

## SAFETY & BELONGING in SCHOOLS

- Prejudice and discrimination based on culture, race, gender and sexuality and this can lead to feeling isolated
- Fear of peer judgement making it hard for students to 'live their best lives'
- Not accessing support due to not understanding or trusting the role of Student Protection Contacts and Guidance Counsellors

NOT ALL STUDENTS FEEL SAFE OR ACCEPTED in THEIR SCHOOL & AREN'T SURE WHO THEY CAN TURN TO WHEN THEY WANT to SHARE THEIR WORRIES.

STUDENTS WOULD BE MORE ENGAGED AT SCHOOL IF THEY BELIEVED WHAT THEY WERE LEARNING PREPARED them FOR the REAL WORLD.

## MORE ENGAGING CURRICULUM

- Students want more input into what they learn so that it's more relevant to their lives
- Students want a say in how they learn best so that they can engage better in their learning

## SCHOOL FACILITIES

- Equipment is not maintained (e.g. broken or dirty drinking fountains, damaged furniture, outdated IT equipment)
- Bathrooms are uninviting, lack privacy or make them feel unsafe (e.g. toilet doors and locks not working, offensive graffiti, slipping hazards)
- School environment is not clean, presentable or environmentally friendly

HAVING A CLEAN & WELL-MAINTAINED SCHOOL HELPS STUDENTS FEEL COMFORTABLE & VALUED. HOWEVER, NOT ALL SCHOOLS ARE the SAME.

THE PRESSURE & DEMANDS that STUDENTS EXPERIENCE in THEIR LIVES NEGATIVELY IMPACTS ON THEIR MENTAL HEALTH.

## MENTAL HEALTH in SCHOOLS

- Balancing the demands of school, family, jobs and extra curricula activities.
- Pressure from adults (parents/ teachers) to succeed, dealing with peer relationships and worrying about the future
- Reluctance to access support due to the stigma of mental illness.

# ISSUES IDENTIFIED BY STUDENTS 2017-2019

## STUDENT VOICE

- Students aren't give the opportunity to voice their opinions and ideas in all areas that impact on them
- Student Representative Councils are not accessible to all students
- Not all students have an equal voice in schools

STUDENTS WANT REAL OPPORTUNITIES to INPUT into DECISIONS THAT IMPACT on THEIR SCHOOL EXPERIENCE

## TRANSITION to HIGH SCHOOL

NOT ALL STUDENTS FEEL PREPARED for the TRANSITION to HIGH SCHOOL.

- Adjustment to the changes in high school increases students' stress (e.g. lockers, moving between classes/teachers, finding their way at school, juggling multiple assignments),
- Not having a sense of belonging to the school community (e.g. no designated spaces; new social rules and feeling intimidated by older students).

## STUDENT-STAFF RELATIONSHIPS

- Wanting to be seen as a "whole person" and not "just a learner"
- Understanding the need for boundaries, but wanting to connect in informal ways that feel natural (e.g. staff and students sharing their interests, talents, likes and dislikes)

STUDENTS WOULD LIKE REAL CONNECTIONS WITH SCHOOL STAFF.

## BULLYING

- Bystanders are afraid to get involved
- Victims often don't tell anyone or know how to respond. When they do tell, things get worse or the advice doesn't help
- The behaviour of bullies often doesn't change, they just find ways to bully without being caught

STUDENTS FEEL THAT CURRENT STRATEGIES to ADDRESS BULLYING DON'T WORK OR AREN'T PRACTICAL.

NO WAY!

## UNIFORM

- Uniform rules were considered too strict
- The cost of uniforms and the impact on families was a worry for students
- Girls' uniforms are restrictive (e.g. decreased ability to be active at break times) and not practical (g. blows up in the wind, cold in winter)

STUDENTS ARE CONCERNED ABOUT UNIFORM STANDARDS, COSTS AND DESIGN.