



Student Participation & Leadership

A Guide for Our Community

Updated 2025

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Student Participation and Leadership

“Effective student participation must value the contribution that students make, meet genuine needs (i.e. be about real things), have an impact or consequence that extends beyond the participants (i.e. outside the classroom), be challenging to participants, and provide the opportunity for planning, acting and reflecting.”

— Roger Holdsworth, University of Melbourne, *Student Councils and Beyond* (2005)

At Wamberal Public School, we believe that student leadership is more than participation in formal leadership programs. Leadership can be demonstrated through everyday actions — in the classroom, in the playground, in supporting others, or through involvement in academic, sporting, cultural or community activities.

Providing students with authentic and inclusive leadership opportunities is an essential part of their development. These opportunities help students build confidence, personal strength, initiative, commitment and a sense of responsibility.

Our approach to student participation and leadership is underpinned by a commitment to:

- **Valuing student voice** in teaching and learning, school planning, operations and governance.
- **Involving students in decisions** about what and how they learn.
- **Developing participation and leadership skills** to foster active and informed citizenship.
- **Providing inclusive leadership opportunities** within the classroom, school and wider community.
- **Celebrating diversity** by recognising, respecting and responding to students' identities and cultural backgrounds.
- **Encouraging student contribution** through mentoring, service learning and volunteering.

We recognise that every student has the capacity to lead. With the guidance of supportive teacher mentors and a framework of safe, respectful learning, our students are empowered to be self-aware, build positive relationships, and contribute meaningfully to their school, community and society.

This direction reflects the collective voices of our students, staff and families. It is founded on the belief that schools thrive when students are actively engaged and when all members of the community work together to support children in reaching their full potential through participation and leadership.

Student Leadership Opportunities

Wamberal Public School offers a variety of student leadership programs, opportunities and experiences from Kindergarten to Year 6. Leadership capacity is developed through explicit teaching, authentic engagement, and participation in initiatives that build confidence, character and responsibility.

Leadership Development Program

All students in Years 4 and 5 participate in structured teaching and learning programs to build their understanding of leadership capabilities and responsibilities:

- **Year 4:** In Term 4, students engage in a **Student Leadership Familiarisation Program** delivered through class-based learning.
- **Year 5:** In Term 2, students participate in **Leadership Action Research Projects** led by Stage 3 teachers. These workshops explore what it means to lead, the qualities of effective leaders, and how students can initiate change within the school. They also examine the roles and expectations of School Captains, Vice-Captains and Student Leaders.

Participation in these programs is not a prerequisite for formal student leadership positions.

Formal Student Leadership Positions – Year 6

Each year, formal leadership roles are offered to Year 6 students:

- **School Captains (2)** – 1 boy and 1 girl
- **Vice Captains (2)** – 1 boy and 1 girl
- **Student Leaders (up to 6)**

Note:

- If Year 6 enrolments exceed 100 students: 2 Captains, 2 Vice Captains, 6 Student Leaders
- If enrolments are under 100 students: 2 Captains, 2 Vice Captains, 2 Student Leaders
- Adjustments to gender balance may be made based on nominations, at the discretion of the Principal and Executive Team.

Roles and Responsibilities

Student Leaders are expected to:

- Model the school's values and uphold the **Student Leaders' Code of Conduct**
- Represent the school at formal functions and commemorative events
- Support K–6 assemblies and major school events (e.g. Kindergarten Orientation)
- Participate in external leadership activities
- Present fortnightly reports to K–2 assemblies and contribute written updates for the newsletter and school website

Selection Criteria & Guidelines

- Students may only hold one leadership role at a time, except cultural positions
- Roles will be offered to equal numbers of boys and girls unless there are no students of a particular gender wishing to apply for the position or there is a gender imbalance.
- Students may nominate for both Student Leader and House Captain roles, but priority will be given to Student Leader selection
- All nominations are subject to eligibility review by the Principal, Deputy Principal and Stage 3 Assistant Principal
- Leadership responsibilities will be clearly explained before voting
- All leaders are expected to follow the **Student Leaders' Code of Conduct**

Election Process

Year 5 students and parents are informed of the Student Leadership Election process from the start of the new school year. Student Leadership Team positions are determined by election. There will be two rounds of speech delivery and voting in the election process.

Round 1 – Leadership Shortlisting

1. **Nominations:** Self or peer nominations are submitted for review
2. **Eligibility Check:** Conducted by Stage 3 teachers and the Executive Team
3. **Campaign Posters:** Candidates create a poster no larger than a sheet of poster cardboard including:
 - Name and photo
 - Contributions to school life
 - Leadership beliefs
 - Goals for improving the school
4. **Speech:** Candidates present a 2-minute speech to Year 5 students and Stage 3 teachers which focuses on the appropriate attributes and qualities the student will bring to the leadership position within the school. (no props or PowerPoint)

The speech should outline:

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

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

5. **Voting:**
 - Will occur on the same day as the speeches.
 - **Ballot papers:** There will be a boy ballot paper and a girl ballot paper with a photo next to the candidate's name. The order of the ballot paper will be determined from drawing a candidate's name out of a hat.
 - Students vote for 3 boys and 3 girls. Each vote is worth one point. Votes will be counted by the Stage 3 Assistant Principal and Stage 3 teachers.
 - Top 8 boys and top 8 girls are shortlisted for Round 2
 - Students will be informed of the results within 2 days by the principal.

Note: Bribery or coercion will result in disqualification.

Round 2 – Final Selection

1. The short-listed candidates will be announced to the Year 2 to 5 student body and school community. Their campaign posters will be displayed in the school office and or library, and the candidates will visit the Years 2, 3 and 4 classes with their poster.
2. Shortlisted candidates present their speeches to Years 2–5 students and staff at a **Leadership Election Assembly**. This speech must be the same speech they delivered during Round 1.
3. Posters are displayed in the office/library and candidates visit classes
4. **Voting:**
 - Years 2–5 students, teachers and executive staff vote using a weighted system
 - Will occur on the same day as the speeches.
 - **Ballot papers:** There will be a boy ballot paper and a girl ballot paper with a photo next to the candidate's name. The order of the ballot paper will be determined from drawing a candidate's name out of a hat.
 - Highest votes determine:
 - School Captains (1 boy, 1 girl)
 - Vice Captains (1 boy, 1 girl)
 - Student Leaders (next 3 boys and 3 girls)
 - In the event of a tie of highest votes for boys or girls, second preference votes will be counted to determine the student leader/s.
 - Votes will be counted by the Stage 3 Assistant Principal and School Executive Leadership Team.
5. Candidates will be informed of the results before the Presentation Day assembly. The candidates will be told by the 10 elected students. However, their elected position will not be announced until the Presentation Day assembly.
6. Results are announced on Presentation Day; elected students receive badges at the Presentation Assembly.

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

Student Leaders' Code of Conduct

What is a Code of Conduct?

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

Student Leaders agree to:

- **Be Safe:** Exercise self-control, ensure safety for self and others
- **Be Respectful:** Act with fairness, empathy and honesty
- **Be a Learner:** Participate positively and model school expectations

Breach of Conduct:

Leaders who do not uphold the Code may face suspension or removal from their position following a discussion with the Principal.

Agreement Form

Student, parent and principal signatures are required to confirm agreement with the Code of Conduct. Form on next page.

Student Leaders' Code of Conduct

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

Student leaders will role model the school values by being:

Safe

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

Respectful

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

Learners

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

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

Student Leader name _____

Student Leader signature _____

Student Leader's Parent signature/s _____

Principal Signature _____

Date _____

Mentoring in Student Leadership

Principal

- Meet with candidates and new leaders
- Approve initiatives and determine consequences
- Provide guidance on leadership and conduct
- Make final decisions on consequences for leaders who breach the Student Leaders' Code of Conduct.
- Assist the Stage 3 Assistant Principal to facilitate student initiatives.
- Assist the Stage 3 Assistant Principal in proofreading student leadership reports prior to publication in the newsletter and school website.

Stage 3 Assistant Principal

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

Stage 3 Teachers

- Foster leadership skills across all Stage 3 students

Role of Parents in Supporting Student Leadership

Parents and carers are encouraged to actively support and engage with their child's leadership journey. This includes:

Understanding the Student Leader's Role

Familiarise yourself with the expectations outlined in the Student Leadership Handbook and the Student Leaders' Code of Conduct.

Ongoing Communication

Discuss leadership responsibilities regularly with your child and maintain open communication with the school. Seek clarity from the Principal, Deputy Principal, or Stage 3 Assistant Principal if needed.

Modelling Positive Behaviour

Demonstrate school values and respectful behaviour, both at home and during school events, to set a strong example for your child and other students.

Supporting Participation

Assist your child with the organisation and preparation required for leadership activities and school functions. Where possible, help with planning, organising, and attending school events.

Encouraging Presentation and Professionalism

Support your child in presenting as a positive role model by ensuring appropriate behaviour, correct school uniform (including shoes and grooming), and confident public speaking. This may involve helping them rehearse speeches or prepare for presentations.

Fostering Organisational Skills

Help your child develop planning and time management skills to meet leadership commitments and be prepared for agreed activities.

Providing Constructive Feedback

Offer encouragement and positive reinforcement to build your child's confidence and skills. If appropriate, provide feedback to the school regarding student leadership programs or opportunities.

Respecting School Decisions

Support the school's selection of student leaders and the structure of the leadership program, including roles, responsibilities, and chosen initiatives.

Engaging with School Initiatives

Where possible, take an active role in school leadership events, such as assemblies, P&C activities, and fundraising efforts.

By working in partnership with the school, parents can help foster a meaningful and rewarding leadership experience for their child and contribute positively to the broader school community.

School House Captains – Year 6

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

Roles and Responsibilities Include:

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

Selection Criteria for House Captains

The selection requirements for student leadership positions at Wamberal Public School are outlined below to ensure a fair and transparent process:

● Single Leadership Role

- Students may hold only one leadership position at a time.

● Gender Representation

- Each leadership position will aim to include equal representation of boys and girls. This is subject to the number of applicants of each gender. If there are no students of a particular gender nominating, or if a gender imbalance exists, adjustments may be made accordingly.

● Nominating for Multiple Positions

- Students may nominate for *both* a Student Leadership Team Member and a House Captain position. However, students must:
- Complete the full selection process for both positions.
- Understand that priority will be given to selection in the *Student Leadership Team*, followed by the *House Captain* role if not selected for the former.

- **Eligibility for Leadership**

- Eligibility for any leadership position will be reviewed collaboratively by the Principal, Deputy Principal, and Stage 3 Assistant Principal. If concerns arise regarding a student's suitability, the School Executive Team will consult with the student and their parent/carer to provide feedback and explain the decision.

- **Clarity of Responsibilities**

- All students will be informed of the responsibilities and expectations associated with each leadership role before voting or selection takes place.

- **Expectations of House Captains**

- School Sports House Captains must:
- Adhere to the Student Leaders' Code of Conduct at all times.
- Understand that failure to uphold this code will result in consequences aligned with the school's discipline policy.
- Be aware that breaches of conduct will be addressed through counselling with the Principal and may lead to suspension or revocation of their leadership position.

Selection Process for House Captains

The process for selecting School Sports House Captains ensures fairness, student voice, and alignment with school values. The steps are outlined below:

1. **Nominations**

- Only Year 6 students from each respective house are eligible to hold the position of School Sports House Captain.
- Students may nominate themselves or be nominated by their peers.

2. **Application Submission**

- Nominated students complete a formal application form.
- Applications must be submitted to the School Sports Coordinator by the published due date in **Term 4**.

3. **Eligibility Review**

- The School Sports Coordinator reviews all applications in consultation with the School Executive Team.
- Applicants are assessed for suitability based on prior behaviours that reflect the school's values and their intended contributions to the school.

4. **Ballot Creation and Notification**

- Once eligibility is confirmed, the ballot is finalised.
- Candidates and their parents are notified of the next steps.

5. **Voting Process**

- Candidates present themselves at a School Sports House Meeting.
- A **silent vote** is conducted by all students in **Years 2–5** of the same house group.
- **Teachers** who are members of the house also participate in the vote.

6. **Vote Counting**

- The School Sports Coordinator and Deputy Principal (or Assistant Principal, Curriculum and Instruction) count the votes.
- The **boy and girl** from each house who receive the highest number of votes are elected as House Captains.

7. **Announcement and Presentation**

- The elected School Sports House Captains are announced to the whole school.
- Captains are formally presented with their leadership badges at the **Presentation Day Assembly at the end of Term 4.**

Mentoring – House Captains

The School Sports Coordinator plays a key mentoring role in supporting the development and success of School Sports House Captains. Their responsibilities include:

Pre-Election Guidance

- Meet with all candidates before the election process begins.
- Clearly explain the roles, responsibilities, and expectations of School Sports House Captains.
- Ensure all candidates understand and sign the Student Leaders' Code of Conduct.

Ongoing Support and Mentoring

- Meet regularly with elected House Captains to provide support, guidance, and leadership development.
- Offer advice on leadership principles and assist students in understanding how to represent their house positively.

Initiative Oversight

- Review and give final approval for any student-led initiatives proposed by the House Captains.
- Ensure initiatives align with school values and goals.

Behaviour and Conduct

- Monitor adherence to the Student Leaders' Code of Conduct.
- Address breaches of conduct and refer serious concerns to the Principal or Deputy Principal.
- Guide students through reflective conversations about leadership expectations if issues arise.

Communication and Publication

- Support students in preparing reports or presentations about their house's sporting achievements and initiatives.
- Assist with proofreading and approving content for school assemblies, newsletters, or the school website.

Aboriginal Student Leadership

This leadership opportunity is designed to empower and elevate the voices of Aboriginal students. It encourages students to share their perspectives, culture and ideas with the school community, and to take pride in their identity.

Aboriginal Student Leaders act as ambassadors for reconciliation, cultural understanding and student voice. Aboriginal Student leaders will role model the school values by being:

Safe

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

Respectful

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

Learners

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

Aboriginal Student leaders who are not upholding the Student Leaders' Code of Conduct will receive consequences consistent with the school's discipline policy.

Nomination Process

Aboriginal Student Leaders are nominated annually by the Aboriginal Education Team Leader in consultation with the Principal.

- Nominations are open to **Stage 3 students only**
- **Four Aboriginal Student Leaders** are selected each year
- The selection and announcement process takes place in **Term 2**

Role Duration

Aboriginal Student Leaders serve for the **remainder of their Stage 3 schooling**.

Badge Presentation

Badges are presented during the **Term 2 Years 3–6 assembly**.

Families are warmly invited to attend this special occasion.

Responsibilities

Aboriginal Student Leaders play an active role in supporting staff and peers during culturally significant events, including:

- **Wear It Yellow Day**
- **National Sorry Day** and **Reconciliation Week** – leading assemblies
- **NAIDOC Week** – leading assemblies
- **Cupcake Day**
- **Meet and Greet – Yarn Up**

Students may also participate in collaborative events with the Tuggerah Lakes Learning Community and/or Tumby Umbi Campus, such as:

- Art workshops
- Didgeridoo workshops and group performances
- Dance workshops and group performances
- Choir participation

Additional Opportunities

Aboriginal Student Leaders also:

- Contribute articles to the school newsletter each term
- Mentor peers and act as role models across the school
- Represent Aboriginal student perspectives in school planning and events

Agreement Form

Student, parent and principal signatures are required to confirm agreement with the Code of Conduct. Form on next page.

Aboriginal Student Leaders' Code of Conduct

As an Aboriginal Student Leader, you agree to comply with Wamberal Public School's Student Leaders' Code of Conduct, which outlines the behaviours expected of all student leaders.

Aboriginal Student leaders will role model the school values by being:

Safe

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

Respectful

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

Learners

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

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

Aboriginal Student Leader name _____

Aboriginal Student Leader signature _____

Aboriginal Student Leader's Parent signature/s _____

Principal Signature _____

Date _____

Student Representative Council (SRC)

The **Student Representative Council (SRC)** promotes student voice, leadership and school spirit at Wamberal Public School.

Purpose

The SRC provides students with a platform to:

- Represent the student body and raise school-related concerns
- Fundraise for local, national and international causes
- Coordinate special events and initiatives
- Strengthen communication between students and school staff

Responsibilities of SRC Members

SRC representatives are expected to:

- Attend scheduled meetings and speak on behalf of their class
- Maintain a high standard of personal conduct, modelling the school values
- Demonstrate leadership through their actions and words
- Participate in activities that enhance the school's social and physical environment
- Gather suggestions from peers and present them at SRC meetings
- Report SRC updates to their class and at school assemblies where applicable

Selection Process

- **Two representatives** are selected from each class in **Years 1–6**
- Students may **self-nominate** or be nominated by peers
- Nominees must respond to the prompt: *“Why would you be a good class representative?”* during a class-based selection process
- SRC members serve for **one full school year**

SRC Pledge

As an elected student councillor of the Wamberal Public School Student Representative Council,

I pledge to:

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

I will do this to the best of my ability.

Student Councillor Name: _____

Student Councillor Signature: _____

Principal Signature: _____

Date: _____

Mentoring Role of SRC Coordinator

The SRC Coordinator (teacher mentor) is responsible for:

- Coordinating three meetings per term and others as needed
- Liaising with the principal and staff regarding student ideas and initiatives
- Organising and supporting SRC events
- Communicate all upcoming events and SRC business with the school community through the newsletter, school app, notes home and emails to staff.
- Keeping meeting minutes and forwarding them to the executive team
- Coordinating the SRC elections
- Organising the **SRC Induction Ceremony**, badges, and pledge documents

'High 5' Anti-Bullying Peer Mentoring Program

The 'High 5' Anti-Bullying Peer Mentoring Program empowers **Year 6 students** to act as peer mentors and positive role models for younger students across the school. The program aims to promote student wellbeing by developing resilience, self-esteem and safe behaviours.

Through this initiative, all K–6 students will:

- Learn to identify bullying and understand what it looks like
- Develop anti-bullying strategies using the **'High 5' approach**:
 1. Ignore
 2. Talk Friendly
 3. Walk Away
 4. Talk Firmly
 5. Report
- Build resilience and confidence
- Strengthen their sense of personal safety and social wellbeing

In addition, Year 6 mentors will develop:

- Public speaking and communication skills
- Organisation and planning skills
- An understanding of the importance of student voice and positive role modelling

Roles and Responsibilities of Peer Mentors

Year 6 students in the program are expected to:

- Be **positive role models** across all areas of school life
- Lead structured **anti-bullying lessons** for younger students
- Promote and demonstrate the 'High 5' strategies in everyday interactions

Selection Process

All Year 6 students are trained and mentored in the delivery of the 'High 5' Anti-Bullying Program. Formal inclusion in the program requires:

- Participation in program briefings and training
- Submission of a signed agreement to uphold the expectations of the role
- Commitment to attend allocated mentoring sessions and lessons

'High 5' Peer Mentor Pledge

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

- be an outstanding role model for all students
- be an **upstander** when I see bullying
- lead formal lessons about anti-bullying for younger students
- support all students to learn and use the **High 5** strategies:
 - Ignore
 - Talk Friendly
 - Walk Away
 - Talk Firmly
 - Report

I understand the privilege of this role and pledge to fulfil my duties with integrity.

Student Name: _____

Student Signature: _____

Parent Signature: _____

Stage 3 Assistant Principal Signature: _____

Date: _____

Mentoring and Support Roles

Student Leadership Team

- Review and refine the program after attending the **GRIP Student Leadership Conference**
- Mentor peers in delivering the program and promoting wellbeing school-wide

All Teachers

- Explicitly teach the 'High 5' program in **Term 1** each year
- Reinforce strategies through regular classroom discussion and modelling

Year 6 Teachers

- Support students in preparing and delivering lessons
- Discuss strategies for supporting specific students during peer-led sessions
- Promote positive leadership behaviours

Stage 3 Assistant Principal

- Introduce and outline the program in Term 1
- Issue formal letters of participation to parents for co-signing
- Create and manage the delivery schedule for Terms 2–4
- Monitor program success and publish updates via newsletter and website
- Issue **Certificates of Participation** upon successful completion of the program

Library Monitors

The Library Monitor program provides **Year 6 students** with the opportunity to contribute to the school community by supporting the operation of the school library. These students promote respectful use of resources and ensure the library remains a welcoming and functional space for all.

Roles and Responsibilities

Library Monitors will:

- Collaborate with the Teacher Librarian to prepare library spaces and resources
- Guide and support peers in using the library respectfully and appropriately
- Promote the library as a positive learning environment
- Assist with organising displays, shelving books, and tidying shared spaces

Mentoring and Support Role

The Teacher Librarian will:

- Meet with new monitors to explain responsibilities and expectations
- Provide ongoing support and guidance throughout the year
- Promote student contributions through **school assemblies**, the **newsletter**, and the **school website**

Selection Process

Library Monitors are selected through a written application process submitted to the Teacher Librarian. Successful applicants must demonstrate responsibility, reliability, and a commitment to being positive role models for other students in their use of the library.

1. Position Advertisement

- In Term 1, the Teacher Librarian advertises the Library Monitor positions to all Year 6 students.

2. Application Process

- Interested students self-nominate by submitting a written application to the Teacher Librarian.

3. Applications must include:

- The student's reasons for applying.
- How they will contribute to supporting the library and its staff.

4. Selection

- The Teacher Librarian selects 10 students (two monitors per day of the school week) based on the quality and content of the applications.

5. Pledge and Induction

- Selected students sign the Library Monitor Pledge, agreeing to uphold their responsibilities.
- An induction ceremony takes place during a Stage 3 meeting, during which students are presented with a Library Monitor badge.

6. Probation Period

- All monitors are placed on a short probationary period to assess their commitment and ability to fulfil the role.

7. Ongoing Commitment and Withdrawal

- A student may choose to withdraw from the role at any time following consultation with the Teacher Librarian and must return their badge.

Library Monitor Pledge

As a Library Monitor at Wamberal Public School,

I will:

- demonstrate responsibility, reliability and respect at all times
- take pride in my role and support all students in the library
- work cooperatively with the Teacher Librarian and my peers
- contribute to keeping our library a safe and inclusive place for learning

Student Name: _____

Student Signature: _____

Parent Signature: _____

Teacher Librarian Signature: _____

Date: _____

School Representation

Wamberal Public School provides a wide range of opportunities for students to **participate, excel and lead** in cultural, performing arts and sporting arenas. We are proud of our strong representation at local, regional and state levels, and our involvement in the **Tuggerah Lakes Learning Community (TLLC)** enhances these opportunities further.

Performing Arts and Cultural Representation

Students are encouraged to develop and share their talents through various school-based and external events.

Dance

Dance groups at Wamberal Public School are open to students in **Years 1–6** and provide exciting opportunities to perform in a range of events throughout the year, including:

- Wakakirri
- Central Coast Dance Festival
- School-based performances

Participation in dance groups encourages teamwork, creativity, and confidence in performance settings. Students selected are expected to demonstrate commitment to rehearsals and events throughout the year.

Audition Process:

- Auditions are held for each dance group and are open to all eligible year groups.
- Two or more teachers are involved in the audition and selection process to ensure fairness and a range of perspectives.
- Selection is based on criteria such as rhythm, movement, stage presence, and commitment.

Selection Criteria

Students are assessed on the following:

- Ability to **learn and recall choreography**
- **Listening skills** and ability to follow instructions
- Sense of **rhythm, timing**, and basic **dance technique**
- Positive **attitude, teamwork**, and willingness to participate
- Display of **safe** and **respectful behaviour** at all times

Rehearsals

- Rehearsals are held **weekly during recess or lunch breaks**.
- Students are expected to attend all scheduled rehearsals and actively participate in preparation for performances.

Choir (K–6)

Wamberal Public School offers choir opportunities for students in **Kindergarten to Year 6**, with performances held throughout the school year at both internal and external events. Participation in choir fosters musical skills, confidence, teamwork, and school pride.

Performance Opportunities may include:

- **Schools Spectacular Combined Choir** (Years 3–6 only)
- **Star Struck Combined Choir** (Years 3–6 only)
- **Central Coast Choral Fest** (held every two years)
- **Primary Proms** (Years 4–6, by audition only)
- **School-based events** such as:
 - Presentation Day
 - ANZAC Services
 - Community Events

Nomination and Selection

- Students may **self-nominate** to join the school choir.
- Selection is based on the following criteria:
 - Demonstrated ability to **learn songs** of varying styles and difficulty
 - Strong **listening skills** and **rhythmic awareness**
 - Consistent **respectful behaviour** and ability to work as part of a team
 - Willingness to **commit for the full school year** as outlined in the signed permission note

Rehearsals

- Choir rehearsals occur **once or twice a week**, either:
 - **Before school** (commencing at 9:00am), or
 - **During lunch or recess**
- **Attendance is expected at all rehearsals**, unless the student is absent from school.
- Rehearsals may increase in frequency closer to performance dates.

Students who join the choir are expected to demonstrate a high level of commitment, responsibility, and school representation. Failure to meet expectations may result in a review of a student's participation.

Koori Choir

(for Aboriginal and Torres Strait Islander students only)

The **Koori Choir** is open to Aboriginal and Torres Strait Islander students from Kindergarten to Year 6. It offers students the opportunity to celebrate culture, strengthen identity, and build confidence through music and performance.

Participation in the Koori Choir promotes **cultural pride, connection to community, and school-wide celebration of Aboriginal and Torres Strait Islander culture.**

Performance and Workshop Opportunities

- The Koori Choir participates in termly performances and workshops.
- Events are held at various schools across the Tuggerah Lakes Learning Community.
- Students also perform at special assemblies and school events.

Nomination and Selection

- Students may **self-nominate** to join the Koori Choir.
- Selection is based on:
 - Demonstrated ability to learn songs from a variety of cultural and musical styles
 - Strong listening skills, rhythm, and musical technique
 - Consistent demonstration of safe and respectful behaviour
- Students who join must commit to participating for the full school year, as outlined in the signed permission note.

Rehearsals

- Rehearsals occur once or twice a week, either:
 - Before school (starting at 9:00am), or
 - During lunch or recess
- Attendance at all rehearsals is expected, unless the student is absent from school.
- Rehearsals may become more frequent in the lead-up to performances.

Public Speaking

Wamberal Public School's Public Speaking Competition (K–6)

- Class presentations in **Term 2**
- Two students from each class compete in **Stage Finals in Term 3**
- Stage winners represent the school in the **Central Coast Public Speaking Competition**

Multicultural Perspectives Public Speaking Competition (Years 3–6)

- Two students from Stage 2 and two from Stage 3 selected on merit
- Participants may progress to **district, regional and state competitions**
- All speeches are assessed according to the official competition guidelines
- Behavioural expectations apply for participation in external events

Debating (Years 3–6)

- Students may **self-nominate**
- Opportunities include:
 - **Premier's Debating Challenge (Hunter/Central Coast)**
 - Other local and regional challenges
- **Selection Criteria:**
 - Public speaking skills
 - Quick thinking and note-taking
 - Listening and collaboration skills
- Rehearsals and a **debating workshop** occur in Term 2
- Attendance and positive behaviour are required for ongoing involvement

Chess (Years 2–6)

- Students may **self-nominate**
- Participate in **interschool chess competitions**
- No formal selection criteria beyond a genuine interest in chess
- Practice sessions scheduled by the Chess Coordinator
- Students must attend regularly and demonstrate positive behaviour

School Band

- Managed by an **external provider**
- Students apply privately and pay fees to participate
- Two groups: **Concert Band** and **Senior Band**
- Practices held twice weekly before school
- Performances include:
 - School assemblies
 - School events
 - Local and regional music festivals (as available)

School Band Leader

- A senior band member, selected for commitment, experience, and leadership skills
- Supports the Bandmaster with setup and organisation
- May speak or announce during performances
- Expected to lead by example and demonstrate enthusiasm for music

Sport Representation (Years 3–6)

Students have the opportunity to represent Wamberal Public School in a variety of team sports at **school, district, regional and state levels**.

Selection Process

- Students **self-nominate**
- **Teacher mentors** conduct at least two trials
- **Selection Criteria:**
 - Demonstrated skill and effort in the sport
 - Teamwork, sportsmanship and listening skills
 - Positive behaviour and attitude
- Attendance at practice is mandatory; may increase before competitions
- Parent managers may be appointed to assist with travel and supervision as required
- Selection is based on merit – previous representation does not guarantee selection

Tuggerah Lakes Learning Community (TLLC) Enrichment Programs

The Tuggerah Lakes Learning Community (TLLC) Enrichment Programs offer elective extension opportunities for primary school students. These after-school programs are facilitated by staff from Tuggerah Lakes Secondary College and aim to:

- Enrich student learning beyond the classroom
- Build student confidence and social connections
- Familiarise students with the high school environment
- Provide engaging, hands-on experiences in areas of interest

Program Structure

- Held at **Tumbi Umbi Campus** or **Berkeley Vale Campus**
- Delivered on **Wednesday afternoons** from **3:30pm to 5:00pm** during **Term 2**
- Programs run for **six weeks**:
 - Weeks 1–5: Workshop sessions
 - Week 6: Showcase of learning and celebration

Selection Process

- **Year 6 students** receive first priority, followed by Year 5, then Year 4, and so on
- Students indicate **three activity preferences** (1st to 3rd choice) on their application
- Program costs are covered by participating families

Student Buddy Program

The Student Buddy Program fosters cross-age peer support and mentoring by providing students in Years 4–6 the opportunity to build connections with younger students. This program develops leadership, empathy and responsibility in older students while creating a strong sense of belonging for younger peers.

Roles and Responsibilities

Student Buddies (Years 4–6):

- Support younger students with set learning tasks and activities
- Demonstrate positive behaviour aligned with school values and PBL expectations
- Follow classroom procedures and instructions from staff

Teacher Mentoring Roles

Year 4 Teachers

- Encourage and support students to engage positively in the program
- Prepare tasks for Buddy sessions in collaboration with Kindergarten teachers
- Ensure suitable student pairings
- Facilitate and monitor the weekly buddy schedule

Year 3 Teachers

- Prepare students to take on Buddy responsibilities in future years
- Model expectations and provide leadership opportunities within the classroom

Environment Club

The Environment Club empowers students to take an active role in caring for and promoting the natural environment of the school. It fosters environmental responsibility, leadership, and pride in school surroundings.

Roles and Responsibilities

Environment Club members will:

- Raise awareness about environmental causes during class, stage and whole school meetings
- Promote activities through the school newsletter and website
- Attend fortnightly Environment Club meetings
- Collect and manage school recycling as per the club roster
- Keep the recycling area tidy and report issues to the teacher mentor

Selection Process

- **Students in Years 1–6** may self-nominate
- **Years 1–4:** Two students per class per semester (elected by class ballot if oversubscribed)
- **Years 5–6:** Up to four students per class (may remain in role if no new nominations)
- Final selection made in consultation with the class teacher and teacher mentor
- Students are inducted at a school assembly in **Term 1 and Term 3**

Membership may be suspended or withdrawn for students not demonstrating safe, respectful behaviour. The classroom teacher and teacher mentor will consult with the Deputy Principal as needed.

Mentor Responsibilities – Teacher Mentor

- Guide students in decision-making around which environmental causes to address
- Use student voice to develop an annual plan of activities
- Provide support and resources for running initiatives
- Monitor student-led promotions and event organisation
- Oversee the recycling roster and ensure all safety guidelines are followed
- Promote club initiatives through school communications

K-2 Assembly Leadership

At Wamberal Public School, we provide opportunities for all students to develop confidence and public speaking skills. Each K-2 class is rostered to lead the fortnightly **K-2 assembly**, allowing students to practise speaking clearly, working as a team, and taking pride in presenting to an audience.

Roles and Responsibilities

Students leading the assembly are responsible for:

- Running all elements of the assembly, including:
 - Acknowledgement of Country
 - Welcoming staff and guests
 - Presenting awards
 - Sharing class items or performances
- Speaking clearly and confidently in front of their peers
- Supporting and encouraging each other as presenters

Selection Process

- Every student in Kindergarten, Year 1 and Year 2 will have at least one opportunity throughout the year to take on a leadership role during their class's scheduled assembly
- Class teachers allocate roles to ensure all students are included and supported
- Students are given time and support to practise and prepare their parts

Mentoring and Support

Year 6 Student Leaders

- Two Year 6 Student Leadership Team members attend each K–2 assembly
- They assist with guiding and modelling leadership behaviours to younger students
- Two additional Year 6 leaders are responsible for playing music before and after the assembly

Classroom Teacher

- Prepare students through practice sessions and role-play
- Provide individual scripts and encourage rehearsal at home
- Support students with any stage fright or nervousness

Assistant Principals – Early Stage 1 & Stage 1

- Coordinate the **K–2 assembly roster and script** at the start of the school year
- Distribute scripts and dates to class teachers
- Provide oversight and support to ensure assemblies run smoothly

Conclusion

At Wamberal Public School, we are committed to preparing our students for a complex, dynamic and rapidly changing world. Through a whole-school approach to student leadership and participation, we strive to nurture, guide, inspire and challenge every learner.

We recognise that leadership is not limited to formal titles. It is demonstrated in everyday actions—supporting others, making responsible choices, contributing to school life, and standing up for what is right. These qualities are developed over time through authentic experiences, trusted mentorship, and meaningful opportunities to lead.

Our comprehensive leadership and participation framework fosters the development of:

- **Civic responsibility**
- **Environmental awareness**
- **Creativity and teamwork**
- **Sportsmanship and cultural pride**
- **Resilience and respectful behaviour**
- **Critical thinking and communication skills**

By building these capabilities, we not only enhance student wellbeing but empower each child to:

- Reach their full potential
- Build the confidence and skills needed for future success
- Contribute positively to their school and broader community

At Wamberal Public School, we believe that **every student has the potential to lead**—and through our leadership opportunities, **every student has the opportunity to shine**.