

AUTHENTIC STUDENT VOICE

Grant High School



Our Goals

Our team focused on improving student voice at Grant High School, and used our PIP program as the vehicle.

We believe that student voice is lacking, and a stronger student involvement would lead to better engagement and attendance across the school population.



The Process

Our team had experienced the PIP program firsthand, so we already knew some of the problems to fix.

Small focus groups were run with 5 – 8 kids to ask direct questions relating to their experience with PIP.

- What have you enjoyed about PIP?
- What subjects do you wish were available?
- Would you enjoy PIP more if you had a say in the subjects you were doing?

Basic surveys ran through the process so most students were kept up to date with the PIP program that was being revised.



Reporting Back To Student Population

The Process

Through the focus groups, we talked to every student in year 8, year 9 and year 10. This gave us clear knowledge of the problems.

From there, we designed a plan that incorporated most elements of feedback that we had received. This took a lot of trial and error.

We also got teacher feedback, and matched their timetables so that each person was instructing an appropriate subject for their passions and skills – if a teacher enjoys the subject, then it is more likely to be engaging for the students.

In the end, we were happy with the new PIP program because of its innovative and inclusive nature.



Focus Group In Progress

Year 8

Purpose: A fun break that allows students transitioning from primary school to gain exposure to new subjects, teachers and peers.

A whole year program where four options are selected by each student from the below choices. The classes run per term allowing students to have more flexibility in their learning as programs can be altered to suit individual interest. For example, a student selecting the 'Global LOTE' option could chose to learn a variety of lanuages such as German, French, Spanish or Mandarian from online or hardcopy resources.

Visual Exploration- Experimenting, with the guidance of the art teachers and access to resources, to create a material project.

Physical Activity- Team orientated, competitive sports that are commonly played in Australia; a combination of games such as netball, football, tennis, rugby, etc for beginners and experienced people alike.

Theatrical Debut- Form bands and drama groups to experiment with new instruments and learn the basics of performance.

Flashback Fridays- P.E. games that were favourites of primary school, played with new and old mates, such as capture the flag, dodgeball, castles, matball and golden child.

Global LOTE- Learning the language and culture of an international country that is of personal interest using online and hardcopy tools.

Information Technology- Try your hand at anything relating to digital technology, whether that be codeing, video game design, media or anything else of interest.

Mock Café- Learning real-world hospitality skills; specifically making and selling coffee, customer service, and small-business management.

Photography Techniques- Understanding how to capture a range of images using different camera techniques.

Material Project- Working individually with resources and machines from materials tech to create wooden products.

Relaxation- Take time out of your school classes to stop and unwind from the week with activities that suit you.

Year 9

Purpose: Developing entrepreneurial and life skills that will promote commitment to future opportunities.

Semester One:

LIFE SKILLS

Two week blocks that expose students to skills that may be needed in life outside of school such as:

- Basic cooking
- House Maintenance
- Financial Literacy
- Finding a Job
- Car Maintenance
- Independent Living
- First Aid
- Time Management, Focus & Productivity
- Digital Etiquette.

Semester Two:

\$20 BOSS or SCHOOL/COMMUNITY IMPROVEMENT

Students can work independently or collaboratively to provide a good or service with the intent of making a profit. Entrepreneurial skills will be developed as the course requires students to receive a 'loan' of \$20 to kick start their small business.

Some examples of goods and services that could be sold:

- Scrunchies
- Embroidered t-shirts
- Candles
- Nail Painting
- Sports coaching
- Tutoring.

Groups of students resolve issues within the school or community encourage student voice and promote positive change.

- PIP improvement working team
- Food donations
- Proper waste disposal
- Improvement of school grounds.

Year 9 Life Skills

Basic cooking – Students learn to cook two different basic dishes that would be cheap and easy to recreate at home/while living alone. These may be a pasta dish, stir-frys, soups, risotto, or anything else that can be frozen as a ready-to-eat meal.

House Maintenance – Students learn general skills that will be needed to maintain a household such as changing a lightbulb, cleaning, unclogging sinks, assembling furniture etc.

Financial Literacy – Students learn the basics of borrowing money, investments, managing expenses, student debt, and dealing with banks in general. This is a more theoretical based lifeskill that will deal with maths and teaching scenarios to help students make good financial choices.

Finding a Job – Students learn how to properly submit resumes (and what to include), present themselves for an interview and appeal to workplace employers. May also include the types of questions asked and jobs required of an employee.

Car Maintenance – Students learn skills involved in maintaining a car such as changing a tire, checking the oil, and using jumper-leads. The course will outline issues car owners may face and when such issues need professional attention.

Independent Living – Students learn how to go about moving out of home, mainly getting funds to purchase/rent property. This includes explaining resources such as Centrelink and Disability Services. Also included will be information about general healthcare tasks such as bulkbilling and insurance forms.

First Aid – Students learn simple bandaging techniques one week, and DRSABCD the next week. These will teach the basics of caring for oneself and others in the event of a small wound or emergency.

Time Management, Focus & Productivity – Students learn skills relating to time anagement that will apply to their current school life as well as future endeavours. They will be given tips on being productive and maintaining focus, which may include different apps/techniques for them to use.

Digital Ettiquette – Students learn how to maintain a friendly and positive reputation on the internet, and learn proper social media skills. This may include learning official Instagram/Snapchat terms and conditions as well as legal consequences of bad actions.

Year 10

Purpose: Expanding on previous years learning that builds responsibility to prepare students for senior school education.

Whole year:

SHARK TANK

Based on the popular television series, students will attempt to design an innovative product that contributes to solving an issue of their choice. They will develop model concepts as well as a physical product that will be judged against other students work from Grant High School before going on to a state level competition if successful.

Some of the skills that will be developed throughout the program include:

- How to manage company finances
- Awareness of world issues
- Advertising
- Efficient production
- Problem solving
- Sales strategies
- Mathematical and scientific abilities.

Possible opt-out:

INTEREST VENTURE

Students will chose an interest to study and/or improve upon. This subject will vary between students depending on the area of interest they pursue. Students will be assigned to mentor teachers that will help them achieve their personal-goals and stay on track during the 80 minute time block.

- Get better in an aspect of sport
- Build something in woodwork
- Learn a language
- Design a product
- Cook in the kitchens
- Help build things for the school
- Learn hairdressing
- Practice Kung Fu
- Design a website or blog
- Information report or passion project.

Students that are disengaged in Shark Tank or are willing to opt-out will be given the opportunity to begin the Interest Venture Program. Otherwise, students may work on their Shark Tank projects for the entirety of the year.

Plan Going Forward

Now we can use the same process to implement student voice throughout the school, in other areas that can be improved upon:

- SRC
- Assignment deadline policy
- HUB rules
- Toilets

One of us will run the next program so we can mentor others and ensure student voice will continue even after we have left Grant High School.



Plan Going Forward

The SRC is a major focus because of their presence in the student voice of the school. Involving them in this process will enable them to broaden their positive influence.

They are the best group to continue on with implementing this program and working towards a better school that encourages strong student voices.

