LEADERSHIP

Senior School Leadership Application

2024

Foreword

This booklet is a working document produced to ensure a consistent approach to the election of student leaders each year at Merrimac State High School.

The selection process aims to encourage students to take on the responsible role of leadership within the school community. Student applicants should meet each of the criteria listed to ensure they are able to perform the primary task of completing their studies successfully while performing the extra duties a leadership position will place upon them.

The nomination and selection process of our School Captains, Prefects and Sport House Captains is outlined in the following pages. This process is overseen by the Principal, Year 11 Deputy Principal, HOD Student Support and Engagement, Year 11 Dean and the Sports Coordinator.

The student application process for one or all of these school leadership roles aims to prepare students for 'best practice' in how to apply for future opportunities such as:

✓ community and tertiary awards;

✓ tertiary studies, direct entry, scholarship programs and grant funding applications; and

✓ applications for internships, apprenticeships/ traineeships and graduate programs.

Leadership

Merrimac State High School encourages all students to participate in the varied leadership opportunities available in both the Junior Secondary and Senior Secondary School.

Leaders at Merrimac SHS uphold a culture of service to others by being ***aware*** of their community needs, modelling an ***attitude*** that is positive and proactive, and being committed to enact positive change through their ***actions***. Our student leaders understand their social responsibility and are encouraged to volunteer in the wider community and participate in service-learning programs at school. It is expected that nominated leaders' model exemplary behavior and uphold our school values of Respect, Responsibility and Reliability to the highest degree.

School Leaders must demonstrate the following capacities:

- ✓ consider the needs of others before their own;
- ✓ acknowledge different perspectives;
- ✓ build a strong sense of community;
- ✓ be involved in a range of extra-curricular activities which reflect a commitment to serving their community;
- ✓ demonstrate effective time management skills;
- ✓ maintain a sound academic base; and
- ✓ model a positive attitude and pride in our school, reflecting the school values of Respect, Responsibility and Reliability.

Through our student leadership approach to serving others; we aim to foster a strong culture of community awareness. Our students are encouraged to be the voice and the action for change in modern society. Our goal is to support all students to become successful, healthy and happy contributing members of our community, where our core values of **Respect**, **Responsibility** and **Reliability** are reflected in their daily lives.

Merrimac State High School Leader Criteria and Duties

CAPABILITIES DEMONSTRATED FOR ELIGIBILE CAPTAINS, VICE CAPTAINS and SPORT HOUSE CAPTAINS

- ✓ **Presentation** - demonstrated school pride through consistent dress standards and presentation
- ✓ **Involvement** - have a record of involvement in a range of extra-curricular activities which demonstrate a commitment to serving our community
- ✓ **Behaviour and Attitude** - have consistently followed the school behaviour code and displayed a positive attitude and pride in our school
- ✓ **Organisational Skills** - have demonstrated the confidence and ability to speak to and organise groups. Demonstrated ability to organise your study time
- ✓ **Academic Ability** - in order to be able to fulfil the duties of a school captain effectively, you need to have a sound academic base.
- ✓ **Attendance** - regular attendance must have been demonstrated
- ✓ **Participation** in leadership activities and/or displayed leadership conduct in our school.

SCHOOL CAPTAIN DUTIES

- ✓ Represent the school at formal and informal functions during and outside school hours
- ✓ Lead School Assemblies
- ✓ Be involved in School Committees
- ✓ Assist staff and students in the organisation of school-based activities
- ✓ Be a positive role model and demonstrate responsible behaviour; follow school rules and behave in a manner which the school would be proud of, at all times
- ✓ Show initiative and be pro-active in achieving positive outcomes in the School and local community
- ✓ Be a visible School Leader
- ✓ Actively portray the image and spirit of the School.

SPORT HOUSE CAPTAIN DUTIES

- ✓ Represent the school at formal and informal functions during and outside school when School Captains are unable to attend, wearing our school's formal uniform
- ✓ Be involved in School Committees
- ✓ Assist staff and students in the organisation of school-based activities
- ✓ Be a positive role model and demonstrate responsible behaviour; following our school rules and values whilst behaving in a manner which the school would be proud of, at all times
- ✓ Show initiative in leading the school
- ✓ Be a visible School Leader
- ✓ Be pro-active in promoting the school.

Program Timeline and Selection Process 2024

TERM 3 WEEK 7	**Tuesday 22 Aug**	Year 11 Dean to share School Leader application document including criteria, opening and closing dates, to the Year 11 cohort via: students and parents emailed through Compass; Share Point; School Newsletter; Facebook; and School Website.
WEEK 9	**Thursday 7 Sept**	**Applications for School Leadership Positions for 2024 to be emailed to dhodg63@eq.edu.au by 4:00pm Thursday September 7 as specified in the application criteria.**
WEEK 10	**Tuesday 12 Sept**	Year 11 Deputy Principal, HOD Student Support and Engagement, Year 11 Dean and Sports Coordinator to review applications, select successful candidates.
TERM 4 WEEK 1	**Tuesday 3 Oct**	Students will be notified if shortlisted
WEEK 2	**Tuesday 10 Oct**	Interviews conducted by the Year 11 Deputy Principal, HOD Student Support and Engagement and Year 11 Dean. Interview location – Conference Room (School Administration Office).
WEEK 3	**Tuesday 17 Oct**	Nominated students address staff during first break (Location to TBC). These speeches will be recorded and shared with all staff who could not attend.
	Wednesday 18 Oct	Nominated students to address peers at Senior School Assembly in the Hall.
WEEK 4	**Monday 23 Oct**	**All voting for School Captains and Prefects Opens at 4pm.** Voting by staff and students will be conducted via online survey.
WEEK 5	**Monday 30 October**	**All voting for School Captains and Prefects Closes at 4pm.**
WEEK 7	**Tuesday 14 Nov**	**Academic Awards Presentation** School Captains Induction. School Captains and Sport Captains announced and badges presented by 2023 School Leaders.

LEADERSHIP APPLICATION FORM

Merrimac State High School — Gold Coast, Australia	**Student Name:**
	Phoenix Class:
	Sporting House:

Position

Please indicate which school leader position(s) you would like to apply for by numbering the box in order of preference:

☐ **School Captain**   ☐ **Sport House Captain**

☐ **School Vice-Captain**   ☐ **Indigenous School Leader**

Application Requirements/ Checklist

The following documents need to be filled out and handed in along with this form.

☐ **Cover letter addressing your initiatives**

e.g. "*My goals for Merrimac State High School if I am elected as School Captain / Prefect / Sport House Captain/ Indigenous Student Leader will be…*"

Hint: review the School Captain, Prefect and House Captain Duty descriptions and show how you have demonstrated or participated in similar school or extra-curricular activities. Reflect on how you would be a service to our school community should you be elected School Captain, Prefect or Sports Captain.

☐ **Current Resume (max. 2 pages)**

Hint: highlight your Demonstrated Abilities; Personal Qualities; Achievements (School and Extra-curricular) that support how you exhibit Merrimac State High School Leader Criterion. Outline any volunteering opportunities you have been involved in.

☐ **Character self-assessment (attached)**

☐ **Leadership scaling and point system (attached)**

All documents need to be submitted either electronically or in hard copy to:
Mr Daniel Hodgetts – Dean – Year 11
dhodg63@eq.edu.au
NO LATER THAN 4:00pm on Thursday 7 September 2023

Character

Learning to deep learn, to keep trying and always be a learner.

My ability to Learn (Learning to deep learn)

☐ Limited
☐ Emerging
☐ Developing
☐ Accelerating
☐ Proficient

What evidence shows you are at this stage of development?

Using Technology for Learning (Leveraging Digital)

☐ Limited
☐ Emerging
☐ Developing
☐ Accelerating
☐ Proficient

What evidence shows you are at this stage of development?

My attitude towards learning and my ability to improve (Grit, tenacity, perseverance, and resilience)

☐ Limited
☐ Emerging
☐ Developing
☐ Accelerating
☐ Proficient

What evidence shows you are at this stage of development?

My role and responsibility in learning (Self-regulation and responsibility for learning)

☐ Limited
☐ Emerging
☐ Developing
☐ Accelerating
☐ Proficient

What evidence shows you are at this stage of development?

Future Focus

This assessment suggests that I should now focus my attention on:

I could do this by:

Character: Learning to deep learn, to keep trying and always be a learner

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Learning to deep learn	I am not clear about what I need to learn and why I need to learn it. I can complete tasks my teacher prepares for me, but I need help to reflect on and understand how I am doing with a task.	With help I can identify what I know, what I need to learn, and why. With help I can choose a topic and find the information I need. I am learning to see peer and teacher feedback as opportunities to learn and improve.	I can describe what I am interested in, what I know, what I need to learn, and why I need to learn it. I can choose a topic and create/design a project to help my learning. I listen to peer and teacher feedback and use it to improve the way I learn.	I understand what I need to learn and am skilled at working out how to learn it. As I learn I reflect on my progress and seek feedback to improve my learning. I use what I learn to help improve current and future projects.	I have the skills to find and create my own learning opportunities. I am continually building the knowledge and skills that help me succeed in life. I create meaningful solutions that impact my life and the world. I actively seek out feedback and use it to better understand how I learn and what helps me grow.
Using Technology for Learning (Leveraging Digital)	I can use some technologies to help me present my ideas, but don't use it to give and receive feedback or reflect on my learning.	I can use technology to give and receive feedback and reflect on my learning in ways that I could not have done without it.	I use technology to give and receive feedback and reflect on and improve my learning, but I am not sure I can explain this to others.	I can describe how technology improves the way I give and receive feedback and improve my learning. I can see how this might help me in new or different situations.	I effortlessly use technology to give and receive feedback, reflect on my learning and improve my work. I can clearly describe how technology enhances my learning, and how it will be of use in new or different contexts.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
My grit, tenacity, perseverance, and resilience (Grit, tenacity, perseverance, and resilience)	I usually give up when I face an unexpected challenge or receive negative feedback. When a task or experience is too hard, I am unable to work through the challenge to find a solution.	I need a lot of support to deal with setbacks, negative feedback, and difficult challenges. Major setbacks or difficulties may throw me off track sometimes, but I can deal with small or medium challenges by pausing, reflecting, and finding new solutions.	I am learning to persevere and to not give up even when tasks are challenging. Major setbacks or difficulties may throw me off track sometimes, but I can deal with small or medium challenges by pausing, reflecting, and finding new solutions.	I persevere and never give up even when working on the most challenging tasks. When faced with major setbacks or negative feedback, I pause, reflect, and work through the challenge to find a solution. I understand and can talk about why the character qualities are important for my life.	My grit, tenacity, perseverance, and resilience allow me to work through any challenge or setback, and to help others do the same. I seek out feedback and use it to help my learning. I understand that the character qualities are essential for creating meaningful change in my life and the world.
My role and responsibility in learning (Self-regulation and responsibility for learning)	When given a deep learning task, I need a lot of help to get started. I need my teacher to guide me through important steps and decisions.	I am starting to plan and make decisions about my work and how to approach it. I still need a lot of support to get started and work through big decisions.	More and more, I am taking responsibility for my own learning when I work alone and in groups. With occasional support, I am able to plan my approach to tasks, monitor my progress, and reflect on how to improve my work.	I take responsibility for my own learning. I know what I need to learn and how to learn it. I make decisions about my learning and take ownership of my tasks.	I understand and manage how and what I need to learn, and take responsibility for my own learning. I can explain how taking responsibility for my learning allows me to create solutions that impact my life and the world. I understand the importance of learning and see myself as a lifelong learner.