

Student Leadership Policy

(Ratified by School Council: June 2025)

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, specifically targeting Year 5 students as they move into and through their final year of Primary Education. 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

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. They are responsible for preparing the agenda for school assemblies, running assemblies and presenting Certificates of Success. The School Captains also greet guests to our school and speak at a range of school functions and events. They lead school tours and share whole school approaches with new families.

House (sports) Captains

The House Captains are responsible for assisting with sporting events across the school. They help younger students engage in sports by hosting lunch time sports events for each year level, aimed at developing student wellbeing and connectedness. The House Captains are also in charge of collecting and announcing the House Points each week.

Digital Learning Captains

The Digital Learning Captains have several responsibilities and are a crucial part of the school. They are relied upon to set up the necessary technology for assemblies for the school and each year level. They also help organise and run multimedia projects such as the school radio station and several film projects.

Art Captains

Art is an important part of Glen Waverley Primary School, and the Art Captains play a significant role in 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.

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. They are also involved in helping to lead musical performances to the school community.

Performing Arts Captains

The Performing Arts Captains are responsible for encouraging a love of the performing arts within the school. They play a vital role in media and production projects, modelling and organising performance opportunities within the school. They play an important role in organising and co-hosting the biannual school production and supporting performance artists presenting at assemblies.

Language Captains

Language Captains are responsible for encouraging a love of language within the school. They play a vital role in the organisation and running of Cultural Diversity Week. The Language Captains assist the Languages teachers with building the profile of language within the school.

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. A selected team of students work with the Peer Mediator Captains and Teachers to deliver this program. All Year Five students participate in Peer Mediation Training, and can volunteer to become a member of this team.

Student Voice Captains

The Student Voice Captains also lead the Student Voice team to provide an additional avenue for students to have greater input to their learning and direction of our school. They are also automatically elected to the Student Voice Junior School Council.

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 and ordering books on behalf of the students.

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. Science captains participate in the John Monash Science Program "Little Scientists, Big Science" when this program is offered.

Environment Captains

The Environment Captains are responsible for raising awareness within the school. They take initiative in promoting different environmental causes as well as implementing programs that ensure the Glen Waverley Primary School environment is well cared for. The Environment Captains will lead the encouragement of environmentally friendly behaviours, making shifts towards a more sustainable school. They are also automatically elected to the Environment Junior School Council.

CIS Captains

CIS Captains are responsible for creating service learning opportunities and promote the Glen Waverley Primary

School guiding statements. This includes working collaboratively with the Junior School Council to develop social enterprise, supporting events and celebrations that promote cultural understanding and supporting learning that connects directly to our School Values and purpose. They are also automatically elected to the Service Learning Junior School Council.

Other Issues to be aware of:

- Students may hold no more than one formal leadership position.
- Whole school elections are held in the last six weeks of Year Five in preparation for the following year.
- Students are advised of their positions prior to completing Year Five, 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.

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 'Five 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), school principal and the current School Captains.
Note: The final decision rests with the Student Leadership Leader overseeing the position and the school principal.
3. A shortlist of up to five girls and five boys is created following interviews.
4. Each of the ten short listed students prepare a speech that is delivered to the school community via video.
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, two girls or two boys can be elected.
8. Should multiple students receive the same leading number of votes in the election, they will all 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 recorded and then 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 viewed.
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, two girls or two boys can be elected.
6. Should multiple students receive the same leading number of votes in the election, they will all be elected.

Curriculum 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 (e.g. The Music teacher interviews the applicants for Music Captain).
3. The teacher decides on captains based on their application, the interview and general observations.

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 made available to the school community via Compass. 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.

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:

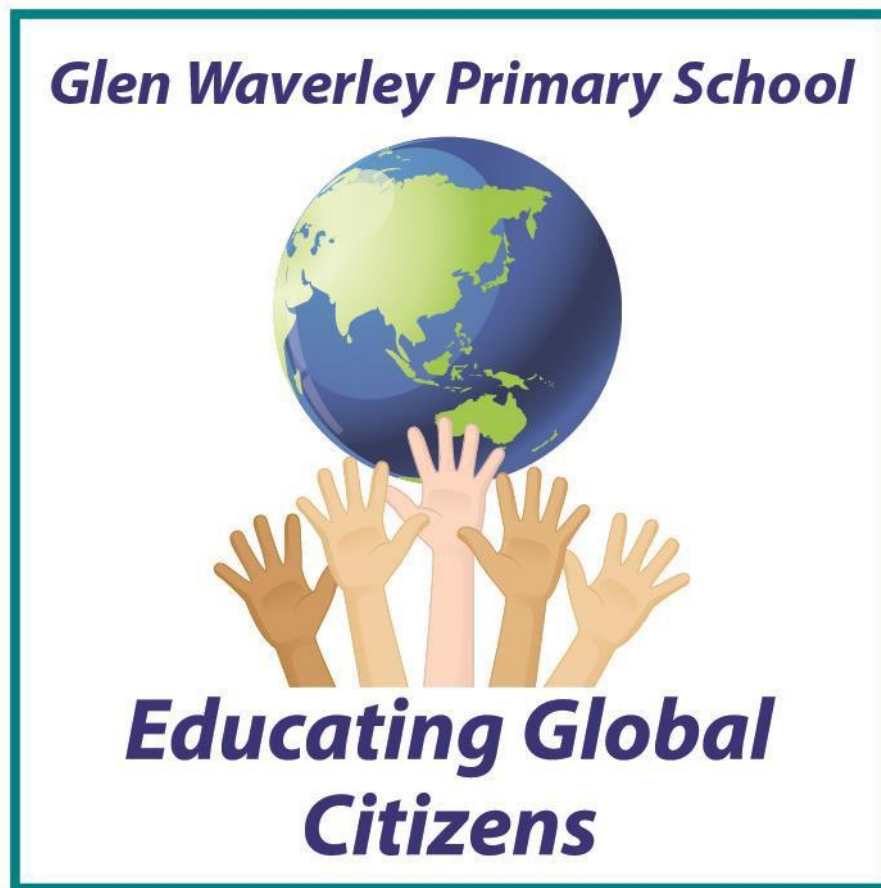
Evaluation will be conducted by the Policy Sub Committee in consultation with the Principal.

DUE DATE FOR REVIEW:

Due for review in June 2027

Appendix A

Applying for Student Leadership



Leadership Skills Overview

It is often said that when you are elected into a leadership position that it is your time and chance to “**step up**”, but what does that mean?

“Stepping up” is a term used in baseball to describe the action of a new batter when he comes in to face the pitcher and “Steps up to the plate”. It means that it is your chance to face challenges and take action.

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 **responsibility, confidence, respecting others** and **organisation**.

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 jobs 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.

Writing an Application

Your Leadership Application is an important document. It communicates your desire to be a leader, outlines and 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

Why you want to be a leader

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

Leadership Qualities

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 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/feed-forward
- Edit your work to ensure your punctuation, grammar and spelling are correct.
- Ask the current captains for some advice or questions about the role you are applying for

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 'act strong'.

How do you "Act Strong"?

- Adopt a comfortable stance with your feet approximately shoulder width apart.
- Make solid eye contact with at least three different people.
- Smile.
- Use a strong, clear voice and strong hand gestures.

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. Jot down some dot points that you want to include, so you don't forget them. In your plan you will need an:

- Introduction – introduce yourself
- Middle – information why you make a good candidate
- Conclusion – sum it up nicely, remembering to leave an impression.

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 saying.

Make sure everything is set out nicely by putting it in 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, a family member or friend. Ask for feedback to improve your speech.

Once you're happy with your speech, it's time to make speech cards or ensure the font size and lay out is readable on your iPad. You don't need to write the whole speech down; you can write keywords into dot points so they help you remember. If using speech cards, use neat handwriting and number each card in order.

A Really Important Tip;

The better organised and rehearsed you are with this, the less nervous you will feel at the time of the speech

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 also can calm your nerves. Glance at your speech cards or iPad but keep your eyes up. This is why key words work best as they will prompt you if you are stuck.
- Expression: You will require facial expression as well as voice and body control. When you are speaking, alternate the tone of your voice and emphasize phrases and words. Smile at the audience and match your facial expressions to what you are saying. Keep your stance strong and straight, don't 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's easier to listen to and calms your nerves. 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 the 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.
- Another way of communicating with your school community is creating a campaign poster. This should express what you stand for as a leader and the changes you wish to lead in our school community.



INTEGRITY. INITIATIVE. RESPECT.
GLOBAL EMPATHY.

Glen Waverley Primary School

Established 1960

774 High Street Road Glen Waverley, VIC 3150

(03) 9802 9938 glen.waverley.ps@education.vic.gov.au www.glenps.vic.edu.au



Leadership Roles

School Captains

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. They are responsible for preparing the agenda for school assemblies, running assemblies and presenting Certificates of Success. The School Captains also greet guests to our school and speak at a range of school functions and events.

House Captains

The House Captains are responsible for assisting with sporting events across the school. They help younger students engage in sports by hosting lunch time sports events for each year level, aimed at developing student wellbeing. The House Captains are also in charge of collecting and announcing the House Points each week.

Digital Learning Captains

The Digital Learning Captains have several responsibilities and are a crucial part of the school. They are relied upon to set up the necessary technology for assemblies for the school and each year level. They also help organise and run multimedia projects such as the school radio station and several film projects.

Art Captains

Art is an important part of Glen Waverley Primary School, and the Art Captains play a significant role in 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.

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.

Performing Arts Captains

The Performing Arts Captains are responsible for encouraging a love of the performing arts within the school. They play a vital role in media and production projects, modelling and organising performance opportunities within the school. They play an important role in organising and co-hosting the biannual school production and supporting performance artists presenting at assemblies.

Language Captains

Language Captains are responsible for encouraging a love of language within the school. They play a vital role in the organisation and running of Cultural Diversity Week. The Language Captains assist the Languages teachers with building the profile of language within the school.

Peer Mediator 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.

Student Voice Captains

The Student Voice Captains also lead the Student Voice team to provide an additional avenue for students to have greater input to their learning and direction of our school.

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 and ordering books on behalf of the students.

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. Science captains participate in the John Monash Science Program “Little Scientists, Big Science” when this program is offered.

Environment Captains

The Sustainability Captains are responsible for raising awareness within the school. They take initiative in promoting different environmental causes as well as implementing programs that ensure the Glen Waverley Primary School environment is well cared for. The Sustainability captains will lead the encouragement of environmentally friendly behaviours, making shifts towards a more sustainable school.

CIS Captains

CIS Captains are responsible for creating service learning opportunities and promote the Glen Waverley Primary School guiding statements. This includes working collaboratively with the Junior School Council to develop social enterprise, supporting events and celebrations that promote interculturalism and supporting learning that connects directly to our School Values and purpose.

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), School Principal and the School Captains.
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 via videos and communicated through campaign posters.
5. Elections are conducted, the boy and girl with the most votes become School Captains.
6. Should multiple students receive the same leading number of votes in the election, they will all be elected.
7. The runners up become the Vice School Captains.

House Captains

1. Applications are written and submitted by the due date.
2. All applicants prepare a speech that is recorded and 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 viewed.
4. The boy and girl with the most votes are awarded the position of House Captain for each of the four houses.
5. Should two students receive the same leading amount of votes in the election, they will both be elected.

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.)
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:
 - 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 made available to the school community via Compass. 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 B

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. This information is also communicated through Compass and School Website

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 'Five Tips to Help Children Handle Disappointment' to support you 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

My child _____ has permission to apply for the following leadership positions:

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 Compass and School website outlining key dates.
- The Principal has the right to veto a selection or election.
- I have been provided with the article 'Five Tips to Help Children Handle Disappointment'.

Signed _____ Name _____ Date _____

APPENDIX C

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 first preference course at university).

These are part of growing up and although it's painful to watch 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 five tips for helping your children 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 children 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 they've been pleading to go to. At the end of a fun, eventful day you ask how they 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 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 children 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: Empathise With Your Child's Disappointment

When your child is hurting from a letdown, begin by acknowledging their perception of what happened. Let's say your child doesn't get selected for an Art Innovation class. You certainly don't need to agree with their dramatic conclusion that they're not artistic, but you can empathise and reflect her feelings.

Say, "I know you are feeling so hurt about this" then encourage dialogue. To do that, ask rather than tell. "It's a shame you didn't get into Art Innovation, what can I do to help you through this?"

This at least opens the lines of communication and shows your child that they're not alone. Remember that your child watches how you respond to situations 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

There is a book 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: Children need to be heard before they can problem solve. Just listen, uninterrupted and without trying to fix things.
- Positive self-talk: Model this for children, 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 cricket team or your daughter didn't get invited to join the choir.

Missing out 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!