



## Student Leadership Policy

(Ratified by School Council: June 2017)

### **PURPOSE:**

As a part of their learning students are offered the opportunity to develop their leadership skills. At Glen Waverley Primary School we foster a leadership culture with all students. Leadership is demonstrated through the actions of people, and can be demonstrated without the need of a title.

There are many Leadership positions made available to students with a particular interest in developing their skills more formally, however all students are provided with the opportunity to learn about leadership.

### **GUIDELINES:**

At Glen Waverley Primary School we have balanced the need for a large range of leadership opportunities, with the understanding that it is not possible for every student to have a formal leadership position. The following leadership roles are available:

**School Captains & Vice School Captains**

**House Captains**

**ICT Captains**

**Art Captains**

**Music Captains**

**Language Captains**

**Peer Mediation Captains and Mediators**

**Peer Mediators**

**Library Captains**

**Science Captains**

**Environment Captains**

For a detailed role descriptions please refer to *Student Leadership Roles and Responsibilities Handbook* - Appendix E

## **IMPLEMENTATION:**

The following guidelines outline the process and timeline for each of the formal leadership positions.

### **Process**

#### **Parental Permission**

All applications (as outlined below) must be accompanied by a Parental Permission form (APPENDIX B) that is signed and acknowledges receipt of the document "5 tips to Help Children Handle Disappointment". (APPENDIX C).

#### **School Captains & Vice School Captains**

1. Write and submit an application by the due date. The application must be accompanied by a parental permission form.
2. Applicants are interviewed by a team that includes the Student Leadership Leader (teacher) and Principal.
3. A shortlist of up to 5 girls and 5 boys is created following interviews.
4. Each of the 10 short listed students prepare a speech that is delivered to the school community at assembly.
5. Elections are conducted, the boy and girl with the most votes is elected as the School Captains.
6. The runners up (boy and girl) become the Vice School Captains.
7. If there no male applicants or no female applicants, based on merit, 2 girls or 2 boys can be elected.

#### **House Captains**

1. Applications are written and submitted by the due date. The application must be accompanied by a parental permission form.
2. All applicants prepare a speech that is delivered to the student members of their House (Mitchell, Hume, Fawkner & LaTrobe) at a special student meeting.
3. Elections are conducted once all speeches have been delivered.
4. The boy and girl with the most votes are awarded the position of House Captain for each of the four houses.
5. If there no male applicants or no female applicants, based on merit, 2 girls or 2 boys can be elected.

#### **All Other Captains**

1. Applications are written and submitted by the due date. The application must be accompanied by a parental permission form.
2. Applicants will be interviewed by a teacher who oversees the position that has been applied for (eg. The Music teacher interviews the applicants for Music Captain etc.)
3. The teacher decides on two captains based on the application, the interview, and general observations. These captains may be any combination of the following;
  - One girl and one boy
  - Two girls, or,
  - Two boys

### **Other Issues to be aware of;**

- Students may hold no more than one formal leadership position
- Elections are held in the last six weeks of Year 5 in preparation for the following year.
- Students are advised of their positions prior to completing Year 5, usually at the second last assembly for the year.
- A child's leadership position may be suspended or withdrawn under certain circumstances, e.g., breaking the Student Code of Conduct.
- The Principal has the right to veto a selection or election.

### **Timeline**

The election timeline informs the school community of the scheduled events for the student leadership applicants. It includes due dates for applications, dates for interviews and speeches, when the election is held and when the announcement of the new student leaders will be made.

The timeline will be set once Monash City Council advises us of the date for the Youth Leadership Day, which introduces the newly elected leaders to their roles.

The timeline will be made available to the school community via Edmodo and FlexiBuzz. In addition to this, a printed copy of the timeline will be in each Year Five classroom and discussed with the students. Those applying for leadership positions will also be provided with a printed copy of the timeline.

When applying for school leadership position, students must be organised and take responsibility for their learning. Students need to be responsible and prepared for their presentation date.

### **RELATED DOCUMENTATION:**

"Applying for Student Leadership" A publication written for students to support the process of applying for a leadership position. (Appendix A)

### **RELATED POLICIES:**

Student Engagement and Wellbeing Policy

### **POLICY EVALUATION:**

Evaluation will be conducted by the Leadership Team in consultation with the Principal.

### **DUE DATE FOR REVIEW:**

Due for review in June 2018



Glen Waverley Primary School

Glen Waverley Primary School



**Educating Global  
Citizens**



# Student Leadership Roles & Responsibilities Handbook 2017

***Glen Waverley Primary School***



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## **INTRODUCTIO**

Congratulations on being elected as a Student Leader at Glen Waverley Primary School!

Leadership is an important area of student learning, and you now have the chance to be involved in the school's leadership program. This opportunity can be used to build stronger connections with other students, your teachers, your school, and the broader community.

As leaders you have a responsibility to;

- uphold the values of the school,
- influence others in a positive way as role-models,
- initiate change,
- build your leadership skills.

You will build your understanding of the decision-making processes at Glen Waverley Primary School while;

- developing strong communication skills,
- enhancing inter-personal and reasoning skills,
- taking on new challenges
- being more involved with the school and the community.

This manual will help you to understand the roles and responsibilities you have and be more effective as a Student Leader.

## **SCHOOL CAPTAINS & VICE-CAPTAINS**

The roles of School Captain and Vice-School Captain are extremely important. The School Captains represent the school and the student body. They are recognised across the school, and as such, have greater accountability for all their actions. You represent our entire student body, and the beliefs and values of Glen Waverley Primary School. Your role provides you with a chance to make a difference by building a strong school culture as outstanding role models.

As School Captain and Vice-Captain you will have the following responsibilities:

- **Hosting Assembly:** As part of your role you will be required to lead and host Whole-School Assemblies. This involves introducing speakers, keeping students attentive and engaged (with teacher support), handing out certificates, and ensuring the assembly runs on time and on schedule.
- **Setting the Assembly Agenda:** Each week you will be in charge of ensuring the agenda for the week's assembly is up-to-date, and organised. Speaking with teachers and leadership (Principal & Assistant Principals) will help to ensure the information is relevant.
- **Acknowledgement of Traditional Custodians:** As part of the running of Assembly, School Captains will recite the acknowledgement, this is a recognition of the traditional owners of the land that Glen Waverley Primary School lies on (See Below).
- **Greeting & Meeting Guests:** Depending on circumstance, as School Captains and Vice-Captains, you will be required to greet and meet guests who come to the school.
- **Host School Concerts:** Every two years, Glen Waverley Primary School holds their school concert. As part of your role you will be required to be part of hosting the Junior and Senior School Concerts.
- **Represent the school at outside functions:** There will be occasions in which you will be required to represent Glen Waverley Primary School at outside functions – for instance laying a wreath at ANZAC Day Ceremonies.
- **Attend School Captain meetings with the Principal and Assistant Principals:** Taking part in these meetings will help you to build your leadership skills, and further understand what is involved in being a leader in a school community.
- **Assist in selling icy poles to the whole school:** The money raised will contribute to the positive change project, which is developed with the rest of the student leaders.
- **Coordinate the Student Leadership display boards.** This will contain photos of all the student leaders, Student leadership updates and progress on the positive change project.
- **To create newsletter items:** Captains will contribute to the newsletter once a fortnight. This responsibility should be rotated between the 5 School Captains
- **Represent the school and bring student voice to School Council meetings,** at the beginning of each year.

## **2017 Goals:**

- To take a leading role in the school's rebranding process
- Attend School Council Meeting and provide a monthly School Council report
- Develop the school's Alumni Program: Students are to begin planning and organizing a yearly BBQ where they invite previous leaders of the school

**“We would like to acknowledge the Wurundjeri people who are the traditional custodians of this land. We would also like to pay respect to the elders past and present of the Wurundjeri nation and extend that respect to other Aboriginal people present.”**

- Acknowledgement of Traditional Custodians.

## **HOUSE CAPTAINS**

As House Captains, you have a crucial role within the school. You are responsible for assisting with sporting events across the school. Fostering house spirit is one of the more important jobs you will undertake, but you will also be helping to engage students across the school and develop their sense of belonging to their school and their house team.

As House Captains you will have the following responsibilities:

- Encouraging an inclusive House Spirit: The House Competition is hotly contested at Glen Waverley Primary School, and as House Captains you are in a position to encourage all in your house to take part in sporting events, and model healthy competition and good sportsmanship.
- Organizing Twilight Sports: The most significant house event in the year is Twilight Sports. It is up to you to work with PE teachers to organise the event, help set-up, organise banners and decorations on the night, and lead your house in competing and cheering.
- House Points: Each week you will be in charge of collecting and collating house points, with the results to be read out at Assembly. House points are calculated as follows;
  - In each classroom you gather separate house point totals for Mitchell, Hume, Fawkner and LaTrobe.
  - Divide the totals by the number of students in each house to calculate the average number of points per student.
  - Using the average totals, rank the houses in winning order and allocate each house 4,(winning house) 3, 2, or 1 point (lowest ranking house) depending on their position. These scores are then entered into the House Points Book.



- **Lunchtime Sports:** Lunchtime Sports are an opportunity for students to improve their athletic abilities, trial a variety of sports, and develop their skills in a fun and supportive environment. As House Captains you will be in charge of organizing, scheduling, and running such events.
- **Representing Glen Waverley Primary School:** At Interschool Sport events, district round-robin days, and regional level events you will be representing the school as Glen Waverley's sporting leaders.

### **2017 Goals:**

During education week Captains will assist the organisation and running of the Fitness Challenge for Foundation, grade 1 and grade 2 students.

They will be assisting by:

- Helping to set up all the stations
  - Helping to move students from one station to the next
  - Encouraging/assisting students as they are participating in the different sports
  - Helping with packing away equipment
  - Assist PE teacher and house teachers to prepare and organise school sport carnivals and activities e.g. swimming carnival, Athletics carnival, cross country
  - Help run the sports carnivals
  - Encourage and promote participation in sports carnivals
  - Provide a sport report for the school newsletter
  - Assist all year level teachers prepare for and coordinate lunchtime sports sessions.
- The program involves the grade 6 students organising and running physical activities for the Foundation (Prep), through to Grade 6 students half a lunch time a week. They work in a rotation of house captains who then share the skills or strategies to run sports. Activities include: picking teams, taking turns, being fair, playground games (octopus, fruit salad), ball games, skipping games, and hoop games.

### **ICT CAPTAINS**

ICT Captains hold a vital position within the school, setting up the necessary technology and ensuring the smooth running of Assemblies, and Whole-School events. You will also be organizing and running multimedia projects across the school, and work closely with the Radio Committee and Multimedia Group.

As ICT Captains you will have the following responsibilities:

- **Setting up the PA at Whole-School & Level Assemblies, and Whole-School Events:** Before each assembly you will be required to set-up the PA system and microphones to ensure smooth running of these events. During assemblies you will also have to monitor the sound equipment, and be ready to intervene in case of any technical difficulties. Make sure you have the National Anthem backing music ready to go.

- Assisting with Music Performances at Assemblies: Often at assemblies there is a musical performance from some of the talented students at Glen Waverley Primary School. You will need to ensure that you work with Music teacher to prepare microphones and other sound equipment for these performances.
- Involvement in Radio & Film Projects: ICT is a key element of a number of programs at Glen Waverley Primary School, including the Multimedia Group and the Radio Committee. As ICT Captains you will work with Multimedia teaching staff, and other teachers across the school to ensure effective running of these programs, and also ensuring that ICT needs are met in the school community.

### **2017 Goals:**

- Be eSmart ambassadors. This would tie in with us trying to up the profile of the eSmart program within the school.
- Present about how Digital Technology is being used within the school at assembly once or twice a month.
- Be responsible for auditing the location of different technologies once a term.
- Be responsible for charging and organising the Dash Robots twice a week.

## **LANGUAGE CAPTAINS**

Language Captains can support the Languages teachers with building the profile of language within the school. They play a vital role in the organisation and running of Cultural Diversity Week. The Language Captains assist the Language teachers.

As Language Captains you will have the following responsibilities:

- Cultural Assembly/Week: The main whole-school event that you will be in charge of is Cultural Diversity Week, and the Cultural Diversity Assembly.
- Raise the Awareness of Languages: In collaboration with the Language teachers, you will be designing posters, creating short radio segments, and design short film ideas in order to promote the learning of language across the school.
- Handing out Specialist Awards: Every term an award will be handed out to the Language learner of the month. As Language Captains you will hand out these awards to these students at Assembly.

### **2017 Goals:**

- Organise the Chinese Writer Competition (Term 3 or Term 4)
- Promote the language learning across the school by
- Make the speech about phrases and sentences in Mandarin during the radio station at lunch tim (Start from term 2)
- Update the Mandarin language corner every month on the language display board
- Organise a whole school Chinese Quiz or Game Event

## **MUSIC CAPTAINS**

The Music Captains have a promotional and organisational role within the school. They participate in assemblies by ensuring that things are in order for musical numbers. As part of their role, the Music Captains are heavily involved in either the band or choir.

As Music Captains you will have the following responsibilities:

- **Concert Organisation:** Every two years Glen Waverley Primary School holds their school concert. As Music Captains you will work closely with Music and Art teaching staff to organise and create backdrops, visual effects, musical items, and more to ensure the concert is a success.
- In the years where we have no concert, there is usually a musical community event (eg. Asia Raya) where your contribution is highly valued and developed.
- **Talent Shows:** Each year Glen Waverley Primary School holds Junior and Senior Talent Shows. As Music Captains you will be responsible for organizing, promoting, and running the two Talent Shows.
- **Assembly Music Items:** You will help to find performers to play at assembly by going around to classrooms every few weeks and compiling a list of students who express an interest in performing.
- **Ensemble Involvement:** As Music Captains you are in charge of promoting a positive music culture within the school. As a result you will be taking part in one of the many ensembles that the school has.

### **PEER MEDIATION CAPTAINS**

Glen Waverley Primary School has a friendly and open student community. A wonderful example of this is the Peer Mediation program in the school. The Peer Mediation Captains are responsible for the smooth running of the program, along with the teachers who support them.

As Peer Mediation Captains you will have the following responsibilities:

- **Creating Peer Mediator Rosters:** The Peer Mediators are trained in how to handle disputes and issues on the playground, and you will be in charge of creating a roster letting Mediators know when they will be on duty in order to ensure that students are supported at recess and lunchtime.
- **Collate Report Sheets:** When Peer Mediators are on duty, they will fill out Report Sheets for any incidents that occur. You will be in charge of collating these reports and communicating with Peer Mediation teachers about any incidents.
- To develop and organise workshops to teach others about peer mediation and how to be mediators.

### **2017 Goals:**

- To begin peer mediations in week 2 of Term 2.
- For all students to know how to manage their own problems.

## **ART CAPTAINS**

Art is an important part of Glen Waverley Primary School, and the Art Captains play a significant role promoting Art in the school community. They assist with setting up the Art Room to ensure students have access to materials, as well as helping with art projects around the school.

As Art Captains you will have the following responsibilities:

- **Cleaning & Organizing the Art Room:** To promote and foster creativity amongst students, and to provide them with an environment to express themselves, you will need to work with Art teacher to ensure that the art room is in a tidy and organized condition.
- **Concert Assistance:** Every two years Glen Waverley Primary School holds their school concerts, and you will play a valuable role in the running of these events by assisting in the creation of backdrops, props, costumes, and visual elements of class, and whole-school elements of the concerts.
- **Run the School Concert Poster Competition:** As part of the assisting with the School Concert, you will be in charge of organizing, promoting, and running the Poster Competition where students design a concert poster based on the selected theme.
- **Organizing Displays:** Students at Glen Waverley Primary School produce a range of stunning artworks, and you will work in conjunction with Art teaching staff to arrange their work in displays in the corridor of the main building.
- **Lead Level 5 and 6 Advanced Art:** assist in idea generation and providing advice and assistance to the group.

### **2017 Goals:**

- Promote and run poster competitions
- Promote/inform students of Artist in School Program
- Assist with maintaining and improving displays around the school
- Change 'word wall' once per term
- Assist with some administration re Visual Art Department. Eg laminating student certificates
- Help guide Level 5/6 Advanced Art Classes
- Towards the end of the year, analyse what went well and what could be improved for future Art Captains

## **LIBRARY CAPTAINS**

The Library Captains play a significant role in ensuring the Library is accessible for all students. They achieve this by returning books to make them available to students and assisting the Librarian with organising literary events.

As Library Captains you will have the following responsibilities:

- **Organizing Displays & Assisting in the Library:** The Library is a widely-used resource by the school community, and ensuring that it is neat and organised is vital. You will work with Library teaching staff to organise bookshelves and book displays, and assist students with returning and borrowing of books when the library is open at lunchtimes.
- **Promoting & Organizing the Book Fair:** One of the key ways in which you can encourage and foster a love of books at the school is through the promotion and running of the Book Fair. Held once every year, you will work with Library teaching staff to set-up displays, create posters to advertise the Book Fair, and assist in the running of the event.
- **Promoting the Premiere's Reading Challenge:** Organising and creating posters that explains the challenge. Communicate to the whole school about the expectations and rewards of reading.
- **Teach students about the search function on Bookmark (Library system) and the expectations when working in the library.**

### **2017 Goals:**

- Organising a survey regarding the books staff and students would like to be ordered. This must include title, author or series of books.
- Survey staff members about their favourite picture story book. Create displays that showcase these books.
- Organise additional library helpers
- Develop newsletter items

## **ENVIRONMENT CAPTAINS**

The Environment Captains are responsible for raising awareness of our school environment and the need to take care of it. They take initiative by promoting different environmental causes as well as implementing programs that ensure the Glen Waverley Primary School environment is well cared for.

As Environment Captains you will have the following responsibilities:

- **Creating a Roster for Recycling Bins:** Recycling is a key initiative at Glen Waverley Primary School, and as Environment Captains you will be in charge of creating a roster for classes to empty recycle bins in classrooms and in the office and library.
- **Organise posters that remind students how to be environmentally friendly:** It is crucial to promote environmental thinking at GWPS. In your role, you will be

required to create and display posters in classrooms and the school yard that remind students of the need to be environmentally friendly, and to encourage the use of bins around the school.

- Organizing Whole School Clean-Ups: With a growing student body, the need to keep the school grounds in a clean condition is one that is constant. As Environment Captains you will work with teaching staff and the Principal and Assistant Principals to organize whole-school clean-ups if required.

### **2017 Goals:**

- Develop worm farms for composting
- Vegie Garden-positive change project?
- Each year level to have a vegie garden to take care of
- Nude Food Dudes for the whole school

### **Steps to Take: Term 2**

- Compost bin for each class
  - Bucket with a lid
  - Posters that tells us what's in and out of the compost bin
  - Empty these into the established compost bin
  - Money could come from a free dress day, icy pole money or free dress day
- Worm farm set up
  - How much it is going to cost
  - Where will get the worms from?
  - Link in with beautifying GWPS Smart 8
- Parent who would be happy to help
- Nude Food Dude Program for Prep, 1 and 2s (testing grades)
  - Notices to parents
  - Posters for the students
  - Weekly prize for the winning class
  - Monitors to collect points

## **SCIENCE CAPTAINS**

Science is a valued part of the Glen Waverley Primary School curriculum. The Science Captains are relied upon to help organise materials for science units. They also play a large role in ensuring the Science Fair is a success.

As Science Captains you will have the following responsibilities:

- Organizing & Running Science Day & Science Fair: Each year Glen Waverley Primary School holds a Science Day. As Science Captain you will need to work with teaching staff to plan events for the day, create posters to promote the day, and assist with the running of the day/night.

- Looking after Equipment & Science Shed: Scientific equipment is a key part of scientific inquiry at Glen Waverley Primary School, and you will work with teaching staff to ensure all equipment is clean, working, and kept in a neat and organized environment.
- John Monash Science School Visit: When this program is available (hopefully each year) the Science Captains venture to JMSS to take part in the Little Scientists Big Science program with an aim to increase scientific inquiry and practical skills.

### **2017 Goals:**

- Fun Fact Friday: promoting science by announcing an interesting science fact every Friday morning (provide the school with opportunities to submit their own interesting science facts)
- Develop a Science club where we can teacher people about science and allow people opportunities to interact with science equipment
- Get experts in to teach science classes about different aspects of science.

### **LEADERSHIP DAYS**

As a School Leader, this year you will have the opportunity to take part in events such as Leadership Day – a program run in conjunction with Mount View PS and Glendal PS. Over the course of three days – and a visit to Glen Waverley Secondary College in Term 4 to present your Positive Change Project, you will be involved in activities and sessions that help build your awareness of what it takes to be a leader, have the chance to increase your own leadership skills, reflect on how you can make a difference in your school community and have an impact on global issues. You will have the privilege of meeting guest speakers who will share their experiences and thoughts with you on the development of leadership. These days are tremendously enjoyable and invaluable for developing the skills and belief needed to be an effective school leader.

As part of the Leadership Days you will:

- 1) Host students from Mount View & Glendal PS and lead them on school tours.
- 2) Tour the school grounds of Mount View & Glendal PS to explore their learning spaces.
- 3) Build friendships and establish collaborative leadership opportunities with student leaders from Mount View & Glendal PS.
- 4) Discuss and analyse what it means to be a leader in the 21<sup>st</sup> Century, and identify leadership qualities in people who you look up to.
- 5) Reflect on times you have been a leader, and understand the power you have as a leader, and how you can make a meaningful difference in your community.
- 6) Grow as a leader and develop a strong awareness of how to be an active citizen.

*Reflections from Elnaz & Megan (2015 Student Leaders)*

“As the selected student leaders of 2015, we were invited to participate in various Leadership

Days and build our leadership skills and strengths. It's been challenging, joyful and a useful journey throughout the whole experience. Even though we are from different schools, different cultures, and wear a different uniform, we combined our knowledge to become a leadership team. From activities, to games, to tower-building, it's fair to say everyone has taken a lot from this wonderful experience. We've created a bond so close, we feel like we've known them for ages. *What an extraordinary program!*" – Elnaz

"Leadership days are one of the best days ever! We play team games and learn great leadership skills that we can apply to our everyday lives. It is a very fun way to learn and we also get to meet new people and make new friends who might be just as passionate as us when it comes to the same topic. I have learnt a lot of things and in a fun way and have had lots of fun playing team games and playing with my new friends. We are given time to interact with one another and we are given a school tour. We build upon our leadership skills by talking about the qualities a great leader processes and we play games that involve good co-operation, getting along and good communication" – Megan

### **POSITIVE CHANGE PROJECT**

As part of the Leadership Day program, you will take part in the Positive Change Project – an initiative that will allow you to make a lasting contribution to Glen Waverley Primary School, and create something that will benefit the entire school community. As a Student Leader you will be at the forefront of the project – brainstorming ideas, planning a schedule for the project to be completed in, fund-raising to purchase any materials, and finally implementing/installing your project at the school.

The Positive Change Project begins on the second Leadership Day where you will brainstorm ideas and present your Project to all the student leaders from Glen Waverley, Glendal and Mount View PS.

Back at GWPS, during Terms 3 and 4 you will meet with Student Leadership teaching staff, as well as the Principal and Assistant Principals to schedule any fundraising activities that are involved, and create and implement your project ideas.

Below are two of the Positive Change Projects implemented in previous years to give you an idea of the type of project you will be involved in:

- The installation and painting of 'Buddy Benches' providing a meeting place for those students who are seeking a 'Buddy' to spend their recess and lunch with.
- Designing and painting a Mural outside the Library.

Taking part in the Positive Change Project will help you to create and implement a project that will last for years after you have left Glen Waverley Primary School. It's exciting, inspiring, and something that you will remember for years to come!





# Applying for Student Leadership

***Glen Waverley Primary School***



***Educating Global Citizens***



# Leadership Skills Overview

## What does leadership mean at Glen Waverley Primary School?

Being a leader is not about the title or badges you get, but what you do to earn it. It is about being a role model and about doing the right thing even though it might appear scary. It could also mean standing up to what you believe is right, listening and helping others.

It is about respecting other cultures, religions and understanding that we can all learn from one another. We build relationships between leaders using effective communication strategies and work collaboratively to lead others.

A good leader shows initiative and takes their roles and responsibilities seriously. They continuously display the five keys to success and motivate others to become engaged in the school visions and future goals.

Leadership is about empowering others to reach their goals to succeed.

## What are leadership skills and how can you develop them?

Leadership skills are qualities that a person needs to be an effective leader. The main characteristics of a leader are:

### Confidence

One of the most important leadership skills is confidence. A leader must have confidence, so they can speak in public and represent their school in the community. Confidence is behaviour as well as a feeling. When you act in a more confident way you will begin to feel it.

### Organisation

Remember when you become a leader you need to be ready to take on extra responsibilities. You will be relied upon by others to get job done! This will be easier if you are organised.

### Responsibility

Being responsible means being accountable for your actions. It involves making decisions and taking action, rather than waiting to be told what to do.

Remember that leadership involves realistic responsibility. There are many things that, as a school leader, are out of your control.

### **Respecting Others**

A big part of being a school leader is to respect others. It is important to listen to what your peers have to say and give them positive feedback on their ideas. You should utilise what you have learnt through participation in the 'You Can Do It' program – remember the 5 keys to success and the 12 ways of thinking.

### **Resilience**

Being resilient is having the ability to adapt to life's challenges and bounce back from a negative experience.

### **Persistence**

Persistence means trying hard and not giving up when something feels like it's too hard to do. Examples of showing persistence is when you try to implement new programs whilst promoting your leadership role, and encouraging other students to become involved in these programs.

## **VALUES OF OUR GLOBAL CITIZENS**

### **Integrity**

- Being consistently honest and trustworthy
- Having strong moral principles
- Truthful; honesty in one's actions and avoiding hypocrisy
- Intrinsic; internal standards and consistency
- Virtues; acting according to intrinsic values, beliefs and morals

### **Respect**

- Appreciating diversity and the worth of others
- Courtesy; having regard and consideration for self and others
- Fairness; kindness and sensitivity to self and others
- Mutual Respect; treating others the way you wish to be treated
- Appreciation; understanding the values of self and those around you
- Embracing each individual's worth, dignity and diversity
- Attentive; ready to learn and listen
- Encouraging; demonstrating support for the growth and development of others

## **Initiative**

- Accepting the challenge of new learning and pursuing excellence
- As a learning community we strive to be self-motivated and pursue personal excellence in everything we do
- Personal Best; striving to maximise potential
- Motivation; the intrinsic desire to act
- The ability to begin or follow through energetically with a plan or a task
- Being proactive; taking action before it is necessary

## **Global Empathy**

- The ability to understand the feelings of others and the consequences of our actions
- Connectedness; as the way people come together and interact irrespective of similarities and differences
- Engagement; with lifelong learning, the world's community and the sustainability of our planet
- Embracing global citizenship and diversity
- The ability to view the world without boundaries
- Trans National citizenship; connected to more than one country
- Inclusive; not excluding anyone on the basis of gender, race, class, culture, religion, disability, etc.
- Valuing Interculturalism

# **Writing an Application**

Your leadership application is an important document. It communicates your desire to be a leader, and outlines what kind of leader you wish to be. It is the starting point of your leadership campaign. It is also your opportunity to demonstrate leadership skills by being organised and responsible for writing and submitting your application (on time).

## **What to include in your application?**

### **What leadership qualities do you bring to Glen Waverley Primary School?**

We want to know that you are passionate about leadership and the reasons you are passionate about it.

Make sure you write about what a good leader is and how you can fulfil this role.

## **What you can bring to the school?**

Leadership is about serving others. Therefore, it is very important that you explain what you want to do for the school and how you will serve the wider school community. Remember to be realistic and truthful – there is no point promising an extra day at home each week, as you cannot deliver on this promise.

### **Writing Tips:**

- Use the information in this booklet to help you write your application.
- Make sure you draft your application and revise it several times.
- Ask your family and friends to ‘proof read’ your writing and give feedback.
- Edit your work to ensure your punctuation, grammar and spelling are correct.

## **Public Speaking**

Public speaking is a skill and a quality that every leader should develop strengths in. As leaders, you will be making speeches all the time. You will have to speak with confidence, clarity and enthusiasm. You will normally do most of your public speaking at assembly in front of the whole school.

To become strong in this area you must have positive body language.

### **Positive body language entails:**

- Having inviting facial expressions e.g. smile
- Make solid eye contact with at least three different people.
- Directing your body to the front to further engage your audience
- Use a strong, clear voice and strong hand gestures.
- Use appropriate pitch, tone and pace when speaking

### **Writing a Speech**

Firstly, to make a speech you will need a topic, whether it’s giving out an award or talking about someone/something. Write down key information that you want your audience to take away. In your plan you will need a:

- An inviting introduction
- Middle – elaborating on key points and information
- End/Conclusion – summarise it up nicely

When writing a speech, you always need to consider the type of audience that would be listening. This makes a huge impact on how the speech should be written and performed. You will need to use appropriate language, so the audience understands your message or what you are addressing.

Make sure everything is set out nicely by putting your ideas in a logical order so the speech flows. It doesn't matter if the first draft is messy, as long as you can read it. Once you think you're done, proofread and edit. Check over your work by reading it to yourself or alternatively, to a family member or friend. Ask for feedback to improve your speech.

Once you are happy with your speech, it is time to make speech/cue cards. You do not need to write the whole speech down; you can write keywords into dot points to prompt your thinking. If using speech cards, use neat handwriting and number each card in sequential order.

**A Really Important Tip;**

Preparing and rehearsing will help calm your nerves before you present.

**Practice** - Practice your speech. Here are some things to think about:

- **Eye Contact:** You need to scan the audience, so that they feel part of it. Making direct eye contact with a few people can also calm your nerves. Glance at your speech/cue cards and make regular eye contact with your audience. This is why 'key words' work best as they will prompt you if you are stuck.
- **Expression:** You will require facial expressions, as well as voice and body control. When you are speaking, alternate the tone of your voice and emphasise phrases and words. Smile at the audience and match your facial expressions to what you are saying. Keep your stance strong and straight, do not slouch, rock, sway or lean on anything.
- **Pausing:** Don't rush your speech. Pause after a sentence. Take a breath. Say everything slowly and clearly, so it is easier to listen to and understand. When people are nervous they have a tendency to rush so make sure you are aware of the pace at which you are speaking.

### **Putting together a Campaign**

- A good speech is the most important part of your campaign because it is presented to your peers and whole school community.
- Your conduct throughout the campaign should be positive. This means focusing on your ideas and how you will help the school.
- You must promote yourself by getting to know your school community and speaking to students of all ages.
- Your campaign is about your long-term passion and ideas for the school. Handing out items to students, or promising items for voting are not in keeping with the spirit of the election, and is therefore prohibited.

# Process

## School Captains & Vice School Captains

1. Write and submit an application by the due date.
2. Applicants are interviewed by a team that includes the Student Leadership Co-ordinator (teacher) and Principal.
3. A shortlist of up to 5 girls and 5 boys is created following interviews.
4. Each of the 10 short listed students prepare a speech that is delivered to the school community at assembly.
5. Elections are conducted, the boy and girl with the most votes become School Captains.
6. The runners up (boy and girl) become the Vice School Captains.

## All Other Captains

1. Applications are written and submitted by the due date.
2. Applicants will be briefly interviewed by a teacher who oversees the position that has been applied for (e.g. The Music teacher interviews the applicants for Music Captain etc.), as well as the current Captains for that role.
3. The teacher and captains decide on two captains based on the application, the interview, and general observations. These captains may be any combination of the following;
  - a. One girl and one boy
  - b. Two girls, or,
  - c. Two boys



# Timeline

The election timeline informs the school community of the scheduled events for the student leadership applicants. It includes due dates for applications, dates for interviews and speeches, when the election is held, and when the announcement of the new student leaders will be made.

The timeline will be set once Monash City Council advises us of the date for the Youth Leadership Day, which introduces the newly elected leaders to their roles.

The timeline will be made available to the school community via Edmodo and TiqBiz. In addition to this, a printed copy of the timeline will be in each Year Five classroom and discussed with the students. Those applying for leadership positions will also be provided with a printed copy of the timeline.

# APPENDIX C



774 High Street  
Road  
P.O. Box 6

[Insert Date]

Dear Parents/Guardians,

RE; Application for a student leadership position in [Insert year]

Your child is applying for a Year Six Student Leadership Position at Glen Waverley Primary School. We foster and provide numerous opportunities for leadership at the school and encourage each student to apply for any position they may be interested in filling.

Leadership positions are outlined in the “Applying for Student Leadership” Manual which your child has been given and should bring home and share with you.

While we wish every child every success, we draw your attention to the possibility that your child may not be successful in their attempt to be appointed to the position they have applied for, and attach to this notice a copy of “5 Tips to Help Children Handle Disappointment” to support your parenting should this occur.

For your child’s application to be considered, could you please complete and return the following with their letter.

Yours Sincerely

[Insert Teacher’s Name]  
Leadership Co-ordinator

Mr Frank Catalano  
Principal

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My child \_\_\_\_\_ has my permission to apply for the following leadership positions.

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I understand;

- Students may hold no more than one formal leadership position
- Elections are held in the last six weeks of Year 5 in preparation for the following year.
- Students are advised of their positions prior to completing Year 5, usually at the second last assembly for the year.
- A child’s leadership position may be suspended or withdrawn under certain circumstances, e.g., breaking the Student Code of Conduct.
- A timeline will be published on Edmodo and in classrooms outlining key dates.
- The Principal has the right to veto a selection or election.
- I have been provided with the article “5 Tips to Help Children Handle Disappointment”.

Signed \_\_\_\_\_ Name \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX D**

### **5 Tips to Help Children Handle Disappointment**

When your child faces disappointment, it is normal to share in their pain.

No matter how old your child, he or she is going to face multiple disappointments throughout their life. These can range from minor letdowns (not getting invited to a classmate's birthday party), to major life events (not being accepted to their top-choice college).

These are part of growing up, and although it's painful to watch our children suffer when things don't go their way, disappointment can actually be good for kids, especially when you teach them how to bounce back so they can cope better for future letdowns.

If children can learn the tools to get over a disappointing situation, they'll be able to rely on them throughout childhood and into adulthood. Here are 5 tips for helping your kids handle life's setbacks:

#### **Tip # 1: Know Your Role**

As much as we parents would like to do everything in our power to make our kids happy as often as we can, it's just not possible. We do, however, have the important role of helping them *choose* to be happy.

For example, let's say you take your child to a special place like a children's museum that she's been pleading to go to. At the end of a fun, eventful day you ask how she enjoyed the outing, only to hear "It was OK, but a lot of it was boring." You will probably be crushed by this flippant comment, but remember: you can't force your excitement about spending quality time together on your child. The key is to not overreact with a hurtful response, but instead ask a specific question such as "What was your favourite part of the museum?" to encourage your child to see the good parts of the experience.

Modelling appropriate behaviour ourselves when things don't go our way teaches our kids the skills to handle disappointments. It's important to step back and let them use these new skills when things don't go badly, which ultimately allows them to be responsible for their own feelings.

#### **Tip #2: Empathize With Your Child's Disappointment**

When your child is hurting from a letdown, begin by acknowledging your child's perception of what happened. Let's say your daughter doesn't get asked to the prom. You certainly don't need to agree with her dramatic conclusion that she's the most unpopular 11<sup>th</sup> grade girl who ever lived. But you can empathize and reflect her feelings.

Say, "I know you are feeling so hurt about this" then get her to talk. To do that, ask rather than tell. "It stinks that you didn't get asked to the prom! I didn't get asked to the Homecoming Dance when I was a junior. I hated how that felt. But several of my friends didn't get asked either, so we had a sleepover at my house, gave each other manicures, and the next day we realised it wasn't the end of the world. What can I do to help you through this?"

This at least opens the lines of communication and shows your child that you've been in a similar situation. Now she knows she's not alone. Remember that your child watches how you respond to failures in your own life. It's okay to share your disappointment (as long as you don't overreact) and it's important to show how you learned from the experience.

#### **Tip #3: Teach Your Child a Self-Calming Techniques**

I read a wonderful book several years ago called *Dealing with Disappointment: Helping Kids Cope When Things Don't Go Their Way* by Elizabeth Crary. She recommends that children have one self-calming technique

to help deal with disappointment for every year of their age, up to age 12. Crary describes 6 general categories of self-calming tools. They include: physical, auditory/verbal, visual, creative, self-calming and humour. Here are a few examples of each category:

**Physical:**

- Large movements: Examples are running, dancing, jumping, hiking, anything to get their energy out.
- Breathe in calmness: Teach your children to take a big breath and then blow out the birthday candles, or blow a feather across a table.

**Auditory/Verbal:**

- Talk to someone: Kids need to be heard before they can problem solve. Just listen, uninterrupted and without trying to fix things.
- Positive self-talk: Model this for kids, showing them how even when you're angry, you can productively problem solve. For example, if you didn't get the job you applied for, you could say "I'm sorry that job didn't work out for me, but I'm sure there is an even better opportunity waiting."
- Listen to music: Learn what kind of music your child responds to when happy or when angry. In our house, we always have fun, upbeat music playing in the morning before everyone heads out to school or work. It helps lighten the mood tremendously.

**Visual:**

- Read a book: This helps give a child focus, calming them. Offering to read a story is a great calming technique.
- Look outside: Looking outside is helpful in detaching from the feelings of disappointment. I like to play "I Spy" with my kids.

**Creative:**

- Draw a picture: Have your child draw his feelings. This is particularly good for younger kids.
- Make something: Make brownies, sculpt something out of clay, make a building out of blocks, etc. This helps release restless energy.

**Self-Calming:**

- Get a hug: Physical touch is comforting. Learning to ask for a hug when it's needed is a great coping skill.
- Drink from a water bottle: Make the water "magic calming juice." This works particularly well for younger kids.
- Take a warm bath: A bath is a great way to help wash away bad or irritating feelings.

**Humour:**

- Read humour books: Laughter can change body chemistry and help us let go of lingering negativity.
- Watch funny videos: Invite your child to watch a funny movie with you. Ask how he or she feels after.
- Find humour in the situation: This helps teach your child to look at things from a different angle. Let kids see you laugh at yourself.

**Tip #4: Help Them Find Something They're Good At**

One of the most common disappointments children face are feeling like they're not as good as their peers. Perhaps your son didn't make the final cut to play on the school soccer team or your daughter didn't get invited to join the chorus.

Failure can be a blessing in disguise and serve as motivation for children to practice harder, study longer, or attempt a different approach. Success isn't always about "winning," it's more often about finding another path. Help them find something they can be good at that matches their interests and skills. Or figure out another way to approach the goal that takes advantage of their abilities.

**Tip # 5: Get Ready for Next Time**

Once you help your child through one disappointment, make sure you use the experience to brainstorm ways to fix the next one. If it's a situation like not earning a role in the school play, you can encourage your child to ask for suggestions from the director on what she can work on to increase her chances for earning a role in the next production. Help her set some specific, attainable goals for the next audition, and then praise her with great enthusiasm when she finally achieves the role!

It's a good idea to talk to your child about what he or she can do next. How did she handle her last disappointment? What does she think she should do now? Remind her how good it felt when she bounced back from a past letdown. By arming kids with the experience of success and determination, you're providing the cushion they need to fall back on when disappointment strikes.

Remember that disappointments are not only a part of life, but they are also valuable in building the necessary coping skills to succeed in life! Until next time, Happy Parenting!

- See more at: <http://www.quickanddirtytips.com/parenting/school-age/5-tips-to-help-kids-handle-disappointment?page=all#sthash.AtjQY9GW.dpuf>