



West End State School

Student Leadership Guidelines 2026-2029

Vision: Empower generations to create a positive and lasting impact on our world.

Mission: Empower every child to lead their own learning by cultivating self-regulation, kindness, responsibility and respect. Anchored in our school values, we will create a deep sense of belonging and nurture each child to love learning and excel in both learning and life.

Aligned with
WESS Mission and Vision
WESS Student Code of Conduct

Document History	Date	Reviewed by	Due for Review
Version 2.0	10/06/2015	West End State School Council	2018, or as required
Version 3.0	7/12/2021	Leadership Team Representative/ School Council Working Party	2025
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Goal

 Vision	Empower generations to create a positive and lasting impact on our world.
 Mission	Empower every child to lead their own learning by cultivating self-regulation, kindness, responsibility and respect. Anchored in our school values, we will create a deep sense of belonging and nurture each child to love learning and excel in both learning and life.

The West End State School (WESS) school expectations of **Ready, Kind and Safe**, together with our five core values of **Community, Compassion, Creativity, Confidence and Challenge**, underpin the school's vision and mission.

The Student Leadership Framework provides students at West End State School with purposeful opportunities to develop, practise and demonstrate leadership through service, responsibility and active contribution to the school community. It sets clear expectations for student leadership, provides transparent selection and election processes, and promotes a culture of service, collaboration and positive contribution. The framework helps students understand that leadership is not defined by a title or badge, but demonstrated through consistent actions, responsible choices, respectful relationships and an active commitment to the WESS vision, mission, values and expectations.

At WESS, leadership is intentionally developed through explicit teaching, guided practice, reflection and active participation in school life. All Year 6 students are encouraged to see themselves as leaders, whether they hold a formal position or not. Students appointed to formal leadership roles are expected to model exemplary behaviour, learning and service, and to use their role to strengthen belonging, and positively influence the school community.

Scope

This Student Leadership Policy and Procedure applies to all West End State School students and staff involved in student leadership development, nomination, selection, election, induction, mentoring and review. It also provides parents and carers and the broader WESS community with a clear understanding of the expectations, processes and responsibilities associated with student leadership.

Student leaders at WESS are expected to uphold the school's vision, mission, values and expectations through their daily conduct. This includes the following responsibilities:

- Support high expectations for learning and behaviour within the school.
- Act as positive role models for other students.
- Mentor younger or new students and their peers.
- Promote the WESS vision and values among all students.
- Encourage students to participate actively in school life.
- Empower students to take ownership of their learning and actions.
- Foster a positive and collaborative school culture.
- Contribute to building community through student-led initiatives, including the work of the Student Council.

Leadership Expectations

Student leaders at West End State School are trusted representatives of the school. They are expected to act with integrity, demonstrate the WESS expectations of Ready, Kind and Safe, and consistently model the values of Community, Compassion, Creativity, Confidence and Challenge. These expectations apply during learning time, break times, school events, excursions, camps, representative opportunities and when interacting with the wider community.

Student Code of Conduct

Student leaders are expected to actively support the school community in maintaining high expectations for learning, behaviour, safety and belonging. They must comply with the Student Code of Conduct and demonstrate positive leadership through the way they speak, act, participate and respond to challenges.

All student leaders are expected to:

1. **Show pride in themselves, their class, and their school** by following the school's "Student Code of Conduct" and embrace the expectations of being "Ready, Kind, and Safe" by displaying self-discipline, responsibility and a strong work ethic, while collaborating with teachers and staff to foster a positive and safe learning environment.
2. **Promote a safe and welcoming environment** where everyone feels they belong by prioritising the health, safety and well-being of the school community, rejecting bullying, harassment, intimidation and discrimination, nurturing a culture of love, joy, responsibility and respect.
3. **Take ownership of their personal growth and learning** by setting goals, participating fully, staying focused, seeking feedback and reflecting on their progress in order to improve and succeed.
4. **Demonstrate resilience and a growth mindset** by embracing challenges, learning from mistakes, and persevering, even when things are difficult.
5. **Always do their best and support their classmates** by sharing ideas, encouraging progress, and contributing to a helpful and positive environment for everyone to learn and grow.
6. **Take responsibility for their actions** by admitting mistakes, apologising when necessary, and working with staff and fellow students to resolve conflicts.
7. **Express themselves effectively and respectfully** by communicating their ideas clearly in writing, speaking, and through digital tools, ensuring others can easily understand their thoughts and ideas.

Leadership Roles and Responsibilities

Role	Core Responsibilities	Staff Support and Oversight
School Captains (4)	- Attend, lead and participate in school events and activities - Be an active and driving member of the student leadership team - Conduct tours of the school for special guests - Attend and represent the school at extra-curricular events e.g. ANZAC ceremony, concerts, award nights - Oversee student projects i.e. Y6 Legacy Project, Graduation	Student Leadership Teaching Lead
Prefects (8)	- Attend, lead and participate in school events and activities - Be an active and driving member of the student leadership team - Attend and represent the school at extra-curricular events e.g. ANZAC ceremony, concerts, award nights (as support / alternatives for School Captains) - Oversee student projects – Work together to decide on the priorities for the year and design projects to support – for example, Environment Project. - Flexible Leadership roles to help school initiatives.	Student Leadership Teaching Lead
House Captains (8)	- Attend and participate in school events and activities - Be an active member of the student leadership team - Assist with organising and running the sports carnivals, along side Sports Captain - Organise and participate in House cheerleading and war cry practices - Encourage and promote participation in house events (Cross Country, Athletics Carnival, Swimming Carnival, other House based initiatives) - Work with Teaching staff to look for additional ways to uplift house spirit in all aspects of WESS life - Participate in Interschool sport	WESS HPE Teaching Staff
First Nations Ambassador (1)	- Attend and participate in school events and activities - Be an active member of the student leadership team - Help organise activities to embed our Reconciliation Action Plan (RAP) - Help First Nations Teaching Lead co-ordinate the Deadly Club activities and build awareness of the club within the school - Help organise first nations events (i.e. NAIDOC Week)	- First Nations Teaching Lead - WESS Invited Elders
Shared Accountabilities of all Student Leaders		
- Role model school values and school code of conduct - Be good ambassadors for the school - Organise and lead assemblies - Owning initiatives and mini projects - Organise and execute the flag roster - Organise and participate in wellbeing initiatives - Promote school messages on assemblies - Chair and facilitate student leadership meetings (via roster) - Help organise school events		

Year 6

The Year 6 Student Leadership Team meets regularly to plan, review and contribute to school life. Meetings provide structured opportunities for student leaders to share ideas, coordinate events, strengthen student voice, reflect on their leadership practice and build the capabilities required to serve the school community effectively.

Meetings are supervised by a teacher and/or Deputy Principal. Student leaders are expected to attend meetings, participate respectfully, complete agreed actions and seek support when required.

Leadership Conference

Early in the school year, student leaders may be invited to attend a leadership conference selected by the principal. The purpose of this opportunity is to build leadership knowledge, confidence and practical skills through presentations, workshops and activities that connect directly to students' roles at WESS.

Year 5

Involvement in the School Community

Aspiring student leaders are expected to participate actively and responsibly in school life before nominating for a formal leadership role. This may include involvement in interschool sport, music programs, fundraising, lunchtime programs, mathematics challenges, library monitoring, environmental initiatives, assembly support, art room assistance, buddy programs or other school service opportunities.

Student Leadership Eligibility Matrix

	Successfully completed Leadership passport	Consistently displays acceptable and responsible behaviour	Actively and responsibly participates in school community	Displays characteristics of an effective leader in line with WESS values	Communicates effectively with all members of the school community
School Captain (4)					
Prefects (8)					
First Nations Ambassador (1)					
House Captain (2 per House)					
Student Councillor (Y6 x 4; Y5 x 4; Y4 x 4)					

Leadership Development

Refer to *Appendix 1 - Leadership Development Timeline*.

All students at WESS are encouraged to develop leadership skills through learning, service, responsibility and reflection. The Student Leadership Passport supports Year 5 students to record evidence of their growth and readiness for formal leadership. It recognises sustained effort across behaviour, participation, communication and service to the school community.

- Students are encouraged to put their name forward for the leadership roles and if interested will be given a leadership passport to complete throughout Terms 1-3.
- At various times there will be year level meetings with all students to discuss the expectations of the Leadership Program and how they might achieve the required level of participation.
- Students will have the opportunity to demonstrate leadership by taking on volunteer roles such as library monitors, buddy helpers, clear recycle bins, art room helpers, community crusaders etc.
- During the Year 5 academic year, students will have multiple opportunities to speak in front of their classmates.
- Students in Year 5 will participate in explicit leadership learning opportunities within their classroom.
- Elected Year 5 student leaders for the following school year will participate in a “handover” with the Year 6 student leaders of the current school year during Term 4.

Preselection, Nomination and Election Processes

Pre-Selection

Student Leadership Passport

The WESS Student Leadership Passport records each student’s leadership development and readiness for formal leadership. The passport is available to all Year 5 students. Students must successfully complete the passport by the end of Term 3 in Year 5 to be eligible to nominate for formal leadership positions, including School Captain, Prefect, House Captain and First Nations Ambassador. Reasonable adjustments and special consideration will be provided for students who enrol during the year to ensure fair access to the leadership process.

The Leadership Passport includes three required sections:

- Behaviour
- Involvement in the School Community
- Leadership

Refer to *Appendix 2 - Student Leadership Passport*.

Behaviour

Behaviour evidence is collected each term from staff who work directly with the student, including classroom teachers and specialist teachers. This evidence helps determine whether the student has consistently demonstrated the WESS expectations and the standards required of a student leader.

Green	Acceptable Behaviour all of the time
Yellow	Acceptable Behaviour most of the time
Red	Unacceptable Behaviour

<i>All Green</i>	Can nominate for Leadership Position
<i>19 Green and the rest Yellow</i>	Can nominate for Leadership Position
<i>< 19 Green and the rest Yellow</i>	Meeting with Teacher to discuss eligibility
<i>Any Red</i>	Meeting with Teacher to discuss eligibility
<i>No Green</i>	Unable to nominate for Leadership Position
<i>>4 Red</i>	Unable to nominate for Leadership Position

Leadership

Aspiring leaders must demonstrate the characteristics of effective leadership in ways that align with the WESS vision, mission, values and expectations. Evidence may include consistent behaviour, positive influence, service to others, problem solving, respectful communication, resilience and contribution to the school community.

- Shows **Compassion** towards others
- Displays **Creativity** in problem solving
- Accepts **Challenges** and shows resilience
- Demonstrates **Confidence**
- Contributes to the WESS **Community**

Communication

The Aspiring Leader has communicated effectively with all members of the school community by:

- Leading participation at events
- Communicating messages or ideas effectively in a number of settings
- Listening to others.

Nomination Process

Students who successfully complete the Leadership Passport by the end of Term 3 and meet the required criteria may nominate for formal leadership positions. Students nominate for the specific roles they wish to be considered for and must understand the responsibilities attached to each role.

A review panel of selected WESS staff will assess nominations against the stated eligibility criteria. Only nominations that meet the required criteria will progress to the next stage of the selection process. The outcome of the nomination review will be recorded in each student's Leadership Passport.

Elections

Student Leadership Election Procedures:

- **School Captains**
- **Prefects**

In early Term 4, students who have successfully completed their Leadership Passport and nominated for School Captain or Prefect will participate in a small-group panel interview.

The panel will include two teachers, one P&C representative and one Deputy Principal. The panel will

consider each student's Leadership Passport, interview responses and demonstrated readiness for leadership to determine a shortlist of approximately 20 nominees who will present speeches to their peers. Shortlisted students will be provided with one week at school to prepare their speeches. After speeches are presented to the Year 5 cohort, voting will occur. Year 5 students and staff will select their top three candidates. Votes will be collected and tallied electronically.

Votes will be collected and tallied electronically.

- **House Captains**

In early Term 4, House Captain nominees will prepare a poster outlining why they would make an effective House Captain. Posters will be displayed on the relevant House noticeboard for one week. Year 4 and Year 5 students will then gather in House groups for the election. Nominees will lead a House war cry before voting takes place. Students will select one candidate when voting.

- **First Nations Ambassador**

First Nations Ambassador nominees will present a 1 to 2-minute speech at Deadly Club in early Term 4. Deadly Club participants will select one candidate when voting.

Elected Student Leader Announcement

Future student leaders will be announced at the mid-Term 4 assembly by the current student leaders.

Student Council roles and responsibilities

The Student Council's mantra is "create community". Student Councillors enact this by:

- Representing student voice by sharing ideas and feedback from their classes.
- Helping to "create community" by supporting inclusive, welcoming and positive school initiatives.
- Assist at school events and contribute to organising and promoting special days and celebrations.
- Supporting fundraising activities through planning, promotion and participation.
- Communicating important messages to peers and encourage involvement across the school.

Student Council Member Elections

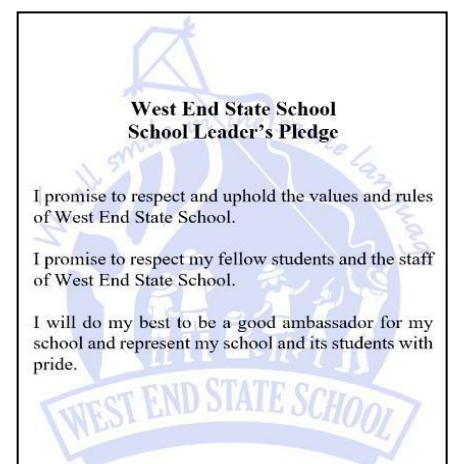
In Week 2 of the new school year, students in Years 4–6 may nominate for Student Council by presenting a short speech to their class. Each class votes for one nominee to progress to the year-level election. Class nominees then present their speeches to their cohort. Students in Years 4 – 6 vote for two candidates from their year level. Four Student Councillors are elected from each year level in Years 4 – 6.

Elected Student Council Announcement

Student Councillors are announced to their year levels in Term 1, Week 3.

Student Leader Induction

The Student Leader Induction Ceremony is conducted in early Term 1. The ceremony formally acknowledges student leaders, communicates expectations to the school community and confirms each leader's commitment to their role.



Procedure:

- Welcome and speeches
- Student leader presented with their badge
- Sign the pledge
- Parent/Carers countersign the pledge
- The Student Leadership Team, led by the School Captains make their pledge verbally to the school community
- The pledges are photocopied and returned to the students.

Consequences and procedures for inability to perform leadership duties successfully

If a student leader is not meeting the expectations of their role, the school will respond through a supportive and staged process. The student will meet with relevant staff and, where appropriate, their parents/carers to review concerns, clarify expectations and develop an improvement plan. The plan will identify the required behaviours or actions, support strategies, timeframes for improvement and possible consequences if expectations are not met. Consequences may include additional mentoring, temporary suspension from duties, further review meetings or removal from the leadership role. In serious or ongoing circumstances the principal may remove a student from a leadership position.

Staff Responsibilities

- Ongoing Mentoring – Year 6 Teachers and Deputy Principal
- Year 5 Leadership Education Program – Year 5 Teachers
- Leadership Induction – Deputy Principal

Related Policies and Procedures

- WESS Strategic Plan
- Student Code of Conduct
- Student Leadership Passport

Guidelines review

This Student Leadership Policy and Procedure will be reviewed every four years, or earlier if required due to changes in school priorities, Department of Education requirements, student leadership structures or operational need.

Principal:

Tony Maksoud

Signature:  Date: 24 / 02 / 26

School Council Chair:

Emma Heard

Signature:  Date: 20/07/2026

Appendix 1 - Leadership Development Timeline

Student Leadership Timeline Year 5 – Year 6	
Year 5 Term 1 Week 3	Student leadership process introduced to parents at the Year 5 Information Evening
Week 5	Students' introduction to the Passport and Process
Weeks 5 - 8	Passport progress check-in. Students volunteer to assist school community.
Weeks 9 – 10	Students collect necessary data for their Leadership Passport demonstrating involvement in the school community.
Term 2 Week 1-8	Passport progress check-in. Students volunteer to assist school community.
Weeks 9 – 10	Students collect necessary data for their Leadership Passport demonstrating involvement in the school community.
Term 3 Week 1-8	Passport progress check-in. Students volunteer to assist school community.
Weeks 9 – 10	Students collect necessary data for their Leadership Passport demonstrating involvement in the school community. Student passport completed and finalised. Students consult with Teachers and Parents and apply for Leadership Roles (ensuring they have met the criteria as described in the Leadership Passport).
Term 4 Weeks 1 – 2	Selected WESS staff consider applications, check they meet requirements and accept or decline applications. Small group panel interviews are announced for all School Captain and Prefect nominees.
Week 3	Small group panel interviews are conducted for all School Captain and Prefect nominees. Shortlisted nominees are announced at the end of the week. House Captain nominees are provided with their poster template to complete and display.
Week 4	Shortlisted School Captain and Prefect nominees present speech to cohort. House Captain nominees lead war cry in front of their House group. First Nations Ambassador nominees present speech to Deadly Club participants. Votes are cast.
Week 5	Student Leaders are announced at Mid-Term Assembly by current Student Leaders.
Week 6-10	Current Student Leaders complete handover activities with new Student Leaders.
Year 6 Term 1 Week 1-2	Student Councillor election process run in each of the Year 6 classes.
Week 3	Student Councillors are announced.
Week 4	Student Leaders' Induction.

Appendix 2 - Student Leadership Passport

West End State School Vision, Values & Expectations



Student Leadership Passport

Name: _____

Class: _____

Year: _____



WESS Expectations



		 I am READY when I am open and receptive to learning, and take responsibility for helping to create a positive learning environment	 I practice being KIND by caring for myself, others and the environment	 I practice the wellbeing of myself and others by practising SAFE actions both in person and online
Toilets	◊ Respect privacy of others ◊ Take a buddy	◊ Use your area toilets ◊ Return straight to class or eating area ◊ Be in the right place at the right time ◊ One student per cubicle ◊ Keep the area clean ◊ Be water-wise ◊ Report any mess or damage	◊ Ask for permission before leaving the classroom or eating area to visit the bathroom ◊ Take a buddy and remain with your buddy ◊ Wash hands with soap and water ◊ No playing ◊ Use the toilet for its intended purpose ◊ No vandalism	
Learning Spaces	◊ Follow teacher directions ◊ Be on time and ready for learning ◊ Be organised with your belongings ◊ Know and follow routines ◊ Active listening ◊ Take ownership of your learning ◊ Be on task ◊ Phones/Watches off and away ◊ Enter and exit spaces quietly ◊ Be in the right learning space ◊ Do your best until you know better ◊ Follow the School Dress Code	◊ Use kind words with a friendly tone ◊ Use kind actions ◊ Respect everyone's right to learn ◊ Use inside voices ◊ Respect spaces and property ◊ Respect others working and learning in nearby spaces ◊ Uphold online privileges ◊ Ask for consent to take photos ◊ Respect others and follow expectations when interacting in online environments	◊ Keep hands and feet and objects to yourself ◊ Ask permission to leave the learning space ◊ Use SWITCH IN space to self-regulate ◊ Enter and exit rooms in an orderly manner ◊ Enter learning spaces when adult is present ◊ Walk when transitioning ◊ Use equipment correctly ◊ Follow the Information Technology agreement (BYOD) ◊ Uphold online privileges ◊ Be cybersafe	
Eating & Playing Spaces	◊ Sit whilst eating ◊ Wait until you are dismissed by staff ◊ Put on sunscreen ◊ Be in the right playing space ◊ Know the game rules to play fair ◊ Wait for Duty Staff to begin playing ◊ Wear your own hat (No hat, No play)	◊ Follow adult directions ◊ Leave your eating area clean ◊ Return borrowed equipment promptly ◊ Walk around gardens	◊ Running only on oval and tennis courts ◊ No food sharing ◊ Tuckshop – sit if you need more eating time or bought something ◊ Follow the rules* for your play areas ◊ Report unsafe and unkind behaviours to the staff on duty ◊ Non contact games only ◊ Ask an adult for help if you're feeling scared/unsure ◊ Play only during break times ◊ Use SWITCH OUT space to self-regulate	
Community Spaces	◊ Wait for family in agreed area only ◊ Wear your uniform correctly	◊ Leave school promptly ◊ Be mindful of other people within the school grounds ◊ Respect local shops and businesses	◊ No games after school ◊ Go to the Office if family is late for pick up ◊ Walk bikes/scooter on school grounds ◊ Follow crossing supervisor's directions ◊ Follow road and public transport rules	

Photograph

Why do you want to become a leader at WESS?

How are you going to enact our school expectations?

Purpose

The WESS Student Leadership Program provides students with the opportunity to take on the role of a leader and the responsibilities that come with the role. Leadership is developed through many activities and lessons we are involved in not only at school, but in our everyday lives. The WESS Student Leadership Passport recognises the development and accomplishments on the road to becoming a leader and the way in which our students enact our school vision and values.

It is essential at WESS that the Student Leaders demonstrate and reflect through their actions the School's Vision and Values.

Vision

Empowers a Generations to Create a Positive and Lasting Impact on Our World

Values

Compassion

Challenge

Creativity

Community

Confidence

Student leaders must also work through the Year 5 Leadership Program, actively demonstrating leadership learning.

Pre-Selection and Nomination

Leadership Passport

The passport is open to all Year 5 students. Only students who successfully complete the Leadership Passport by the end of Term 3 in Year 5 will be able to nominate for leadership positions.

There are 3 sections of the Leadership Passport that must be successfully completed. These include:

1. Behaviour
2. Involvement in the School Community
3. Leadership

1. Behaviour

Students receive a colour coded mark and signature each term from the *teachers* they are directly involved with.

Acceptable Behaviour All of the Time	Acceptable Behaviour Most of the Time	Unacceptable Behaviour
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Aspiring Leaders have consistently displayed acceptable and responsible behaviour,
Following “The West End Way” and setting a good example.

	Term 1	Term 2	Term 3
Class Teacher			
H.P.E. Teacher			
Music Teacher			
Language Teacher			
Sport Teacher			
Arts Teacher			
Religion Supervising Teacher			

Minimum requirement is (90%) green marks and signatures or a pro-rata amount if a new student throughout the year. Receiving a yellow does not mean you will not be eligible to nominate for a leadership position. However, it is important that there is enough evidence to show consistency in demonstrating positive behaviours over the course of the year.

2. Involvement in the School Community throughout the year (At least 1 per term)

Aspiring Leaders have actively and responsibly participated in extra-curricular activities. These may include fund-raising, library monitors, environment club, assembly set up, art room helpers at lunchtime, other lunch time programs, student support, classroom support for buddy classes. *Completed by a responsible adult.*

Activity	Comment (if needed)	Signature
Term 1		
Term 2		
Term 3		

3. Leadership

The Aspiring Leader shows they have displayed the characteristics of an effective leader in line with WESS Vision, Values and Expectations. From the list of criteria below, choose three and explain how you have demonstrated each of them through your actions and behaviour in daily school life.

Criteria	Date	Signature
Shows Compassion towards others		
Displays Creativity in problem solving		
Accepts Challenges and shows resilience		
Demonstrates Confidence		
Contributes to the WESS Community		

1.

2.

3.

Verification of completion of the Student Leadership Passport

Application for the following Leadership Roles

Please number the roles below in order of preference. If you do not want to apply for a specific role, leave the box next to it blank.

	School Captain		Prefect		House Captain		First Nations Ambassador
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Student Signature: _____

Parent/Carer Signature: _____

Class Teacher Signature: _____

SCHOOL USE ONLY:

Application Approval Yes / No

Position/s Application is accepted for:

	School Captain		Prefect		House Captain		First Nations Ambassador
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Deputy Principal Signature: _____



The West End Way



Our Vision

Empower generations to create a positive and lasting impact on our world.

Our Mission

Empower every child to lead their own learning by cultivating self-regulated, kindness, responsibility and respect. Anchored in our school values, we create a deep sense of belonging and nurture each child to love learning and excel in both learning and life.

Our Values



Creativity



Confidence



Challenge



Compassion



Community

Our Expectations



READY

I am **READY** when I am open and receptive to learning, and take responsibility for helping to create a positive learning environment.



KIND

I prioritise being **KIND** by caring for myself, others and the environment.



SAFE

I prioritise the wellbeing of myself and others by practising **SAFE** actions both in person and online.

We All Smile in the Same Language