“If I have seen further than others, it is by standing on the shoulders of others.”

Sir Isaac Newton
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1. Introduction

The purpose of this policy is to clarify the formal leadership roles available to students at Londonderry Public School by explaining the selection process, the expectations of the school of any student in a leadership position, how to maintain leadership status and what legacy each leader is expected to leave for those that follow them.

2. Values and vision of Londonderry Public School

The values and vision for Londonderry Public School are stated on the school’s website and are as follows.

The shared vision of LPS describes the type of school we strive to be, it reflects our current and past achievements and our aspirations for the future. It underpins the school’s programs, our interaction with our community, the ongoing development of our staff and the provision of resources and facilities to support the school’s programs.

At Londonderry Public School our purpose is for every student to reach their individual potential academically, physically, socially when;

**Learning and Participating, Safely and Respectfully**

Our school values and nurtures the unique qualities and academic talents of each student. We have high expectations for all students and a commitment to engendering a genuine love of learning.

3. Student leadership – How it works

Formal student leadership bodies at LPS are;

- The Year 6 Leadership Team
- The SRC (Yrs 2-6)
- Library Monitors (Year 6)
- Sport House Captains and Vice Captains

**KEY POINTS**

- In the election process, the sequence of voting takes place in the order above.

- Students can only take up one formal leadership position from the above list. (Exceptions may be made when students are chosen for library monitors and also wish to be house captains.)

- The above positions attract the wearing of a badge which are presented at an Induction Ceremony in Term 1 each year.

- Other opportunities for students to develop leadership qualities include Peer Support, Kindergarten Buddies in Term 1, classes hosting assemblies, Public Speaking, Debating...
3.1 The Year 6 Student Leadership Team

Student Leaders have a major role to play in the day-to-day activities occurring at Londonderry Public School. They are the public face of the student body as well as the children with the task of improving the school for their classmates and leaving behind a legacy of respect and achievement.

3.1.1 Selection and 3.1.2 Eligibility

The selection of school leaders at L.P.S. is designed to identify the students who are best able to represent the values of the school and to fulfill their obligations as per section 3.1. The process is also designed to be fair and transparent at all stages.

School leaders whose terms of office commence in 2013 and beyond will be selected using the following procedure:

- Year 5 students will participate in leadership roles, including Peer Support as preparation for their roles the following year and be showing the following:
  - Superior interpersonal skills.
  - Leadership capacity.
  - The ability to communicate, change and encourage others to follow their lead.
  - The ability to follow through on commitments.

- Year 5 students will need to nominate themselves and be interviewed by the Principal if he/she wish to be considered for a leadership position;
- Year 5 nominees must have proof of their excellent behaviour during the year;
- If the Principal approves the student’s nomination, the student must present a short speech to the whole school on November;
- After this speech, the student body (K-6) will then vote using a prepared ballot paper using a preferential system;
- Teachers will also vote on the same ballot paper. Their vote will count as 2 (double) of the student votes;
- The votes will be counted by the Principal and another staff member. A team of 8 leaders will be selected with a minimum of two candidates from each gender;
- The Principal will announce the successful leaders at the Presentation Day, Term 4, where parents will pin badges on their son/daughter.
- The following year, during February, members of the leadership team will give another speech and again 1-6 and teachers will vote for Boy and Girl school captain as outlined above.
- The school captains, Year 6 leadership team, SRC, Sport House Leaders and Library Monitors will be inducted at an Induction Ceremony in Term 1.

Senior students not elected for a formalised leadership role will be given opportunity to demonstrate their leadership skills in other areas.
3.1.3 Roles and responsibilities
Student leaders will be expected to:

- Exercise fair, balanced decision-making and judgment in their day-to-day dealings at school that are guided by a strong moral compass.
- Commit to a process of personal improvement through attendance of leadership activities e.g. camps, leadership days, SRC training day,
- Model the school rules of Learning and Participating, Safely and Respectfully especially in the wearing of uniform, progressing up levels
- Commit to promoting the school and its values in any public forum in which they may be participating.
- Demonstrate an ability to build leadership capacity and skills in the students around them.
- Show good organizational and initiative skills.
- Host assemblies and special events.
- Represent the school at events both in school and in the community.
- Actively promote the school and its values and ethos.
- Co-ordinate, organise and run whole-school assemblies as required.
- Speak clearly and confidently at any public occasion.

If a Student Leader consistently does not meet these expected standards, the Executive will initiate an improvement process that starts with an official warning. If the Student Leader does not demonstrate the required improvement and receives another warning, their badge will be removed for up to a fortnight. A third warning will result in loss of position. If this occurs in Semester One, the student will be replaced by the next eligible candidate at the previous year’s election and not have their name recorded on the school’s honour board.

3.1.4 Maintenance of position
In order to maintain their position, Student Leaders will be expected to:

- Always be a role model for fellow students, especially in demonstrating respectful ways of communicating with each other and with teachers.
- Show consistently appropriate decision-making and behaviour over the course of the entire school year.
- Actively promote the school and its values and ethos.
- Demonstrate pride in their school by always wearing the correct uniform and encouraging others to do so, particularly in the area of wearing a school hat and shoes in the playground.
- Co-ordinate, organise and run whole-school assemblies as required.
- Speak clearly and confidently at any public occasion.

3.1.5 Legacy
Student Leaders will be expected to act as a mentor to fellow students.
They will be expected to:

- Uphold the highest standards of behaviour, especially through the use of respectful communication at all times.
• Maintain and promote the school’s positive image in the community.
• On behalf of the current Year 6, present the school with a gift that can be used across the school in future years.

3.2 SRC Committee members
SRC Committee members represent the student body. The SRC provides a forum for ideas and needs of students and its purpose is to make improvements to the school life of the students and, at times, the greater community.

3.2.1 Selection & Eligibility
• Two students are chosen from each class, Years 2 to 6. If classes are composite, one student per grade is to be elected. In a 1/2 class, the teacher is to determine if a Year 1 student is mature enough to participate. A representative from each gender is encouraged but not essential.
• All students in a class are free to nominate, provided they do not hold another formal leadership position and they have not been an SRC member for the two previous years.
• Representatives serve for the year.

3.2.2 Structure
• The executive of the Student Representative Council will be elected by its members at the beginning of each year – Chairperson, Secretary, Publicity Officer.
• Proper SRC meeting protocol will be observed. Minutes will be taken and read at the next meeting. Classes will raise concerns or issues with their elected representatives. The recommendations from each class will be discussed at the next SRC meeting.
• The Student Representative Council will meet with a designated Staff Coordinator at least fortnightly.

3.2.3 Roles & Responsibilities
SRC Committee members will be expected to:
• Represent the student body through their classes.
• Attend each committee meeting (excluding absences from school).
• Contribute as many relevant ideas with achievable goals as possible in a respectful manner.
• Prepare reports for meetings
• Report the outcomes of the meetings to their classes and in assemblies
• Respond to the needs and ideas of their peers
• Assist in making the school a safe and friendly place for all students
• Organise fund-raising activities and special days which may have a social service focus.
• Actively promote the school rules of “Learning and Participating, Safely and Respectfully”.

L.P.S. student leadership policies and procedures
3.2.4 Maintenance of position
To maintain their position, SRC Committee members must:

- Sign a Leader’s Pledge to follow school rules and be a good example to all. (Poor behaviour will have consequences i.e. If placed on “time-out” for more than once in a term, the badge will be taken for a week. If a third detention is received in the same term, the badge and position will be confiscated.)
- Positions vacated in Semester 1 will be filled by the person with the next highest number of class votes.
- Communicate their ideas respectfully in meetings.
- Follow instructions and show initiative when given organizational tasks by the SRC body.
- Inform their class regularly of any new decisions made by their committee.

3.2.5 Legacy
SRC Committee members will be expected to:

- Serve as a role model by demonstrating respectful communication at all times.
- Make improvements around the school for fellow students.
- Raise funds or contribute positively to others less fortunate than themselves.
- Maintain and promote the school’s positive image in the community.

3.3 House Sports Captains and Vice Captains
The role of House Captains is to organise, co-ordinate and unite their house during events such as the Swimming, Athletics and Swimming Carnivals.

3.3.1 Selection
Any interested Year 5 and 6 students will need to be nominated by a fellow student at the first house meeting of the year. House Captains and Vice-Captains will then be chosen by a show of hands with the votes to be counted by the supervising teacher. This meeting is to be held at least one week prior to the first carnival of the year. Where possible, House Captains are to be a Year 6 student and the Vice Captains are to be from Year 5.

3.3.2 Eligibility
There are four (4) leaders of each house in total. A male Captain/Vice-Captain and a female Captain/Vice-Captain. Eligibility is restricted to students in Year 5 and 6 students only. In the event that there are no interested students in Year 6 for Captain or Year 5 for Vice captain, students in the other year will become eligible once they are nominated.

It is essential that students elected are able and willing to attend ALL sporting carnivals, in and out of school.

3.3.3 Roles and responsibilities
The roles and responsibilities of House Captains/Vice-Captains include:

- Modelling sportsmanship at all times.
- Holding meetings prior to the major carnivals to organise cheersperformances.
- Demonstrating inclusive behaviour in selecting group cheersperformances.
- Promoting their House in a respectful and enthusiastic manner.
- Being responsible when required for sporting equipment and activities.

### 3.3.4 Maintenance of position

In order to maintain their position, House CaptainsVice-Captains will be expected to:

- Demonstrate pride in their House by wearing the colours of their House at appropriate events, e.g. Athletics and Swimming Carnivals.
- Instil this pride in other members of the House.
- Attend and actively compete in or co-ordinate others in events at the relevant carnivals.

Failure to meet these standards will result in an official warning from School Executive or the Sports Co-ordinator. Any further warnings will result in the House Captain/Vice-Captain losing their position. They will then be replaced by the next eligible candidate in the initial election.

### 3.3.5 Legacy

House captains/Vice-Captains will be expected to:

- Build pride and team spirit in your House and its achievements in respectful, inclusive and enthusiastic ways.
- Enhance the school’s reputation of sportsmanship and fair play.

### 3.4 LIBRARY MONITOR

#### 3.4.1 Selection

The selection of library monitors at L.P.S is designed to identify those students who can demonstrate reliability and responsibility and who would be positive role models to ES1 and S1 students in their use of the library and its resources.

- Students selected will be on a short probationary period to confirm their ability and willingness to accept their responsibilities.
- At any time the student can withdraw from their library monitor role after consultation with the librarian and return their badge.
- At any time the librarian can withdraw library monitor status if he/she thinks the student has not met the criteria for their role.

#### 3.4.2 Eligibility

Eligibility will be based on the following:

- Year 6 students who have not been elected to either a school leadership role or as a SRC representative.
- Students, who after consultation with their classroom teacher, have demonstrated a responsible attitude to both library use and classroom work programs.
- Students who are prepared to work one lunchtime per week to fulfill their library duties.
3.4.3 Roles and responsibilities
Library monitors will be expected to:
- Assist in the library once per week unless the library is closed.
- Assist with one ES1 class per week during their library time where they will be expected to help the children select books/read browsing books if requested and be a positive role model for library manners
- Assist with shelving books when required to do so under the guidance of either the librarian or the library assistant

3.4.4 Maintenance of position
In order to maintain the position, library monitors must:
- Attend in the library at their allocated times unless previously having discussed their non attendance with the librarian.
- Be a positive role model both in library manners and the use of the library and its resources.
- Be willing to assist when requested

3.4.5 Legacy
Library monitors will be expected to leave a legacy of
- Positive library manners and behaviours especially to ES1 and S1 students.
- Promoting the message that serving as a Library Monitor plays an important part in what the school stands for and what is provides for all students

5. ROLE OF THE PRINCIPAL
The role of the Principal will include:
- Overall supervision of the Leadership Program, in particular the voting processes
- Meeting regularly with student leaders.

The appeals process
Following the election any interested party may book an interview with the Principal to discuss any aspect/concerns regarding the election process.

The review process
This policy will be reviewed by the SRC Co-ordinator(s), the Sports Co-ordinator, the Principal and a member of the P&C who does not have a conflict of in Term 4 each year.

The review will have the aim of ensuring that the School Leader election process is fair and gives all students a chance at success.
6. LPS SRC AND SCHOOL LEADER’S PLEDGE

I promise

To follow the school rules of

Learning and Participating, Safely and Respectfully

To be a good example

To my fellow pupils

To do my best at all times

To make Londonderry Public School

A happy place for everyone.
Sample Student Leader application form

Application for School Leadership

List ways that you have shown initiative in any responsibilities you have had or in general school situations throughout 2013.

Picture the school at the end of 2014. How will you have impacted positively on the LPS community?

Give one example of how you have been a positive role model in the school community during 2013.
# Marking rubric for Student Leader selection

<table>
<thead>
<tr>
<th>Aspect 1. List ways that you have shown initiative in your committee or in general school situations throughout 2012.</th>
<th>Outstanding</th>
<th>High</th>
<th>Sound</th>
<th>Basic</th>
<th>Limited</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>

<table>
<thead>
<tr>
<th>Aspect 2. Picture the school at the end of 2013. How will you have impacted positively on the LPS community?</th>
<th>Outstanding</th>
<th>High</th>
<th>Sound</th>
<th>Basic</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can outline 3 clear and achievable ideas. Can elaborate on how their vision can be implemented.</td>
<td>Can outline 2 clear and achievable ideas. Can elaborate on how their vision can be implemented.</td>
<td>Can outline 2 clear and achievable ideas. Does not clearly elaborate on the implementation of their vision.</td>
<td>Can outline 1 clear and achievable idea. Does not clearly elaborate on the implementation of their vision.</td>
<td>Cannot outline a clear, achievable idea.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspect 3. Give one example of how you have been a positive role model in the school community during 2012.</th>
<th>Outstanding</th>
<th>High</th>
<th>Sound</th>
<th>Basic</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdote shows that the candidate has demonstrated a high degree of awareness of school values independently.</td>
<td>Anecdote shows that the candidate has demonstrated a moderately high degree of awareness of school values independently.</td>
<td>Anecdote shows that the candidate has demonstrated a sound degree of awareness of school values independently.</td>
<td>Anecdote shows that the candidate has demonstrated a low degree of awareness of school values independently.</td>
<td>Anecdote shows that the candidate has not demonstrated a high degree of awareness of school values independently.</td>
<td></td>
</tr>
</tbody>
</table>
Checklist/rubric used by Yr.6 leaders in new Student Leader selection

Indicate with a tick what level you think the student achieved in the following criteria while they were in your committee.

Student name: _________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High</th>
<th>Sound</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoke confidently at all times.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrated respect to others at all times.</td>
<td></td>
<td></td>
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<tr>
<td>Showed a willingness to lead others in implementing ideas.</td>
<td></td>
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<tr>
<td>Demonstrated improvement in listening skills.</td>
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<tr>
<td>Spoke well to own class about the ideas from the committee.</td>
<td></td>
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<tr>
<td>Followed through on all commitments made to the group.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Extra comments</strong></td>
<td></td>
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</table>
**Student leader contract**

I hereby commit to

<table>
<thead>
<tr>
<th>Being fair and balanced in my decision making</th>
<th></th>
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<tbody>
<tr>
<td>Attending leadership sessions</td>
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<tr>
<td>Promoting the school in the best light</td>
<td></td>
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<tr>
<td>Inspiring others to become better leaders</td>
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<tr>
<td>Communicating with everyone showing respect</td>
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<tr>
<td>Being fully involved with the SRC</td>
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<tr>
<td>Wearing the full school uniform</td>
<td></td>
</tr>
<tr>
<td>Enthusiastically organising any whole school activities as required</td>
<td></td>
</tr>
</tbody>
</table>

Student signature: ________________________________ Date: __________

Parent signature: ________________________________ Date: __________