HARRISTOWN STATE SCHOOL

STUDENT LEADER APPLICANT PACKAGE

2014
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POSITION DESCRIPTION

Student leaders at Harristown State School are the student representatives of our learning community. This representation is a public position with student leaders being called upon on official/special occasions (at the discretion of the Principal) to embrace and model all values and expectations of students within our community. In addition to this students leaders will

✓ Be responsible to the school administration and should carry out all duties asked of them by any member of the school administration
✓ Promote all goals and values that are important at Harristown State School
✓ Display exemplary conduct and attitudes relating to all areas of school life
✓ Work enthusiastically with fellow students in assisting the educational opportunities for all

POSITION DESCRIPTORS

School Captains

✓ Commit to and model all of the 4 Harristown Hero Values – Learning, Safety, Respect and Responsibility
✓ To work closely with school administration in positively promoting the school and its activities to the broader community
✓ Assist in the co-coordination of special events held by the learning community
✓ To act as a point of liaison between School Administration and the Student Body ensuring concerns, ideas and visions are communicated

House Captains

✓ Commit to and model all of the 4 Harristown Hero Values – Learning, Safety, Respect and Responsibility
✓ Assist the Health and Physical Education Teacher in the organization of the annual Athletics carnival. Junior and Senior Swimming carnivals and any other sporting activities that the HPE teacher deems necessary
✓ Assist teachers in conducting training sessions during lunchtime in order to prepare students from your house for the School’s Athletics carnival.
✓ Motivate all students to engage in all competitive/special activities with pride and determination
✓ To lead your School House in full voice when reciting your war cry

Student Council Members

✓ Commit to and model all of the 4 Harristown Hero Values – Learning, Safety, Respect and Responsibility
✓ Act as mentor to younger students
✓ To make visitors to our school feel welcome and show them around
✓ To be a buddy to younger students who are in need of a friend

NB: THE ABOVE SENIOR STUDENT POSITIONS ARE OPEN ONLY TO THOSE STUDENTS IN YEAR FIVE IN 2014
CANCELLATION OF APPOINTMENT

The Principal may request a meeting with a student who holds a position of student leadership and ask for them to show cause as to why their appointment should not be cancelled. The Principal may call a meeting of this nature when the Student leader is not following the values and expectations of the Harristown State School “Code of School Behaviour”.

When it is determined by the Principal that the Student Leader is not sufficiently modifying their actions to maintain their position of leadership, the Principal will cancel the appointment and call for new candidates to fulfill that role or the position will remain vacant, as at the Principal’s discretion.

STUDENT LEADERSHIP QUALITIES

Student Leaders must be automated in displaying the following qualities:

Positive Attitude towards others
- Look like you enjoy life
- Greet others
- See the good in others
- Be helpful and thoughtful
- Treat others as well as you would like to be treated

Demonstrate School Pride and Spirit
- Wear uniform appropriately
- Keep yourself neat and tidy
- Demonstrating a high standard of behaviour while wearing the uniform or involved in school activities

Appreciation, understanding and commitment regarding school rules
- Safety rules e.g. running, boundaries
- Hat wearing
- Pick up rubbish, putting things away, returning things

Self-Motivation and Reliability – ‘go the extra mile’, self-organise and follow through
- Do what you say you will
- See situations and act
- Get going yourself without needing others to chase you up or tell you
- Do set tasks without reminders

Use courtesy, consideration, trustworthiness and acceptance of others
- Use good manners
- Think about the other persons viewpoint
- Be honest
- Accept others for their difference – cultural, religious, disabilities or skills

Attendance
- Attend school regularly
- Help out with school fund raising activities

High Standard in work, effort and behaviour and encourage others
- Use maximum effort in own work
- Model good behaviour in the playground
- Model good behaviour in class
✓ Notice when others do well and compliment them
✓ Notice when others try hard and encourage them

**Positive community relationships**
✓ When in school uniform be on best behaviour
✓ Don’t degrade the school with comments or thoughtlessness
✓ Spread the word about the good aspects of our school

**Public presentation**
✓ Being able to make announcements on parade
✓ Participating in school ceremonies by giving talks, votes of thanks, readings and speeches

**STUDENT POSITIONS**

1. School Captains (2 Positions)
2. House Captains (1 for each house)
3. Student Council (All school leaders become part of the Student Council)

**Process for the selection and appointment of School Captains/ House Captains & School leaders**

**Stage One**

Students must be consistently a ‘Self-managing student’ and have met ‘Gold level’ criteria most frequently. Completion of Student Leader Application Form (attached) with candidates addressing the four selection questions that are listed. Please ensure that the correct set of questions is completed. Candidates should not exceed more than 150 words for each selection criteria. Applications will then be viewed by the Application Panel (Principal, P&C Representative and classroom teacher). **Student Leader Application Form is to be signed by the candidate and their parents/caregivers. (unsigned applications will not be accepted)**

**Stage Two**

Students who wish to be considered for School and/or House Captain will prepare and deliver a speech (not exceeding 4 minutes) to the student body on why they wish to be considered for a position of student leadership, and how they would contribute to the well being of our learning community.

**Stage Three**

Students in Years 4 and 5 will vote for positions of School and House Captains.

**Stage Four**

Candidates will be contacted and advised of an interview time with the Application Panel. All short listed candidates will given advanced notice prior of the interview with all information provided in a written letter. All candidates will be ranked in consideration of:

1. Written Application 20% weighting
2. Speech 20% weighting
3. Vote of Years 4 and 5 20% weighting
4. Interview 40% weighting
**Stage Five**

Applicant Panel will deliver all rankings to the School Principal, and Parents and Citizens Committee President for endorsement and confirmation.

**Stage Six**

The School Principal will then contact and appoint the highest ranked candidates for each of the positions. In the event a student refuses the position then the Principal will then go to the next highest ranked candidate and offer the same until acceptance is gained.
### Student Leader Application Form 2014

<table>
<thead>
<tr>
<th><strong>STUDENT’S NAME:</strong></th>
<th><strong>HOUSE</strong></th>
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**BRIEF HISTORY INCLUDING SPECIAL INTEREST**

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**Student Candidate’s Declaration**

In signing this document I agree that all information enclosed is accurate, and will abide by all selection processes outlined within this package

**Student Candidate’s Signature**

---

**Parent/ Caregivers Declaration**

In signing this document I support my child’s application to be Student Leader of Glenwood State School and agree to abide by all selection processes outlined within this package

**Parent/ Caregivers Signature**

---
Student Leadership Preference Form 2014

Name:__________________________________________________________

☐ School Captain

☐ House Captain of

☐ Goolagong       ☐ Fraser       ☐ Bradman

______________________________ ____________________________
Students Signature          Parents/ Caregivers Signature

Please note students must nominate in preference order of the position they would like to be considered for. Upon suitability, students will be only offered their highest preference.
SELECTION QUESTION ONE

Why would you be able to fulfill the role of Student Leader successfully?
SCHOOL CAPTAINS AND HOUSE CAPTAINS

SELECTION QUESTION TWO

What are some positive aspects of our school that you could improve upon as a student leader?

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SCHOOL CAPTAINS AND HOUSE CAPTAINS

SELECTION QUESTION THREE

How could our school reward students who are always committed to our Harristown Hero values?

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SCHOOL CAPTAINS AND HOUSE CAPTAINS

SELECTION QUESTION FOUR

How would you motivate students to engage in competitive/ special school activities?
# Student Leader Criteria

## Positions Applied For

- School Captain
- House Captain

## Additional Assessment Tasks

- Mandatory Written Response
- Speech and Interview (for School Captain and House Captain)

## Written Response Criteria

<table>
<thead>
<tr>
<th>Standards &amp; expectations</th>
<th>Has made reference in a few questions outlining only leadership responsibilities/accountabilities</th>
<th>Has made reference in most questions outlining only leadership responsibilities/ accountabilities</th>
<th>Has made reference in most questions outlining leadership responsibilities/ accountabilities, initiatives they would implement, without outlining insight for a process or framework for change</th>
<th>Has made comprehensive/in-depth response in the majority of questions outlining leadership responsibilities/ accountabilities, initiatives they would implement into our community, as well as a framework for change</th>
<th>Has made comprehensive/in-depth response in all questions outlining leadership responsibilities/ accountabilities, initiatives they would implement into our community as well as a comprehensive framework for change</th>
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<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
<td>Total □/ 20</td>
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## Interview Criteria

<table>
<thead>
<tr>
<th>Standards &amp; expectations</th>
<th>Has made no reference to the of “Harristown Hero” values and did not address any descriptors of what constitutes a leader</th>
<th>Has made reference to some “Harristown Hero” values in a superficial manner with limited reference to their application at school, and contained 1 descriptor of what constitutes a leader, but made no reference to how they would personalize these to effect change in our community</th>
<th>Has made reference to all “Harristown Hero” values in a superficial manner with limited reference to their application at school and contained few (less than 4) descriptors of what constitutes a leader, but made no reference to how they would personalize these to effect change in our community</th>
<th>Has made comprehensive/in-depth reference to the expectation and application of some “Harristown Hero” values contained few (less than 4) descriptors of what constitutes a leader, and made reference to how they would personalize these to effect change in our community</th>
<th>Has made comprehensive/in-depth reference to the expectation and application of all “Harristown Hero” values contained comprehensive descriptors of what constitutes a leader, and made reference to how they would personalize these to effect change within our community</th>
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<tr>
<td>1 - 2 3 - 4 5 - 6 7 - 8 9 - 10</td>
<td>Total □/ 40</td>
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## Student Vote

<table>
<thead>
<tr>
<th>Student Vote</th>
<th>Raw Score</th>
<th>Percentage of Vote</th>
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</table>

Total □/ 20
<table>
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<tr>
<th>CATEGORY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Value and Beliefs</td>
<td>Has made no reference to the of “Harristown Hero” values</td>
<td>Has made reference to some of “Harristown Hero” values in a superficial manner with limited reference to their application at school</td>
<td>Has made reference to all “Harristown Hero” values in a superficial manner with limited reference to their application at school</td>
<td>Has made comprehensive/ in-depth reference to the expectation and application of some “Harristown Hero” values</td>
<td>Has made comprehensive/ in-depth reference to the expectation and application of all “Harristown Hero” values</td>
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<tr>
<td>Delivering of Address</td>
<td>Did not deliver an address</td>
<td>Address was unclear and difficult to comprehend due to phrases being mumbled and poorly sequenced. No eye contact with audience</td>
<td>At times fumbled with the sequencing of phrases and had limited eye contact with the audience</td>
<td>For the majority of the speech spoke in a clear manner and displayed confidence through the use of effective eye contact and strong body language for most of the time with the audience</td>
<td>Spoke in a clear manner, and displayed confidence through the use of effective eye contact and strong body language with the audience</td>
</tr>
<tr>
<td>Content</td>
<td>Did not address any descriptors of what constitutes a leader</td>
<td>Address contained less than 2 descriptors of what constitutes a leader, but made no reference to how they would personalize these to effect change in our community</td>
<td>Address contained few (less than 4) descriptors of what constitutes a leader, but made no reference to how they would personalize these to effect change in our community</td>
<td>Address contained few (less than 4) descriptors of what constitutes a leader, and made reference to how they would personalize these to effect change in our community</td>
<td>Address contained comprehensive descriptors of what constitutes a leader, and made reference to how they would personalize these to effect change in our community</td>
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<tr>
<td>Sequence</td>
<td>There was no logical sequence of arguments points for student leadership</td>
<td>Address was rushed with sequencing of all argument points for leadership selection being disjointed</td>
<td>At times address seemed rushed with sequencing of argument points for leadership selection being disjointed</td>
<td>Address was well paced with some argument points for leadership selection being logical, well sequenced with some actions being realistic and achievable</td>
<td>Address was well paced with argument points for leadership selection being logical well sequenced with all actions being realistic and achievable</td>
</tr>
</tbody>
</table>

Comments: ..................................................................................................................................................
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Total □/ 20

<table>
<thead>
<tr>
<th>Written Response</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
</tr>
<tr>
<td>% of student vote</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>