



## Student Leadership Policy

### Rationale

At Rosanna Golf Links Primary School, the Student Leadership Program provides opportunities for student voice, the development of student leadership skills and encourages active participation in the decision-making processes of the school. We aim to provide students with opportunities to experience leadership while preparing them to be future leaders in the community.

### Purpose

The key principles of student leadership are:

- Students have the potential to develop leadership skills over time
- All students are encouraged to develop and demonstrate leadership skills
- Leadership roles in the school are perceived as valuable by the students and the school community
- To develop leadership skills, knowledge, attitudes and values through a wide range of school programs and activities
- Application of leadership skills to school initiatives and programs
- Contribution to a caring, safe environment and promoting student voice within our school community.

### Actions

- To allow more students the opportunity to experience student leadership, students in Grades One to Four may not hold the same position for consecutive years
- Students are eligible to hold the same position in Grades Five and Six
- Students in Grade Five and Six are only eligible to hold one leadership role
- Guidelines for implementation The Student Leadership selection process commences in Term Four.

### Guidelines for Selection

Role	Held By	Criteria	Voting
School Captain and Vice-Captain	Grade Six Students	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Consistently exhibits the School Values (Respect, Responsibility, Curiosity, Confidence and Honesty) at all times through their attitude and behaviour</li> <li>• Demonstrates leadership qualities</li> <li>• Displays organisational skills</li> <li>• Demonstrates confidence in public speaking</li> <li>• Demonstrates interest and willingness to be involved in all types of school activities.</li> </ul> <p><b>Role statement</b></p> <ul style="list-style-type: none"> <li>• Be an exemplary role model at all times</li> <li>• Liaise with Principal, Assistant Principals and teacher representatives on behalf of all the students at RGLPS</li> <li>• Be available every Monday (8.45am) to set up for Assembly and assist in its running</li> <li>• Attend scheduled meetings, e.g. Junior School Council lunchtime meetings</li> <li>• Represent the school on official occasions</li> <li>• Public speaking at assemblies, special functions and ceremonies</li> <li>• Welcome guests to RGLPS and participate in school tours</li> <li>• Display School Captain badges to indicate status to other students, staff and parents.</li> </ul> <p><b>Speech</b> Introduction: Name/interests</p>	<p>Two students with most votes elected.</p> <p>Voted by students in Grades 3-6</p>

		<p><u>School Values:</u> Demonstrate evidence you have followed school values: Link actions to school values  <u>Actions:</u> Realistic promises based on criteria and role statement.</p>	
Junior School Council (JSC) President and Vice-President	Grade Six Students	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Consistently exhibits the School Values (Respect, Responsibility, Curiosity, Confidence and Honesty) at all times through their attitude and behaviour</li> <li>Demonstrates leadership qualities</li> <li>Displays organisational skills</li> <li>Demonstrates confidence in public speaking</li> <li>Demonstrates interest and willingness to be involved in all types of school activities.</li> </ul> <p><b>Role statement</b></p> <ul style="list-style-type: none"> <li>Be an exemplary role model at all times</li> <li>Actively participate and lead the JSC</li> <li>Mentor younger students in the JSC and take on the role of Buddy to the new Level 1 students coming to their first meetings</li> <li>Be prepared to report back to the JSC on the initiatives of the Student Council</li> <li>Be able to think outside the square, show initiative, have good organisational skills and be a leader who will encourage others</li> <li>Liaise with Principal, Assistant Principals and teacher representatives on behalf of all students at RGLPS</li> <li>Report to Assistant Principals to prepare agenda</li> <li>Record and distribute minutes following meeting</li> <li>Represent the school at official occasions</li> <li>Public speaking at assemblies, special functions and ceremonies</li> <li>Welcome guests to RGLPS and participate in school tours</li> <li>Display JSC badges to indicate status to other students, staff and parents.</li> </ul> <p><b>Speech</b>  <u>Introduction:</u> Name/interests  <u>School Values:</u> Demonstrate evidence you have followed school values: Link actions to school values  <u>Actions:</u> Realistic promises based on criteria and role statement.</p>	<p>Two students with most votes elected.</p> <p>Voted by students in Grades 3-6</p>
House Captains and House Vice-Captains	Grade Six Students	<p>Each House (Gold, Blue, Green and Red) will have two House Captains and two House Vice-Captains.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Consistently exhibits the School Values (Confidence, Curiosity, Honesty, Respect, and Responsibility) at all times through their attitude and behaviour</li> <li>Demonstrates leadership qualities</li> <li>Displays organisational skills</li> <li>Demonstrates confidence in public speaking</li> <li>Demonstrates an eagerness to be involved in sporting events at a school level</li> <li>Displays sportsmanship at all times.</li> </ul> <p><b>Role statement</b></p> <ul style="list-style-type: none"> <li>These students help to organise and run House related activities such as tabloid sports, the House Points competition and lunch-time activities</li> <li>House Captains are active in school community and more generally display the school values</li> <li>Liaise with Physical Education/Sport teacher on behalf of Year 5/6 students at RGLPS to organise rosters and sport equipment for recess and lunch borrowing</li> <li>Display sportsmanship, encouragement, enthusiasm and leadership in all school events (sporting and non-sporting events)</li> <li>Display awareness of equal opportunities in all House activities</li> <li>Display House Captain and Vice-Captain badges to indicate status to other students, staff and parents.</li> </ul> <p><b>Speech</b>  <u>Introduction:</u> Name/interests  <u>School Values:</u> Demonstrate evidence you have followed school values: Link actions to school values</p>	<p>Captains voted by each P-6 students from each house.</p> <p>Four students with most votes from each house elected.</p>

Deaf Facility Captains	Year 6 D.F. Students	<p><u>Actions:</u> Realistic promises based on criteria and role statement.</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Consistently exhibits the School Values (Respect, Responsibility, Curiosity, Confidence and Honesty) at all times through their attitude and behaviour</li> <li>Demonstrates leadership qualities</li> <li>Displays organisational skills</li> <li>Demonstrates confidence in public speaking</li> <li>Demonstrates interest and willingness to be involved in all types of school activities.</li> </ul> <p><b>Role statement</b></p> <ul style="list-style-type: none"> <li>Be an exemplary role model at all times</li> <li>Liaise with Principal, Assistant Principal and teacher representatives on behalf of all the students at RGLPS</li> <li>Be available every Monday to set up for Assembly and assist in its running</li> <li>Represent the school on official occasions</li> <li>Public Speaking at assemblies, special functions and ceremonies</li> <li>Welcome guests to RGLPS and participate in school tours</li> <li>Make sure the sound field is set up and working for meetings</li> <li>Take notes in any meetings to report back accurate information to the teachers and students if necessary</li> <li>Make sure that the students and staff understand how to talk to the deaf students in a meeting so that everyone is included</li> <li>Talk to the new parents who come through the Facility on tours or at the New Parents Morning Tea</li> <li>Represent and lead RGLPS Facility students at the Deaf Sports and help with the set up and equipment</li> <li>Be prepared to attend the Student Leadership meetings and share ideas and opinions.</li> </ul> <p><b>Speech</b>  <u>Introduction:</u> Name/interests  <u>School Values:</u> Demonstrate evidence you have followed school values: Link actions to school values  <u>Actions:</u> Realistic promises based on criteria and role statement.</p>	<p>Voted by D.F. students and D.F. Staff.</p> <p>Two students with most votes elected.</p>
Environment Leaders and Vice Environment Leader	Year 6 Students	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>Consistently exhibits the School Values (Confidence, Curiosity, Honesty, Respect, and Responsibility) at all times through their attitude and behaviour</li> <li>Demonstrates leadership qualities</li> <li>Displays organisational skills</li> <li>Attend scheduled meetings, e.g. Junior School Council lunchtime meetings</li> <li>Demonstrates confidence in public speaking</li> <li>Shows a commitment to making RGLPS a Sustainable School</li> <li>Models and encouraging all students to be sustainable citizens who actively nurture our local and global environment.</li> </ul> <p><b>Role statement</b></p> <ul style="list-style-type: none"> <li>Liaise with Science teacher to organise and promote Sustainability events</li> <li>Attend 'Environment Leader' meetings at lunchtime</li> <li>Help to enter school data onto the SETS website</li> <li>Help teachers to run special events and whole-school environment activities</li> <li>Carry out tasks to help our school sustain our five-star 'Sustainable School' status.</li> </ul> <p><b>Speech</b>  <u>Introduction:</u> Name/interests  <u>School Values:</u> Demonstrate evidence you have followed school values: Link actions to school values  <u>Actions:</u> Realistic promises based on criteria and role statement.</p>	<p>Two students with most votes elected.</p> <p>Voted by students in Grades 3-6</p>
Junior School Council Class Reps.	Grade 1-6 students (two students per grade)  Students in Grades 1-4	<p><b>Role statement</b></p> <ul style="list-style-type: none"> <li>Make a short speech in front of the class to apply for the position</li> <li>Commit to attending lunchtime meetings; fortnightly</li> <li>Assist with promoting activities for the school</li> <li>Give the class a say in what the school does by taking the ideas back to the class and letting them suggest ideas and vote on those ideas</li> </ul>	<p>Two students from each class with most votes elected.</p> <p>Voted by students in each grade.</p>

	may not hold this position for consecutive years	<ul style="list-style-type: none"> <li>Set personal goals to work on for the year and work on a school goal together as a team</li> <li>Be prepared to suggest and discuss ideas to improve our school</li> <li>Attend meetings, take notes, return to the class to inform them of decisions made and ask for feedback for the next meeting</li> <li>Take comments, suggestions and ideas from the grade back to the JSC meetings</li> <li>Help to fundraise for different projects</li> <li>Be a good listener, a confident speaker, take clear notes, be organised and committed to helping others and RGLPS, and be a creative thinker.</li> </ul> <p><b>Speech</b>  <u>Introduction:</u> Name/interests  <u>School Values:</u> Demonstrate evidence you have followed school values: Link actions to school values  <u>Actions:</u> Realistic promises based on criteria and role statement.</p>	
Environment Class Reps.	<p>Grade 1-6 students (two students per grade)</p> <p>Students in Grades 1-4 may not hold this position for consecutive years</p>	<p><b>Role statement</b></p> <ul style="list-style-type: none"> <li>Check rubbish-free lunches (using classroom chart)</li> <li>Empty classroom compost bins at the end of each week</li> <li>Keep a one-sided paper box in the classroom</li> <li>Make sure lights are switched off when the classroom is empty</li> <li>At the end of the day, switch off all computers at the wall</li> <li>Take any extra paper/cardboard to the Recycling Centre</li> <li>Attend 'Environment Leader' meetings at lunchtime</li> <li>Help teachers to run special events and whole-school environment activities</li> <li>Carry out tasks to help our school sustain our five-star 'Sustainable School' status</li> <li>Shows a commitment to making RGLPS a Sustainable School</li> <li>Model and encouraging all students to be sustainable citizens who actively nurture our local and global environment.</li> </ul> <p><b>Speech</b>  <u>Introduction:</u> Name/interests  <u>School Values:</u> Demonstrate evidence you have followed school values: Link actions to school values  <u>Actions:</u> Realistic promises based on criteria and role statement.</p>	<p>Two students from each class with most votes elected.</p> <p>Voted by students in each grade.</p>
<p>AUSLAN Captain</p> <hr/> <p>Art Captain</p> <hr/> <p>Science Captain</p>	Grade 6 Student	<p>These students will be selected by teachers from the relevant specialist area. They will have shown a commitment to the particular program and will demonstrate a desire to work alongside students and teachers to improve and promote the program.</p> <p>AUSLAN, Art and Science teachers will call for expressions of interests to establish interest in this position.</p>	Selected by Specialist Teachers

**Timeline**

**Overview of each stage of process – Term Four**

<b>Grade Six Leadership Roles</b>	
Week Four	<ul style="list-style-type: none"> <li>• A meeting is convened with Grade Five students to present criteria and guidelines of leadership process</li> <li>• Current student leaders, including House Captains, speak with Grade Five students about the role and the responsibilities of positions</li> <li>• Students are to complete a Leadership Application (see below) which is submitted to their classroom teacher.</li> </ul>
Week Five	<ul style="list-style-type: none"> <li>• A meeting with all Grade Five students is held to outline expectations of leadership roles</li> <li>• Classroom teachers will present the leadership criteria and role statement to the Grade 3/4 students to enable them to develop an understanding of the process. This will be an ongoing discussion in the classroom until voting commences in Week Seven.</li> <li>• Posters are prepared that depict each students' commitment to leadership. These are prepared at home. Support will be given at school as required.</li> </ul>
Week Six	<ul style="list-style-type: none"> <li>• Student speeches are then prepared in class as part of the English curriculum.</li> <li>• Students will practice in class and at home as part of their weekly homework.</li> <li>• A time is set for students to present their speeches. This is communicated to parents via Compass portal.</li> <li>• Posters are displayed in 5/6 area by end of week.</li> </ul>
Week Seven	<ul style="list-style-type: none"> <li>• Presentation of speeches and student voting. Students with most student votes awarded roles.</li> <li>• Successful candidates are announced to 5/6 cohort.</li> <li>• Unsuccessful candidates given the opportunity to rework speeches to suit House Captain role.</li> <li>• Time is planned for whole school to meet in house groups in Week Eight. This is communicated to parents via Compass portal.</li> </ul>
Week Eight	<ul style="list-style-type: none"> <li>• Students meet in house groups and present speeches to all students.</li> <li>• Students in Grades One to Six vote for best two candidates in each house.</li> <li>• Successful House Captains announced to 5/6 cohort.</li> </ul>
Week Nine	<ul style="list-style-type: none"> <li>• Student leadership roles (not class reps.) presented to whole school community at Monday morning assembly.</li> </ul>

**Term One**

<b>Junior School Council/Environment Class Representative</b>	
Week Two	<ul style="list-style-type: none"> <li>• Classroom teacher to explain criteria and guidelines for being selected as Junior School Council Class Representative and Class Environment Leader.</li> </ul>
Week Three	<ul style="list-style-type: none"> <li>• Interested students will prepare speeches in class as part of the English curriculum.</li> <li>• Students will practise speech in class time.</li> </ul>
Week Four	<ul style="list-style-type: none"> <li>• Presentation of speeches and student voting. Students with most student votes awarded roles.</li> </ul>

**Leadership Application Template – Tailor to specific role**

Name: \_\_\_\_\_

- How have you demonstrated the school values during your years at RGLPS?
- Being a responsible role model is an important part of the position of this leadership role. Provide evidence of how you have demonstrated this.
- Speaking publicly to a range of audiences is also an important part of this role. Provide two examples of public speaking presentations you have delivered. *(Can be class presentations)*
- Demonstrate your willingness and preparedness to be involved in school activities. This may include sport, Performing Arts, general curriculum and community events.
- What will you bring to is role?

Student Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

**Presentation of Badges**

- Whole school assembly held where badges are presented to all student leaders in Week Five.

**Review**

This policy will be reviewed every 3-4 years.