



**St Paul's
School**

Student Leaders Handbook 2025



create your own story!

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INTRODUCTION

The St Paul's Global Citizenship Program aims to encourage all students to become the best they can be by maximizing all the opportunities available to them during their time at St Paul's School. By the time a student leaves St Paul's School, they should be equipped with the skills, knowledge and confidence to make wise choices, to make a positive contribution in the community in which they will live and work, and to find employment to suit their gifts and talents.

The St Paul's Global Citizenship Program is aligned to the St Paul's Purpose, Vision and Values, as outlined in this Handbook. Students who aspire to leadership should ensure that they are committed to these goals.

It is both an honour and a privilege to be a Student Leader at St Paul's School and there are a variety of opportunities available to students with specific gifts and qualities, which they would like to share with the St Paul's Community as well as the wider Community.

These pages attempt to capture the opportunities for leadership available to students during their secondary years of schooling. The Student Leadership Structure will be continually reviewed so improvements and changes are likely to occur in the years ahead.

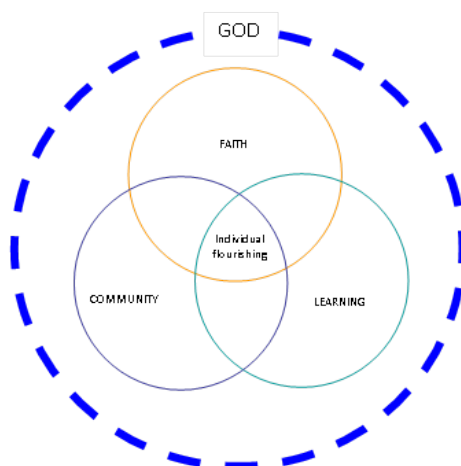
Please read the relevant pages of this Handbook before deciding whether to apply for any position. Deadlines for nominations will be announced to the School at the appropriate time.

STATEMENT OF PURPOSE

Students at St Paul's School receive an education worth having, which prepares **resilient global citizens**, who are **innovative thinkers**, with a **heart for servant leadership**.

STATEMENT OF VALUES

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and creating an environment in which all may flourish.



We value Faith believing:

- ❖ Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- ❖ Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one's life on Christ, serving others and participating in the traditions and practice of the Church.

We value Learning where:

- ❖ Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional and spiritual potential in a balanced and disciplined way.
- ❖ Growth and personal excellence are celebrated, innovation is encouraged and a love of learning is fostered.
- ❖ Learning experiences are authentic, and connections to the real world are explored.
- ❖ A variety of student dispositions to learning are developed within our Realms of Thinking framework.

We value Community where:

- ❖ Students, staff and families support the aims, purpose and mission of the school and serve one another using their God-given gifts.
- ❖ Students, staff and families grow together in faith and learning, promoting love, justice and mercy - at home, at school and in the wider world.
- ❖ Students remain connected to the St Paul's community when they graduate, through a vibrant Past Students' Association.

STUDENT QUALITIES

Effective leaders positively influence others. The Global Citizenship Program at St Paul's School aims to develop in students the virtues and character traits listed below:

Virtue	Definition
Compassion & Kindness	Caring about the needs and feelings of others; treating others in the way you would like to be treated.
Generosity	Freely offering our resources, time, attention (and, if necessary, forgiveness) to others.
Honesty & Integrity	Speaking and doing what is right at all times, no matter what the consequences.
Patience & Perseverance	Waiting for a desired outcome, without complaining or giving up, even if the present circumstances are difficult.
Diligence	Striving to achieve your best; demonstrating a great work ethic.
Loyalty & Faithfulness	Constant and true in your dealings with the friends, teams, organisations and leaders you have committed to.
Humility & Servant-heart	Having a modest view of your own abilities and importance; courteously respectful of others; prepared to deny your own desires for the sake of another.
Courage	Strength to do what is right, in the face of fear, loneliness, pain or grief.
Respect	Treating other people - their feelings and time, as well as their property and beliefs - as though they have value; care for the environment and earth's resources.
Self-control	Stopping yourself from doing things you want to do but that might not be in your best interest (or the interests of others); temperance; restraint.

The greatest leader is not necessarily the one who does the greatest things. S/he is the one that gets the people to do the greatest things.

Ronald Reagan – President of the USA

STUDENT EXECUTIVE CAPTAINS

Staff members in charge: John O’Sullivan Williams, Acting Principal; Jon Andrews, Deputy Acting Principal

School Captains

Roles and Expectations of School Captains

The Acting Principal works with the School Captains, one male and one female student in Year 12, and meets with them regularly.

The School Captains share in the responsibility for the effective functioning of the School. This means that the direction the School takes throughout the year will be a reflection of the way in which the School Captains positively influence others with whom they collaborate.

The School Captains, Student Executive Captains and House Captains should be seen by staff and students to be working together as a close and united team.

Students applying for a School Captain position must be in possession of a **Global Citizenship Gold Award**. They will be asked to submit a resume of no more than two A4 pages stating the reasons why they would make a good School Captain using the criteria in the Student Leadership Handbook as a guide. There will be a student (Year 10 – 12) and Staff vote, with the Staff and Year 11 students’ vote counting double.

After the student and Staff votes have been counted, the Acting Principal and the Selection Committee appointed by the Acting Principal will draw up a short list of applicants who will be interviewed before the final appointments are made.

School Captains will serve from their Induction Service in Term 4 of Year 11 to the end of Term 3 in Year 12. After the end of Term 3, when the new (2025) Captains are announced, the remaining weeks of the outgoing Captains’ time at St Paul’s School will be used as a time for transitioning the new Captains to their roles and stepping back from responsibilities.

Expectations of School Captains will include:

- Attendance at School Council Meetings as requested by the Acting Principal.
- Being an ambassador for the School at **all** times.
- The School Captains co-chair meetings of the Student Executive and House Captains.
- Conducting tours of St Paul’s School for International and Australian guests.
- Writing various Newsletter articles, orientation speeches and reports for school Learning Areas and school staff as requested.
- Loyalty to **all** members of staff, including the non-teaching staff.
- Leading roles at Assemblies, ANZAC Day, Foundation Day, Remembrance Day, Celebration of Achievement and on any other special occasion as requested by the Acting Principal or a Senior Leader.
- Setting a good example and **leading from the front consistently** in all areas of life at St Paul’s School for all other students eg. uniform, hair, nails, jewellery, cap, correct school bag, litter collection, punctuality and general behaviour and being prepared to correct other students who are misbehaving or not supporting the Code of Conduct and School Values.

- A willingness to participate in promoting the Christian ethos of the School in Assemblies and Worship Services and in the day-to-day operations of the School; welcoming students at the doors, checking uniforms and leading the worship and singing.
- Be a spokesperson for the student body.
- Draw up Student Leaders duty rosters as and when required and ensure that these are effectively implemented.
- A willingness to be a Peer Mentor to younger students as and when required.
- Help students develop an awareness of the principles of the School's Behaviour Monitoring system.
- Meet regularly with the Acting Principal and/or Senior Leaders as required.

Students applying for School Captain will automatically be considered for School Vice Captain, Student Executive Captain Portfolios Or House Captain Position. Any individual student will only be appointed to one School, Executive or House Captain position.

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.

John Quincy Adams

School Vice Captains

Staff members in charge: John O’Sullivan Williams, Acting Principal; Jon Andrews, Deputy Acting Principal

Roles and Expectations of School Vice Captains

The Deputy Acting Principal works with the School Captains, one male and one female student in Year 12, and meets with them regularly.

The School Vice Captains support the School Captains and share in the responsibility for the effective functioning of the School. The School Captains, School Vice Captains, Student Executive Captains and House Captains should be seen by staff and students to be working together as a close and united team.

Students applying for a School Vice Captain position must be in possession of a **Global Citizenship Gold Award**. They will be asked to submit a resume of no more than two A4 pages stating the reasons why they would make a good School Vice Captain using the criteria in the Student Leadership Handbook as a guide. Please note, applicants applying for School Captain need not submit another resume; interest will be assumed. There will be a student (Year 10 – 12) and Staff vote, with the Staff and Year 11 students’ vote counting double.

After the student and Staff votes have been counted, the Acting Principal and the Selection Committee appointed by the Acting Principal will draw up a short list of applicants who will be interviewed before the final appointments are made.

School Vice Captains will serve from their Induction Service from Term 4 of Year 11 to the end of Term 3 in Year 12. After the end of Term 3, when the new (2025) Captains are announced, the remaining weeks of the outgoing Captains’ time at St Paul’s School will be used as a time for transitioning the new Captains to their roles and stepping back from responsibilities.

Expectations of School Vice Captains will include:

- Attendance at School Council Meetings as requested by the Acting Principal.
- Being an ambassador for the School at **all** times.
- The School Captains co-chair meetings of the Student Executive and House Captains.
- Conducting tours of St Paul’s School for International and Australian guests.
- Writing various Newsletter articles, orientation speeches and reports for school Learning Areas and school staff as requested.
- Loyalty to **all** members of staff, including the non-teaching staff.
- Leading roles at Assemblies, ANZAC Day, Foundation Day, Remembrance Day, Celebration of Achievement and on any other special occasion as requested by the Acting Principal or a Senior Leader.
- Setting a good example and **leading from the front consistently** in all areas of life at St Paul’s School for all other students eg. uniform, hair, nails, jewellery, hat, correct school bag, litter collection, punctuality and general behaviour and being prepared to correct other students who are misbehaving or not supporting the Code of Conduct and School Values.
- A willingness to participate in promoting the Christian ethos of the School in Assemblies and Worship Services and in the day-to-day operations of the School; welcoming students at the doors, checking uniforms and leading the worship and singing.
- A willingness to be a Peer Mentor to younger students as and when required.
- Help students develop an awareness of the principles of the School’s Behaviour Monitoring system.

- Meet regularly with the Deputy Acting Principal and/or Senior Leaders as required.

Students applying for School Vice Captain will automatically be considered for a Student Executive Captain Portfolios OR House Captain Position. Any individual student will only be appointed to one School, Executive or House Captain position.

Student Executive Committee

John O’Sullivan Williams, Acting Principal; Jon Andrews, Deputy Acting Principal; Erica Trudgian, Director of Wellbeing

Roles and Expectations of Students who are members of the Student Executive Committee

The Student Executive Committee will comprise of the School Captains, Music Captains, Academic Captains, Service Learning Captains, Sports Captains International Captains and Community Captains.

Student Executive Captains (Academic, Music, Service Learning, Sports, International and Community) one male, one female of each will be appointed by Staff who will facilitate the different Portfolios. The Acting Principal and Director of Wellbeing will make the appointment of Captains to these Portfolios.

The Student Executive will be the body that discuss and then affirm any ideas brought forward by the students. They will meet monthly with the Acting Principal and the Senior Leaders and fortnightly with the Director of Wellbeing and or the Deputy Acting Principal.

Students applying for a Student Executive Captain position, who must be in possession of a **Global Citizenship Silver Award**, will be asked to submit a resume of no more than two A4 pages stating the reasons why they would make a good Executive Captain using the criteria in this handbook as a guide. The Staff member facilitating the Portfolio will have an interview panel which will draw up a short list and interview the successful candidates before recommending the final appointees to the Acting Principal.

Students appointed to the Student Executive will serve from their Induction Service on from Term 4 of Year 11 to the end of Term 3 in Year 12. The remaining weeks of the outgoing Executive Captains’ time at St Paul’s School would be used as a time for transitioning the new (2025) Executive Captains to their roles and stepping back from responsibilities.

Student Executive Captains may also hold one Captain’s role within the Sport and Extracurricular program in addition to their Executive Captain role.

Any individual student will only be appointed to one School, Executive or House Captain position.

As a rule, only students about to enter Year 12 may apply for Student Executive positions. Similarly, as a rule, there should be a male and female Executive Captain for each portfolio. In an exceptional situation eg. no suitable candidates are found for an Executive Captain’s portfolio, the Acting Principal may invite applications from students about to enter Year 11 who have received a **Global Citizenship Silver Award**. In such situations the Year 11 student is appointed to the Executive Captain position for that specific year and will need to reapply should he or she be interested in continuing in the role during Year 12.

If there is no suitable candidate from one of the genders for a specific portfolio, the Acting Principal may decide to appoint two captains of the same gender. Alternatively, the Acting Principal might decide to have only one Executive Captain for the Portfolio that year.

The following are some guidelines and expectations of student members of the Student Executive Committee holding positions of responsibility as students positively influencing the St Paul’s Community:

- Uphold and actively model the School's values, beliefs and expectations.
- Be supportive of and encourage responsible global citizenship within all students of the School.
- Establish effective channels of communication and cultivate positive connections between all sections of the School Community.
- Be positive ambassadors for the School at all times, especially in dealings with agencies and individuals external to the School.
- Be proactive in the development and implementation of positive projects that benefit, or reflect well on the School, and actively work to engage the wider School community in these initiatives.
- Demonstrate cooperation, teamwork and persistence in completion of all student initiatives.
- Work towards developing a sense of compassion and understanding within the student population of the needs of others in the wider community.
- Ensure decision-making is collaborative and inclusive, non-discriminatory and unbiased.
- Displaying loyalty to **all** members of staff, including the non-teaching staff.
- Displaying loyalty to the School Captains and all members of the Student Executive Committee.
- Setting a good example and **leading from the front consistently** in all areas of life at St Paul's for all other students eg. uniform, hair, nails, jewellery, cap, correct school bag, litter collection, punctuality and general behaviour and being prepared to correct other students who are misbehaving or not supporting the Code of Conduct and School Values.
- A willingness to participate in promoting the Christian ethos of the School in Assemblies, Worship Services, within their respective Houses and in the day-to-day operations of the School; welcoming students at the doors, checking uniforms and leading the worship and singing.
- A willingness to be a Peer Mentor to younger students as and when required.
- Help students develop an awareness of the principles of the School's Behaviour Monitoring system.
- Attend all Student Executive Committee meetings as instructed by the Acting Principal or Director of Wellbeing.
- Assisting at any major school functions as requested by the Acting Principal or a Senior Leader.

Leaders don't create followers; they create more leaders.

Tom Peters

Academic Captains

Staff member in charge: Mrs Julie Bryce, Director of Curriculum

The following are guidelines and expectations of the **Academic Captains**:

- Explore ways to promote academic matters at St Paul's School in support of the School's Strategic Plan.
- Undertake the Master of Ceremonies duties at the Honours Assembly and Celebration of Achievement.
- Congratulate students during Assemblies who have achieved Academic Awards/Certificates.
- Assist with the set up and organisation of events in the Academic Calendar such as NAPLAN and the Scholarship exams.
- Be honest, reliable and responsible, and able to build teams of students as members of the Academic committee.
- Organise and Chair regular committee meetings.
- Deliver Academic Reports in Assemblies, to Parent Association groups, via School E-news, etc.
- Support the Junior School students in consultation with the Director of the Junior School, including attendance at events such as "Sneak Peek" and supporting the Reading Program.
- Welcome guests to the School and providing a tour when called upon.
- Write a Year Book Report.
- Provide tutoring and assessment assistance to other students.
- Provide organisational assistance to younger students (opportunities to present during Flex lessons).
- Assist with Parent-Teacher interviews.
- Coordinate activities during break times that are subject-related.
- Promote subject-related competitions.
- Explore possibilities of sourcing sponsored Awards for Academics for Celebration of Achievement in consultation with the Director of Marketing and Communications.

Community Engagement Captain

Staff member in charge: Mr Neil White (Co-ordinator of Experiential Learning) and Erica Trudgian (Director of Wellbeing)

The following are some guidelines and expectations of the **Community Captains**:

- Build and lead a team of students (in Years 7-12) as members of the Community Engagement team.
- Explore ways of improving the lives and experiences of our wider community.
- Co-operate with other members of the Executive Captains Committee.
- Support other student leaders in related areas of responsibility.
- Work closely with the Co-ordinator of Experiential Learning and the Director of Wellbeing.
- Enhance outreach programmes and improve understanding of other cultures and community society.
- Encourage Junior School students, specifically in relation to Community events, in consultation with the Director of the Junior School.
- Contribute a Year Book Report.
- Demonstrate good administrative and time-management skills to plan and complete jobs.
- Show pride in uniform and school.

Music Captains

Staff member in charge: Mrs Kellee Green, Head of Extra-Curricular Music, Head of Choral, Head of Jazz

The following are guidelines and expectations of the **Music Captains**:

- Exploring ways to promote and develop Music at St Paul's in support of the School's Strategic Plan.
- Lead by example – be early, be organised, be encouraging, be engaged, be supportive of teachers and students.
- Honest, reliable and responsible and able to build teams of students as members of the Music committee.
- Have a demonstrated long-term commitment to the Co-Curricular Music Program through ensemble involvement, and currently be a member of at least one ensemble.
- Arrive early for all rehearsals and performances – assist teachers, other Music Captains and students.
- Assist with pack downs after each performance.
- Be self-disciplined and organised, able to help other Music Captains and members of ensembles to do specific duties eg. Get stand trolley out before rehearsal/down to Walker Centre; put trolley away/return to Music Centre after performance; help set up of ensemble/choir and clear away.
- Mentor and support Music Captains eg. Jazz, Band, Choral, Strings and Music Tech.
- Organise Mentors' Roster eg. Week 1 – Week 2 (not all members of ensembles/choirs).
- Coordinate the production and distribution of posters for concerts and functions in partnership with other Music Captains eg. Solo Competition, Con Brio, SPS Fest, social functions.
- Promote the Music Department throughout the School and via social media (on the @musiccps Instagram account).
- Assist Junior Ensemble/choir conductors – attend a few rehearsals each term and organise other senior members to visit.
- Liaise with other Executive Captains re. music at key events such as Pink Day, Blue Day.
- Attend selected non-Music School events in consultation with the Student Executive, e.g. Pink Day, Gala Day, Blue Day.
- Deliver notes, flyers and important information to respective ensembles.
- Patrol Music Centre during lunch breaks to ensure safety of equipment and sensible behaviour in rooms (especially during the lead up to SPS Fest).
- Attendance at Music Camp (even if student's own ensemble is not participating) and assisting staff in camp organisation – games and activities, cabins, badges, clean up rosters.

Service Learning Captains

The Staff member in charge: Rev Mark Leam (Chaplain)

The following are some guidelines and expectations of the **Service Captains**:

- Exploring ways to promote Service Learning activities at St Paul's School in support of the School's Strategic Plan.
- Congratulating students in Combined Assemblies who have achieved Service Awards/Certificates.
- Honest, reliable and responsible and able to build teams of students as members of the Service Learning committee.
- Delivering Service Reports in Assemblies and to Parent Association groups etc.
- Being an encouragement to Junior School students, specifically in relation to Service Learning, in consultation with the Director of the Junior School.
- Welcoming guests to the School.

- Year Book Report.
- Supporting and mentoring the different Service-related Captains eg. Early Act, Amnesty International, etc.
- Working closely with the Chaplain and the Director of Wellbeing with regards to Service Learning and Service projects.
- Assisting the Extracurricular Coordinator as and when requested to do so.
- Motivated and keen to inspire, guide, lead and enthuse others, particularly in Service Learning projects.
- Role-modelling what a heart for service without expecting any reward looks and feels like.
- Good administrative and management of time skills to plan and complete jobs.
- Members of the fundraising committee that approves activities linked to Service eg. Shrove Tuesday Pancakes; Flood Appeals; Free Dress days.

Sport Captains

Staff member in charge: Ms Chloe Litherland, Head of Sport Development

The following are some guidelines and expectations of the **Sports Captains**:

- Exploring ways to promote and develop sport activities at St Paul's School in support of the School's Strategic Plan.
- Congratulating students in Combined Assemblies/Extracurricular Assemblies who have achieved Sport Awards/Certificates.
- Honest, reliable and responsible and able to build teams of students as members of the Sport committee.
- Delivering Sport Reports in Assemblies, Extracurricular Assemblies and to Parent Association groups etc.
- Being an encouragement to Junior School students and the development of sport in consultation with the Director of the Junior School.
- Welcoming guests to the School.
- Year Book Report.
- Supporting and mentoring the different Sport Captains and role-modelling leadership.
- Assisting the Head of Sports Development with the efficient running of Sport at St Paul's, Foundation Day activities, sign-on days etc.
- Assisting the Extracurricular Coordinator as and when requested to do so.
- Coordinating sporting activities during lunch break eg. opening and supervising of Basketball/Netball courts for use by students.
- Coordinating fundraising activities linked to Sport eg. Pink Day, Gala Days etc.
- Liaising with the Director of Marketing and Communications with regard to any major sporting events involving the St Paul's Community and the local and wider community.

International Captains

Staff member in charge: Mrs Kathleen Power, Director of International Education

- Represents international students on the Executive Captains Committee.
- A Year 12 student who is reliable, responsible and enthusiastic.
- Honest, reliable and responsible and able to build teams of students as members of the international students committee.
- Organising International School activities and assisting International School staff where possible.
- A willingness to suggest improved ways of including the International School students in the wider St Paul's Community.
- Promote awareness of the various cultures represented by international students at St Paul's (eg. recognition of national days).
- Interested in mixing in with the greater student body.
- Models participation in sporting and other extracurricular activities within school.
- Able to seek ideas from others and pass them on.
- Known by many of the International Students, from all countries.
- An encourager of others.
- Shows pride in uniform and school.
- Able to welcome visitors to the campus and show them around in either L1 or English.
- To speak on Assembly re the activities happening in the International School, including tours and buddy arrangements.
- Year Book report.
- Possible speech at Valedictory Dinner (including thank you to host families).
- Mentor for younger students.

HOUSE CAPTAINS

Staff member in charge: Erica Trudgian, Director of Wellbeing and House Leaders

Roles and Expectations of House Captains

The School Captains, together with the Director of Wellbeing, will meet with the House Captains once a fortnight to discuss matters related to the Houses. In this way, it is hoped that there will be effective communication between the Executive Captains and the House Captains.

The House Captains, who will usually be Year 12 students, have the responsibility for the functioning of the House. This means that the direction that the House takes through the year will be a reflection of the House Captains. If a House Leader is unable to appoint a suitable Year 12 student to a House Captain position, Year 11 students may be invited to apply once permission has been received from the Acting Principal.

The main communication of House Captains is with their House Leader. House Tutors and all House members should see the House Captains and House Leader working together as a close and united team.

Students applying for a Student House Captain position, who must be in possession of a **Global Citizenship Silver Award**, will be asked to submit a resume of no more than two A4 pages stating the reasons why they would make a good House Captain using the criteria in this handbook as a guide. House Leaders will use a House vote to help with the decision, whilst also consulting House Tutors. The Year 11 and Tutors' vote will count double. The House Leader will have an interview panel which will draw up a short list and interview the successful candidates before recommending the final appointees to the Acting Principal.

In the event of a House Leader being unable to appoint a Male and a Female House Captain eg. a strong contender is elected to a School Captain or an Executive Captain position, the House Leader may, after consultation with the Director of Wellbeing, appoint House Captains from the same gender for that particular year.

House Captains will serve from their Induction. The remaining weeks of the outgoing Captains' time at St Paul's School would be used as a time for transitioning the new (2025) Captains to their roles and stepping back from responsibilities.

House Captains may also hold one Captain's role within the Sport or Extracurricular program in addition to their House Captain's role.

The House Leader will work with the House Captains to determine their respective roles in the House. These roles are likely to include:

- Being an ambassador for the School at **all** times.
- Writing articles and reports for the Year Book or any other Newsletter or House publication as requested by the House Leader.
- Loyalty to **all** members of staff, including the non-teaching staff.

- Setting a good example in all areas of life at St Paul's School for all other students, but with a special focus on students in the House eg. uniform, hair, nails, jewellery, cap, correct school bag, litter collection, punctuality and general behaviour and being prepared to correct other students who are misbehaving or not supporting the Code of Conduct and School Values. **House Captains should be assisting Tutors, Co-Tutors and House Leaders with uniform checks at all times of the school day, in and out of the School.**
- The establishment and maintenance of House Spirit and striving towards 100% participation in all House activities.
- Assist the House Leader with the induction of new students (throughout the year) and at Orientation functions. This includes students moving across from the St Paul's International School.
- Get to know all students in the House and be prepared to report problems observed to the House Leader and/or respective Tutor.
- A willingness to participate in promoting the Christian ethos of the School in Assemblies, Worship Services, House meetings and in the day-to-day operations of the school. This includes assisting with Chapel and Assembly – timely and orderly seating and general behaviour of students, welcoming students at the doors, checking uniforms and leading the worship and singing.
- Taking responsibility for the general organisation of whole House events such as all inter-house Carnivals, Foundation Day activities and House Social events eg. initiate and support initiatives such as a Year 7 BBQ, while displaying overt leadership on such occasions.
- Co-Chair the House Council as negotiated with the House Leader.
- Encourage students to strive for positions of positive influence within the House and School and especially aim to inspire and motivate senior students in activities where they can positively influence others.
- Address Whole House Meetings to encourage positive behaviour and generate enthusiasm for activities.
- Promote school activities eg. SPS Fest, a Free Dress Day Charity Drive.
- Be a spokesperson for both the senior students and the rest of the House within the House Captains' Committee.
- Lead and/or coordinate House fundraising activities.
- A willingness to be a Peer Mentor to younger students as and when required.
- Help students develop an awareness of the principles of the School's Behaviour Monitoring system.
- Respect and support House Tutors, both in terms of attitude and practically.
- Meet regularly with the House Leader to discuss House matters.
- Take an active role in compulsory attendance days, Celebration of Achievement and the Foundation Day activities.
- Display a willingness to delegate responsibility to Year group representatives as and when this is required.
- Assist in roll calls as and when required.
- Assist in the collection of forms returned by parents (via Tutors) as and when required to do so.
- Assist in the distribution of printed materials as and when required to do so.
- Attend House Captain Meetings.
- Be rostered on the duty list for monitoring behaviour around the Tuckshop area.

The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant.

Max DePree

House Councils

House Captains chair their House Councils. The House Council, comprising two representatives from each Vertical Tutor Group (one from Years 7-9 and one from Years 10-12), is to be the forum where any issues of student concern may be raised. From this forum, issues requiring further consideration may be referred to the House Captains' meeting and then, if necessary, taken by the School Captains to the Student Executive Committee. Where appropriate, the student who raised the issue may be invited to attend the meeting of the House Captains and/or Student Executive, to speak to the issue.

This structure has been designed to allow the voice of any student in Years 7-12 to be heard, and for their ideas or concerns to be considered by their peers as well as by the Student Leadership. Opportunities for students in Years 7-11 to participate in House Council meetings will also allow for the Student Leadership 'culture' of the School to be sustained, as younger students have the opportunity to observe and learn from students in Year 12.

House Councils will meet at least fortnightly, as determined by the House Leader.

House Council representative will be chosen by the Tutor.

Special Role of Year 12 Students

The Vertical Tutor Group system encourages the gradual development of leadership skills in all students, while also recognising that responsibilities will be given to individual Student Leaders across the School.

"Vertical Tutoring underpins the idea that mixed age tutor groups (reproducing the essence of family) always has a positive rather than negative influence, by establishing tutees as leaders and mentors and broadening care holistically to embrace and recreate the best of family values in the school and a deeper appreciation of the 'whole child'." (Peter Barnard)

As students join a Tutor Group, usually in Year 7, they have the opportunity to observe and learn from the leadership example of older students in the group. Gradually, as they are able, students are given the opportunity to 'have a go', in the familiar and safe environment of their Vertical Tutor Group. Such opportunities might include leading a discussion, organising an activity or serving on the House Council.

By the time they reach Year 12, all students will be expected to take on a leadership role within their Tutor Group. Specifically, this special role will include these responsibilities:

- Supporting the Christian Ethos of the School at all times (especially in terms of participation in Tutor Group devotions and Chapel).
- Promoting and role modelling the School's Code of Conduct.
- Loyalty to the Student Executive Captains, House Captains, House Leaders, Tutor and Co-tutor.
- Promoting and role-modelling the purpose and values of the School.
- A willingness to be a Peer Mentor to younger students as and when required.
- Help students develop an awareness of the principles of the School's Behaviour Monitoring system and the Global Citizenship program.

EXTRACURRICULAR CAPTAINS

All Extracurricular Captains must have attained a minimum of a [Global Citizenship Blue Award](#).

What follows are some of the key requirements of the various opportunities for students interested in taking on a leadership role. These criteria might change from time to time and the teachers in charge of the activities will advise when this occurs.

Cadets

- Opportunities for leadership are available and will be advertised by the Cadet detachment.

Chapel Captain

Staff member in charge: Reverend Mark Leam, Chaplain

- Year 10, Year 11 or Year 12 students may apply.
- Ideally, though not necessarily, a student who is a practicing Anglican. The expectation for non-Anglican students is that they would be actively involved in another Christian denomination.
- Be a living example of the Christian values and Gospel at St Paul's School.
- A practical support to the Chaplain in the spiritual and religious life of the School.
- Able to encourage students by word and example, in their support of the spiritual/religious ethos and life of the School.
- To attend, where appropriate, Chapel Services and other gatherings and assist the Chaplain.
- To encourage students to participate in roles within Chapel and worship services.
- Attend prayer and fellowship groups and encourage other students to do so.
- To ensure the Chapel and associated plant is maintained in a tidy state.
- Assist in decorating the Sanctuary and Chapel in accordance with seasonal needs.
- To assist with control of technology devices as needed during services.
- Support the worship team in other ministry related activities as requested.
- Ensure the following Liturgy oriented roles are accounted for by other students or take roles as needed when others are not available:
 - ❖ Prepare the Altar for worship
 - ❖ Participate in processions as required
 - ❖ Assist with clearing up and cleaning equipment after worship

Chess Captain

Staff member in charge: Mr Murali Kadari, Teacher

- Must be enthusiastic and proactive.
- Preferably be in Year 12 (though it is understood this might not always be possible).
- Supportive of younger students and willing to coach them.
- Able to participate in evening chess competitions at other schools.
- Positive and encourages other players.
- A good communicator with sound organisational skills to assist in forming team/s for school-based tournaments or when competing against other schools.
- Good at English/writing/speaking – Year Book Reports, Gazette articles etc.
- Willing to check in on the Junior School after-school Chess sessions from time to time and play Chess with the students.

Dance Captain

Staff member in charge: Mrs Tina Massie, Social Media and Content Co-ordinator

- Set examples of good practice with dance group and at any rehearsals.
- Assist with audition process.
- Responsibility for assisting with costume design for any occasion or event.
- Provide feedback by way of concerns or ideas students participating in Dance might have to the Teacher in Charge.
- Motivating students and assisting Staff with the organisation of Dance events and rehearsals, which includes choreography of the dance.
- Be proactive in setting a good example when it comes to preparation before class and performances and clearing up afterwards.
- Lead by example and motivate and encourage team.

Debating Captain

Staff member in charge: Ms Kaylene Hennessey, Teacher

- Debates are graded on matter, manner and method. The Captain should have these skills.
- Enthusiasm for Debating and awareness of current affairs and the issues associated with the key stakeholders.
- Be a good public speaker to promote QDU.
- Has good research skills, is a fast thinker, and good conversationalist.
- Willing to watch Junior teams debate, coach and support younger students.
- Willingness to take on a co-coaching role.
- Welcome and host visiting teams.
- Reliable, responsible and well organised.

Library Captain

Staff member in charge: Ms Maddison Dearnaley, Head of Library Services

- To liaise with the Library Staff member responsible for Library displays.
- To help with the organisation of library related events: Book Fairs, Children's Book Week, author visits etc.
- To assist, when required to do so, at any events hosted by the Library.
- To liaise with students and pass on recommendations to Library Staff for possible resource purchases.
- To encourage students to read (eg. by managing a Book Club, Readers' Cup etc).
- To contribute to the maintenance and development of the Library Web page.

Mountain Biking Captain

Staff member in charge: Mr Steve Wong, Teacher

- Goal-oriented for themselves and the Sport.
- Self-motivated and driven to achieve.
- Well organised with sufficient computing skills.
- Good public speaker with sound writing skills.
- A team person, willing to encourage others to try and achieve their best.
- An adventurous personality with a good sense of humour.
- Assist with training and motivating riders to train outside their comfort zone.
- Encourage new riders to persist through hurdles and barriers.
- Help organise the Race Calendar.
- Keep riders informed of upcoming races.
- Leading by example with attitude and focus towards training.
- Keep up-to-date with races and conditions.
- Prepare Reports and meet deadlines.

Barbell Club Captain:

Staff members in charge – Carla Wise and Robert Jarvis, Teachers

The following are some guidelines and expectations of the Barbell Club Captain:

- Genuine interest in and passion for health and fitness.
- Ability to motivate and inspire members to achieve their personal best and stay committed to training.
- Knowledge and understanding of lifting techniques and the ability to assist the Head Coach with demonstrations and delivery of sessions.
- Consistency with attending training sessions.
- Confidence and interpersonal skills when working with younger members of the club.
- Assistance in keeping the gym clean and tidy.
- Communication skills to be able to promote Barbell Club and confidence to speak on assembly.
- Ability to create a cohesive and supportive team environment where members feel valued and motivated.

Music Captains (Band, Jazz, Strings, Tech & Contemporary Music, Choral)

Staff member in charge: Mrs Kellee Green, Head of Extra-Curricular Music, Head of Choral, Head of Jazz

- Lead by example – be early, be organised, be encouraging, be engaged, be supportive of teachers and students.
- Have a demonstrated long-term commitment to the Co-Curricular Music Program through ensemble involvement, and currently be a member of at least one ensemble (with the exception of the Music Tech Captain).
- Arrive early for all rehearsals and performances – assist teachers, the Executive Captains, other Music Captains and students.
- Assist with pack downs after each performance.
- Be self-disciplined and organised, able to help other Music Captains and members of ensembles to do specific duties eg. get stand trolley out before rehearsal/down to Walker Centre; put trolley away/return to Music Learning Area after performance; help set up of ensemble/choir and clear away.
- Organise Mentors' Roster of your Music area with the support of the Executive Music Captains eg. Week 1 – Week 2.
- Personally, mentor younger groups – liaise with appropriate ensemble director to decide when mentoring is to take place.
- Assist the Executive Music Captains coordinate the production and distribution of posters for concerts and functions in partnership with other Music Captains eg. Solo Competition, Con Brio, SPS Fest, social functions.
- Assist the Executive Music Captains in the promotion of the Music Department throughout the school and via social media (on the @musicsp Instagram account).
- Assist Junior Ensemble/choir conductors – attend a few rehearsals each term and organise other senior members to visit.
- Assist the Executive Music Captains deliver notes, flyers and important information to respective ensembles.
- Assist the Executive Music Captains patrol the Music Centre during lunch breaks to ensure safety of equipment and sensible behaviour in rooms (especially during the lead up to SPS Fest).
- Attendance at Music Camp (even if student's own ensemble is not participating) and assisting staff in camp organisation – games and activities, cabins, badges, clean up rosters.

Photography Captain

Staff member in charge: Mr David Burrows, Teacher

- Well organised, has creativity, initiative and is reliable and responsible.
- Able to communicate well and assertively with teaching and non-teaching staff and students.
- Disciplined and conscientious, with sound management of time skills in order to meet deadlines.
- Willingness to attend functions after school, in the evenings, Gala Days etc.
- Pays attention to detail.
- Able to keep in contact with the photographers through e-mail.
- Liaises with the Director of Marketing and Communications with regard to media opportunities

President of Amnesty International

Staff member in charge: Mrs Julie Bryce, Director of Curriculum

The following are some guidelines and expectations of the President of Amnesty International:

- Genuine compassion and interest in the rights and welfare of other human beings, free of prejudice.
- Excellent interpersonal skills which allow him/her to work closely with adults within the School and from Amnesty International, as well as with a range of students in the Senior School.
- Excellent oral and written communication skills to be able to promote Amnesty and its campaigns.
- Self-confidence.
- Reliable.
- Able to work effectively within a group and, also independently with minimal adult direction or supervision.

President of Model United Nations

Staff member in charge: Mr Dylan Malloch, Director of Marking & Communications

- Organised, reliable and responsible.
- Has a genuine interest in international relations, current affairs and history.
- Motivated, reliable, a good communicator.
- Experienced debater.
- A willingness to work on projects and attend meetings outside of school hours.
- An innovator.
- Knowledge and skills required to Chair a meeting, including a willingness to be coached.

Worship Band Captain

Staff member in charge: Mrs Kellee Green, Head of Extra-Curricular Music, Head of Choral, Head of Jazz

- Lead by example – be early, be organised, be encouraging, be engaged, be supportive of teachers and students.
- Arrive early for all practices and Services – assist teachers, the Chaplain and other students.
- Assist with “pack downs” after each Service.
- Display appropriate behaviour at all times as expected in a place of Worship.
- Assist the Chaplain as necessary with regard to Worship at all Worship Services.

CAPTAINS OF INDIVIDUAL SPORTS

Criteria

The Captain of a Sport will be a Senior School Student (Year 11 or Year 12) with at least a **Silver Global Citizenship Level**. There should be only one Captain of a particular sport.

Selection

Candidates for Captain of Sport will initially be selected by the Head of the particular sport in consultation with the First team coach and, where appropriate, other coaches from the sport. The Head of Sports Development will ensure the process for the appointment of Captains is transparent and fair. One candidate will be put forward for approval in principle to the Head of Sports Development who will then seek final approval from the Acting Principal and the Director of Wellbeing. No announcement can be made until this final approval has been obtained.

Positions will be advertised at different times of the year.

Position Description

The requirements of each Captain may be different in part for different Sports. However, there are a few mandatory requirements. Each Captain must:

- Captain the Sport and not necessarily the First Team.
- Be willing to work with the Executive Sport Captains.
- Meet as required to review their end of season Year Book Report.
- Complete a written Year Book report on their sport by the date advised.

Qualities

In selecting the Captain of a Sport, it is recommended that among other things, consideration be given to the following:

- Excellent sportsmanship.
- Behaviour and attitude congruent with the School Code of Conduct both on and off the field/court/pool etc.
- The ability to 'lead' both the team and the Sport.
- Punctuality.
- The ability to organize the team in the absence of the coach.
- Active support for all year levels.
- Good knowledge of the game.
- Good communication skills.
- Sound organizational skills.
- Commitment to training.
- Commitment to their own performance.
- Sound management of time skills.
- A commitment to meeting all Academic Assessment deadlines.
- Behaviour expected of a role model leader at St Paul's at all times – this includes a willingness to participate in promoting the Christian ethos of the School in Assemblies, Chapel of St Paul, Riverside Services, House meetings and in the day-to-day operations of the School.
- Setting a good example in all areas of life at St Paul's School for all other students on and off the sport field eg. uniform, hair, nails, jewellery, cap, correct school bag, litter collection, punctuality and general behaviour, being prepared to correct other students who are misbehaving or not supporting the Code of Conduct and School Values especially during involvement in sport activities.

School Captain and Executive Captain Application Form

Name: _____ Year: _____ House: _____

Having read the Student Leadership Handbook and understand the roles expected of a student in a leadership position at St Paul's School, I would like to put my name forward for election to the following positions –

*(Please tick – you may apply for School Captain plus **no more than two** Executive Captain Positions. IF applying for School Captain, application for School Vice Captain is assumed.*

- School Captain (must hold a Global Citizenship Gold Award)
- School Vice Captain (must hold a Global Citizenship Gold Award)
- Executive Captain Academic (must hold a Global Citizenship Silver Award)
- Executive Captain Cultural (must hold a Global Citizenship Silver Award)
- Executive Captain Global Citizenship (must hold a Global Citizenship Silver Award)
- Executive Captain Music (must hold a Global Citizenship Silver Award)
- Executive Captain Service Learning (must hold a Global Citizenship Silver Award)
- Executive Captain Sport (must hold a Global Citizenship Silver Award)
- Executive Captain International (must hold a Global Citizenship Silver Award)

My application form/s for the position/s being applied for is/are attached.

- I understand that if I am successful and am elected to one of these leadership positions and am then involved in a serious breach of the School Code of Conduct or fail to carry out my leadership duties, as outlined in the Student Leadership Handbook, I might be either suspended or demoted from the position and have my Gold or Silver Award temporarily or permanently withdrawn.
- I understand that the Acting Principal will have the final say in the appointment of the School Captains and the Executive Captains.

Signature (Student): _____

Signature (Parent/Carer): _____

Parent/Carer's Name (please print): _____ Date: _____

Please make sure you hand the following to the **Director of Wellbeing**:

- Resume
- Application form, signed and dated by you and a parent/carer

House Captain Application Form

Name: _____ Year: _____ House: _____

I have read the Student Leadership Handbook and understand the roles expected of a Student in a leadership position at St Paul's School.

I would like to put my name forward for election to the position of:

House Captain (must hold a Global Citizenship Silver Award)

My application form/s for the position/s being applied for is/are attached.

- I understand that if I am elected to the position of House Captain and then involved in a serious breach of the School Code of Conduct or fail to carry out my leadership duties, as outlined in the Student Leadership Handbook, I might be either suspended or demoted from the position and have my Gold or Silver Award temporarily or permanently withdrawn.
- I understand that the Acting Principal will have the final say in the appointment of the House Captains.

Signature (Student): _____

Signature (Parent/Carer): _____

Parent/Carer's Name (please print): _____

Date: _____

Please make sure you hand the following to the **Director of Wellbeing**:

- Resume
- Application form, signed and dated by you and a parent/carer



Extracurricular Captains Application Form

(excludes captains of individual sports)

Name: _____ Year: _____ House: _____

I have read the Student Leadership Handbook and understand the roles expected of a Student in a leadership position at St Paul's School.

I would like to put my name forward for election to the position of Extracurricular Captain (must hold a Global Citizenship Blue Award) of:

.....
(Please indicate extracurricular area e.g. Chapel Captain, Library Captain)

My application form/s for the position/s being applied for is/are attached.

- I understand that if I am elected to the position of an Extracurricular Captain and then involved in a serious breach of the School Code of Conduct or fail to carry out my leadership duties, as outlined in the Student Leadership Handbook, I might be either suspended or demoted from the position and have my Blue Award temporarily or permanently withdrawn.

Signature (Student): _____

Signature (Parent/Carer): _____

Parent/Carer's Name (please print): _____

Date: _____

Please hand your Application Form, signed and dated by you and a parent/carers, to the **Director of Wellbeing**.

CONNECT WITH US

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An Anglican co-educational school from Pre-Prep to Year 12.

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