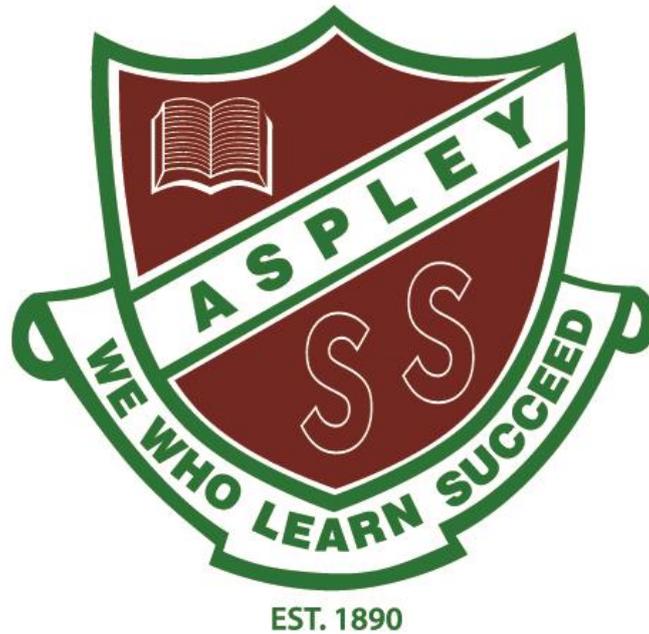


# Aspley State School



## Camps & Leadership Procedures

**UPDATED SEPTEMBER 2014**

# Our Shared Vision:

## We who learn succeed

At Aspley State School, our school community strives to achieve **quality outcomes** through building **quality relationships**, developing students who are responsible, caring and **self-managed**.

The intent is that this vision applies equally to all members of the school community and in all activities.

## Statement of Purpose

### Aspley State School aims to:

- Provide leadership and guidance to support the development of effective self-management skills, through the choice of safe, responsible and caring ways of meeting personal needs
- Provide an environment in which learning, cooperation, self-esteem and success are valued and encouraged, thus enabling all Queensland students to become active citizens in a learning society – Great State, Great Opportunities.

## Values and Beliefs

### Aspley State School is committed to:

- **STUDENTS** – Is what I am doing promoting the best interests of students?
- **QUALITY** – Is it the very best I can do?
- **ACCOUNTABILITY** – Am I prepared to accept personal accountability for this?

The following concepts serve as guiding principles for the values and beliefs identified above:

- Personal accountability
- Every child can succeed
- Quality relationships
- Life-long learning
- Shared responsibility
- A safe, caring and supportive environment

## Student Exit Statements

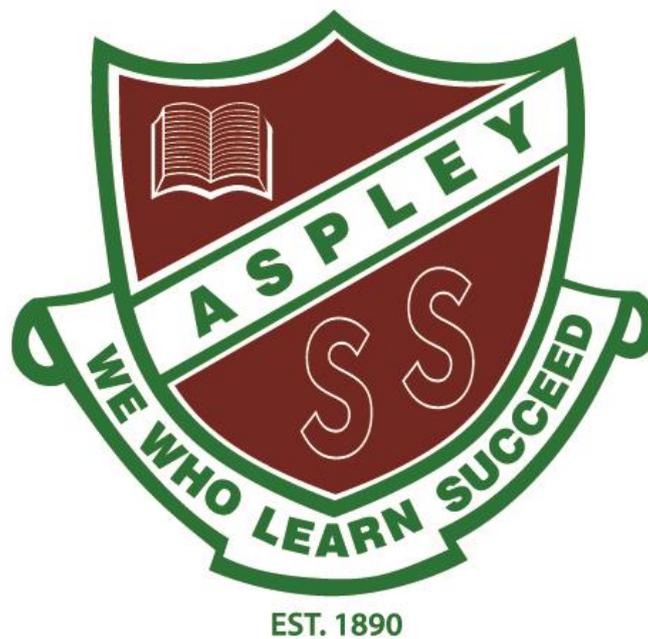
Students at Aspley State School will strive to achieve the following outcomes. It is intended that these outcomes provide an orientation for the planning, delivery and assessment of learning programs and in all activities.

These outcomes will be explicitly taught and implicitly reinforced throughout the delivery of the enacted curriculum.

### The Aspley State School Exit Statements are:

Self-managed <b>Individual</b>	<ul style="list-style-type: none"> <li>• <b>Self identifies</b> positively and realistically</li> <li>• <b>Considers</b> own learning style, strengths and limitations</li> <li>• <b>Commits</b> to personal excellence</li> <li>• <b>Demonstrates</b> personal life-skills reflecting values</li> <li>• <b>Evaluates</b> own behaviour and plans accordingly</li> <li>• <b>Manages</b> self appropriately in varying contexts</li> </ul>
Resourceful & creative <b>Thinker</b>	<ul style="list-style-type: none"> <li>• <b>Inquires and investigates</b></li> <li>• <b>Analyses and interprets</b> information</li> <li>• <b>Problem-solves and synthesises</b> data to make informed decisions</li> <li>• <b>Justifies and validates</b> conclusions</li> <li>• <b>Records and documents</b> processes</li> </ul>
Effective <b>Communicator</b>	<ul style="list-style-type: none"> <li>• <b>Chooses</b> appropriate modes for purpose and audience</li> <li>• <b>Comprehends</b> a range of written, spoken and visual information</li> <li>• <b>Communicates</b> using appropriate mode and style</li> <li>• <b>Responds</b> to audience needs</li> <li>• <b>Reflects</b> on the effectiveness of communication</li> </ul>
Quality <b>Producer</b>	<ul style="list-style-type: none"> <li>• <b>Operates effectively</b> as an individual or group member</li> <li>• <b>Investigates and analyses</b></li> <li>• <b>Plans</b> to achieve goals</li> <li>• <b>Selects and utilises</b> appropriate resources</li> <li>• <b>Creates quality</b> products or performances</li> <li>• <b>Evaluates</b> processes</li> </ul>
Active, responsible <b>Group Member</b>	<ul style="list-style-type: none"> <li>• <b>Collaborates</b> with others to achieve outcomes</li> <li>• <b>Organises and plans</b></li> <li>• <b>Listens actively</b> for understanding, in order to participate effectively</li> <li>• <b>Engages meaningfully</b></li> <li>• <b>Empathises</b> with others' points of view and opinions</li> <li>• <b>Reflects</b> on personal and group effectiveness</li> </ul>

# Section One



## Camps: *The Aspley Way*

## **Rationale:**

Aspley State School's Year level Camping Program provides an extension of the classroom learning environment. Our camps have both a curriculum, cultural, environmental and outdoor emphasis and are an important aspect of the educational programs offered at our school.

## **Aims:**

- To provide the students with the opportunity to participate in a sequential and scaffolded camping program offering a broad range of educational, personal and social learning experiences.
- To develop year level cohort relationships and partnerships.
- To reinforce and extend classroom learning.
- To provide a program to develop lifelong leadership and collaborative skills.
- To provide a program that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance.
- To develop deeper and stronger professional relationships that benefit the understanding, appreciation and respect between staff and students in order to further personalise learning opportunities.

## **Included Year Levels:**

1. A camp is defined as an activity designed by the year level that involves at least one night's accommodation.
2. Venues may change due to accessibility and other organisational considerations. Year level staff make the final judgements and arrangements in relation to venues. Durations and calendar dates are in negotiation with the Principal.
3. The program will be developed sequentially throughout Year 3 to 6
  - i. Year 3 – One night on school site sleepover.
  - ii. Year 4 – Two night external site
  - iii. Year 5 – Two night external site (different and preferably a contrast to the Year 4 camp)
  - iv. Year 6 – Four or Five night depending on flight availability.
4. The Year level staff will ensure that all venues for school camps provide a range of activities in contrast to each other and or extend from that of previous camps.

## Proposed 2015 Program by Year Level:

Year Level	Time of Year	Camp Venues	Duration	Approx. Cost
Year 3	Term 3	Aspley State School	1 night	>\$20
Year 4	Term 1	Alexandra Headlands	2 night	\$250
Year 5	Term 1	Tyalgum Ridge	2 night	\$300
Year 6	Term 2	Canberra	4 – 5 night	\$950

## Financial Implications and Subsidies:

1. School Camps are a compulsory part of the year level curriculum. As such, attendance by students at Camps is expected.
2. Aspley State School subsidises the cost of all the Year 3-6 camps from income generated from the Holt Gym lease arrangement at a differentiated rate per Year Level. This is designed to reduce the financial implications for our families.
3. The differentiated rates for 2015 are: 50% of Funds to Year 6; 20% to Years 5 & 4; 10% to Year 3.
4. Students will not be excluded from camps simply for financial reasons. Parents experiencing financial difficulty will be invited to discuss their individual situation with the Principal.
5. Alternative payment arrangements can be made by the Principal on a case-by-case basis.
6. All families will be given sufficient time to make part payments for individual camps.

## Expectations of Aspley State School staff:

- There is an expectation that staff involved with Years 3-6 in 2015 will actively participate in the camping program and understand that obligation in selecting that year level as part of their expression of preference.
- If unable to participate in the Camp program in any capacity, staff are expected to discuss the reason for this and negotiate alternative arrangements with their immediate supervisor.
- All staff from the Year Level are required to participate in the planning, organisation and preparation of each Camp activity as well as any pre and post student learning activities.
- Staff follow an agreed practice of communicating any learner participation concerns with their supervisor prior to discussing these with the parent/s and/ or student/s concerned.

## Learner Participation and Behavioural Expectations:

1. Although the Camps program of Aspley State School is a compulsory activity within the Aspley State School Curriculum, only children who have displayed safe, respectful and responsible behaviour (in line with our School Rules) will be afforded the experience of the camping program. This is done as part of the required risk management procedures.
2. In the event that a child is in danger of being excluded from the Camps program due to poor behaviour at school, parents will be notified by their class teacher or a member of the Admin team in the first instance. If the unsatisfactory behaviour continues, following the initial notification of being 'at-risk' of withdrawal, the child may be excluded from the relevant Camp at the sole discretion of the Principal. A flowchart of this process is included below.
3. In the event that a child exhibits behaviour that is considered unacceptable, unsafe or non-compliant during the applicable activity, the Teacher in Charge will consult with the Principal, for a final decision to be made. In the event that the Principal determines that removal is required, parents will be requested to collect their child from the Camp with any costs incurred borne by the child's parent/s.
4. This process has been developed to ensure that as a school we have a consistent and fair process to support students to attend Camp, whilst risk managing students with potential behaviour problems that could pose a risk to themselves or others during the Camps program.

### Behavioural Review Flowchart – Camps program:

#### **Step One:**

Students are reminded at the beginning of the year that whilst Camps are compulsory, it is a privilege to attend – with only students who have displayed safe, respectful and responsible behaviour (in line with our School Rules) will be afforded the experience of the camping program



#### **Step Two:**

Classroom teachers identify students 'at-risk' of jeopardising attendance at Camp due to concerns regarding behaviour. Teachers must discuss their concerns with Administration in a timely fashion.



#### **Step Three:**

Classroom teachers (or Administration) make contact with the parent/s of students 'at-risk' of jeopardising attendance at Camp due to concerns regarding behaviour. Notification is given that unless improvement in key behaviours is demonstrated, their participation may not be approved.



#### **Step Four:**

In the event of further non-compliance to behavioural expectations following the 'at-risk' notification, a final decision will be made by the Principal through a meeting of the School Administration. Parents will be notified of the outcome of this decision within 48 hours.

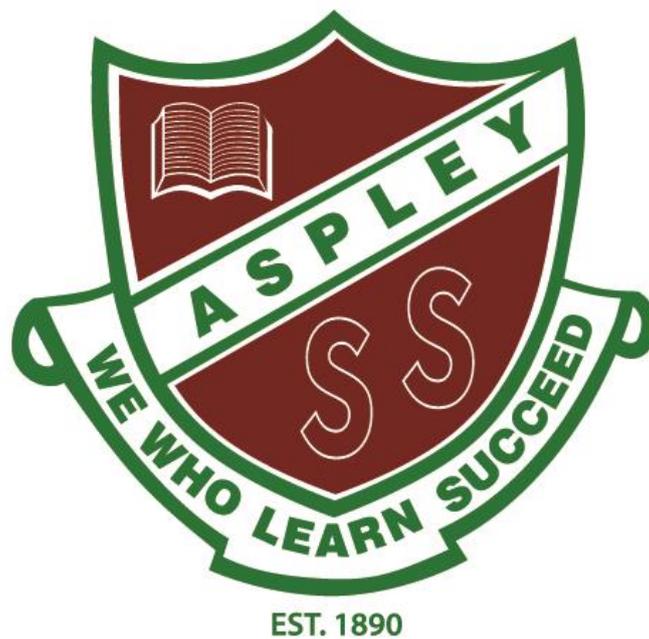
## **Expectations of Parent/s:**

- Advise the school of financial constraints within a timely fashion, and meet with the Principal to develop a payment plan or other strategy as required.
- Complete all required forms in to the level of detail required and return them as outlined.
- Meet payment deadlines for the Camp program – whether via instalments or a one-off payment as determined by the Administration for each activity.
- Be an active participant in the preparation for the Camp, asking for clarification or discussing your concerns with staff regarding your child's attendance or participation in the activity.
- If they are unable to participate in the camps program for any reason, students are expected to attend school during the Camp period and they will be accommodated in another classroom as determined by Administration.

**School Camps have a defined educational purpose.**

**Our staff has the responsibility for the safe, respectful, responsible and active conduct of all learning experiences for students – both on-site or off-site.**

# Section Two



## Leadership: *The Aspley Way*

## **Rationale:**

Aspley State School places high value on our students accessing age-appropriate leadership responsibilities and programs, including explicit training in line with our Aspley Exit Statements.

In order for this to occur, our school has a distinctive and well respected Student Leadership Program. During 2014, our Student Leadership Program underwent a full review to ensure that our students maintained excellence in practise and training.

From 2015, our school has adopted an enhanced Distributed Leadership Model, meaning students have greater access to explicit training, additional responsibilities for each Year Level and additional opportunities for individuals to lead and participate in new activities to strengthen student responsibility, resilience and leadership.

## **Aims:**

The Aims of our Student Leadership program align directly to the Aspley Exit Statements, namely to develop students who are:

- *Self-managed individuals*
- *Resourceful and creative thinkers*
- *Effective communicators*
- *Quality producers*
- *Active and responsible group members*

At Aspley State School, this is best achieved within a Student Leadership context by:

- Providing students with the opportunity to participate in a sequential and scaffolded leadership program
- Offering a broad range of educational, personal and social learning experiences through involvement in leadership programs, both as a participant and/ or team leader.
- Developing specific Year Level cohort responsibilities, projects and partnerships.
- Providing explicit instruction in a range of social skills via Pro-Social Games initiatives.
- Strengthening the concepts of equity, social justice, community service and teamwork
- Promoting self-esteem, resourcefulness, independence, judgement, cooperation, tolerance and reward for effort through participation in leadership activities, roles and responsibility.
- Culminating in Year 6 with eligibility for Senior Leaders, Captain roles and responsibilities.

## **Explicit teaching of leadership strategies:**

At Aspley State School, the explicit teaching of leadership and proactive social skilling is conducted as part of the Pro-Social Games initiative.

Pro-Social Games is based on the following ideologies:

- The Habits of Mind (Costa & Kallick)
- “Play is the way” (Wilson McCaskill)
- “Bounce Back – A wellbeing and resilience program” (McGrath & Noble)

The Pro-Social agenda is focussed on:

- improving students’ social skilling
- building teamwork, trust, resilience and respect
- facilitating activities for use in whole cohort, class or small group sessions
- reflecting on current practise to improve
- making positive, strong choices and decisions
- making clear our expectations and linking student behaviour to our Responsible Behaviour Plan, the Aspley Exit Statements and community expectations
- delivering an issues-focussed, data informed sequence of activities.

Pro-Social Games is developed in partnership between the School Administration and HPE Specialist, with delivery shared between whole cohort and classroom lessons, HPE Specialist and classroom teachers.

In Term 4 of Year 5, explicit leadership training for students will occur in critical preparation for the Senior Leader process. This targeted program will be conducted in-house by staff with experience and expertise in leadership, the Aspley context and our expectations for Senior Leader and Captaincy positions. External agencies may provide additional resourcing as determined, with any cost borne by the school in the first instance.

Once the Student Leadership Executive is elected in Term 1 each year, specialist training will be provided to assist students elected to these positions to best fulfil their role and responsibilities.

## **Student Leadership Executive:**

At Aspley State School, the Student Leadership Executive is comprised of the following groups of students:

- Senior Leaders (Year 6)
- Student Council (comprising all Senior Leaders)
- School Captains
- Sports House Captains (3 Houses, max. 2 Captains per House from Senior Leaders group)
- Music Captains (3 Ensembles, max. 1 Captain per ensemble from Senior Leader group)
- Library Team (max. 2 Captains, from Senior Leader group)
- Tech Crew (max. 2 Captains, from Senior Leader group)
- Hospitality Crew (max. 2 Captains, from Senior Leader group).

Nomination and election to the above positions is dependent upon the student being named as a Senior Leader (refer to the Role Descriptions later in this document).

## **Desirable personal characteristics to develop and demonstrate leadership:**

At Aspley State School, we believe that leadership is not born into students, nor bred.

We believe that leadership traits are developed through a combination of factors - a suite of personality traits, a community service mindset and a drive for success and making an impact.

As a minimum expectation, we expect all students to develop and demonstrate leadership by:

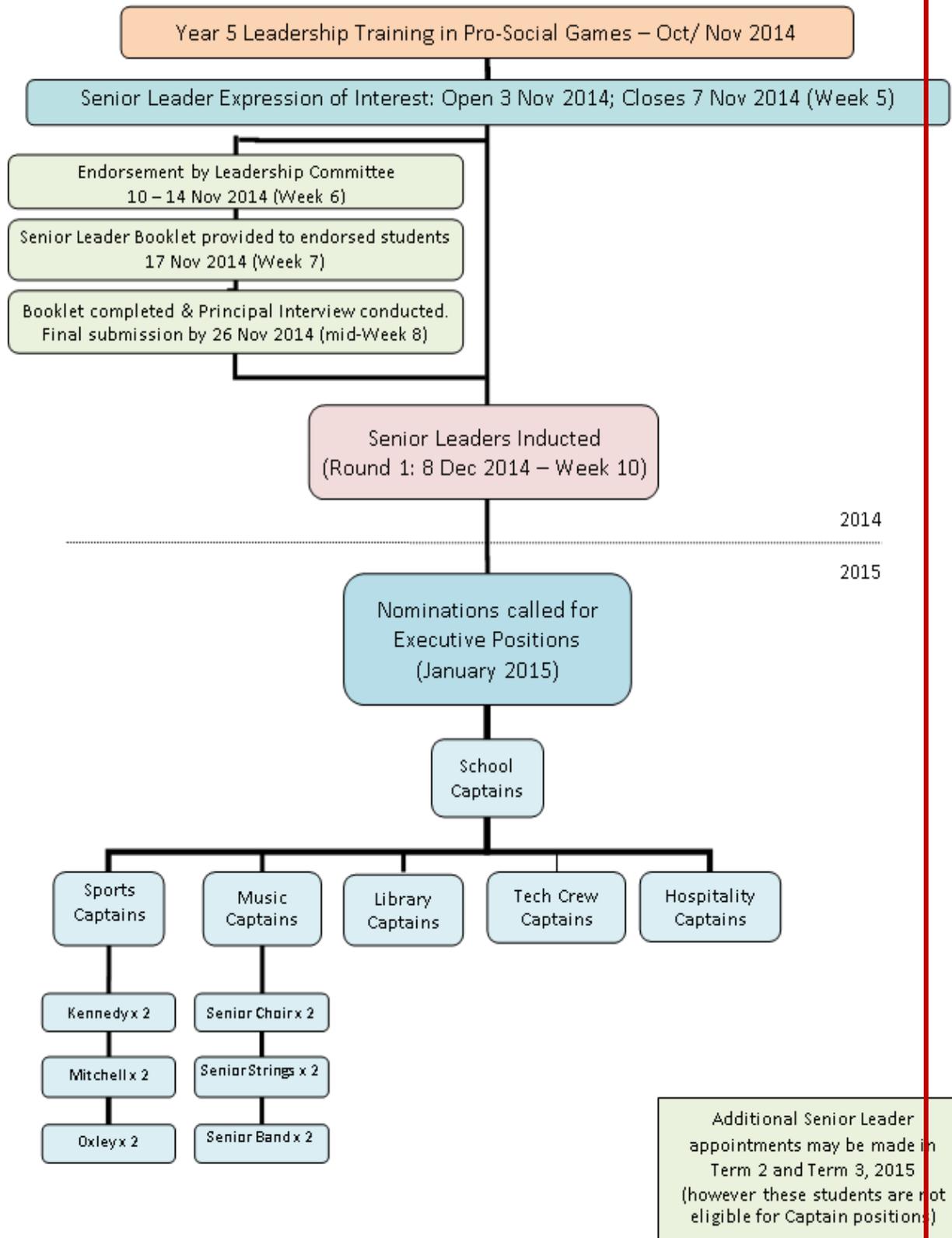
- Being well organised and self-management
- Responsible and reliable
- Being a good role model for younger students to aspire to
- Wearing the school uniform correctly and with pride
- Being prepared to assist in tasks and activities, often without being asked to
- Being willing to be called upon to lead by example and action
- Display kindness, compassion and focus when working with all members of our community
- Be enthusiastic and driven to perform their best
- Devoting personal time – including outside of regular hours and lunch breaks – to others

## Leadership Opportunities by Year Level 2015 - 2018:

The table below shows the distributed leadership model in place for Aspley State School in the years 2015- 2018 (and is subject to change).

Year Level	Leadership Opportunities available					Explicit Training provided		
	Year Level Specific tasks	Available opportunities across Year Levels						
Prep	<ul style="list-style-type: none"> <li>Focus on personal responsibility</li> <li>Transition to school program</li> </ul>	Resource Centre (Library) Team - participation	Tech Crew - Participation	Hospitality Team - participation	Instrumental Music Program participation (some commence from Year 3; some from Year 4)	Interschool / Representative Sport participation (age specifications apply)	Writers Clubs – Participation	Pro-Social Games/ Health Interpersonal Skills and Friendship Training Aspley State School Exit Statements
Year 1	<ul style="list-style-type: none"> <li>Orientation to 'Main School'</li> <li>Year 1 Gardens (near D Block)</li> <li>Class reps to Student Council meeting (as requested)</li> </ul>							Pro-Social Games/ Health Interpersonal Skills and Friendship Training Strategies to foster participation Aspley State School Exit Statements
Year 2	<ul style="list-style-type: none"> <li>Assist with Prep Tuckshop delivery</li> <li>Compere P-2 Easter Concert</li> <li>Class reps to Student Council meeting (as requested)</li> </ul>							Pro-Social Games/ Health Interpersonal Skills and Friendship Training Strategies to foster participation Aspley State School Exit Statements
Year 3	<ul style="list-style-type: none"> <li>School Flags Duty</li> <li>Compere P-3 Christmas Concert</li> <li>Class reps to Student Council meeting (as requested)</li> </ul>							Pro-Social Games/ Health Interpersonal Skills and Friendship Training Strategies to foster participation Year 3 Camp (Overnight, on-site) Aspley State School Exit Statements
Year 4	<ul style="list-style-type: none"> <li>Lost Property Duty</li> <li>Grounds and Garden Duty</li> <li>F Block Gardens</li> <li>Class reps to Student Council meeting (as requested)</li> </ul>							Pro-Social Games/ Health Interpersonal Skills and Friendship Training Peer Mediation Training – Stage 1 Maintaining the Gardens program Year 4 Camp (2 nights, off-site) Aspley State School Exit Statements
Year 5	<ul style="list-style-type: none"> <li>Assist with Tuckshop Duty (delivery and orders)</li> <li>Participate in Captain Ballots</li> <li>Preparation for Year 6 roles and responsibilities</li> <li>Lunchtime activities for Prep</li> <li>Market Garden</li> <li>Class reps to Student Council meeting (as requested)</li> <li>Meet &amp; Greet Duty (as required)</li> </ul>							Pro-Social Games/ Health Leadership Training (Terms 3 and 4) Interpersonal Skills and Friendship Training Aspley Reading Club – mentor training Lunchtime Activities for Prep students Strategies to foster participation Maintaining the Gardens program Peer Mediation Training – Stage 2 Year 5 Camp (2 nights, off-site) Aspley State School Exit Statements
Year 6	<ul style="list-style-type: none"> <li>Senior Leaders</li> <li>Captains – School, House, Music, Library/ Tech/ Hospitality Crews</li> <li>Student Council</li> <li>Lunchtime activities for Year 1 &amp; 2</li> <li>Sports Shed Duty</li> <li>Assist school-based Activities (P-2 Sport, Obstacle Course)</li> <li>Assist school-based Fundraising (charities, Chaplaincy)</li> <li>Out of Bounds monitors</li> <li>Meet &amp; Greet Duty (as required)</li> </ul>	Pro-Social Games/ Health Leadership Experiences Interpersonal Skills and Friendship Training Peer Mediation Implementation Phase Year 6 Camp/ Trip (4-5 nights, off-site) Maintaining the Gardens program Aspley State School Exit Statements						

## Indicative Timelines for Senior Leadership Executive process (Year 6 in 2015 used as an example):



## Role Descriptions for Year 6 (Executive) leadership positions:

Position Title	Eligibility for the Position	Nomination Process	Election Process	Desirable personal characteristics	Specific Requirements and Responsibilities	Accountabilities
<b>Senior Leader</b>  (Student Council Group)	As a Year 5 student, they must have completed the Senior Leader process.	Year 5 students are invited to submit an expression of interest to undertake the Senior Leader process. Nominations by staff are taken from the EOI.	Nominated students who completed the process by the end of Year 5 are then eligible to be nominated for all Captain positions.  Any nominated Year 6 student may also complete the process by the end of Term 1, however are not eligible for Captain positions.	<ul style="list-style-type: none"> <li>* Well organised</li> <li>* Self managed</li> <li>* Responsible</li> <li>* Good role model for younger students to aspire to</li> <li>* Wear their uniform correctly and with pride</li> <li>* Be prepared to assist in tasks and activities</li> <li>* Willingness to be called upon to make announcements.</li> <li>* Kind, compassionate and focussed when working with all students and staff</li> <li>* Enthusiastic and driven to perform their best as a leader</li> <li>* Some commitment to devote personal time to the role – including outside of hours and lunch break.</li> </ul>	<ul style="list-style-type: none"> <li>* Attend Student Council meetings when called.</li> <li>* Operate the Sports Shed at breaks</li> <li>* Take on additional supportive roles as determined by Administration and school staff.</li> <li>* Liaise with assigned classes on a semi regular basis to inform as to what is happening and also receive ideas from them.</li> <li>* Set a good example of behaviour to the group</li> <li>* Set a good example by attending and participating all activities</li> <li>* Be an active role model for all students</li> <li>* Fulfil Senior Leader roles in addition to any other role (Captain, Team member etc)</li> </ul>	<p>Principal, staff, students and community of Aspley State School</p> <p>Specific accountability to the Teacher in charge of Student Council and specialist teachers pertaining to specific positions and tasks.</p>
<b>School Captains</b>	Two Boys and Two Girls from Senior Leaders Group	Nominees are submitted by staff.	Ballot of students in Years 5 and 6 plus all staff.	<p>Senior Leader characteristics plus:</p> <ul style="list-style-type: none"> <li>* Acknowledgement, public speaking and acceptance of the specific School Captain roles and responsibilities</li> </ul>	<p>Senior Leader requirements and responsibilities plus:</p> <ul style="list-style-type: none"> <li>* Chairing School Assemblies</li> <li>* Meeting Dignitaries</li> <li>* Additional opportunities to represent the school</li> </ul>	Principal, staff, students and community of Aspley State School

Position Title	Eligibility for the Position	Nomination Process	Election Process	Desirable personal characteristics	Specific Requirements and Responsibilities	Accountabilities
<b>Sports House Captains</b>	One boy and one girl from Senior Leaders Group	Once named as a Senior Leader, students self-nominate.	Ballot of all candidates in each House. Voted upon by students in Years 5 and 6 plus all staff.	Senior Leader characteristics plus: <ul style="list-style-type: none"> <li>* Willing to be involved in all aspects of the Sports Program</li> <li>* Commitment to participation in sporting activities</li> <li>* Previous high-level involvement in sporting opportunities provided by the school - not just limited to previous participation in extra-curricular sport</li> <li>* Outside of hours work will be required, particularly around attending carnivals, assisting the HPE Teacher in the set-up/ pack-up/ management of major events</li> <li>* Some lunchtimes will be used to develop programs for students in the early years to participate in organised activities</li> </ul>	Senior Leader requirements and responsibilities plus: <ul style="list-style-type: none"> <li>* Attending all school sporting events – P-2 Sports Day, Under 8s Day, Interhouse Carnivals etc</li> <li>* Active School Travel</li> <li>* Assisting the HPE Teacher during major events (carnivals and fundraising activities), by assisting in set-up, equipment, organisation, war cry's and House Duties</li> <li>* Be an active role model for all students</li> <li>* Organise and maintain the Sports Shed for Lunchtime use</li> <li>* Liaise with other Senior Leadership roles to assist in organised physical activities for students in the early years</li> <li>* Assist in operational items for sport including uniform lending/ recovery and assembly messages</li> <li>* Providing a report for Sports Committee Meetings</li> <li>* Promote enthusiasm and participation in the Sports Program at all times</li> <li>* Maintaining a strong working relationship with the HPE teacher and school Administration</li> </ul>	Principal, Sports Committee and HPE Teacher
<b>Senior Choir Captains</b>	One boy and one girl (preferred) from Senior Leaders Group	Once named as a Senior Leader, students nominated by staff	Ballot of candidates as required.	Senior Leader characteristics plus: <ul style="list-style-type: none"> <li>* Outside of hours work will be required, particularly around attending rehearsals, assisting the Choir Teacher and at performance events</li> <li>* Willing to be involved in all aspects of the Choir Program</li> <li>* Confident to speak in public and represent the Program at major events such as performance nights etc.</li> <li>* Previously high-level involvement in the Choir Program</li> </ul>	Senior Leader requirements and responsibilities plus: <ul style="list-style-type: none"> <li>* Attending all performance events and rehearsals</li> <li>* Assisting the Choir Teacher during rehearsals, by handing out/ collecting folders, putting out chairs, filing repertoire into folders etc</li> <li>* Compere Music evening performances</li> <li>* Promote enthusiasm and participation in the Choir Program at all times</li> </ul>	The Choir Teacher/s and the full Music Program

Position Title	Eligibility for the Position	Nomination Process	Election Process	Desirable personal characteristics	Specific Requirements and Responsibilities	Accountabilities
<p><b>Senior Strings Captains</b></p> <p><b>Senior Band Captains</b></p>	<p>One boy and one girl (preferred) from Senior Leaders for Senior Strings Captains</p> <p>One boy and one girl (preferred) from Senior Leaders for Senior Band Captains</p>	<p>Once named as a Senior Leader, <b>students self-nominate. (to be confirmed)</b></p>	<p>Ballot of candidates as required.</p>	<p>Senior Leader characteristics plus:</p> <ul style="list-style-type: none"> <li>* Outside of hours work will be required, particularly around attending rehearsals, assisting the Music Teachers and at performance events</li> <li>* Confident to speak in public and represent the Program at major events such as performance nights etc.</li> <li>* Previously high-level involvement in the Instrumental Program</li> </ul>	<p>Senior Leader requirements and responsibilities plus:</p> <ul style="list-style-type: none"> <li>* Attending all performance events and rehearsals</li> <li>* Assisting the Band or Orchestra conductors (Ms Jabs or Ms Jerram) with any issues/ jobs that arise during rehearsals – including but not limited to roll marking, music distribution etc</li> <li>* Compere the two Music Performance evenings</li> <li>* Provide assistance to the Music Teachers on concert days set-up etc.</li> <li>* Be prepared to promote and make announcements on school assembly</li> <li>* When representatives are called for competitions/ performances, the Captains fulfil those duties</li> <li>* Check-in with the relevant teacher weekly regarding any additional tasks required – sorting music, stamping copies etc. These are outside of regular rehearsal responsibilities</li> <li>* Promote enthusiasm and participation in the Instrumental Music Program at every opportunity</li> </ul>	<p>The Instrumental Music Teachers and the full Music Program</p>
<p><b>Library Captains</b></p>	<p>2 students from Senior Leaders</p>	<p>Once named as a Senior Leader, students self-nominate.</p> <p>Staff may also nominate students.</p>	<p>Ballot of candidates as required.</p>	<p>Senior Leader characteristics plus:</p> <ul style="list-style-type: none"> <li>* Enthusiastic and driven to participate during school hours and after hours to manage the library.</li> <li>* Ability to liaise with a variety of stakeholders (eg. Teacher Librarian, teacher-aides, parent volunteers, the Library Team etc) * Willingness to train and support other students in the role</li> </ul>	<p>Senior Leader requirements and responsibilities plus:</p> <ul style="list-style-type: none"> <li>* Assisting with Library operations, including loans and returns procedures</li> <li>* Re-Shelving</li> <li>* Setting up Library Displays</li> <li>* Minor tidying of the Library</li> <li>* Involvement in Meetings and programs conducted in the Library (Book Week etc)</li> </ul>	<p>Teacher-Librarian and school Admin.</p>

Position Title	Eligibility for the Position	Nomination Process	Election Process	Desirable personal characteristics	Specific Requirements and Responsibilities	Accountabilities
<b>Technical Crew Captains</b>	Two students from Senior Leaders Group	Once named as a Senior Leader, students self-nominate.  Staff may also nominate students.	Ballot of candidates as required.	Senior Leader characteristics plus: <ul style="list-style-type: none"> <li>* Willingness to train and support other students in the role</li> <li>* Willing to be involved in all aspects of technical support within the school</li> <li>* Previously high-level of involvement and interest in IT</li> <li>* Participate during school hours and after hours events.</li> <li>* Strong problem solving skills and attention to detail</li> <li>* Ability to work under pressure</li> </ul>	Senior Leader requirements and responsibilities plus: <ul style="list-style-type: none"> <li>* Set a good example by attending all preparation and pack up</li> <li>* Being responsible to work under minimal supervision on occasion</li> <li>* Assisting teachers during rehearsals, by booking required equipment and setting up prior to being needed</li> <li>* Attend all applicable events and rehearsals</li> <li>* Promote enthusiasm and participation in within the technical crew</li> </ul>	Principal and Administration, Teacher in charge of Tech Crew
<b>Hospitality Team Captains</b>	2 Students from Senior Leaders  Interest in food and beverage service and or hospitality skills.	Once named as a Senior Leader, students self-nominate.  Staff may also nominate students.	Ballot of candidates as required.	Senior Leader characteristics plus: <ul style="list-style-type: none"> <li>* Prepared to assist in all hospitality related tasks</li> <li>* Willingness to train and support other students in the role</li> <li>* Willing to be involved in all aspects of hospitality support within the school, including assisting teachers, setting up , serving food and drinks, meet &amp; greet and cleaning up at events</li> <li>* High level of cleanliness and personal hygiene</li> <li>* Presentation orientated</li> <li>* Community service mindset</li> <li>* Ability to converse with adults in a mature fashion, using polite manners and friendly tone</li> <li>* Enthusiastic and driven to participate during school hours and after hours events.</li> <li>* Be able to represent Aspley School to a high standard</li> <li>* Ability to liaise with a variety of stakeholders (eg. School management, tuckshop staff, parent volunteers, Hospitality Team members etc)</li> </ul>	Senior Leader requirements and responsibilities plus: <ul style="list-style-type: none"> <li>* Set a good example by preparing and setting up</li> <li>* Being responsible to work under minimal supervision on occasion and show initiative</li> <li>* Attending all required events</li> <li>* Assisting teacher in charge before events by setting appropriate equipment and decorations</li> <li>* Promote enthusiasm and participation for the hospitality team.</li> <li>* School Tours, Open Days, Office Duty (mornings)</li> </ul>	Teacher in charge of Hospitality Team.