

Leadership Guidelines

Rationale

What is leadership?

Leadership is the process of motivating, inspiring and empowering others to achieve a common goal or organisational success. It involves having a clear idea about what you are trying to achieve, and being able to communicate it to a team of people so that they can work together to achieve it.

Being able to “lead” is demonstrated through various behaviours such as engaging others, having innovative thoughts, motivating others, encouraging people and organising activities to completion. As such “leading” isn’t about who is the best at public speaking. It is not only demonstrated on special occasions.

The South Coogee Leadership Program attempts to recognise that there can be many kinds of student leaders, both formal and informal, and that the kind of leadership skills they have will be demonstrated in many situations relating to individual interests, talents and strengths. Every student in the classroom has the capacity to lead an activity at some point.

Providing students with leadership opportunities is an important part of their development. It allows students to develop confidence, personal strength, commitment, initiative and responsibility.

Student leadership is developed through activities which practise communication, cooperation, problem solving, time management, self-reliance and teamwork. Some students will shy away from leadership, while others will jump at the chance – the key is that everyone gets the chance to be a part of it if they wish, and in a way that suits them personally.

What are the Goals of the South Coogee Leadership Program?

The South Coogee Public School Leadership Program aims to be a leadership program that is fair and taken seriously. Leaders should be supported and therefore, be able to help in motivating their fellow students to learn and achieve the most they can from school. The needs of the student leaders, as well as the needs of the students in general, must be considered.

The specific goals of the program are to:

- develop student leadership capacity in a supportive school environment.
- provide a mechanism for students to assist in strengthening the school and its community, and to serve as inspiration to other students to do their best.
- offer the opportunity for development of personal strength, commitment, leadership, initiative and responsibility, by providing a range of leadership opportunities tailored to different personality types, ages and needs.

In achieving these goals, the program is guided by the following principles:

- students should be provided with a wide range of leadership opportunities.
- each leadership role should be supported by a specified teacher or team – and therefore the leadership roles must be capable of being appropriately supported by staff within the context of other demands on and expectations of staff.
- leadership opportunities should acknowledge the varying capacities of students for taking on responsibility across the K-6 range.
- the selection process should be transparent and as fair as possible, so that everyone who wishes to participate is afforded an opportunity to do so.
- the expectations of student leaders should be clear and taken seriously by the students themselves, with the students visibly upholding the South Coogee values of Participation, Safety and Respect.
- the program should be transparent for parents and assist parents in supporting student leaders
- we should recognise that students are children, and that activities should, where possible, also be fun!

Guidelines

- Students may only hold one leadership position at a time (except for Library Monitor and IT Techspert)
- Students may only hold the same leadership position every second year unless no other students are interested (e.g. If a student is Class Captain in Year 2, they may not be Class Captain again until Year 4. However, they may hold a different leadership position in Year 3).
- Students will not be eligible for a leadership position if, at the time of selection, they are on a Behaviour Contract and/or have been suspended during a Semester.
- Selection for the various leadership positions will be undertaken consistently across the school.
- The responsibilities and opportunities attached to each leadership role will be made clear to students before voting occurs.
- Students will be expected to follow the Student Leaders' Code of Conduct.
- If a Student Leader leaves during the year their position will not be filled.
- Student Leaders who are not upholding the Student Leaders' Code of Conduct will receive the following consequences consistent with the school's Student Wellbeing Policy:
 - Students who receive a Green Behaviour Reminder will be counselled about the implications of their behaviour on their leadership position.
 - Students who are on a Behaviour Contract will lose their position for the period of the contract.
 - In exceptional circumstances, the principal will use their discretion over final decisions in regard to students keeping their positions.

Leadership positions

Leadership position	Number per year
School Captain	2
School Vice-Captain	2
Class Captains	1 per class per semester
Eco Warriors	1 per class per semester
House Captains	2 per house for year
Techspert	1 per Stage 2 & 3 class
Library Monitor	Librarian selected, varying number. Badges given in Semester 2

Student Leadership Team – Election Process

Year 6 Positions

In Term 4 the Deputy Principal and Stage 3 teachers will run a leadership workshop with Year 5 students where responsibilities and expectations of all Year 6 leadership positions are explained. The workshop will also explore in more detail what it means to be a leader.

School Captain – 2 positions

School Vice-Captain – 2 positions

Process – Term 4

1. Students/Peers nominate others/themselves
2. Students need to complete and return the expression of interest form by the nominated date
3. Ballot created
4. Students plan an impromptu speech on the day of the vote with support of DP
 - a. Students are given an outline of what to talk about
5. Preferential voting –
 - a. Votes weighted to each grade and teachers
 - i. Teachers – 5
 - ii. Year 5 – 3
 - iii. Year 4 – 2
 - iv. Year 3 – 2
 - v. Year 2 – 1
6. Elected leaders announced and presented with their badges at the Presentation Day Assembly at the end of Term 4.
 - a. Highest Vote – School Captains
 - b. Next highest – School Vice-Captains

House Captains x 2

Process –Term 4

1. Students/Peers nominate others/themselves prior to House Meeting
2. Students need to complete and return the expression of interest form by the nominated date
3. Ballot created
4. Students plan impromptu speech on the day of the vote (Completed during House Meeting)
5. Preferential voting –
 - a. Teacher counts votes – show of hands
6. Elected leaders announced and presented with their badges at the Presentation Day Assembly at the end of Term 4.
 - a. Highest Vote – House Captains x 2

All students who have nominated will have the opportunity to present their impromptu speech in the school hall in front of their peers. (House captain speeches will be conducted in designate House areas during a House meeting) This may occur via Zoom if deemed necessary. Speeches should be approximately 1-2 minutes long. Students are not permitted to use props, bribe voters, or use additional media (i.e. video, music or presentation software). The order of the speeches will be determined by the first name.

Ballot Papers

School Captains and Vice Captains – ballot papers will be digitally prepared with nominees' full names and a school photo. Names will be listed in alphabetical order (first name).

House Captain – voting will be completed by a show of hands after speeches have been delivered during a House Meeting. Students put their heads down and close their eyes to vote.

Class Positions

Before the class elects new leaders at any point during the year, the teacher will discuss the qualities of a student leader, the responsibilities of each role, the school values and the Student Leaders Code of Conduct with the class.

Class Captains – 1 position (*To rotate every semester* Kindergarten Start Semester 2)

Process – Week 1 each semester

1. Students/Peers nominate others/themselves
2. Students address class in an informal speech
3. Students write name of peer on piece of paper
 - a. Teacher counts votes
 - b. If votes are tied for two people (e.g. 5-5) students will re-vote on those three or more children
 - c. Teachers tell class the results
 - d. Teachers to add student names to leadership spreadsheet
4. Students presented with badges at Leadership Assembly

Eco-Warriors – 1 position (*To rotate every semester* Kindergarten Start Semester 2)

Process – Week 1 each semester

1. Students/Peers nominate others/themselves
2. Students address class in an informal speech
3. Students write name of peer on piece of paper
 - a. Teacher counts votes
 - b. If votes are tied for two people (e.g. 5-5) students will re-vote on those three or more children
 - c. Teachers tell class the results
 - d. Teachers to add student names to leadership spreadsheet
4. Students presented with badges at Leadership Assembly

Stage 3 Eco-Warriors will be buddied up with Stage 1 Eco-Warriors / Stage 2 Eco-Warrior will be buddied up with Kindergarten Eco-Warriors to assist with recycling/composting.

Kindergarten Buddies

The Kindergarten Buddy Program involves students from Year 4 and Kindergarten. The Year 4 students are able to develop strong leadership skills while supporting the social and emotional development of Kindergarten students. Year 4 students are chosen rather than Year 5 or Year 6 to allow the students to maintain a connection as the Kindergarten students move into Stage 1.

In Term 4 of the preceding year, Year 3 students will participate in a Buddy Training Program to develop their skills to be a Kindergarten buddy. Each Year 3 student will send a postcard to a new Kindergarten student welcoming them to South Coogee Public School.

On the first day of Kindergarten, Year 4 students will be in each Kindergarten classroom to help the new students settle into the classroom environment. In Week 2 Term 1, Year 4 and Kindergarten teachers will allocate Kindergarten buddies.

In Weeks 2-4, a group of Year 4 students will play with the Kindergarten students each lunchtime in the Infants' Quad. Year 4 students will teach the Kindergarten students playground games to help them transition to the 'big' playground.

Throughout the year, the buddies will meet fortnightly. Year 4 and Kindergarten teachers will plan a variety for activities to build the buddies' relationship, celebrate events and support Kindergarten learning programs.

Roles and Responsibilities

All Student Leaders

- Uphold school values
- Be a role model for other students
- Suggest improvements for the school and its community
- Write/create articles/videos for school website/newsletter

School Leaders School Captains School Vice-Captains	House Captains Two per house	Class Captains* One per class	Eco-Warriors* One per class	IT Techsperts^ One per 3-6 class	Library Monitors^ Semester 2 badge given
<ul style="list-style-type: none"> • Represent school at formal functions • Host whole and K-2 school assemblies • Attend and support SRC meetings • Help organise and run fundraising events for school and charities • Help with Kindergarten Tours and Orientation • Put the flags up and down each day • Excellent role model to the entire school community 	<ul style="list-style-type: none"> • Motivate students at sport carnivals • Host Sport Assemblies • Present awards and recognition for sporting achievements • Manage lunchtime sports equipment • Run games for younger students at lunchtime • Help organise and manage the sports equipment room <p><i>PE Staff and/or sports coordinator/s to manage and organise captains</i></p>	<ul style="list-style-type: none"> • Positive role model to class mates and lead by example • Chair class SRC meeting supported by class teacher • Represent class at SRC meetings • Inform class of what is discussed at SRC meetings • Help organise and run fundraising events for school and charities • Help with Kindergarten Tours and Orientation • Address assembly as needed 	<ul style="list-style-type: none"> • Turn off lights, heaters and fans daily • Organise school environmental events such as "No Waste Wednesday" • Help maintain school gardens • Monitor recycling and compost in classrooms • Deliver class recycling to GA on allocated day 	<ul style="list-style-type: none"> • Organise and manage class tech team • Support teachers with the use of Interactive Whiteboards • Troubleshoot IT issues in classrooms • Help organise IT equipment • Suggest improvements for ICT • Operate hall sound system, lights <p><i>Stage 2-3 teacher identified positions</i></p>	<ul style="list-style-type: none"> • Help librarian at lunchtime • Run activities for students in the library at lunchtime (e.g. book readings, games) • Learn how to use OASIS borrowing system • Help enter data for PRC • Support teachers when librarian is away • Suggesting improvements for Library <p><i>Librarian to manage</i></p>

*Rotate every semester / ^ Teacher identified

Student Leaders' Code of Conduct

What is leadership?

Leadership is developed through activities which practice communication, cooperation, problem solving, time management, self-reliance and teamwork.

What is a Code of Conduct?

As part of the leadership team, you agree to comply with our schools code of conduct which outlines behaviours expected of all student leaders.

Student leaders will role model the school values by:

Participation

- Embracing the opportunity to be a leader.
- Being an active and positive participant in school life.

Respect

- Treat others fairly, honestly and keep their dignity intact.
- Show empathy and care towards others and act as a good friend would.
- Use manners and basic good grace when dealing with other students and with adults.

Safety

- Show self-control and self-discipline of your feelings and your actions
- Act in a way that ensures my safety and the safety of others.

Student Leader Name: _____

Student Leader Signature: _____

Principal Signature: _____

Date: _____

Role of Principal as Mentor

- Meet with new leaders and sign Code of Conduct
- Regularly meet with School Captains and Vice Captains
- Gives final approval to student initiatives
- Advise students on the principles of good leadership
- Make final decisions on consequences for leaders who breach the Code of Conduct
- Meet with prospective leaders on the Year 5 Leadership Day

Role of Deputy Principal as Mentor

- Leadership Development
 - Year 5 Leadership Development Day in collaboration with Stage 3 teacher
 - Regularly meet with School Captains and Vice Captains.
 - Ensure leaders understand their roles and responsibilities
- Manage Year 6 Leaders
 - Major Assemblies
- Manage voting of new School Captains/Vice Captains and House Captains

Role of Teacher as Mentor

- SRC
 - Ensure new Class Captains are elected each semester
 - Meet with SRC fortnightly to discuss student initiatives
 - Model how to run a class meeting
 - Facilitate student initiatives such as fundraising events
- Sport House Captains
 - Meet with Sports Leaders to organise lunchtime equipment
 - Supervise and coordinate the provision of lunchtime equipment
 - Ensure Sports Leaders understand their roles and responsibilities
- Eco Warriors
 - Ensure new Eco-Warriors are elected each semester
 - Meet with Eco-Warriors to give a clear explanation of roles and responsibilities
 - Facilitate Eco-Warrior initiatives such as "No Waste Wednesday" and student gardens
 - Encourage student suggestions on new environmental initiatives for the school
- Buddies
 - Allocate Kindergarten buddies at the beginning of each year
 - Ensure Kindergarten buddies meet fortnightly
- IT Techsperts
 - Up-skill students in trouble-shooting class hardware and software issues
 - Allocate Techsperts to classes
 - Inform teachers of the process for contacting IT Techsperts before referring issues to Computer Coordinator
 - Monitor Techsperts through regular meetings to see if further training is required
 - Discuss student suggestions on improvements to existing systems and processes
- Library Monitors
 - Train students in the use of OASIS and shelving
 - Provide Monitors the opportunity to run small group activities during lunch
 - Supervise any lunch time activities such as Book Club
 - Discuss student suggestions on activities to encourage a passion of reading

The Support Role for Parents of a Student Leader

Some things parents can do to support their child in a leadership role include:

- Understanding the Student Leaders role and the expectation of them in this role, through:
 - Speaking with their child to understand their role
 - Reviewing the policy document and Student Leader role profile
 - Seeking clarity from the leadership committee on any unclear aspects
- Being a positive role model for their child and the rest of the leadership team at school activities and functions. This may be by way of planning, organising and/or attending events where possible
- Supporting their child in the role of Student Leader by:
 - Allowing their child to drive their leadership projects and support them by guiding the process where appropriate
 - Being interested and engaged in their child's role and the rest of the leadership team
 - Ensuring the student presents as a positive role model for other students (positive behaviour, correct uniform, shoes, grooming)
 - Supporting the student in using planning and organisational strategies to be ready for agreed activities
 - Assisting in preparing and rehearsing speeches or presentations with their child so they can be presented in the most prepared manner
 - Providing positive and encouraging feedback to build their child's confidence and capability as a leader
 - Respecting the school's choices of students, activities, roles and responsibilities
- Actively supporting the school in the leadership initiatives and expectations, which may include involvement in:
 - Student Leadership activities or initiatives
 - School assemblies or functions
 - P&C activities
 - Fundraising or Fiesta events
- Communicate with the school through the leadership committee to provide any constructive feedback in terms of improvements in student leadership and/or leadership opportunities.