

# Guardian Angels' Catholic Primary School

## Student Voice Case Study – 2025

### Background

Guardian Angels Catholic Primary School in Ashmore, Gold Coast, continued in 2025 to embed student voice not as an initiative, but as an integral part of school life. Building on four years of sustained focus, 2025 deepened the connection between voice and learning design, particularly in how students engaged with reading, assessment, and challenge. The year's work centred around the growing together reinforcing that voice is a shared responsibility—among students, teachers, leaders, and families.

This year's theme, **"Powered by Joy"**, brought a renewed focus to the emotional climate of learning. It reminded us that joy is not a distraction from challenge—it's often what makes challenge sustainable and worth pursuing. Joy was framed as a learning fuel: curiosity, confidence, connection and celebration.

Voice played a central role in helping students name, notice and share what brought them joy—and how that joy could guide deeper learning.



### Purpose

In 2025, our purpose was twofold:

- Embed Voice in Learning Design: Ensure student input and reflection shaped daily instruction and assessment.
- Amplify Feedback Loops: Strengthen the relationship between student insight and teacher action, especially in challenge, rigour, and behaviour.

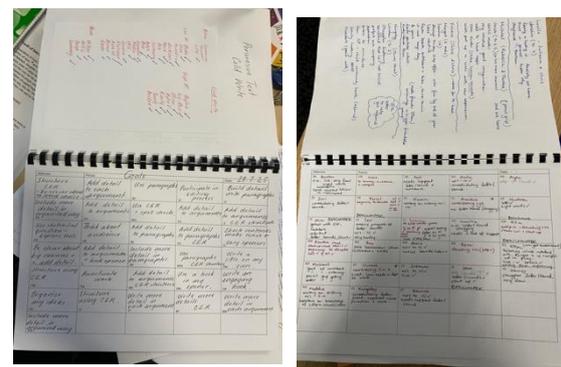
Voice at GA continued to mean:

*"The ability to share thoughts, ideas, and opinions that are valued and acted upon in a safe, respectful environment—where feedback shapes learning, and every voice matters."*

### Our Journey in 2025

#### Term 1 – Foundations & Feedback

- Reading focus launched with coaching on metacognition and student-led goal setting.
- Walk and Talks tracked how students talked about success criteria and next steps.
- Voice surfaced in curriculum conversations and conferring logs.
- In Prep, our investigation focuses drives learning through a powerful, child-led approach—where curiosity shapes the curriculum and student reporters capture and share learning moments, making their thinking visible and valued.



#### Term 2 – Refining Challenge

- GA Café sessions highlighted student concerns about behaviour affecting learning.
- Adjustments made to group work strategies; teachers trialled new approaches to inclusive collaboration.
- Writing goals co-developed using student-selected examples in moderation.



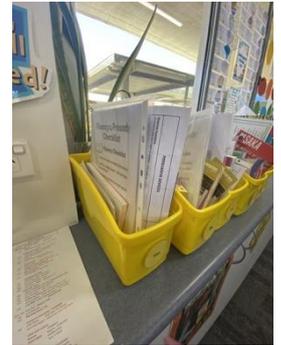
### Term 3 – Student Voice in Action

- Students helped co-design reading lessons aligned to their interests and needs.
- Targeted support for High Potential learners incorporated student reflection and agency.
- Regular student interviews tracked impact of voice on motivation and resilience.



### Term 4 – Celebration & Recalibration

- School-wide cafe: “This is our learning, our way” included voice reflections, reading growth journals, and student report cards on school goals
- Students lead school tours at GA, offering authentic insights into our learning culture—showing, in their own words, what it means to belong, grow, and lead in our community.
- GA Café evolved into GA United Circle—inviting parents and support staff into the dialogue.
- Teachers reported stronger student articulation of learning intentions, and improved use of feedback.
- Individual book boxes at GA give students the power to choose texts that interest them, creating a personal connection to reading and building ownership over their learning journey—one book at a time.





**Impact and Insights**

### iKnow 2026 Results showed:

- Significant growth in student confidence, creativity, and feeling heard.
- Increased use of imagination and learning from mistakes.
- New concern: peer behaviour disruptions during collaborative tasks.

### Annual Goals Tracking highlighted:

- Success in embedding metacognitive tools across year levels.
- Continued work needed in consistent challenge for all learners.
- Student input featured in moderation, English planning, and reading blocks.
- Value and considered responses from all students at GA café.

**At Guardian Angels, we believe that voice isn't just for students—it's essential for teachers too.** Through our pedagogical coaching model, we create safe, supportive spaces where teachers can share their needs, reflect on their practice, and co-design their own learning journey. Coaching is not about performance—it's about partnership. It ensures every teacher's voice is heard and valued in shaping their growth, their classroom, and their impact. It's voice, solely for them.

### 💡 What Worked Well

- Using student interviews to shape Walk and Talk protocols.
- Embedding student voice into High Potential and Challenge collaboratives.
- Reading PD that incorporated student reflection alongside teacher planning.
- Strengthening the GA Café into a two-way feedback hub.

### Next Steps for 2026

- Target classroom dynamics: Develop strategies to support productive peer behaviours during group learning.
- Continue diversifying voice: Bring in non-verbal and creative voice channels (e.g., visual journals, video reflections).
- Clarity around pedagogical coaches and roles.

### Reflections from Our Learners

“Now we plan, not just do. My voice helps shape what comes next.” – Year 5 Student

“I liked showing how my reading changed over time. I could see it too.” – Year 3 Student

“We use talk partners a lot now. You have to really listen because you're helping them too. That's how you both learn.” – Year 4 Student

“My learning goal is on the wall, and I tick it when I get better. I can see my progress now, not just guess.” – Year 3 Student

“In our reading group, we all use the same talk stems. It helps us explain our thinking—not just say the answer.” – Year 5 Student

### HP&HP Collaborative

This year marked a significant step forward in how we support and stretch our most capable learners. We defined the structure for the High Potential and High Performance (HP&HP) model at GA, and shared it widely with our teaching team and through GA Community Connect. We developed a clear, collaborative identification process—welcoming both teacher and parent nominations—and mapped it all out in a user-friendly flowchart to guide each step. To bring the model to life, we trialled the identification process with our first group of students, laying the groundwork for future growth and refinement.

At GA, we continued to embed, track, and share our high impact practices to strengthen planning and teaching across the school. By using evidence-based strategies, reflecting on their impacts, and sharing what worked, we built a strong foundation of effective practice that supported every learner to thrive.

**Engage and Challenge in Prep Term 3**

“I used the feedback sheet to fix my writing. I didn’t feel stuck because I knew what to do next.” – Year 6 Student

“Voice doesn’t just mean talking. It’s how we show our ideas, even in drawings or checklists. That’s voice too.” – Year 1 Student

### **Call to Action**

Student voice is not just what we hear—it’s what we *do* with what we hear. In 2026, how might your class amplify voice to drive *authentic* learning?

At GA, we’re deepening rigour through inquiry that connects learning to the real world—where students investigate meaningful questions, take purposeful action, and, even in Prep, explore ideas that matter through investigation time that grows curiosity and capability side by side.