STUDENT VOICE AND LEADERSHIP PROCEDURES

Final 080822

Contents

Document History

Version	Date
Original	8 August 2022

1. Rationale and Purpose

Maitland Grossmann High School (MGHS) has a strong tradition of student voice, participation and leadership in the school. We understand that having these three elements embedded in our school strengthens our learning community, engages and motivates our students and enhances their wellbeing.

MGHS values the perspective and opinions of our students and these procedures set out in a clear and concise manner, the way in which students and teachers work together to ensure authentic student voice, participation and leadership that genuinely shapes learning and decision-making at the school.

2. Supporting policy and procedures

The following policies and procedures underpin the MGHS Student Learning Environment Procedures:

2.1. NSW Department of Education: Student Voice, Participation and Leadership
https://education.nsw.gov.au/student-wellbeing/student-voice/student-voice-and-leadership

2.2. NSW Department of Education: Why Student Voice Matters
https://education.nsw.gov.au/student-wellbeing/student-voices/student-voice-and-leadership/why-student-voice-matters

2.3. Australian Electoral Commission: Get Voting
https://education.aec.gov.au/getvoting/

2.4. Aboriginal Education Consultative Group Inc: Junior AECG
https://www.aecg.nsw.edu.au/junior-aecg/

3. Student Voice and Participation

MGHS actively recognises and supports the research and evidence base that highlights the link between student participation, engagement, and increased learning outcomes.

MGHS encourages active learners by providing young people an active voice to allow them opportunities to develop strong character qualities that will enable them to succeed, thrive and contribute positively throughout life. Students are provided with voice, choice, influence, and opportunities in the classroom, school, and community.

3.1 Having Voice

Students at MGHS are provided with the skills and tools to be heard across different areas of school life.

- Student voice in our **classroom** is encouraged by providing consistent opportunities for feedback and reflection.

- Student voice in our **school** is facilitated through provision school-wide opportunities for feedback such as Tell Them From Me surveys and the Student Representative Council (SRC).
- Student voice in our **community** is enabled by providing pathways for student to connect their skills and interests to the local community and organisations

3.2 Having Choice

Students are provided choice through provision of opportunities to increase their overall engagement with education.

- Student choice in our **classroom** is enhanced by facilitating opportunities for students to make decisions about how they learn and are assessed.
- Student choice in our **school** is built on connectedness, active citizenship, and democratic practice.
- Student choice in our **community** is achieved through consultation to identify areas of focus within our community.

3.3 Having Influence

Students at MGHS are provided with a platform to influence actions and/or decisions at a whole-school level.

- Influence in the **classroom** through understanding relationships, promoting self-discipline, and goal-setting.
- Influence in our **school** by sharing student voice to inform school planning and decisions.
- Influence in our **community** by using student voice to shape their local communities and future lives.

3.4 Working Together

Students at MGHS are encouraged to work collegially to create a positive learning environment by taking an active role and shared responsibility for all areas of school life.

- Working together in our **classroom** by engaging in discussions based on mutual respect.
- Working together in our **school** by building communication, collaboration, leadership, and negotiation skills.
- Working together in our **community** by fostering authentic community partnerships.

In addition to the above, SRC representatives are invited to participate in specific whole school teams, as part of the Strategic Improvement processes. The SRC are

encouraged to raise, through their Senior Student Executive Leadership Group, any issues pertaining to school improvement.

Student voice, choice, influence, and working together have been collaboratively developed as a result of feedback gained from students, staff, and the community. At Maitland Grossmann High School classrooms provide a balance between teacher directed and student led activities to support students to be partners in their own learning. This can be achieved through existing syllabus outcomes.

Teachers at MGHS are provided with the skills to individually, or collaboratively critically evaluate their teaching, programming, and assessment using a range of tools and strategies which may include but are not limited to:

- Lesson observations in line with the performance and development process
- MGHS Student Voice Curriculum analysis tool (Appendix 1)
- MGHS Student Voice Assessment analysis tool (Appendix 2).

Teachers may, by discretion, elect to further enhance student voice in the classroom by implementing, or facilitating examples outlined within Appendix 3.

Teachers at MGHS are encouraged and supported to implement contemporary pedagogical practises. Additional support materials are outlined in Appendix 4 and available through the staff library or by request to the Head Teacher – Teaching and Learning or Senior Executive.

4. Student Leadership

4.1 Attributes of School Leaders

It is expected that School Leaders will have the following qualities: loyalty to the school and community, consistency in modelling the ideals and standards of the school in dress, behaviour, responsibility and learning, maturity and ability to communicate to students at all levels and within an adult environment.

It is expected that all school leaders in the school will represent the concerns, needs, interests and goals of the entire student body. Positive and constructive leadership of the school will naturally be promoted when student representative leaders, parent-community leaders and school executive form a strong partnership.

The School Leaders will:

- Be **good communicators** – can engage with people on a variety of levels and in different situations. They are approachable, personable, good listeners and can hold their own in negotiations.
- Be **responsible** and **reliable role models** – be committed to their position and all it entails, work well together, value the perspectives and opinions of others and represent the student body in decision-making processes within the school.
- Uphold **MGHS values** of safe, trust, active learners, respect.

4.2 School Leader capabilities

Communication through public speaking is the most challenging and demanding role for School Leaders. The School Leaders will be required to address full school assemblies, P&C meetings, service club dinners, sponsor's functions, staff meetings, Year 7 student/parent inductions and a myriad of other formal and informal occasions. All such functions at Maitland Grossmann High School are chaired by School Leaders students as part of the school's commitment to student leadership programs that embrace fulfilling student potential.

When uniform is required, School Leaders must model the school's uniform requirements consistently. Younger students will quickly point to School Leaders as a source of challenge if they choose not to be in dress code.

School Leaders have an obligation to widen their communication network, both within the grade and throughout the school. They will be the voice and ears of students when issues are discussed and will raise issues of concern with the School Executive. It is vital that the opinions they express are ones that derive from the concerns of the students rather than their own whims.

Negotiation skills are important for Senior Student Leaders. As representatives of the student body they will be asked to make submissions on their behalf to the School Executive, P&C, school council or directly to the Principal. Their advocacy, negotiation, consultation and conciliation skills will be acutely on display to students, staff and parents.

At Maitland Grossmann High School the fortnightly morning tea attended by the Senior Student Leadership group (comprising of Captains, Vice Captains, Senior Prefect, Junior AECG President, Junior AECG Vice President, Stage 6 Support Unit Leader) and the Principal provides an excellent forum for honest and open negotiation on all matter of issues.

4.3   Exclusions for School Leadership positions

Given the high expectations for School Leaders at MGHS, the following circumstances may result in candidates being deemed ineligible for selection for any School Leadership position within the school:

- Students whose attendance is below 85% in the preceding two (2) terms may be excluded;
- Students who have had more than three (3) negative entries recorded in Sentral in the preceding two (2) terms may be excluded;
- Students who have been suspended in the past 12 months may be excluded;
- Students who have been on a Deputy Principal Student Behaviour Monitor in the past 12 months may be excluded.

The Principal will notify any nominated student of their exclusion, prior to the commencement of the next step in the election process.

4.4   Loss or relinquishment of School Leadership position

Circumstances leading to a loss of a leadership position could be any of the following, plus any other actions deemed contrary to the trust placed in a Student Leader:

- Non-compliance to the MGHS Student Voice and Leadership Procedures
- Unexplained or inadequately explained absences from class or school
- Any major infringement of school rules
- Repeated minor infringements of school rules
- Several adverse reports concerning poor behaviour, attitude or ineffectual and inappropriate exercise of authority

Infractions which are so serious and blatantly anti-social will result in immediate removal of the school leadership position, which once removed, may be permanent. This may include anti-social and/or inappropriate behaviour outside the school that comes to the attention of and requires action from the school. A loss of leadership means that the student forgoes all duties and rights, and must return all badges of office immediately to the Principal. Parents will be notified of this decision through a meeting with the Principal. The position may or may not be filled at the discretion of the Principal

Should a student choose to voluntarily relinquish their school leadership

position, the position will not be filled until the next election process. The Principal may, at their discretion, choose to fill the position.

4.5   Student Leadership Induction Ceremony

The Student Leadership Induction Ceremony will be held in Week 6, Term 4 each year (subject to the HSC timetable). Elected student leaders, parents and family will be invited to attend.

5. Senior Student Leadership positions

The following processes shall be followed when electing our Senior Student Leadership positions:

1. **Nomination Form** – submit to the Year Adviser by lunchtime on Friday, Week 6, Term 3. Nominations are open to all Year 11 students.

2. **Teacher notification and comments**
    The list of candidates will be distributed to staff for comment in Week 7, Term 3. Any teacher comments regarding potential candidates will for forwarded directly to the Principal for consideration. Teacher comments may impact on the candidate progressing through to the next stage of the selection process, the Interviews.

3. **Candidate's Introduction to Whole School**
    Candidates will be introduced to the whole school on Assembly in Week 8. Candidates will be introduced to the school in alphabetically order based on surnames

4. **Voting**
    Voting will take place in class during Period 3 on Tuesday of Week 8. Electronic voting processes may be implemented, as approved by the Principal.
    a) Each class teacher will be handed one envelope containing enough ballots for the class.
        i)   Each student will have one vote.
        ii) Students must number their ballot papers in preferential order, starting with 1.
        iii) Class Teachers must return SEALED voting envelopes, with all ballots (used or unused) to the Deputy Principal.
    b) Each staff member will have one vote. Ballots will be placed in staff pigeonholes and must be returned to the labelled box at the pigeonholes by the cut off time.
    c) A Senior Executive Member plus two (2) School Administration Staff members will collate and count all eligible ballots. Once counting is finalised, the Senior Executive Member will notify the Principal of the results.

d) The top 20 candidates, based on preferential voting, will form the senior school leadership group.

5. **Interviews/Further voting**

During Term 3, Week 9, the 20 members of the senior student leadership group will be invited to nominate for one of the five (5) senior student executive leadership group positions.

Each candidate that nominates will be interviewed by a panel that consists of the Principal, Year 11 Deputy Principal and Prefect Adviser (or Year Adviser) and two (2) outgoing Senior Leaders to determine positions of:

a) Captains (x2),
b) Vice Captains (x2) and
c) Senior Prefect (x1)

Interview days and times will be decided by the Principal. Candidates will be notified verbally.

Note: Senior Leader representatives for the Interview Panel will be determined by the Principal and the five outgoing Year 12 Senior Leaders. The same two Senior Leaders will be on all Interview Panels.

6. **Student Leadership Induction Ceremony**

The Student Leadership Induction Ceremony is held in Week 6, Term 4 (subject to HSC timetable) each year. Parents and family of the successful candidates will be invited to attend.

Timeline for the elections of Senior School Leaders

The following timeline will commence in **Term 3**

Week	
4	• Outgoing Captains to address Year 11 on Year assembly about the process of applying for a Senior Student Leadership position. • Interested students to collect information pack from the Year 11 Year Advisors.
6	• Year 11 Year Advisors to address and remind Year 11 students at a year assembly about applying for a senior School Leadership position. Interested students to collect information pack from the Year 11 Year Advisors or Deputy Principal. • ***Nomination Form CLOSE*** – nomination forms must be submitted to the Year 11 Year Advisors by Friday Break 2. These will be passed onto the Principal.
7	• Candidates for election will be published and distributed for **teacher comment**. Any teacher comments must be directed to the Principal for consideration. These must be received by Tuesday recess.
8	• **Candidates Introduction** will be conducted on Tuesday's assembly. • **Voting** will take place in Period 3, with voting completed by the end of lunch (or electronically as approved by the Principal). • Collation and counting of votes* will be undertaken by a Senior Executive Member and two (2) School Administration Staff members. • Top twenty (20) candidates elected as Senior Student Leadership Group • 20 senior leaders are invited to nominate for a Senior Student Executive Leadership position (2 x Captains; 2 x Vice Captains; 1 x Senior Prefect) – ***nominations close Friday***
9	• ***INTERVIEWS*** – candidates will be interviewed by a panel comprising of the Principal, Year 11 Deputy Principal and Prefect Adviser (or Year Adviser and two (2) outgoing Year 12 Senior Leaders (see information below about the interview process).
Term 4, Week 6	• **Student Leadership Induction Ceremony** takes place in Week 6, Term 4 (subject to HSC timetable). • Parents of successful candidates are invited to attend.

* Preferential voting will be used in the tallying of votes. Preferential voting is a system of voting in which voters indicate their first, second, and lower choices of several candidates for a single position of office. Voting slips are unfolded and all the number '1' votes are put into separate piles for each candidate and counted. Given that we are electing twenty (20) positions, the second choices (from the lowest first preference count) are added to the first choices. This will continue until twenty (20) candidates are decided.

Senior Student Leader Nomination Form

<u>Student</u>

I wish to nominate to be part of the Senior Student Leadership Group.

Name: (Print clearly) _____

Signed: _____   Date: _____ / _____ / _____

<u>Why do you wish to nominate for this leadership position?</u>
(Please keep your response to this box – it will be distributed to all eligible voters)

<u>Teacher</u>

I am of the opinion that _____ is a suitable candidate for a Senior Student School Leadership position at Maitland Grossmann High School. I endorse their nomination and agree that they meet the criteria for the position of a school leader.

<u>Attestation</u>

I confirm that the above-named student meets the following criteria – over the preceding two (2) terms:

- o   Attendance – overall attendance is above 85%
- o   Negative behaviour entries – no more than three (3)
- o   Suspensions – nil
- o   Student Behaviour Monitor (DP level) - nil

Teacher Name: (Print Clearly)_____

Signed: _____   Date: _____ / _____ / _____

Senior Student Executive Leader Nomination Form

<u>Student</u>

I wish to nominate for one of the positions in the Senior Student Executive Leadership Group. The positions available include two (2) Captains, two (2) Vice Captains and one (1) Senior Prefect.

I understand that:

- Positions will be determined based on the interview process outlined in Clause 5, Student Voice and Leadership Procedures.

- I have the right to accept or decline any position that I am offered.

- I accept an Executive position I will be expected to uphold the traditions and values of MGHS and be an exemplary role model for all our whole learning community.

Name: (Print clearly) _____

Signed: _____   Date: _____ / _____ / _____

Candidate Interviews for senior School Leaders
☺   **Don't Panic!**   ☺

We are glad you have applied and look forward to a nice chat.

The following are questions we could ask during your interview. If your mind goes blank when answering them, feel free to pass.

1. What things have you been involved in within the school and community?

2. You are involved in so much, how will you manage your time if elected?

3. Why have you applied for the position of school captain?

4. What skills would you bring to the position?

5. What strategies do you have for coping with stress? (Preparing for this interview and planning your speech to the school is a source of stress for most candidates, what have you done to manage this?)

6. What help have you requested from your mentor teacher so far?

7. How will you promote the good name and image of Maitland Grossmann High School in the community?

8. What do you value about your school?

9. How will you perform your role as an active school leader at Maitland Grossmann High School? (What kinds of activities do you think School Leaders should be involved in?)

10. To what areas of the school would you most like to have an input?

11. Where do you see deficiencies in the school?

12. How would you describe your communication skills when dealing with younger students, your peers, staff, parents, community members and the Principal?

13. What would you do if you were organising an event and only 2 SRC members were actively involved?

14. Imagine you are working with a group and one person is very keen, volunteering for everything and 'taking over'. How could you manage this situation to involve others without giving offence?

15. Do you have anything to add?

6. Student Representative Council (SRC)

The SRC is a formal group of students, elected by their peers to represent them and their views. Better decisions are made within a school (and elsewhere) if everyone who is affected by those decisions is involved in making them in some way. Students know things that others (teachers, parents, administrators) often don't – just as teachers and others know things that students may not. Having this knowledge available in the decision-making process will result in a wiser decision. And because students have been involved, it's more likely that the actions based on the decisions will be more effectively implemented.

At Maitland Grossmann High School we value the input of our SRC in decision-making processes and it important that the ideal SRC representatives are elected by their peers. It is expected that Maitland Grossmann High School SRC Representatives have the following attributes and skills:

- Will uphold the values of Maitland Grossmann High School: Safe, Trustworthy, Active Learners, Respectful
- Be capable of engaging with people – be approachable, personable and good listeners
- Be able to communicate with a wide range of audiences – confident public speakers
- Manage their time well
- Be passionate and enthusiastic – have a clear sense of purpose about what it means to represent their peers and be willing to represent all points of view
- Be committed to representing their year group and Maitland Grossmann High School to the best of their ability
- Are great at working with others

Candidates may be excluded for election to an SRC position if:

- Attendance is below 85% in the preceding two (2) terms
- Have more than three (3) negative entries recorded in Sentral in the preceding two (2) terms

- Students who have been suspended or who have been on a Deputy Principal Student Behaviour Monitor are automatically excluded

Incoming Year 7 students (Year 6 students transitioning to MGHS)

At MGHS we value the input of all our students in our SRC. To cater for our incoming Year 7 students, we will automatically elect the Primary School Captain/s from our partner primary schools (Ashtonfield, Metford, East Maitland and Maitland) if they are enrolling at MGHS. They will form part of the SRC for the first 3 terms of Year 7.

One their first day at MGHS, our Year 7 SRC will be inducted by the Senior School Leaders.

SRC Meetings

The SRC meets weekly in E224 and it is expected that all SRC Representatives, along with our Senior Student Leaders all attend. The Deputy Principals will rotate throughout the meetings each term.

Student Representative Council (SRC)

If you believe that you meet the criteria for School Leadership listed in Clause 4, and SRC requirements in Clause 6 and Appendix 7 and wish to apply for the position of SRC representative for your Year Group you will need to:

1. **Nomination Form** – submit to the SRC Coordinator by lunchtime on Friday, Week 5, Term 3. Nominations are open for all Year 7, 8, 9, 10 and 11 students.

2. **Teacher notification and comments**
   The list of candidates will be distributed to staff for comment. Any teacher comments regarding potential candidates will for forwarded directly to the Principal. Teacher comments may impact on the candidate progressing through to the next stage of the selection process.

3. **Candidate's Introduction to Year Group**
   Candidates will be introduced to the whole school on Assembly in Week 7. Candidates will be introduced to the school in alphabetically order based on surnames

4. **Voting**
   Voting will take place in class during Period 2 on Tuesday of Week 7, Term 3. Electronic voting processes may be implemented, as approved by the Principal.
   a) Each class teacher will be handed one envelope containing enough ballots for the class.
      i) Each student will have one vote.
      ii) Students must number their ballot papers in preferential order, starting with 1.
      iii) Class Teachers must return SEALED voting envelopes, with all ballots (used or unused) to the Year Advisor.
   b) The Year Advisor and Senior Executive Member or SRC Coordinator will collate and count all eligible ballots. Once counting is finalised, the Year Advisor will notify the Principal of the outcome. Confidentiality will be maintained throughout the balloting process.
   c) A maximum of four (4) candidates will be elected per year group. The Principal has the discretion to increase this number in special circumstances.
   d) The Year Advisor will announce their SRC Representatives at a year meeting in Week 10.

5. **Student Leadership Induction Ceremony**
   The Student Leadership Induction Ceremony is held in Week 6, Term 4 (subject to HSC timetable) each year. Parents and family of the successful candidates will be invited to attend.

Timeline for the elections of SRC Representatives

The following timeline will commence in **Term 3**

Week	
4	• SRC Coordinator to address all students on Tuesday assembly about the process of applying for a SRC Representative position. • Interested students to collect information pack from their Year Advisor.
5	• SRC Coordinator to address and remind all students at assembly about applying for a SRC Representative position. Interested students to collect information pack from their Year Advisor or Deputy Principal. • *Nomination Form CLOSE* – nomination forms must be submitted to their Year Advisor by Friday Break 2. These will be passed onto the SRC Coordinator.
6	• Candidates for election will be published and distributed for **teacher comment**. Any teacher comments must be directed to the Principal for consideration. These must be received by Tuesday recess.
7	• Candidates will be introduced to their Year Group at a Year Meeting to be held during normal Tuesday Assembly time. • **Voting** will take place in Period 2 Tuesday (or electronically as approved by the Principal). • Collation and counting of votes* will be undertaken by the Year Advisor and Senior Executive Member or SRC Coordinator.
10	• Candidates will be notified of results. • Successful candidates will commence their SRC duties after their Induction.
Term 4, Week 6	• Induction Ceremony will take place in Week 6, Term 4 (subject to HSC timetable). Parents and family invited to attend.

* Preferential voting will be used in the tallying of votes. Preferential voting is a system of voting in which voters indicate their first, second, and lower choices of several candidates for a single position of office. Voting slips are unfolded and all the number '1' votes are put into separate piles for each candidate and counted. Given that we are electing four (4) positions the second choices (from the lowest first preference count) are added to the first choices. This will continue until four (4) candidates are decided.

SRC Nomination Form

Student

I wish to nominate to be part of the SRC for Year *(please circle)*   8   9   10   11

Name: (Print clearly) _____

Signed: _____   Date: _____ / _____ / _____

Why do you wish to nominate for this leadership position?
(Please keep your response to this box – it will be distributed to all eligible voters)

Teacher

I am of the opinion that _____ is a suitable candidate for a SRC

Representative position at Maitland Grossmann High School. I endorse their nomination and

agree that they meet the criteria for the position of a school leader.

Attestation

I confirm that the above-named student meets the following criteria – over the preceding

two (2) terms:

- o   Attendance – overall attendance is above 85%
- o   Negative behaviour entries – no more than three (3)
- o   Suspensions – nil
- o   Student Behaviour Monitor (DP level) - nil

Teacher Name: (Print Clearly)_____

Signed: _____   Date: _____ / _____ / _____

7. Junior AECG

Maitland Grossmann High School's Junior AECG's is made up of our Aboriginal and Torres Strait Islander students in Years 7 to 12. We are a subgroup of our local Maitland AECG. The Junior AECG's allows our Aboriginal and Torres Strait Islander students the opportunity to provide advice and ideas that they have rather than parents and elders telling young people what they want. Benefits of students becoming a junior AECG member include:

- It gives young people a chance to provide input and ideas on issues relating to Aboriginal education and local events at their school or town.
- It helps young people develop important skills such as leadership skills, communication skills and public speaking skills.
- It gives young people a voice and a way to express their opinions and perspectives.
- It empowers young people in local communities to speak about youth topics and issues they face.
- It helps them to engage in education and their local community.

The aim of Maitland Grossmann High School Junior AECG is to:

- To promote improvement in school (in conjunction with the school SRC)
- Open to all Aboriginal students Year 7 – 12 enrolled in school.
- To ensure Aboriginal Cultures are represented and embedded throughout the school environment and curriculum.
- To empower Aboriginal and Torres Strait Islander students through real and active participation in school decision-making.
- To provide a platform for Aboriginal student voice.
- To advocate for Aboriginal Education.

We have a number of official positions that our Junior AECG members vote for:

- President
- Vice President
- Secretary
- Vice Secretary
- SRC Representative (one junior (Yr 7-9) and one senior (10-12), (if possible)

The President and Vice President automatically become part of the Senior Leadership group that meets fortnightly with the Principal.

If you believe that you meet the criteria for School Leadership listed in Clause 4, and Junior AECG requirements in Clause 7 and Appendix 7 and wish to apply for a position on the Junior AECG Executive you will need to:

1. **Nomination Form** – submit to the Aboriginal Education Officer (AEO) by lunchtime on Friday, Week 4, Term 3

2. **Teacher notification and comments**
   The list of candidates will be distributed to staff for comment in Week 5, Term 3. Any teacher comments regarding potential candidates will for forwarded directly to the Principal for consideration. Teacher comments may impact on the candidate progressing through to the next stage of the selection process.

3. **Voting**
   Voting will take place in a meeting with Aboriginal and Torres Strait Islander students in the library during Period 1 on Wednesday of Week 6, Term 3. Each student in attendance will be entitled to one vote each.

4. **Appointment of Positions**
   The top candidates for the positions of President, Vice President, Secretary, Vice Secretary and SRC Representatives will be interviewed by a panel that consists of the Principal, Deputy Principal/Aboriginal Education Coordinator and Aboriginal Education Officer. Candidates will be given the questions prior to their interview.

   Interview days and times will be decided by the Principal. Candidates will be notified verbally of the position they have been offered.

5. **Student Leadership Induction Ceremony**
   The Student Leadership Induction Ceremony is held in Week 6, Term 4 (subject to HSC timetable) each year. Parents and family of the successful candidates will be invited to attend.

Timeline for the elections of Junior AECG representatives

The following timeline will commence in **Term 3**

Week	
3	• AEO / Aboriginal Education Coordinator (AEC) to address all Aboriginal and Torres Strait Islander students on Wednesday assembly about the process of applying for a Junior AECG leadership position. • Interested students to collect information pack from the AEO/AEC.
4	• AEO / AEC to address and remind all Aboriginal and Torres Strait Islander students at assembly about applying for a Junior AECG leadership position. Interested students to collect information pack from the AEO, AEC or Deputy Principal. • *Nomination Form CLOSE* – nomination forms must be submitted to the AEO by Friday Break 2.
5	• Candidates for election will be published and distributed for **teacher comment**. Any teacher comments must be directed to the Principal for consideration. These must be received by Tuesday recess.
6	• **Voting** will take place in Period 1 Wednesday, with voting completed by the end of lunch. Only Aboriginal and Torres Strait Islander students will be eligible to vote. • Collation and counting of votes* will be undertaken by the AEO and Senior Executive Member.
7	• *INTERVIEWS* – candidates will be interviewed by a panel comprising of the Principal, Deputy Principal/AEC and AEO.
10	• Candidates will be notified of results. • Successful candidates will commence their AECG leadership roles after their Induction.
Term 4, Week 6	• Induction Ceremony will take place in Week 6, Term 4 (subject to HSC timetable). Parents and family invited to attend.

* Preferential voting will be used in the tallying of votes. Preferential voting is a system of voting in which voters indicate their first, second, and lower choices of several candidates for a single position of office. Voting slips are unfolded and all the number '1' votes are put into separate piles for each candidate and counted.

Junior AECG Leadership
Nomination Form

Student

I wish to nominate for one of the positions with our Junior AECG. I understand that the positions will be decided based on votes as well as interviews.

Name: (Print clearly) _____

Signed: _____   Date: _____ / _____ / _____

Why do you wish to nominate for this leadership position?
(Please keep your response to this box – it will be distributed to all eligible voters)

Teacher

I am of the opinion that _____ is a suitable candidate for a Junior AECG position at Maitland Grossmann High School. I endorse their nomination and agree that they meet the criteria for the position of a school leader.

Attestation

I confirm that the above-named student meets the following criteria – over the preceding two (2) terms:

- o   Attendance – overall attendance is above 85%
- o   Negative behaviour entries – no more than three (3)
- o   Suspensions – nil
- o   Student Behaviour Monitor (DP level) - nil

Teacher Name: (Print Clearly)_____

Signed: _____   Date: _____ / _____ / _____

FORM MUST BE SUBMITTED BY FRIDAY, WEEK 4 (TERM 3) TO THE AEO

8. Support Unit Stage Leaders

Maitland Grossmann High School Support Unit encourages all students to build their leadership attributes and skills. To this end, election of Stage Leaders are undertaken each term in the Support Unit.

A Stage leader is elected for:

- Stage 4 (Years 7 and Year 8 students)
- Stage 5 (Year 9 and Year 10 students)
- Stage 6 (Year 11 and Year 12 students) – the Stage 6 leader also becomes part of the Senior Leadership Group that meets with the Principal every fortnight.

The election process is overseen by the Deputy Principal Inclusion and Support and Head Teacher Support Unit is outlined below:

- **Eligibility and role**
    - Students are elected at the beginning of each term. There is only one leader from each stage to be elected at one time.
    - Students are ineligible if they have had a suspension in the last 6 months or if they have had more than 5 negative behaviour Sentral entries in the prior term.
    - If a student receives a suspension or 3 negative behaviour entries in the term of their appointment, they can be dismissed. Decision to revoke leadership is made by the HT Support Unit and DPIS.
    - Stage Leaders work collaboratively to provide updates at the Support Unit meeting and organise a fundraising activity for the term.
    - SRC representatives attend SRC Meetings and the Stage 6 Leader attends the fortnightly Senior Leadership Group meeting with the Principal.
- **Process**
    - Coordinating teachers call for nominations from each stage 4, 5 and 6.

- o Students are given support in class if required to prepare a speech that they present to their peers.
- o Senior Student Executive Leadership Group will be invited to attend speeches.
- o Students from each stage vote for a stage leader (i.e. Stage 4 students vote for Stage 4 Leader).
- o Staff only vote if there is a tied vote.
- **Induction**
  - o Stage Leaders are inducted into their position at a special Support Unit Assembly.
  - o Stage Leaders are introduced to the whole school on an Assembly each term.

The Deputy Principal Inclusion and Support will also oversee an appropriate election process for representatives for the SRC and Junior AECG. The Support Unit staff will support the students in attending any meetings of these Leadership Groups.

9. House Captains

House Captains are role models for the school and more specifically for students in your House. House Captains play an important role in organising and presenting at inter-House school events. You will actively promote the school values at all times, especially by:

- Providing leadership to the student body

- Demonstrating a caring and supportive manner.

- Take a leading role with student leadership within the school, including having input into the student leadership structure

- Assist with the organisation and conduct of House assemblies and activities.

- Organise and motivate students to participate in House activities.

- Assist teachers organising inter-House events.

- Take an organisational role with other House captains in improving student engagement within the school, including ideas for the increase of House oriented activities within the school

- Speak on behalf of students in the House at school functions and other special events.

- Mentor other students in the House.

- Liaise with students in other leadership roles. This would include organising meetings with the purpose of improving student engagement and wellbeing in the school. The structure and program for these meetings would be decided before the year began. The student leaders would include:
    - Senior Student Leaders
    - Junior AECG
    - Support Unit Stage Leaders
    - Student Representative Council

If you believe that you meet the criteria for School Leadership listed in Clause 4, and House Captain requirements in Clause 9 and Appendix 7 and wish to apply for the position of House Captain you will need to:

1. **Nomination Form** – submit to the Front Office by lunchtime on Friday, Week 9, Term 3. There will be a secure House Captain nomination box in the Front Office. Nominations are open to any Year 10 or Year 11 student.

   If a Year 11 student has been elected into the Senior Student Leadership Group already, they are ineligible for election as a House Captain.

2. **Teacher notification and comments**
   The list of candidates will be distributed to staff for comment in Week 10, Term 3. Any teacher comments regarding potential candidates will for forwarded directly to the Principal for consideration. Teacher comments may impact on the candidate progressing through to the next stage of the selection process.

3. **Candidate's Introduction to House members**
   Candidates will be introduced to their House members at a House Meeting on the first Tuesday back in Term 4. Candidates will be introduced in alphabetically order based on surnames.

4. **Voting**
   Voting will take place during House Meetings held immediately after their Introduction at the House Meeting.
   a) House Patrons will be handed one envelope containing enough ballots for the house, plus additional for staff.
      i) Each student and staff member will have one vote.
      ii) Students must number their ballot papers in preferential order, starting with 1.
      iii) House Patron must return SEALED voting envelopes, with all ballots (used or unused) to the House Captain Coordinator.
   b) The House Captain Coordinator and a Senior Executive Member will collate and count all eligible ballots. Once counting is finalised, the Senior Executive Member will notify the Principal of the results.
   c) Candidates will be notified of the outcome.

5. **Induction Ceremony**
   The Student Leadership Induction Ceremony is held in Week 6, Term 4 (subject to HSC timetable) each year. Parents and family of the successful candidates will be invited to attend.

Timeline for the elections of House Captains

The following timeline will commence in **Term 3 and finish in Term 4**

Term 3, Week 8	• House Captain Coordinator to address all students on Tuesday assembly about the process of applying for a House Captain position. • Interested students to collect information pack from the House Captain Coordinator.
Term 3, Week 9	• *Nomination Form CLOSE* – nomination forms must be submitted to the House Captain Coordinator by Friday Break 2.
Term 3, Week 10	• Candidates for election will be published and distributed for **teacher comment**. Any teacher comments must be directed to the Principal for consideration. These must be received by Tuesday recess.
Term 4, Week 1 (or 2)	• Introduction of candidates will take place at a House Meeting on the first Tuesday in Term 4. • **Voting** will take place immediately after Introductions are completed. • Collation and counting of votes* will be undertaken by the House Captain Coordinator and Senior Executive Member.
Term 4, Week 2 (or 3)	• Candidates will be notified of results. • Successful candidates will commence their House Captain roles after their Induction.
Term 4, Week 6	• Induction Ceremony will take place in Week 6, Term 4 (subject to HSC timetable). Parents and family invited to attend.

* Preferential voting will be used in the tallying of votes. Preferential voting is a system of voting in which voters indicate their first, second, and lower choices of several candidates for a single position of office. Voting slips are unfolded and all the number '1' votes are put into separate piles for each candidate and counted.

House Captain Nomination Form

Student

I wish to nominate for House Captain for the following house: *(please circle)*

           Brewster   Campbell   Grossmann   Watson

Name: (Print clearly) _____

Signed: _____   Date: _____ / _____ / _____

Why do you wish to nominate for this leadership position?

(Please keep your response to this box – it will be distributed to all eligible voters)

Teacher

I am of the opinion that _____ is a suitable candidate for a House Captain position at Maitland Grossmann High School. I endorse their nomination and agree that they meet the criteria for a position of leadership for House Captains.

Attestation

I confirm that the above-named student meets the following criteria – over the preceding two (2) terms:

- o Attendance – overall attendance is above 85%
- o Negative behaviour entries – no more than three (3)
- o Suspensions – nil
- o Student Behaviour Monitor (DP level) nil

Teacher Name: (Print Clearly)_____

Signed: _____   Date: _____ / _____ / _____

FORM MUST BE SUBMITTED BY FRIDAY, WEEK 9 (TERM 3) TO THE HOUSE CAPTAIN COORDINATOR

Appendix 1:   MGHS Student Voice – Curriculum Analysis Tool

The Department of Education and the NSW Education Standards Authority require each teaching and learning program include the following:

Department of Education
- registration of lessons taught

NESA:
- unit description
- syllabus outcomes
- duration
- stage or year
- range of relevant syllabus content
- integrated learning and teaching activities
- differentiation catering to the range of student abilities and interests
- opportunities to collect evidence of student achievement
- subject-specific requirements
- resources
- reflection and evaluation
- adjustments for students with disability, where appropriate

Student voice, agency and leadership represent different aspects of student empowerment. Students are empowered when they are supported to develop their knowledge, skills and dispositions in these three areas. This analysis tool focuses on investigating these aspects and does not focus on DoE or NESA compliance.

How does student voice link with Department and school priorities?

Every student is known, valued and cared for is a key goal for the Department's Strategic Plan.

Through the Wellbeing Framework for Schools and School Excellence Framework (SEF) schools identify and plan for meaningful student participation and decision-making as indicators of school excellence. The SEF references student participation, voice and leadership throughout the Learning and Teaching domains. These have been summarised below.

School Excellence Framework – Version 2 | July 2017		
LEARNING DOMAIN	**THEMES**	**EXCELLING**
LEARNING CULTURE	High expectations	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
CURRICULUM	Teaching and learning programs	Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
CURRICULUM	Differentiation	Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.
TEACHING DOMAIN	**THEMES**	**EXCELLING**
EFFECTIVE CLASSROOM PRACTICE	Lesson planning	All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
EFFECTIVE CLASSROOM PRACTICE	Feedback	Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Key learning area	
Evaluated by	
Date of evaluation	

Criterion	Examples of evidence of criterion	Rating (1-3 scale*)	Explanation of rating	Suggested action
Students are aware of the key concepts and skills, as well as the content focus of each unit of work.	- Can be outlined in a unit description - Can be scripted as focus questions - Can be displayed as Learning intentions and Success Criteria - Can be shared through a concept map.			
Students are able to set learning goals, identify areas of interest, and/or support.	- Pre-testing - Learning activities that include peer/self-assessment - Formative assessment opportunities are embedded.			
Shows evidence of adjustments, based on evidence, to ensure he needs, interests and abilities of all students are addressed.	- Context driven teaching and learning activities - Formative assessment - Student feedback - Broad range of differentiated teaching and learning activities - Evidence that HP&G students catered for - Inclusive practices - Adjustments support NCCD (when required)			

Criterion	Examples of evidence of criterion	Rating (1-3 scale*)	Explanation of rating	Suggested action
Students are aware of expected progression in knowledge, understanding and skill.	- Prior learning discussed - Links to post learning pathways - Use of formative assessment - Skills checklist - Real world applications			
Students are provided opportunities to share knowledge/expertise.	- Relevant and engaging learning activities logically sequenced and linked to syllabus outcomes. - Student-led learning activities			
Provides opportunities to revisit outcomes over the stage based on student feedback.	- Use of formative/summative assessment data. - Includes formative assessment including pre-testing - Includes opportunities to address deficiencies in data.			
Includes opportunities for teaching and learning to extend between curriculum areas.	- Cross curriculum priorities - General capabilities - Links to National Literacy and Numeracy Progressions			
Integrates evidence-based approaches to drive a positive learning environment.	What Works Best: 2020 Update themes: - High Expectations - Explicit Teaching - Effective Feedback - Use of data to information practice			

Criterion	Examples of evidence of criterion	Rating (1-3 scale*)	Explanation of rating	Suggested action
Includes assessment opportunities that regularly monitor and review individual student learning needs that are aligned with expected student progression.	- Assessment schedules matching scope and sequence - Assessment linked to syllabus outcomes - Assessment as, of and for learning - Adjustments to assessment tasks - Student work samples - Data to inform teaching - Record of progressive achievement of students - Stage specific numeracy assessment tasks e.g., Check-in Assessment, Best start Kindergarten Assessment, Interview for student reasoning – number and place value			
Students are provided an opportunity to evaluation teaching and learning	- Registration of lessons taught - Program evaluation (staff/student)			

*Rating scale: 3 = Clearly evident; 2 = Somewhat evident; 1 = Not evident

Comment(s):

Appendix 2:   MGHS Student Voice – Assessment Analysis Tool

High quality student assessment supports teachers to monitor student progress and inform next steps, determine the effectiveness of chosen teaching strategies for learning and engagement and to measure student understanding of a unit of work. Teachers use the A–E grading scale to report student levels of achievement. This applies to Stages 1 to 5 and the Preliminary year. The Common Grade Scale (A–E) or equivalent is not required to be used for students in Year 12.

When students have a strong sense of agency which includes a heightened emphasis on directing their learning, a positive cycle of learning is generated. Students who are empowered to take ownership of their learning understand and contribute to the development of learning intentions, are invested in the assessment processes, and monitor their own learning and improvement.

As students become invested in their own learning, they gain a better understanding of what good learning is and the purpose of it. This enables them to evaluate their own work, and to discuss progress and achievement more purposefully with teachers, each of which has a significant effect size on achievement (Hattie, 2009).

Empowering students to become partners in school decision making is recognition that students are knowledgeable experts in their lives. It acknowledges they can contribute to improving their schools and communities.

How does student voice link with Department and school priorities?

Every student is known, valued and cared for is a key goal for the Department's Strategic Plan. Through the Wellbeing Framework for Schools and School Excellence Framework (SEF) schools identify and plan for meaningful student participation and decision-making as indicators of school excellence. The SEF references student participation, voice and leadership throughout the Learning and Teaching domains. These have been summarised below.

School Excellence Framework – Version 2	July 2017		
LEARNING DOMAIN	**THEMES**	**EXCELLING**
ASSESSMENT	Formative assessment	Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
ASSESSMENT	Student engagement	Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Assessment Analysis Tool

Criteria	Rating Strengths **(S)** Area for Improvement **(I)** Not Evident **(N)**	Comment(s)
Notification: Students are provided with appropriate time to engage and seek support with the assessment task.		
Adequate notification of the task (typically two weeks) provided to allow completion and support.		
Task details: Students are supplied with a detailed overview of the task requirements.		
Task description/criteria provided in plain language		
Expected outcomes assessed are clearly listed and task accurately measures identified outcomes (validity)		
Measures, objectives, and outcomes that address values and attitudes of student conduct are not included		
Task is inclusive of and accessible to all students		
Marking criteria: Marking criteria (when appropriate) is supplied in plain language and students are able to self-assess their achievement.		
Marking criteria has been developed in the context of relevant syllabus knowledge, skills and understanding		
Marking guidelines provide clear descriptions of the quality of response required to receive each mark		
The language of marking criteria is clear, unambiguous, and accessible to all students		
Marking criteria allow for a range of student achievement in meeting outcomes assessed in the task, providing opportunities for students to demonstrate the breadth and depth of their knowledge, skills and understanding		
Marking guidelines indicate the quality of response required to gain a mark or sub-range of marks.		
Feedback: Students are aware of how feedback will be provided and how to improve.		
Indication of type and timing of feedback to be provided to students relating to their performance in the task is included		
Evidence of how feedback will be provided to students about their level of achievement of outcomes, their strengths and what they need to do to improve their achievement.		

Feedback facilitates the development of and provides opportunities for self-assessment and reflection, informing future learning		
Student voice Students are provided with a diverse range of assessments and are given the opportunity to seek support for further development.		
Students are provided with opportunities to select aspects of how they are assessed (content, presentation medium)		
Students are able to provide general feedback relating to assessment tasks.		
Students understand how to seek additional support.		

*Feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes

Link to NESA Assessment in Practice
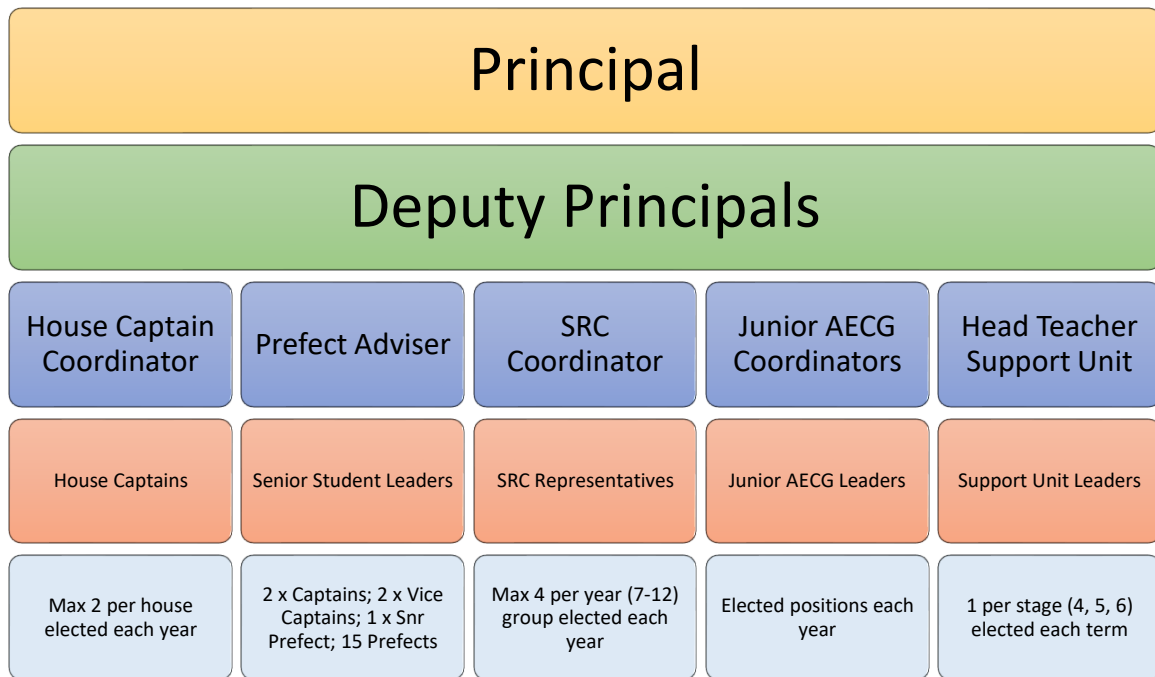
Appendix 3: Student Voices examples of practice

In our classrooms	In our schools	In our communities
How can our classrooms support students to actively participate and influence their own learning? • Personal and social capabilities and skills for communication are explicitly taught. • Positive, learning-focused relationships between students and teachers are supportive of collaborative learning and agency. • Learning with and from students builds new connections as well as mutual respect. • Consistently creating opportunities for feedback and reflection develops student voice and responsibility for learning.	How can our schools involve all students in decision-making to create a positive learning culture? • A safe, supportive and inclusive environment sets high expectations for teaching and learning. • Informal opportunities as well as formal channels for student voice and leadership build a sense of belonging and shared purpose. • School planning and decisions are responsive to the voice and needs of all students. • School wide systems and strategies promote student teacher relationships as partners in learning.	How can we support student voice to positively shape the future of our communities? • Opportunities for 'real world' learning and partnerships with community organisations and members, allow students to practice and apply skills in agency and leadership. • Students and adults are actively engaged in conversations to work toward shared goals and understanding. • A sense of connection and community are achieved as students are both influenced by and have opportunity to shape their communities and future lives.
Examples of practice • Exit cards for student feedback • Inquiry or project based learning • Entrepreneurial learning • Student mentoring • Students and staff co-construct course content / assessment modes • Project or problem based learning and design thinking such as student initiated coding activity or personal inquiry project. • Students work with teachers to develop learning goals or future learning.	**Examples of practice** • Extra-curricular, interest groups • Formal student-led leadership groups • Engaging students in the governance and decision-making bodies of the school • Engaging students in staff or school leadership appointment panels • Enabling students to develop and implement projects to change and improve school operations, culture, climate or practices • Student-led whole-of-school events with staff in advisory roles • Student-led parent/teacher conferences • Student reflections in reports	**Examples of practice** • Social justice projects • Community service and volunteering • Invite and enable students to develop and implement community-based projects, possibly in partnership with other agencies, to enhance and support learning • Invite and enable students to engage with local government and initiate community partnerships

Appendix 4: Teacher Resource pack

Concept	Link	Explanation of resource
Promoting Student Feedback • Exit Slips • Student Surveys	Student-voice-through-reflection-and-feedback.docx	Exit slips are a formative assessment strategy which inform both the teacher and the student about each student's learning. Consistently creating opportunities for **feedback** and **reflection** develops **student voice** and responsibility for learning. This is supported by research - find out more here. Feedback and reflection gives students the opportunity to: • communicate their needs and understandings • practice self-reflection and better understand their learning needs • have a more active role in their learning • suggest modifications and enhancements to teaching and learning programs. Feedback and reflection gives teachers the opportunity to: • better understand their students' needs and respond to them • customise their teaching to meet the learning needs of students • incorporate student suggestions to enhance teaching and learning programs • include student opinions, experiences and interests in their teaching and learning programs • create classroom environments that are more student centred. Find out more here.
Promoting Student Voice • Student feedback about learning • Teacher reflection on student voice • Mapping Tool for Student voice.	SVLP-in-our-classrooms.docx	The attached document contains checklists can help teachers assess how much student voice is happening in their classroom and whether their students perceive it as occurring meaningfully. Whilst all the included statements are examples of student voice, as the lists progress, they become more student-centred and students go from being recipients of learning to leaders of their own learning. The checklists can also form the basis for classroom conversation about student voice.
Creating a positive classroom environment • Social and Physical environments	Amplifying-student-voice-in-positive-classroom-environments.docx	This unit of work supports teachers to further develop the skills and capabilities to engage student voice and promote participation in the classroom. Research has shown that student participation and wellbeing are supported when student voice, student influence, student choice and opportunities to work together with teachers and peers are enhanced. Find out more here. The lessons in this unit provide opportunities for these elements to be meaningfully, integrated into learning tasks. Activities can be taught in any order, or individually, depending upon the needs of the class.

Student Voice in the Community • Secretary for a day • Office of the Advocate for Children and Young People	https://education.nsw.gov.au/public-schools/education-week/secretary-for-a-day https://www.acyp.nsw.gov.au/	Secretary for a Day is an opportunity for high school students to come together from across the state to learn about the workings of the department, and through workshops and conversations, explore the Education Week theme.
Stage 5 Teaching and Learning Program • This page has resources for students interested in leading projects and also gives information about the types of student led teams they can join or lead. • ACARA Personal and Social capabilities	Leading_my_learning_student_and_teacher_resource.docx	In order to become leaders of their own learning, students must understand themselves both as learners and as leaders. This unit supports teachers with building students' capacity through elements of **ACARA's personal and social capabilities**: self-awareness, self-management and social-awareness. These activities aim to help students build skills in metacognition and self-regulation. By reflecting on how they think and learn, students build self-awareness, become better learners and learn to self-regulate their behaviours. Evidence shows a connection between self-regulated learning and academic performance. Students who can regulate their learning are proposed to gain the most out of education, because their motivations and strategies are focused on learning rather than on receiving external rewards.
Parent and Carer Information • How can student voice be encouraged at home?	https://education.nsw.gov.au/student-wellbeing/student-voices/student-voice-and-leadership/parent-and-carer-information	Parent resource: • What is student voice? • How can student voice be encouraged at home? • How are student voice and wellbeing connected? • Top tips for supporting student voice at home

Appendix 5:   Student Leadership Structure

Principal

Deputy Principals

House Captain Coordinator	Prefect Adviser	SRC Coordinator	Junior AECG Coordinators	Head Teacher Support Unit
House Captains	Senior Student Leaders	SRC Representatives	Junior AECG Leaders	Support Unit Leaders
Max 2 per house elected each year	2 x Captains; 2 x Vice Captains; 1 x Snr Prefect; 15 Prefects	Max 4 per year (7-12) group elected each year	Elected positions each year	1 per stage (4, 5, 6) elected each term

The Senior Student Executive Leadership group will comprise:
- Captains x 2
- Vice Captains x 2
- Senior Prefect x 1
- Junior AECG President x 1
- Junior AECG Vice President x 1
- Stage 6 Support Unit Leader x 1

This group of students will meet fortnightly with the Principal to discuss issues arising from SRC meetings and any other school businesses matters.

Appendix 6:   Leadership Pledge

The following pledge is made by all Student Leadership positions at their Induction to Office:

I pledge to carry out

To the best of my ability

The duties assigned to me

As a Student Leader

And to lead by example

In upholding the values and traditions of

Maitland Grossmann High School

Appendix 7: Role Statement for Student Leadership positions

The role of all Student Leaders at Maitland Grossmann High School include:

- Behaving in accordance with the school values
- Being ambassadors for the school throughout the local and wider community
- Being a positive role model for students by modelling and advocating MGHS STAR behaviours
- Observing the school rules at all times, including wearing full school uniform
- Maintain an excellent academic and behaviour record and lead by example
- Be positive and enthusiastic, encouraging and motivating fellow students
- Be cooperative, helpful, well-mannered, trustworthy, and responsible
- Be respectful toward teachers, your peers, and the school environment
- Display leadership qualities: confidence, initiative, problem-solving skills
- Having a passion for improving our school
- Being an active leader of student events and activities
- Promoting student achievement and excellence.

In addition to the above, specific role duties are outlined below:

School Captain duties could include, but are not limited to:
- Performing at school speaking / representation engagements
- Representing the school at official functions within the school and within the broader community
- Discussing any proposals with the Principal during the fortnightly Senior Student Leadership Group Meetings
- Chair the SRC and liaise with the SRC Coordinator
- Providing input into school strategic planning
- Representing the whole school student body on working parties, boards, committees, teams
- Leading Formal Assemblies
- Writing the Annual School Report for the school magazine and Annual School Report
- Attending and presenting a Student Report at P&C Meetings, on a rotational basis with other Senior Student Leaders
- Leading whole school fundraising events
- Participation in Year 6 Orientation Day and Year 7 First Day of school
- Any other job, as directed by the Principal, or their representative

Vice Captain duties could include, but are not limited to:
- Work cooperatively with the School Captains to fulfil all duties
- Attend fortnightly meetings with Principal as part of the Senior Student Leadership Group
- Co-chair the SRC and liaise with the SRC Coordinator
- Act as School Captain, when they are unavailable

- Any other job, as directed by the Principal, or their representative

Senior Prefect - In addition to the duties of a Prefect, a Senior Prefect also has the following duties:
- Maintain collaboration among Prefects
- Coordinate SRC and Prefect activities and rosters
- Provide link between Prefects Body and the School Executive
- Attend all SRC Meetings
- Attend fortnightly meetings with Principal as part of the Senior Student Leadership Group
- Any other job, as directed by the Principal, or their representative

Prefect duties could include, but are not limited to:
- Be punctual for duties and attend all SRC and Prefect meetings where possible
- Be willing to take on extra responsibilities
- Be able to work independently and complete tasks
- Prefects will attend all school events and activities when required where possible, and will be expected to help and lead
- Prefects must be excellent ambassadors for the school, representing the school image positively
- Any other job, as directed by the Principal, or their representative

SRC Representatives duties could include, but are not limited to:
- Attend all SRC Meetings
- Performing at school speaking / representation engagements
- Communicate and explain school decisions to your Year Groups (at least once a term at Year Meetings, as arranged with your Year Adviser)
- Communicate issues of concern to the SRC body for discussion and action
- Any other job, as directed by the Principal, or their representative

Junior AECG President duties could include, but are not limited to:
- Attend fortnightly meetings with Principal as part of the Senior Student Leadership Group
- Representing the school at official functions within the school and within the broader community
- Participation in Year 6 Orientation Day and Year 7 First Day of school
- Chair Junior AECG Meetings and liaise with Aboriginal Education Coordinators
- Active involvement in the development of and the promotion of events such as the NAIDOC assembly and Reconciliation Week
- Be the spokesperson for MGHS Junior AECG
- Any other job, as directed by the Principal, or their representative

Junior AECG Vice President duties could include, but are not limited to:
- Work cooperatively with the JAECG President to fulfil all duties
- Attend fortnightly meetings with Principal as part of the Senior Student Leadership Group
- Co-chair the JAECG and liaise with the Aboriginal Education Coordinator
- Act as JAECG President, when they are unavailable
- Any other job, as directed by the Principal, or their representative

Junior AECG Secretary duties could include, but are not limited to:
- Work cooperatively with the JAECG President and Vice President to fulfil all duties
- Record Minutes of all JAECG meetings and liaise with Aboriginal Education Coordinator
- Any other job, as directed by the Principal, or their representative

Junior AECG Vice Secretary duties could include, but are not limited to:
- Work cooperatively with the JAECG Secretary to fulfil all duties
- Act as JAECG Secretary, when they are unavailable
- Any other job, as directed by the Principal, or their representative

Junior AECG SRC Representatives duties could include, but are not limited to:
- Performing duties as listed under SRC Representatives

Support Unit Stage Leader duties will be determined each term by Deputy Principal, Support and Inclusion.

- Stage Leaders work collaboratively to provide updates at the Support Unit meeting and organise a fundraising activity for the term.
- SRC representatives attend SRC Meetings
- Stage 6 Leader attends the fortnightly Senior Student Leadership Group meeting with the Principal.
- Any other job, as directed by the Principal, or their representative

House Captain duties could include, but are not limited to:
- providing leadership to the student body
- demonstrating a caring and supportive manner.
- Take a leading role with student leadership within the school, including having input into the student leadership structure
- Assist with the organisation and conduct of House assemblies and activities.
- Organise and motivate students to participate in House activities.

- Assist teachers organising inter-House events.
- Take an organisational role with other House captains in improving student engagement within the school, including ideas for the increase of House oriented activities within the school
- Speak on behalf of students in the House at school functions and other special events.
- Mentor other students in the House
- Liaise with students in other leadership roles
- Any other job, as directed by the Principal, or their representative