

# Belmore South Public School



## Leadership Policy

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# Student Leadership

Belmore South Public School is 'Creating the Future' by explicitly developing the leadership skills and qualities of all students in our community. Formal and informal leadership across the school develops students' positive self-concept by providing them with a sense of purpose, ownership and belonging. (Student Action Teams, Australian Youth Research Center, 2003). Students from K-6 are involved in leadership opportunities to increase their understanding of their rights and responsibilities as active school and community citizens. The leadership policy is supported and enhanced by the rich extra-curricular activities offered by BSPS.

## **Underlying Concepts:**

- Students can make serious and important decisions;
- Students can do important and valuable things: they have skills, expertise and knowledge of the needs of their community;
- Students' sense of belonging and involvement with community will support academic engagement and improved student outcomes.

## **Aims:**

Provide opportunities for all students to develop leadership qualities and skills.

# Building Blocks of Leadership

## The Building Blocks of Leadership:

At Belmore South Public School there are four building blocks of leadership. These qualities can be developed over time by practising and using the leadership muscles.

### **Communication**

Cooperative  
Good Listener  
Confident  
Friendly  
Energetic

### **Integrity**

Honest  
Resilient  
Hard working  
Persistent  
Growth Mindset

### **Citizenship**

Tolerant  
Caring  
Encouraging  
Helpful  
Inspiring

### **Responsibility**

Reliable  
Independent  
Self-disciplined  
Assertive  
Organised

# Class Citizenship

In years K-2, leadership development is based around class citizenship and participation in extra-curricular activities. Students learn to take an active role in their classroom and to cooperate with others.

They build their leadership abilities through:

## Classroom Roles and Responsibilities

Classroom jobs give all students the opportunity to contribute to a productive and cooperative classroom environment. Each class has jobs and students rotate through these jobs throughout the year.



## Playground Equipment Responsibilities

Each term, one K-2 class is responsible for taking out quiet play equipment to the playground.

## Membership in the Student Action Team

Stage 1 students are elected to participate in the Student Action Team (SAT) throughout the year.

# School Citizenship

In Stage 2 and 3, students build their leadership abilities through a range of extra-curricular activities and citizenship opportunities. Students are supported to become aware of the needs and wishes of others and to make choices and changes to ensure their school community is a safe and respectful learning place for everyone.

School citizenship opportunities include:

## **Library Monitors**

In Stage 2 all students have the opportunity to apply to become a Library Monitor. The school library is central to teaching and learning and is used by teachers and students every day. The role of Library Monitor allows students to extend their understanding of leadership and begin to take action to support the school, not only their class.

## **Library Monitor Eligibility and Nomination**

All students interested in the Library Monitor role must meet the following criteria and complete the following documents:

- A Stage 2 or Stage 1 shine guide self-assessment
- A written application

The Librarian will choose the students for this role based on their applications.



# School Citizenship

## Bully Busters

In year 5, all students will develop their leadership qualities and skills in their role as Bully Busters.

The Bully Buster program aims to give students the opportunity to lead and influence fellow students. They promote respectful relationships, resilience and a safe and enjoyable school environment. The program runs at recess and lunchtime daily. Bully Busters support positive, safe play in the playground by handling minor conflicts, assisting students who may be hurt or upset, and leading games and activities with peers. Students who participate in the Bully Buster program undertake training sessions with coordinating teachers, which aim to equip them with the necessary leadership skills and knowledge, such as conflict resolution, decision making, observation skills and communication skills. This allows the Bully Busters to thrive in a supportive environment and contribute positively to the school.

## Bully Buster Training Process

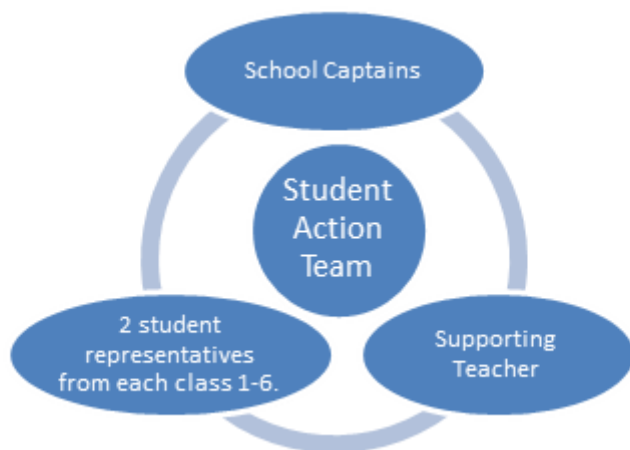
During the end of year whole school transition, year 4 students will participate in the Bully Buster Training Program. In Term 1, the coordinating teacher will review the training and expectations and create a student roster.



# Community Citizenship

## The Student Action Team

The Student Action Team (SAT) allows a group of students from years 1-6 to meet during gemstone learning time to undertake student identified projects to improve the school. The SAT has real impact for the whole school community and is led by the School Captains.



## Nomination for the SAT

In Term 1 teachers and students discuss the role of the SAT. Students and teachers collaboratively nominate two students from each class to take part in the Term 1 SAT. New students are elected from each class, each term based on class discussion and teacher judgment.

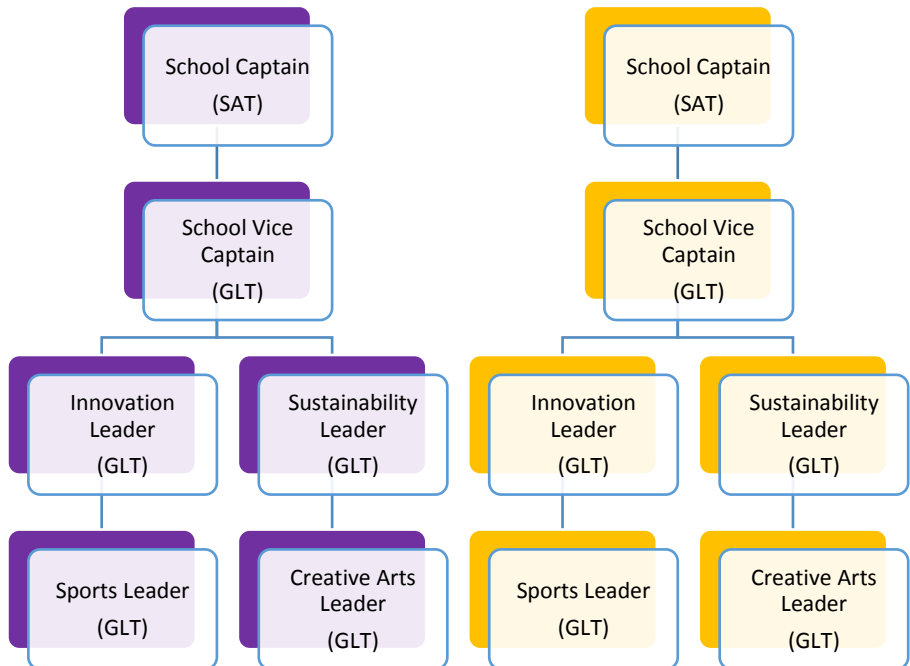


# Community Citizenship

## Year 6 Leadership

Leadership in year 6 is about being an active community citizen, setting an example and making decisions to benefit the students, parents, teachers and broader community.

## Leadership Structure



# Roles and Responsibilities

## **School Captains**

The School Captains guide the Student Action Team to make plans and implement student identified projects to improve the school.

## **Vice Captains**

The Vice Captains are responsible for the development of Gemstone Learning Team (GLT) activities. They make rosters, create resources and plan lesson ideas to share with their fellow leaders during leadership meetings.

## **Gemstone Learning Teams**

Vice Captains and Leaders other than the School Captains lead GLT activities. They are provided with activities by the Vice Captains and implement this with the help of the supporting GLT teacher.

## **Committee Leadership Roles**

The eight other leaders are elected to a committee. They work with a partner to complete the role and all associated responsibilities.

**Innovation**

**Sport**

**Creative Arts**

**Sustainability**

**Gemstone  
Learning Team  
Coordinators**

**Student  
Action Team  
Coordinators**

# Eligibility and Nomination

Belmore South Public School is proud of the large number of students who are able to participate in student leadership and contribute to their community. We support the growth and development of leadership qualities and skills from kindergarten to year 6 so that all students have the capacity and interest to be nominated for year 6 leadership roles.

All students interested in year six leadership must meet the following criteria and complete the following documents:

- 1 •A nomination from two students
- 2 •A nomination from one teacher (who is not their classroom teacher)
- 3 •A stage 3 shine guide self-assessment validated by the classroom teacher
- 4 •Written application
- 5 •Signed parent leadership commitment
- 6 •Creation of a campaign poster
- 7 •Willingness to prepare and present a speech to the school assembly

# Election Process

- 1 • Whole school gemstone learning activities on the qualities of an effective leader
- 2 • All interested students complete the application process.
- 3 • Students are informed in writing that their application has been accepted.
- 4 • Students prepare a speech and a poster for election.
- 5 • Candidates are introduced to the school at an Assembly.
- 6 • The following Monday morning, candidates will place their A3 poster in a designated space and spend each morning and play time being visible and actively campaigning to display their leadership qualities.
- 7 • On the Wednesday all the girls will present their speeches to the school. On the Thursday the boys will present their speeches.
- 8 • On the Friday there will be no assembly and all classes will participate in a formal voting process.
- 9 • Based on votes, twelve students will be selected as the leaders for the following year.
- 10 • A letter will be sent home to inform their families and they will be introduced at an assembly.
- 11 • The 12 students will participate in a leadership orientation and training program where they are buddied with current leaders.
- 12 • The School Captains, Vice Captains and Committee Roles will be announced at presentation day.

# Roles and Responsibilities

## Leadership Responsibilities

Students revise and refine these responsibilities at the start of their leadership each year.

- Model the building blocks of leadership and the stage 3 shine guide every day.
- Listen to the opinions and concerns of others and show empathy.
- Demonstrate commitment to the role by completing tasks on time.
- Display confidence and integrity while leading and organising whole school events.
- Be flexible, resilient and honest. Encourage others to do the same.

## Leadership Tasks

- Organise assembly rosters, set up and pack up for assembly.
- Lead a Gemstone Learning Team.
- Responsibilities for their role (SAT, GLT, sport, innovation, creative arts or sustainability).

## Loss of Leadership

If a student leader displays behaviours or attitudes that are not consistent with the leadership oath and responsibilities, they could lose their leadership role. The leadership role and badge could be suspended for two weeks, or removed for the rest of the year. This decision is at the discretion of the Principal.

# Voting

## Speeches and Leadership Learning

All students from K-6 participate in learning about the building blocks of leadership and learn to identify the qualities of a good leader. This empowers all students to cast an informed, fair and independent vote. All students listen to the speeches of each candidate in the week leading up to voting.

## Voting Process

Classes have an allocated voting time and each student and teacher has their name marked off a school electoral roll.

Each person (student or teacher) has 1 vote. The process for voting is explained to the class by a student scrutineer. All ballot papers have student candidate photos.

Absentee votes are collected in a predetermined period prior to the election day.

All students vote for their top four boy and top four girl candidates. Votes are counted by Assistant Principals with the students that gain the most votes attaining leadership roles.

School Captain, Vice Captain and Committee roles are formally announced during the Presentation Day Assembly.



# School Song

At Belmore South Public School we grow and learn each day.  
We are outstanding proud and strong, we always lead the way.  
Playing safely, helping others, caring for everyone,  
As we are honest and understanding and we are learning every day.  
Belmore South, Belmore South.

At Belmore South Public School we are loyal and true.  
We show respect and dignity, to our community.  
We are creative and curious, in everything we do,  
As we are honest and understanding and we are learning every day.  
Belmore South, Belmore South - our school.

