



# Nundah State School

## STUDENT LEADER APPLICANT PACKAGE

2019/2020

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## LEVELS OF STUDENT LEADERSHIP POSITIONS

Student leaders at Nundah State School represent our learning community, and should demonstrate that they embrace and model all of our school community values (GIFTS) and expectations. As public positions, often student leaders are called upon for official/special occasions.

Our student leadership roles are created at two levels.

- 1) All students (end Year 5 to end Year 6) are eligible to apply to be endorsed as Senior Leaders (no fixed minimum or maximum) The process is explained during Term 3.
- 2) In addition, elected and appointed student leaders (i.e. school and house captains, band majorettes, chess, science and the arts captains) will be selected from this pool of Senior Leaders. They will:
  - ✓ Be responsible to the school leadership team to carry out all duties asked of them by leadership;
  - ✓ Participate and promote Nundah SS activities
  - ✓ Display exemplary conduct and attitudes relating to all areas of school life through values and behaviours
  - ✓ Work enthusiastically to help engage all students in educational opportunities for all.

(Note: as a guide, students should only hold one representative position with the exception of Band Majorette)

## POSITIONS

Senior Leaders (determined by endorsement of suitable applicants)

- |                              |   |
|------------------------------|---|
| 1. School Captains           | (2 Positions - 1 male, 1 female)  |
| 2. School Vice Captain       | (2 positions of either gender)  |
| 3. House Captains            | (2 Positions - 1 male, 1 female)  |
| 4. House Vice Captains       | (2 positions – of either gender)  |
| 5. Extra Curricular Captains | (2 positions and of either gender) – Arts, Media, Science, Chess, Robotics, Band Majorette. |

## POSITION DESCRIPTIONS

### ENDORSED POSITIONS

#### Senior Leader (any eligible student) Eligibility Criteria:

- ✓ Commit to and model all of our school values and Gifts
- ✓ Act as mentor to younger students
- ✓ Make visitors to our school feel welcome and show them around
- ✓ Be a buddy to younger students, especially those who are in need of a friend
- ✓ Take on additional responsibilities as required, such as tuckshop support for prep and sports shed duties

### ELECTED POSITIONS

#### School and Vice Captains Responsibilities/Accountabilities):

- ✓ Commit to and model all of our school values and Gifts.
- ✓ To work closely with school leadership team in positively displaying the school and its activities to the broader community.
- ✓ Assist in the co-ordination of special events held by the learning community.
- ✓ To act as a point of liaison between school leadership team and the Student Council ensuring concerns, ideas and visions are communicated.
- ✓ Assist the Health and Physical Education Teacher in the organization of the annual athletics and swimming carnivals.



**ROLE/DUTIES** – represent year level at Student Council, manage parade and assembly, represent the school at public events, e.g. Anzac Day, Nundah Village Festival, Remembrance Day, speak at events such as Year 6 Graduation, address school visitors, school tours, prep orientation day, other fun roles at school e.g. assisting with lower school events - Easter hat parade, Cupcake competition, etc.

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**House and Vice Captains Responsibilities/Accountabilities:**

- ✓ Commit to and model all of our school values and Gifts.
- ✓ Assist the Health and Physical Education Teacher in the organization of the annual athletics and swimming carnivals.
- ✓ Assist teachers in conducting sports training sessions during lunchtime in order to prepare students from your house for the school's athletics and swimming carnivals.
- ✓ Motivate all students to engage in all competitive/special activities with pride and determination.
- ✓ Manage the sports shed on the oval and upper oval each week all year.
- ✓ Participate and lead Active School Travel activities.

**ROLE/DUTIES** – Leading house teams at interschool carnivals (i.e. swimming carnival, athletics, cross country) assisting and encouraging younger students as required at these events, organising war cries and practices prior to events, supporting in the playground through distributing equipment.

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**Extra-curricular Captain: Arts Captains, Science Captains, Band Major/ettes, Chess Captain, Media Captains , Robotics Captains.**

**Responsibilities/Accountabilities**

- ✓ Relevant experience in the area
- ✓ Punctual to school with high attendance
- ✓ High standards of self managing behaviour.
- ✓ Ability to lead peers or willingness to learn how to lead peers.
- ✓ Confidence in public settings.
- ✓ Diligence in relevant pursuits.

**ROLE/DUTIES** – Assist with organisation of relevant group events, role modelling and leading younger students, communicating key messages as required. Key duties are:

**Arts Captain:** *Lead Harmony Day and Grandparents Day assemblies*

**Science Captains:** *Lead and promote Science Week activities*

**Band Major/ettes:** *Lead weekly performances at parade and assembly; perform at community and school events*

**Chess Captains:** *Lead school chess club and teams at interschool competitions*

**Media Captains:** *Support and trouble shoot weekly assembly presentations; photograph at events including assembly; create slideshows for school events*

**Robotics Captains:** *Lead school Robotics club and teams at inter-school competitions*



## STUDENT LEADERSHIP QUALITIES

All Senior Leaders must be committed to growing the following qualities, which make up the Nundah State School Learning Communities.

### Positive Attitude towards others

- ✓ Greet others including school visitors
- ✓ 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 ( respect yourself and show respect for others)
- ✓ Demonstrate a high standard of behaviour while wearing the uniform or involved in school activities

### Appreciation, understanding and commitment regarding school behaviour expectations

- ✓ **Be Optimistic, Be Self Managing, Be Collaborative, Be Resilient, Be Reflective**
- ✓ Comit to maintaining an inclusive school
- ✓ Follow safety expectations e.g. walking in buildings and stairwells, wear a hat
- ✓ Take pride by picking 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 person’s viewpoint
- ✓ Be honest
- ✓ Accept others for their difference – cultural, religious, disabilities or skills



### Attendance

- ✓ Attend school regularly
- ✓ Help out with school fund raising and community activities

### High Standard in work, effort and behaviour and encourage others

- ✓ Use maximum effort in own work
- ✓ Model positive behavior choices in the playground
- ✓ Model positive behavior choices 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
- ✓ Promote your school though your comments or thoughts

### Public presentation

- ✓ Be confident (*to have a go*) to make announcements on parade and assembly
- ✓ Participate in school ceremonies by giving talks or votes of thanks





**PROCESSES FOR SELECTION AND APPOINTMENT – SENIOR LEADER and Captains**

To qualify for any position starting in January 2020, students must in Year 5 complete the **Application for Endorsement as Senior Leader booklet/and or video**, and gain candidate endorsement for their self-assessment. This will be assessed (on a five-point scale) for each of the readiness criteria. This form must be signed by a combination of parents, coaches etc, the classroom teacher and by at least one other staff member.

All students applying for a position must complete this stage first and be endorsed. Every student may apply to become a Senior Leader from Term 4 in Year 5 until, and including, their final day of Year 6. Students may tick Senior Leader only, if they do not wish to be considered for any captain positions.

**Application for Senior Leader. (STAFF USE ONLY)**

Positions Applied For	Additional Assessment Tasks
<input type="checkbox"/> Senior Leader only <input type="checkbox"/> School Captain <input type="checkbox"/> House Captain <input type="checkbox"/> Arts Captain <input type="checkbox"/> Science Captain <input type="checkbox"/> Media Captain <input type="checkbox"/> Robotics Captain <input type="checkbox"/> Chess Captain <input type="checkbox"/> Band Major/ette	<input checked="" type="checkbox"/> Mandatory Readiness Criteria (for Senior Leaders and Captains) <input type="checkbox"/> Interview (for Captains only) <input type="checkbox"/> Speech (for Captains only)

Stage 1 - Senior Leader Readiness Criteria																									
Standards & Expectations	Has made no reference to <i>Disposition Gifts</i>					Has made reference to <u>some</u> <i>Disposition Gifts</i> in a superficial manner with limited reference to their application at school					Has made reference to <u>all</u> <i>Disposition Gifts</i> in a superficial manner with limited reference to their application at school					Has made comprehensive reference to the expectation and application of some of <i>Disposition Gifts</i>					Has made in-depth reference to the expectation and application of all <i>Disposition Gifts and how this will impact their leadership</i>				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

NB: Video applications must be accompanied by signed booklet with at least one sentence per Gift. Videos are to be no longer than 2.5minutes.

Total  / 25

**Dispositions of a successful senior leader**





## PROCESS FOR SELECTION AND APPOINTMENT - ELECTED POSITIONS

Students must indicate if they are running for school captain or not (Yes or No).

If yes, students are still asked to add preferences for at least 3 other positions (to be used if unsuccessful).

If not running for school captain, students must also nominate three positions they would like to be considered for in order of preference (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>).

### **Stage Two – Interview (Captain Positions only)**

Candidates will be contacted and advised of an interview time with the application panel. All candidates will be given advanced notice prior to the interview. Based on their interview students will be shortlisted

### **Stage Three – Speech (shortlisted students only) –**

Students who are to be considered for a captaincy will prepare and deliver a speech ( 2 -3 minutes) to the student body and interested staff members on why they wish to be considered for a position of representative leadership, and how they would contribute to the well being of our learning community. Students in Years 5 will vote for these captains, as will year 5 teachers and specialist staff who would like to vote.

All candidates will be ranked in consideration of:

- |   |                 |
|---|-----------------|
| 1. School Leader Readiness Criteria     | - 25% weighting |
| 2. Interview                            | - 25% weighting |
| 3. Speech                               | - 25% weighting |
| 4. Vote of students in Year 5 and staff | - 25% weighting |

### **Stage Four – Appointment**

The Principal will then contact and appoint the highest ranked candidates for each of the positions. In the event a student declines the position, the Principal will then go to the next highest ranked candidate until acceptance is gained.



**INTERVIEW QUESTIONS FOR ELECTED POSITIONS – Stage 2**

There will be four questions asked during the interview process, which will last 5-10 minutes. Students may prepare for this interview using the questions below. The fourth question will be asked in the interview.

**Interview Question One**

What attributes do you bring to the role of student leader?

**Interview Question Two**

As a student leader, which aspects of our school would you like to/aim to improve?

**Interview Question Three**

What does inclusion mean to you?

**Interview Question Four**

Provided during the interview.

Stage 2 - Interview Criteria (STAFF use only)																									
Standards & Expectations	Has made no reference to the school values(through the Gifts) and did not address any descriptors of what constitutes a leader					Has made reference to some school values(through the Gifts) in a superficial manner with limited reference to their application at school, and contained a descriptor of what constitutes a leader, but made no reference to how they would personalize these to effect change in our community					Has made reference to all school values(through the Gifts) in a superficial manner with limited reference to their application at school and contained few descriptors of what constitutes a leader, but made no reference to how they would personalize these to effect change in our community					Has made comprehensive reference to the expectation and application of some school values(through the Gifts) contained some descriptors of what constitutes a leader, and made reference to how they would personalize these to effect change in our community					Has made in-depth reference to the expectation and application of all school values(through the Gifts) contained comprehensive descriptors of what constitutes a leader, and made reference to how they would personalize these to effect change within our community				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Total  / 25

Readiness Criteria	25%	
Speech	25%	
Vote	25%	
Interview	25%	
Total	100%	



Stage 3 - Speech Criteria (STAFF use only)					
CATEGORY	1	2	3	4	5
Values and Beliefs <i>through Nundah Gifts</i>	Has made no reference to the school values	Has made reference to some of school values in a superficial manner with limited reference to their application at school	Has made reference to all school values in a superficial manner with limited reference to their application at school	Has made comprehensive reference to the expectation and application of some school values	Has made in-depth reference to the expectation and application of all school values
Delivering of Address	Unable to deliver an address	Address was unclear and difficult to comprehend due to phrases being mumbled and poorly sequenced. No eye contact with audience	At times fumbled with the sequencing of phrases and had limited eye contact with the audience	For the majority of the speech spoke in a clear manner and displayed confidence through the use of effective eye contact with the audience and strong body language for most of the time.	Spoke in a clear manner, and displayed confidence through the use of effective eye contact and strong body language with the audience. Use pausing, tone and volume to effect.
Content	Did not address any descriptors of what constitutes a leader	Address contained few descriptors of what constitutes a leader, but made no reference to how they would personalize these to effect change in our community	Address contained descriptors of what constitutes a leader, but made no reference to how they would personalize these to effect change in our community	Address contained some descriptors of what constitutes a leader, and made reference to how they would personalize these to effect change in our community	Address contained many descriptors of what constitutes a leader, and made reference to how they would personalize these to effect change in our community
Sequence	There was no logical sequence of arguments points for student leadership	Address was rushed with sequencing of all argument points for leadership selection being disjointed	At times address seemed rushed with sequencing of argument points for leadership selection being disjointed	Address was well sequenced with some argument points for leadership selection being logical, well sequenced with some actions being realistic and achievable	Address was well sequenced with argument points for leadership selection being logical well sequenced with all actions being realistic and achievable

Comments:

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Total  / 25

Stage 3 Continued - Staff and Student Vote					
Raw Score	Percentage of Vote	Staff Vote	Raw Score	Percentage of Vote	Total <input type="checkbox"/> / 25



## APPLICATION AND SELECTION (APPROXIMATE) TIMELINE

Call for nominations, interviews, speeches & voting

<i>Date</i>	<i>Time</i>	<i>What</i>	<i>Who</i>	<i>Where</i>
Week 7, Term 3 Monday 26 <sup>th</sup> Aug	2 pm	<ul style="list-style-type: none"> <li>○ Selection process explained to students.</li> <li>○ Endorsement Booklets distributed.</li> <li>○ Role and criteria for all captains explained.</li> </ul>	Year 5 teachers and DP With all Year 5 students together. Students to bring folders for storage.	TBC
<b>Week 5, Term 4</b> Friday 8 <sup>th</sup> Nov	3 pm	<ul style="list-style-type: none"> <li>○ Applications for leadership endorsement close.</li> </ul>	Voting box outside of DP office DP to collect	Office
Week 6 Term 4		<ul style="list-style-type: none"> <li>○ Shortlist applicants for all captains – notify applicants of success and need to prepare for interview and speech.</li> </ul>	Year 5 /DP	DP's Office
Week 7, Term 4 Tues 19 <sup>th</sup> & Wed 20th Nov	9am	<ul style="list-style-type: none"> <li>○ Interview for all successful applicants for all captain positions.</li> </ul>	Year 5 DP and Leadership staff  Year 5 students and teachers	DP's Office
Week 8, Term 4 Mon 25th Nov	9am	<ul style="list-style-type: none"> <li>○ Speeches (School Captain only) (3mins max) and voting</li> <li>○ Staff Vote distributed and collected.</li> </ul>	Year 5 DP and Leadership staff  Year 5 teachers and specialist teachers	TBC
	11am	<ul style="list-style-type: none"> <li>○ Counting of votes</li> <li>○ Contact parents of successful students</li> </ul>	Year 5 teachers/ DP	Admin
Week 8, Term 4 Wednesday 27 <sup>th</sup> Nov	9am	<ul style="list-style-type: none"> <li>○ Extracurricular Captain Speeches as required (2mins max)</li> <li>○ Staff Vote distributed and collected.</li> <li>○ Vote before break</li> </ul>	Year 5 teachers /DP/  Year 5 Staff and specialist teachers	All together (Arts)
	11:45 am	<ul style="list-style-type: none"> <li>○ House Captains Speeches (students break into house groups)and voting</li> </ul>	Year 5 teachers/ DP	Move to separate rooms (Blair), (Anderson), (Newman)
Week 9, Term 4		<ul style="list-style-type: none"> <li>○ Finalising roles and offering choices to individual students where needed. Announcement of Extra curricular Captians(date TBC). Contact parents of successful students before final assembly</li> </ul>	Year 5 DP/Principal	
Week 10, Term 4 Thursday 6th Dec	9am	<ul style="list-style-type: none"> <li>○ Announce all students leaders at final assembly</li> </ul>	Principal	



**Nundah** State School