



MOWBRAY PUBLIC SCHOOL Student Leadership Procedure

1. Introduction

At Mowbray Public School (Mowbray PS), leadership is an important area of student learning. We believe that everyone has the potential to exercise leadership, whether or not in formal positions. Equally we believe that it is as important for students to understand that sometimes or in some contexts they will be leaders and in other contexts they will be team members. Both the responsibilities of leadership and of being a team member (or group member, or community member or citizen) are important. Leadership is not a responsibility confined to the 'badge wearers' and is shared by all students and staff. *'Any action we do that makes the world in which we live a better place'* is the paramount example for our leaders of tomorrow.

2. The Student Leadership Model

2.1 Definition

The Student Leadership Model used in this policy is defined as a set of values, skills and behaviours exhibited by the leader that encourage the participation, development, and commitment of team or community members, together with an ability of the leader to listen to others, to follow or be a team member when necessary and to respond and adapt their leadership style to different circumstances.

2.2 Principles of student leadership

In this model, leadership is defined as students taking responsibility for contributing in a positive way to their own and other peoples' lives within the Mowbray PS community and beyond. It follows then, that every student can demonstrate leadership in one or more of a number of different ways, with an understanding that some will demonstrate leadership in varying degrees of effectiveness.

3. The Student Leadership Procedure

3.1 Policy Aims

The aims of the Mowbray PS Student Leadership Procedure are to:

- Encourage learning amongst all students about the characteristics and behaviours of successful leaders, as well as developing an understanding of the role of team members and community members and the contextual nature of leadership;
- Provide opportunities for better understanding the values, and practicing the skills and behaviours required for leadership;
- To broaden the base of student leadership by providing opportunities for all students to develop and demonstrate leadership values, skills and behaviours in a variety of contexts;
- To acknowledge and reward those students who accept the challenge to fulfil the criteria for specific student leadership roles;
- Encourage a more collective view of leadership and leadership development and of sharing the role of "leader"; and
- Promote a culture of active team membership and good citizenship.

Whilst acknowledging the importance of providing students with opportunities to understand the values and practice the skills and behaviours required for leadership, the policy does not rely on a single leadership model promoting a standard set of leadership skills and behaviours.

The policy seeks to distinguish between the process of leadership and the role of "leader" in any particular social construct.

3.2 Student Leadership Positions

The following student leadership positions have been created to help meet the policy aims.

- Student Executive (4 positions)
- SRC Members (up to 2 students from each class other than Kindergarten classes)
- Project Captains (4 positions – nominations only from the Year 6 cohort)
- Sports Captains to be voted in at colour house level (2 per house, 8 positions in total)

3.3 Student Executive

The Student Executive members will share duties depending on individual strengths and meet regularly with the SRC, Project Captains, Leadership Coordinator and the Principal.

3.4 Project Captains

Project Captains positions are negotiated each year in conjunction with the Principal.

Project Captains come from the Year 6 cohort group. Project Captains have the opportunity to lead activities/projects related to the school strategic directions and their area of interest or passion. Project Captains work hard to promote their area of interest within the school and broader community. Project Captains are mandated to make a difference (e.g. attitudes, a place, awareness, etc.) as an outcome of their captaincy.

3.5 The Student Representative Council (SRC)

The SRC provides leadership opportunities for students across the school (excluding Kindergarten). The SRC allows for two student representatives from each class to make direct contributions to the school through regular meetings with the class SRC Leaders.

Teachers will conduct an election within their class, during the first two weeks of each semester. Students absent at the time of the election, may still be nominated and voted for. The top two students with the highest number of votes are declared the SRC representatives. Students will only be SRC representative once in a calendar year.

*If there is a composite class one student from each grade shall be selected to be the representative for that class.

3.6 House Captains

There will be 8 House Captains, 2 House Captains for each house. The House Captains will be voted in at a House Meeting at the end of the year in preparation for the coming year. The votes for the House Captain positions will not take place during the voting for the Student Executive and Project Captains.

There will be one boy and one girl each from Year 5, who are about to go into Year 6. The only exception to this is in the event that there are no nominations for the position from one gender. In this instance, the teachers will use their discretion when then House is voting for their House Captains, and this may result in there being 2 House Captains from the same gender.

4. Guidelines for election of student leaders

4.1 Nominations

Elections for student leaders will be determined in Term 4 of the year prior to taking office. Nominations will be called from Year 5 students who will be proceeding to Year 6 at Mowbray PS the following year. The roles will be taken up at the commencement of the next year. Students must complete an application form for leadership positions.

The closing date for nominations is final. Students nominating for a School Leadership position must complete the official application form. The nomination process will be conducted by the Leadership Co-ordinator supported by the Stage 3 teachers.

4.2 Student Executive Positions

These four positions will be determined in Term 4 of the year prior to taking office. The elected students will take up their roles at the commencement of the next year.

The closing date for nominations is final. Students nominating for Student Leader positions must complete the official application form in full. The nomination process will be conducted by the Leadership Co-ordinator supported by the Stage 3 teachers.

4.3 Project Captains

The successful top 4 applicants with the highest ranking (after Executive positions) will be awarded the positions of Project Captains.

5.0 Elections

5.1 Selection Process

PHASE 1 – Students will submit their written nominations for all leadership positions and the Leadership Co-ordinator and Stage 3 teachers will collect and review all nominations. A minimum of 2 successful applications will be selected by these teachers, for each leadership role. Students will be informed of successful applications.

PHASE 2 – Successful applicants for the position of Student Executive/Project Captains will be provided with **CLASS TIME** to prepare a 2-3 min speech to present at a Stage Three Assembly **ON THE SAME DAY**. If candidates are absent from school on the day of this assembly, they are still eligible to take part in the election process. Immediately following this assembly, students from **Stage Three** will be given a ballot paper. This ballot paper will list nominees for Student Executive in alphabetical order and with their school photo. The top 16 students will be selected to move into phase 3.

PHASE 3 – Approximately 1 week after the Stage Three vote, candidates will present the same speech at the K-6 Assembly. If candidates are absent from school on the day of this assembly, they are still eligible to take part in the election process. Immediately following this assembly, students from **Year 1 to Year 5** will go back to their classrooms and be given a ballot paper. This ballot paper will list nominees for Student Executive in alphabetical order and with their school photo. The 2 girls and 2 boys with the most votes, who have chosen to be considered for a Student Executive, will be voted in as Student Executive. The 4 Project Captains will be the selected as the next four candidates who has received the most votes.

Students in Year 1 to Year 5 and all teachers have a vote. All votes are equal. The process will be a 'secret preferential ballot'. Class teachers will collect completed ballot forms and return to the Leadership Coordinator, by the end of the day. Students who are absent on Election Day forfeit the right to vote.

5.2 Decision

STUDENT EXECUTIVE POSITIONS: The two girls and the two boys with the highest number of votes are declared the Student Executive.

The only exception to this is in the event that the number of applicants of either gender is equal to or less than 25% of the total number who are standing. In this instance, the child with the highest number of votes in the 25% or less group is elected to the Executive and the three other Executive members are the children with the highest number of votes from the other gender group.

Following the results of the Student Executive, the project captains will then be decided.

PROJECT CAPTAIN POSITIONS: The student with the highest number of votes for each position will be declared the captain of that position.

5.3 Announcement

At the conclusion of each phase in the election process, the announcement of the School Leadership team is made by the Principal/Stage 3 AP to the full group of candidates within 48 hrs. Prior to Celebration Night, the students will be informed of their positions for the following year. This will be formally announced at Celebration Night.

The announcement and induction is held on Celebration Night to the whole school community by the Leadership Co-ordinator. The investiture process is completed by the current School Leaders.

6.0 Roles and responsibilities of student leaders

6.1 Student Executive

The members of the Student Executive are to represent both Mowbray PS and the student body. They will share roles depending on strengths and work regularly with the SRC and the Project Captains. They will meet regularly with all captains and the Principal to ensure that goals are being met.

Duties of the Student Executive could include but are not limited to:

- Performing at school speaking/representation engagements
- Representing the school at official functions e.g. thanking special guests
- Representing the school at community events e.g. ANZAC Day service, Chatzfest
- Overseeing the SRC student body
- Involved in speech night
- Writing newsletter articles
- Update school noticeboard
- Participating in the Kinder Orientation Day
- Co-ordinating the senior jersey process
- Participating in whole school events e.g. Talent Quest, Assemblies (Acknowledgement to Country)

6.2 Project Captains

Project Captains are selected on their ability to lead school projects in school strategic directions, plan in an area of interest or school initiative. Project Captains align themselves to a teacher who will work closely with the student throughout the year in a mentoring capacity. It is anticipated that Project captains will achieve measurable outcomes as a direct result of their leadership and actions.

7.0 Actions that may jeopardise student leadership

Circumstances leading to loss of a leadership position could be any of the following, plus any other action deemed contrary to the trust placed in Student Leader:

- Non-compliance to Mowbray PS School Representation Policy
- Unexplained or inadequately explained absences from class or school
- Any major infringement of school rules or the School's code of behaviour
- Several adverse reports concerning poor behaviour, attitude or ineffectual and inappropriate exercise of authority

Infractions which are serious and blatantly anti-social will result in immediate removal of the school leadership position which, once removed, may be permanent. This may include anti-social and/or

inappropriate behaviour outside the school that comes to the attention of and requires action from the school. Parents will be informed of this decision through a meeting with the Principal.

8.0 Monitoring student leader performance

Each student leader has direct connection to a member of staff. The staff member assumes a mentoring role by assisting students with their role. Mentor staff members meet with their student/s at least two times a term to provide support, plan upcoming events and monitor how their student is going.

8.1 Mentoring staff members

Student Executive: The Principal

Project Captains: Nominated staff member

9.0 Clarifications and amendments of election procedures

Principal reserves the right to clarify any ambiguities in the procedures set out herein or to make such changes where unforeseen circumstances create a conflict with the principles and aims of this policy.

9.1 Student and teacher reflection

At the conclusion of the election process and leadership term, a reflection will be undertaken by students and teachers to allow for changes in any unforeseen circumstances that have created conflict or where improvements are able to be made.

10.0 Appendices

10.1 School Leadership Application Form

10.2 Criteria Sheet for Leadership Application

10.3 Voting Slip

10.4 Reflection Paper

Appendix 10.1



MOWBRAY PUBLIC SCHOOL
Student Leadership Application Form

STUDENT NAME: _____ CLASS: _____

You can apply for any or all positions below.

Student Executive	Project Captain	Considered for both positions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each position you wish to stand for you need to complete a written application (*maximum* 1 page per position) answering the following questions:

1. Why do you want to be a Leader at MPS?
2. Describe any activities/teams/committees/groups, where you have taken on a leadership role, a role of responsibility or a role of importance. Discuss the skills that you have developed from these roles.
3. Describe how you have been an exemplary role model? (Behaviour, attitude, effort)
4. Describe an occasion where you have demonstrated initiative. What was the impact of this initiative?
5. Why do you want to lead this area and what have you done in this area at school already?
6. If you were elected into the role of a school leader, what would be your plan of action for the year in this role?

Student Signature: _____

Parent Signature: _____

Nomination due date: _____

NOTE – Your nomination(s) will be reviewed by the Leadership Co-ordinator and Stage 3 Teachers and assessed according to the attached criteria. Following this process, the teachers will announce the successful applicants for each position.



MOWBRAY PUBLIC SCHOOL
Criteria Sheet for Leadership Applications

Student: _____

Date: _____

Criteria	A	B	C	D	E
The student is an exemplary role model.	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all the requirements of the School Code of Conduct. <input type="checkbox"/> Demonstrates outstanding behaviour and effort. 	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all the requirements of the School Code of Conduct. <input type="checkbox"/> Demonstrates very good behaviour and effort. 	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all the requirements of the School Code of Conduct. <input type="checkbox"/> Demonstrates satisfactory behaviour and effort. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not meet requirements of the School Code of Conduct. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not meet requirements of the School Code of Conduct.
The student has demonstrated leadership skills.	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership skills have been demonstrated in more than two areas within the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership skills have been demonstrated in two areas within the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership skills have been demonstrated in one area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Little evidence of demonstrated leadership skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of demonstrated leadership skills.
The student has demonstrated initiative and self-motivation. e.g. classroom, playground, extra – curricular activities	<ul style="list-style-type: none"> <input type="checkbox"/> Initiative and self-motivation have been demonstrated in at least two areas within the school setting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiative and self-motivation have been demonstrated in two areas within the school setting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiative and self-motivation skills have been demonstrated in one area within the school setting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Little evidence of initiative and self-motivation demonstrated within the school setting. 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of initiative and self-motivation demonstrated within the school setting.
A clear and relevant plan for the role is articulated.	<ul style="list-style-type: none"> <input type="checkbox"/> Plan shows detailed preparation and comprehensive implementation strategies. <input type="checkbox"/> Excellent ideas for future activities and projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan shows some preparation and evidence of implementation strategies. <input type="checkbox"/> Good ideas for future activities and projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan present. <input type="checkbox"/> Some good ideas for future activities and projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some ideas for future activities and projects, but lacks clarity and purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> No ideas for future activities and projects, and plans.

10.3 Voting Slip Example

Tick the box for one boy and one girl only.	<u>Girls</u>	<u>Boys</u>
Student Executive	<input type="checkbox"/> Jackie Smith	<input type="checkbox"/> John Smith
	<input type="checkbox"/> Jackie Smith	<input type="checkbox"/> John Smith
	<input type="checkbox"/> Jackie Smith	<input type="checkbox"/> John Smith

<u>Project Captains</u>	<u>Students</u>	
Project Captains	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith
	<input type="checkbox"/>	Jackie Smith

10.4 Reflection Paper

Mowbray school leaders take a principal role in co-ordinating and organising activities for the student body. Year 5 students may apply for Student Executive and/or Project Captains positions. The leaders will be subject to a selection process consisting of a written application, speech and vote.

Please circle your grade level.

K 1 2 3 4 5 6

1. Any improvements/comments about the election process:

2. Any improvements/ comments for leadership term:
