

STM Captaincy Structure

After much consideration and consultation with the school community, it has been decided to update the student leadership structure at STM. The student leadership structure will now consist of four school captains to form a leadership team and six house captains. All roles will be ongoing for the duration of the year. The new structure will allow for a team approach for students to leadership and the development of leadership skills in a more in-depth manner. Additional leadership opportunities will continue to exist for year 6 students through the Junior Joey program and the SRC (Student Representative Council).

STM Captaincy Role Requirements

The following is a list of requirements for those aspiring to take on the role of School or House Captain at St Thomas More's

First and foremost, the role of School/House Captain should not be seen as a position for personal gain. But rather, a position where the needs of the school and its students are put to the forefront and genuinely regarded as being of great importance.

A School or House Captain at St Thomas More's would do the following:

- Look for opportunities/initiatives to build on enhancing school culture and environment at St Thomas More's.
- Model an excellent standard of behaviour and self control for all students in the school.
- Confidently run assemblies/Be ready to give a speech if a carnival or sporting event is won. This requires good public speaking skills.
- Represent the school during functions in the wider community.
- Actively look to be involved with children from all grades within the school so as to keep in touch with their needs.
- Work closely with the Principal and staff when required.
- Interact with all adults with courtesy and attentiveness.

Students who wish to apply for any positions need to prepare their speech to be delivered to their peers following the orientation sessions. Students need to inform their teacher of the positions they are applying for. Speeches are to be less than two minutes in length.

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