortnightly to improve aspects of the school.	-	Position of Leadership is appointed. Level 5/6 student leaders are chosen by their peers to be members of the SRC.	Position of Leadership is appointed. Level 3/4 and 5/6 student leaders are chosen by their peers to be members of the SRC.
Students brainstorm what they know about being a good leader (KWL chart) and identify qualities of an effective leader (collaboration, communication, imagination, enthusiasm, high expectations, perseverance and problem solving)	Students determine what leadership qualities they need to be effective leaders.	Students and teachers use consistent language throughout the school when identifying and demonstrating qualities of an effective leader	Level 5/6 students determine qualities of effective leadership.	Level 5/6 students determine qualities of effective leadership. Students give feedback on how successfully they demonstrated the qualities of effective leadership.	Level 5/6 students determine qualities of effective leadership. Students give feedback on how successfully they demonstrated the qualities of effective leadership. Level 5/6 students peer coach students in 1/2 and 3/4 about the qualities of effective leadership.
Students are chosen by their peers to be members of the SRC based on their speech	Students are chosen to be members of the Student Representative Council.	Student voice and choice is used when determining the members of the SRC.	Students write a speech to present to their peers to be chosen for the SRC.	Students are key members in developing criteria in order to choose	Students are key members in developing criteria in order to choose

outlining how they can demonstrate the effective leadership qualities and their participation in a collaborative problem solving activity (teacher judgement)		Students have the opportunity to present themselves to their peer group.		members of the SRC. Students present their views through a speech.	members of the SRC. Students present their views through a speech.
All level 5 and 6 students to complete immersion activities during SEL week based on the qualities of an effective leader.	Teachers explicitly teach the identified leadership qualities.	A leadership program is implemented in Level 5/6 at the beginning of each year that focuses on the key qualities that make an effective leader.	-	Students complete hands on and interactive activities that explicitly teach them about qualities of an effective leader at the beginning of the school year.	Students peer coach Level 3/4 students through an immersion experience. Level 5/6 students complete leadership immersion activities at the beginning of each term.
Students form the SRC and develop the roles, responsibilities and goals as a member of the SRC	Students understand the roles, responsibilities and goals as members of the SRC.	Students understand the role of the SRC.	-	At the start of the year, students develop the roles, responsibilities and goals.	At the start of the year, students develop the roles, responsibilities and goals.
Students connect with other members of the SRC at St Mary's and St Gerard's	Students make connections with leaders from other schools in our area.	Students make connections and share their leadership experiences with other students in our local area.	-	Students work with other leaders of SMAG schools on common initiatives.	Students work with other leaders of SMAG schools on common initiatives.
Students are introduced to the Annual Action Plan How student voice fits within the school. Students develop their own understandings	Students understand how Student Voice fits within St Anthony's.	Students understand the impact their Student Voice has on the School Improvement Plan. A consistent definition of	-	Students complete initiatives throughout the school and link them to the Annual Action Plan.	Students choose initiatives based on the Annual Action Plan.

and definitions of Student Voice/Choice that can be referred back to		student voice and choice is created and shared throughout the whole school.			
Students and teachers collaborate to achieve a shared goal based on student goals and the Annual Action Plan.	Students create initiatives to make improvements around the school.	Students use their voice to achieve shared goals throughout the school.	-	SRC students work with different groups throughout the school to complete initiatives.	SRC students work with different groups throughout the school to complete initiatives.
Students develop an action plan to take the steps to achieve the goal – coordinate this with the concepts from the Victorian SRC program	Students use a process to create action plans for their initiatives.	Students use the Victorian SRC process to achieve multiple goals throughout the whole school.	-	Students share their progress and work with teachers through a student led staff meeting 2 times a year.	Students share their progress and work with teachers through a student led staff meeting 4 times a year.
The SRC develops a culture of peer teaching across the school	Peer teaching is part of the "St Anthony's Way".	Students share their learning and goals through the process of peer coaching.	-	Peer coaching begins with the SRC. Students in the SRC peer coach other students based on SRC initiatives.	Peer coaching is extended to all students across the whole school.
The SRC or action projects are extended to include representatives from other levels	The SRC is expanded to include members from across the whole school.	Students from other year levels are represented in the SRC.	-	Level 5/6 students are part of the SRC.	The SRC is made up of Level 5/6 students and Level 3/4 students.

6. Data Collection Summary

Please identify data collection sources and tools aligned to each outcome

Project Outcome	Data Source	Description of Data Tool
Staff members are given the opportunity to develop their leadership capacity	• Interview with the Leadership team • SIS Data • Student led 3 way conversations	• Staff members interested in the position submit an application and are interviewed by the leadership team on their suitability for the position • Students complete a Student Attitude Survey • Students lead discussions with their parents and teachers at annual reviews of learning
Student Voice is a significant part of the school culture	• TfEL Student Voice Audit	• Students use the cards to address the six key aspects in increasing student voice – students as evaluators, teachers, learning designers, researchers, decision makers and advocates for 21st century learning
Students are authentic decision makers	• TfEL Student Voice Audit	• Students use the cards to address the six key aspects in increasing student voice – students as evaluators, teachers, learning designers, researchers, decision makers and advocates for 21st century learning
Students are leaders of their learning	• TfEL Student Voice Audit • CEM Student Voice Statement for Catholic Schools – Overall objectives: Improving teacher practice statement	• Students use the cards to address the six key aspects in increasing student voice – students as evaluators, teachers, learning designers, researchers, decision makers and advocates for 21st century learning • Reflection tool
Students express and offer their opinions	• TfEL Student Voice Audit	• Students use the cards to address the six key aspects in increasing student voice – students as evaluators, teachers, learning designers, researchers, decision

		makers and advocates for 21st century learning
Students provide input and feedback to teachers	• 4 x student led staff meetings held once each term • TfEL Student Voice Audit	• The students feedback to teachers their work on the action plans they have created throughout the school year • Students use the cards to address the six key aspects in increasing student voice – students as evaluators, teachers, learning designers, researchers, decision makers and advocates for 21st century learning
Students collaborate with teachers and other students	• 4 x student led staff meetings held once each term • Student reflection – google form	• The students feedback to teachers their work on the action plans they have created throughout the school year • Students complete a google form survey based on reflective questions from the Horizons of Hope 'Students as Designers' document
Students are active listeners and give encouragement and support to each other	• Student reflection – google form	• Students complete a google form survey based on reflective questions from the Horizons of Hope 'Students as Designers' document
Students and teachers commit to ongoing actions and improvements within the school	• Annual Action Plan • Student reflection – google form	• The Annual Action Plan sets key goals, targets and strategies towards improving St Anthony's • Students complete a google form survey based on reflective questions from the Horizons of Hope 'Students as Designers' document
Students advocate for change within the school	• Student reflection – google form • TfEL Student Voice Audit	• Students complete a google form survey based on reflective questions from the Horizons of Hope 'Students as Designers' document • Students use the cards to address the six key aspects in increasing student voice – students as evaluators, teachers, learning designers, researchers, decision

		makers and advocates for 21st century learning
Students are empowered to speak openly about their faith education	• Catholic Identity Survey ECSI	• Students complete the survey (every 2 years) which gives data on how students would like to be learning in relation to God and being a Catholic in the contemporary world

7. Project Outcomes Overview

It is expected that each of the school project outcomes can be mapped against to the four Connection Outcomes. Please map the school project outcomes across the four Connection outcomes (maybe be more than one). Please rate each Connection Outcome as either a Project Priority or second order Project Priority for your school project.

Connection Outcomes	Priority?	Aligned to identified school project outcomes
Outcome 1: Increased teacher skills & capacity	Project Priority Second-order priority	• Students provide input and feedback to teachers • Students collaborate with teachers and students • Staff members are given the opportunity to develop their leadership capacity • Student Voice is a significant part of the school culture
Outcome 2: Improved school leadership	Project Priority Second-order priority	• Students provide input and feedback to teachers • Students collaborate with teachers and students • Staff members are given the opportunity to develop their leadership capacity • Student Voice is a significant part of the school culture
Outcome 3: Increased student engagement	Project Priority Second-order priority	• Students are authentic decision makers • Students are leaders of their learning • Students express and offer their opinions • Students provide input and feedback to teachers • Students collaborate with teachers and students • Students are active listeners and give encouragement and support to each other • Students (and teachers) commit to ongoing actions and improvements within the school • Students advocate for change within the school
Outcome 4: Improved student learning & development	Project Priority Second-order priority	• Students are authentic decision makers • Students are leaders of their learning • Students express and offer their opinions • Students provide input and feedback to teachers • Students collaborate with teachers and students • Students are active listeners and give encouragement and support to each other • Students (and teachers) commit to ongoing actions and improvements within the school • Students advocate for change within the school • Student Voice is a significant part of the school culture

8. Risk assessment

Risks are actions or consequences that might significantly impact the project if they should occur

Please enter any potential project risks that can be foreseen.

Using the indicators within the table please assess the level of risk in the categories of 'likelihood' of the risk occurring and the potential impact of the 'consequences' of the risk should it occur.

Risk	Level of Risk	Consequences	Mitigation Measures
St Anthony's loses funding for the 2nd and 3rd year by Catholic Education Melbourne to continue working with SVA.	Low Average High	• St Anthony's will not be able to continue being involved with SVA if there is no funding available.	• Regularly present the information and processes involved in work we are doing with SVA so that all staff are involved and the processes can still be used.
Key staff members involved in the Project Action Plan leave St Anthony's.	Low Average High	• The Project Action Plan or involvement in SVA ceases/ loses interest. • Other staff members need to facilitate the project with minimal experience, knowledge of the Project Action Plan or connections with SVA.	• Staff members in the SVA team communicate and feedback to the whole staff on a regular basis. • An SVA team at St Anthony's is developed (including the principal) so that the Project Action Plan continues regardless of specific staff involvement. • The Project Action Plan is included in the School

			Improvement Plan/ Annual Action Plan and all students and staff members are aware of its inclusion.
There is no longer an SRC group or Student Leadership POL to facilitate Student Voice within the school.	Low Average High	- There is no official group to drive Student Voice throughout the school. - Time becomes an issue in ensuring that all students' voices are heard to drive learning opportunities.	- Appoint a member of staff to the Position of Leadership – Student Leadership/Voice. - The POL is to schedule weekly/fortnightly SRC meetings and use the Victorian SRC processes to facilitate student driven action plans. - Include the SRC as part of the Annual Action Plan.

2017 Progress Assessment

(Complete the table for outcomes aligned to Project Priorities and actions identified).

Outcome	Project assessment*	Data Measure & Source	Description of outcomes progress
Outcome 1: Increased teacher skills & capacity	Above Met Below Unable to complete		• Students and teachers participated in the Victorian SRC 'Teach the Teacher' program.
Outcome 2: Improved school leadership	Above Met Below Unable to complete		• (Unofficially) A member of the Level 5/6 team facilitated and guided the members of the SRC team.
Outcome 3: Increased student engagement	Above Met Below Unable to complete		• Students in the SRC held a student led staff meeting, based on the Victorian SRC process, focusing on improving student learning spaces at St Anthony's.
Outcome 4: Improved student learning & development	Above Met Below Unable to complete		Students in the SRC held a student led staff meeting, based on the Victorian SRC process, focusing on improving student learning spaces at St Anthony's.

** Assessment Key

Above Outcomes achieved are **above the school's expectations** for the project

Met Outcomes achieved met **the school's expectations** for the project

Below Outcomes achieved are **below the school's expectations** for the project

Unable to complete Assessment of outcomes cannot be completed at present time

In 2017, St Anthony's has achieved:

Progress Points	Outcome Link	Evidence	Comment
Students brainstorm what they know about being a good leader (KWL chart) and identify qualities of an effective leader (collaboration, communication, imagination, enthusiasm, high expectations, perseverance and problem solving)	Express and offer their opinions Collaborate with teachers and students	School captain and vice-captain speeches (Level 5 students complete) Anecdotal notes taken by the Level 5/6 teachers Qualities displayed around the school and Level 5/6 learning spaces	Students and teachers were able to clearly create an understanding around the qualities of effective leadership. By the end of 2017, approximately 80% of the Level 5 students were able to describe examples of how they could demonstrate the effective leadership skills and could articulate the definition to a peer or teacher.

In summary, in one year, the school has seen improvements, including:

- Students used their voice to create an action plan around improvements in our school learning spaces and shared this information through a student led staff meeting for teachers
- Students are understanding the concept of using their voice more regularly and authentically
- Level 5/6 students were key partners in developing the expectations for student leadership in 2018

Challenges and lessons learnt

- It is important and necessary to have a teacher specifically designated to assist the students and to facilitate Student Voice and actions around the school

- Students cannot be expected to understand the qualities of an effective leader without explicit teaching

- The action plan had begun way too late in the school year and couldn't be finished

Unexpected consequences:

- Students in the SRC participated in the Victorian SRC program and used their processes to design an action plan specifically from Student Voice – this process took a little longer than expected and couldn't be finished within the 2017 year

Recommendations and Considerations for 2018:

- The school should create a Position of Leadership for Student Voice and Leadership where they can facilitate and assist the students in using their Voice to direct their learning in all aspects of school life

- The Level 5/6 teachers should use the first two weeks of Term 1, 2018 to implement a leadership immersion program that outlines the key skills students determined were part of effective leadership in 2017

- To create the SRC, students are to write a speech outlining how they can demonstrate effective leadership skills and describing their 'vision for a better St Anthony's'

- The SRC can partner with the Social Justice group on aligned action plans

- At the end of the year, the Level 3/4 and 5/6 teachers should schedule a leadership immersion day so that the student leaders of 2019 are ready to take over the student leadership the next year

10.Project Summary phase 2 – 2018

To be completed at end of 2018

2018 Progress Assessment

(Complete the table for outcomes aligned to Project Priorities and actions identified).

Outcome	Project assessment*	Data Measure & Source	Description of outcomes progress
Outcome 1: Increased teacher skills & capacity	Above Met Below Unable to complete		•
Outcome 2: Improved school leadership	Above Met Below Unable to complete		•
Outcome 3: Increased student engagement	Above Met Below Unable to complete		•
Outcome 4: Improved student learning & development	Above Met Below Unable to complete		

** Assessment Key

Above Outcomes achieved are **above the school's expectations** for the project

Met Outcomes achieved met **the school's expectations** for the project

Below Outcomes achieved are **below the school's expectations** for the project

Unable to complete Assessment of outcomes cannot be completed at present time

In 2018, St Anthony's has achieved:

Progress Points	Outcome Link	Evidence	Comment
1.			
2.			
3.			

In summary, in two years, the school has seen improvements, including:
- XXX
- XXX

Challenges and lessons learnt in 2018
- XXX
-

Unexpected consequences:
XXX

Recommendations and Considerations for 2019:
XXX

11.Project Summary phase 3 – 2019

To be completed at the end of 2019

2019 Progress Assessment

(Complete the table for outcomes aligned to Project Priorities and actions identified).

Outcome	Project assessment*	Data Measure & Source	Description of outcomes progress
Outcome 1: Increased teacher skills & capacity	Above Met Below Unable to complete		•
Outcome 2: Improved school leadership	Above Met Below Unable to complete		•
Outcome 3: Increased student engagement	Above Met Below Unable to complete		•
Outcome 4: Improved student learning & development	Above Met Below Unable to complete		

** Assessment Key

Above Outcomes achieved are **above the school's expectations** for the project

Met Outcomes achieved met **the school's expectations** for the project

Below Outcomes achieved are **below the school's expectations** for the project

Unable to complete Assessment of outcomes cannot be completed at present time

In 2019, St Anthony's has achieved:

Progress Points	Outcome Link	Evidence	Comment
1.			
2.			
3.			

In summary, in three years, the school has seen improvements, including:

- XXX
- XXX

Challenges and lessons learnt in 2019:

- XXX
-

Unexpected consequences:

XXX

Recommendations and Considerations for sustained practice and further development:

XXX