School Leadership Policy

School life provides many opportunities for young people to develop and demonstrate leadership skills.

Formal student leadership and student representation programs provide important benefits for individual students and schools. Student leaders have the potential to positively influence the school environment and the behaviour of their fellow students. They thus become advocates for positive change in the school community.

At Chifley Public School students have a variety of ways to become leaders within the school setting. The school encourages these leadership roles to be spread amongst the student body. Leadership opportunities include:

- Library Monitors – Yr 5
- Sports House Captains & Vice Captains
- Environmental leaders
- Performing Arts leaders
- Student Executive- Year 6 – Leaders, Captains , Vice Captains

School leaders roles and responsibilities

The School Captains, Vice Captains, School Leaders, Sports Captains, Environmental Leaders and Performing Arts Leader and Library monitors could be called upon at any time to assist with a variety of roles and responsibilities. These may include but not be limited to;

- Running the K-6 Assembly and helping to set up and pack away each week.
- Escorting new students around the school
- Showing visitors to our school the correct place to be
- Providing tours for new parents, students and staff.
- Assisting with Kindergarten Transition/Orientation in October/November.
- Assisting with Kindergarten’s first day in Term one.
- Assisting school executive with jobs that need to be done throughout the year.
- Organising Sport Activities and gala activities
- Maintain storerooms and replenish sports equipment in classrooms as required
- Support library activities such as Book week parade, Book Fairs, lunchtime library activities and book returns and book club.
- Support Visiting performers, support the Performing Arts teacher, and host the talent quest.
• Organise Environmental school activities, coordinate gardening club
• Maintain school notice boards - Environmental, SRC, Sports

**School Leaders expectations**

All school leaders will:
• Wears full school uniform appropriately and with pride at all times. Shows willingness to assist at all times
• Is a role model in the classroom and playground and when representing the school
• Displays exemplary behaviour at all times
• Takes responsibility for their actions at all times
• Shows no violence at any time
• Shows respect for all adults at all times
• Upholds all classroom and school rules
• Participates in school events

**Guidelines for School Leader elections**

• Parents will be informed of these guidelines in Term 4 in the Newsletter.

• Candidates can self-nominate using a supplied nomination form. The form will ask questions relating to how he/she has demonstrated leadership as well as the capacity to lead. Responses must be handwritten and not exceed one page.

• At a staff meeting, all forms will be tabled and will be determined to have or have not met the specific criteria according to the Student Leadership Framework for Primary Schools and a rubric for each of the three aspects.

• All staff and students years 2-6 will vote for leaders.
  All students 2-6 will have one vote
  All school staff members have a vote ratio 1:10

• A student will be ineligible for election if they have had serious breaches of conduct, demonstrated inappropriate behaviour, had formal warnings of suspension or been suspended from the beginning of Stage Two

• Students will also be ineligible for nomination if he/she has been reported to the Principal for misbehaviour during Year 5 and parents were called for an interview and the Principal deems the nomination as inappropriate.

• All Year 2-6 students will be familiar with these guidelines.
• Any elected student who is in breach of these guidelines will be replaced by the student with the next highest number of votes, after two warnings. Parents will be informed of all warnings.

Yearly procedures

• Leadership procedures will be published in the school newsletter in Term One and Term Four each year.

• Nomination Forms for all leadership roles will be distributed to Year 5 students Week 5 Term Four after a Year Five meeting with the school executive discussing the various leadership roles available. Candidates will self-nominate using a supplied nomination form. The form will ask questions relating to how he/she has demonstrated leadership as well as the capacity to lead. Responses must be handwritten and not exceed one page.

• The leadership process will be completed in two steps- Step One- Student Executive and then Step Two- all other leadership positions.

• The nomination form must be submitted by 3pm on Friday of Week 5 Term Four for Step One.

• A staff meeting will take place during Week 6 to determine who is eligible for placement on the election ballot according to the criteria to ensure all nominations meet the expected criteria.

• Confirmation of nominations will be take place Week 7 as will poster displays.

• School Speeches and voting will take place during Week 8 at a special Year 2-6 Assembly.

• House leaders/ PA and Environmental leaders will be elected during a school meeting ie house meeting in week.

• Successful Students will be informed in Week Nine preceding a Year 5 group meeting. The principal will then meet with all Year Five students to announce the successful candidates and the successful candidates will receive their badges at a special leadership assembly in Week 10.
School Leadership Nomination Form

NAME: ____________________________________________

Please circle the leadership position you would like to nominate for

School executive- 6 positions
Sports House Leaders- 8 positions
Environmental Leaders
Performing Arts Leaders

List ways in which you have shown initiative in any responsibilities you have had or in general school situations throughout Year Five.

____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
Picture the school at the end of Year Six. How will you have impacted positively on the CPS community?

Give one example of how you have been a positive role model in the school community during Year Five.
<table>
<thead>
<tr>
<th>Aspect 1. List ways that you have shown initiative in your committee or in general school situations throughout Year Five</th>
<th>Outstanding (5)</th>
<th>High (4)</th>
<th>Sound (3)</th>
<th>Basic (2)</th>
<th>Limited (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is able to list 5 examples of initiative. At least 3 of these ideas have had a positive impact on the committee/school.</td>
<td>Is able to list 4 examples of initiative. At least 2 of these ideas have had a positive impact on the committee/school.</td>
<td>Is able to list 3 examples of initiative. At least 1 of these ideas has had a positive impact on the committee/school.</td>
<td>Is able to list 2 examples of initiative. At least 1 of these ideas has had a positive impact on the committee/school.</td>
<td>Is able to list 1 example of initiative.</td>
<td></td>
</tr>
</tbody>
</table>

| Aspect 2. Picture the school at the end of Year Six. How will you have impacted positively on the CPS community? | Can outline 3 clear and achievable ideas. Can elaborate on how their vision can be implemented. | Can outline 2 clear and achievable ideas. Can elaborate on how their vision can be implemented. | Can outline 2 clear and achievable ideas. Does not clearly elaborate on the implementation of their vision. | Can outline 1 clear and achievable idea. Does not clearly elaborate on the implementation of their vision. | Cannot outline a clear, achievable idea. |

| Aspect 3. Give one example of how you have been a positive role model in the school community during Year Five. | Anecdotal evidence demonstrates that the candidate has demonstrated a high degree of awareness of school values independently. | Anecdotal evidence demonstrates that the candidate has demonstrated a moderately high degree of awareness of school values independently. | Anecdotal evidence demonstrates that the candidate has demonstrated a sound degree of awareness of school values independently. | Anecdotal evidence demonstrates that the candidate has demonstrated a low degree of awareness of school values independently. | Anecdotal evidence demonstrates that the candidate has not demonstrated a high degree of awareness of school values independently. |