

Child Friendly Cities & Communities Network



Meeting Minutes

Date: 30 November 2023

Time: 9.30am – 11.30am

Location: Zoom

CFCC Network Purpose:

We've come together as a network because we can imagine a world where children are supported and empowered to be active citizens, and individually and collectively, we can make a difference. In our network, we will discover new ways to lead our colleagues and our communities to become child friendly and share with each other examples of good practice.

Meeting Chairs: Amy Carson, Merri-bek City Council and Jemma James, Whittlesea City Council

Meeting theme: Celebrating Children and Amplifying their Voices

Minutes:

Amy welcomed participants, delivered Acknowledgement of Country, and explained the CFCC Network Purpose

Amy Treyvaud, Ballarat City Council, presented on Ballarat City Council's Kid Power project, and shared a video that had captured the engagement project [Video - Kid Power Project](#)

Participants joined in a large discussion group around October's Children's Week, sharing what activities they had organised to celebrate the event

Jessica Wilson, Participatory Art, presented on the Child Nation project, and provided participants with a QR link which enabled them to experience an interactive story-like adventure

Ray McHale, Mission Australia, presented insights and data obtained through Mission Australia's Youth Survey. [Youth Survey 2023](#)

Pablo Armellino, Department of Education, presented an overview of the Amplify practice guide and the representation of student voice, agency and leadership across the Department of Education's pedagogical frameworks

Carmen Capello, Yarra City Council, provided an update from the CFCC Advisory Group, and encouraged any participants who were interested in joining the CFCC Advisory Group to submit an Expression of Interest

Jemma closed the meeting and encouraged participants to complete the feedback survey

PLACE ATTACHMENT

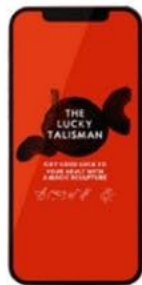
The emotional bond between person and place.
Where a place is meaningful enough for attachment to occur.



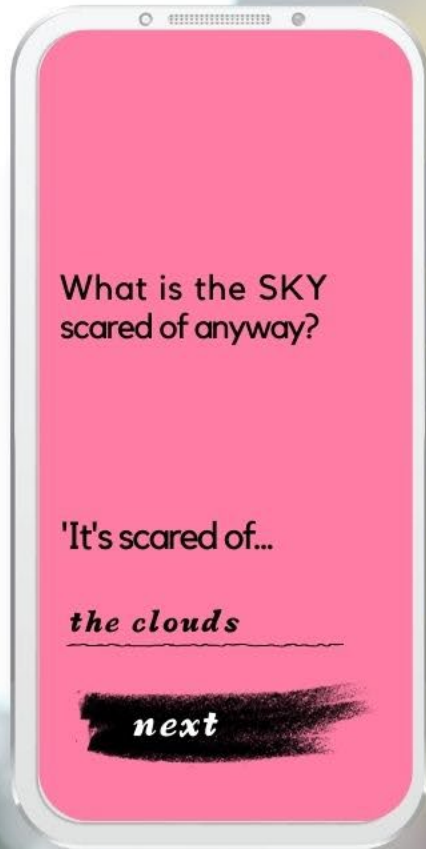








CHILD
NATION



*Interactive adventures
that evolve through
real world interaction.*



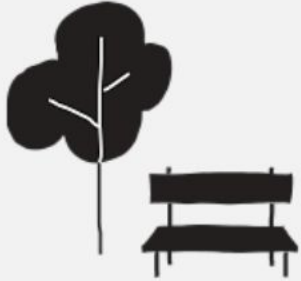


"a primary cause in the rise of mental disorders is the decline over decades in opportunities for children play, roam, and engage in other activities independent of direct oversight and control by adults."

JOURNAL OF PEDIATRICS (USA) 2021



**CHILD
NATION**



Interaction

Real places required
in off-screen activity



Imagination

Kids' own ideas used in a
customised experience



Independence

Adults let kids lead
and see the value of play

childnation.com.au / jess@jessicawilson.com.au

Amplify and Student Agency in Government Schools



Department
of Education



ACKNOWLEDGEMENT OF COUNTRY



Agenda

- Overview of school improvement cycle and frameworks
- Student agency in school improvement
- The *Amplify* guide
- Discussion on best approach to work with schools



Student agency in context



Our schools

- Very large number of government schools
- Very diverse in size, location and student and teacher cohorts
- Largely autonomous in the implementation of the curriculum.



Each school
is unique

NUMBER OF SCHOOLS

February 2023 Data

TOTAL
2,290



Government: **1,566** | Catholic: **499** | Independent: **225**

NUMBER OF FTE TEACHERS IN GOVERNMENT SCHOOLS

March 2023 Data

TOTAL
50,877



Type of School	Total
Primary	24,563.7
Secondary	18,237.9
Special / P-12 / Language	8,075.4
Total	50,877.0

NUMBER OF FTE GOVERNMENT ENROLMENTS BY GENDER

February 2023 Data

TOTAL
653,976.5

FEMALE	340,211.1
MALE	312,941.9
SELF-DESCRIBED	823.5

REGIONAL SUMMARY GOVERNMENT SCHOOLS

February 2023 Data

TOTAL
1,566



NORTH
WESTERN VIC
350



NORTH
EASTERN VIC
378



SOUTH
WESTERN VIC
426



SOUTH
EASTERN VIC
412

NUMBER OF FTE ENROLMENTS TOTAL **653,976.5**

143,827.6	142,750.4	181,841.1	185,557.4
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GOVERNMENT SCHOOL STUDENTS WITH A LANGUAGE BACKGROUND OTHER THAN ENGLISH

August 2022 Data

TOTAL
229,990

Most common languages other than English spoken at home: **Mandarin, Arabic, Vietnamese, Punjabi.**



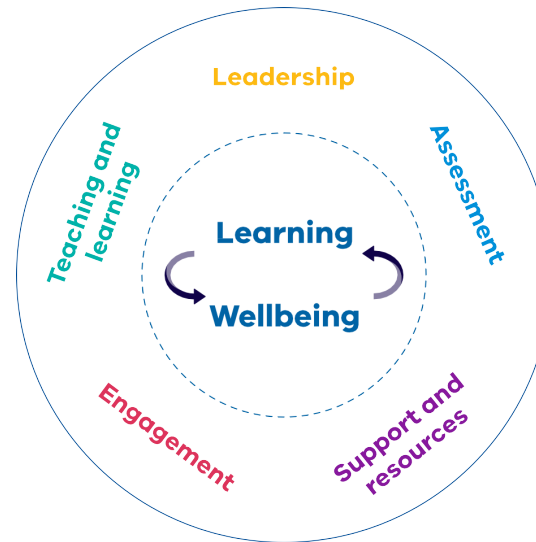
The Framework for Improving Student Outcomes 2.0 (FISO)

FISO is the department's shared model for school improvement. It includes three evidence-based elements:

Improvement cycle



Improvement model



Improvement measures

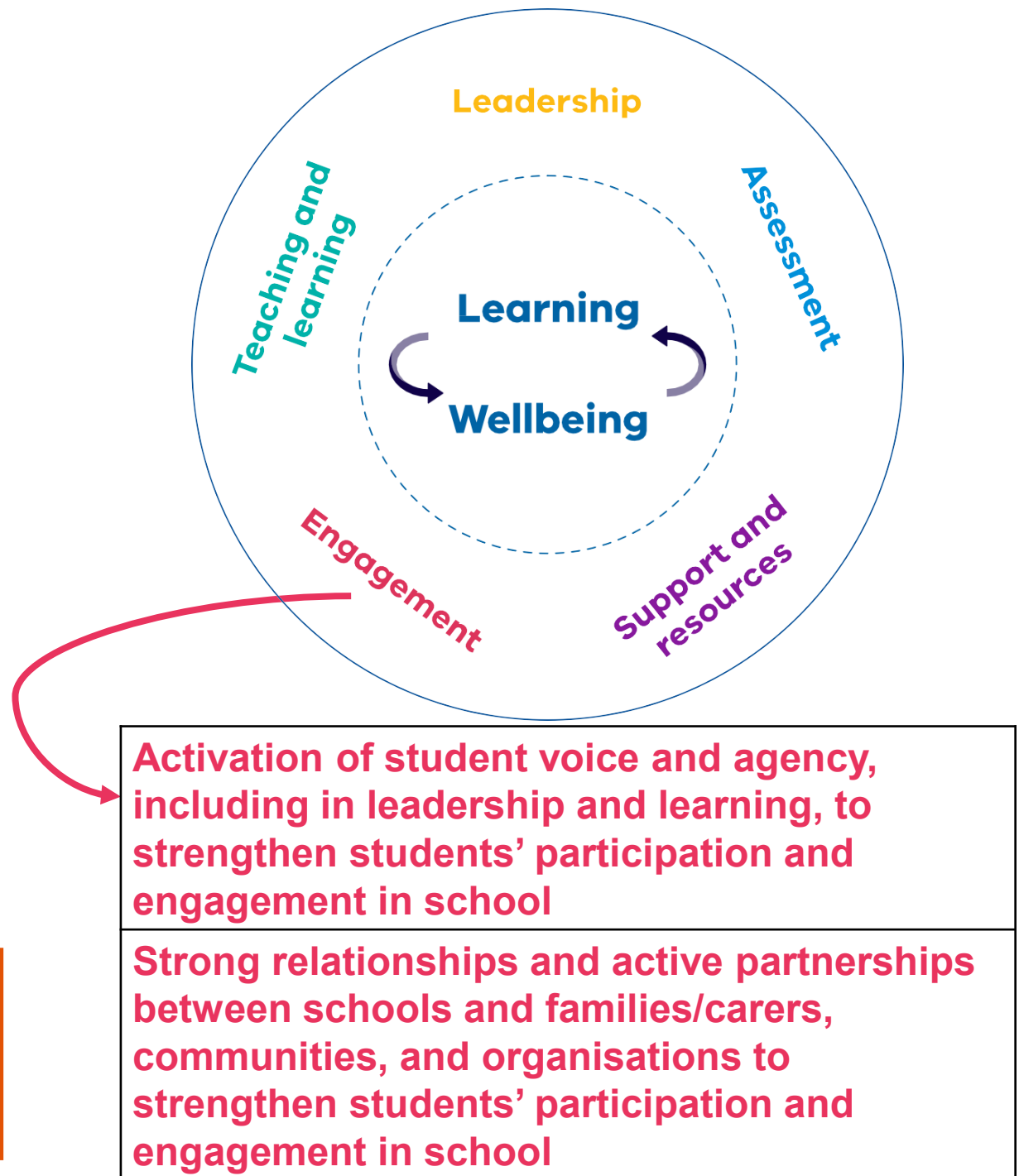


Student agency in FISO2.0

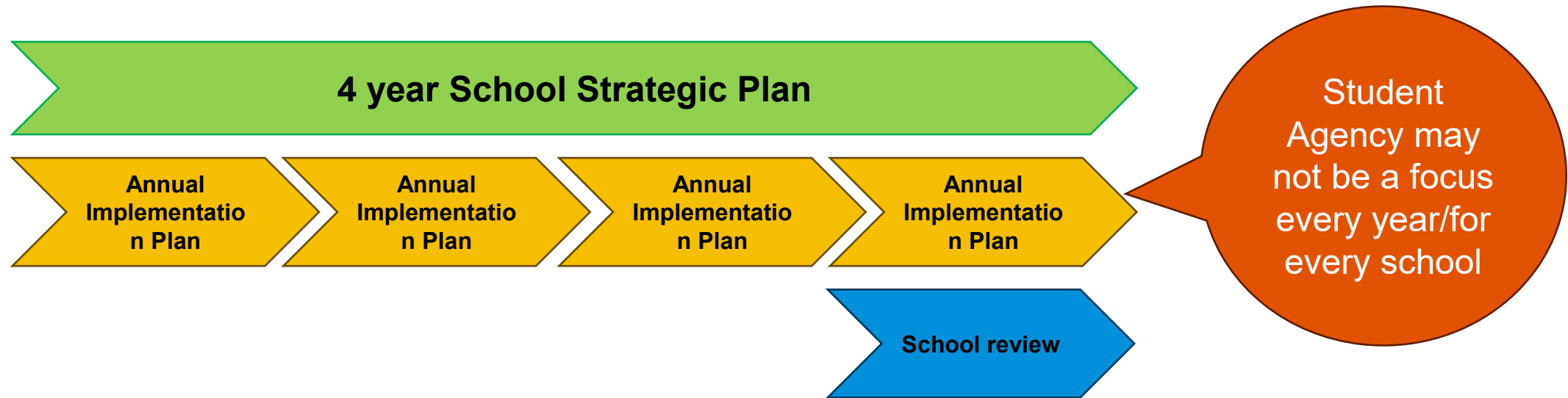
- FISO 2.0 puts a strong emphasis on:
 - Activating student voice and agency
 - Strengthening student participation
 - Partnerships, including with organisations



Student Voice is a key driver of school improvement



The school improvement cycle



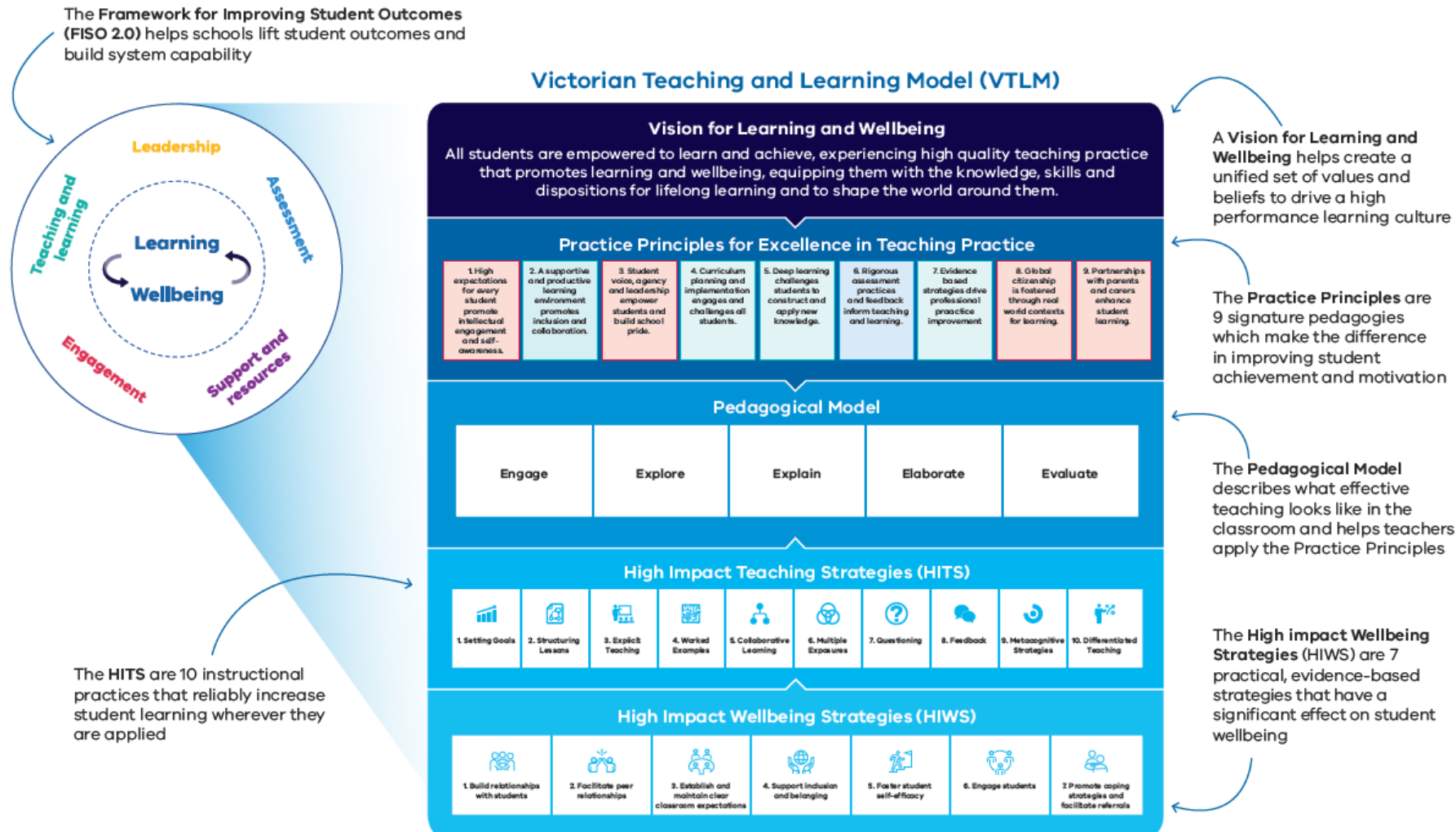
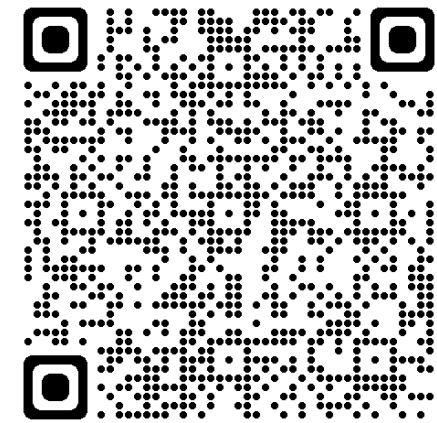
- Schools use the FISO for whole school planning, implementation and evaluation activities.
- Each year, in their Annual implementation plans, schools identify 2 or 3 improvement priorities.
- The priorities are informed by the FISO, which identifies whole school evidence based improvement strategies.



Student agency may not always feature as one of the 2 or 3 priorities

The Victorian Teaching and Learning Model

Together, the elements of the model provide a powerful lens and mechanism to drive practice improvement

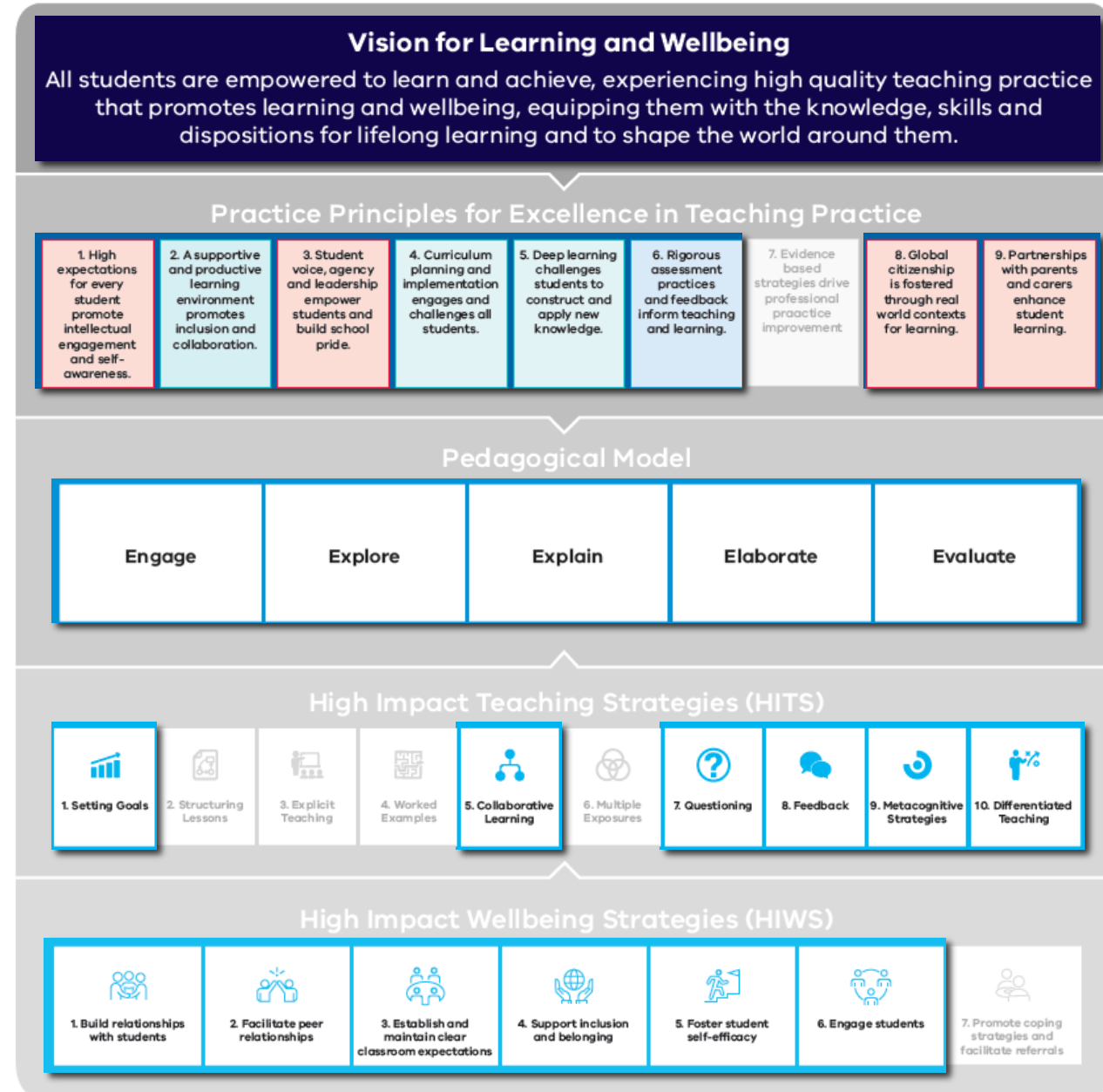


Student agency and VTLM

Student voice and agency are referenced across each of the components of the Victorian Teaching and Learning Model (VTLM)



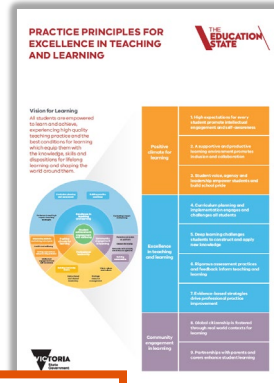
Student Voice is recognised as a key component of effective teacher practice



Partnerships in VTLM



Partnerships and community engagement are recognised as important components of effective teaching practice



Community engagement in learning

8. Global citizenship is fostered through real world contexts for learning

Theory of action

When students are empowered to recognise themselves as global citizens, they are more likely to identify and understand a range of perspectives, develop solutions and take actions that have a genuine impact on self and others.

Actions and Indicators

Action 8.1

Teachers support students to explore their role as global citizens

This is evident when the teacher:

- actively supports students to identify and share their own stories, background and cultures
- acknowledges and integrates Indigenous cultural, historical and social perspectives in teaching and learning
- supports students to recognise their perspectives on issues
- ✓ creates opportunities for students to investigate and connect with community and action group endeavours.

Action 8.3

Teachers and students co-design learning that connects to real world contexts

This is evident when the teacher:

- integrates the learning areas and capabilities, and supports students to identify learning connections across a range of contexts
- supports students to identify and explore real world issues and problems
- ✓ empowers students to take action to develop innovative solutions that address local and global issues.

Action 8.2

Teachers model and facilitate using digital tools and resources to access, use and share learning

This is evident when the teacher:

- models and facilitates technology use for investigation, problem solving and knowledge construction
- models and encourages technology use that fosters creativity and innovation
- models and supports technology use for communication
- ✓ uses technology to connect students to real world contexts and engage with authentic audiences.

Action 8.4

Teachers and students collaborate in learning partnerships in and beyond the school

This is evident when the teacher:

- uses collaborative practices in the classroom
- supports and facilitates local and global student connections with peers and experts
- ✓ develops students' skills and confidence to seek and sustain partnerships for learning.

The Amplify Guide



Introducing Amplify

The *Amplify* Guide

- outlines the rationale for SVAL
- identifies links to FISO and the VTLM (Vision for Learning and wellbeing, the Pedagogical Model, Practice Principles, HITS and HIWS)
- provides clear definitions for student voice, agency and leadership
- provides advice on implementing SVAL
- outlines the role of school leadership in establishing preconditions required for SVAL success
- identifies tools and resources used to develop staff capacity and provide practice activities to trial
- includes annotated case studies



Why empower students?

Students with a strong sense of agency...

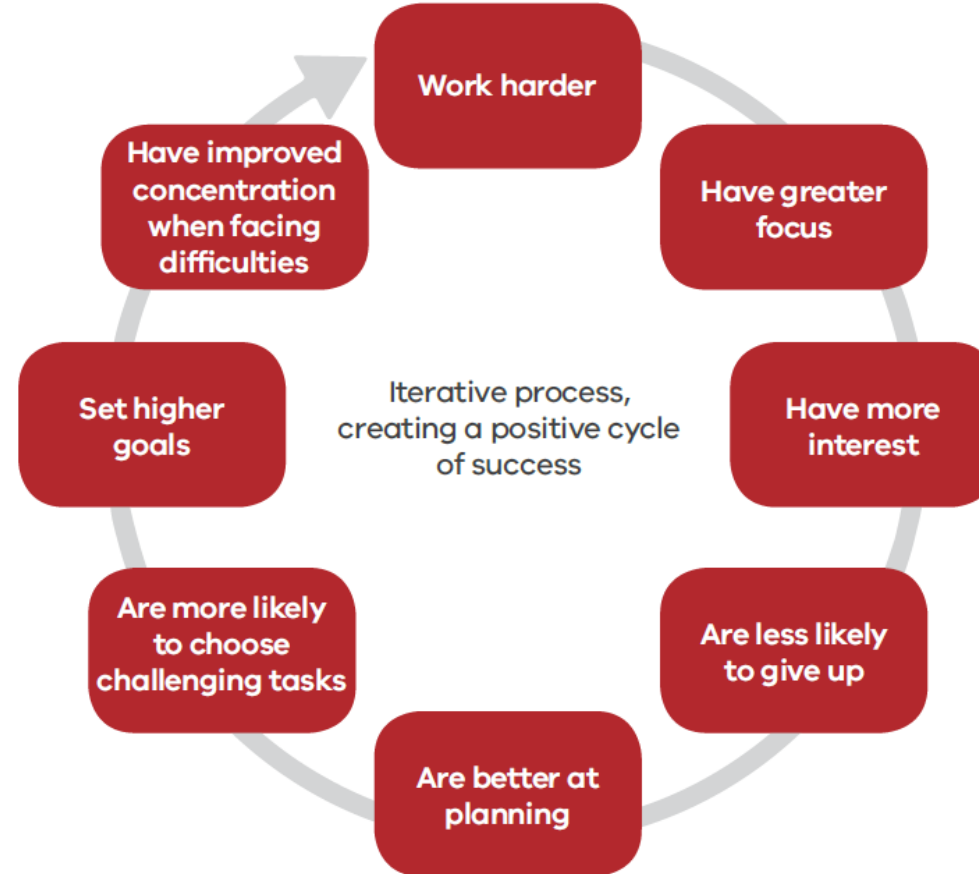
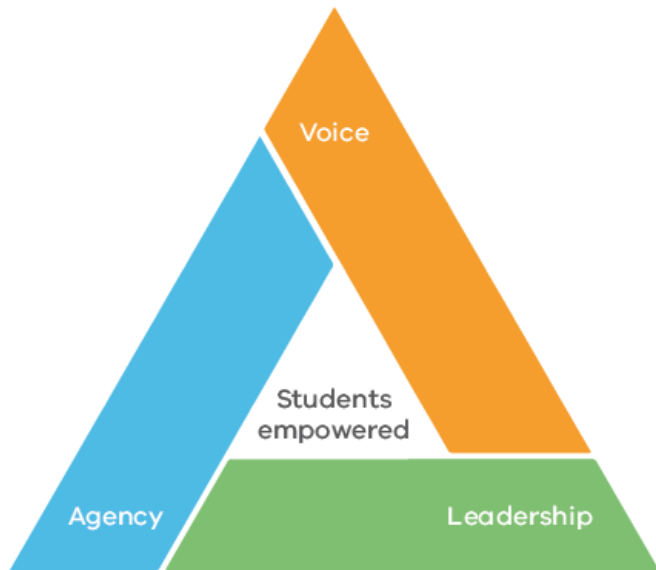


Figure 2: Generating a positive cycle of learning (Johnston, 2004)

A shared vision and understanding

- Amplify does not provide a one size fits all solution.
- It provides a common language and the instruments to initiate and/or deepen the use of student agency.



Student voice is not simply about giving students the opportunity to communicate ideas and opinions; it is about students having the power to influence change. Authentic student voice provides opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed. This is known to lead to improved educational outcomes.

Student agency refers to the level of autonomy and power that a student experiences in the learning environment. Student voice and agency are intrinsically linked. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

Student leadership is not confined to a small group of individuals, as leadership potential is inherent within all learners. Student leadership includes listening to and being able to clarify the issues of the students they represent and advocating on their behalf. Student leaders have an increased sense of responsibility to help others and to model leadership principles and values. Trust, autonomy and relationships are enhanced through the development of leadership qualities.

The role of school leaders

- School leaders are in charge of creating:
 - A shared vision of the importance of student voice
 - A safe learning environment that enables teacher and students to learn together how to implement student voice
- Establishing the systems and structures that support whole school student voice, such as:
 - School Representative Councils
 - Student Voice/Action Teams
 - additional supports such as teacher positions of responsibility to support student voice
 - the consistent use of student feedback in all classrooms

Teachers, students and parents need a **learning environment** that is **respectful, trusting, supportive, and open to risk-taking**.

School leaders are responsible for creating conditions in which **teachers collaboratively investigate, plan, implement, monitor and evaluate** teaching – an approach based on innovation and **energised by the confidence to learn from mistakes** (Breakspear, 2016).

The role of teachers

Creating space for student voice, agency and leadership may seem to challenge the need to maintain a focus on curriculum and assessment requirements.

Amplify challenges this view:

Creating learning partnerships

- teachers create learning partnerships by including students in curriculum planning, in setting goals and in the assessment process.
- the partnership approach does not entail teachers relinquishing their role in guiding what and how students learn but is a shift to create strong collective responsibility for learning progress and school improvement.

Gradual release of responsibility

- effective instruction often follows a progression in which teachers gradually do less of the work and students gradually assume increased responsibility for their learning. (Graves and Fitzgerald, 2003)
- to gradually release responsibility is to equip students with what they need to be engaged and self-directed learners (Fisher and Frey, 2013).

The tools and resources

[Amplify Toolkit](#) provides access to:

- implementation tools and resources
- online self-paced professional learning
- written and video case studies.

The tools and resources to assist schools in:

- establishing a common understanding of SVAL
- self-evaluating SVAL practice and establishing improvement goals
- understanding student needs
- using service design techniques to prototype innovative practices.

1. Student Voice, Agency and Leadership (SVAL) in Schools: Module 1 Defining SVAL

0% COMPLETE

Module 1: Overview

Section 1: Why is SVAL important?

Section 2: What is SVAL?

Section 3: SVAL in your school

Section 4: References

Section 5: Next steps

Module 1: Overview

Lesson 1 of 6

AMPLIFY STUDENT VOICE, AGENCY AND LEADERSHIP

THE EDUCATION STATE

What are the key topics for Module 1?

- Why is SVAL important?
- What is SVAL?
- SVAL in your school

How do I use this module?

The SVAL Online modules are designed to assist with the facilitation of collaborative professional learning. It is recommended that groups of teachers work through

AMPLIFY TOOLKIT
EMPOWERING STUDENTS THROUGH VOICE, AGENCY AND LEADERSHIP

The Amplify toolkit provides access to a collection of purposefully created Amplify professional resources, and a curated and growing selection of external student voice, agency and leadership (SVAL) resources. The Amplify tools, resources and activities are designed to help teams of teachers (e.g. Professional Learning Communities, Communities of Practice, Key Learning Areas) establish a shared understanding of SVAL and design and implement SVAL initiatives that are suitable for their school context. They provide a scaffolded approach to support SVAL implementation.

1. Research and Evidence

2. Tools and Resources

3. Online Professional...

4. Video Case Studies

5. Written Case Studies

6. External resources

AMPLIFY STUDENT VOICE, AGENCY AND LEADERSHIP

THE EDUCATION STATE

BUILDING A SHARED UNDERSTANDING OF STUDENT VOICE, AGENCY AND LEADERSHIP TOOLS AND RESOURCES

EVALUATING STUDENT VOICE, AGENCY AND LEADERSHIP TOOLS AND RESOURCES

DEVELOPING A STUDENT VOICE, AGENCY AND LEADERSHIP PROPOSITION TOOLS AND RESOURCES

ETHNOGRAPHY HANDBOOK UNDERSTANDING THE NEEDS OF YOUR LEARNERS

PROTOTYPING IN SCHOOLS TOOLS AND RESOURCES

Implementing student voice



- There is no one size fits all approach
- Amplify provides the stimulus and tools to initiate an improvement journey in the student voice space
- Use of Amplify is not mandatory and not all schools use it.

Questions and discussion



Discussion

Prompts for discussion:

- What peaked your interest in the presentation today? Where do you see a connection with your own work?
- Which of the elements of the presentation will you look more into ahead of approaching a school to work with students?
- In what ways have you been successful in engaging with schools to work with students?
- What were the main barriers and what strategies have you found effective in overcoming these barriers?


MISSION AUSTRALIA
**YOUTH
SURVEY**
2023



Covering today ...

- Why Youth Survey?
- Process
- Demographics
- National Issues
- Personal Issues
- Activities
- Community
- Wellbeing
- Q&A
- Resources

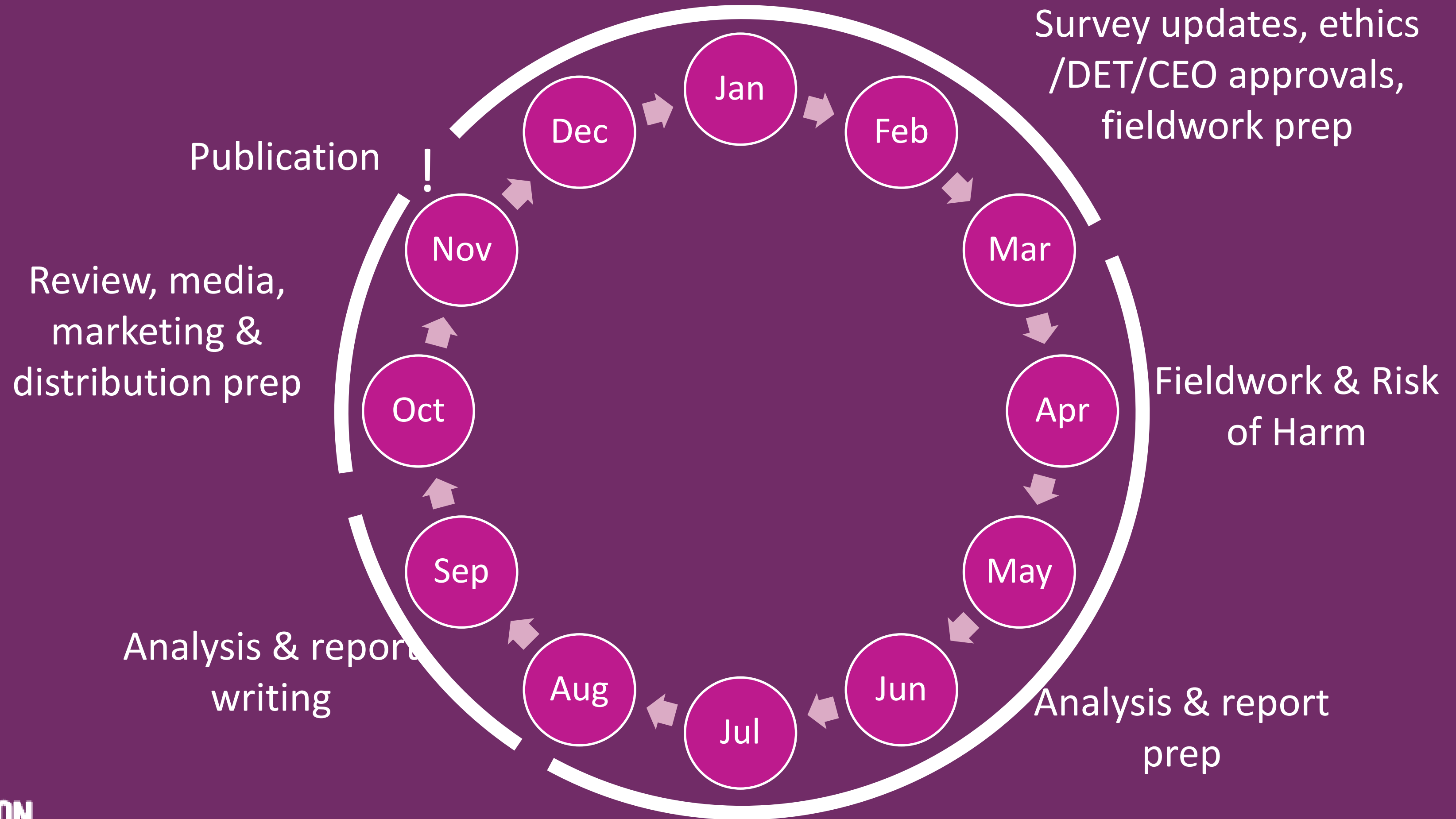




The purpose of the annual Mission Australia Youth Survey is to identify the **values, aspirations** and **concerns** of young people across Australia.

We want the Youth Survey to be a:

- a springboard for deeper, more effective conversations with young people on things that matter
- a concrete reference point for change



19,501 responses from young people aged 15-19

	Number of respondents	Percentage of respondents
ACT	862	4.4%
NSW	4,584	23.5%
NT	520	2.7%
QLD	3,191	16.4%
SA	1,694	8.7%
TAS	826	4.2%
VIC	6,175	31.7%
WA	1,649	8.5%

Locality

69% major city, 21% regional areas, 10% postcodes classified as both.

Gender

55% female, 39% male, 4% were gender diverse, 2% preferred not to say.

Identify as Aboriginal or Torres Strait Islander

2.1% identified as Aboriginal and/or Torres Strait Islander

Cultural and ethnic identity

20% strongly identify with a cultural or ethnic group.

Disability

6% identified as a person with a disability, 4% preferred not to say.

Mental health

18% of respondents identified as a person with a mental health condition. 11% preferred not to say.

Most important issues in Australia today for young people in Victoria

1 

The environment

51%

2 

Equity and
discrimination

33%

3 

The economy and
financial matters

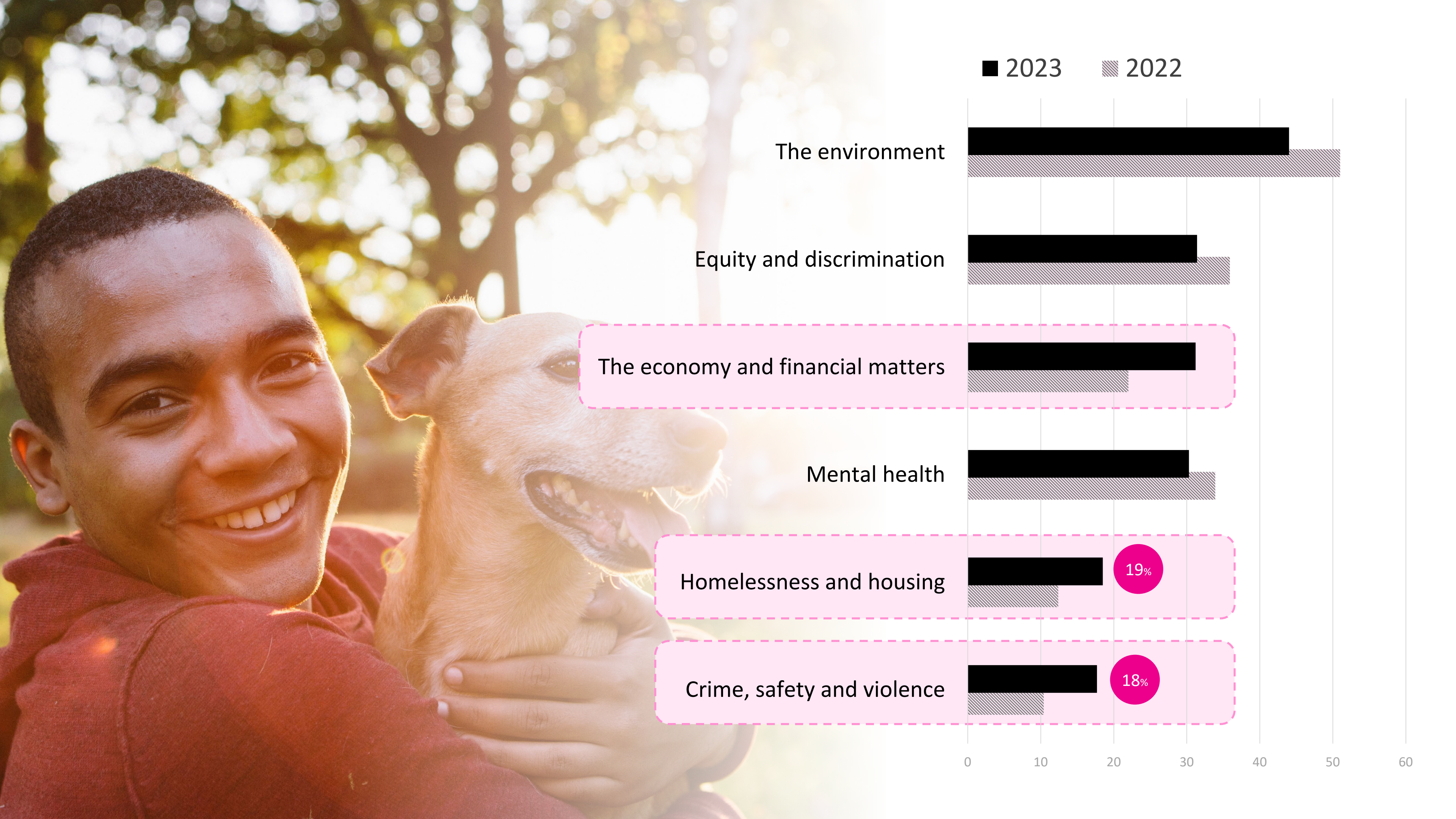
31%

4 

Mental health

30%





■ 2023 ▨ 2022

The environment

Equity and discrimination

The economy and financial matters

Mental health

Homelessness and housing

Crime, safety and violence

19%

18%

0 10 20 30 40 50 60

Environmental concern is universal across the states and territories.

Beyond this, a different mix of issues resonate.

	#1	#2	#3
ACT	Environment	Equity and discrimination	Economy and financial matters
NSW	Environment	Mental Health	Equity and discrimination
NT	Environment	Crime, safety and violence	Economy and financial matters
QLD	Environment	Economy and financial matters	Mental Health
SA	Environment	Equity and discrimination	Economy and financial matters
TAS	Environment	Economy and financial matters	Housing and homelessness
VIC	Environment	Equity and discrimination	Economy and financial matters
WA	Environment	Equity and discrimination	Mental Health

The biggest personal challenges among young people in Victoria



47%

School challenges



24%

Mental health challenges



20%

Relationship challenges





What more could help?

Solutions suggested by young people



School challenges

- Study harder and more effectively
- Greater understanding from teachers and parents about stress levels
- Be comfortable asking for support or advice



Mental health challenges

- Asking healthcare professionals for help
- Greater understanding from teachers and parents about stress levels
- Be comfortable asking for support or advice
- Better access to and availability of mental healthcare services

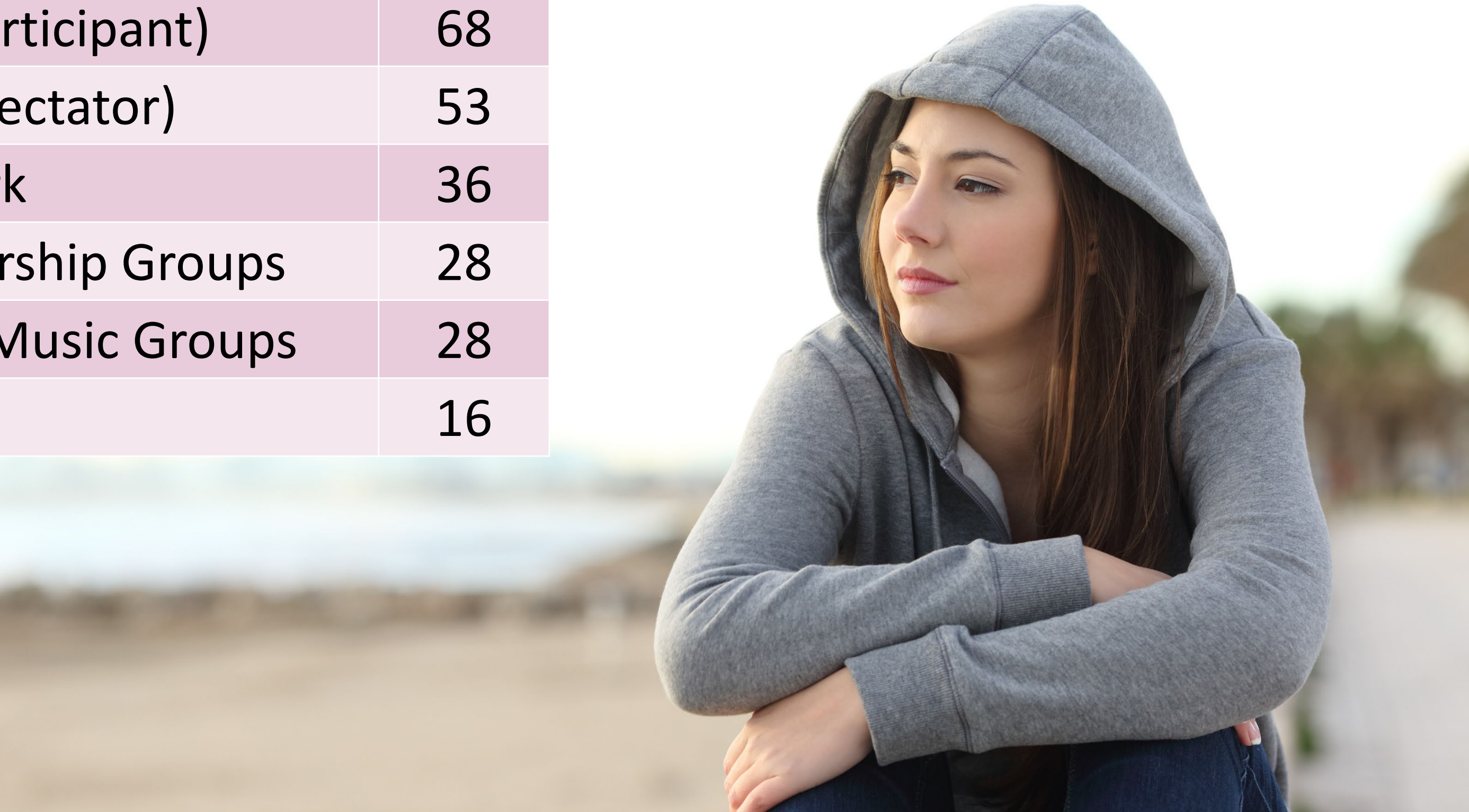


Relationship challenges

- Be comfortable asking for support or advice
- Asking healthcare professionals for help
- Asking those closest to me for advice and understanding

Activities involved in during past year

ACTIVITY	%
Sports (as a participant)	68
Sports (as a spectator)	53
Volunteer Work	36
Student Leadership Groups	28
Arts/Cultural/Music Groups	28
Youth Groups	16



Feelings About Community

	Strongly agree/Agree	Mixed Feelings	Strongly disagree/Disagree
I am proud to be part of my community	62%	30%	8%
My community has the things that I need to have a positive & thriving future	66%	28%	7%
Young people in my community have a say on issues that matter to them	47%	38%	15%

Wellbeing

	Complete/mostly in control	Almost no/No control
Level of control over life	57%	9%

	Most/All of the time	None/A little of the time
Level of loneliness (experienced last 4 weeks)	19%	50%

	High distress	Moderate distress	Low distress
Level of psychological distress (experienced last 4 weeks)	24%	29%	47%

Q & A



RESOURCES

2023 YOUTH SURVEY:

National Report

<https://www.missionaustralia.com.au/publications/youth-survey/3019-youth-survey-report-2023/file>

State Sub-reports

<https://www.missionaustralia.com.au/publications/youth-survey/3017-youth-survey-2023-state-sub-reports/file>

2024 YOUTH SURVEY (Expression of Interest)

<https://survey.alchemer.com/s3/7581964/Expression-of-Interest-Youth-Survey-202>

CONTACT: youthsurvey@missionaustralia.com.au

Thank you

MISSION
AUSTRALIA | together
we stand