



# Summer Hill Public School

## Year 6 Leadership Guidelines

### Outcomes

The selection process identifies students able to fulfil the duties and responsibilities of student leaders. The selection process is highly visible and easily communicated to the school community (students, parents/carers and staff) via the school website.

### Introduction

Students who aspire to leadership roles must consistently demonstrate the school's Qualities:

- RESPECT
- RESPONSIBILITY
- RESILIENCE

Students who aspire to leadership roles must consistently demonstrate Values of NSW Public Schools. The core values are:

- INTEGRITY: Being consistently honest and trustworthy.
- EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
- RESPECT: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
- RESPONSIBILITY: Being accountable for your individual and community's actions towards yourself, others and the environment.
- COOPERATION: Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
- PARTICIPATION: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
- CARE: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

- **FAIRNESS:** Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
- **DEMOCRACY:** Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

Students who aspire to, and attain, a leadership role must have a clear understanding of the roles and responsibilities associated with each position. Further, it is crucial that the parents/carers and staff have the same understanding so that they can support students in fulfilling these important and high profile positions in the school.

### **Student leadership roles**

- Student Parliament Prime Minister x 1
- Deputy Prime Minister x 1
- Ministers x 8
- Sergeant of Arms x 1 (rotating, and appointed by the Speaker of the House)
- House Captains x 8
- House Vice Captains x 8
- Music Captains x 4
- Chess Captains x 3
- Debating Captains x 2
- Library Monitors x 14
- ICT Team x 6-10

### **General Responsibilities**

The Summer Hill Public School Student Leaders' Code of Behaviour outlines the responsibilities pertaining to all roles. The responsibilities are to:

- Follow the Summer Hill Qualities and Values at all times
- Be a role model for all students
- Wear the school uniform properly and with pride to school and school functions
- Assist students, staff and parents whenever possible
- Fulfil obligations in a courteous and responsible manner

Students who attain leadership roles must be prepared to sign the Student Leaders' Code showing their commitment and have their parents co-sign this commitment. Persistent breaches or a serious breach of the above code, or breaches of other expectations of the role (for example, persistent non-attendance at required rehearsals, meetings and/or events) may result in loss of office. The staff member/s responsible for each group of student leaders must be informed when there are breaches of the code or role expectations, and, in consultation with the Principal, are responsible for any decisions regarding students continuing in their role. If a student loses office, or leaves her/his office for another reason, the vacancy may be filled, taking into consideration such factors as the role, the time of year, the original selection/election process and the general requirements of a leadership role.

## **Nomination Process**

In late Term 3, Year 5 students and their families are informed via Skoolbag about the Year 6 leadership roles available. Year 5 students are invited to consider the commitment required to fulfil the different leadership roles within the school, and to think about the role/s they may be interested in.

### **Week 2 Term 4 (Day 1)**

All Year 5 students are asked again to consider leadership roles that they are interested in. The classroom teacher will record up to three expressions of interest, as stated by the student, for roles the student is genuinely interested in fulfilling.

- The roles are not in preferential order.
- Students cannot make changes to their expressions of interest after the advertised deadline (Day 2, Week 2, Term 4, by 3pm).
- Students are only eligible to run for positions they have expressed an interest in.
- Students are limited to holding one leadership position.
- Successful candidates for each position are required to accept (or decline) the position as soon as that position's election/selection process is completed.
- Once a position has been accepted, students are no longer eligible to run for any further positions.

### **Method**

- Classroom teachers are provided with a class list that has the leadership roles on it (Google Form).
- Classroom teachers post the information on Google Classroom for students to respond to by the deadline (Day 2, Week 2, Term 4, by 3pm).
- Data is obtained from the Google form given to students on Week 2 Day3 and distributed to classroom teachers and relevant staff.

### **Week 2, Term 4 (Day 3)**

A panel of staff will meet to consider the suitability of all students who have expressed an interest in any of the Year 6 leadership roles. The meeting will take place from 3:00-4:00pm. The panel will include Year 5 teaching staff, student leader mentors, other relevant school staff and at least one member of the school's Executive staff. The following criteria are taken into consideration when assessing a student's suitability to be a student leader:

- Teacher judgement (including, but not limited to, things such as behaviour and attitude in class; behaviour and attitude on excursions, at sport and at other out of school events);
- Class behaviour records and teacher anecdotal information, demonstrated leadership skills, and application of school values and 3Rs;
- Year 5 Student Behaviour Register records (including, but not limited to the number of entries, the type of behaviour, when the behaviour occurred, student behaviour since the behaviour occurred, where the behaviour occurred);
- Consistent application of the school's Values and '3R' Qualities;

- Proven student ability to make necessary changes to behaviour, where applicable;
- Applicants for Student Parliament are considered separately as this is the highest profile role; and
- Any other relevant information, where applicable.

Based on the above criteria and processes, the panel will compile a list of suitable candidates for all leadership positions. Each leadership position has a different election/selection process and roles/responsibilities. The Stage 3 Assistant Principal (or other appropriate staff member) will inform students who have been removed from the list of suitable candidates. The Principal will always have the final say if necessary.

### **Rescheduling**

The information and processes outlined in these guidelines may be altered, delayed and/or rescheduled due to unforeseen circumstances and/or when the running of the school requires a change, including changes in NSW Health advice and Department of Education requirements. Whilst every effort will be made to communicate changes, this may not always be possible.

### **Student Absences**

Whilst every effort will be made to include all interested students, those students who are absent during any part of the processes outlined in these guidelines may be unable to participate. Processes will not be delayed and/or rescheduled due to student absences. Parents/carers of students who are absent on any days may contact the Year 5/Stage 3 supervisor to make arrangements to facilitate participation where possible. Parents/carers of students who are absent on any of the days will not be contacted by the school. Please note that the participation of an absent student may not always be possible.

### **Badges**

All Year 6 leadership role badges are presented at an induction assembly held early in Term 1 of the students' Year 6 academic year.

## **Leadership Roles**

The leadership roles and process for the selection of students to fulfil each role is outlined below.

### **STUDENT PARLIAMENT MINISTERS**

#### **The Prime-Minister will:**

- Represent the school at official functions within and outside the school.
- Prepare and present speeches at school functions, assemblies and parliament sessions.
- Prepare and present 3-6 and K-6 assemblies and parliament sessions.
- Participate in K-2 assemblies during Terms 1-4 as required.
- Present awards/gifts at special functions.
- Welcome official visitors and escort visitors around the school.
- Show leadership and model appropriate behaviour to all students in the Ministerbody.
- Support class teachers to run assemblies.
- Consistently demonstrate/ uphold the school values and 3Rs at in-school and out of school events.
- Mentor the incoming Minister team during Term 4.

#### **The Deputy Prime-Minister will:**

- Represent the school at official functions within and outside the school.
- Prepare and present 3-6 and K-6 assemblies and parliament sessions
- Participate in K-2 assemblies during Terms 1-4 as required.
- Welcome official visitors and escort visitors around the school.
- Show leadership and model appropriate behaviour to all students in the Ministerbody.
- Support class teachers to run assemblies.
- Consistently demonstrate/ uphold the school values and 3Rs at in-school and out of school events.
- Mentor the incoming Minister team during Term 4.

#### **The Ministers will:**

- Prepare and present 3-6 and K-6 assemblies and parliament sessions.
- Participate in K-2 assemblies during Terms 1-4 as required.
- Prepare portfolio activities and present speeches at assemblies.
- Escort visitors around the school.
- Show leadership and model appropriate behaviour within the Minister body.
- Support class teachers to run assemblies.
- Consistently demonstrate/ uphold the school values and 3Rs at in-school and out of school events.
- Mentor the incoming Minister team during Term 4.

The Student Parliament Minister election/selection process has the following steps.

**Week 5 Term 4 (Day 1 - Session 1):** Students complete self-nomination forms in class for application for Minister positions for the following year. The forms are signed by a student supporter and the classroom teacher. The forms are given to the Stage 3 Assistant Principal when completed and signed by all parties. Late forms handed in after lunch (first break) will not be accepted.

**Week 5 Term 4 (Day 1 - 12:30 pm - 1:30 pm):** A panel comprised of the Principal (or delegate), the Stage 3 Assistant Principal and one or more other designated staff members will meet to select 16 candidates to proceed to the speeches. More or less than 16 candidates can be selected at the panel's discretion.

**Week 5 Term 4 (Day 1 - Session 3):** The Minister candidates are announced by the Principal. The candidates start to create their posters. The Stage 3 Assistant Principal or a designated member of staff will supervise the candidates. The posters are a set proforma and must be completed at school. Photos of the candidates are included. These will be provided. Posters are displayed in the COLA from the beginning of the following day.

**Week 5 Term 4 (Day 2 - Session 1):** The Candidates stick their poster up in the COLA. The order of the posters under the COLA will be determined by names drawn from a hat. This will be the same order as the speeches. The candidates will then start to write their speeches. The Stage 3 Assistant Principal or a designated member of staff will supervise the candidates.

The following criteria for the speeches must be adhered to:

- Speeches are to be written at school during the supervised session
- Speeches are to be written on paper provided by the school
- Speeches are to be written by the individual student candidate without parent or peer involvement Speeches are to be no longer than two minutes in duration
- Speeches are to be free of gimmicks (for example, giveaways, lollies, costumes, banners, audience participation, impossible promises)
- Speeches are to be given to the Year 5/Stage 3 supervisor after they have been written and may not be taken home
- Candidates who breach these conditions may be disqualified (at the discretion of the Principal or delegate) from running for Minister.

**Week 5 Term 4 (Day 2 - Session 2):**

The candidates will finish their speeches and practise in the hall with a supervising staff member and the current Ministers.

**Week 5 Term 4 (Day 3 - Session 1):** Speeches are given to all Year 2-5 classes. In the event of a candidate's absence, a class teacher may speak on his/her behalf. Voting is held at the conclusion of the speeches and prior to the end of the school day. Each student in Year 2-5 will vote for all candidates in preferential order (numbering 1-16). Staff are able to vote at this time (optional). All voting forms and class tally sheets are to be sent directly to the Stage 3 Assistant Principal when completed. Speeches are

to be given to the Stage 3 Assistant Principal after the presentation and may not be taken home. All candidates remove posters after the election at the end of the day.

**Week 5 Term 4 (Day 3 - Session 2):** The returning officers (designated members of staff) count the votes using the preferential voting method. The 10 candidates with the highest number of votes using this method form the incoming Minister group. The Principal will have the casting vote if needed. The Prime Minister and Deputy Prime Minister are the two students who receive the highest votes. If a student does not want to be the Prime Minister or Deputy Prime Minister the position will be given to the student with the next highest number of votes.

Staff members responsible for other leadership roles are notified by the Stage 3 Assistant Principal so these students can be removed from leadership expression of interest lists.

**Week 5 Term 4 (Day 3 - Session 3):** The results will be announced to all candidates by the Stage 3 Assistant Principal and Principal.

The successful ministers meet with the Principal or delegate to allocate Ministerial Portfolios. The panel assigns the Portfolios informed by the students' self-nomination forms. The following Minister portfolios are then allocated to the remaining Ministers:

- Minister for Welfare
- Minister for Technology
- Minister for Environment
- Minister for Arts and Culture
- Minister for Sport
- Minister for Communication
- Minister for Justice
- Minister for Education

The Prime Minister, Deputy Prime-Minister and Minister Portfolios are announced at the Year 3-6 Presentation Day Assembly (or equivalent ceremony).

## MUSIC CAPTAINS

Students will be required to do the following in their role as Music Captain:

- always display exemplary behaviour in rehearsals and performances
- assist the conductors/organisers when asked
- assist with bands, orchestras, choirs and music groups if asked
- help with events such as Musicale and concerts
- be at all rehearsals and performances
- assist with other representative jobs such as accepting awards or making speeches or writing reports for the program
- assist staff to organise activities
- represent the school at interschool competitions/performances
- liaise with parent and support group
- show leadership and model appropriate behaviour to all students in any music program.

Students will display the following attributes:

- good behaviour at rehearsals and at school generally
- always attend rehearsals and performances
- a high level of musicianship and commitment to music
- good leadership skills
- are kind and helpful to their fellow musicians
- are able to represent the ensembles and are willing to speak publicly when required
- can work well with students, staff and parents.

All roles and responsibilities of Music Captains will fall under the leadership umbrella of the elected Minister for Arts and Culture. Only students who expressed an interest in this leadership role in the expression of interest process are able to participate. There is no limit on the number of students who may run for the available positions.

Music Captains are selected by a panel comprised of school-based performing arts teachers (Dance, Music and Drama), school-based choir teachers and the main conductor in consultation with the Stage 3 Assistant Principal, other conductors and music administration staff and Year 5 teaching staff.

The Music Captain selection process has the following steps:

**Week 6 Term 4 (Monday-Thursday):** The Music Captain panel meets to discuss the candidates based on the expressions of interest. Four captains are selected. Executive staff may be consulted. The panel selects 4 leaders who have the ability to represent choir, band/orchestra, recorder/ukulele and music in general, when called upon for their leadership duties.

**Week 6 Term 4 (Friday - Session 1):** Successful candidates must be notified by the end of Session 1 Friday Week 6 at the latest, and accept/decline the positions offered. Unsuccessful candidates must also be notified by the end of Session 1 Friday Week 6 at the latest.



The Stage 3 Assistant Principal must be notified who the successful candidates are. Staff members responsible for other leadership roles are notified by the Stage 3 Assistant Principal so these students can be removed from leadership expression of interest lists.

## HOUSE CAPTAINS

House Captain and Vice-Captain responsibilities include:

- Assisting staff and the Minister for Sport to conduct House meetings, sports carnivals and other sporting events.
- Co-organising and co-leading house activities during sports carnivals and events.
- Setting up sport equipment as requested.
- Maintaining the sport storerooms as requested.
- Upholding the values of each House in assisting with school habitat and environmental programs. This may be under the leadership umbrella of the Minister for the Environment.
- Speaking at school assemblies on matters of House team business.
- Consistently demonstrate/ uphold the school values and 3Rs at in-school and out of school events.

All roles and responsibilities of House Captains and Vice-Captains fall under the leadership portfolio of the elected Minister for Sport. Only students who expressed an interest in this leadership role in the expression of interest process are able to participate. There is no limit on the number of students who may run for the available positions.

The House Captain and Vice-Captain election/selection process has the following steps:

**Week 7 Term 4 (Day 1 - Session 1):** The candidates fill in a poster about themselves during a session at school.

- The Year 5/Stage Team Leader (or delegate) will supervise the candidates during this session.
- The posters use a set proforma and must be completed at school.
- Photos of the candidates are included. These will be provided.
- Posters and photos are displayed in the COLA under house names from the start of lunchtime.

**Week 7 Term 4 (Day 1 - Session 3):** The candidates will introduce themselves at the beginning of the session. Students only vote for their own house. Voting will take place in classes using a show of hands method. Years 2-5 are the electorate. The classroom teacher will tally the votes for each house on a list (one for each house) and give the results to the Stage 3 Assistant Principal by the end of the school day for overall counting. In each house, the two candidates with the highest number of votes will be the House Captains and the two candidates with the next highest number of votes will be the Vice-Captains. In the event of a tie there may be more than one captain or vice-captain for a house.

The candidates will not be present during voting. They will be supervised by the Stage 3 Assistant Principal or another staff member, and are able to vote separately. Candidate votes must be included in the overall tally.

All candidates remove posters after the elections at the end of the day.

**Week 7 Term 4 (Day 2 - Session 1):** The results will be announced to all candidates by the Stage 3 Assistant Principal.

Staff members responsible for other leadership roles are notified by the Stage 3 Assistant Principal so these students can be removed from leadership expression of interest lists.

## DEBATING CAPTAINS

Students will be required to do the following in their role as Debating Captain:

- always display exemplary behaviour when representing the school at debating tournaments and exhibitions
- assist the debating coach and organiser when asked
- assist with other representative jobs such as accepting awards or making speeches or writing reports for the program
- assist staff to organise activities
- represent the school at inter school competitions
- liaise with parent and support group
- show leadership and model appropriate behaviour to all students

Students will display the following attributes:

- good behaviour at rehearsals and at school generally
- always attend training, practices and presentations
- are punctual display a commitment to debating are strong debaters
- good leadership skills
- are kind and helpful to their fellow debaters
- are confident to represent the school and are willing and able to speak publicly when required (sometimes at short notice)
- can work well with students, staff and parents

All roles and responsibilities of Debating Captains will fall under the leadership portfolio of the elected Minister for Communication. Only students who expressed an interest in this leadership role in the expression of interest process are able to participate. There is no limit on the number of students who may run for the available positions.

Debating Captains are selected by a panel comprised of the staff member/s in charge of debating and the Stage 3 Assistant Principal, in consultation with Year 5 teaching staff. The attributes above are taken into consideration by the panel when appointing the two Debating Captains.

The Debating Captain selection process has the following steps:

**Week 7 Term 4 (Day 2):** The Debating Captain panel meets to discuss the candidates based on the expressions of interest. Two captains are selected. Executive staff may be consulted.

Successful candidates must be notified by the end of the day, and accept/decline the positions offered. Unsuccessful candidates must also be notified by the end of the day.

The Stage 3 Assistant Principal must be notified who the successful candidates are. Staff members responsible for other leadership roles are notified by the Stage 3 Assistant Principal so these students can be removed from leadership expression of interest lists.

## CHESS CAPTAINS

Students will be required to do the following in their role as Chess Captain:

- Assist staff to organise activities.
- Maintain chess equipment in an orderly fashion.
- Represent the school at inter school competitions and tournaments.
- Liaise with parents and support other players.

Students will display the following attributes:

- Show leadership and model appropriate behaviour to all students in chess clubs and teams.

All roles and responsibilities of Chess Captains will fall under the leadership portfolio of the elected Minister for Communication. Only students who expressed an interest in this leadership role in the expression of interest process are able to participate. There is no limit on the number of students who may run for the available positions.

Chess Captains are selected by a panel comprised of the staff member/s in charge of chess, the chess coordinator and the Stage 3 Assistant Principal, in consultation with Year 5 teaching staff.

The Chess Captain selection process has the following steps:

**Week 7 Term 4 (Day 3):** The chess coordinator/s check the nominations based on the Respect, Resilience and Responsibility at chess matches and competitions as much as possible. Students should have played at Chess Club at least one day per week prior to the remote learning period.

The Chess Captain panel meets to discuss the candidates based on the expressions of interest. Three captains are selected. Executive staff may be consulted.

Successful candidates must be notified by the end of the day, and accept/decline the positions offered. Unsuccessful candidates must also be notified by the end of the day.

The Stage 3 Assistant Principal must be notified who the successful candidates are. Staff members responsible for other leadership roles are notified by the Stage 3 Assistant Principal so these students can be removed from leadership expression of interest lists.

## **IT TEAM – ‘TECHIES’**

Students will be required to do the following in their role as IT Team member:

- Operate the sound system in the hall
- Connect PC laptop/Mac laptop to connection points in the hall
- Bring projector screen up and down as needed Connect microphones/change batteries in microphones
- Insert CDs/iPod/iPhone into the sound system
- Operate the iPad attached to the sound system Switch/manipulate lighting for performances

Students will display the following attributes:

- Initiative
- Ability to trouble-shoot

All roles and responsibilities of the IT Team will fall under the leadership portfolio of the elected Minister for Technology. Only students who expressed an interest in this leadership role in the expression of interest process are able to participate. There is no limit on the number of students who may run for the available positions.

IT Team members are selected by a panel comprised of the IT coordinator, IT Committee members and the Stage 3 Assistant Principal, in consultation with Year 5 teaching staff.

The IT Team selection process has the following steps:

### **Week 7 Term 4 (Day 4):**

The IT Team panel meets to discuss the candidates based on the expressions of interest. Six-ten IT Team members are selected. Executive staff may be consulted.

Informal assessment (such as observation, teacher information and problem-solving ability) may be used in the selection process. Formal assessment (paper and/or practical) may be used in the selection process. This process may continue beyond Thursday.

Successful candidates must be notified by the end of the day, and accept/decline the positions offered. Unsuccessful candidates must also be notified by the end of the day.

The Stage 3 Assistant Principal must be notified who the successful candidates are. Staff members responsible for other leadership roles are notified by the Stage 3 Assistant Principal so these students can be removed from leadership expression of interest lists.

## LIBRARY MONITORS

Students will be required to do the following in their role as Library Monitor:

- Library monitors will be rostered on duty by the teacher librarian either before school or at lunch.
- Assist the teacher librarian to process and shelve books.
- Assist other students to use the library.
- Assist the teacher librarian to liaise with class teachers and their class.

Students will display the following attributes:

- Show leadership and model appropriate behaviour within the library monitor group.

All roles and responsibilities of Library Monitors will fall under the leadership portfolio of the elected Minister for Education. Only students who expressed an interest in this leadership role in the expression of interest process are able to participate. There is no limit on the number of students who may run for the available positions.

Library Monitors are selected by a panel comprised of the Teacher-Librarians and the Stage 3 Assistant Principal, in consultation with Year 5 teaching staff.

The Library Monitor selection process has the following steps:

### **Week 7 Term 4 (Day 5):**

- Candidates complete a short survey about themselves;
- Candidates also complete a brief test to demonstrate their understanding of library ordering systems;
- The teacher librarian/s consult with stage teachers regarding each candidate's ability to work as a team member and to take responsibility for attending their rostered shifts

Successful candidates must be notified by the end of the day, and accept/decline the positions offered. Unsuccessful candidates must also be notified by the end of the day. This process may continue beyond Friday.

## **Additional student leadership roles, responsibilities and opportunities**

### **Student Parliament - Parliamentary Representative Council**

The Student Parliament provides an opportunity for the students of Summer Hill Public School to contribute to the organisation and operation of the school through gathering and presenting the ideas and opinions of the student body, involving themselves in the evaluation and planning processes of the school, and organising activities on behalf of the students. The Student Parliament comprises two elected representatives from each class in Years 1 - 6. It is desirable to elect new representatives each term to allow more students to participate. As each class is different, parents and carers should contact the class teacher for further details.

SERGEANT OF ARMS (Year 6 students who are not a Minister or other badge-wearing student leader):

- Direct the House to silence when Parliament is ready to begin
- Lead Ministers into and out of the House
- Escort from the House any members who are directed by the Speaker to leave for disciplinary reasons.

SPEAKER (Principal or delegate):

- Commence each Parliamentary Session
- Serve as Timekeeper
- Indicate which Members may address the House
- Appoint non-ministerial members of Parliament to the position of Sergeant at Arms on a roster basis
- Maintain high levels of Parliamentary discipline.

### **Class Responsibilities**

Students in each class are given responsibilities to assist with the efficient operation of the classroom routine. Teachers aim to provide every student with opportunities throughout the year and the responsibilities are rotated amongst the students. As each class is different, parents and carers should contact the class teacher for further details.

### **Buddies**

The school buddy system operates K-6. It is expected that all classes participate in the program. Students in older years support younger students by becoming 'buddies'. Activities occur regularly in classrooms. This program helps senior students to develop a sense of responsibility, teaches them leadership and promotes the school's values. Younger students benefit as the program provides security and helps them settle into school. At all times in class, buddy activities are supervised to ensure appropriate relationships develop between students. While buddy classes remain the same all year, class teachers are encouraged to rotate individual student buddies at least once over the year to enable different students to be buddies and to prevent inappropriate relationships from forming. Informal buddy activities and interactions often take place in the playground. Staff on playground duty monitor and assist with playground issues.



Buddy classes are negotiated at the start of the year by class teachers, with the involvement of the appropriate team leaders (Year supervisors). The final buddy class list will be approved at a school management meeting. The buddy classes remain together for the duration of the year.

When there is an odd number of classes in the school an arrangement can be made to accommodate this (eg: for three classes to be buddies or for a class to have two buddy classes for different activities). The appropriate class teachers and team leaders will facilitate this process.

### **Support and Mentoring:**

It is expected that all students receive support in fulfilling their leadership roles in the school.

- A Deputy Principal will support the Ministers with their roles and responsibilities, especially in the area of assemblies.
- The Prime Minister, Deputy Prime-Minister and Ministers will also have a staff member as a mentor, who will be nominated annually by the Principal or delegate
- The Sports Coordinator/s, PDHPE Panel members, Sustainability Coordinator/s and/or House Patrons will assist House Captains and House Vice Captains in fulfilling their roles.
- Designated staff will support the Music, Chess and Debating Captains in fulfilling their roles.
- The IT Coordinator/s and IT Panel members will support the IT Team members in fulfilling their roles.
- The teacher librarian/s will support the Library Monitors in fulfilling their roles.
- Designated staff and class teachers will support the PRC members in fulfilling their roles.
- Class teachers will support students in fulfilling their roles as student leaders within their own class.
- Class teachers will support students in fulfilling their roles as buddies.