

PRIMARY  
STUDENT  
VOICE

2023  
HANDBOOK



## How do I apply?

School Captains, School Vice Captains, House Captains, House Vice Captains, Sport Captains and Class Captains.

### Step 1. Written Application

You will be given an application form (attached). Please use another page if needed and staple it to the application.

School Captains:

Two students from Grade 5 will be selected as School Captains and 2 students from Grade 5 will be selected as Vice School Captains. This will occur late in the year, ready for the start of the new school year.

Class Captains and House Captains:

Two students from each grade/house will be selected for Captains and Vice Captains. This will occur in Term 1 of the new school year.

### Step 2. Interview School Captains:

Your interview will take place with the Student Voice Leader, the Primary Principal and Assistant Principal and a Grade 5 Representative Teacher.

Class Captains and House Captains:

Class Captains will be elected in every Grade 3-6 class. Students are to fill out the attached application form, answer the questions on the form and give it to their class teacher to sign.

Students will prepare a written speech no longer than 150 words entitled "Why I would like to be class captain." Students will present their speeches to their class and their teacher. The classroom teacher will hold an election for class captain and the runner up will be the vice class captain. The interviews for House Captains and Sport Captains will take place with the Student Voice Leader, Grade 5 and 6 PLT Leaders, the Head of P.E and the Primary Sports Coordinator.

In the interview, you will be asked to describe a difficult situation you have been in and how you solved it and you will also be asked about one or two of the questions you answered from your letter of application. The interview will go for no more than five minutes.

Remember that your application will be considered based on your application, your interview and the teacher's view of your suitability to the role.

### Step 3. (School Captains ONLY) Presentation Speech

If you have been selected from the interviews, you will be asked to write a speech for the role of School Captain. Your speech is to go for no longer than two minutes and in this time you need to:

- introduce yourself,
- tell the students why you wish to be a School Captain at NWS P-12 Primary School,
- explain what skills you have that would make you a good leader,
- share what ideas you have to make NWS P-12 Primary School,
- better school and
- provide any other information you would like to share.

You can use a Power Point presentation along with your speech if you would like to (but it is not a requirement).

All of Grade 5 will vote on 1 male and 1 female for School Captain. Students will be asked to vote on a ballot. The girl and boy with the most votes will become the School Captains. The boy and girl with the second most votes will become the Vice Captains. Captains will be announced at the last assembly of the year.

Remember to relax, smile, be yourself and enjoy the experience!

## Student Leadership: Roles and Responsibilities

### School Captains and Vice Captains

- Wear correct school uniform at all times.
- Set a good example at all times and be a positive role model for all staff, students and wider school community of NWS P-12 College.
- Model the school values of PRIDE (Perseverance, Respect, Integrity, Dedication and Teamwork and Excellence at all times.
- Facilitate the running schedule of and participate in assembly, assisting the Assistant Principal with the opening and closing of assembly and introducing speakers / performances on a fortnightly basis. This may include organising other children or teachers to help with the presentations. Also facilitate and supervise the POD area of the playground in conjunction with the teachers.
- Meet regularly with the Student Voice team to discuss your ideas for NWS P -12 College Primary and provide feedback and observations from the students in the school.
- Attend Leadership Workshops and other Leadership events.
- Attend and assist with any other events or community and fundraising events within the school.
- Speak on behalf of the student body at different functions.
- Co-ordinate and work with other school leaders on a range of initiatives to make NWS P-12 the best school it can be.
- Address the Year 6 students and parents at the final graduation ceremony on behalf of NWS P-12 College.
- Report each term to the college

Leadership team (PCO) and the school council, sharing student voice progress towards achieving goals pertaining to student voice, agency and leadership.

- The School Captains and Vice Captains form part of the core student voice team and attend meetings. The School Captains chair the meetings. The School and Vice Captains attend all student voice events and initiatives and take a lead role.

### House Captains and House Vice Captains

- 1 boy and 1 girl (if possible) from each House Team from grade 5 or grade 6 for the roles.
- Wear correct school uniform at all times.
- Set a good example at all times and be a positive role model for all staff, students and wider school community of NWS P-12 College.
- Model the school values of PRIDE (Perseverance, Respect, Integrity, Dedication and Excellence) at all times.
- Help with the organisation of the House Sports, e.g. organising ribbons, buckets, etc.
- Organise a roster for the collection and presentation of House Points at the school assembly.
- Attend workshops with Student Leadership and/or guests to develop leadership skills and participate in activities relevant to student leadership.
- Foster House spirit within their House by role-modelling the wearing of the house colours, barracking for participants in events and promoting participation and fair play.
- Build House pride and actively promote participation in House Cup competitions.

## Sport Captains, Sport Vice Captains and Deputy Sport Captains

- 1 boy and 1 girl to represent Grades 3, 4, 5 and 6
- Meet regularly with PE teacher/s to discuss ideas and set goals for the implementation of sporting events within and outside the school.
- Responsible for sharing achievements in the sporting field which are to be acknowledged at assembly and published within the newsletter.
- Organise a roster for keeping the sports storeroom clean with the PE teacher.
- Help with the organisation of the House Sports – Athletics Carnival and Cross Country days e.g. organising ribbons, buckets, etc.
- Represent the school at inter-school sports days such as Lightning Premiership, meet and greet schools as they arrive at NWSP-12 for sports.
- Assist Sport Victoria staff that arrive at school to deliver sporting programs.
- Liaise effectively with the P.E staff and Primary Sports Coordinator.
- Take a lead role in facilitating inter- class sporting events and staff vs student matches.
- Speak at assemblies to deliver sporting results.
- Assist with student voice sporting initiatives such as Sporty September.
- The Grade 6 Sport Captains form part of the core student voice team, attend meetings and assist with all student voice events and initiatives.

## Class Captains and Class Vice Captains

- 2 students from each class in Grades 3, 4, 5 and 6
- WEAR CORRECT SCHOOL UNIFORM AT ALL TIMES.
- Act as the class representative and leader in school events such as assemblies.
- Receive class awards at primary assembly on behalf of the class.
- Maintain ongoing communication with the class teacher when advocating for the student body.
- Convey the opinion of the class in regards to an issue that may need defining or changing – i.e. litter in the yard, bullying, inappropriate behaviour, more lunchtime activities.
- Liaise with the wider student voice team and attend meetings and events.



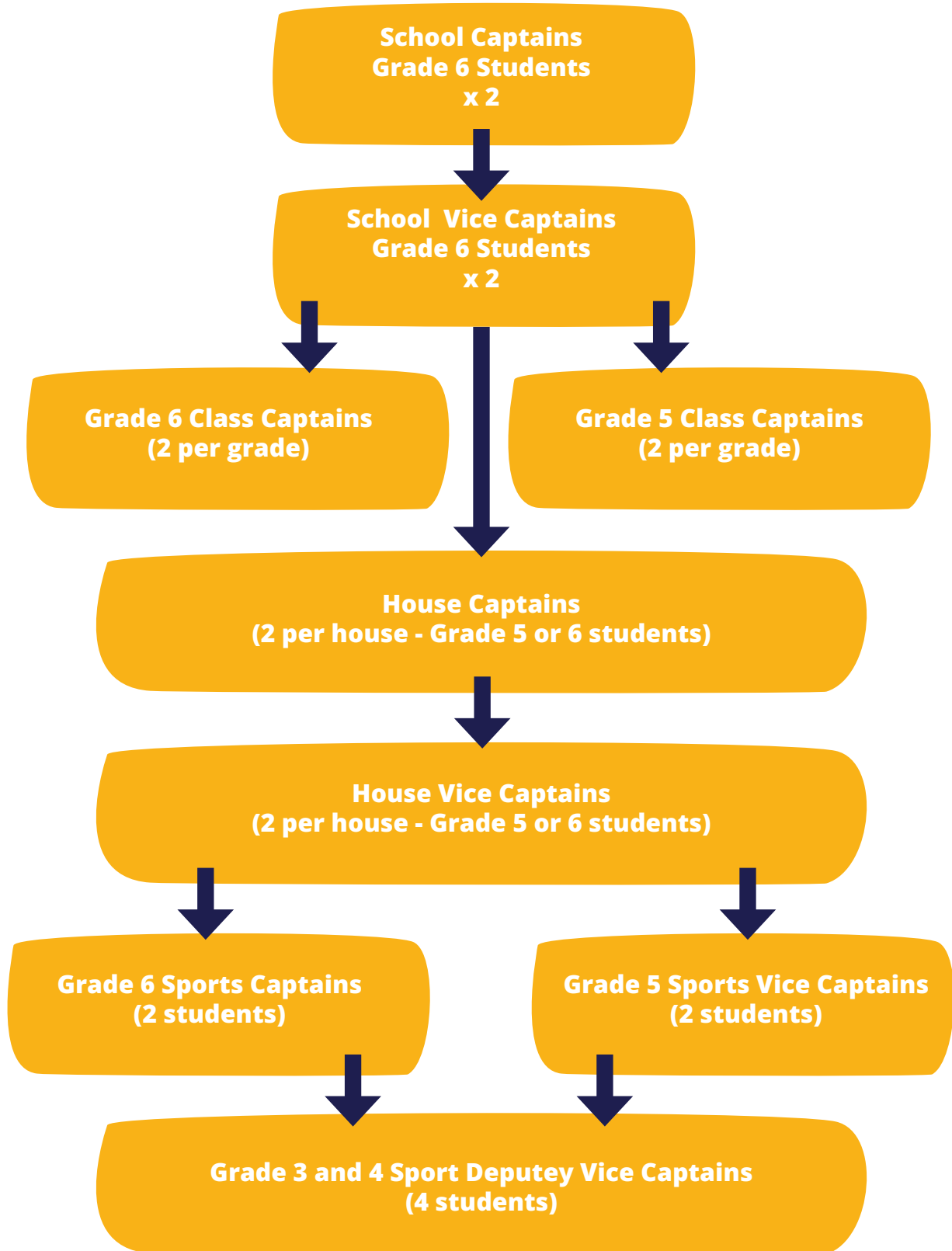
## Process for the election of NWSP-12 Primary School Captains, House Captains, House Vice Captains and Sport Captains.

- In week 8 or 9 of Term 4, applications for School Captains will be open.
- In week 2 of the start of the new school year, School Captains, Vice Captains, House Captains and Vice House Captains will be open.
- Grade 5 and 6 classroom teachers are to discuss the Student Leadership roles within the school that will make up the Student Voice Team (include House Captains that will be selected at a later stage). Discuss expectations, types of roles, leadership qualities, commitment, etc. Students collect information and application forms.
- Applications are completed and passed onto class teachers. At this stage, class teachers decide if a candidate is suitable by endorsing (signing) their application form. These are to be passed to G Block reception and then given directly to the Student Voice Leader by the time specified.
- Suitable candidates are to be interviewed by a panel. The following points are considered before a decision is made:
  - the student's application,
  - the interview and
  - Teacher's perception of suitability for the role.
- A decision will then be made by the panel for House Captains. If you have applied for the role of School Captain and you are shortlisted after the interview, you will be then asked to make a speech in front of all of the Grade 5 students and your peers will vote on the most suitable candidate/s in a ballot.

The School Captains will be announced at the last assembly of the school year ready for the start of the new school year. The Class and House Captains will be announced in early Term 1 of the new school year. An induction of ALL captains and badges will be presented at assembly in Term 1 of the new school year.



**Student Voice Team**



## Student Voice Survey

	Has a teacher co-ordinator	Has teacher and principal support	Has a clear structure and process	Is broadly representative of students	Reports to student body and gets advice	Is involved in a range of different areas in the school	Has time and credit	Connected to school-making decision	Has resources	Meets regularly- everyone attends meetings
YES 5										
4										
3										
2										
1 NO										

## Student Leadership and the 4 General Capabilities and Learner Attributes

	CRITICAL AND CREATIVE THINKING (Inquirer-Thinker- Knowledgeable)	ETHICAL (Principled)	INTERCULTURAL (Open Minded)	PERSONAL AND SOCIAL (Caring – Courageous & Resilient – Communicator – Balanced, Reflective)
EMERGING	<p>Students generate ideas to solve problems.</p> <p>Students structure arguments with aims and conclusions using a range of strategies.</p> <p>Students identify problems and apply problem solving strategies.</p> <p>Students question to expand ideas and solutions and apply these to new situations.</p>	<p>Students explain the meaning of some ethical concepts and significance of acts.</p> <p>Students explain how to identify ethical considerations in problems.</p> <p>Students evaluate ethical actions in relation to their outcomes.</p> <p>Students explain the role of values in ethical decision- making and actions.</p>	<p>Students are able to compare and explain a range of cultural practises and their influence on people's relationships.</p> <p>Students explain what they have learnt about themselves and others from intercultural experiences.</p> <p>Students explain the role of cultural traditions in the development of various identities.</p> <p>Students develop a critical perspective of and respect for their own and others cultures.</p>	<p>Students explain the consequences of emotional responses in social situations. Students recognise personal strengths and challenges and identify skills they would like to develop.</p> <p>Students suggest strategies for coping with difficult situations.</p> <p>Students persist with tasks when faced with challenges.</p> <p>Students discuss the value of diverse perspectives.</p>
DEVELOPING AND EVOLVING	<p>Students evaluate arguments through reasoning and evidence.</p> <p>Students construct valid arguments and test the strength of arguments.</p> <p>Students articulate arguments through visual models and verbally.</p> <p>Students breakdown ideas and problems into smaller ones.</p> <p>Students test thinking and seek out new information.</p>	<p>Students explain different ways to respond to ethical problems and issues.</p> <p>Students identify different ethical issues associated with a particular problem.</p> <p>Students identify range of ethical principles and explain the role of conscience and reasoning in ethical decision- making.</p>	<p>Students demonstrate an understanding how beliefs and practices can be influenced by culture and how intercultural experiences can influence beliefs and behaviours.</p> <p>Students identify barriers to reaching understandings within and between culturally diverse groups.</p>	<p>Students describe factors that contribute to positive relationships with peers, other people at school and in the community.</p> <p>Students explain cooperative behaviours and identify a range of conflict resolution strategies to negotiate positive outcomes to problems.</p>



CONSOLIDATING  
AND ACTING

Students describe different ways to express emotions and the relationship between emotions and behaviour. Students describe the influence that personal qualities, strengths and resilience have on achieving success.

Students undertake extended tasks independently and describe task progress.

Students recognise and appreciate the uniqueness of all people and explain how individual, social and cultural differences may increase vulnerability to stereotypes.

Students identify characteristics of respectful relationships and contribute to groups and teams suggesting improvements for methods used in group projects and investigations. Students identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations.

## Student Leadership Reflection Journal

1. What does good leadership mean to me and who do I see show it? How can I be a good leader ?

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2. How does P.R.I.D.E. Relate to leadership and what are the challenges I might face around these ideas?

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3. What does it mean to lead myself and others and what are the attributes that a leader has?

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4. When might it be challenging to demonstrate good leadership and how can I manage these situations?

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## Student Leadership Development Plan

Name: \_\_\_\_\_

Areas of strength: \_\_\_\_\_

Areas for development: \_\_\_\_\_

Goals	Time Frame	Mentors/Resources required
Goal A		
Goal B		
Goal C		

## Application Form: Student Leadership

Applicants need to have determination and commitment, they will also be role models for their peers.

Name: \_\_\_\_\_ Homegroup \_\_\_\_\_ Male/Female

Please indicate which position you are applying for:

School Captain                       Class Captain                       House Captain

1. Why would you be a good Captain? Have you had any Leadership Experience?

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2. Explain a positive choice you have made at school/local sporting club/etc. that has impacted other people

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3. Explain a change that you will try to achieve during your time as a Captain.

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Teacher referee:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

NB. Teachers are asked to sign this Application in support of the above named Applicant. A signature indicates you believe this student to be most suitable in being a Captain.

Please return your completed application form to your class teacher.

### **School Office**

Monday-Friday: 8.20am - 4.20pm

School Holidays: Closed or as advertised

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