

# Illaroo Road Public School

## **Student Participation and Leadership Procedures**

At Illaroo Road Public School we consider student participation and leadership to be an important aspect of personal development and will endeavour to enable students to develop their individual capacity to lead and influence others in a responsible manner.

### **1. The key principles of student leadership guiding these procedures are:**

- All students have the potential to develop leadership skills over time.
- All students have the right to develop and demonstrate leadership skills.
- A school's student leadership program will be more sustainable if it is supported by students, parents, teachers, the school and local community.
- School communities should identify and promote a range of styles of student leadership.
- Leadership opportunities need to be offered in ways which do not unlawfully discriminate against any groups in the school.
- Leadership opportunities should provide for, and encourage, equal participation by boys and girls.
- Leadership roles in a school need to be perceived as valuable by the students and the school.
- A school's student leadership program will be more sustainable if leadership skills, knowledge, attitudes and values are encouraged and developed through a wide range of school programs and activities.
- Students should be encouraged to apply leadership skills to initiatives which strengthen the school community.
- Leadership can be an important catalyst for building students' awareness that their views are important to staff in the school and that they can have an influence on what happens to students in the school. These opportunities can be of particular significance to groups of students who do not enjoy school.
- Leadership opportunities are an important strategy for promoting equity, including gender equity. It is important to understand and address invisible barriers which work against the participation of students in some groups. This includes students who:
  - are from low socio-economic status backgrounds
  - have a disability
  - are Aboriginal
  - are from multicultural backgrounds.

### **2. Student leadership encompasses the school's provision of:**

- A range of formal and informal learning opportunities which develop the competency of individuals as leaders and effective participants.
- Processes and structures for student representation and the incorporation of students' views into decision making and the life of the school.

### **3. The development of student leadership skills involves opportunities which encourage students to:**

- Act in roles of responsibility with integrity and honesty.
- Foster a sense of vision and purpose.
- Work with others to determine and achieve collective goals.
- Take on responsibilities and use decision making skills in order to carry a project through to a successful conclusion.
- Be active, reflective listeners who respond effectively.
- Earn the respect of others through their actions.

#### **4. Strategies used to foster participation and leadership skills at Illaroo Road Public School include:**

- A wide range of participation and leadership opportunities catering for all students in the school.
- Maximising the number and range of students undertaking leadership roles.
- Encouraging the school community to participate in school life and to provide recognition of student leadership roles to ensure that students have opportunities to undertake such leadership roles.
- Encouraging the development of student participation and leadership skills through classroom practice eg co-operative learning, problem solving and social skills across all key learning areas.
- Encouraging students to differentiate between student participation, student leadership and popularity.
- Developing participation and leadership skills in all students through specific programs, such as:
  - curriculum involvement and other classroom activities
  - classroom monitors
  - buddy systems
  - peer support
  - student representative council
  - captaincy (house, school)
  - prefects
  - bus, walker and bike monitors
  - public speaking, debating
  - sport
  - visual, creative and performing arts
  - information technology.

#### **5. Curriculum opportunities for students to develop and demonstrate leadership skills**

With the development of leadership skills comes a responsibility to develop an understanding of, and commitment to, social justice, equity and fairness in the areas of cultural diversity, gender equity, disabilities and socio-economic disadvantage. The following curriculum areas provide a range of opportunities important in preparing students to meet the challenges of leadership.

##### **English**

Students develop the ability to talk, listen, read, view, and write with purpose. They also develop skills of appreciation, analysis and critical appraisal of text.

##### **Mathematics**

Students develop the range of skills necessary to form critical judgements. Much information in society is presented in a mathematical form, so an understanding of maths helps make informed decisions.

##### **Science and technology**

Students develop understandings about themselves and the environment, independent rational thought and responsible action through first hand experiences in problem solving, investigating, designing and making, and evaluating activities involving the use of information technology.

##### **History and geography**

Students develop knowledge and understandings which will enable them to acquire information, use an enquiry process and participate in social and civic life, and democratic processes. Students also develop values and attitudes relating to social justice, intercultural understanding and ecological sustainability.

##### **Creative and performing arts**

Students have opportunities to develop self-expression, a sense of personal and cultural identity and an understanding of the world about them. They develop personal and social communication skills involving visual arts, music, dance, drama and multimedia.

##### **Personal development, health and physical education**

Students develop concepts of co-operation, collaboration and networking skills, using empathy and sensitivity in their relationships with others, while recognising individual rights and responsibilities.

## 6. Learning opportunities for the development of student leadership skills in primary schools

<i>Early Stage One</i>	<i>Stage One</i>	<i>Stage Two</i>	<i>Stage 3</i>
Rotate opportunities for classroom leadership positions eg, distribute and collect lunch basket, leader of class lines, hand out notes	Rotate opportunities for classroom leadership positions eg, leader of class lines, hand out notes, organising resources for group work	Lead classroom activities and co-lead school wide initiatives	Lead and co-lead school wide initiatives with groups from other stages
Communicate news of personal interest to class	Share ideas, items and personal stories with peers Respond appropriately to individual questions.	Share personal topics and interest items with peers Elicit and respond appropriately to questions from peers	Express ideas and anecdotes with enthusiasm and assertiveness Elicit and respond to questions from peers sensitively and informatively
Present information to a group on a personal topic eg, my pet	Present information to a group on a local topic eg, animals, transport Participate in class public speaking and debating competitions	Present information to a large group on a variety of predetermined topics of community interest Participate in school and/or district public speaking competitions	Present information to a large group on a variety of newsworthy and controversial topics Participate in school, district and/or state public speaking and debating competitions
Lead assembly with peer and teacher support	Lead assembly with peers and some teacher support Follow established assembly format	Lead assembly with peers Follow established assembly format	Lead assembly and special events with peers. Monitor the behaviour of the school and community group eg, giving directions to sit quietly
Accompany a new student around the school	Conduct a new student around the school	Conduct a new student, parent or guest around the school Explain a variety of school activities	Conduct a new student, parent or guest around the school Explain a variety of school initiatives and activities to them
Give acknowledgments of appreciation to classroom helpers/ visitors on behalf of the class	Present acknowledgments of appreciation to classroom helpers/ visitors on behalf of the class	Present acknowledgments of appreciation to helpers/ visitors on behalf of the school	Present acknowledgments of appreciation to helpers /visitors on behalf of the school in a public forum
Social competence program	Social competence program	Social competence program	Social competence program
Creative and critical thinking skills eg, '6 Thinking Hats' activities to elicit class rules	Creative and critical thinking skills eg, '6 Thinking Hats' activities to elicit class rules	Creative and critical thinking skills eg, '6 Thinking Hats' activities to elicit class rules	Creative and critical thinking skills eg, '6 Thinking Hats' activities to elicit class rules
'Buddy up' with new students Participate in buddy activities with an older class.	'Buddy up' with new students to show them playground and classroom routines Participate in buddy activities with an older class.	'Buddy up' with new students to model playground and classroom routines Participate in buddy activities with a younger class.	'Buddy up' with new students to model playground and classroom routines Participate in buddy activities with a younger class.

Tutor a classmate in a specific software package to fulfil a learning need	Tutor a classmate in a specific software package to fulfil a learning need	Tutor a classmate in a specific software package to fulfil a learning need	Tutor a classmate in a specific software package to fulfil a learning need Tutor a younger student or group in an ICT-related area
Identify and 'trouble shoot' information technology needs eg, printer needs more ink	Identify and 'trouble shoot' information technology needs eg, printer needs more ink	Refill printer cartridges, install software on classroom computers	Refill printer cartridges, install software on classroom computers
Make contribution to produce a class 'web page'	Make contribution to produce a class 'web page'	Collaborate to produce a class 'web page'. Facilitate editorial and production team. Publish content	Collaborate to produce a class 'web page'. Manage editorial and production team. Publish and maintain content Mentor others in this process
Assist in fundraising activities for specific purpose	Assist in fundraising activities for specific purpose	Assist in fundraising activities for specific purpose	Manage school fundraising activities for specific purpose
Demonstrate an art activity to another student	Collaborate to create a class mural or display	E-mail an artist to advise on a group art or craft project	Invite favoured illustrators and artists to work with students across the school to create significant works of art
Share knowledge of cultures, experiences and celebrations with peers	Share knowledge of cultures, experiences and celebrations with peers and others	Share knowledge of cultures, experiences and celebrations with peers and others	Share knowledge of cultures, experiences and celebrations with peers and the community.
Share knowledge of Aboriginal cultures, experiences and celebrations with peers	Share knowledge of Aboriginal cultures, experiences and celebrations with peers and others	Share knowledge of Aboriginal cultures, experiences and celebrations with peers and others	Share knowledge of Aboriginal cultures, experiences and celebrations with peers and the community. Organise an Aboriginal culture 'sharing day' across the school. Encourage Aboriginal student participation
Share knowledge of special needs issues, experiences and celebrations with peers	Share knowledge of special needs issues, experiences and celebrations with peers and others	Share knowledge of special needs issues, experiences and celebrations with peers and others	Share knowledge of special needs issues, experiences and celebrations with peers and others
Initiate student-led play activities with classroom equipment	Share and demonstrate personal interests with others	Determine methods of presentation of models or work which they have created	Make organisational decisions relating to equipment and resources in the classroom setting
Participate in peer support groups	Participate in peer support groups	Co-lead peer support groups	Lead peer support groups

## **7. Procedures for school leadership positions**

At Illaroo Road Public School:

- The Year 6 leadership team consists of a girl and boy captain, girl and boy vice-captain, and two girl and two boy prefects.
- The sport house leadership team consists of four girl and four boy house captains, and four girl and four boy house vice captains.
- The school representative council consists of students from Years 2 to 6.

### **7.1 Captains, vice-captains and prefects selection procedures**

- Year 5 students will be elected as captains, vice-captains and prefects during Term 4 for the following year.
- To be eligible for nomination students must be in Year 5.
- Nominations will be called by the Stage 3 executive leader by Week 6 of Term 4.
- Eligible students may be nominated by Year 5 students or self-nominate.
- Nomination forms will provide the name and signature of the nominator and nominee.
- Year 5 students will elect eight boys and eight girls to stand as candidates.
- Candidates will present time-limited pre-election speeches on leadership to staff and Y2-6 students.
- Voting will take place after the presentation of the speeches.
- All Y2-6 students and teachers are eligible to vote in a secret ballot.
- All votes, including those of teachers, are of equal value.
- The secret ballot will be conducted by Week 8 of Term 4.
- Votes will be counted by the principal's delegated representative.
- The positions of captain will be filled by the candidates with the highest number of votes; vice-captains by the candidates with the second highest number of votes; and prefects by the two candidates with the third and fourth highest number of votes.
- In the event of a tied vote the principal will determine final appointments.
- The eight successful school leaders and the unsuccessful candidates will be notified the day before the annual presentation assembly.
- The new school leaders will rehearse their roles for the induction ceremony but they will not be told their specific leadership position at this time.
- Captains, vice-captains and prefects will be announced by the principal at the annual presentation assembly.
- They will take the "Prefect's Pledge" and be presented with their official badges by the current school leaders.

### **Captains, vice-captains and prefects duties**

The Stage 3 executive staff member will be responsible for the supervision and training of school leaders. Their roles and responsibilities include, but are not restricted to, the following:

- Organising and conducting whole school assemblies and special assemblies such as ANZAC Day and Education Week.
- Representing the school at special events nominated by the principal or her/his nominee such as charity events, ANZAC Day, Remembrance Day, Department of Education special events and local government functions.
- Designated leadership roles to support all members of the school achieve the school's learning targets and values.

### **7.2 Sport house captains and vice-captains**

- Girl and boy house captains and vice-captains will be elected at the beginning of the school year.
- To be eligible for nomination as house captains, students must be in Year 6.
- Students nominated for house vice-captain positions must be in Year 5
- House captains will be nominated from Year 6 students in their house, or self-nominate.
- School captains, vice-captains and prefects are not eligible to stand for house captain positions.

- House vice-captains will be nominated from Year 5 students in their house, or self-nominate.
- All house members in Years 3 to 6 are eligible to vote for house captains and vice-captains.
- Voting will take place by a show of hands at house meetings early in Term 1.
- Votes will be counted by the principal's representative.
- The positions of house captain will go to the Year 6 nominee with the highest vote.
- The positions of house vice-captain will go to the Year 5 nominee with highest vote.
- The principal has discretion in the event of a tie to determine final appointments.
- House captains and vice-captains will be presented with badges at a school assembly.

### **House captains and vice-captains duties**

The school sports organiser is responsible for supervision and training of house captains and vice-captains. Their roles and responsibilities include, but are not restricted to, the following:

- Assisting teachers in the organisation of their house at major carnivals.
- Promoting participation, sportsmanship and school values in all sporting events.
- In collaboration with all leaders, as sports monitors, being responsible for the organisation of the sports equipment shed, setting up and putting away equipment during sport and lunchtime borrowing of sports equipment by students.

### **Student leader replacements – Principal's discretion**

If a student leader leaves the school, resigns, or is removed, the principal has authority to:

- Leave the position vacant.
- Fill the position choosing the method of appointment.
- Exercise discretion in determining if reasons for new appointments should be made public or explained to individuals, or kept confidential balancing the competing interests of transparency with the rights of individuals to sensitivity and confidentiality.

### **7.3 Student Representative Council**

The Student Representative Council (SRC) consists of a girl and boy representative elected from each class, Years 2-6, and the school captains, vice-captains and prefects. It is supervised by two nominated staff members and will meet regularly to:

- Discuss issues of interest or concern raised by students.
- Make recommendations to the principal and staff on activities to support student welfare.
- Promote and lead activities that support the achievement of the school ethos and values.
- Participate in leadership initiatives organised by the school.