

Wamberal Public School

# Student Participation and Leadership

A Guide for Our Community

# Rationale

*'Effective student participation must value the contribution that students make, meet genuine needs (i.e. be about real things), have an impact or consequence that extends beyond the participants (i.e. outside the classroom), be challenging to participants, and provide the opportunity for planning, acting and reflecting.'* - Roger Holdsworth, University of Melbourne, *Student Councils and Beyond*, 2005

Student leadership is not only about 'formal' leadership programs. Students can be leaders in the classroom, through their actions in the playground, through their support for others, or their involvement in academic, sporting, cultural or local community events or projects. Providing students with authentic leadership opportunities is an important part of their development, allowing them to develop confidence, personal strength, commitment, initiative and responsibility.

At Wamberal Public School we provide opportunities for meaningful student participation and leadership, including student voice and decision making. We do this by:

- valuing and engaging student voice within teaching and learning, school planning, operations and governance.
- involving students in conversations and decisions about what and how they learn.
- developing student participation and leadership skills to support our students' active citizenship.
- providing inclusive student leadership opportunities within the classroom, school and wider community.
- providing opportunities for student participation and leadership that celebrate difference, diversity and recognise, respect and respond to identity and cultural background.
- providing opportunities for all student to actively contribute to the school and their community through mentoring, student service learning and volunteering.

At Wamberal Public School we recognise that every student has the capacity to lead. By providing diverse opportunities within our framework of safe, respectful learners, and with the support of teacher mentors, we enable our students to be self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

The directions in this document are a result of consultations with our students, parents and staff and are based on the belief that the whole school community benefits when students, staff and community work together in maximising opportunities for our children to reach their full potential through active participation and leadership.

# Wamberal Public School

## Student Leadership Opportunities

Wamberal Public School offers a variety of student leadership development programs, opportunities and experiences. Student leadership capacity is developed through various opportunities and programs for all students from Kindergarten to Year 6.

All students in Years 4 and 5 participate in explicit teaching and learning programs to develop their understanding of student leadership capacities and responsibilities.

In Term 4 each year, all Year 4 students undertake a student leadership familiarisation learning program via class based teaching and learning programs.

In Term 2 each year, all Year 5 students participate in student leadership action research projects led by the Stage 3 teachers. The workshops explore in more detail what it means to be a leader, qualities of a good leader and the steps needed to make a change within the school environment. The specific responsibilities and expectations of the School Captain, School Vice Captain and School Leader roles are also outlined.

Approximately 20 Year 5 students are provided with further student leadership capacity development opportunities in Term 3 each year, via the Tuggerah Lakes Learning Community Student Leadership Conference.

Participation in any of the student leadership familiarisation programs, opportunities and experiences are not a prerequisite for formal student leadership positions.

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# Wamberal Public School

## Student Leadership Team

Our school offers formal leadership positions for students in Year 6. A girl and boy are elected for the following positions:

School Captains (2), Vice Captains (2), Student Leaders (6).

### **STUDENT LEADERSHIP TEAM MEMBER ROLE AND RESPONSIBILTIES**

School Captains, School Vice Captains and Student Leaders:

- are outstanding role models for all in the school community by upholding the Student Leadership Code of Conduct;
- represent the school at formal functions and host special commemorative events;
- lead the Years 3-6 school assemblies;
- assist with Kindergarten Orientation; and
- attend the GRIP student leadership conference in Term 2 and lead implementation of strategies with all Year 6 students with the support of the Deputy Principal/ Assistant Principal Curriculum.

In addition:

- two student leadership team members are rostered each fortnight to provide a student leadership report to the Years K-2 assemblies; and
- two student leadership team members are rostered each fortnight to provide a written student leadership report for the school newsletter and school website.

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## **STUDENT LEADERSHIP TEAM MEMBER SELECTION CRITERIA**

The selection requirements for these positions are outlined below.

Guidelines:

- Students may only hold one leadership position at a time.
- 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.
- There will be some students who wish to nominate for either a Student Leadership Team member position or a School House Captain position. Students may do so on the understanding that they complete the selection process for both positions and that their priority is for selection in Student Leadership Team followed by School House Captain position.
- Eligibility for a student leadership position will be determined collaboratively by the Principal, Deputy Principal and Stage 3 Assistant Principal at the time of nomination. If there are concerns about the suitability of a nominated student for the role then the School Executive Team will consult with the student and parent, outlining any concerns and reasons for the decision.
- 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 consequences consistent with the school's discipline policy.
- Student Leaders breaking the Student Leaders' Code of Conduct will be counselled by the Principal about the implications for their leadership position.
- Student Leaders may have their position suspended for a period of time or revoked, as determined by the Principal.

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## **SELECTION PROCESS FOR STUDENT LEADERSHIP TEAM (SCHOOL CAPTAIN, VICE CAPTAIN AND STUDENT LEADER)**

Year 5 students and parents are informed of Student Leadership Election process from the start of the new school year.

Student Leadership Team positions will be determined by election. There will be two rounds of speech delivery and voting in the election process.

During Round 1, all nominated candidates will deliver their speeches to the Year 5 student body and Stage 3 teachers. The candidates will be short listed by their Year 5 peers and Stage 3 teachers, through the voting process.

The short listed candidates will present their speech to the Year 2- 6 student body and staff.

### **Round 1 Process for Students**

Students/Peers nominate others / themselves for Round 1.

1. Stage 3 teachers and School Executive Team consider each nomination's eligibility, before creating the ballot.
2. Ballot is created and candidates and parents are notified.
3. Candidates design a campaign poster which will be displayed for a week for students to peruse.

The poster needs to contain:

- name in big, bold writing
- a current photograph
- information about:
  - the candidate's contribution to the school and school community;
  - what the candidate believes a student leader does and the responsibilities student leaders have;
  - why students should elect the candidate; and
  - what improvements the candidate could implement at the school for their peers.

4. Candidates will then present an election speech which is not longer than 2 minutes in length to the Year 5 students and Stage 3 teachers. The speech is to focus on the appropriate attributes and qualities the student will bring to the leadership position within the school. No props or PowerPoints will be used. The speech should outline:

- the candidate's beliefs being a student leader;
- why the candidate should be elected as a student leader; and
- what improvements the candidate could implement.

One week before the speech is presented, each candidate must show and provide a photocopy of their speech to the Stage 3 Assistant Principal to ensure it meets the above requirements. The speech cannot be changed after this date.

***At no time are the candidates allowed to give bribes to the other students in any year to influence their vote. If the candidates do so they will be disqualified from the elections.***

5. Voting will take place on the same day as the speeches. There will be a boy ballot paper and a girl ballot paper with a photo next to the candidate's name. The order of the ballot paper will be determined from drawing a candidate's name out of a hat.

6. Each Year 5 student will vote for 3 girls and 3 boys, by placing the numbers 1 to 3, 1 being their most preferred candidate. Each vote is worth one point. Votes will be counted by the Stage 3 Assistant Principal and Stage 3 teachers. The 8 highest votes for girls and the 8 highest votes for boys will create a short list of 16 candidates for Round 2. Students will be informed of the results within 2 days by the Principal.

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## Round 2 Process for Students

1. The short listed candidates will be announced to the Year 2 to 6 student body and school community. Their campaign posters will be displayed in the school office and the candidates will visit the Years 2, 3, 4 and 6 classes with their poster.

2. On a selected date, the short listed candidates will deliver their speech to the Year 2 to 6 student body and staff at the Student Leader Election Assembly. This speech will be the same speech they delivered during Round 1.

***At no time are the candidates allowed to give bribes to the other students in any year to influence their vote. If the candidates do so they will be disqualified from the elections.***

3. Voting will take place on the same day as the speeches. There will be a boy ballot paper and a girl ballot paper with a photo next to the candidate's name. The order of the ballot paper and speeches will be determined from drawing a candidate's name out of a hat.

The Year 2 to 6 student body will vote for 3 girls and 3 boys, by placing the numbers 1 to 3, 1 being their most preferred candidate.

Votes are weighted to each grade with Year 5 students and staff receiving 2 votes and all other students (Years 2, 3, 4 and 6) receiving one vote.

Highest Vote: School Captains, 1 boy and 1 girl

Next Highest Vote: School Vice Captains, 1 boy and 1 girl

Next Highest Votes: School Leaders, 3 boys and 3 girls.

If there is a tie of highest votes for boys or girls, the second preference votes will be counted to determine the student leader/s.

Votes will be counted by the Stage 3 Assistant Principal and School Executive Leadership Team.

4. Candidates will be informed of the results before the Presentation Day assembly. The candidates will be told the 10 elected students. However, their elected position will be not be announced until the Presentation Day assembly. Elected leaders will be announced to the whole school and presented with their badges at the Presentation Day Assembly at the end of Term 4.



## Wamberal Public School

### STUDENT LEADER'S CODE OF CONDUCT



What is a Code of Conduct?

As part of the school's leadership team, you agree to comply with Wamberal Public School's Student Leaders' Code of Conduct which outlines the behaviours expected of all student leaders.

Student leaders will role model the school values by being:

#### Safe

- Show self-control and self-discipline of own feelings and own actions.
- Act in a way that ensures the safety of self and others.

#### Respectful

- Treat others fairly and honestly.
- Show empathy and care towards others.
- Use manners when dealing with other students and adults.

#### Learners

- Role model safe, respectful behaviours for all students.
- Be an active and positive participant in school life.

I, (name), acknowledge the privilege of the position of Student Leader at Wamberal Public School. I pledge to fulfil my duties and comply with the Student Leaders' Code of Conduct. I understand that a breach of the Student Leaders' Code of Conduct may lead to the suspension or revocation of my position.

Student Leader name \_\_\_\_\_

Student Leader signature \_\_\_\_\_

Student Leader's Parent signature/s \_\_\_\_\_

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

## **Wamberal Public School**

### **MENTORS IN STUDENT LEADERSHIP**

#### **The Role of Principal and Deputy Principal as Mentor**

- Meet with the candidates before the election process starts.
- Meet with new leaders and sign Code of Conduct.
- Ensure leaders understand their roles and responsibilities.
- Regularly meet with School Captains, Vice Captains, Student Leaders.
- Give final approval to student initiatives.
- Advise students on the principles of good leadership.
- Make final decisions on consequences for leaders who breach the Student Leaders' Code of Conduct.
- Assist the Stage 3 Assistant Principal facilitate student initiatives.
- Assist the Stage 3 Assistant Principal in proofreading student leadership reports prior to publication in the newsletter and school website.

#### **The Role of Deputy Principal/Assistant Principal Curriculum as Mentor**

- Meet with the Student Leadership Team post attending the GRIP student leadership conference, to determine implementation strategies and support for all Year 6 students in student leadership.

#### **The Role of the Stage 3 Assistant Principal as Mentor**

- Assist the Student Leaders in hosting the 3-6 assembly each fortnight.
- Support development of Student Leader reports to K-2 assembly each fortnight.
- Support development of fortnightly student leader reports for the school newsletter and school website.

#### **The Role of Stage 3 Teachers as Mentors**

- Support all Stage 3 students in developing their individual leadership capabilities.

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## **Wamberal Public School**

### **THE SUPPORT ROLE OF PARENTS FOR STUDENT LEADERS**

Some things parents can do to support their child in a leadership role include:

- understanding the Student Leader's role and the expectations of the role;
- speaking with their child to understand their role;
- reviewing the student leadership document and Student Leaders' Code of Conduct;
- seeking clarity from the Principal, Deputy Principal or Stage 3 Assistant Principal if unclear on any 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 and providing guidance where appropriate;
- being interested and engaged in their child's role and the rest of the leadership team;
- assisting their child present as a positive role model for other students (positive behaviour, correct uniform, shoes, grooming);
- supporting their child in using planning and organisational strategies to be ready for agreed activities;
- assisting in preparing and rehearsing speeches or presentations with their child so they can be presented in the most prepared manner;
- providing positive and encouraging feedback to build their child's confidence and capability as a leader;
- respecting the school's choices of students, activities, roles and responsibilities;
- actively supporting the school in the leadership initiatives and expectations, which may include involvement in student leadership activities or initiatives, school assemblies or functions, P&C activities and fundraising events; and
- communicating with the school through the Principal, Deputy Principal or Stage 3 Assistant Principal to provide any constructive feedback in terms of improvements in student leadership and/or leadership opportunities.

# Wamberal Public School

## School House Captains

Our school offers formal leadership positions for students in Year 6. A girl and boy are elected as School House Captains for each of the four school house groups.

### **SCHOOL HOUSE CAPTAINS ROLE AND RESPONSIBILITIES**

School House Captains:

- assist as required before and during sporting events;
- motivate and encourage students at sport carnivals;
- encourage school sport teams to perform to the best of their ability;
- present awards and recognition for sporting achievement;
- lead school sports assemblies;
- prepare and present speeches for acceptance of sport trophies;
- prepare reports for the school newsletter and website; and
- assist the organisation and management of the school sports equipment.

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## **SCHOOL SPORTS HOUSE CAPTAIN SELECTION CRITERIA**

The selection requirements for these positions are outlined below.

Guidelines:

- Students may only hold one leadership position at a time.
- 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.
- There will be some students who wish to nominate for either a Student Leadership Team member position or a School House Captain position. Students may do so on the understanding that they complete the selection process for both positions and that their priority is for selection in Student Leadership Team followed by School House Captain position.
- Eligibility for a student leadership position will be determined collaboratively by the Principal, Deputy Principal and Stage 3 Assistant Principal at the time of nomination. If there are concerns about the suitability of a nominated student for the role then the School Executive Team will consult with the student and parent, outlining any concerns and reasons for the decision.
- The responsibilities and opportunities attached to each leadership role will be made clear to students before voting occurs.
- School Sports House Captains will be expected to follow the Student Leaders' Code of Conduct.
- School Sports House Captains who are not upholding the Student Leaders' Code of Conduct will receive consequences consistent with the school's discipline policy.
- School Sports House Captains breaking the Student Leaders' Code of Conduct will be counselled by the Principal about the implications for their leadership position.
- School Sports House Captains may have their position suspended for a period of time or revoked, as determined by the Principal.

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## **SCHOOL SPORTS HOUSE CAPTAINS SELECTION PROCESS**

Students nominate themselves or peers for the position of School House Captain. School House Captain positions can only be held by Year 6 members of the particular school house.

1. Nominated students complete a written application form which is submitted to the School Sports Coordinator by the due date in Term 4.
2. The School Sports Coordinator considers all applications in consultation with the School Executive Team to assess each applicant's suitability based on demonstration of prior behaviours that meet the school's values as well as the applicant's intended contributions to the school.
3. The ballot is created and candidates and parents are notified.
4. Candidates attend a School Sports House Meeting, during which a silent vote is conducted by all students in Years 2 – 6 of the school sports house. Each teacher of the school sports house also vote.
5. The School Sports Coordinator counts all votes with the Deputy Principal / Assistant Principal Curriculum. The boy and girl from each school house with the highest votes will become the School Sports House Captain for that house group.
6. Elected School Sports House Captains will be announced to the whole school and presented with their badges at the Presentation Day Assembly at the end of Term 4.

## Wamberal Public School



### STUDENT LEADER'S CODE OF CONDUCT – House Captains

What is a Code of Conduct?

As part of the school's leadership team, you agree to comply with Wamberal Public School's Student Leaders' Code of Conduct which outlines the behaviours expected of all student leaders.

Student leaders will role model the school values by being:

#### Safe

- Show self-control and self-discipline of own feelings and own actions.
- Act in a way that ensures the safety of self and others.

#### Respectful

- Treat others fairly and honestly.
- Show empathy and care towards others.
- Use manners when dealing with other students and adults.

#### Learners

- Role model safe, respectful behaviours for all students.
- Be an active and positive participant in school life.

I, (name), acknowledge the privilege of the position of Student Leader at Wamberal Public School. I pledge to fulfil my duties and comply with the Student Leaders' Code of Conduct. I understand that a breach of the Student Leaders' Code of Conduct may lead to the suspension or revocation of my position.

Student Leader name \_\_\_\_\_

Student Leader signature \_\_\_\_\_

Student Leader's Parent signature/s \_\_\_\_\_

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

## **Wamberal Public School**

### **MENTORS FOR SCHOOL SPORTS HOUSE CAPTAINS**

#### **The Role of School Sports Coordinator**

- Meet with the candidates before the election process starts.
- Meet with new leaders and sign Code of Conduct.
- Ensure leaders understand their roles and responsibilities.
- Regularly meet with School Sports House Captains.
- Give final approval to student initiatives.
- Advise students on the principles of good leadership.
- Refer school sports house captains who breach the Student Leaders' Code of Conduct to the Principal/Deputy Principal.
- Assist in proofreading school sports house captains reports prior to publication at assemblies as well as in the newsletter and school website.



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# Wamberal Public School

## Student Representative Council K-6

The Student Representative Council (SRC) is a student-based council designed to help promote school spirit and leadership among students at Wamberal Public School.

### **THE ROLE OF THE STUDENT REPRESENTATIVE COUNCIL IS TO:**

- represent the student body by providing a forum for students to address school related issues, which affect their lives.
- fundraise for worthy local, national and international causes, and plan special events and projects.
- provide a link from the student body to the Principal and executive team by keeping open communication between students and school staff.

### **SRC MEMBER RESPONSIBILITIES**

- Attend scheduled SRC meetings and be a voice for their class peers.
- Maintain a high standard of personal conduct, upholding the core values of WPS.
- Demonstrate leadership qualities by serving as good examples of behaviour through their words and actions.
- Participate in approved activities, which will serve to enhance the quality of both the physical and social environment of the school.
- Keep a log and bring to SRC meetings with ideas and suggestions made by their class peers.
- Feedback the general SRC busings to the school body via class reports and at fortnightly school assemblies.

## **SELECTION OF THE STUDENT REPRESENTATIVE COUNCIL**

- The SRC comprises of student representatives from each class K-6.
- Representatives are either self-nominated or nominated by their class peers.
- Each self-nominated or nominated student must at class level present a short speech on why they feel they would be a good representative for their class.
- SRC representatives hold office for 6 months.
- A new election is held each semester.

## **TEACHER MENTOR ROLE**

- Coordinate SRC meetings three times a term and liaise with SRC members on upcoming events and business.
- Coordinate other SRC meetings as required.
- Keep open communication with the principal and staff in regards to SRC member's ideas and concerns.
- Organise planned SRC events with the help of the SRC as well as promote and oversee these events.
- Communicate all upcoming events and SRC business with the school community through the newsletter, school app, notes home and emails to staff.
- Keep minutes of each meeting and forward to the principal.
- Coordinate the SRC elections each semester.
- Organise the SRC Induction Ceremony in consultation with the principal.
- Organise SRC badges and a copy of SRC Pledge for each representative.

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**Wamberal Public School****STUDENT REPRESENTATIVE COUNCIL PLEDGE**

As an elected student councillor of the Wamberal Public School Student Representative Council,  
I pledge to:

- uphold the core expectations of the school by being a safe, respectful learner.
- provide a clear and constructive voice for the students I represent.
- carry out my duties in an open, honest, cheerful and diligent manner.

I will do this to the best of my ability.

Student Councillor name \_\_\_\_\_

Student Councillor signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

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# Wamberal Public School

## 'High 5' Anti-bullying Peer Mentoring Program

Our school offers a formal peer mentoring program in which Year 6 students are seen as active role models for younger students.

The focus of the program is to develop in all K-6 students the capacity to:

- identify what bullying is;
- identify and implement a set of anti-bullying strategies;
- develop resilience strategies;
- develop positive self esteem; and
- encourage each student's sense of wellbeing.

Through delivery of the program, Year 6 students will also develop:

- public speaking skills;
- organisation skills;
- understanding of the importance of student wellbeing for all students;
- understanding of the importance of positive role models; and
- understanding of the individual role they play in demonstrating safe, respectful learner behaviour.

### **ROLES AND RESPONSIBILITIES OF THE 'HIGH 5' ANTI-BULLYING PROGRAM LEADERS**

As leaders of the 'High 5' Anti-bullying Peer Mentoring Program, Year 6 students are supported to:

- be outstanding role models for all students.
- lead formal lessons for younger students across the school in the 'High 5' Anti-bullying Program.

### **SELECTION OF THE 'HIGH 5' ANTI-BULLYING PROGRAM LEADERS**

All Year 6 students receive training and mentoring in implementing the 'High 5' Anti-bullying Program.

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# 'High 5' Anti-bullying Peer Mentoring Program

As a Year 6 Leader of the 'High 5' Anti-bullying Peer Mentoring Program, I will:

- be an outstanding role model for all students;
- be an 'upstander' if I become aware of bullying;
- positively engage in leading the formal 'High 5 Anti-bullying' lessons for the younger students across the school
- support all students to learn the High 5 Anti-bullying skills of:
  - ignore
  - talk friendly
  - walk away
  - talk firmly
  - report
  - be an 'upstander'

I, (name), acknowledge the privilege of this position at Wamberal Public School and pledge to fulfil my duties.

Student name \_\_\_\_\_

Student signature \_\_\_\_\_

Parent's name and signature \_\_\_\_\_

Stage 3 Assistant Principal signature \_\_\_\_\_

Date \_\_\_\_\_

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## **MENTORS IN THE 'HIGH 5' ANTI-BULLYING PEER MENTORING PROGRAM**

### **The Role of the School Student Leadership Team as Mentors**

- The Year 6 Student Leadership Team (Captains, Vice Captains and Student Leaders) will lead the review, further development and contextualisation of the 'High 5' Anti-bullying Program after their Term 2 attendance at the GRIP Student Leadership Conference.
- The Year 6 Student Leadership Team will mentor all Year 6 students to promote student wellbeing in all students K-6.

### **The Role of All Teachers as Mentors**

- Explicitly teach the 'High 5' Anti-bullying Program at the commencement of Term 1 each year to the students in their class.

### **The Role of Year 6 Teachers as Mentors**

- Explicitly teach the 'High 5' Anti-bullying Program at the commencement of Term 1 each year to the students in their class.
- Discuss strategies for individual students when implementing the program for younger students.
- Highlight strategies of support that Year 6 students can provide for younger students throughout the year.

### **The Role of Stage 3 Assistant Principal as Mentor**

- Meet with Year 6 students in Term 1 each year.
- Outline the program, the expectations, the roles and responsibilities.
- Provide formal letters in Term 1 notifying parents of Year 6 students of their child's inclusion in the program and the expectations. Ensure letters are co-signed by parents before including Year 6 students are included in the program.
- Timetable the implementation of the program in Terms 2, 3 and 4.
- Monitor the success of the implementation.
- Facilitate promotion of the program via the school newsletter and school website.
- Arrange 'Certificates of Participation' for Year 6 Peer Mentors as they complete the peer mentoring program.

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# Wamberal Public School

## Safe Respectful Leaders Program

### Rationale

Our commitment to our students, parents and members of the community is that our school will be a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way schools in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.

The Safe Respectful Leaders Program is a peer led playground leadership program that encourages all students to participate in activities that support the development of their wellbeing.

This program supports our Positive Behaviour for Learning Framework, anti-bullying programs, student leadership and participation policy, student wellbeing and engagement directions and student physical activity curriculum.

It enhances student skills, experiences, relationships, and behaviours that will enable young people to develop into healthy individuals.

The Safe Respectful Leaders Program offers opportunities for:

- student leaders to gain valuable communication, leadership and conflict resolution skills while leading games on the playground;
- K-6 students to be physically active and engaged at lunch and recess;
- structured play activities during lunch and recess while still having fun;
- support for anti-bullying messages and conflict resolution;
- improvement in student engagement and wellbeing;
- increase in positive behaviours;
- mentoring of students by school staff.

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# Wamberal Public School

## Safe Respectful Leaders Program

### Objectives

In our school, we work to ensure every child is known, valued and cared for. Parents want the very best for their children. Our staff are committed to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

In the early years, it means having confidence that each individual child will be known and understood and their individual potential developed.

As students progress, it means knowing that they are well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

Objectives of our Safe Respectful Leaders Program are to:

- increase physical activity and engagement for children on the playground;
- increase positive behaviour, decrease conflict and reduce the incidence of playground bullying; and
- provide student leadership opportunities.

Participants benefit by:

- being provided with opportunities to improve physical activity and engagement levels;
- being supported with organised play and fun activities that can decrease bullying incidents;
- engaging in games which teach social skills and playing with others to help students have a positive view of themselves and others.

Student leaders benefit by:

- developing skills in communication, problem solving, team work/fair play, conflict resolution, responsibility.

All students benefit by:

- building better peer relationships, social skills, respect and understanding; and
- experiencing positive role modelling, which can decrease the frequency of teacher intervention in resolving conflict and lead to less negative incidents on the playground.



# Wamberal Public School

## Safe Respectful Leaders Program

### The Role of the Teacher Mentors

The Safe Respectful Leader Program encourages students to use their time productively on the school playground by helping them learn new and traditional games and activities. Teacher mentors support all students in achieving the objectives of the program.

#### **The Learning and Wellbeing Teacher and SRC Coordinator:**

- review the objectives of the program;
- talk about the students' role in teaching younger students how to play;
- highlight the leadership opportunity and a chance to make a difference in their school by decreasing negative behaviour and increasing physical activity;
- coordinate the program timetable;
- emphasise how children look up to leaders and the importance of role modelling positive behaviour every day;
- provide an overview of the training;
- implement the application and selection process;
- distribute copies of the application and parent permission forms;
- review program commitment; and
- facilitate the student training program.

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## All Teachers

As a mentor, all teachers promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The strategic and planned approach to whole school wellbeing processes supports the wellbeing of all students so they can connect, succeed, thrive and learn.

Students will be known by staff:

- learning the names of the Safe Respectful Leaders and participants;
- supporting the Safe Respectful Leaders to learn the names of their participants; and
- providing guidance and mentoring to support the Safe Respectful Leaders.

Students will be valued by staff:

- encouraging Safe Respectful Leaders to research new playground games;
- asking Safe Respectful Leaders for their ideas to solve a problem on the playground;
- supporting student leaders in learning from each other;
- praising the Safe Respectful Leaders for meeting expectations, making good choices, trying their best; and
- celebrating Safe Respectful Leaders' achievements and strengths during training and on the playground.

Students will be cared for staff:

- guiding development of clear rules, consistent consequences for breaking rules, and encouragement to do their best;
- supporting the leaders in understanding the boundaries within their role and safety aspects on the playground;
- facilitating self-reflective behaviours in leaders when reviewing playground situations;
- helping leaders to learn leadership, communication and conflict resolution skills;
- modelling and teaching positive ways to resolve conflicts; and
- actively listening and providing honest feedback.

# Wamberal Public School

## Safe Respectful Leaders Program

### Student Training Schedule

#### **Training Session 1 – Introduction and Leadership Training**

- Introduction and leadership training
- Qualities of a leader and leadership styles
- Communication skills
- Bullying prevention training
- Fair play
- Safety on the playground

#### **Training Session 2 – Guided Leadership of Activities and Games**

- Set up stations (skipping, tag, ball games, etc.)
- Divide the Safe Respectful Leaders into 3-4 equal groups
- Allow an equal amount of time at each station
- Each group will rotate through each station

#### **Training Session 3 – Conflict Resolution Training**

- Conflict resolution scenarios and discussion
- Review leader commitment and schedule
- Feedback for future activities

#### **Safe Respectful Leader Meeting Week 5 and 10 each term**

- Feedback on the program – positives and negatives
- Develop and learn new activities
- Discuss concerns and problem solve
- Review the schedule
- Plan activities and advertising menus for next term
- Plan fundraising activities to purchase new equipment

# Safe Respectful Leaders Program

## Sample Activities

Playground Activities		STEM Activities	
Activity	Equipment	Activity	Resources / materials
Kick a Tow Hopscotch	<ul style="list-style-type: none"> <li>beanbags</li> </ul>	Amazing Architecture	<ul style="list-style-type: none"> <li>Mini marshmallows</li> <li>Spaghetti sticks</li> </ul>
Number Hopscotch		Board Game Fun	<ul style="list-style-type: none"> <li>Buttons</li> <li>Cardboard</li> <li>Pens</li> <li>Masking tape</li> <li>Ruler</li> <li>Paper</li> </ul>
Here, there, nowhere		Strong bridges	<ul style="list-style-type: none"> <li>Sticky tape</li> <li>Straws</li> <li>Scissors</li> <li>Paper clips</li> <li>Rubber band</li> </ul>
Untie the knot		Build a raft	<ul style="list-style-type: none"> <li>Straws</li> <li>Masking tape</li> </ul>
Twister	<ul style="list-style-type: none"> <li>Twister instruction board</li> </ul>	Button tower	<ul style="list-style-type: none"> <li>Large buttons</li> <li>Playdough</li> </ul>
Totem tennis	<ul style="list-style-type: none"> <li>Totem tennis sets</li> </ul>	3D Cube	<ul style="list-style-type: none"> <li>Toothpicks</li> <li>Playdough</li> </ul>
quoits	<ul style="list-style-type: none"> <li>quoits</li> </ul>	Pyramids	<ul style="list-style-type: none"> <li>Pipe cleaners</li> <li>Straws</li> <li>Sticky tack</li> </ul>
elastics	<ul style="list-style-type: none"> <li>One 2–3 metre length of elastic tied at the ends to make a circle</li> </ul>	Wind powered boat	<ul style="list-style-type: none"> <li>Foil</li> <li>Straws</li> <li>Paper</li> <li>Masking tape</li> <li>Toothpicks</li> <li>Paddle pop sticks</li> <li>Plastic cups</li> </ul>
		Basketball holder	<ul style="list-style-type: none"> <li>Newspaper</li> <li>Masking tape</li> </ul>
		'Egg' Carrier	<ul style="list-style-type: none"> <li>Pipe cleaners</li> <li>Tissue paper</li> <li>Foil</li> <li>Cardboard</li> </ul>
		Racing cars	<ul style="list-style-type: none"> <li>Toy car</li> <li>Balloon</li> <li>String</li> <li>Small bits of cardboard</li> <li>Masking tape</li> <li>Straws magnets</li> </ul>
		Build a chair	<ul style="list-style-type: none"> <li>Newspaper</li> <li>Teddy bear (or similar toy)</li> <li>Foil</li> <li>Masking tape</li> </ul>

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# Wamberal Public School

## Flag Monitors

Our school provides opportunity for Year 6 students to develop their understanding and responsibilities in civics and citizenship through daily duties of flag flying.

### **ROLES AND RESPONSIBILITIES OF THE FLAG MONITORS**

- The flag monitors are responsible for placing the flags correctly on the flagpoles each day and taking them down at the end of day to place in the administration building.
- The week before commencing their duty, the flag monitors are required to read and demonstrate an understanding of the protocols for flying the flags.  
([https://www.itsanhonour.gov.au/symbols/docs/australian\\_flags\\_excerpt.pdf](https://www.itsanhonour.gov.au/symbols/docs/australian_flags_excerpt.pdf))
- The flag monitors are responsible for following the protocols of flag flying.
- With parental permission, the flag monitors will have their name and photograph published in the school newsletter.

### **SELECTION OF THE FLAG MONITORS**

Each Year 6 student is rostered with a buddy for flag monitor duties for one week throughout the year.

### **MENTORS FOR THE FLAG MONITORS**

#### **The Role of the Stage 3 Assistant Principal**

- Consult with the Stage 3 teachers to develop the flag monitor roster for each Year 6 class.

#### **The Role of each Year 6 Class Teacher**

- Display the Flag Monitor roster for the class.
- Provide the flag flying protocols to each student the week before their duty.
- Ensure the Flag Monitor understands their roles and responsibilities.
- Coordinate the photographing and publishing of Flag Monitors in the school newsletter each week.

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# Wamberal Public School

## Library Monitors

Our school provides opportunity for Year 6 students to play a significant role in ensuring the library is accessible for all students by modelling and guiding the appropriate use of the library and its resources.

### **ROLES AND RESPONSIBILITIES OF THE LIBRARY MONITORS**

Students work in collaboration with the teacher librarian in arranging resources for student use during library times.

### **SELECTION OF THE LIBRARY MONITORS**

Library monitors are selected by written application to the teacher librarian and are required to demonstrate responsibility and reliability in being positive role models for other students in the use of the library.

- In Term 1, the teacher librarian advertises the position of library monitor to Year 6 students.
- Year 6 students self-nominate for the position of library monitor through a written application to the teacher librarian.
- Applications are to include the student's reason for wanting to hold the position of library monitor and how they can contribute to assisting library staff.
- Librarian selects 10 students (two per day of the week) from the written applications.
- Library monitors sign the 'Library Monitor Pledge'.
- Induction of library monitors takes place at a stage meeting. The teacher librarian issues a badge to each library monitor.
- 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 the student has not met the criteria for their role.

## **THE ROLE OF THE TEACHER LIBRARIAN AS MENTOR FOR THE LIBRARY MONITORS**

- Meet with all new monitors to clarify their role as per the library monitor pledge.
- Provide ongoing mentoring through guidance and advice as required.
- Support the library monitors to promote their role via school assemblies as well as the school newsletter and website.







Education



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# Wamberal Public School School Representation

Our school provides opportunities for all students to participate, excel and lead in the cultural, performing arts and sporting arenas. Wamberal Public School boasts strong representation and success at district, regional and state levels. We are a proud member of the Tuggerah Lakes Learning Community of schools, which provides further opportunity for interschool opportunities and experiences for our students.

## **PERFORMING ARTS AND CULTURAL REPRESENTATION**

A variety of opportunities support our K-6 students develop their skills and talents, individually and collectively. School representation opportunities include dance, choir, debating, band and recorder.

### **Dance**

Years 1 – 6 dance groups participate in a variety of performances including Wakakirri, Central Coast Dance Festival and school performances. Auditions are held for each dance group with two or more teachers involved in student selection. Selection criteria includes:

- Demonstration of ability to learn dance moves.
- Demonstration of listening skills.
- Demonstration of rhythm and technique.

Unless absent from school, students are expected to attend all rehearsals which take place once or twice a week during lunch or recess.

All students are expected to demonstrate safe, respectful behaviour to be considered for school representation at external performances.

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## Choir

Years K – 6 choir groups participate in a variety of performances including Schools Spectacular combined choir (Years 3-6 only), Central Coast Choral Fest (every 2 years), Primary Proms (by audition only for Years 4-6) and school performances including Presentation Day, ANZAC services and the Spring Fair (every 2 years).

Students may self-nominate to join the school choirs.

Selection criteria includes:

- Demonstration of ability to learn songs of varying repertoire.
- Demonstration of listening skills.
- Demonstration of rhythm and technique.

Unless absent from school, students are expected to attend all rehearsals which take place once or twice a week before school at 9:00am or during lunch or recess. Rehearsals may become more frequent around the time of a performance. Students who commence in choir undertake to commit to the choir for the duration of the year, as per the signed permission note.

All students are expected to demonstrate safe, respectful behaviour to be considered for school representation at external performances.

## **Koori Choir**

The Koori Choir group participates in a variety of performances including performances each term at various schools as well as special assemblies.

Students may self-nominate to join the Koori Choir.

Selection criteria includes:

- Demonstration of ability to learn songs of varying repertoire.
- Demonstration of listening skills.
- Demonstration of rhythm and technique.

Unless absent from school, students are expected to attend all rehearsals which take place once or twice a week before school at 9:00am or during lunch or recess. Rehearsals may become more frequent around the time of a performance. Students who commence in choir undertake to commit to the choir for the duration of the year, as per the signed permission note.

Each term, Koori Choir students will participate in a Koori Choir workshop or performance. Workshops and performances are held at different schools across the Tuggerah Lakes Learning Community.

All students are expected to demonstrate safe, respectful behaviour to be considered for school representation at external performances.

### **Recorder - Subject to teacher availability**

The school recorder group participates in a variety of performances including the Local Cluster Rehearsal, Preliminary Rehearsal of the Festival of Instrumental Music, Performance in the Festival of Music at the Sydney Opera House and school performances.

Students may self-nominate to join the school recorder group.

Selection criteria includes:

- Willingness to learn and practise the recorder on a regular basis.
- Demonstration of ability to read music.
- Demonstration of rhythm and beat.
- Demonstration of listening skills.
- Ongoing commitment to practise set pieces at home.

Unless absent from school, students are expected to attend all weekly rehearsals which take place at school during lunch or recess. Rehearsals may become more frequent around the time of a performance. Students are required to regularly practise at home, attend the Narara Valley PS Workshop in Term 2 and attend the Preliminary Rehearsal of the Festival of Instrumental Music in Term 2.

All students are expected to demonstrate safe, respectful behaviour to be considered for school representation at external performances.

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## **Public Speaking**

All students in Years K-6 participate in Wamberal Public School's Annual Public Speaking Competition. Class competitions are held in Term 2, with two representatives from each class participating in the stage final in Term 3. From each stage final, two students are selected on merit to represent Wamberal Public School at the Central Coast Public Speaking Competition.

Students in Years 3-6 are also eligible for selection for the Multicultural Public Speaking Competition. Two successful students from both Stage 2 and Stage 3 are selected on merit and will have the opportunity to represent Wamberal Public School at the district, regional and state competitions based on their individual success in the competitions.

Speeches will be developed and assessed in accordance with requirements of the individual competitions.

All students are expected to demonstrate safe, respectful behaviour to be considered for school representation at external competitions.

## **Debating**

Students in Years 3-6 are selected to participate in a variety of competitions including the Premier's Debating Challenge Hunter Central Coast and regional challenges, if successful.

Students may self-nominate to join the debating team.

Selection criteria includes:

- Demonstration of ability to confidently speak in public.
- Demonstration of the ability to think quickly and take notes quickly and accurately.
- Demonstration of listening skills.

Unless absent from school, students are expected to attend all practice or preparation sessions as determined by the debating coordinator. Students also participate in a debating workshop early in Term 2.

All students are expected to demonstrate safe, respectful behaviour to be considered for school representation at external competitions.



## **Chess**

Students in Years 3-6 are selected to participate in an interschool chess competition.

Students may self-nominate to join the chess team.

There is no selection criteria to join the school chess team, other than an interest in chess.

Unless absent from school, students are expected to attend all practice or preparation sessions as determined by the chess coordinator.

All students are expected to demonstrate safe, respectful behaviour to be considered for school representation at external competitions.

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## **School Band**

The school band program is managed by an external provider. Students may self-nominate for the Concert Band and Senior Band at the beginning of the year by private application and fees to the provider.

The Concert Band enables students an opportunity to explore their musical skills in a fun and supportive environment. The Senior Band provides opportunity for further development of musical skills.

The School Band practises two mornings per week. Students are provided with representation opportunities at school via performances and assemblies as well as external opportunities as available.

## **School Band Leader**

The School Band leader is a member of the Senior Band who has been involved in school bands from Year 3 or when they first came to Wamberal Public School. The School Band leader is selected for their leadership capabilities and in recognition of their commitment and enthusiasm for playing a musical instrument. The School Band Leader assists the Bandmaster with the everyday running and organisation of the bands in rehearsals and performances. The School Band Leader will make undertake announcing roles as available.

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## **Sport Teams**

Students in Years 3 – 6 are provided with various opportunities to represent the school at local, regional and state level sport competitions. Teacher mentors guide the training and management of various teams each year and parent managers may be involved in particular competitions.

Students may self-nominate to join the school sport teams.

The teacher mentor will hold at least two trials for the selection of representatives during which students will be assessed according to the selection criteria.

Selection of the teams is at the discretion of the teacher mentor. External representation, prior representation or a student's year group is not a requirement or guarantee of school representation.

Selection criteria includes:

- Demonstration of skills applicable to the sport.
- Demonstration of listening skills.
- Demonstration of teamwork and sportsmanship.

Unless absent from school, students are expected to attend all practices which take place once or twice a week before school at 9:00am or during lunch or recess. Practice may become more frequent around the time of a competition.

All students are expected to demonstrate safe, respectful behaviour to be considered for school representation at external competitions.

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# Wamberal Public School Tuggerah Lakes Learning Community (TLLC) Enrichment Programs

The TLLC Enrichment Programs are elective programs run after school hours by Tuggerah Lakes Secondary College (TLSC) staff. The programs aim to:

- provide enrichment activities for primary school students;
- familiarise primary students with the high school setting; and
- engage students in a positive experience within a high school setting.

Activities are held at the Tumby Umbi Campus or the Berkeley Vale Campus.

Costs are involved for each program. Each program runs for six weeks – five weeks are dedicated to the activity and the sixth week is a celebration week, showcasing activities that students have completed during the program.

The TLLC Enrichment Programs are conducted on Wednesday afternoons at 3:30pm to 5:00pm during Term 2.

## **SELECTION PROCESS FOR TLLC ENRICHMENT PARTICIPANTS**

Students in Year 6 are given preference for inclusion in each program, followed by students in Year 5, then Year 4 and so on until the positions are filled.

Each student may select three preferences of activity with the first choice being number 1 and following with their 2nd and 3rd preference in case they miss out on their first choice.

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# Wamberal Public School

## Year 4 Students Buddy Program

Our Year 4 students are provided with a privileged responsibility of supporting new Kindergarten students in our school.

### **ROLES AND RESPONSIBILITIES OF YEAR 4 STUDENT BUDDIES**

- Year 4 students are expected to assist the younger Kindergarten buddy with set tasks and activities.
- Year 4 students are expected to adhere to individual Kindergarten classroom procedures.
- Year 4 students who are nominated a Kindergarten buddy are to conduct themselves in a manner aligning with the school's core values and PBL expectations.

### **SELECTION OF THE YEAR 4 STUDENT BUDDIES**

- All students in Year 4 are eligible unless adequate behaviour cannot be maintained and the student is deemed unsuitable for the role.
- Year 4 students at risk of being unable to participate as Year 4 Buddy will be referred to the Stage 2 Assistant Principal and Deputy Principal with each matter being managed on a case by case basis.

### **THE ROLE OF THE TEACHER MENTOR FOR YEAR 4 STUDENT BUDDIES**

Each Year 4 Classroom Teacher acts as a mentor for their students by:

- encouraging expected levels of participation, support and behaviour from their students.
- reminding students of expectations and regularly revisiting classroom procedures.
- preparing tasks for students and Kindergarten buddies to participate within during buddy time.
- ensuring students are appropriately matched in order to maximise success and support for younger students.
- facilitating the weekly timetable of the buddy program, in consultation with the Kindergarten teachers.

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# Wamberal Public School Environment Club and Recycling Monitors

The Wamberal Public School Environment Club members are responsible for raising environment awareness within the school. They take initiative in promoting the many and varied environmental causes which are highlighted on the school calendar throughout the year. The team also implements programs, such as recycling and local environment awareness initiatives, which ensure the Wamberal Public School environment is well cared for.

## **ROLES AND RESPONSIBILITIES OF ENVIRONMENT CLUB MEMBERS / RECYCLING MONITORS**

- Raise awareness of environmental initiatives via class, stage and whole school meetings and assemblies.
- Promote environmental activities via the school newsletter and website.
- Attend fortnightly environment club meetings at lunch or recess, as determined by the teacher mentor.
- Collect the school recycling material as per the roster.
- Ensure the school recycling area is kept neat and tidy and report any concerns to the teacher mentor.

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## **SELECTION OF THE ENVIRONMENT CLUB MEMBERS - Subject to teacher availability**

Students self-nominate for selection in the School Environment Club. If there are more than two representatives from a class in Years 1-4 who self-nominate, the class will hold a secret ballot to determine two representatives.

Each semester, two students from each class in Years 1–4 are elected as representatives of the Environment Club. Four students from each class in Years 5-6 are elected as representatives of the Environment Club. These students may hold the position for one year if there are no other interested or available students for the election period of Semester 2.

An applicant's suitability will be determined by the class teacher in consultation with the teacher mentor.

Induction of the students elected to the Environment Club will take place at a school assembly early in Term 1 and Term 3.

A student's membership may be suspended or withdrawn if the student does not demonstrate safe, respectful learner behaviour. The classroom teacher and teacher mentor will consult with the Deputy Principal about students at risk of having their membership suspended or withdrawn.

## **THE ROLE OF THE TEACHER MENTOR FOR THE ENVIRONMENT CLUB MEMBERS**

- Guide and assist the team in decision making processes regarding which or how many environmental causes will be addressed.
- Use student feedback and opinion to collate a yearly overview of environmental activities.
- Advise students on how activities should be managed.
- Provide relevant resources for students to manage activities.
- Record student activities on the school calendar.
- Support students to provide written reports of activities for school assemblies as well as the school newsletter and website.
- Organise permission notes and risk assessments for activities.
- Organise the recycling roster.
- Seek Deputy Principal / Principal approval for promotional signs and posters to be placed around the school.



Education

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*At Wamberal Public School we are committed to preparing our students for a complex and rapidly changing world through nurturing, guiding, inspiring and challenging our students to find joy in learning, build their skills and understanding and to make sense of their world.*

*In addition to teaching subject content, we acknowledge our role in developing young people who are media and information literate, critical thinkers and problem solvers, effective communicators and team players. Our comprehensive programs of student participation and leadership develop civic responsibility, environmental awareness, creative skill, sportsmanship and teamwork as well as various other transferable lifelong skills.*

*Enhancing our children's wellbeing in this way enables them to realise their full potential, be equipped with personal resources for future success and wellbeing and to participate fully in their community.*