

STUDENT VOICE, AGENCY & LEADERSHIP POLICY

Rationale

Hamilton North Primary School recognises the importance of empowering students and the contribution that student voice, agency and leadership make to improve student outcomes, health and wellbeing.

Students will be encouraged to take responsibility for their learning, to make purposeful contributions to their learning environment and to tackle issues arising in the world around them.

There is strong evidence showing that students become more engaged in learning when they have opportunities to:

- Exercise agency in their learning
- Contribute to the communities in which they learn
- Improve the learning program for themselves and their peers.

Student voice builds resilience, adaptability, perseverance. It increases motivation and creates purpose, pride and trust in their learning environment

Definitions:

Student Voice

Student voice is where opportunities are provided for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed.

Student Agency

Student agency gives students the power to direct and take responsibility for their learning creating independent and self-regulating learners.

Student Leadership

Student leadership is not confined to a small group of individuals as leadership potential is inherent within all learners. This includes listening to and being able to clarify issues and advocating on the behalf of the students they represent.

At **Hamilton North Primary School** the following strategies are used to promote **Student Voice**

- Provide opportunities for students to give feedback to peers
- Provide opportunities for students to give feedback to teachers
- Use student feedback to improve practice.
- Classroom conferences are conducted on a needs basis

- Design learning activities which link to student interests and extends learning beyond the school.
- Students with the teacher agree success criteria for elements of learning
- Scope and Sequence for Literacy and Numeracy expressed as student friendly “I Can” statements which form the basis of Learning Intentions and inform students of future learning.
- Rubrics discussion between student and teacher.
- Feed Forward Interviews with students in Grade 3-6 to discuss progress and set future goals.
- Parent, Student, Teacher interviews
- Regular one to one reading and writing conferences to discuss progress and set goals
- Circle Time is a regular part of the program where students voice concerns and ideas
- Check in and check out questions at the beginning and end of some lessons
- Discovery Time and Genius Hour provide learning choices for students
- Classroom Learning Agreements established by students and teachers.

At **Hamilton North Primary School** the following strategies are used to promote **Student Agency**

- Develop skills and competencies that assist students to set their own goals and direct their own day to day learning.
- Provide students with peer learning opportunities where they can become mentors for other students.
- Buddies program in place to promote responsibility, care and leadership.
- Student/Adult mentoring program in place for students in need.
- Behaviour Agreements and Behaviour Support Plans are agreed by teachers and student and family.
- Restorative Practices/Conferencing allow all students to have their voice heard.
- Quiet yard spaces provided for students
- Wellbeing Program (checking in with students, CASEA program, Support for Girls program, Respectful Relationships)

At **Hamilton North Primary School** the following strategies are used to promote **Student Leadership**

- Challenge students to go out of their comfort zone and acknowledge when students accomplish this.
- Acknowledge students who set a good example to others.
- Establish groups with explicit leadership roles eg Junior School Council, Student Leadership Group, Green Team, Roles within the classroom.
- Students encouraged to be learning experts- using your classmates as a teacher in the class
- Grade 6 students organise and lead whole school assemblies.
- Kids teaching Kids program in place
- True North Values form the basis of expectations across the school and these can be articulated by all students. Students make each other accountable to these values.
- Community/family days lead by students to showcase work and what the school has to offer
- Student body (grade 6 students) to take tours of the school with principal to talk to perspective families. Student leaders give a student perspective on the school to new families.
- Student lead activities ran at lunch times (Soccer, cricket, basketball)

- Students raise funds (through Walkathon event) and decide how that money should be spent.

For Further Reference: Amplify- Empowering students through voice, agency and leadership (DET 2018)

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Previous Review Date	August 2018		
Current Review Date	August 2020	Ratified by School Council	August 2020
Scheduled Review Date	September 2023		