SCARBOROUGH PRIMARY SCHOOL

STUDENT LEADER APPLICANT PACKAGE

2016
POSITION DESCRIPTION

Student leaders at Scarborough Primary School are the student representatives of our learning community. They play an important role in our school and make a meaningful contribution to wellbeing of the student group as well as develop their own leadership skills and abilities.

School Captains and Councillors

✓ To work closely with school administration 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
✓ Regularly speak at assemblies promoting student Councillor events as well as school programs
✓ Act as mentor to younger student
✓ 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

STUDENT LEADERSHIP QUALITIES

Positive Attitude towards others
✓ 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
✓ Wear uniform appropriately
✓ Keep yourself neat and tidy
✓ Demonstrate a high standard of behaviour and self-control at all times

Appreciation, understanding and commitment regarding school rules
✓ High level of personal conduct in the classroom and playground
✓ 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

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 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
✓ Represent our school at community events
✓ Spread the word about the good aspects of our school

DURATION OF APPOINTMENT

The role of a student leader is one which many students aspire to. All student leaders are asked to reflect on the leadership qualities before nominating and make a commitment to uphold these throughout the year. Student leaders are appointed for a full school year. Students who consistently do not meet the leadership qualities will be asked to meet with the school leadership team to develop a plan to improve and in severe cases may have their leadership role suspended.
<table>
<thead>
<tr>
<th>STUDENT’S NAME:</th>
</tr>
</thead>
</table>

**Student Declaration**
In signing this document I nominate for a student leaders role in 2016 and agree to uphold the leadership qualities as described.

**Student Candidate’s Signature**

**Parent/ Caregivers Declaration**
In signing this document I support my child’s application to be Student Leader in 2016.

**Parent/ Caregivers Signature**
SELECTION QUESTION ONE

Why would you be able to fulfill the role of Student Leader successfully?
SELECTION QUESTION TWO

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

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NOMINATION PROCESS

1. Students must nominate for a school leadership position by completing the ‘Nomination Form’ and ‘Selection Questions’ and hand the completed forms, with parent signature, by Friday 27 November to Mr. Crofts.
2. Students prepare a speech, no longer than 3 minutes, that they will deliver to the year 3-6 students on Friday 4 December.
3. Students may prepare and display 1 x A3 size campaign poster in the under cover area from Monday 30 November until Friday 27 November.
4. A ballot will occur after the speeches.
5. Student leaders for 2016 will be announced at the Presentation Assembly on Monday 14 December.

Questions regarding the selection process or the roles of the student leaders can be directed to Mrs. Salt or Mr. Crofts. Good luck to all students who nominate themselves for a student leadership position in 2016. A student leaders speech rubric is attached to support students when preparing their presentation.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<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 then 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 then 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 then 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>
</tr>
<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>
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Comments: ..................................................................................................................................................................................
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