



BANKSMEADOW PUBLIC SCHOOL

A quality education in a caring environment

LEADERSHIP POLICY

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 or who can be the bossiest in class. It isn’t only demonstrated on special occasions.

The Banksmeadow 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 Banksmeadow Leadership Program?

The Banksmeadow 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, to ensure gender equity and 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 Banksmeadow 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
- Students may only hold the same leadership position every second year unless no other students are interested (e.g. If a student is Student Representative Council in Year 2, they may not be class representative again until Year 4).
- Each leadership position will be made available for equal numbers of boys and girls, unless there are no students of a particular gender wishing to apply for the position or there is a gender imbalance
- Student will not be eligible for a leadership position if, at the time of selection, they are on a Behaviour Contract.
- 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
- Student Leaders who are not upholding the Student Leaders' Code of Conduct will receive the following consequences consistent with the school's Student Welfare Policy:
 - o Students who receive a behaviour reminder will be counselled about the implications of their behaviour on their leadership position
 - o Students who are on a Behaviour Contract will lose their position for the period of the contract

If exceptional circumstances, the principal will use their discretion over final decisions.

STUDENT LEADERSHIP TEAM

Election Process

YEAR 6 POSITIONS

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

School Captain – Boy/Girl

4x Year 6 Student Leaders – Boys/Girls *Number dependent on size of cohort

Process – Term 4

1. Students/Peers nominate others/themselves
2. Ballot created
3. Students plan speech 1 week before the day of the vote with support of stage 3 teachers.
 - a. Students are given an outline of what to talk about
4. Preferential voting – boys and girls voted on separately
 - a. Votes weighted to students and teachers/staff
 - i. Teachers/Staff - 2
 - ii. Students - 1
5. Elected leaders will be announced in a meeting with all the candidates. The announcement of school captains will be announced and, along with the other prefixes, will be presented with their badges at the Presentation Day Assembly at the end of Term 4.
 - a. Highest Vote Boy/Girl – School Captains
 - b. Next 4 highest Boy/Girl – Boy/Girl Year 6 Student Leaders

House Captains (Boy/Girl)

House Vice-Captains (Boy/Girl)

Process –Term 4

1. Students/Peers nominate others/themselves prior to House Meeting
2. Ballot created
3. Students plan impromptu speech on the day of the vote
4. Preferential voting – boys and girls voted on separately
 - a. Teacher counts votes – boys and girls counted separately
5. Elected leaders announced and presented with their badges at the Presentation Day Assembly at the end of Term 4.
 - a. Highest Vote Boy/Girl – House Captains
 - b. Next highest Boy/Girl – House Vice-Captains

CLASS POSITIONS

Before the class elects new SRC representatives at the start of the year, the teacher will discuss the qualities of a student leader, the responsibilities of each role and the Code of Conduct with the class.

Class Captains (Boy/Girl from each class – composites must have a balance between grades)

Process – Week 1 or 2 Semester 1

1. Students/Peers nominate others/themselves
2. Students write name of boy and girl on piece of paper
 - a. Teacher counts votes – boys and girls counted separately
 - b. Teachers tell individual classes
3. Students presented with badges at Leadership Assembly

APPENDIX 1

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 the safety of myself and others.

Student Leader Name: _____

Student Leader Signature: _____

Assistant Principal Signature: _____

Date: _____

The Role of Principal as Mentor

- Meet with new leaders and sign Code of Conduct
- Regularly meet with School Captains, Vice Captains and Year 6 Leaders
- 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

The Role of Stage 3 Teachers as Mentor

- Leadership Development

- Year 5 Leadership Development Day
- Regularly meet with School Captains, Vice Captains and Year 6 Leaders.
- Ensure leaders understand their roles and responsibilities
- Manage Year 6 Leaders
- Major Assemblies
- On the playground – eating time, support students with games
- Manage voting of new School Captains/Vice Captains, Year 6 Leaders and Sports Captains/Vice Captains

The Role of Teachers as Mentors

➤ SRC

- o Ensure new Class Captains are elected each year
- o Meet with SRC fortnightly to discuss student initiatives
- o Model how to run a class meeting
- o Facilitate student initiatives such as fundraising events

➤ Sport House Captains (Sports Coordinator)

- o Meet with Sports Leaders to organise lunchtime equipment
- o Supervise and coordinate the provision of lunchtime equipment
- o Ensure Sports Leaders understand their roles and responsibilities

➤ Library Monitors (Librarian)

- o Train students in the use of OASIS and shelving
- o Provide Monitors the opportunity to organise small group activities during lunch
- o Supervise any lunch time activities
- o 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:
 - o Speaking with their child to understand their role
 - o Reviewing the policy document and Student Leader role profile
 - o 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:
 - o Allowing their child to drive their leadership projects and support them by guiding the process where appropriate
 - o Being interested and engaged in their child's role and the rest of the leadership team
 - o Ensuring the student presents as a positive role model for other students (positive behaviour, correct uniform, shoes, grooming)
 - o Supporting the student in using planning and organisational strategies to be ready for agreed activities
 - o Assisting in preparing and rehearsing speeches or presentations with their child so they can be presented in the most prepared manner
 - o Providing positive and encouraging feedback to build their child's confidence and capability as a leader
 - o Respecting the schools choices of students, activities, roles and responsibilities

- Actively supporting the school in the leadership initiatives and expectations, which may include involvement in:
 - o Student Leadership activities or initiatives
 - o School assemblies or functions
 - o P&C activities
 - o Fundraising 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.