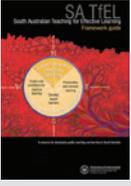


EARLY IMPACT REPORT



pilot

activating student voice –
accelerating improvement

2014–2016

CO-DESIGN
CO-LEARN
CO-CONSTRUCT
CO-LLABORATE

Positioning **students as partners** to improve teaching and learning outcomes in South Australian DECD schools



Government of South Australia

Department for Education and
Child Development

South Australia leading the way

In South Australia we are putting our students in the driver's seat of the change process. By the end of 2016 we will have student and community catalyst groups across the state who are actively driving learning improvement processes in their Local Partnerships.

Systematically transforming teaching and learning to develop critical and creative thinkers is key to our future.

The TfEL PILOT is DECD's forward scout in this work. The Learning Improvement Division is partnering with our pioneering schools and preschools to capture insights and learning that all DECD school communities can build on.

TfEL PILOT host schools were established in 2014 to improve learning achievement by addressing key findings from the SA pedagogy¹ and PISA research.

The research showed the need to develop learning experiences that both engage and intellectually stretch our children and young people.

The teacher says that effort is like taking the stairs, not the escalator. I used to think you just talked, but now we have dialogue about our learning.

Year 4 student, TfEL PILOT school

It made me realise how I think when I'm solving a problem. There is no one way to answer the question. I had to think and investigate more rather than answering from the top of my head.

Year 7 student, TfEL PILOT school

The PILOT schools are:

- getting our students doing the thinking and placing young people's ideas for learning improvement at the heart of all we do
- harvesting the learning and emergent practices from participating Local Partnerships to inform future systemic strategic action.

The 3 big ideas of the *Teaching for Effective Learning (TfEL) Framework* guide this work:

- Creating safe conditions for rigorous learning
- Developing expert learners
- Personalising and connecting learning.

These principles inform the development of whole school approaches that place student voice at the centre. In PILOT schools learners give feedback to teachers, co-design lessons, establish *Teach-on teams* and student learning commissions. In some schools students actually run PD for teachers!

Intended outcomes

Demonstrable:

- increase in learner engagement
- increase in intellectual demand experienced by learners
- improvement in higher order learning achievement.

TfEL PILOT Local Partnerships 2014–2016

2014

INCUBATION

- Trialling student voice activities
- Identifying what works.

2015

EXPANDING ACROSS THE PARTNERSHIP

Students and teachers from host schools sharing student voice pedagogies.

2016

SYSTEMIC ANCHORING

Embedding – Impactful practices into DECD policy for systemic improvement.

¹ Department for Education and Child Development (unpublished report) *Communities Making a Difference National Partnerships: SA Teaching for Effective Learning Pedagogy Research Project 2010–2013*

100% of teachers reported that students brought **high quality ideas** to the co-design process

1,300 students (R-12) have **partnered with teachers** in professional learning sessions

All TfEL PILOT schools achieved **higher than average state growth** in 2015 NAPLAN results

Students report they love giving feedback and take it very seriously
(responses are overwhelmingly constructive)

23 Local Partnerships (210 site leaders) activated **7,000 student voices** R-12 in 2015

369 teachers and 5,690 students are directly involved in the TfEL PILOT

Students and teachers analysing and discussing practice is a **powerful lever for pedagogic shift**

Most common feedback from **10,000+ students:** 'we want to **talk more with each other** about our learning'



Co-designing improvement – impact 18 months in!

Gilles Street Primary School

WHAT WE DID

Students gave feedback to teachers regarding their pedagogy in mathematics:

- TfEL Compass surveys – open ended questions targeted teaching and learning design in mathematics F–7 (Early Years students illustrated and described their classroom learning experiences and environment)
- Students and staff evaluated the TfEL Compass results:
 - areas for pedagogic shift and student mindset toward mathematics identified (60% students identified with fixed mindset)
 - students and teachers, as partners in learning, co-designed responses.

IMPACT

- 1 Whole school promotion and documentation of teachers' innovative practices through PLCs
- 2 Student growth in PAT Maths data improved significantly over 6 months, between 15.1–30.9 points – between 2–4 times the expected rate of growth.



Craigmore High School

WHAT WE DID

- Conducted the TfEL Compass survey across every year level (8–12) to identify co-design priorities
- Formed a staff and student Learning Community
- Co-designed new assessment and feedback processes and trialled these with 121 Year 9–11 students.



IMPACT

- 1 44.6% of students moved up one grade band or more between Term 2 and Term 3
- 2 46.3% of those students previously failing in Term 2 achieved passing grades at C or above in Term 3
- 3 36% increase in completion and submission of assignments and assignment tasks (54.7 to 90.5%).

Grades	Term 2	Term 3	Shift
A	19	30	57.8% growth
B	33	36	10% growth
C	28	33	17.8% growth
Below C	41	22	46.3% reduction

Seaview High School

WHAT WE DID

- Teachers designed learning tasks that intellectually stretched students
- 'Non-googleable' questions across all learning areas were devised by teachers and students to develop critical and creative thinking.

IMPACT

- 1 100% of Year 9 students achieved the National Minimum Standard in Year 9 Numeracy (NAPLAN)
- 2 SACE completion improved by 15% [2014 SACE data]
- 3 Students achieving 'C and above' improved by 11%
- 4 Retention rate improved from 60% to 92%
- 5 Attendance data improved from 93%–95%.

Panalatinga Partnership

WHAT WE DID

- Trialled and developed TfEL Compass Partnership survey tool
- Students and teachers used TfEL Compass data to co-design learning and build growth mindset together
- Learning strategies developed and implemented across the Local Partnership through shared professional learning involving teachers and the Student Learning Community.

IMPACT

- 1 100% of schools engaged in work around fixed and growth mindsets; activating student voice; co-design of learning
- 2 100% of teachers identified, trialled and reviewed a growth mindset strategy to improve learner outcomes
- 3 23 Local Partnerships (210 site leaders) activated 7,000 student voices R–12 in 2015 – resulting from the TfEL Compass Partnership survey tool trial.

West Lakes Shore School R-7

WHAT WE DID

Students as co-designers and leaders of learning:

- Student *Teach-on teams* delivered learning sessions for their peers, teachers, leaders, partnership schools, parents and the wider community.

IMPACT

- 1 15% decrease in numbers of students with low growth in NAPLAN Numeracy
- 2 25% increase of students into medium and high growth bands in NAPLAN Numeracy
- 3 Significant increase in PAT Maths and Reading growth
- 4 A common language for learning established.

PAT Maths and Reading growth 2014–2015: Cohort sizes range between 60 and 95 students

Years	Maths expected growth	Maths WLSS growth	Reading expected growth	Reading WLSS growth
2–3	14	15.8	9	10.5
3–4	6	9.7	9	10.5
4–5	6	8.3	8	8.1
5–6	3	6.5	3	6.6
6–7	1	6.8	2	6.9



Mypolonga Primary School

WHAT WE DID

- Students were given key roles on Learning Committees, eg Site Improvement Committee, Lifelong Learning Community Group
- The 7 dimensions of the Effective Lifelong Learning (ELLI) identified
- Students gave learning feedback to peers and teachers
- Students accessed and analysed a range of data

- Students became co-learners with teachers:
 - attending Professional Development together and running PD for staff as a result
 - teachers sharing their learning with students
- Students as peer teachers.

IMPACT

- 1 100% students providing learning feedback to their peers and teachers.

Modbury School Preschool – Year 7

WHAT WE DID

Students identified what would make a difference to their learning and worked with staff to redesign structures and pedagogy such as:

- Changed from short periods of time for specialist subjects to whole days for deep and more personalised learning
- Established three ways of learning; explicit teaching – scaffolded with peer and teacher feedback; an inquiry project where students could use their passion to drive their learning and share across the class; and a community learning commitment where students take their learning into the wider community.

IMPACT

- 1 29% more students achieving in the higher bands of NAPLAN
- 2 Higher order demonstration of the general capabilities
- 3 Higher achievement of A–E grades in the specialist subjects
- 4 Students demanding greater intellectual challenge in their learning
- 5 Dramatic reduction in SBM incidents and time out from specialist subjects.

This made me feel like my opinions and ideas were valued. I felt in control of my learning. No one has ever asked me these things before.

Secondary school student
TfEL PILOT school

John Pirie Secondary School

WHAT WE DID

Established a Community Catalyst Group (CCG) focussed on driving the growth of positive learning dispositions in all young people in the community.

The CCG provided input to the John Pirie SS External School Review. Group members included the Mayor and representatives from the Chamber of Commerce, Pirie Lead Abatement Project, Environmental Health Centre, Learning Together, BoysTown, SAPOL, DECD, local media, Governing Council and RSL.

IMPACT

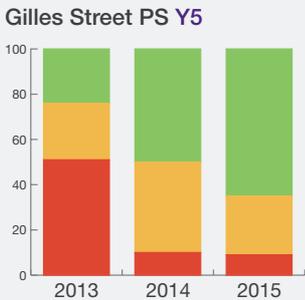
- 1 With feedback from the CCG, students designed and delivered a community workshop to SAPOL personnel centred on the Partnership's 4 learning qualities – these qualities are now in use throughout SAPOL's juvenile justice system
- 2 Supported by the CCG, students created an advert featuring the 4 learning qualities for local radio and produced a song through the Muso Magic project
- 3 Signage featuring the 4 learning qualities will feature at all local sports venues and on referee's shirts.

It was difficult at first, as I wanted to jump in and give solutions to rescue them. This type of teaching and learning is creative and pushes students to higher thinking. Those who usually try to avoid thinking and problem-solving are more inclined to engage.
 Year 9 teacher, Mathematics, TfEL PILOT school

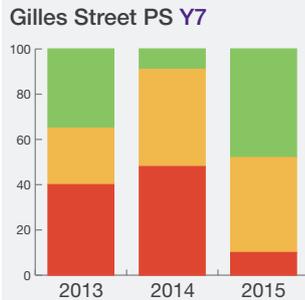
NAPLAN Growth in Numeracy 2013–2015

■ = Low % ■ = Middle % ■ = Upper %

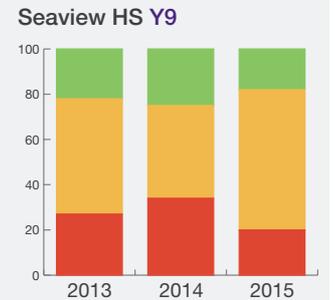
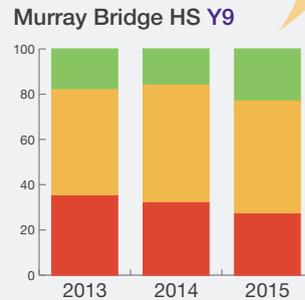
Years 3–5



Years 5–7



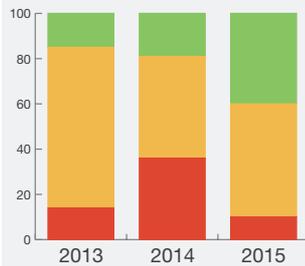
Years 7–9



Jervois PS Y5



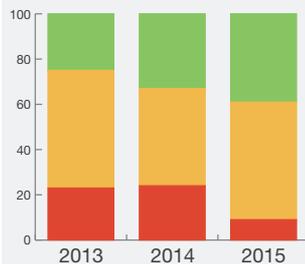
Jervois PS Y7



West Lakes Shore School Y5



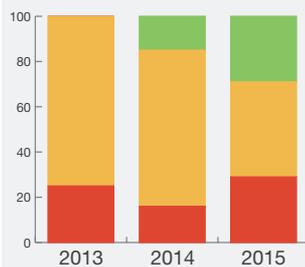
West Lakes Shore School Y7



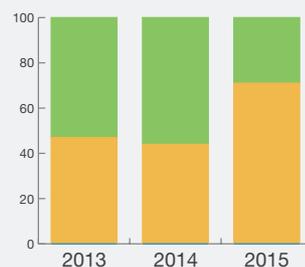
Modbury School Y5



Modbury School Y7



Mypolonga PS Y5 *



Mypolonga PS Y7 *



* Data represents a small cohort of students – data may not be significantly relevant.

The TfEL PILOT enacting the DECD Strategic Plan 2014–2017



01 | Higher standards of learning achievement

South Australia will have a strong public education system, characterised by high achievement, growth, challenge, engagement, and equity.

What success looks like

- South Australian students have achieved higher standards of learning and achievement in literacy and numeracy, mathematics and science, and higher proportions are achieving SACE with increasingly higher grades. ✓
- The educational achievement gap between the highest and lowest achievers has been reduced. ✓
- Teaching quality and leadership capability in our preschools and schools have improved through implementation of a coherent, system-wide approach. ✓

04 | Engage children, families and communities

Children, young people, families and the wider community will be included in our planning and decision making processes.

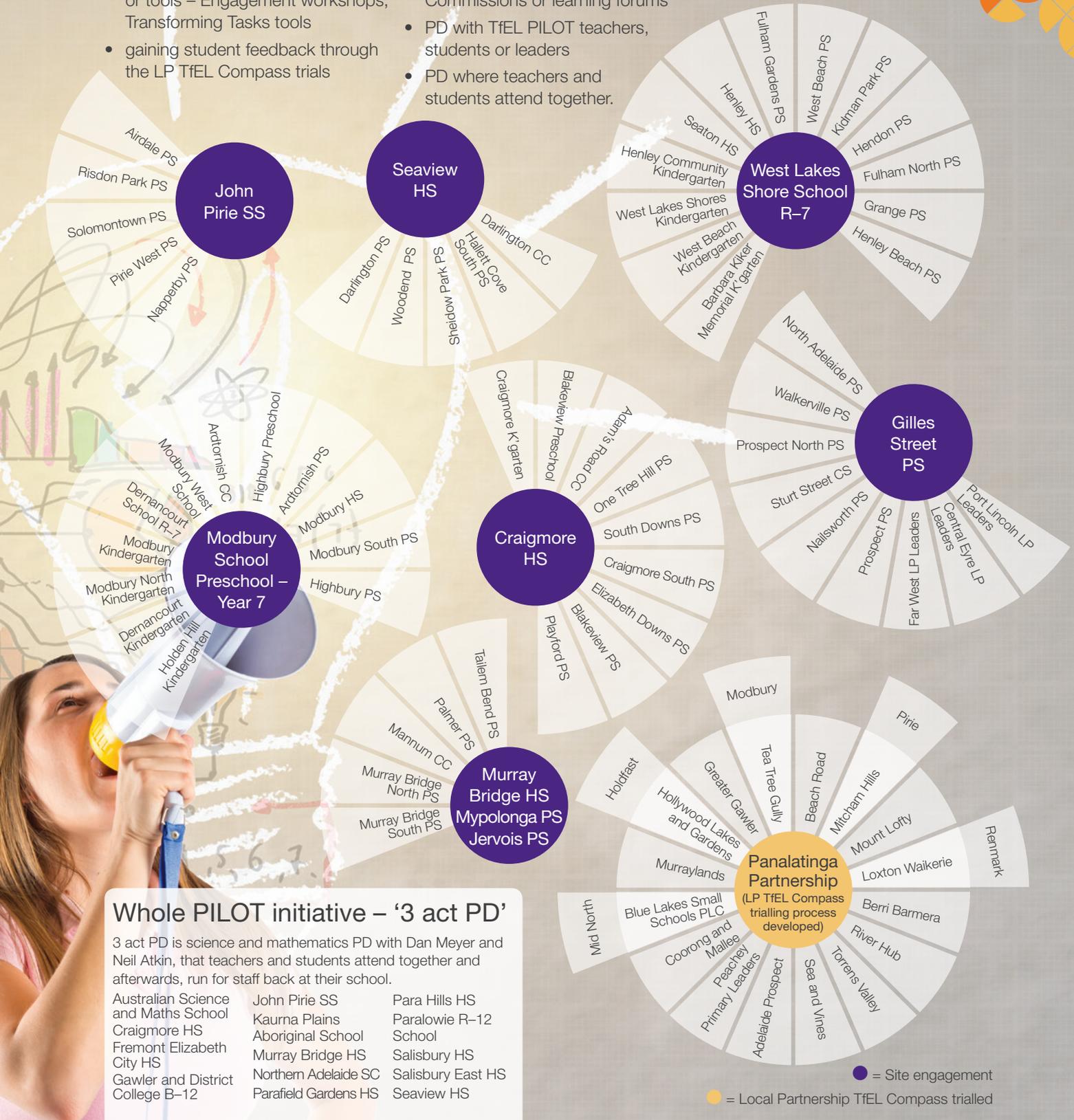
What success looks like

- Children's and young people's voices are being heard and incorporated into our decision-making and teaching and learning processes. ✓
- Families, children and young people are involved in the planning of services in their local communities. ✓

From little things, big things grow

Sites below have been involved in different ways in the early TfEL PILOT work across SA:

- trialling pedagogy learning modules or tools – Engagement workshops, Transforming Tasks tools
- gaining student feedback through the LP TfEL Compass trials
- working with Student Learning Commissions or learning forums
- PD with TfEL PILOT teachers, students or leaders
- PD where teachers and students attend together.



Whole PILOT initiative – ‘3 act PD’

3 act PD is science and mathematics PD with Dan Meyer and Neil Atkin, that teachers and students attend together and afterwards, run for staff back at their school.

Australian Science and Maths School	John Pirie SS	Para Hills HS
Craigmore HS	Kaurna Plains Aboriginal School	Paralowie R-12 School
Fremont Elizabeth City HS	Murray Bridge HS	Salisbury HS
Gawler and District College B-12	Northern Adelaide SC	Salisbury East HS
	Parafield Gardens HS	Seaview HS

In less than 18 months, phase 1 students, teachers and leaders engaged 306 schools across the state.

2016 WHERE TO NEXT?

The **TfEL PILOT** is building teacher capacity to design student learning that engages and intellectually challenges all learners. Students are being positioned as drivers for innovative practice. Early impact Phase 1 data shows South Australian DECD TfEL PILOT schools are already achieving positive shift in teaching and learning outcomes. It's an inspiring initiative.

TfEL PILOT RESOURCES available online for all schools

*Keep going.
This is important
and serious work.*

Primary School
student



We are talking about students being leaders in the learning system of the school, giving feedback about their learning experiences and the pedagogical choices teachers are making. It has unleashed a team of highly enthusiastic and articulate teachers into teaching networks, at a school and partnership level.

Principal, TfEL PILOT school

I think the journey we are on is a worthy one, we need to give our kids ownership of their learning and they surprise us every time. We can't always rescue them, we have to allow them to have interactions, share their thoughts and challenge each other. I think it's amazing, and they are really keen to share their work back in their school and their community.

Teacher/mentor, Student Learning Community