



WALCHA CENTRAL SCHOOL

STUDENT LEADERSHIP
K – 12

POLICY AND PROCEDURES

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RATIONALE

Walcha Central School seeks to provide quality education for all students. Our school provides an environment where students can become self-directed, life-long learners who can provide a positive future for themselves and the wider community.

The school places great importance on the development of students' self-esteem, self-discipline and responsible direction. At Walcha Central School we aim to develop in each student a moral and purposeful attitude in an environment of trust and respect where students are taught to be responsible school citizens.

The promotion of students as leaders is a priority of Walcha Central School.

Students of all ages are encouraged to accept leadership roles within small work groups, within the class and within the school.

The expectations for Year 12 and the elected student leadership, that is, school captains, house captains and vice-captains and the student parliament are generally higher than those held for the general student body. They are expected to conduct themselves with dignity in order to be an example to the other students and an asset to the school.

These procedures support the *Wellbeing Framework for Schools*, ensuring that students have opportunities to connect, succeed and thrive.

ELECTION OF SCHOOL CAPTAINS AND VICE-CAPTAINS YEARS K – 12

THESE PROCEDURES ARE TO BE REVIEWED ANNUALLY

POSITIONS AND NOMINATIONS

1. In Week 2 of Term 3, Year 11 and Year 5 students are informed of the annual election for the positions of school captains and vice-captains for the following year. Teachers speak to the students about the voting procedure (as outlined below), the desirable qualities and skills needed to fulfill the role and the responsibility of using their right to vote. Current captains and vice-captains speak to the year about their duties, the time involved and their responsibilities to the student body and the school. Students considering nominating are advised to prepare their nomination speeches.
2. At the commencement of Week 3 of Term 3, students of Year 11 and Year 5 are invited to nominate for election. They are reminded of the importance of the role and that nominations should be for students whom they feel will fulfill the role for the benefit of all students.
3. Students wishing to nominate are to collect the nomination form from the deputy / assistant principal and must return the nomination form to the deputy / assistant principal by Friday of Week 4. If students know they will be absent on Friday of Week 4 they are to submit their nomination earlier.
4. Nomination forms will be reviewed by the relevant executive. The 'Checklist for Suitable Nominees' will be completed by the deputy principal and the executive. Successful nominees will be notified by the principal.
5. At all times the principal, in consultation with the executive, reserves the right to veto any nominations that do not meet the criteria indicated in the 'Checklist for Suitable Nominees'. This will include reviewing the nominee's record of conduct and attendance throughout Terms 1, 2, and 3.
6. Unsuccessful nominees will be advised of reason for ineligibility.
7. Students intending to nominate should do so with the expectation that they will complete the four terms of office (unless their departure from the school is due to unforeseen circumstances).
8. If the executive deems that the Year 11 or Year 5 cohort is small in number, that is, where electing four students to the leadership positions will involve one quarter of the cohort, then the principal, in consultation with the executive, reserves the right to have only TWO positions, captain and vice-captain, of either gender.
9. While the preferred option is to have a gender balance amongst leaders, in year groups where the ratio of girls to boys, or boys to girls is unequal, then the principal reserves the right to fill roles regardless of gender.
10. In circumstances where there is only one nomination from either male or female students, the principal reserves the right to have positions filled regardless of gender.

11. If the principal and executive deem that there are no suitable candidates from the current Year 11 or Year 5 cohorts, the principal and the executive reserve the right to call for nominations from the current Year 10 or Year 4 cohorts respectively.
12. If more than 8 nominations meet the criteria then a preselection takes place. During Week 5, the students present their speeches to a teacher committee which selects the best 8 students. Parents are invited to hear their children's speeches.
13. During Week 6 of Term 3, successful nominees deliver speeches to voting students (Years 6-11 and Years 2-5) and staff. The speech is not optional. Any student absent on the day of the speeches without prior approval or explained illness, forfeits their nomination. The order of the speeches is decided by a draw and the order of names on the ballot paper is also determined by a draw.
14. The rubric for assessing speeches is as outlined below.

Leadership	Excellent understanding of what it means to be a leader	Clear understanding of what it means to be a leader	Some understanding of what it means to be a leader
Leadership	Excellent description and evidence of leadership skills and/or initiatives	Clear expression and evidence of leadership skills and/or initiatives	Some expression and evidence of leadership skills and/or initiatives
Leadership	Excellent understanding of themselves in a leadership position	Clear understanding of themselves in a leadership position	Some understanding of themselves in a leadership position
Manner	Strong engagement with audience	Engagement with audience	Some engagement with audience
Manner	Outstanding presentation skills	Clear presentation skills	Developing presentation skills

VOTING

1. Year 11 candidates present their speeches at an assembly for all Year 6-11 students and staff, and Year 5 candidates present their speeches at an assembly for Year 2-5 students and staff.
2. Student voting takes place the same day, after all speeches are heard. Due to staff timetables and rosters, staff voting will occur throughout the week following the speeches.
3. Each student from Years 2-11 in the current calendar year is entitled to cast a vote.
4. Each student vote is worth ONE vote point.
5. All Walcha Central School staff members (full time or part time) are entitled to cast a vote.
6. Each staff vote is worth THREE vote points.
7. Voting is by secret ballot.
8. To vote, students and staff number the candidates in order of preference. Preferences will be distributed until four or two candidates remain, as relevant (see points 8-9 of 'Positions and Nominations'). Only second and third preferences will be distributed.
9. Current student parliament members, chosen by the deputy principal, are the electoral officers. The Student Parliament members act as electoral officers by:
 - marking off voters' names as ballot papers are issued
 - ensuring there is only one student sitting and voting at each desk in the MPC

- ensuring that each voter places their ballot sheet in the box provided as they exit the MPC.
10. The role of the scrutineer is delegated to the deputy principal.
 11. The counting of Year 11 votes will be done by a nominated member of the executive with the deputy principal acting as scrutineer. The counting of Year 5 votes will be done by the nominated assistant principal with the deputy principal acting as scrutineer.
 12. Successful candidates will be the four students with the most votes or in some cases the two students with the most votes (see points 8–9 of 'Positions and Nominations').
 13. In the extraordinary event of a tied vote, for any position, the principal's pre-cast preferential vote will be used to determine the outcome.
 14. At all times the principal reserves the right to veto, in consultation with the executive, candidates who have not met the criteria indicated in the checklist for suitable candidates.

NOTIFICATION OF RESULTS

1. The scrutineer will inform the principal of the results.
2. Successful candidates will be informed by the principal at a meeting held prior to the Year 12 Farewell Assembly. The actual numbers of votes are not revealed.
3. Candidates absent on the day of the meeting will be notified of the outcome by telephone.
4. Unsuccessful candidates will be formally thanked for their willingness to take office and they will be counselled if necessary.
5. The names of the students who will be captains and vice-captains will be announced at their investiture during the Year 12 Farewell Assembly.

INVESTITURE

1. The incoming secondary and primary leaders will be invested and presented with their badges of office by a parent or caregiver as part of the proceedings of the Year 12 Farewell Assembly. They will also take a Pledge of Office and sign the register, before their community, at the Year 12 Farewell Assembly. A copy of the signed pledge is given to the students.
2. The secondary captains' and vice-captains' duties, responsibilities and expectations begin immediately. The primary captains' and vice-captains' duties commence in Term 1 of the following year.
3. During Term 4, incoming primary captains and vice-captains will shadow outgoing captains who will provide support in learning the requirements of the positions.
4. The badges of office remain the responsibility of the recipients.

ROLL OF HONOUR

The names of the senior captains will appear on the Honour Roll.

LOSS OF POSITION

Formal complaints regarding the performance of student leaders will be conveyed to the principal or the deputy principal. Following formal complaints by members of the school community and depending on the severity of the behaviour, action will be taken as follows:

1. warning and counselling by the principal and/or deputy principal
2. loss of position for two weeks
3. loss of position for the rest of the year.

The principal will determine the decision (in consultation with relevant staff) as to the length of the loss of position. If the behaviour is severe, for example inappropriate language or threatening behaviour towards a member of staff, parent or visitor, immediate loss of position will occur.

Appropriate communication will advise parents of issues of concern.

In the case of a loss of position, the vacancy will be filled by the student next in line from the voting process or will be left vacant, at the discretion of the principal.

VACANCY

In the event that any of the captains or vice-captains leave the school or for some other reason become unable to continue their duties during the term of office, then it is at the discretion of the principal as to whether or not the vacant position is to be offered to the candidate with the next highest number of votes, according to the records kept by the principal, or whether the position remains vacant.

ATTACHMENTS

Charter of Duties, Responsibilities and Expectations

School Captains' Charter

Nomination for School Captain / Vice-Captain (Secondary)

Nomination for School Captain / Vice-Captain (Primary)

Checklist for Suitable Nominees

Letter to Year 11 parents

Letter to Year 5 parents

Rubric for a good speech

Letter to successful and unsuccessful candidates

Certificate for unsuccessful candidates

Captains Pledge

Invitation to Induction – Parents of incoming Captains and Vice-Captains – Secondary

Invitation to Induction – Parents of incoming Captains and Vice-Captains - Primary

WALCHA CENTRAL SCHOOL

CHARTER OF DUTIES, RESPONSIBILITIES AND EXPECTATIONS SCHOOL CAPTAINS AND VICE-CAPTAINS K - 12

By nominating for the position of school leader, you are committing yourself to the following responsibilities and expectations:

- to wear full school uniform at all times and to set an example for all students in this regard
- to attend all school carnivals and special events
- to display a serious approach and commitment to academic studies
- to be a model of the Positive Behaviour for Learning (PBL) culture of our school and maintain a score of not less than 4 on Be REAL scores
- to always represent the school in a positive light and at all times conduct yourself in a fashion that is in keeping with the position of the school
- to be a role model for all students
- to show pride in Walcha Central School
- to be supportive of teachers
- to represent the school at official functions such as Anzac Day Service
- to attend school regularly
- to host or chair numerous formal occasions including Presentation Day, Year 12 Formal, formal assemblies and weekly assemblies and to be prepared to attend rehearsals and speak at these assemblies
- to demonstrate leadership by intervening if any bullying is occurring nearby
- to be approachable, inclusive and supportive of students at Walcha Central School regardless of age
- to do everything you can to look after the school environment – this includes placing rubbish in the bins and encouraging your peers to enhance the environment of the school with special projects
- be prepared to travel unaccompanied to Sydney to visit Government House and meet the Governor of New South Wales (secondary only).

EXCLUSIONS

Students **will not** be eligible to stand for election to the position of school captain or vice-captain if they have:

1. ongoing attendance issues
2. been suspended from school
3. received a formal caution
4. a record of misbehaviour

WALCHA CENTRAL SCHOOL

SECONDARY SCHOOL CAPTAINS' CHARTER

I wish to nominate for the position of school captain / vice-captain.

I agree to abide by the Captains' Charter to the best of my ability and agree to accept the duties, responsibilities and expectations of captain/vice-captain should I be elected.

I understand that up to four students will be elected to the positions. Positions will be determined by a vote and the candidates with the highest number of votes will be the captains and then the vice-captains.

I understand that I am to present a two to three-minute speech to a special assembly for Years 6 to 11, outlining my suitability for this position.

.....
Nominee (*signature*)

.....
Witness (*signature of parent or teacher*)

WALCHA CENTRAL SCHOOL

PRIMARY SCHOOL CAPTAINS' CHARTER

I wish to nominate for the position of primary school captain / vice-captain.

I agree to abide by the Captains' Charter to the best of my ability and agree to accept the duties, responsibilities and expectations of captain/vice-captain should I be elected.

I understand that up to four students will be elected to the positions. Positions will be determined by a vote and the candidates with the highest number of votes will be the captains and then the vice-captains.

I understand that I am to present a two to three-minute speech to a special assembly for Years 2 to 5, outlining my suitability for this position.

.....
Nominee (*signature*)

.....
Witness (*signature of parent or teacher*)

NOMINATION FOR SCHOOL CAPTAIN / VICE-CAPTAIN SECONDARY

Name of student

You may like to consult a staff member to assist you with your nomination form. Please complete this form and return it to the deputy principal, Mr Ben Ussher, by Friday Week 4, Term 3.

1. Why I would like to be a captain at Walcha Central School:

.....
.....
.....

2. I have represented the school in the following events, activities, teams, organisations etc:
(Start from the most recent representation/participation and include the date/year of each)

.....
.....
.....

3. The skills or experience I am able to bring to the position of captain/vice-captain are:

.....
.....
.....

4. I have demonstrated leadership and school spirit at Walcha Central School by:

.....
.....
.....

5. What I have done in the community that will help me to be a good captain or vice-captain:

.....
.....
.....

6. Other details I wish to add which may help to endorse my nomination for school captain / vice-captain:

.....
.....
.....

NOMINATION FOR SCHOOL CAPTAIN / VICE-CAPTAIN PRIMARY

Name of student

You may like to consult a staff member to assist you with your nomination form. Please complete this form and return it to the assistant principal, Mrs Brenda Watkins, by Friday Week 4, Term 3.

1. Why I would like to be a captain at Walcha Central School:

.....
.....
.....

2. I have represented the school in the following events, activities, teams, organisations etc:
(Start from the most recent representation/participation and include the date/year of each)

.....
.....
.....

3. The skills or experience I am able to bring to the position of captain/vice-captain are:

.....
.....
.....

4. I have demonstrated leadership and school spirit at Walcha Central School by:

.....
.....
.....

5. What I have done in the community that will help me to be a good captain or vice-captain:

.....
.....
.....

6. Other details I wish to add which may help to endorse my nomination for school captain / vice-captain:

.....
.....
.....

CHECKLIST FOR SUITABLE NOMINEES PRIMARY AND SECONDARY

To be completed by the deputy principal and executive for Year 11 candidates, and the assistant principal and executive for Year 5, using data from the record of conduct. Eligibility is at the discretion of the executive.

NAME OF NOMINEE

CRITERIA	YES	SOMETIMES	NO
Satisfactory record of attendance			
Has demonstrated appropriate behaviour on school excursions			
Wears full school uniform daily			
Displays exemplary behaviour as reflected in Be REAL scores			
Sets a good example for others to follow			
Speaks respectfully to peers and staff			
Is an enthusiastic school citizen			
Is punctual and well prepared for class			
Is a responsible school citizen			
Has demonstrated leadership skills (decision making, independence)			
Has demonstrated initiative			
Is well organised			
Is an articulate speaker – in both formal and informal situations			
Completes assigned work (Year 11 – no N warnings)			
Obeys school code of conduct and has not been suspended, placed on a monitoring book or received letters of concern in Year 11 / Year 5			
TOTAL POINTS			

Student is eligible

Student is ineligible

.....
Principal's signature

LETTER TO PARENTS OF YEAR 11 STUDENTS

Dear Parents of Year 11 students

In Week 3 of Term 3, Walcha Central School Years 7-12, will begin the process of electing the captains and vice-captains for next year. Self-nominations are invited from current Year 11 students.

Students elected into these positions are expected to be model school citizens upholding the school values at all times, whether at school, or participating in excursions, or cultural or sporting events.

Being popular or a good student or sports person does not necessarily mean a student will be a good leader. Leaders at Walcha Central School are expected to be responsible, reliable students who demonstrate initiative and lead by example at all times. True leaders earn the respect of their peers and the school staff by their attitudes and behaviour towards others and towards their education.

Your child is being given the opportunity to nominate as a candidate by completing a nomination form. This information, along with their school record of behaviour and attitude towards their learning will be used by the staff and the principal to determine the candidates for election. Please find attached the election policy information as well as the nomination form.

Candidates who are successful in the nomination process will be notified and elections will be conducted at an assembly in Week 6 of Term 3. The nominated students will need to prepare a 2-3 minute speech to deliver to the voting students (from Years 6-11) and Walcha Central School staff during this assembly.

Presentation of badges to the successful candidates will be at the Year 12 Farewell Assembly in the final week of Term 3, this year. Parents of the incoming captains and vice-captains are invited to attend.

Yours sincerely

Amanda Cooper
PRINCIPAL

LETTER TO PARENTS OF YEAR 5 STUDENTS

Dear Parents of Year 5 students

In Week 3 of Term 3, Walcha Central School Years 2-5, will begin the process of electing the captains and vice-captains for next year. Self-nominations are invited from current Year 5 students.

Students elected into these positions are expected to be model school citizens upholding the school values at all times, whether at school, or participating in excursions, or cultural or sporting events.

Being popular or a good student or sports person does not necessarily mean a student will be a good leader. Leaders at Walcha Central School are expected to be responsible, reliable students who demonstrate initiative and lead by example at all times. True leaders earn the respect of their peers and the school staff by their attitudes and behaviour towards others and towards their education.

Your child is being given the opportunity to nominate as a candidate by completing a nomination form. This information, along with their school record of behaviour and attitude towards their learning will be used by the staff and the principal to determine the candidates for election. Please find attached the election policy information as well as the nomination form.

Candidates who are successful in the nomination process will be notified and elections will be conducted at an assembly in Week 6 of Term 3. The nominated students will need to prepare a 2-3 minute speech to deliver to the voting students (from Years 2-5) and Walcha Central School staff during this assembly. If more than 8 students are nominated, a preselection will take place. For the preselection, the students will need to present their speeches in front of a teacher committee during Week 5. Parents are able to attend the preselection speeches.

Presentation of badges will occur at the Year 12 Farewell Assembly in the final week of Term 3 this year. Parents of the incoming captains and vice-captains are invited to attend.

During Term 4, the incoming captains and vice-captains will shadow the current captains who will provide support in learning the requirements of their positions. The new leaders will then commence duties in Term 1 next year.

Yours sincerely

Amanda Cooper
PRINCIPAL



LEADERSHIP RUBRIC

Name:

Criteria	The student demonstrates (4-5):	The student demonstrates (2-3):	The student demonstrates (0-1):
Leadership	Excellent understanding of what it means to be a leader	Clear understanding of what it means to be a leader	Some understanding of what it means to be a leader
Leadership	Excellent description and evidence of leadership skills and/or initiatives	Clear expression and evidence of leadership skills and/or initiatives	Some expression and evidence of leadership skills and/or initiatives
Leadership	Excellent understanding of themselves in a leadership position	Clear understanding of themselves in a leadership position	Some understanding of themselves in a leadership position
Manner	Strong engagement with audience	Engagement with audience	Some engagement with audience
Manner	Outstanding presentation skills	Clear presentation skills	Developing presentation skills
Overall Score / 25			

LETTER OF CONGRATULATIONS PARENTS OF INCOMING CAPTAINS AND VICE-CAPTAINS PRIMARY and SECONDARY

Dear Mr and Mrs <<Family Name>>

Congratulations on your child's selection for an important leadership role within the school in 20<<year>>. As school <<captain / vice-captain>> your child will be provided with the opportunity to develop:

- leadership skills
- management skills
- interpersonal skills in conflict resolution

Students in such positions gain the respect of the staff and student body through the various roles and responsibilities undertaken. The modelling of correct behaviour and attitude is a necessary attribute for the position. Any student who is suspended or continually referred for behavioural issues will be relieved of their position.

Representation at special school and community functions, adherence to school rules and modelling of correct uniform are also expectations and if your child is to be successful within these roles and responsibilities your support is vital.

Please sign the acknowledgment below and return it to the school to indicate that you are aware of your child's responsibilities and will encourage and support <<his/her>> endeavours.

We look forward to supporting your child also and we are sure that a leadership role will provide many personal and educational opportunities.

Yours sincerely

Amanda Cooper
PRINCIPAL

Student's signature

..... / /
Date

Parent's signature

..... / /
Date

LETTER TO PARENTS OF UNSUCCESSFUL CAPTAIN AND VICE-CAPTAIN CANDIDATES PRIMARY and SECONDARY

Dear Mr and Mrs <<Family Name>>

Your child <<FirstName>> <<LastName>> is to be congratulated on <<his/her>> speech for a leadership position in 2021. The speeches on the day were well written and all candidates spoke clearly and passionately to the student body.

Unfortunately, <<FirstName>> was unsuccessful in gaining a leadership position in the recent voting for Walcha Central School's 2021 <<Junior>> <<Senior>> Captains and <<Junior>> <<Senior>> Vice-Captains.

The school would like to congratulate your child for standing for this position and encourages <<him/her>> to apply for sport house leadership early in 2021 and other leadership positions such as student parliament representative when vacant positions are announced.

In addition, the staff at Walcha Central School will endeavour to provide additional leadership opportunities for your child, to support <<him/her>> in <<his/her>> endeavour to gain or improve <<his/her>> interpersonal and leadership skills.

Yours sincerely

Amanda Cooper
PRINCIPAL

INVITATION TO INDUCTION
PARENTS OF INCOMING CAPTAINS AND VICE-CAPTAINS
PRIMARY and SECONDARY

Dear Mr & Mrs <<FamilyName>>

On <<date>> the leaders of our school for << next year>> are to be inducted. This ceremony involves the presentation of badges to the << next year>> Year 6 and Year 12 school captains and vice-captains.

The presentation of seniors' badges to the incoming Year 12 will also be made.

All parents and friends are invited to attend this special occasion to be held at the Walcha Central School Multi-Purpose Centre.

As your child has been elected as a school leader, or will be entering Year 12, we invite you to share this ceremony with us, and pin your child's badge.

We look forward to seeing you at this special assembly and we would appreciate hearing from you, if you are able to attend, by <<date>>.

Yours sincerely

Amanda Cooper
PRINCIPAL

CERTIFICATE OF ACKNOWLEDGMENT



Certificate
OF ACKNOWLEDGEMENT

awarded to

«*First_Name*» «*Family_Name*»

*In recognition of the high quality school leadership speech you delivered this week.
Your public speaking skills were amazing and your ideals about leadership were sincere.*

*Never give up on your leadership dreams remember:
"What you do has far greater impact than what you say."*

Amanda Cooper
Principal Walcha Central School


Date





Walcha Central School

School Captain's Pledge

As school captain or vice-captain, I promise:

-  *that I will uphold the Be REAL values of Walcha Central School and be an exemplary role model for all members of the school community*

-  *that I will be trustworthy, loyal, respectful, reliable and hard-working in my service to others*

-  *that I will represent Walcha Central School with pride and dignity and strive to embody the spirit of the school motto – Manner Maketh Man*

Student's Name

Signature

Date / /

PROCEDURES FOR THE ELECTION AND OPERATION OF THE STUDENT PARLIAMENT

A parliament is a group of students in a school elected by their fellow students to represent all students in the school and to organise ways for students to participate in school life. Student parliaments work democratically to represent the student body in school decision-making. Students work together, with help from a staff member, to improve school life and to contribute students' ideas.

The student parliament is a great avenue for students to develop leadership skills and to be involved in decisions that will improve the experience for all students at Walcha Central School and all students are encouraged to apply to take part in this great opportunity.

The parliament has a constitution which determines the number of members, their duties and the process for their election.

The election process begins in Term 1 each year, with the elected members invested at the first K-12 Awards Assembly of the year. Parents are invited to pin badges on new members, and all members receive a certificate.

A staff member is nominated as the student advocate. The student advocate is responsible for ensuring that the elections and investiture occurs on time and supporting the parliament as outlined in the constitution.

WALCHA CENTRAL SCHOOL

STUDENT PARLIAMENT CONSTITUTION

ARTICLE I: APPELLATION

The name of this organisation is the Walcha Central School Student Parliament.

ARTICLE II: OBJECTIVES/PURPOSE

The objective and purpose of the student parliament shall be to:

- a) represent the students of Walcha Central School in school decision making
- b) voice the concerns of the students
- c) unify the student body through social activities and community service opportunities.

ARTICLE III: AUTHORITY

Section 1

All powers of the student parliament are delegated to it by the school executive and student advocate.

Section 2

All actions of the student parliament are subject to review, and possible veto, by the principal.

Section 3

The principal will appoint a student advocate as an adviser to aid the student parliament in its activities and projects.

Section 4

In order to modify rules and regulations involving the student body, faculty, administration, and staff, the student body prime ministers must bring the consensus of the student parliament to the principal and student advocate.

ARTICLE IV: ORGANISATION AND MEMBERSHIP

Section 1

The parliament will consist of:

- 2 members of the Year 12 elected captain team
- 2 members of the Year 6 elected captain team
- 2 enrolled student members from each class in Years 3-5 and each year group in Years 7-11 of Walcha Central School
- in addition, there will be one Aboriginal or Torres Strait Islander (ATSI) student representing Years K-6 and one representing Years 7-12, at the discretion of the Aboriginal Education Officer (AEO). These students will report back to their constituency via the AEO.

The students elected to membership of the parliament will take on the following roles:

- 1 elected Speaker of the house, drawn from Year 9, 10, 11 or 12, responsible for secretary duties
- 1 elected Treasurer from Year 9, 10, 11 or 12
- The remaining students are to be split between the portfolios of their choosing

ARTICLE V: OFFICERS AND RESPONSIBILITIES

Section 1

Roles within the parliament will be allocated to reflect student priorities and may change from year to year.

Section 2

Each class/grade Years 3-5 and 7-11 will be represented by two elected representatives.

Section 3

All elected officers and representatives must be selected per the election rules established in these bylaws.

ARTICLE VI: DUTIES OF STUDENT COUNCIL MEMBERS

Section 1

The Prime Ministers will:

- a) conduct and chair student parliament meetings
- b) represent the Walcha Central School student body when appropriate
- c) set the agenda and help to maintain parliamentary procedure for student parliament meetings
- d) help in the leading of whole-school, primary and secondary school assemblies
- e) make announcements on behalf of the student parliament when necessary
- f) attend fortnightly meetings with the principal to facilitate communication among the student body, student parliament and school executive.

Section 2

Each representative of the elected parliament shall:

- a) attend all student parliament meetings as a voting member
- b) work effectively as a team member to achieve the goals of their chosen portfolio
- c) be a model of the Positive Behaviour for Learning (PBL) culture of our school and maintain a score of no less than 4.8 on their Be REAL reports
- d) participate in leadership training events provided by the school
- e) learn about the democratic process and apply it to the running of the student parliament
- f) hold positive and respectful dialogue with other parliamentarians, even when disagreeing on matters
- g) inform the student parliament and student advocate of important issues.

Section 3

The student parliament Speaker of the House shall:

- a) attend all student parliament meetings as a voting member
- b) record student parliament meeting minutes and present them at the beginning of the following meeting as noted in the agenda
- c) make minutes available to the student body through bulletin boards, websites, and any other appropriate means of communication
- d) place a copy of the minutes in the parliamentary binder
- e) aid the Prime Ministers in the smooth running of parliament sittings
- f) take attendance at every student parliament meeting and report all absences to the student advocate.

Section 4

The student parliament Treasurer shall:

- a) attend all student parliament meetings as a voting member
- b) manage and keep records of the student parliament budget
- c) present budget status at the beginning of every student parliament meeting as noted in the agenda.

ARTICLE VII: ELECTIONS

Section 1

The student advocate, with the assistance of a group of parliamentarians will conduct the election process at the beginning of Term 1 each year.

Section 2

In order to be eligible for any student parliament position, a student shall have maintained good behavioural standing for the term prior to elections – demonstrated through a PBL average score of no less than 4.8.

Section 3

Candidates for Prime Ministers and Speaker of the House shall have fulfilled the following additional requirements:

- a) have previously served on the student parliament for a full year
- b) have the endorsement of their year adviser or classroom teacher as a candidate for the position which they seek to fill.

Section 4

All candidates elected to office shall serve a one-year term (beginning Week 4, Term 1).

Section 5

Elections for all student parliamentarians (class representatives) will be held at the beginning of Term 1 each year and announced in Week 4 (or nearest school assembly).

Section 6

Individual classes will elect their representatives with the assistance of their classroom teacher (primary) or their year advisor (secondary). The representatives will then serve as parliamentarians and be eligible for election within the parliament to the additional roles cited in Article VI.

Section 7

Elections shall be run in the following manner:

- a) The elections for class representatives will take place at the beginning of Term 1 each year. Every student in each cohort shall be encouraged and permitted to vote
- b) On the soonest Tuesday after each election, two staff members will count the votes. If the counts do not match, the two Elections Committee members shall recount the votes
- c) In the event of a tie for a position to which one candidate will be elected (speaker of the house, treasurer, class representative positions, minister in charge of portfolio), a recount will be conducted. In the case that a mistake has not been made, students or parliament will be asked to vote again
- d) Prior to public announcement, each candidate will receive a letter indicating that he or she has been elected
- e) The newly elected students will assume office Week 4, Term 1.

ARTICLE VIII: MEETINGS

Section 1

The student parliament shall meet for business Weeks 3, 6 and 9 of each term, cycling through a different period each week.

Section 2

All student parliament meetings are open to any member of the Walcha Central School student body, teacher, and/or administration member.

Section 3

Each meeting shall be run in the following manner:

- a) The minutes from the previous meeting shall be presented by the secretary and then approved or amended by the student parliament
- b) The treasurer's report from the previous meeting shall be presented by the treasurer and then approved or amended by the student parliament
- c) The Prime Ministers shall have prepared an agenda in collaboration with the School Executive Committee by the Monday prior to each full student parliament meeting. This agenda shall be presented and approved at the beginning of each meeting
- d) Each specific committee presenting at the meeting shall distribute its handout and present for approximately three minutes. There shall be a short period for questions and discussion concerning the presentation, where one person will speak at a time as directed by the Speaker of the House. The chair shall then make a motion to vote on any important issues. A majority vote shall be necessary to pass each motion.

ARTICLE IX: VOTING PROCEDURE

Section 1

In order to conduct any formal vote, there must be a quorum of at least two-thirds of the voting members present. If a quorum is not present, the vote shall be tabled to the first order of business of the next meeting where a quorum is present.

Section 2

Each elected member of the student parliament is entitled to one vote.

Section 3

In the event of a tie, the Prime Ministers may cast one vote together to break the tie. This decision shall stand.

Section 4

If the Prime Ministers cannot reach a unified decision, the vote shall be tabled until it can be retaken at the following meeting, set as the first order of business on the agenda.

ARTICLE X: COMMITTEES

Section 1

Each year, the student parliament decides how many portfolios will exist for the year, and the area of focus of each of those portfolios.

Section 2

Each year, elected representatives shall choose one portfolio of which to be a member.

Section 3

There shall be at least one representative from Years 3-6 and one representative from Years 7-12 in each portfolio.

Section 4

Each portfolio shall be responsible for preparing an oral presentation, which may be accompanied by a supplementary handout, for its assigned full student parliament meeting. The presentation must answer the following questions:

- a) What projects are being planned?
- b) How will they be executed?

Section 5

Each portfolio shall elect:

- a) a secondary member to be the **Prime Minister**, or leader of the portfolio

b) a **Speaker**, to communicate to the general assembly of parliament what their portfolio is proposing and how they believe it can be achieved.

Section 7

In the event that a temporary concern or responsibility arises that is not within the immediate jurisdiction of any standing portfolio, the Prime Ministers or student advocate will designate the issue to the portfolio they deem most fit to handle it.

LETTER TO PARENTS OF STUDENT PARLIAMENT

Dear Mr and Mrs <<FamilyName>>

STUDENT PARLIAMENT

Congratulations on your child, <<FirstName>> <<LastName>> being selected for an important leadership role within the school. As a member of the student parliament, <<FirstName>> will be provided with the opportunity to develop:-

- leadership skills
- management skills
- interpersonal skills in conflict resolution

Students in such positions gain the respect of the staff and student body through the various roles and responsibilities undertaken. The modelling of correct behaviour and attitude is a necessary attribute for the position. Any student who is suspended or continually referred for behavioural issues will be relieved of their position.

Representation at special school and community functions, adherence to school rules and modelling of correct uniform are also expectations and if your child is to be successful within these roles and responsibilities your support is vital.

Students new to the student parliament will be presented with their badge at the assembly on (day and date) at (time) in the MPC. We ask that a family member or friend be elected to pin the badge onto your child and be present at this assembly.

We look forward to supporting your child also and we are sure that a leadership role will provide many personal and educational opportunities.

Yours sincerely

Ben Ussher
RELIEVING DEPUTY PRINCIPAL

Amanda Cooper
PRINCIPAL

Certificate of Participation



Walcha Central School
Student Parliament 2020

«*First_Name*» «*Family_Name*»

Congratulations on being elected by your fellow students to represent the students of Walcha Central School in school decision-making, voicing the concerns of students and unifying the student body through social activities and community service opportunities.

Principal _____

Date 16/3/2020 _____

ELECTION OF HOUSE CAPTAINS AND VICE-CAPTAINS YEARS K – 12

Students at Walcha Central School are provided with the opportunity to be a captain of their sporting house. There are junior and senior house captain and vice-captain positions for boys and girls.

The responsibilities of a house captain are to attend all three sporting carnivals, enthusiastically maintain house spirit, encourage students to participate in events and organise age relays for their house. House captains are expected to maintain the integrity of their position in their conduct at school.

Elections for this leadership opportunity are held at the beginning of the school year at specified house meetings.

Any student in Years 4, 5 or 6 may nominate for the position of junior house captain. Any student in Years 10, 11 or 12 may nominate to be senior house captain.

At the first K-12 awards assembly of the year, parents of the newly elected captains and vice-captains are invited to pin badges of office on their children.



Walcha Central School



Congratulations

«First_ Name» «Last_ Name»

on being voted «Title» of «House» sports house for 2020

Amanda Cooper
Acting Principal

Bonnie Brown
Head Teacher Sport

LETTER TO PARENTS OF HOUSE CAPTAINS/VICE-CAPTAINS

Dear Parent

On <<day and date>> at <<time>> we will be holding a K-12 Awards assembly in the MPC to recognise and celebrate our students' achievements this term. House captains will also be inducted at the assembly.

Your child <<FirstName>> <<FamilyName>> will be receiving an award or their house captain/vice-captain badge and we would like to invite you to join us at this special assembly. *(if necessary - Alternate arrangements will be made for presentation of badges to house captains and vice-captains who will be at the North West Swimming Carnival on the day of the assembly).*

Students are reminded that this is a formal assembly and full formal school uniform, including black shoes, must be worn.

Yours sincerely

Kristy Bird
COORDINATOR

Amanda Cooper
PRINCIPAL

SCHOOL CAPTAINS VISIT TO SYDNEY

Each year, an invitation is extended by the Governor of NSW, for the school captains to join with student leaders from across NSW in a visit to Parliament House of New South Wales to participate in the Secondary School Program.

Participating in this program is part of the captain's role.

This excursion is coordinated by the deputy principal, who ensures that the relevant VOR documentation is completed.

The school books and pays for the plane tickets to Sydney. Parents arrange for transfers to the relevant airport.

LETTER TO PARENTS REGARDING CAPTAINS VISIT TO SYDNEY

Dear Mr and Mrs <<FamilyName>>

Your son/daughter <<FirstName>> has been invited by The Honourable Justice Margaret Beazley QC AO Governor of New South Wales to Parliament House of New South Wales to participate in the Secondary School Program for school captains on (day and date).

<<FirstName>> will be accompanied by <<FirstName>> <<FamilyName>>. The return flight arrangements for <<date>> are as follows:

Depart from Armidale airport at 6:30am and arrive at Sydney airport at 7:50am

Depart from Sydney airport at 6:50pm and arrive at Armidale airport at 8:10pm

Program and flight details are attached. Students will need to wear full school uniform, including black shoes, blazer and tie. Morning tea and lunch will be provided, all other meals will be the responsibility of the students.

Travel to and from the airports in Armidale and Sydney will also be the responsibility of the parents.

Documentation Requirements

Please provide the following documents to the front office, prior to the event.

- **If you are only transporting your own child:** a copy of your *driver's licence* and *car registration* papers.
- **If you are also transporting other students:** a copy of your *driver's licence*, *car registration* and *comprehensive insurance* papers. You will also need *Declaration for volunteers and non-child related contractors* (available from the school office) and *photo ID*.
- **If you are only transporting other families' children, with no other adult present:** a copy of your *driver's licence*, *car registration* and *comprehensive insurance* papers, as well as a *Working With Children Clearance*, a *Declaration for child related work – Specified volunteer/child related contractor* (available from the school office) and *photo ID*.

Students will need to have photo identification as well as their student rail passes.

<<FirstName>> will travel independently with no direct staff supervision. While at Parliament House they will be supervised by trained government staff.

Please complete the attached permission slip and return it to Mr Ussher by <<date>>.

Yours sincerely

Ben Ussher
RELIEVING DEPUTY PRINCIPAL

Amanda Cooper
PRINCIPAL

AWARENESS DAYS

Awareness Days aim to raise awareness of issues that impact on the wellbeing of the school and community. Year groups (secondary) and class groups (primary) collaborate to identify an area of interest or concern and work together to create an event that raises awareness. The overarching aim is to empower young people to actively participate in school activities and decisions that will shape their lives, the lives of their families and the lives of their peers.

When students are empowered to have a say and take action about issues affecting them they experience better mental health outcomes, develop strong self-concepts and positively engage with learning.

Student empowerment is more than students being involved in projects related to mental health. It can involve students being supported by adults to lead projects and discussions about mental health at their school as part of a whole school approach.

Five elements support the success of student empowerment in a school setting. These are:

- commitment
- knowledge and skills
- confidence
- opportunities and responsibilities
- active support

Benefits of the program include:

- Improved awareness of issues that impact on communities
- Improved decision-making skills
- Improved planning and organisational skill
- Enhanced resilience
- Sense of being valued
- Improved capacity to contribute
- More informed whole school approach
- More effective implementation of programs
- Improved learning
- Increased school safety
- Improved school culture
- Demonstration of respect for human rights
- Development of citizenship

The teacher or year adviser

1. Discusses with the class/year about the objectives and key messages of the awareness days.
2. Identifies key areas of concern/need for our community. Aim for variety across the school, getting people talking is a positive thing – it's not necessarily about raising money.
3. Checks the calendar to ensure time suitability – aim for a spread throughout the year
4. Guide the students with the processes involved.

The students

1. Make the final decision of which cause/foundation/group to support
2. Complete a VOR
3. Seek advice from the administration manager regarding key financial/other considerations
4. Begin planning: assign roles, work collaboratively

5. Undertake important responsibilities which may include:
 - i. Advertising
 - ii. Booking venues and resources
 - iii. Contacting the organisation to let them know of your support
 - iv. Media report
 - v. Preparation before the day
 - vi. Roles on the day
6. Conduct event, ensuring any funds raised are given to the office each day, then forwarded to the relevant fundraising body
7. Evaluate outcome and present evidence of impact to the wellbeing team.

K-6 LEADERSHIP PROGRAM

The K-6 leadership program combines the need to improve Years K-3 games skills and fine motor skills, with the need to provide leadership opportunities for Years 4-6.

The format of the program ensures that the students are meeting the outcomes of the *K-10 PDHPE Syllabus (2019)* while developing leadership skills.

1. Students in Years 4-6 may self-nominate to become a leader. All nominating students are approved to be a leader. All other K-6 students are non-leaders.
2. Groupings are created within each classroom with all non-leaders allocated to a group. Staff ensure that each group leader is the appropriate choice for their group and is able to support them in the best way possible.
3. Every second Thursday afternoon, leaders meet for a 'theory' lesson where nominated staff support the leaders to create activities, and provide leadership advice and behaviour strategies to use for the students in their groups. Every other Thursday afternoon, the leaders and non-leaders have practical lessons, supervised by the classroom teacher. The leaders teach, instruct, manage and award the non-leaders in an activity they have chosen.
4. During these practical lessons, teachers supervise, write any observations and assess the leaders on the following Skills Domain taken from the *K-10 PDHPE Syllabus (2019)*:
 - a. Decision making and problem-solving
 - information gathering
 - finding solutions to problems
 - analysis
 - time management
 - goal-setting and tracking
 - b. Help-seeking
 - recognising when help is needed
 - accessing support and support networks
 - c. Communication
 - verbal and nonverbal communication
 - listening, for example active listening
 - expressing feelings
 - giving and receiving feedback
 - negotiation and conflict management
 - assertiveness
 - d. Collaboration, inclusion and relationship-building
 - expressing respect for others' contributions
 - fostering connectedness
 - recognising and using their own abilities and strengths and those of others
 - assessing their own abilities and contributing back to the group
 - e. Empathy building
 - understanding others' views
 - understanding of others' needs and circumstances
 - f. Leadership and advocacy
 - influencing and persuading
 - restorative practices
 - networking
 - g. Social awareness
 - respecting difference and diversity
 - contributing to their community

- perspective forming
- perspective taking

5. After the activities, which last 30 minutes, the nominated staff members meet with the leaders to discuss any problems, strategies or successes they had with their group. Immediate feedback and advice are provided.
6. The leaders then assess the students in their group, on a scale of 1 to 5, on the skills focus for the term. These can include:
 - a. using manners
 - b. taking turns
 - c. listening attentively
 - d. understanding the view of others
 - e. contributing to their group
 - f. self-monitoring thoughts, feelings and actions
7. The leaders also have to discuss why they gave that mark and how the students can apply strategies to ensure they get higher marks next time.

PSC SPORT LEADERSHIP PROGRAM

Walcha Central School students participate in the sports leadership program which supports schools to provide an education pathway for student leaders with aspirations and interests in sport and physical activity; sport coaching and officiating; and dance, fitness and recreational activity.

The program has been developed in three phases but at Walcha Central School, only Phases 1 and 2 are implemented.

Phase 1 - Learning to Lead (L2L)

In Phase 1, *Learning to Lead*, sport leaders in Years 5-8 from participating schools are introduced to the basics of sport coaching, organising and administration through a series of workshops. These may be organised as a one-day format or over a series of weeks.

L2L is conducted by student leaders from Years 9 and 10 as part of the Physical Activity & Sport Studies (PASS) syllabus and assessment requirements. Local sport learning communities (SLC) can liaise with their local feeder primary schools to model a program that meets their school settings.

Phase 2 – Leading with Action (LwA)

The Phase 2 of the PSC Sport Leadership program is *Leading with Action*. This involves workshops conducted by the participating NSW Sport Association Coaching and Development Officers (DOs)

Students participate in three x 90-minute workshops where the specialist DOs introduce and develop a variety of sport skills and activities for Year 9 & 10 sport leaders. These skills and activities are then introduced to primary school aged students in Phase 1.

The content should be seen as a pre-accreditation. Students completing these workshops will receive a NSW Premier's Sporting Challenge Sport Leadership Coaching certificate, with the caveat that this allows them to assist in the sport and physical activity programs in their local school.

Year 9 and 10 students complete a Sport Coaching component as part of their Physical Activity and Sport Studies (PASS) elective.

