



Runcorn Heights State School Student Leadership Framework

Runcorn Heights State School
STUDENT LEADERSHIP PROCESS

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Student Leadership

Student leaders at Runcorn Heights State School (RHSS) represent our school learning community and promote and model our high standards of all RHSS Learning and Behaviour expectations.

These are our **STAR** expectations:

1. Be **SAFE**
2. Be a **TEAM PLAYER**
3. Be an **ACHIEVER**
4. Be **RESPONSIBLE**

Runcorn Heights State School has four core values: **Care, Courage, Commitment and Compassion**. Students are expected to display these values throughout all of their duties as school leaders.

Student Leadership Positions

School Captains	4 Positions
House Captains	4 Positions per House <ul style="list-style-type: none">• Oxley• Cunningham• Logan
IT Captains	4 Positions
Language - Japanese Captains	2 Positions
Music Captains	2 Band Positions 2 Strings Positions 2 Choir Positions
ARTS Captains	2 Positions
Library Captains	2 Positions
Student Councillor Positions	1 Position per class Year's 4 – 6 Separate process runs at the start of each academic year.
Year 6 Prep Playground Buddies	To be determined at the start of each semester.
Year 5 Prep Playground Buddies	To be determined at the start of Semester 2, each year. Year 5 students are supported by a current Year 6 Prep Playground Buddy.

Student Leadership Position Descriptions

Role of School Captains

- Commit to and model all of RHSS STAR Expectations
- Lead school assembly
- Being a representative at official functions in and out of school (eg Sunnybank ANZAC parade)
- Welcome and escort visitors
- Make introductions and propose votes of thanks
- Being a productive and dedicated member of the Student Council
- Assist with the organisation of school functions
- Model appropriate behaviour to others in the school
 - Helping younger children and supporting students generally
 - Assisting staff when required
 - Reporting and attempting to prevent harmful situations
- Being a role model to others by wearing the Runcorn Heights State School uniform with pride
- Model Runcorn Heights State School's 'Sun Safe Policy.'

House Captains (4 Captains per house)

- Lead, attend and participate in school activities /carnivals
- Help set up and pack up on Sports Days (This may be shared across Junior and Senior Sports Days)
- Carry out duties for PE teacher
- Lead house group on Sports Days with cheering and support
- Represent the school at official functions at District Competitions
- Report to the PE teacher and Year Six teachers
- Wear school uniform with pride.

IT Captains (4 Captains)

- Photography and recording for school events
- Set up PA system for parade
- Run electronic display for parade
- Set up AV equipment for special event days
- Support computer clubs during lunch times as required
- Wearing school uniform with pride.

Languages - Japanese Captains (2 Captains)

- Being a role-model and advocate of language learning to other students within the school
- Being a buddy for all Japanese Tour groups throughout the year
- Liaise with Sensei and Deputy Principal for welcome morning teas and assemblies for both Japanese Study Tours and Professional Teacher Tour groups
- Help with duties in the lead up to tours – gift packs, welcome banners, room preparation
- Photography requirements.
- Present reports and messages on assembly
- Wear school uniform with pride.

Music Captains (2 Band Captains, 2 Strings Captains, 2 Choir Captains)

- MC at Music Performances
- Represent music students and the program
- Help with the set up and pack up of rehearsal equipment
- Help with the set up and pack up for performances
- Help to organise and run school Arts and Performance events
- Deliver teacher messages to other performance group members
- Report to the Instrumental Music and Choir co-ordinators
- Wear school uniform with pride.

ARTS Captains (Visual, Dance, Drama, Media and/or Digital) (4 Captains)

- MC at whole school dance performances
- Being a role model in class showing full focus, sharing ideas, leading groups and sharing ideas in all parts of the ARTS program
- Help with backing work and displays in classroom and around the school and moving display boards
- Help to organise and run school Arts and Performance events
- Deliver teacher messages to other performance group members
- Report to The ARTS teacher as per termly timetable required to do ARTS jobs- sharpening pencils, cutting paper, organising paint, tidying areas, handing out work to class teachers
- To be available on allocated mornings to help with class preparation
- Photography requirements- capturing work on the IPAD when required
- Present reports and messages on assembly when necessary
- Wear school uniform with pride and ensure aprons are checked and monitored and encourage students to bring own old painting shirt

Library Captains (2 Captains)

- Help with duties in the Library
- Provide reports and messages on Assembly
- Help with book circulation (re-shelving etc)
- Report to the Teacher Librarian and/or Library Aide
- Wear school uniform with pride.

Student Leadership Qualities

All Senior Leaders must be committed to developing the following qualities, which make up the Runcorn Heights State School Learning Community.

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 school uniform appropriately and follow the 'Sun Safe School Policy'
- Keep yourself neat and tidy (respect yourself and show respect for others)
- Demonstrate a high standard of behaviour while wearing the uniform or when involved in school activities.

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
- Attend and assist with school fund raising and community activities.

High Standard in work, effort and behaviour and encourage others

- Promote and model all of the School's STAR expectations
- Use maximum effort in own work
- Model positive behaviour choices in the classroom and the playground
- Notice when others do well, or try hard and compliment and/or encourage them
- Be self-motivated – do set tasks without reminders.

Positive community relationships

- When in school uniform be on your best behaviour
- Promote your school through your comments and actions

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.

Process for Selection and Appointment

School Captains

Stage One - Application Form/Video (School Captain Applicants)

To be considered for a School Captain leadership position you must complete the School **Captain's Application** form in Year 5. This can be completed as a written document or by a short video recording (no longer than 3 minutes).

These forms must be endorsed and signed by:

- Parent/Carer
- Classroom teacher and
- One other School Staff member

Position Applied for:	Selection Tools Used
<input type="checkbox"/> School Captain	<input type="checkbox"/> Application Written/Video
	<input type="checkbox"/> Signed and Endorsed
	<input type="checkbox"/> Speech (for School Captains only)
	<input type="checkbox"/> Interview (for School Captains only)

Stage One

Written /Video Application	Has made no reference to the Position Description					Has made limited reference to Leadership Qualities					Has made some reference to Leadership Qualities and included one personal goal.					Has made a comprehensive reference to Leadership Qualities demonstrating some prior experiences that demonstrates their leadership motivation. Identified at least two personal goals.					Has made an in-depth reference to Leadership Qualities demonstrating some prior experiences that demonstrates their leadership motivation and how they will use this to positively benefit the school. Identified three personal goals.				
	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																								

Students will be selected from stage one to move forward to stage two of the process (speech). A maximum of 12 students will be selected.

Stage Two – Speech (Shortlisted applicants for School Captains only)

Students who are to be considered for a School Captain position will prepare and deliver a speech (2 – 3 minutes long) to their Year 5 peer cohort on why they wish to be considered for a School Captain

position, how they are or would be a positive role model and how they would like to benefit the school.

Students in Year 5 will vote for the School Captains, as will classroom teachers and specialist teachers who would like to vote. Based on their speech, up to eight students will be shortlisted as per the voting process and if shortlisted, will be invited to attend an interview.

Stage Three – Interview (School Captain Positions only)

Candidates will be contacted and advised of an interview date and time with the application panel. The panel may consist of the Principal, Deputy Principal, Member of the P&C Association and a Year 5 classroom teacher.

Students who reach the interview level will be ranked according to their ability to respond to the interview questions based on our school expectations, values and leadership qualities.

If all students who are interviewed respond to the same level, each stage of the selection process (see below) will be used to make the final recommendations.

Candidates will be ranked in consideration of:

- | | |
|--|----------------|
| 1. Contents of written/video application | - 25% weighted |
| 2. Speech | - 25% weighted |
| 3. Vote of students in Year 5 and staff | - 25% weighted |
| 4. Interview | - 25% weighted |

Stage Four – Appointment

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

Stage Two – Speech Criteria Matrix (STAFF use only)

STAGE 2 – SPEECH Criteria					
	1	2	3	4	5
RHSS STAR Expectations and School Values	Has made no reference to RHSS STAR Expectations.	Has made some reference to RHSS STAR Expectations but in a superficial manner.	Has made reference to RHSS STAR Expectations or school values with limited reference to their application at school.	Has made a comprehensive reference to RHSS STAR Expectations and application of some school values.	Has made an in-depth reference to RHSS STAR Expectations and all of the school values.
Delivery of Speech	Unable to deliver the speech.	Speech was unclear and difficult to comprehend due to statements being mumbled and not sequenced. No contact with or towards the audience.	Limited sequencing of comments and had limited eye contact with or towards the audience.	For a 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 most of the time.	Spoke in a clear manner, displayed confidence through the use of effective eye contact and strong body language with the audience. Used pausing, tone and volume for effect.
Content	Did not address the position description.	Speech made limited reference to some of the position descriptions or qualities of a leader but made no reference to how they would demonstrate.	Speech made reference to the position description and qualities of a leader but did not make reference to how they would demonstrate these.	Speech made reference to the position description and qualities of a leader and made some reference to how they would demonstrate these as a positive role model.	Speech made reference to the position description and qualities of a leader and reference to how they would demonstrate these as a positive role model.
Sequence	There was no logical sequence of points made.	Speech was rushed with sequencing of the points being disjointed.	At times speech seemed rushed with sequencing of points for leadership selection being disjointed	Speech was sequenced, with points being logical, well sequenced with some future ideas, actions being realistic and achievable.	Speech was well sequenced, with points being logical, well sequenced with all future ideas, actions being realistic and achievable.

Comments: _____

Total ____/25

Stage Two Continued Staff and Student Vote

Student Vote	Raw Score	Percentage of Vote	Staff Vote	Raw Score	Percentage of Vote
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Total ____/25

Stage Three – Interview Questions for School Captain Position

There will be four questions asked during the interview process, which will last approximately 15 minutes. Students may prepare for this interview using the questions below. The fourth question will be asked in the interview.

Interview Question One

What qualities do you bring to the role of School Captain?

Interview Question Two

What things in the past have you done that would help you in the role as a School Captain?

Interview Question Three

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

Interview Question Four

To be provided during the interview.

Stage Three – Interview Criteria (STAFF USE ONLY)																									
	Has made no reference to the qualities of a leader.					Has made reference to some qualities of a leader but no reference to how they would use these in the role as School Captain.					Made reference to the qualities of a leader and made a superficial reference to how they would use these in the role as School Captain. Demonstrated limited past experiences that may help them in the role as School Captain.					Made a comprehensive reference to the qualities of a school leader and reference to how they would use these in the role as School Captain. Described an example of past experiences and explained how these would help them in the role as School Captain.					Made an in-depth reference to the qualities of a leader and how they would use these in the role as School Captain Described more than one example of past experiences and explained how these situations may help them in the role as School Captain and how they would use these to effect change within our school.				
Total /25	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

Selection Process for all other Student Leadership Positions.

Students who wish to apply for one of the positions below must complete a Student Leadership Application Form. Students may choose **up to 3 positions** in order of their preference. The selection process for these positions will commence after the selection of the School Captain Position has been completed.

Preferences of Positions Applied for:	Selection Tools Used
<input type="checkbox"/> House Captain	<input type="checkbox"/> Application Form <input type="checkbox"/> Speech
<input type="checkbox"/> IT Captain	<input type="checkbox"/> Application Form
<input type="checkbox"/> Languages Japanese Captain	<input type="checkbox"/> Application Form
<input type="checkbox"/> Music Captain - Band - Strings - Choir	<input type="checkbox"/> Application Form
<input type="checkbox"/> Library Captain	<input type="checkbox"/> Application Form
<input type="checkbox"/> ARTS Captain	<input type="checkbox"/> Application Form

- **House Captains:** Selections will then be made by the staff, taking into account the student’s application, past school experiences and may include the student’s other out of school sporting /leadership experiences and the votes. All other positions will be selected on application and past school experiences.
- **IT Captains** – Staff nominated
- **Languages Japanese Captains** – Staff nominated
- **Music Captains** – Staff nominated
- **ARTs Captains** – Staff nominated
- **Library Captains** – Staff nominated

Runcorn Heights State School

2023 Leadership Applications, Speeches, Voting and Notification Timelines

Date	Process
Week 2 Monday 10 October Tuesday 11 October	Explanation of Student Leadership Process Letter sent home to parents/student regarding the process and how to access the RHSS Student Leadership Application/Selection Process Year 5 Teachers and DP
Week 2: Friday 14 October	Applications given out (can also be downloaded from school website)
Week 3: Friday 21 October	Application to be handed in to class teacher
Week 4: Friday 28 October	Shortlisted Applicants notified
Week 5: Monday 31 October	Speeches to Year 5 classes and teachers
Week 5: Wednesday 2 November	Interview with the Principal/Deputy Principal, P&C Representative and/or teacher representatives
Week 5: Thursday 3 November	School Captain Positions Announced to Students – successful and unsuccessful Letters distributed personally to students.
	Remaining Captain Positions <ul style="list-style-type: none"> • House Captains • IT Captains • Languages Japanese Captains • Music Captains (2 Band, 2 Strings, 2 Choir) • Arts Captains • Library Captains
Week 6: Monday 7 November	Applications open (can also be downloaded from school website)
Week 7: Monday 14 November	Applications Due (application can be submitted earlier)
Week 8: Friday 25 November	House nominee speeches 1:30 – 2:30pm
	<u>All Second Phase Captain Announcements</u>
Week 8: Friday 25 November Week 9: Monday 29 November	Captains announced - Announce to students in groups – successful and unsuccessful students receive letters to take home.
	Formal Captain Handovers by 2022 School Leaders and Announcement to Community
Week 10: Wednesday 7 December	Final Parade/Awards. Formal captain hand-over in front of students (Details TBA)
Week 10: Wednesday 8 December	Community notification of 2022 school leaders in final newsletter update.

2023 Formal Induction Ceremony

A formal school leader ceremony will be conducted to present speeches and badges to our student leaders during Term 1, Week 4 in 2023. Invitations and details regarding this event will be sent early in 2023.

Nomination Form for School Captain 2023

Name:

Class:

I wish to apply for the 2023 School Captain.

I understand that if I am successful in being appointed a captain, my role would include completing the tasks outlined in the role description of the School Captain's positions.

In order to carry out this role I will:

- Consistently follow and promote the Runcorn Heights **STAR** expectations
- Get along** by being helpful, friendly, considerate and polite to school staff, school visitors and students.
- Be **persistent** and always do my best and **AIM high**
- Be well **organised** and volunteer to assist around the school
- Communicate in a **confident** and friendly way
- Be **resilient** and remain composed in difficult situations.

Tick one of the following <ul style="list-style-type: none"> • Written Application • Video Application 	-
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Endorsement of Nominee

Nominee:	Name:
Year 5 Peer Name:	Name:
Year 5 Classroom Teacher or Staff Member	Signature:
Parent/s Name:	Signature

Please ensure you attach this to your written application or hand in on its own if you are completing a video application.

Here are some questions that can help you with your application to be a school leader in 2023.

- What are the personal qualities that you think are important for a school leader?
- What responsibilities have you had at school at home or in the community in the past?
- How have you assisted staff and/or students in the school?
- What responsibilities and leadership opportunities have you had outside school? eg music, dance, sport, scouts, guides etc
- What are your ideas and opinions about what you would like to see happen to improve the school's facilities and resources?

Application Form for Student Leadership Positions in 2023

Name:

Class:

I wish to apply for the following captain's positions (please number in preference if applying for more than one position)

<input type="checkbox"/> Languages Japanese Captain	<input type="checkbox"/> Band Captain	<input type="checkbox"/> Strings Captain	<input type="checkbox"/> Languages Japanese Captain
<input type="checkbox"/> Choir Captain	<input type="checkbox"/> IT Captain	<input type="checkbox"/> Library Captain	Arts Captain

I understand that if I am successful in being appointed as a captain, my role would include completing the tasks outlined in the role description of the captain's positions.

In order to carry out this role I will:

- Consistently follow and promote the Runcorn **STAR** Expectations
- Get along** by being helpful, friendly, considerate and polite to school staff, school visitors and students.
- Be **persistent** and always do my best and **AIM high**
- Be well **organised** and volunteer to assist around the school
- Communicate in a **confident** and friendly way
- Be **resilient** and remain composed in difficult situations
- Wear** my recommended school uniform with pride.

Endorsement of Nominee

Nominee:	
Year 5 Peer Name:	Name:
Year 5 Classroom Teacher or Staff Member	Signature:
Parent/s Name:	Signature

Please **complete** the questions and return to your class teacher by **Monday 14 November 2022**

Name:

Class:

Why do you wish to be a captain for your chosen area/s?

What qualities do you have that would make you a good captain for your chosen role/s?

How have you participated in school activities that demonstrates commitment to your chosen role/s?

Please add any additional comments: