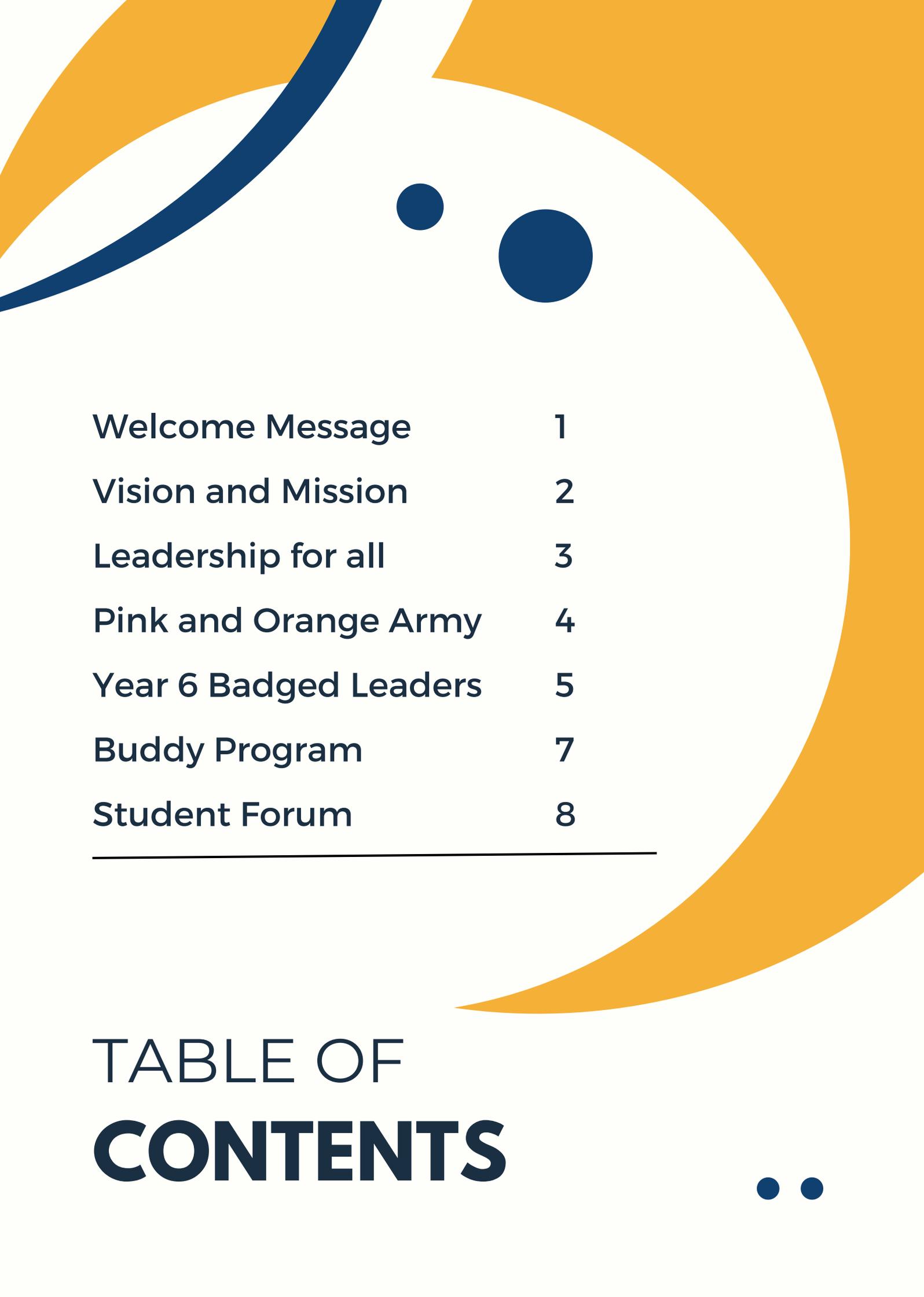


SHAILER PARK STATE SCHOOL

STUDENT LEADERSHIP





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WELCOME MESSAGE



Student Leadership Shailer Park State School

The Shailer Park State School Student Leadership Program is a transformative initiative that empowers young students to develop essential leadership skills. Through this program, students are provided with opportunities to take on roles of responsibility, engage in decision-making processes, and serve as positive role models for their peers. By nurturing their leadership abilities from an early age, the program cultivates a generation of confident, empathetic, and proactive leaders who will make a positive impact on their school and community.

VISION



With a focus on nurturing leadership qualities and providing meaningful experiences, we aim to shape confident individuals who will make a positive difference in their school, community, and beyond. Together, we envision a generation of student leaders who will embrace challenges, inspire their peers, and create a brighter future for all.

MISSION

- Empower students to discover and develop their unique leadership abilities.
 - Foster a culture of collaboration, respect, and inclusivity among student leaders.
 - Encourage student-led initiatives that contribute to the betterment of the school and its environment.
 - Foster a sense of ownership and pride in the school community
 - Build confidence in the next generation of leaders throughout the school.
- 

LEADERSHIP FOR ALL

There are Age Appropriate opportunities for all Students to develop leadership within the classroom and wider school community.

These opportunities foster the values of Respect and Responsibility.

Early Years

Prep- 3

- 1.Roles and Responsibilities are rotated between members of the class. "Class Job List'..
- 2.Development of Creative and Critical Thinking Skills.
- 3.Development of Team Work, Group Work and Collaboration Skills
- 4.Peer tutoring a classmate.
- 5.Helping new students to the school.

Upper Years

Year 4-6

- 1.Further/Continue to Develop Skills introduced in P-3
- 2.Aspiring Leaders Program - 'Pink Army'
- 3.Leadership Program - 'Orange Army'
- 4.Badged Leadership Roles (Year 6)
- 5.Buddy Program
- 6.Student Forum

PINK AND ORANGE ARMY

PINK ARMY

All Year 4-6 Students can sign-up to be a part of the 'Pink Army-Aspiring Leaders Program' and volunteer to help around the school. Any student who is a part of the Pink Army attends the Aspiring Leaders Meetings which occur one lunchtime a week. Any student wanting to be a 'Badged Leader' in Year 6, must be part of the Pink or Orange Army.

ORANGE ARMY

Selected members of the Pink Army moved into our Orange Army Leaders Group. Student are awarded their Orange Army badge by:

- 1. Demonstrating Gold Level Behaviour, high attendance and consistently wearing the correct uniform**
- 2. Complete the 'Pink Army Leadership Program'**

Year 6 Badged Leaders

Students wanting to become a Badged Leader in Year 6, must be part of the Pink or Orange Army at the time of application.

An application form is to be completed for a student to be considered for a leadership position.

The application includes:

1. Student Leaders Application Form including Badge Position preferences.
2. Student Profile page.

Badge Leaders Selection

Students are awarded a score out of 5 for each of the following criteria.

- Planned Activity, Uniform presentation, Meeting attendance, Volunteering, Behaviour, Application/profile quality

These scores help determine who is awarded each Badge Position for Year 6, as well as the student preferences and current participation in activities relating the the individual role.

School Captain Selection

Students wanting to be a School Captain will be required to give a Speech and have an Interview with the principal. Students and staff will also vote for who they feel would be best for the role.

The School Captain position is then awarded to the four people who get the highest score combined from all 10 elements of the process;

- Planned Activity, Uniform presentation, Meeting attendance, Behaviour, Volunteering, Application/profile quality, Speech, Interview, Staff vote and Student votes.

Year 6 Badge Leadership Roles

School Captain

Coordinates School Parades

Assists with major events: ANZAC Day, NAIDOC Day, Awards Day etc

Meet special guests to the school

Conduct School Tours

Leads the Student Forum

Technology Captain

PowerPoint for parade each week

Set up Multimedia for Special Events

Hour of Code

PBL Captain

PBL Video

PBL tokens and reward activities

Early Years Captain

Assists at events: U/8's Day, Easter Bonnet Parade, Book Week Parade, Prep Open Day, Peek at Prep, Prep Orientation.

Activities in the Prep area at play time.

Sports Captains

Sports Gala Day, Athletic Carnival, Cross Country

Organise Lunch Time Sport Activities

Dance Captain

Assist with Dance rehearsals

Lead students at Dance Performances and Eisteddfods

Army Captain

Help set up and pack up rehearsal each week

Lead students at Choir Performances

Music Captain

Help set up and pack up rehearsal each week - Strings/band/Choir

Lead students at Performances

Buddy Program

The Buddy Program at Shailer Park State School is an initiative designed to foster a positive and supportive learning environment by pairing older students from Year 5 and 6 with younger students from Prep and Year 1. The program aims to promote leadership skills, empathy, and friendship among the students, while also providing academic and social support to the younger participants.

The Buddy Program helps create a nurturing and inclusive school community where older students can serve as mentors and role models for their younger peers. By engaging in regular interactions and activities, the program aims to:

1. **Foster Leadership:** The Buddy Program provides Year 5 and 6 students with opportunities to develop and practice leadership skills. By taking on the responsibility of guiding and assisting their younger buddies, they learn the importance of communication, empathy, and collaboration.
2. **Promote Academic Support:** Older students can offer academic support to their younger buddies, helping them with basic literacy and numeracy skills, reading together, and engaging in educational activities. This assistance contributes to the younger students' learning and helps them build confidence in their abilities.
3. **Cultivate Friendship and Belonging:** The Buddy Program helps create meaningful connections between students of different year levels. The older buddies act as friends and mentors, providing emotional support, guidance, and a sense of belonging to the younger students. This connection fosters a positive and inclusive school culture.
4. **Enhance Social Skills:** Through interactions within the Buddy Program, students learn and develop important social skills such as empathy, patience, and understanding. They learn to navigate different perspectives, communicate effectively, and build positive relationships, contributing to their personal growth and emotional well-being.
5. **Strengthen Community Engagement:** The Buddy Program serves as a vehicle for engaging the wider school community. It encourages collaboration between students, teachers, and parents, fostering a sense of shared responsibility and involvement in the education and development of all students.

By participating in the Buddy Program, students at Shailer Park State School benefit from a supportive and caring environment that promotes leadership, academic growth, friendship, and a strong sense of community.

Student Forum

Shailer Park State School Student Forums occur each Semester. The Forum serves as an empowering platform where student leaders have the opportunity to present the ideas of the student body directly to the principal.

With enthusiasm and preparedness, these young leaders articulate their visions for positive change within the school community. They confidently express their thoughts, sharing innovative proposals for events, initiatives, and improvements that will enhance the overall school experience.

Through this forum, student voices are not only heard but valued, fostering a culture of active participation, collaboration, and shared decision-making, as the principal listens attentively and encourages their ideas to come to fruition.

