MOUNT RIDLEY P-12 COLLEGE

STUDENT LEADERSHIP

PURPOSE

Mount Ridley College believes in the personal growth and development of every student and recognises the profound contribution student voice provides to whole College community values development, teaching and learning. The provision of a wide range of opportunities for leadership development enhances student self esteem, drives positive College vision, and fosters partnerships between students, staff and parents.

SCOPE

Student input into formal decision-making is integral to the success of our College. Formal and structured student leadership will provide the forum for students to express their views and opinions, as well as suggesting and preparing implementation plans for improvements to our College, in consultation with staff and College Council. By encouraging student leadership we are developing community leaders of the future.

Mount Ridley College Values underpin our broad, inclusive and dynamic Student Advocacy program.

- Student Advocacy is valued by the whole College community as an opportunity for students to voice and take action on their interests and concerns.
- Student Advocacy is the vehicle for student participation in the running of the College.
- The Student Advocacy program will enhance communication and leadership skills in our students.
- As part of the decision-making process of the College, Student Leadership provides the link between students and other groups within the College i.e. College Council and Staff.
- All students within the College are represented by nominated and elected members who meet regularly to discuss issues raised within the College.
- The election of representatives into key positions provides students with the opportunity to participate in a democratic process and nominated positions ensure that the Student Leadership body develops cognisant of College needs.
- Students involved in Student Advocacy will act as role models and behave in a manner which reflects the values of our College community.

POLICY

Members of the Student Advocacy Group will work towards enhancing the Mount Ridley College experience by:
- Helping to create a community atmosphere where everybody can work together, be safe, learn and have fun.
- Providing suggestions to staff, the College Council and other sub committees, e.g. Canteen, curriculum and student services in order to enhance student experience.
- Ensuring that student interests are addressed and directed to relevant forums as appropriate (including College Council).

- Positively encouraging student altruism through a range of activities, including fundraising where approved by College Council.
- Including a component of student voice in the implmentation of Carnivals, art exhibitions, school productions, student assemblies, publications, information evenings and eLearning programs
- Attending a camp to plan projects for the upcoming year

Strategies to support Student Advocacy
- Student Advocacy groups will meet weekly, at a regular time, and sub-committees will meet at other times as required.
- Student Advocacy will be supported by designated members of staff at each mini school
- Staff will provide Student Leaders reasonable time to report/and or participate in Student Leadership activities where these are sanctioned by Student Advocacy staff.
- Members of the Student Leadership will be introduced to the College at Assemblies.
- Student Leadership activities will be widely promoted throughout the College, using a variety of communication strategies.

Selection Criteria
It is expected that students wishing to be elected as part of the Student Advocacy team will be good role models for others as they exhibit the College Values.

Procedures

Students who have been nominated and selected as Student leaders at the College will typically serve their term from Week 1, Term 1 until the last week of Term 1 in the same year.

The application process for Student Leadership positions will commence and be finalised in Term 4 of the previous year.

All other positions will be filled, through a written and online application process, once the aforementioned positions are finalised.

Detailed procedures can be found in the Appendix.

Staff Responsibilities

- Reasonable time shall be allowed by all staff for students to attend to their supervised leadership duties. These duties should not overly take from any teaching area time.
- The Student Advocacy/House Program leader will assist all members and provide the required training to develop their leadership and public speaking skills.
- The Student Advocacy/House Program leader will assist Student Leaders by liaising with relevant College groups, e.g. staff, College Council.
- The Leading Teacher with the Student Advocacy portfolio alongside the Assistant Principal responsible for Student Advocacy will provide support to and supervise the Student Advocacy/House Program leader as well as further develop policy in response to growth of the College.
- The Leading Teacher with the Specialised Program portfolio alongside the Assistant Principal responsible for Specialised programs will provide support to and supervise the ESP and ACED program leaders as well as further develop policy in response to growth of the College.

Code of Conduct

Where student leaders do not adhere adequately to College Values in their role, appropriate disciplinary procedures may be observed by the Student Leadership staff team, including Leading Teacher,the Student Advocacy/House Program leader and Principal. These measures will include warnings and mentoring but may include removal from the leadership program in some cases.

Student Leadership Meetings

Weekly Meetings will be supervised by staff and run democratically, ensuring adequate voice and appropriate organisation of reporting groups by student leaders.

COMMUNICATION

This policy will be communicated to our school community in the following ways:
- Available publicly on our school's website
- Included in staff induction processes and staff training
- Included in staff handbook/manual (USB drive)
- Hard copy available from school administration upon request

POLICY REVIEW AND APPROVAL

Created date	October 2024
Consultation	College Council 2024
Endorsed by	Principal – Carmelo Pagano
Endorsed on	
Next review date	2027

APPENDIX ONE: LEADERSHIP POSITION DESCRIPTIONS

Leadership Position Role Descriptions 2021: A meeting may be called with a student leader is not following the values and expectations of the school and not fulfilling their duties as outlined above. They will be asked to justify why their leadership role should not be cancelled.

Role	Job Description	Frequency of Meetings
Mini-School Captains and Vice Captains	• lead discussion in student voice meetings • host assemblies • attend and assist in the co-ordination of special events (eg sporting carnivals, ANZAC Day, etc) • oversee projects in mini-school • meet once a term with mini-school captains from other mini schools to share progress and discuss needs of peers • conduct tours of the school with Mr Pagano and the Assistant Principals when required • make regular contributions to the newsletter • model school values in all interactions • represent the College at official functions as required • act as a point of contact between the student advocacy team and the wiser student body to ensure concerns and visions are communicated	Meeting with Student Advocacy team- weekly at lunch time Meeting with other Mini-School Captains at lunch time (in addition to regular scheduled meeting- approximately once a term) *Unless otherwise informed, Mini-School Captains and Vice Captains should be present in all meetings*
House Captains	• promote house culture by organising, running and assisting with student involvement in special events (including swimming and athletics carnivals, House Colours Day, etc). • update house point tallies weekly • make regular contributions to the newsletter • speak at assemblies • assist with the house colour bin system • consider and implement other ways to promote the house point system • model school values in all interactions • represent the College at official functions as required • act as a point of contact between the student advocacy team and the wiser student body to ensure concerns and visions are communicated	Meeting with Student Advocacy team- weekly at lunch time
Student Leaders	• attend all meetings • assist with College and student voice initiatives • model the College values in all interactions	Meeting with Student Advocacy team- weekly at lunch time
College Council Representative **(Senior Years students)**	• attend College Council meetings once a month at 6:00 in the main conference room • write 'Student Advocacy report each month and submit to Ms Williams for proofreading (this will involve speaking with students from all 4 mini schools) • read 'student voice' council report to council members • present ideas to council members as requested	Meeting with Student Advocacy team- weekly at lunch time College Council meetings- monthly on a Tuesday evening at 6:00pm *Note- time may be provided during Student Advocacy meetings to complete College Council report once a month* **Please note, as this is a two year position (2021-2022), Year 12 2020 students should not apply**
Cultural Leaders	• organise and run special cultural events (e.g Harmony Day) • assist international sister school students when they visit • assist students new to the College	Meeting with the Cultural Staff Leader to discuss cultural program initiatives

	• speak at assemblies on matters relevant to cultural matters • foster student involvement in cultural activities • model school values in all interactions	
ACED Leaders	• model school values in all interactions • present at a range of College events such as; at assemblies, awards dinner, etc • be an ambassador for the ACED program • lead others to uphold the values of the ACED program • advocate for the ACED program and the College community	Meeting with Ms Folino and ACED staff to discuss ACED initiatives
ESP Leaders	• model school values in all interactions • present at a range of College events such as; at assemblies, morning ESP mentor, ESP Awards dinner, etc • participate in College events such as house colours day, athletics/swimming carnivals • participate in Community events such as coach a Junior Sporting team in chosen sport/stream • be an ambassador for the ESP program • lead others to uphold the values of the ESP program • advocate for the ESP program and the College community	Meeting with Mr Pearce and ESP coaches to discuss ESP initiatives
VCAL Leader	• model school values in all interactions • present at a range of College events such as; at assemblies • assist in community events, e.g. meet and greet BBQ • be an ambassador for the VCAL program • liaise closely with all VCAL staff and Coordinator to discuss areas of improvement • assist with the implementation and advertisement of class projects • keep students informed of upcoming excursions/incursions	Meeting with VCE/VCAL Coordinators to discuss student feedback and upcoming events and initiatives.
English 7-12 student	• Model school values in all interactions. • Present at a range of College events such as; at assemblies to present English awards. • Be an ambassador for English and liaise with staff to discuss improvements. • Be a representative at subject supermarket. • To conduct research in the form of student surveys about English curriculum related matters, e.g novels for the booklist. • Promote English related competitions around the school. • Support the running of English related lunchtime clubs e.g, MRC writers club.	Meeting with Learning Areas Co-ordinators to discuss initiatives and events.
Maths / Numeracy Leader (s)	• model school values in all interactions. • present at a range of College events such as; at assemblies. • be an ambassador for Maths / Numeracy. • liaise with staff to discuss improvements in Maths / Numeracy. • remind students of upcoming excursions/incursions/events.	Meeting with Learning Areas Co-ordinators to discuss initiatives and events.
Science Leader	• model school values in all interactions • present at a range of College events such as; at assemblies • be an ambassador for the relevant Curriculum area • liaise with staff to discuss improvements in relevant area • remind students of upcoming excursions/incursions • organise Science week activities with Ms Byrne or ACL. • write Newsletter and Yearbook entries • work with Student Advocacy	Meeting with Learning Areas Co-ordinators to discuss initiatives and events.
Humanities	• model school values in all interactions	Meeting with Learning Areas Co-ordinators to discuss

Leader	• present at a range of College events such as; at assemblies • be an ambassador for the relevant Curriculum area • liaise with staff to discuss improvements in relevant area • remind students of upcoming excursions/incursions • represent and promote Humanities at Subject Supermarket • promote/highlight significant cultural and historical events (ANZAC Day, Remembrance Day NAIDOC Week etc...)	initiatives and events.
Digital Learning Leaders	• assist peers in the operation of various ICT devices, programs and digital learning strategies • promote eSmart practices and the appropriate use of ICT and digital learning at the College • work with the Digital Learning team (staff) to upskill staff and students • model school values in all interactions • assist with student advocacy initiatives and • act as a point of contact between the student voice team and the wider student body to ensure concerns and visions are communicated • assisting with set up of technology at school events (e.g. assemblies)	Meeting with Learning Areas Co-ordinators to discuss initiatives and events.
Performing Arts Leader	• model school values in all interactions • present at a range of College events such as; at assemblies, Performing Arts events, etc • participate in Performing Arts programs e.g Instrumental Music Program and/or College Production • participate in College events such as House Colours Day, athletics/swimming carnivals • participate in Community events • be an ambassador for the Performing Arts program • lead others to uphold the values of the Performing Arts • advocate for the Performing Arts around the College community	Meeting with Learning Areas Co-ordinators to discuss initiatives and events.
Visual Arts Design and Technology leader	• model school values in all interactionpresent at a range of college events such as; at assemblies, exhibitions and lunchtime clubs • be an ambassador for the Visual Arts Curriculum area • liaise with staff to discuss improvements and opportunities in Visual Arts area • remind students of upcoming competitions/ excursions/incursions that focus on the Visual Arts	Meeting with Learning Areas Co-ordinators to discuss initiatives and events.
HPE (Health/PE Leader)	• present at a range of College events such as; at assemblies • be as an ambassador for the HPE curriculum • Work with HPE staff to improve practice through learning walks • Help facilitate/ organise and promote the athletics carnival alongside the HPE staff + sports leaders • liaise with staff to discuss improvements in relevant area • Promoting of the water safety/swimming program at year 5/6 • Help create, collect and collate data relating to health issues in our local community to be used as prompts in health classes • model school values in all interactions	Meeting with Learning Areas Co-ordinators to discuss initiatives and events.
Languages Leader	• model school values in all interactions • present at a range of College events such as; at assemblies • be an ambassador for the relevant Curriculum area • liaise with staff to discuss improvements in relevant are • remind students of upcoming excursions/incursions	Meeting with Learning Areas Co-ordinators to discuss initiatives and events.

2021 JUNIOR/MIDDLE/SENIOR STUDENT LEADER APPLICATION INFORMATION

Leadership position descriptions:

The following positions will report to the staff members in charge of Student Advocacy on a regular basis.

- **College Captain/Mini School Captain/Vice-Captain -** these students will meet regularly with their Mini-School Principal to discuss the needs of their peers. They are expected to lead discussion in Student Advocacy meetings and host assemblies. They will oversee projects in their Mini-School. (*Please note- College Captain applicants must be in year 12 in 2021 to apply for this position*)
- **House Captain**- these students will promote house culture throughout the College by organising and running special events (including athletics carnivals, House Colours Day, etc.). They will also be expected to consider other ways we can promote the house point system. They are expected to speak at assemblies.
- **Student Leader-** these students will attend all meetings and assist with College initiatives. They will promote College values in all interactions.
- **College Council Member-** these students will attend College Council meetings once a month on a Tuesday evening. They will write a 'Student Voice' report each month and read this report to council members and present additional ideas on request. Please note, there is only one position available and it is a two year position (Year 12 2021 students should not apply). *Senior Years students are encouraged to apply.*

The following positions will report to the staff members in charge of the area in 2021. These students will attend meetings decided upon by the staff member in charge.

- **Cultural Leader-** these students will work with the Cultural Leaders (staff) to organise and run special cultural events throughout the College. This may include things like assisting with cultural programs and assisting on Harmony Day.
- **ACED Leader-** these students will be ambassadors for the ACED program and present at a range of school based and community events (please note, this position is only open to ACED students). They will report to the ACED Staff. See Ms Eishoei or Ms Folino for more details about the position. ACED application form link to be sent by Ms Eishoei to ACED students via the ACED Team.
- **ESP Leader-** these students will be ambassadors for the ESP program and present at a range of school based and community events (please note, this position is only open to ESP students). They will report to the ESP Staff. See Mr Pearce or Ms Eishoei for more details about the position. ESP application form link to be sent by Ms Eishoei to ESP students via the ESP Team.
- **VCAL Leader-** these students will be ambassadors for the VCAL program and will report to the VCAL staff.
- **English Leader(s)-** these students will be ambassadors for the English program and will report to the English staff.
- **EAL Leader-** these students will be ambassadors for the EAL program and will report to the EAL staff.
- **Maths Leader (s)-** these students will be ambassadors for the Numeracy program and will report to the Maths staff.
- **Science Leader-** these students will be ambassadors for the Science program and will report to the Science staff.
- **Humanities Leader-** these students will be ambassadors for the Humanities program and will report to the Science staff.

- **Performing Arts Leader-** these students will be ambassadors for the Performing Arts program and will report to the Performing Arts staff.
- **Visual Arts Leader -** these students will be ambassadors for the Visual Arts program and will report to the Visual Arts staff.
- **Languages Leader-** these students will be ambassadors for the Languages program and will report to the Languages staff..
- **HAPE Leader-** these students will be ambassadors for the HAPE program and will report to the Languages staff.

If you wish to be a leader in 2022, please go to the following link to fill out an online application:

EXAMPLES OF ONLINE APPLICATIONS ARE IN APPENDIX FIVE.

APPENDIX THREE: ACED/ESP APPLICATION FORM

SPECIALISED PROGRAM APPLICATION FORM 2021

Student name: _____ **2021 Year Level:** _____

ESP/ACED Captains Positions:
The ESP/ACED Captains will report to the staff members in charge of ESP and ACED on a regular basis.
Successful students will meet regularly with their Specialised Program Leaders, Director of Specialised Programs and Assistant Principal of Community Engagement to discuss the needs of their peers and the program. They will be expected to lead discussion in ESP/ACED Leadership meetings and assemblies. They will oversee projects in their specialised program. *Please note- ESP applicants must be in Year 11 or 12 in 2021.*

     Role includes:
- Attend and lead students leadership meetings
- Public speaking
- Facilitating key College events (e.g.: information evenings and the awards dinner)
- Providing feedback to the Specialised Program leaders
- Building a positive environment in the program
- Create and lead student action plans

ESP Stream Captain
The ESP Stream Captain will report to their Stream Coach on a regular basis. The Stream Captain will be the voice of their peers in their stream. He/she will be expected to model exemplary training commitment, lead their peers and assist their coach to build a positive team environment. The Stream captain will always model inclusive behaviour to all members of their stream and model a positive attitude at all times. Students from Year 7 and Year 8 Junior Development Program to take on a class-captain role.

     Role includes:
- Attending leadership meetings
- Facilitating Stream specific events (e.g.: information evenings and the awards

dinner)
- Providing feedback to Coaches and College ESP leadership team
- Building a positive training environment
- Work with ESP Captains to assist with student action plans

ACED Class Captain

The ACED Class Captain will report directly to their Mentor Teacher for class related support as well as the Program leader. The ACED Class Captain will represent their year level class and be the voice of their peers. The ACED Class Captain will always model inclusive behaviour to all members of their class and model a positive attitude and learning behaviours at all times.

Role includes:
- Attending leadership meetings
- Facilitating year level specific events (e.g.: information evenings and the awards dinner)
- Providing feedback to Mentor Teachers
- Building a positive classroom environment
- Create and lead Mentor class community project
- Work with ACED captains to deliver student action plans

Preferred leadership position:

(Please indicate with a tick in the box provided. If you are interested in more than one position, please number them in order of preference.)

☐ **ELITE SPORTS PROGRAM CAPTAIN**   ☐ **ACED PROGRAM CAPTAIN**

☐ **ESP STREAM CAPTAIN**   ☐ **ACED CLASS CAPTAIN**

Tick stream below:
☐ AFL/Soccer (Female)   ☐ Basketball (Male)
☐ AFL (Male)   ☐ Basketball (Female)
☐ Rugby (Female)   ☐ Year 7 Junior Development
☐ Rugby (Male)   ☐ Year 8 Junior Development
☐ Netball (Female)

Student leadership agreed conditions:

1. I will promote the College values of respect and tolerance, personal success, responsibility and honesty and trust
2. I will promote and embody the values of my specialised program
3. I will work on relevant issues and themes to be explored and promoted throughout the College year.
4. I will gather, promote and communicate the suggestions and ideas of my fellow students in a thorough, honest and mature manner.
5. I will consistently attend meetings during lunch times and am willing to give up my personal time, on occasion, when the need arises. I understand that if I do not attend meetings, my position will be revoked.
6. I will present regular updates at assemblies to my relevant mini-school or Specialised Program when required.

I, _____ have read and understood the *Student leadership agreed conditions*. As a potential candidate for 2021, I understand that I must set a positive example for my fellow students and that I must strive to ensure I am an active member of the College community.

Student's signature: _____ **Date:** _____

Applicants are asked to write an explanation of how they have demonstrated the key aspects of being a leader at Mount Ridley College, and a supporting statement from a teacher. The explanation should make reference to the following items:

- Your reasons for applying for this position
- Personal qualities you believe you can bring to this position
- Your previous experiences that would help you with a position of Leadership. These can be within the College or outside of the College
- What leadership means to you
- Ideas and suggestions that would contribute to building student leadership culture within the College

APPLICATION FORM

Supporting Statement – Student Name: _____ Position applying for:
_____

If you require additional space, please attach additional pages with this document.

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Specialised Programs leadership applications need to be submitted *by:*

4:00pm Friday 13ᵗʰ December to the Main Administration building

APPENDIX FOUR: EARLY YEARS APPLICATION

Mount Ridley College

Student name: _____ House: _____ 2020 Year Level: _____

Leadership position descriptions:

- **Mini-school captains-** these students will meet regularly with their mini-school principal to discuss the needs of their peers. They are expected to lead discussion in student voice meetings and host assemblies. They will oversee projects in their mini-school. *Please note- there will also be vice-captain positions.*
- **House captains-** these students will promote house culture throughout the College by organising and running special events (including swimming and athletics carnivals, House Colours Day, etc). They are also expected to consider other ways we can promote the house point system. They are expected to speak at assemblies.
- **Student voice leaders-** these students will attend all meetings and assist with College initiatives. They will promote College values in all interactions.

The following positions will report to the staff members in charge of the relevant area in 2020. These students do NOT attend Student Voice meetings and will instead attend meetings decided upon by the staff member in charge of the relevant area.

- **Cultural Leader-** these students will work with the Cultural Leaders (staff) to organise and run special cultural events throughout the College. This may include things like assisting with cultural programs and assisting on Harmony Day
- **Literacy Leader -** these students will be responsible for promoting Literacy within the Early Years campus at the College. Students or parents should contact Mrs Naim, should they have any further questions.
- **Numeracy Leader (s) -** these students will be ambassadors for the Numeracy program and will work with the Numeracy staff. See Mr Wadwell for more details about the position
- **Inquiry Leader -** these students will be responsible for promoting the Inquiry units within the Early Years campus at the College. Students or parents should contact Ms Williams, should they have any further questions.

Preferred leadership position:
Please indicate with a tick in the boxes provided. If you are interested in more than one position, please number them in order of preference.

MINI SCHOOL CAPTAIN ☐   HOUSE CAPTAIN ☐   STUDENT LEADER ☐

CULTURAL LEADER ☐   LITERACY LEADER ☐   NUMERACY LEADER ☐   INQUIRY LEADER ☐

Student leadership agreed conditions:

1. I will promote the College values of respect and tolerance, personal success, responsibility and honesty and trust.
2. I will work on relevant issues and themes to be explored and promoted throughout the College year.
3. I will gather, promote and communicate the suggestions and ideas of my fellow students in a thorough, honest and mature manner.
4. I will consistently attend student leadership meetings during lunch times and am willing to give up my personal time, on occasion, when the need arises. I understand that if I do not attend meetings, my position will be revoked.
5. I will present regular updates at assemblies to my relevant mini-school when required.

I, _____ have read and understood the *Student leadership agreed conditions*. As a potential leader for 2021 I understand that I must set a positive example for my fellow students and that I must strive to ensure I am an active member of the College community.

Student's signature: _____ Date: _____

Students are asked to write an explanation of how they have demonstrated the key aspects of being a leader at Mount Ridley College, and a supporting statement from a teacher. The explanation should reference to the following items:

- Your reasons for applying for this position
- Personal qualities you believe you can bring to this position
- Your previous experiences that would help you with a position of Leadership. These can be within the College or outside of the College
- What leadership means to you
- Ideas and suggestions that would contribute to building student leadership culture within the College

Supporting Statement - Student

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Supporting Teacher (Teacher name:_____)
  You nominated teacher will be contacted to provide a supporting statement for you application.

Applications need to be submitted to Miss Cosgriff in **Windrock** by 6th/11/2020

Please note: Applicants may be required to attend an interview before being selected for their chosen role. School Values, Reports and GPAs will also be taken into account.

APPENDIX FIVE: EXAMPLE OF ONLINE APPLICATIONS

2021 Student Leadership Application Form

This is an application form for all students wishing to be a student leader in 2021. Please make sure you have read the two documents "2021 STUDENT LEADERSHIP INFORMATION" and "2021 STUDENT LEADERSHIP POSITION DESCRIPTIONS" on Compass/TEAMS before you complete this form, to know what each position involves.
Applications are due by:
Senior Years: 9am, Friday, October 30.
Junior and Middle Years: 9am, Friday, November 6.

* Required

* This form will record your name, please fill your name.

[   ]

1. In 2021, I will be in year: *

   ○ 5
   ○ 6
   ○ 7
   ○ 8
   ○ 9
   ○ 10
   ○ 11
   ○ 12

2. Please rank, in order of preference, which role/s you are interested in for 2021. (Note: College Captain/Vice Captain are only available for Year 12 Students in 2021) *

   College Captain/Vice Captain

   Mini School Captain/Vice Captain

   House Leader

   Student Leader

   VCAL Leader

   Cultural Leader

   Core subject Leader: English/Literacy, Maths/Numeracy, Science, Humanities

   Specialist subject leader: Performing/Visual Arts, Digital Learning, Health and PE Languages

   College Council Representative (years 10 - 12 only)

3. If you are interested in being a leader for a specific subject at Mount Ridley College, please rank in order of preference which subject it would be: *

English/Literacy/EAL

Maths/Numeracy

Science

Humanities

Performing Arts

Visual Arts Design and Technology

Digital Learning

HAPE (Health and PE)

Languages

4. Why would you like to be a leader 2021? *

5. What qualities do you believe you can bring to a leadership position? *

6. Do you have any previous experiences that would help you with a position of Leadership. These can be within the College or outside of the College: *

7. If you are selected to be a leader, what ideas/suggestions would you contribute towards making Mount Ridley College a better place for students? *

8. If we needed more information about your skills as a leader, which teacher/s would you nominate that we speak to? *

9. If you are selected for an interview, you will be required to sign a declaration that you agree to the following leadership conditions:

1.   I will promote the College values of respect and tolerance, personal success, responsibility and honesty and trust
2.   I will work on relevant issues and themes to be explored and promoted throughout the College year.
3.   I will gather, promote and communicate the suggestions and ideas of my fellow students in a thorough, honest and mature manner.
4.   I will consistently attend meetings during lunch times and am willing to give up my personal time, on occasion, when the need arises. I understand that if I do not attend meetings, my position will be revoked.
5.   I will present regular updates at assemblies to my relevant mini-school when required.

I have read and understood the Student leadership agreed conditions. As a potential candidate for 2020 I understand that I must set a positive example for my fellow students and that I must strive to ensure I am an active member of the College community.

Do you agree to the following conditions? *

⚪ Yes

⚪ No

Outline of Student Advocacy in 2024.

Note. Some additional things may arise that are missing from the below.

The Team	Main roles
 - **Student Advocacy Leading Teacher** - **Student Advocacy Leaders x2** - **Assistant Principals of Engagement x2**	Leading Teacher - Assisting the team with questions/concerns - Popping in to student meetings at times - Introducing and driving school initiatives and priorities e.g. students participating in curriculum meetings/activities - Organising the assembly structure (when assemblies occur and reminding staff) - Leadership opportunities school wide i.e. Camps, Excursions, Programs etc. - Organising the occurrence and priorities of Student Learning Walks (sometimes students choose the priority) - Working with the College Captains and Mini School Captains on Initiatives e.g. Year 12 Graduation - Driving how student leaders and staff liaise e.g. helping ACED and ESP Leaders connect with staff - Mount Matters Advisory Groups - Principal Advisory Group - Liaise with AP's once termly or when required - School for Student Leadership (program term 3/4) - College Council - Curriculum Committee - Organising and completing Purchase Orders (supplies) - Budgets - Application Process for Leaders - Ceremonies aka Badge Ceremony Student Advocacy Program Leaders - Weekly Student Meetings and running the *priorities* in them (refer to next section of table) - Co-running assemblies with members of staff (driving our initiatives and helping students run things they want to etc.) - Assisting students to run Student Learning Walks - Assisting with driving school initiatives as they are introduced (Mostly by getting student volunteers sorted and then working with the students to help staff out e.g. R U OK Day, Principal Advisory Group, etc.) Assistant Principals - Liaise with KW if needed

Student Advocacy Program Leaders	**Weekly Meetings with your Mini Schools**

Student Advocacy Program Leaders

Weekly Student Meetings
Priorities
- Building Student Voice, Leadership, Advocacy and Agency
- Planning and completing Projects
- Planning and running Events
- Assemblies
- Learning Walk planning

Driving school initiatives

Weekly Meetings with your Mini Schools

Structure
1x Meeting with EY a week (KHA)
1x Meeting with JY a week (KHA)
1x Meeting with MY a week (AH01)
1x Meeting with SY a week (AH01)
you can combine your meetings in to one if you can work out the logistics
Room bookings
Work out a room you would like to host them in and let me know, then I will e-mail College Ops that you will use this space at lunch time weekly.

Building Voice, Leadership, Advocacy and Agency (Amplify document can help you)
Work with students on events, projects etc. and listen to what they have to say to then effect change e.g. Students may want to run a cultural awareness program, assist them with the logistics etc.

Planning and completing Projects
Projects each term are those that are listed in the Student Leadership Structure FINAL document at the end. These should be offered to all students at the beginning of each term and students sign up to an area they are interested in. Students can sign up for more than one area.
Note. There must be 2 students in each area. Curriculum is a HUGE focus for us in 2024.

Planning and running events
At the beginning of 2024, I will send an "cultural and educational events calendar" that basically has certain events that occur state and country wide that we can plan for. For example: R U OK day, Recycling week, World Gratitude Day, etc.
We look at these together and pick a couple each term to have all students working toward.

Assemblies
Assemblies are changing slightly.
We will be Co-running assemblies with members of staff. Refer to documents.

Notes about Assemblies:
Our job is to be driving our Student Advocacy initiatives in assemblies. When an assembly is approaching, you would collect and collate information that may be needed i.e. by making a PowerPoint)

My job will be to organise when assemblies occur, book them in and then tell staff at the start of each term when they are and also remind them that they need to be in attendance to deliver their messages or alternatively can create a video that we can play on their behalf. We are NOT having students deliver staff messages anymore

Your job will be that when assemblies are approaching, you would:
- **Create an Agenda of who talks and when (a run sheet)**

	- **Ask staff (TL's, Curriculum, Pathways, ESP LT, ACED LT, etc) if they have anything they need you to put on the ppt** - **Create a PPT of how it runs (including the Acknowledgment to Country, who is speaking, at what time etc.)** - **E-mail all staff of the year level when they have an assembly coming up that week** **Day of assembly:** - **Have students help you set up the GYM before the assembly commences. This includes setting up the microphone, PowerPoint, IT requirements and where each Mentor will sit.** - **A student should then start the assembly with the Acknowledgment** - **Run assembly** - **Pack up** **Learning Walks** These occur twice a term. I will always send you an e-mail/chat to you well in advance about them so don't worry about them until they pop up. All we do is help students create a checklist of the focus area then allocate a time to walk with them from class to class to let them observe classrooms. **Driving school initiatives** Along the way, we have things that pop up for us that we work toward. We work together to drive these things. One of our main ones is Principal Advisory Group which occurs twice a term. All I do is ask you to get volunteers then I do the rest. *(we do this Mostly by getting student volunteers sorted and then working with the students to help staff out e.g. R U OK Day, Principal Advisory Group, etc.)*

IN TERM 1, WE HAVE COMING UP:
- BADGE CEREMONY (Last Thursday of term)
- CAMP (Last week of term Monday-Tuesday)
- GETTING STUDENTS IN CURRICULUM (KW to drive and inform)
- ASSEMBLIES

Cultural Diversity and Recognition Statement

We begin today by acknowledging the Traditional Custodians of the land on which we gather and learn, and pay our respects to their Elders past, present and emerging.

In the same way, we embrace the cultural diversity and differences that are abundant across our College and within our Community.