Samford State School Student Leadership Framework

At Samford State School we believe that an effective Student Leadership Program should include a broad range of experiences for students in Years 5, 6 and 7. Our program aims to build the understandings and skills of leadership through the curriculum and the many, varied activities of school life. In this way students develop their individual capacity to lead and influence others in a responsible manner. Student leadership activities link strongly with learning about citizenship and the processes involved in a democracy. All students should learn about, and exercise, the rights and responsibilities of participating in a community that values social justice.

Our student leadership program encompasses the school’s provision of:
- formal and informal learning opportunities which develop the competency of individuals as leaders and effective participants; and
- processes and structures for student representation and the incorporation of students’ views into decision making and the life of the school.

Our Student Leadership Program is aligned with our **School Vision** and **Guiding Principles**:  

### Samford State School Vision

*Happy Learners – You Can Do It!*

### Samford State School Guiding Principles

**Learning**

We will provide exciting and engaging opportunities for children to explore their lives.

**Generosity of Spirit**

We value an environment free from intolerance where all members of the school community are treated with care, respect and compassion.

**Confidence**

We believe in developing strong capable students who believe in themselves.

**Personal Growth**

We believe in maximising the potential of each and all.

**Partnerships**

We believe that opportunities for children will be maximised when home and school work together.

**Excellence**

We believe in striving to achieve excellence in all areas of school life in the best interests of each and all.
Why have a Student Leadership Framework?

To:
- provide resources and opportunities for students to gain leadership experience using a range of systems and strategies;
- maximise student participation in decision making and ensure that principles of equity and fairness are reflected in school practice;
- incorporate students’ views into planning related to school climate and organisation;
- encourage students to have a sense of belonging to the school community.

What are the key principles of the Student Leadership Framework at Samford State School?

- All students have the potential to develop leadership skills over time.
- All students have the right to develop and demonstrate leadership skills.
- All students will have the opportunity to engage in new challenges.
- All students will be encouraged to take responsibility for their own actions.
- Leadership opportunities should be provided within a real life, challenging curriculum.
- Leadership experiences should build upon previous learning.
- Leadership opportunities should provide for, and encourage, equal participation by boys and girls.
- A range of styles of student leadership should be offered.
- Leadership opportunities need to be offered in ways which do not unlawfully discriminate against any groups in the school.
- Leadership roles need to be perceived as valuable by the students and the school.
- Leadership skills, knowledge, attitudes and values are encouraged and developed through a wide range of school programs and activities.
- Students should be encouraged to apply leadership skills to initiatives which strengthen the school community.
- Leadership opportunities are an important strategy for promoting equity, including gender equity. It is important to understand and address invisible barriers which work against the participation of students in some groups. Consider in particular, students who:
  - have a disability
  - are from an ATSI background
  - are from multicultural backgrounds
  - are from low socio-economic status backgrounds

What do we want students to be able to do?
The development of student leadership skills should involve opportunities which encourage students to:
- act in roles of responsibility with integrity and honesty
- foster a sense of vision and purpose
- work with others to determine and achieve collective goals
- take on responsibilities and use decision making skills in order to carry a project through to a successful conclusion
- be active, reflective listeners who respond effectively
- earn the respect of others through their actions.
These are aligned to our Exit Outcomes, which include the skills, attitudes and actions that we believe are important in the development of a successful lifelong learner.

### Exit Outcomes
These are the skills, attitudes and actions that we believe are important in the development of a successful lifelong learner.

#### Skills—what do we want students to be able to do?

<table>
<thead>
<tr>
<th>Inspired Learner</th>
<th>Productive Person</th>
<th>Resourceful Thinker</th>
<th>Global Citizen</th>
<th>Effective Communicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think critically</td>
<td>Self-manage - organisation</td>
<td>Research and solve problems</td>
<td>Socialise effectively - get along with others</td>
<td>Communicate effectively</td>
</tr>
<tr>
<td>Explore their lives</td>
<td>Strive to achieve excellence</td>
<td>Reflect critically</td>
<td></td>
<td>Listen actively</td>
</tr>
<tr>
<td></td>
<td>Believe in themselves</td>
<td></td>
<td></td>
<td>Build meaningful relationships</td>
</tr>
</tbody>
</table>

#### Attitudes—what do we want students to feel, value and demonstrate?

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Enthusiasm</td>
<td>Resilience</td>
<td>Opportunity mindedness</td>
<td>Cooperation</td>
<td>Respect</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Positive self-esteem</td>
<td>Creativity</td>
<td>Tolerance</td>
<td>Sense of humour</td>
</tr>
<tr>
<td>Sense of adventure</td>
<td>Self-awareness</td>
<td></td>
<td>Appreciation</td>
<td></td>
</tr>
<tr>
<td>Highly motivated</td>
<td>Persistence</td>
<td></td>
<td>Respect for cultures and diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confidence</td>
<td></td>
<td>active citizenship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Empathy</td>
<td></td>
<td>Awareness of local and global issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commitment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Independence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrity</td>
<td></td>
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</tbody>
</table>

#### Action: how do we want students to act? With …

<table>
<thead>
<tr>
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<th>Global Citizen</th>
<th>Effective Communicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-direction</td>
<td>responsibility for own actions</td>
<td>reflection</td>
<td>generosity of spirit</td>
<td>respect for self and others</td>
</tr>
<tr>
<td>The ability to make informed choices</td>
<td>confidence in their abilities</td>
<td>the ability to be flexible and adaptive</td>
<td>skilled leadership</td>
<td>the ability to seek first to understand, before speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creativity</td>
<td>the common good in mind</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>respect for the environment</td>
<td></td>
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</tbody>
</table>

#### How will we achieve this?

The following strategies aimed to provide opportunities for students to develop these student participation and leadership skills:
- active and reflective listening
- critical and creative thinking
- communication and negotiation in oral and written forms
- problem solving and decision making
- goal setting and action planning.
- mediation and dispute resolution
Strategies

• Provide a wide range of participation and leadership opportunities which cater for all students in the school.
• Maximise the number and range of students undertaking leadership roles.
• Ensure that opportunities for student leadership are rotated amongst students.
• Encourage the school community to participate in school life and to provide recognition of all student leadership roles to ensure that all students have opportunities to undertake such leadership roles.
• Encourage the development of student participation and leadership skills through classroom practice eg co-operative learning, problem solving and social skills across all Key learning areas (KLAs).
• Encourage students to differentiate between student participation, student leadership and popularity.
• Develop student participation and leadership skills in all students through specific programs, for example:
  – student representative councils
  – school committee liaison programs
  – leadership positions (such as school, class, sports, LOTE, music, environment, …)
  – peer support, conflict resolution or peer mediation
  – buddy systems
  – debating, public speaking
  – sport
  – visual, creative and performing arts
  – curriculum involvement/activities in the classroom
  – information technology
• Plan participation and leadership programs for girls and boys with specific needs (eg Aboriginal, ethnic, religious, behaviour, special learning needs) which provide meaningful opportunities to develop skills required to undertake leadership roles.
• Develop ways to ensure gender equity. These could include:
  – leadership roles with both boys and girls as co-representatives
  – sports monitors evenly representing boys and girls
  – practices that challenge gender stereotypes
  – using gender inclusive language.
• Celebrate the achievements of all students in written and oral forms:
  – newsletter, written or oral
  – school assemblies
  – letters of recognition to students and families
  – service awards
• Nurture community partnerships through links between students, teachers and parents which incorporate forums, surveys, reports, joint meetings, written communication, school enhancement

Samford State School Student Citizenship Matrix

The Citizenship Matrix is designed to engage students in Years 5-7, encouraging, supporting and recognising their on-going efforts to achieve these goals. It is a levelled program (Four Levels) allowing students to achieve incremental goals and recognition and to understand the importance of maintaining a high standard of effort throughout their time at Samford State School.
Student Leadership Program Summary Chart

Tier One
Student Leadership Team
(8)
Application/Interview/Election Process
Term 4
Announcement – Final Assembly
Parallel Leadership Model
Rotate roles each term:
- Assembly
- Student Council
- Community Liaison
- Communication

Year 7 Cohort
- Student Leadership Team announced at final assembly of the year.
- Process for further leadership positions held in early Term 1
- 4th assembly of the year, Cohort receive Leadership Badges and Senior Leader Bands
- Senior Shirts distributed as early in the year as possible.

Student Citizenship Matrix
Students in Years 5/6/7 can work towards completing a series of activities to demonstrate their development of Citizenship Skills.
Students earn badges in recognition of Citizenship Level achieved.

Training Program
- Year 5/6/7 Leadership Curriculum Program
- Year 5 Citizenship Matrix begins
- Year 6/7 MIB Leadership Program and Team Skills Experience
- Year 7 Young Leaders Program and Leadership Series (Speakers)
- Leadership Camp – Yr 7 Cohort

Selection Process for Tier Two Leadership Positions
- Sports Leaders
- Music Leaders
- SLAB Team (Sound, Lighting and Backstage)
- LOTE Leaders
- Arts Leaders
- ICT Leaders
- Environment Leaders
- Literacy Leaders
- Numeracy Leaders
- Bus Leaders
- Tuckshop Leaders
- Prep Leaders

Application Process – Panel consisting of teacher mentors and Administration
Who can apply?
All Year 7 students (with the exception of the Student Leadership Team) may apply - (see selection timeline)
## PROPOSED TIMELINE FOR SELECTION PROCESS

| Term 3 | o Information about SSS Student Leadership Framework and new process distributed to parents and students  
|        | o Call for volunteers to organise the Senior Shirts. Design Process begins with Yr 6 Classes  
|        | o Last week of Term - Tier One Student Leadership Team self-nomination forms distributed to interested students |
| Term 4 | o Begin Short List Process including initial speeches and interviews  
|        | ➢ Week 6/7/8 Shortlisted students prepare one A3 poster and three minute speech  
|        | ➢ Week 8/9 Student Speeches delivered to all year five and six students  
|        | ➢ Week 8/9 Students interviewed by panel  
|        | ➢ Week 9 Year six students vote  
|        | ➢ Week 9 Teachers vote  
|        | ➢ Week 10 Leadership team (8) announced on final assembly |
| Term 1 | o Year Seven leader shirts given out as early as possible in the new year |
|        | o Yr 7 Students who are not included on the Tier One Student Leadership Team may nominate for Tier Two Leadership Positions |
|        | o Shortlist for Tier Two Leadership Positions selected by staff panel utilising:  
|        |   - Self-nominations including child’s preferences |
The Selection Process

Selection of Tier One Student Leadership Team:

Week 10 Term 3
Interested students collect nomination forms for Tier One Student Leadership Team positions

Week 1 Term 4
Students submit nominations for Tier One Student Leadership Team positions.

Week 2-4
Yr 6 Teachers, Specialists, Mentors and Admin involved in shortlist processes.

Week 5
Student short listing of Tier One Student Leadership Team - Successful nominees invited to accept nominations

Week 6-9
Letters home to nominees
Each candidate invited to complete 1 A3 size proforma to be displayed on noticeboard
Selection process- consisting of scoring by:
• Classroom Teachers;
• Specialists Teachers; in conjunction with
• Nomination Applications;
• Interviews with Administration Team;
• Speeches - Candidates to prepare a max 3 minutes speech to be delivered to an assembly of Year 5 & 6 students; and
• Student & Staff Voting - Years 6 students vote for 1 boy and 1 girl by secret ballot. Staff members vote for 1 boy and 1 girl by secret ballot

Week 10
Tier One Student Leadership Team positions are decided as a result of the aggregate of scoring, votes and activity outcomes.
Principal and Deputies act as returning officers

All nominees will be contacted on Wednesday evening to advise of success or otherwise.
Tier One Student Leadership Team announced on final assembly.
Selection of Tier Two Student Leadership Team:

Selection of Sports Leaders, Music Leaders, SLAB Team Leaders (Sound, Lighting and Backstage), LOTE Leaders, Arts Leaders, ICT Leaders, Environment Leaders, Literacy Leaders, Numeracy Leaders, Bus Leaders, Tuckshop Leaders, Prep Leaders and Student Councillors

The selection process for all positions will be merit based and consist of the completion of an application and round table moderation process conducted collaboratively with the involvement of all mentor teachers and administrators.

Selection of Tier Two Student Leadership Team:

Week 10
Interested students to collect application packs for Tier Two Leadership positions.

Week 1
Applications for Tier Two Student Leadership positions due.

Week 2
Short-listed students interviewed by Mentor Teachers.
Round Table Moderation – all Mentor Teachers

Week 3
Applicants notified of outcomes.

Week 4
Leader Induction Ceremony
Presentation of formal badges to the complete Student Leadership Team.
Presentation of Senior Bands to Yr 7 cohort.

Senior Shirts (when available)