



Help for non-English speakers

If you need help to understand the information in this policy please contact the Principal.

PURPOSE

At Hamilton North Primary School, the development of leadership skills in a supportive environment is one of the opportunities principally offered to our senior students. Having effective student leaders supports the development of responsible behaviours and allows student leaders to be positive role models.

There are a range of student leadership opportunities available each year, but we foster a leadership culture with all students. Leadership is not confined to those who are badge holders. The school believes that all students should be encouraged to show leadership in different contexts.

We expect our student leaders to model responsible behaviours and support the development of a positive school tone. Student leadership includes student voice & agency; listening to and being able to clarify the issues of the students they represent and advocating on their behalf. Student leaders have an increased sense of responsibility to help others and to model leadership principles and values.

Democratically elected student leaders represent the student body and their school in a wide range of forums at school and in the community to help shape a positive future.

SCOPE

This policy provides clarity around the various student leadership roles, their associated responsibilities, and the selection process of student leaders within the school. This will ensure that the selection process for student leaders is completed fairly and consistently.

This policy applies to Hamilton North Primary School:

- Students
- Staff involved in the:
 - Selection process of student leaders
 - Mentoring of acknowledged student leaders
- The community

POLICY

Hamilton North Primary School Leadership Positions

At Hamilton North Primary School, we have balanced the need for a large range of leadership opportunities, with the understanding that it is not possible for every student to have a formal leadership position. At times positions may be deleted or added depending on the needs of the school.

The following leadership roles are available in 2025:

- School Captains (two representatives)
- Scott and Payne House Captains (two representatives from each house)
- Visual Arts Captain
- Performing Arts Captain
- Student Voice Council Representatives (two from each year level in Years 3-6)
- Green Team (one from each class group in Years 3-6)
- Library Monitors
- Bin Crew

Selection Process

In order to ensure the selection of the best possible candidates for each role, the following process will be implemented.

SCHOOL CAPTAIN, HOUSE CAPTAIN, VISUAL ARTS & PERFORMING ARTS

- Guidelines and criteria for student leadership will be shared with Year 5 students in the first week of Term 4.
- Interested Year 5 students will be given the opportunity to nominate themselves to be considered for each role. This will be done through an application that addresses specific criteria that are related to the role. Students may submit applications for more than one position but must clearly state their order of preference in their application.
- Applications will be due by a predetermined closing date. Applications returned after the closing date will not be accepted.
- A panel consisting of the Principal or Principal Nominee, senior teaching staff and relevant specialist teachers will review the applications. The panel may also seek input from other staff members. A shortlist will then be created from these applications.
- Successful students will be invited to prepare a short speech for the Year 3-6 student body (up to 3 minutes) that will include their reasons why they believe they would be a good captain. These speeches will be recorded for all staff to view at a later date.
- Names and photographs of candidates as well as criteria for all captaincy roles will be displayed in Year 3 to 6 classrooms for 2 weeks prior to the elections.
- On the day of elections, criteria for all captaincy roles will be reviewed again.
- After candidates have presented their speeches, ballots will be distributed to all students in Years 3-6. Members of Scott House will vote for Scott House Captains and members of Payne House will vote for Payne House Captains.
- Students will cast their vote in their classrooms under the supervision of classroom teachers.
- Votes will be collected by classroom teachers and returned to the Principal or Principal Nominee.
- Staff will have the opportunity to view the nominee speeches and cast a vote anonymously. These are to be returned to the Principal or Principal Nominee.
- The panel will then meet to count the votes and will take student voice into consideration during the selection process.
- The panel will make a decision based on speeches and past history of each student. This will then be taken to all staff for consultation before a decision is made.
- All applicants will be convened in the staffroom and informed of the outcome privately before a public announcement is made.
- The student body will be informed of the new leaders as a special announcement during their Class Morning Circle the following day.

- The wider school community will be informed of the outcome via our online communication system (Sentral) the following day, allowing time for student candidates to inform their families first.
- The captaincy will be officially handed over at the final assembly in December of the year before, where 2025 captains will receive their badges.

STUDENT VOICE COUNCIL REPRESENTATIVES

The Student Voice Representatives will be elected annually by students, consisting of two elected representatives from each year level from 3 to 6.

School Captains are automatically members of the Student Voice Council. All other captains are ineligible to represent their year level. Any students who were a Student Voice representative the year prior cannot be a representative the following year.

- In the first month of school, Years 3-6 will convene in the BER to undertake the nomination and election process under the guidance of senior teaching staff.
- Guidelines and criteria for Student Voice representatives will be clearly explained to all students.
- Students will then separate into year level groups where interested students nominate for the position.
- Students in each class vote on their representative.
- The two students with the greatest number of classroom votes will be considered as the active representatives for their year level group.
- Families will be notified, and badges presented at assembly.

GREEN TEAM

The Green Team will be elected annually by students, consisting of one elected representative from each class group in Years 3-6. All other captains are ineligible to represent their class.

- In the first month of school, guidelines and criteria for Green Team representatives will be clearly explained to students.
- Interested students will then nominate for the position.
- Students in each class vote on their representative.
- The student with the greatest number of classroom votes will be considered as the active representative for their grade.
- Families will be notified, and badges presented at assembly.

LIBRARY MONITORS

Each year, Grade 6 students can nominate themselves to be a library monitor.

- Guidelines and criteria for Library Monitors will be clearly explained to all Year 6 students.
- Names are put forward to our library coordinator for consideration. Priority is given (but not limited to), students who do not already hold a leadership position.
- Library lanyards are presented at assembly.

BIN CREW

Each year, Grade 6 students can nominate themselves to be a member of the bin crew.

- Guidelines and criteria for Bin Crew will be clearly explained to all Year 6 students.
- Names are put forward to our senior teachers for consideration
- The bin crew are presented with lanyards at assembly

Expectations of all students in Leadership Positions

- Be a good role model for other students
- Work well in a team
- To be seen in correct school uniform and wear it with pride
- Demonstrate care for all students in the school
- Participate and encourage student participation in school events and promote leadership
- Be an Ambassador for the School
- Demonstrate and uphold our True North Values and promote school spirit
- Represent and voice the opinions, rights and responsibilities of the student body
- Support students within the school community by recognising student achievements

TIMELINE

The election timeline informs the school community of the scheduled events for the student leadership applicants. It includes due dates for applications, dates for speeches, when the election is held and when the announcement of the new student leaders will be made.

The timeline will be made available to the school community via Sentral. In addition to this, a printed copy of the timeline will be in each Year Five classroom and discussed with the students. Those applying for leadership positions will also be provided with a printed copy of the timeline.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Communicated annually via our online communication tool, Sentral.

RELATED DOCUMENTATION

- Leadership Position Guidelines and Criteria (Appendix A)
- "Applying for Student Leadership" A publication written for students to support the process of applying for a leadership position. (Appendix B)
- 5 Tips to Help Children Handle Disappointment (Appendix C)

RELATED POLICIES AND RESOURCES

Hamilton North Primary School policies:

- [Student Wellbeing & Engagement Policy](#)
- [Amplify: Empowering students through voice, agency and leadership](#) DET 2019

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2024
Consultation	September 2024
Approved by	Principal
Next scheduled review date	August 2025



Student Leadership Guidelines and Criteria

SCHOOL CAPTAINS

Two School Captains from Year 6 will be chosen through a formal selection process, as outlined in our Student Leadership Policy.

A candidate for School Captain will be expected to:

- Display good leadership skills
- Show willingness to assist at different levels including peers, teachers, support staff and visitors
- Be a role model in the classroom, playground and at school representative events
- Display exemplary behaviour
- Take responsibility for their actions
- Show respect for peers and adults
- Uphold our True North Values and classroom expectations
- Participate and try their best in all school events
- Show pride in self and Hamilton North Primary School

The role of a school captain will include:

- Representing the school and liaising with the Principal and other members of the Leadership Team on school and community activities
- Representing the school at official functions within and outside the school, e.g. ANZAC Day Parade, Foundation Open Days/Nights
- Sit on the Student Voice Council
- Preparing reports for our school newsletter
- Preparing, leading and taking responsibility for the running of end of term House Celebrations
- Preparing and delivering speeches at formal school events
- Participating in the GRIP Student Leaders Program
- Supporting future leaders with the application process
- Complete a school leader self- evaluation survey



Student Leadership Guidelines and Criteria

HOUSE CAPTAINS

Two House Captains from Year 6 will be chosen for Scott and Payne House through a formal selection process, as outlined in our Student Leadership Policy.

A candidate for House Captain will be expected to:

- Display good leadership skills
- Show willingness to assist at different levels including peers, teachers, support staff and visitors
- Be a role model in the classroom, playground and at sporting events
- Display exemplary behaviour
- Take responsibility for their actions
- Show respect for peers and adults
- Uphold our True North Values and classroom expectations
- Participate and try their best in school events
- Display good sportsmanship during all school sporting events
- Show pride in self and Hamilton North Primary School

The role of a house captain will include:

- Assisting the PE teacher with the training and set up of athletic events or otherwise as required, e.g. Cross Country, True North Adventure Challenge
- Supporting their House at sporting events by encouraging crowd chants and cheering
- Prepare and deliver speeches at House sporting events
- Preparing reports for our school newsletter
- Preparing, leading and taking responsibility for the running of end of term House Celebrations
- Helping to distribute sporting equipment for playtimes and monitor the maintenance of equipment
- Helping to maintain the organisation of the sports shed
- Any other supporting duties as required by the PE teacher
- Participating in the GRIP Student Leaders Program
- Complete a school leader self- evaluation survey



Student Leadership Guidelines and Criteria

PERFORMING AND VISUAL ARTS CAPTAINS

One Performing Arts Captain and one Visual Arts Captain from Year 6 will be chosen through a formal selection process, as outlined in our Student Leadership Policy.

A candidate for Performing and Visual Arts Captain will be expected to:

- Display good leadership skills
- Show willingness to assist at different levels including peers, teachers, support staff and visitors
- Be a role model in the classroom, playground and school events
- Display exemplary behaviour
- Take responsibility for their actions
- Show respect for peers and adults
- Uphold our True North Values and classroom expectations
- Participate and try their best in school events
- The Performing Arts Captain will be a member of our Choir
- Show pride in self and Hamilton North Primary School

The role of a performing and visual art captains will include:

- Be supportive and encouraging of all students' creative efforts.
- Work with the Art and Music teacher on communicating information to students and the community
- Publicly thank visiting artists (usually performing artists) on behalf of the students
- Assist in the lead up to our Art Show and Whole School Performance
- Prepare and deliver speeches at our Art Show and Whole School Performance
- Prepare reports for our school newsletter
- Preparing, leading and taking responsibility for the running of end of term House Celebrations
- Any other supporting duties as required by the Art/Music teacher
- Participating in the GRIP Student Leaders Program
- Complete a school leader self- evaluation survey



Student Leadership Guidelines and Criteria

STUDENT VOICE REPRESENTATIVES

The Student Voice Council plays an important role in the decisions made across the school. The SVC represent the voice of all students.

The role of a Student Voice Representative will include:

- Contributing to the decision-making processes and collectively influencing outcomes by putting forward the views, concerns and ideas of the student body.
- Organising fundraising activities for our school and a range of charities
- Attending meetings during lunch time
- Manning stalls before school and at playtimes, e.g. ANZAC Badges, Zooper Dooper sales, Legacy Badges
- Creating and displaying advertising material to promote SVC events
- Making announcements to classes about upcoming events
- Collecting donations from classrooms for charities or Parents Club fundraisers
- Counting monetary donations and delivering to office staff for banking
- Prepare reports for our school newsletter
- Provide input into the expenditure of school based fundraising funds on behalf of the student body
- Complete a school leader self- evaluation survey

Two appointed staff members will oversee the Student Voice Council and assist in the implementation and coordination of all SVC projects and activities.



Student Leadership Guidelines and Criteria

GREEN TEAM REPRESENTATIVES

The Green Team are responsible for raising awareness within the school. They take initiative in promoting different environmental causes as well as implementing programs that ensure the Hamilton North Primary School environment is well cared for. The Green Team will lead the encouragement of environmentally friendly behaviours, making shifts towards a more sustainable school.

The role of the Green Team will include:

- attending meetings during lunch time
- creating and displaying advertising material to promote Green Team events, e.g. Bread Bags, Clean Up Australia Day
- making announcements to classes about upcoming events
- monitoring and emptying recycle bins across the school
- promote environmental causes at assembly and/or classroom noticeboards
- co-ordinate Clean Up Australia Day activities
- take pride in our school environment and report concerns to staff as well as volunteer time to help rectify identified issues
- prepare reports for our school newsletter
- complete a school leader self- evaluation survey

An appointed staff member will oversee the Green Team and assist in the implementation and coordination of all Green Team projects and activities.



Student Leadership Guidelines and Criteria

LIBRARY MONITORS

The library monitors are responsible for supporting our Library Co-ordinator to maintain a tidy and efficiently run school library.

The role of the Library Monitors will include:

- attending a training session with the library coordinator
- manning the library desk during class library sessions to process returns and borrow out new books for students
- giving up playtimes to return books to the shelves in the correct section of the library
- monitoring the condition of our books and the space and reporting any needed repairs
- assisting the library coordinator as required
- take pride in our school library and keep it neat and tidy
- prepare reports for our school newsletter
- complete a school leader self- evaluation survey

BIN CREW

The role of the Bin Crew will include:

- attending a training session with the designated supervisor
- ensuring all filled bins are put out for collection as required
- returning bins to the designated areas once emptied
- ensuring the bin storage area is kept organised and tidy, picking up any rubbish that has escaped the confines of the bins.



Applying for Student Leadership

It is often said that when you are elected into a leadership position that it is your time and chance to “step up”, but what does that mean? “stepping up” is a term used in baseball to describe the action of a new batter when he comes in to face the pitcher and “steps up to the plate”. It means that it is your chance to face challenges and take action.

What are leadership skills and how can you develop them?

Leadership skills are qualities that a person needs to be an effective leader. The main characteristics of a leader are responsibility, confidence, respecting others and organisation.

Confidence

One of the most important leadership skills is confidence. A leader must have confidence, so they can speak in public and represent their school in the community. Confidence is behaviour as well as a feeling. When you act in a more confident way you will begin to feel it.

Organisation

Remember when you become a leader you need to be ready to take on extra responsibilities. You will be relied upon by others to get jobs done! This will be easier if you are organised.

Responsibility

Being responsible means being accountable for your actions. It involves making decisions and taking action, rather than waiting to be told what to do. Remember that leadership involves realistic responsibility. There are many things that, as a school leader, are out of your control.

Respecting others

A big part of being a school leader is to respect others. It is important to listen to what your peers have to say and give them positive feedback on their ideas.

Representation

You are the face of the student body and are standing in and up for them. Leaders foster an inclusive environment, but also unlock benefits for their school as a whole.

Writing an Application

Your leadership application is an important document. It communicates your desire to be a leader and outlines what kind of leader you wish to be. It is the starting point of your leadership campaign. It is also your opportunity to demonstrate leadership skills by being organised and responsible for writing and submitting your application (on time).

What to include in your application?

What leadership qualities do you bring to Hamilton North Primary School?

We want to know that you are passionate about leadership and the reasons you are passionate about it. Make sure you write about what a good leader is and how you can fulfil this role.

What can you bring to the school?

Leadership is about serving others. Therefore, it is very important that you explain what you want to do for the school and how you will serve the wider school community. *Remember to be realistic and truthful – there is no point promising an extra day at home each week, as you cannot deliver on this promise.*

How have you already displayed leadership during your time at Hamilton North Primary School?

Leadership is about being a positive role model at school. Leaders ensure they are hard workers and participate in school activities. It is important to value everyone and treat them with respect. Have you been willing to give your time for others? How have you displayed your True North Values? Have you represented our school at special events like the ANZAC Day Parade, Eisteddfod or representative sport?

Writing tips:

- Use the information in this document to help you write your application.
- Make sure you draft your application and revise it several times.
- Ask your family and friends to 'proof read' your writing and give feedback.
- Edit your work to ensure your punctuation, grammar and spelling are correct

Public Speaking

Public speaking is a skill and a quality that every leader should develop strengths in. As leaders, you will be making speeches all the time. You will have to speak with confidence, clarity and enthusiasm. You will normally do most of your public speaking at assembly in front of the whole school. To become strong in this area you must “act strong”.

How do you “act strong”?

- Adopt a comfortable stance with your feet approximately shoulder width apart.
- Make solid eye contact with at least three different people.
- Smile.
- Use a strong, clear voice and strong hand gestures.

Writing Your Campaign Speech

When writing a campaign speech, there are many things to consider

- Consider your audience. You will need to use appropriate language, so the audience understands your message or what you are saying.
- Refer to the guidelines and criteria outlined for the position you are going for.
- Make sure everything is set out nicely by putting it in order so the speech flows.
- Check over your work by reading it to yourself, a family member or friend. Ask for feedback to improve your speech.
- Once you’re happy with your speech, you may like to make speech cards. You don’t need to write the whole speech down; you can write keywords into dot points, so they help you remember.
- If using speech cards, use neat handwriting and number each card in order. A really important tip; the better organised and rehearsed you are with this, the less nervous you will feel at the time of the practice.
- End strong – leave the audience with a positive impression and a connection with your speech!
- Please refrain from wearing costumes or bringing props. You need to present in your full school uniform.

Practice Your Speech

Here are some things to think about

- **Eye contact:** you need to scan the audience, so that they feel part of it. Making direct eye contact with a few people also can calm your nerves.
- **Expression:** you will require facial expression as well as voice and body control. When you are speaking, alternate the tone of your voice and emphasize phrases and words.
- **Smile** at the audience and match your facial expressions to what you are saying.
- **Keep your stance strong** and straight, don’t slouch, rock, sway or lean on anything.
- **Pausing:** don’t rush your speech. Pause after a sentence. Take a breath. Say everything slowly and clearly, so it’s easier to listen to and calms your nerves.
- **Confidence:** the more you practice the more confident you will feel on speech day.

5 Tips to Help Children Handle Disappointment

When your child faces disappointment, it is normal to share in their pain.

No matter how old your child, he or she is going to face multiple disappointments throughout their life. These can range from minor letdowns (not getting invited to a classmate's birthday party), to major life events (not being accepted to their first preference course at university).

These are part of growing up and although it's painful to watch children suffer when things don't go their way, disappointment can actually be good for kids, especially when you teach them how to bounce back so they can cope better for future letdowns.

If children can learn the tools to get over a disappointing situation, they'll be able to rely on them throughout childhood and into adulthood. Here are five tips for helping your children handle life's setbacks:

Tip # 1: Know Your Role

As much as we parents would like to do everything in our power to make our children happy as often as we can, it's just not possible. We do, however, have the important role of helping them *choose* to be happy.

For example, let's say you take your child to a special place like a children's museum that they've been pleading to go to. At the end of a fun, eventful day you ask how they enjoyed the outing, only to hear "It was OK, but a lot of it was boring." You will probably be crushed by this flippant comment, but remember the key is to not overreact with a hurtful response, but instead ask a specific question such as "What was your favourite part of the museum?" to encourage your child to see the good parts of the experience.

Modelling appropriate behaviour ourselves when things don't go our way teaches our children the skills to handle disappointments. It's important to step back and let them use these new skills when things don't go badly, which ultimately allows them to be responsible for their own feelings.

Tip #2: Empathise With Your Child's Disappointment

When your child is hurting from a letdown, begin by acknowledging their perception of what happened. Let's say your child doesn't get selected for an Art Innovation class. You certainly don't need to agree with their dramatic conclusion that they're not artistic, but you can empathise and reflect her feelings.

Say, "I know you are feeling so hurt about this" then encourage dialogue. To do that, ask rather than tell. "It's a shame you didn't get into Art Innovation, what can I do to help you through this?"

This at least opens the lines of communication and shows your child that they're not alone. Remember that your child watches how you respond to situations in your own life. It's okay to share your disappointment (as long as you don't overreact) and it's important to show how you learned from the experience.

Tip #3: Teach Your Child a Self-Calming Techniques

There is a book called *Dealing with Disappointment: Helping Kids Cope When Things Don't Go Their Way* by Elizabeth Crary. She recommends that children have one self-calming technique to help deal with disappointment for every year of their age, up to age 12. Crary describes 6 general categories of self-calming tools. They include: physical, auditory/verbal, visual, creative, self-calming and humour. Here are a few examples of each category:

Physical:

- Large movements: Examples are running, dancing, jumping, hiking, anything to get their energy out.
- Breathe in calmness: Teach your children to take a big breath and then blow out the birthday candles or blow a feather across a table.

Auditory/Verbal:

- Talk to someone: Children need to be heard before they can problem solve. Just listen, uninterrupted and without trying to fix things.
- Positive self-talk: Model this for children, showing them how even when you're angry, you can productively problem solve. For example, if you didn't get the job you applied for, you could say "I'm sorry that job didn't work out for me, but I'm sure there is an even better opportunity waiting."
- Listen to music: Learn what kind of music your child responds to when happy or when angry. In our house, we always have fun, upbeat music playing in the morning before everyone heads out to school or work. It helps lighten the mood tremendously.

Visual:

- Read a book: This helps give a child focus, calming them. Offering to read a story is a great calming technique.
- Look outside: Looking outside is helpful in detaching from the feelings of disappointment. I like to play "I Spy" with my kids.

Creative:

- Draw a picture: Have your child draw his feelings. This is particularly good for younger kids.
- Make something: Make brownies, sculpt something out of clay, make a building out of blocks, etc. This helps release restless energy.

Self-Calming:

- Get a hug: Physical touch is comforting. Learning to ask for a hug when it's needed is a great coping skill.
- Drink from a water bottle: Make the water "magic calming juice." This works particularly well for younger kids.
- Take a warm bath: A bath is a great way to help wash away bad or irritating feelings.

Humour:

- Read humour books: Laughter can change body chemistry and help us let go of lingering negativity.
- Watch funny videos: Invite your child to watch a funny movie with you. Ask how he or she feels after.
- Find humour in the situation: This helps teach your child to look at things from a different angle. Let kids see you laugh at yourself.

Tip #4: Help Them Find Something They're Good At

One of the most common disappointments children face are feeling like they're not as good as their peers. Perhaps your son didn't make the cricket team or your daughter didn't get invited to join the choir.

Missing out can be a blessing in disguise and serve as motivation for children to practice harder, study longer, or attempt a different approach. Success isn't always about "winning," it's more often about finding another path. Help them find something they can be good at that matches their interests and skills. Or figure out another way to approach the goal that takes advantage of their abilities.

Tip # 5: Get Ready for Next Time

Once you help your child through one disappointment, make sure you use the experience to brainstorm ways to fix the next one. If it's a situation like not earning a role in the school play, you can encourage your child to ask for suggestions from the director on what she can work on to increase her chances for earning a role in the next production. Help her set some specific, attainable goals for the next audition, and then praise her with great enthusiasm when she finally achieves the role!

It's a good idea to talk to your child about what he or she can do next. How did she handle her last disappointment? What does she think she should do now? Remind her how good it felt when she bounced back from a past letdown. By arming kids with the experience of success and determination, you're providing the cushion they need to fall back on when disappointment strikes.

Remember that disappointments are not only a part of life, but they are also valuable in building the necessary coping skills to succeed in life! Until next time, Happy Parenting!