



ELTHAM HIGH SCHOOL

POLICY DOCUMENT

Celebrating a Culture of Student Leadership

Introduction

At Eltham High School a learning culture exists where each person feels safe to be themselves, is challenged to think critically, works in teams, embrace opportunities, demonstrate leadership and achieve success along many pathways. Our approach to student leadership embodies this learning culture. While we have formal leadership opportunities, our intent is to equip all students with the skills to engage with the opportunities for demonstrating and developing leadership capabilities both at school and in the wider community.

Our school values - the Pursuit of Excellence, Individuality, Creativity, Social and Environmental Responsibility, Respect for Diversity and Integrity, together with the school motto "Deeds Count" underpin this culture.

Student voice is strongly encouraged and is consistently sought by school decision making bodies, demonstrating the importance of active student participation in the decision making processes.

Philosophy

We view leadership as an aspirational goal for all members of our community. We value leadership that is anchored in moral courage and purpose. At EHS this is defined as students engaging in leadership behaviour that is self-directed and accountable; where students are able to accept the challenge, think critically and lead in many situations. This means that our hope is for students to show leadership through their learning, their engagement with their peers and teachers, and with the broader community.

The development of leadership skills enables our students now and in their future, to be confident, meaningful contributors and leaders of communities. We further believe that when students engage in leadership activities their connectedness to school is enhanced and thus their learning outcomes improve. Leadership opportunities can also be the key to positive relationships within the community.

Policy Statement

Eltham High School will provide a range of opportunities for all students to demonstrate their leadership capacity in a variety of contexts. Formal and informal leadership is highlighted within the school by:

- Encouraging students to accept the opportunities that come their way.
- Creating and promoting a culture of active citizenship, resulting in high calibre leaders.
- Recognising and acknowledging those students who show leadership.

Guidelines for implementing the policy

Student leadership is embedded in all aspects of school life; within the curriculum at every year level; through the extra-curricular opportunities that are available; by recognising the role of student voice across a variety of committees; and through the formal and informal leadership roles provided to students.

Pillars of student leadership

Student participation and voice	Curriculum that encourages leadership and promotes engagement with the school values	Diverse opportunities to represent the school	Training in leadership capabilities	Valuing leadership and celebration of student achievement
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Student participation and voice

The term student voice describes how students give their input to what happens within the school and classroom. Our desire is for students to know that their expertise, opinions and ideas are valued in all aspects of school life. Student voice permeates all levels of our work together, from students participating in small group classroom conversations to students partnering in curriculum design or establishing school norms and policy. Students are represented on several consultative bodies including the Principal's Advisory Group and School Council. Students are the MCs at assemblies and other whole school events. Students are also consulted on major changes in school direction and have a role on committees discussing these changes.

Curriculum that encourages leadership and promotes engagement with the school values

At Eltham High School the Deeds That Count are embedded into the curriculum in many ways. This serves to develop leaders who have a strong moral purpose. Some notable examples include personal development in Involve and Tutorial, VCAL volunteering at the elderly citizen's home and Men's Shed, Tournament of the Minds, school camps, Inter Science, Hands on HEADSSS and the Duke of Edinburgh elective.

Diverse opportunities to represent the school

Every student will be granted opportunities to represent the school in a broad range of activities. These opportunities will be primarily communicated via COMPASS and the school newsletter. Students will then be able to nominate themselves or their peers or will be sought out by school staff / teaching staff to participate in these activities which include but are not limited to: BrainSTEM; Tournament of the Minds; The University of Melbourne – Girls Power in STEMM; USB Young Women's Leadership Program; National Youth Science Forum; music program; drama program; volleyball program; inter-school sport; house sports; VET Hospitality Catering and Service; various youth summits and forums; VCAL community work; ICT and maintenance leaders ; work experience; community / volunteer work; Nillumbik Reconciliation Group; ANZAC Day ceremony; Alpine School for Student Leadership; Gurrumala camps; Space Camp; Rock to Reef/Top; World Challenge; Duke of Edinburgh; student exchanges.

Training in leadership capabilities

We recognise the value of equipping our young leaders with the tools to achieve success. Training opportunities provided to students include but are not limited to: Peer Mentor training; Peer Helper training; careers training; leadership conferences and the Alpine School for Student Leadership.

Students with defined leadership roles will also be provided with leadership training at the start of the school year. Specific opportunities will be sought to meet specific needs and requests.

Valuing leadership and celebration of student achievement

This is essential in helping students to generate their belief in their own self-worth. Student achievement can be recognised as occurring either in the classroom, in the school community or in the broader community. Student achievement will be recognised and celebrated in a variety of ways.

Defined Leadership roles

School Leaders (Year 12)

The School Leaders are first and foremost representatives of the school community. This involves their participation and leadership at a range of school events, actively demonstrating the school values and role modelling these to the rest of the school. They are expected to run formal meetings of the whole school Student Leadership Team.

House Leaders (Senior School and Middle School)

The House Leaders take a lead role in organising and leading house based school events. This includes promoting and encouraging student participation in sporting and social/cultural events, organising sub school assemblies

Selection of Candidates

School Leaders and Senior House Leaders will be elected through the processes established at Senior School – nomination and application, followed by interview by a panel.

Middle School leaders will be nominated by the sub-school and staff making recommendations. Students will then be required to submit a written application.

BASIS OF DISCRETION

The School Council has responsibility for the establishment, evaluation and review of school policies. The School Principal has the responsibility to ensure that school policies are implemented effectively.

Minor changes to the policy (changes that will not affect the spirit of the policy) may be made at the discretion of the Principal.

The Policy Review and Evaluation process will recommend any major changes to the policy to School Council.

RELATED POLICIES

REVIEW

This policy should be reviewed every 3 years.

Date Endorsed: 19/ 10 / 2016

Executive Officer

Eltham High School Council

Consultation Process and working Party Information:

This policy was written by:

Christine Andrews & Fran Mullins

Consultation has taken place with the relevant group(s) in the following list:

Group	Consultation ✓
School Operations Committee	
Staff (selected based on role)	✓
Students (randomly selected group)	✓
Parents (randomly selected group)	
Members of the Community	
Other (where relevant please specify)	
Planning and Policy Review Team of Council (Mandatory)	✓
School Council (Mandatory)	✓

