

Portland Secondary College



Student Voice

A resource for
Portland Secondary College
Student Leaders

2017

Version 2.11



To develop creative, articulate, respectful and resourceful young people
able to contribute positively to the global community.



Principal's Foreword

Portland Secondary College is committed to the Education State where a key part of the vision is that students have a say and a legitimate voice in how their school works for them.

Students have unique expertise and perspectives on learning, teaching and schooling, and should have the opportunity to actively shape their own education. Student voice involves students actively participating in their schools, communities and the education system, contributing to decision making processes and collectively influencing outcomes by putting forward their views, concerns and ideas. Student voice not only allows students to engage and participate meaningfully in their own learning, it contributes to building leadership, confidence and other skills that ensure student wellbeing.

At Portland Secondary College we support student voice and participation through activities such as the student representative council, the School for Student Leadership, Advance program for youth development, student input into curriculum and school design, our cross-age peer mentoring program and the VicSRC's *Teach the Teacher* program. We have a number of student leadership development roles for staff ([Section 5](#)). We work with the VicSRC to promote student voice.

We encourage our student leaders to use the ideas and actions in this resource to ensure greater student voice in all aspects of Portland Secondary College school life.



Toni Burgoyne
Principal
Portland Secondary College



Assistant Principal's Foreword

For the Education State, the Department of Education and Training (DET) has developed the new *Framework for Improving Student Outcomes*. This includes six initiatives to help schools lift student achievement, wellbeing and engagement:

1. **Building Practice Excellence**
2. **Curriculum Planning and Assessment**
3. **Building Leadership Teams**
4. **Empowering Students and Building School Pride**
5. **Setting Expectation and Promoting Inclusion**
6. **Building Communities.**

The Portland Secondary College Student Representative Council (SRC) is the group representing students from both of our campuses and exists to empower all students voices to be valued in our school. Our mission is to develop creative, articulate, respectful and resourceful young people able to contribute positively to the global community. We welcome the strong commitment to student voice within the Framework for Improving Student Outcomes and particularly in the *Empowering Students and Building School Pride* initiative.

Student voice and participation is integral to school improvement and practices that encourage student voice and the active participation of students are essential to all six framework areas. In 2017 our school's priority areas are *Curriculum Planning and Assessment* and *Empowering Students and Building School Pride* and we are actively developing practices that put students at the front and centre of our school improvement strategies.

Jo Kindred
Assistant Principal
Portland Secondary College



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1.1 School for Student Leadership

The Alpine School

Teams of Portland Secondary College students have opportunities to attend the *School for Student Leadership*; a Victorian Department of Education and Training (DET) initiative that includes a residential education experience for year nine students. The curriculum focuses on personal development and team learning projects sourced from students' home regions. Most recently, a group attended the Alpine School Campus, located at Dinner Plain in the Victorian Alps.

All school teams are selected to the School for Student Leadership based on, amongst other things, a project related to their home communities. Community Learning Projects (CLP) are chosen for their valuable contribution to the communities to which students belong. They address real and pertinent issues such as:

- environmental concerns
- social injustice
- community safety
- positive youth engagement and the like

Community Learning Projects allow students to choose issues which they are passionate about and which the community values. They place students in an adult role and give them adult responsibilities and thereby assist in this transition from childhood to adulthood.

Community Learning Projects may be proposed by students or be an existing project. Students spend time in the first few weeks planning their project and doing any preliminary work to get these under way. The latter half of their time at the School for Student Leadership is devoted more intensively to completing these.

Students are expected to have the planning and promotion of their project completed on leaving the School for Student Leadership campus. The implementation phase of their projects is often undertaken once they return and may involve the rest of their home school community or year level.



Section 1 Student Leadership Development Programs

1.2 Peer Mentoring Programs

The current Peer Support Program (PSP) was developed in 2010 and first implemented in 2011 by a group of Year 9 students that attended The Alpine School for student leadership development. The program was established as a way to educate and support Year 7 students during their transition into Secondary School and becoming a teenager. The program has now run for a number of years with great success and is constantly evolving based on the feedback we receive from the students and the community.

The Peer Support Program involves training a select group of Year 9 students to become Peer Support Leaders. This training is an empowering, interactive 2-day workshop that educates and builds on the students' current knowledge in areas such as: problem solving skills, listening skills, relationship skills and increases participants' confidence in safely assisting a friend or peer. In Term 1 of the following year, as Year 10 students, these now trained Peer Leaders are paired with a Year 7 class and on a regular basis they conduct engaging and interactive lessons that help educate the Year 7's and build strong relationships between their peers. These lessons are pre-prepared for the Peer Leaders and they are also assisted by the classroom teacher. While the majority of the program involves classroom activities, it is expected that the Peer Leaders will make themselves accessible to the Year 7's during break times and other school activities.



1.3 Advance

A Victorian Program for Youth Development

Administered by the Department of Health & Human Services, *Advance* is delivered at Victorian Government secondary school campuses. *Advance's* goal is to help young people to participate and volunteer in their community. Young people are encouraged to identify issues of concern or interest in their communities. They work to build partnerships with suitable community organisations to develop and deliver a community-based project, or series of activities. The project or activities must benefit the community.

Advance:

- ☑ Creates opportunities for young peoples personal and skill development through real life activities that involve them with their community
- ☑ Engages the energy and leadership of young people to build more active, resilient and sustainable communities
- ☑ Provides benefits to communities and community organisations through young people's involvement in voluntary activities that provide a service to the community
- ☑ Promotes the development of positive relationships between young people, supportive adults and the broader community
- ☑ Facilitates opportunities for young people and adults to work together toward common goals
- ☑ Provides informal, formal and community recognition of young people's learning and contribution.



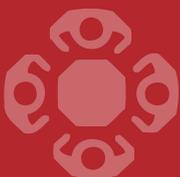
Suzanne Patterson
MIPS/Careers Development Coordinator
Portland Secondary College



Section 1 Student Leadership Development Programs

1.4 Subject Captains

Portland Secondary College has a number of other student leadership and volunteer development roles including: IT Champions; Subject Captains; Sport, Music and teams' captains. There is a growing number of students stepping up into these roles where they are developing the skills and attributes that help them to become creative, articulate, respectful and resourceful young people able to contribute positively to the global community.





1.5 Future Leaders of Industry Program

The *Future Leaders of Industry* program is dedicated to providing structured opportunities to assist and motivate secondary students to take up careers in industry, with an emphasis on engineering, science, technology and health. The program provides a great opportunity for Portland Secondary College students from Year 11 to participate in activities that build their skills, increase their confidence and open their eyes to career opportunities that they hadn't considered previously, or known were available locally.

Since its inception, over 200 local young leaders have participated in this highly reputable and influential program, with many moving onto future successes where they have drawn on the skills learned from the program. During this time, local businesses have continued to support the program with scholarships, sponsorships and through the mentor aspect of the program, which has included the involvement of over 150 different mentors since 2005. The *Future Leaders of Industry* Program is coordinated by the *Glenelg and Southern Grampians Local Learning and Employment Network (SG LLEN)* with *Portland Aluminium* being one of the biggest sponsors.

We believe it is important that young people are attracted into careers in industry and by keeping local young people engaged in further education and training and helping them to develop employability skills, the program is helping to create a potential workforce and also helping to build the social capacity of our community.



Future Leaders of Industry program Sponsors



Section 1 Student Leadership Development Programs

1.6 The Whitten Project Youth Leadership in the Glenelg Shire

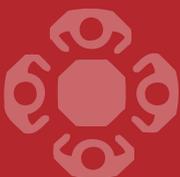
Glenelg Shire Council is a partner with *The Whitten Project*, an initiative of the *Western Bulldogs Football Club*, *AFL Victoria*, *Netball Victoria*, *CDC Victoria*, *Sport and Recreation Victoria*, *Victoria University* and the *Western Region Football League*.

Using sport as a vehicle, *The Whitten Project* capitalises on the educational resources available to provide a unique capacity building program designed to inspire and educate the next generation of community leaders by providing selected young leaders with high value experiential leadership opportunities and a variety of leadership and life perspectives and experiences.

Through this project, Portland Secondary College students have opportunities to connect with the Glenelg Shire Council and our community. Young people are provided, through Council-facilitated sessions, engagement with a Community Leadership Project, an initiative designed to develop the young people's social awareness and project management skills.

The Whitten Project caters for male and female Year 9 and 10 students, who embark on a seven-month enrichment program.

Through participation in this project, Young Leaders receive nationally recognised coaching qualifications from AFL and Netball Victoria, attend workshops facilitated by high profile guest speakers, connect with their local council and community and develop lifelong skills.



1.7 Portland Youth Advisory Group

Portland Secondary College students are able to get involved in the Glenelg Shire Council's *Engage!* project, which aims to increase:

- Connection between young people and their local communities
- Opportunities for youth to participate in activities that build their skills in leadership, knowledge and pathways
- Support networks and strong connections with friends, family and community

Providing youth engagement opportunities, the Glenelg Shire Council (GSC) is responsive to the needs of local young people. They do this by supporting youth action groups to enable young people in the community to get involved in areas such as the arts, music performances, supporting LGBTIQ inclusion and civic engagement.

Portland Secondary College students have the opportunity to sit on the GSC *Portland Youth Advisory Group* (YAG).

The YAG shares the ideas, issues and voices of young people who live, work and study in Portland with Council, to help make our towns and communities more youth-friendly. So far, our *Youth Advisory Group* has put forward a Youth Charter to Council, which ensures young people are included in decision making. Some of the current events and activities include:

- ☑ Youth Café 12:25
- ☑ Friday Chills
- ☑ SEA Change Portland
- ☑ Outdoor Movies
- ☑ Youth Hub



Section 1 Student Leadership Development Programs

1.8 Live4Life Project

In 2016 Glenelg shire was granted the opportunity to be a pilot shire for the Youth Live for Life program to run at all highschools across our shire: Portland Secondary College, Heywood and District Secondary College, Casterton Secondary College and Bayview College.

The Live4Life model is an innovative, evidence-based, local community driven response to youth mental illness. The initiative aims to provide a local solution to a global problem by adopting a whole of community approach to increase knowledge, reduce stigma and improve mental health service pathways that are appropriate for young people.

As part of this pilot, students at the participating schools are able to apply to become a member of the L4L 'Crew'. This is a leadership position within the school that supports mental health awareness programs such as L4L, Bully NO WAY day, Youth Mental Health Week and many more.

The crew is made up of 18 students from the 4 participating schools and are provided with training in youth mental health, they design and run the program 'Launch' to all yr 8's in the shire, create awareness competitions and strive to reduce the stigma of mental illness.

The 'crew' leaders need to show qualities such as empathy, commitment, understanding, organisation and communication skills.

This is a very exciting program that will support students and the wider community for many years to come.





2.1 What is the *VicSRC*?

Victorian Student Representative Council

The Victorian Student Representative Council (VicSRC) is the peak body representing students in Victoria and Portland Secondary College's SRC is affiliated with it. The VicSRC's vision is of a world where all children and young people have access to education that is student-led, student-driven and student-focused. The organisation exists to empower all student voices to be valued in every aspect of education. The VicSRC is auspiced by the Youth Affairs Council of Victoria, and funded through the Victorian Department of Education and Training (DET).

www.vicsrc.org.au

2.2 What is *Teach the Teacher*?

Written by students, the *Teach the Teacher* program is a student-led professional learning program for teachers. *Teach the Teacher* provides a space for students, teachers and principals to connect, explore and share ideas in a constructive and judgement free environment. By giving students a greater say in their education, *Teach the Teacher* aims to create a positive community for all.

www.teachtheteacher.org.au



Section 2 **Student Voice: Ideas, Action Resources, Roles**

2.3 What is Student Voice?

Students have unique perspectives on learning, teaching and schooling, and should have the opportunity to actively shape their own education. Student voice includes students contributing to decision making processes and collectively influencing outcomes by putting forward their views, concerns and ideas, and actively participating in their schools, communities and the education system. Student voice allows students to engage, participate, lead and learn.

Portland Secondary College staff support student voice. For teachers, there are a number of student leadership development positions including Director, Student Voice & Leadership Development, SRC & Student Leadership Development Leader, Senior Student Leadership Team Mentor and the Student Peer Programs Coordinator.

2.4 What is the SRC?

Student Representative Council

Portland Secondary College, like most schools in Victoria, has some sort of student organisation to represent and work on behalf of students. They operate under many different names including SRCs, student forums, student councils, senior student leadership teams and student voice. In each case, they are made up of a group of students who represent student views within the school. They enable students to meet to discuss, debate and decide on their collective views on education.



STUDENT

REPRESENTATIVE

COUNCIL





2.5 What are the *SRC Executive Positions*?

SRC President

The *SRC President/s* (Junior and Senior) are key student leaders in the school. Their work is to lead the SRC and its cabinet to best provide an active student voice and services to the students and wider school community.

Responsibilities:

- To oversee the running of the SRC, with teacher guidance
- To keep in touch with various sub-groups within the SRC
- To help facilitate procedures to improve the running of the SRC
- To assist with the decision making process
- To act as a spokesperson or representative of the SRC at official events (this may be shared with other members to the SRC)
- To be a contact person for the SRC sub-groups
- To chair SRC meetings.

SRC Vice President:

The role of the *SRC Vice-President* is to support the *President/s* by being an active member of the SRC. The *SRC Vice-President* actively supports and gives opinions to the *SRC President*. Should the *SRC President* be unable to fulfil their duties the *SRC Vice-President* is obliged to step in to help in whatever way they can.

Responsibilities:

- Assist the *President/s* to ensure an effective Student Representative Council
- Attend all SRC meetings
- In the absence of the *SRC President*, they run the events/meetings, etc.



Section 2 Student Voice: Ideas, Action Resources, Roles

2.5 What are the *SRC Executive Positions?* *continued*

SRC Secretary/Media Liaison

SRC Secretary/Media Liaison works in conjunction with the SRC to promote events to the school community. The role of the *SRC Secretary/Media Liaison* is to inform both the SRC and the student body of events and happenings within the school. The *SRC Secretary* is responsible for ensuring that families are given regular updates through the school's newsletter.

Responsibilities:

- Attend weekly meetings
- Coordinate the production and distribution of advertising material
- Report to the whole school community of past and upcoming events through assemblies, *Compass* and newsletters.

SRC Treasurer

The *SRC Treasurer* has a key role within the SRC; they are responsible for communicating with the College's *Business Manager*.

Responsibilities:

- To consider the financial viability of fundraising and project work
- To liaise with the *Auxiliaries & Fundraising Coordinator*
- To keep track of spending/income (with assistance from the SRC & *Student Leadership Development Leaders*)
- To report to the SRC about financial situation
- To seek costing for projects/purchases.





3.1 Empowering students and building school pride

Schools will develop approaches that give students a greater say in the decisions that affect their learning and their lives at school. The whole school community will engage with students so they have a voice in the learning process, and fully and proudly participate in school life.

Ideas to amplify student voice and participation:

- Link your student organisation or Student Representative Council (SRC) to overall school decision making through election of students to School Council and appointment to other committees and bodies
- Engage your SRC in discussion about the role students can and should have within the school, and how this can happen
- Support *Teach the Teacher* approaches through which students define and highlight aspects of the school that engender pride, and aspects that need improving
- Challenge your student organisation as to its own practices of inclusion and representation - and build its competence
- Involve students in producing student-led media (including social media representation) about the school
- Support a group of students to produce the school newsletter on behalf of the school
- Build the competent and effective role of student leaders at each level of school, including allocation of resources for training and succession planning amongst student representatives
- Appoint specific positions of support for student voice and participation
- Include distributed support for student voice and participation in a range of job descriptions throughout the school.

Section 3 Framework for Improving Student Outcomes Priority

3.2 Curriculum planning and assessment

Schools will embed a culture of curriculum planning and assessing the impact of learning programs, and adjusting them to suit individual student needs so that students can reach their potential. Schools will strengthen their use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs and interventions.

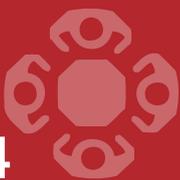
Ideas to amplify student voice and participation:

- Engage your SRC in discussion about criteria for curriculum planning and assessment, ways of collecting feedback and other data, and meaning of results
- Implement a *Teach the Teacher* approach to provide a student-led space for discussions between students and teachers about how the school plans curriculum and assessment, and/or about processes of feedback to teachers and students
- Establish a *Student Action Team* to investigate responses to data collected e.g. meaning and implications of Student Survey data
- Seek and include student views and priorities in curriculum planning and assessment
- Provide formal representation of students on curriculum review structures and processes
- Formally adopt a regular program of eliciting student feedback on curriculum content, processes, pedagogy and assessment
- Support a team of students to formally evaluate specific practices as a curricula or co-curricular initiative.

Find out more about the *Framework for Improving Student Outcomes* here:

www.education.vic.gov.au/about/educationstate/pages/outcomes

www.educationstate.education.vic.gov.au





4.1 Leadership at Portland Secondary College

Statement of Leadership at PSC

Portland Secondary College is proud of the large number of students who are able to participate in Student Leadership Programs and contribute to our College to make it what it is today.

Our College motto is Creating the Opportunities and this ideal is cemented in school leadership.

All students who want to gain a student leadership role should demonstrate this trait and also model our College Values through their behaviour.

Respect – we value respect by showing consideration for each other and the environment when we show empathy and understanding for other people's point of view.

Success – we demonstrate success when we take responsibility for our learning; are innovative; are passionate about learning; and are reflective and pro-active.

Resilience - we demonstrate resilience when we strive to achieve our personal best; when we aim to strengthen our relationships with others despite adversity; when we persevere when facing difficulties.

Creativity - we demonstrate creativity when we use imagination and inventiveness to solve problems; when we recognise each person is an individual who contributes to the collective whole.

Section 4 Student Leadership Position Description and Election Process

4.1 Leadership at Portland Secondary College *continued*

Timeline for Elections

February	Year 9 Leaders
	Year 10 Leaders
	Mentor Captains and Form Captains
	Music Captains
	Sport Captains
	SRC President
	SRC Vice President
	SRC Treasurer
	SRC Secretary/Media Liaison
	SRC Members
Subject Captains	
October	Nominations for School Captains and Deputy School Captains for the following year held.



4.2 School Captain

2 Positions

Position Title	School Captain	Year Level	12
Scope of Position			
As the most significant student leaders in the school, school captains are expected to be ambassadors who embody the school values which are Respect, Success, Resilience and Creativity. They must be approachable, reliable and trustworthy with high expectations of themselves and others. The school captains are to take an active role in all aspects of the school community and work with others to achieve the best possible outcomes.			
Responsibilities			
To publically speak at school assemblies/year level/open night/other functions.			
To communicate with staff and students.			
To be active and visible in school community activities, eg. sport, swimming, debating etc.			
To meet with Year 12 Level Leader on a weekly basis.			
To provide input in school decisions, attend meetings with Principal and be part of Senior Students Leadership Team.			
Support the Senior Student Leadership Team Mentor to ensure activities are implemented and evaluated.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised. Current school captains speak to Year 11's about the role.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Speeches are given by nominees to current year level and to the staff.		
4	Voting by Students.		
5	Voting by Teachers.		
6	Votes counted by Level Leader.		
7	Interview conducted with Principal and Level leader and one other staff member.		
8	Level Leader makes recommendation to Principal.		
9	Captains are recognised at the College's Presentation Night in December.		
10	Meetings, as appropriate, with Principal and Assistant Principals to discuss year ahead.		
This position description describes in general terms the duties which the School Captain is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			

Section 4 Student Leadership Position Description and Election Process

4.3 Deputy School Captain 2 Positions

Position Title	Deputy School Captain	Year Level	11
Scope of Position			
As one of the most significant student leaders in the school, deputy school captains are expected to be ambassadors who embody the school values which are Respect, Success, Resilience and Creativity. They must be approachable, reliable and trustworthy with high expectations of themselves and others. The deputy school captains are to take an active role in all aspects of the school community and work closely with the school captains and others to achieve the best possible outcomes.			
Responsibilities			
To publically speak at school assemblies/year level/open night/other functions.			
To communicate with staff and students.			
To provide input in school decisions, attend meetings with Principal and be part of Senior Students Leadership Team.			
To meet with Year 11 Level Leader on a weekly basis.			
To be active and visible in school community activities, eg. sport, swimming, debating etc.			
Support the Senior Student Leadership Team Mentor to ensure activities are implemented and evaluated.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised. Current school captains speak to Year 10's about the role.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Speeches are given by nominees to current year level and to the staff.		
4	Voting by Students.		
5	Voting by Teachers.		
6	Votes counted by Level Leader.		
7	Interview conducted with Level leader and one other staff member.		
8	Level Leader makes recommendation to Principal.		
9	Deputy Captains are recognised at Term 4 Whole School Assembly.		
10	Meetings, as appropriate, with Principal and Assistant Principals to discuss year ahead.		
This position description describes in general terms the duties which the Deputy School Captain is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



4.4 Year 10 Student Leader

2 Positions

Position Title	Year 10 Student Leader	Year Level	10
Scope of Position			
As the most significant student leaders in the school at their respective levels, Leaders are expected to be ambassadors who embody the school values which are Respect, Success, Resilience and Creativity and always display good morals and responsibility. They should provide assistance, guidance or help to any students in their year level who needs it and should have a creative and flexible mind, thinking of and contributing different ideas and opinions. The Year 10 Leader needs to be able to work productively with other students, giving everyone a fair go. The Year 10 Student Leader will work with the Year 9 Student Leaders and the Form and Mentor Group leaders to establish the Middle School Area.			
Responsibilities			
To publically speak at assemblies.			
To introduce guest speakers at assemblies.			
To set a good example in their year level and the rest of the school.			
To host Year 10 assemblies – introducing leaders, reminding students of upcoming events.			
To being approachable if students need help.			
To provide input in school decisions - Meet with Year 10 Level Leader on a fortnightly basis.			
To be active and visible in school community activities eg. sport, swimming, debating etc.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Speeches are given by nominees to current year level.		
4	Voting by Students.		
5	Votes counted by Level Leader.		
6	Level Leader makes recommendation to Principal.		
7	Leaders are announced at Year Level Assembly.		
This position description describes in general terms the duties which the Year 10 School Leader is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



Section 4 Student Leadership Position Description and Election Process

4.5 Year 9 Student Leader 2 Positions

Position Title	Year 9 Student Leader	Year Level	9
Scope of Position			
As the most significant student leaders in the school at their respective levels, leaders are expected to be ambassadors who embody the school values which are Respect, Success, Resilience and Creativity and always display good morals and responsibility. They should provide assistance, guidance or help to any students in their year level who needs it and should have a creative and flexible mind, thinking of and contributing different ideas and opinions. The Year 9 Student Leader needs to be able to work productively with other students, giving everyone a fair go. The Year 9 Student Leader will work with the Year 10 Student Leaders and the Form and Mentor Group leaders to establish the Middle School Area.			
Responsibilities			
To publically speak at assemblies			
To introduce guest speakers at assemblies			
To set a good example in their year level and the rest of the school			
To host Year 9 assemblies – introducing leaders, reminding students of upcoming events			
To being approachable if students need help			
To communicate with staff and students			
To provide input in school decisions - Meet with Year 9 Level Leader on a fortnightly basis			
To be active and visible in school community activities eg. sport, swimming, debating etc			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Speeches are given by nominees to current year level.		
4	Voting by Students.		
5	Votes counted by Level Leader.		
6	Level Leader makes recommendation to Principal.		
7	Leaders are announced at Year Level Assembly.		
This position description describes in general terms the duties which the Year 10 School Leader is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



4.6 Form Group Captains: Year 7, 8 & 9

1 male and 1 female position

Position Title	Form Group Captain	Year Level	7, 8, 9
Scope of Position			
The role of Form Group Captain is to be a representative of their class or group for all aspects of College Life. Students are to set a good example on the sporting field, in the classroom, and in the wider community and must always be approachable and reliable and at all times embody the College's values. Form Group Captains will be active members of the Students' Representative Council and will work closely with other Student Leaders from their year level.			
Responsibilities			
To provide positive leadership for the students in the form.			
To provide a positive role model for fellow students.			
To promote student participation in sporting events.			
To abide by College rules and College uniform regulations.			
To support their teachers and class members.			
To lead selected class group activities.			
To assist in special school events.			
To assist leading activities at excursions and camps.			
To deliver reminders and announcements to their classes.			
To be an active member of the College's SRC.			
To help run Year Level Assemblies.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Nominations accepted by Form Group Mentor Leader.		
4	Speeches delivered by nominees to the relevant group of students.		
5	Voting by students.		
6	Votes tallied by Form Group Mentor Leader.		
7	Leaders are announced in class and at Assembly.		
This position description describes in general terms the duties which the Form Group Captain /Mentor Group Captain is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



Section 4 Student Leadership Position Description and Election Process

4.7 Mentor Group Captains: Year 10, 11 & 12 1 Position per Senior Mentor Group

Position Title	Mentor Group Captain	Year Level	10, 11, 12
Scope of Position			
The role of Mentor Group Captain is to be a representative of their group for all aspects of College Life. Students are to set a good example on the sporting field, in the classroom, and in the wider community and must always be approachable and reliable and at all times embody the College's values. Mentor Group Captains will be active members of the Students' Representative Council and will work closely with other Student Leaders from their year level.			
Responsibilities			
To provide positive leadership for the students in the form.			
To provide a positive role model for fellow students.			
To promote student participation in sporting events.			
To abide by College rules and College uniform regulations.			
To support their teachers and class members.			
To lead selected class group activities.			
To assist in special school events.			
To assist leading activities at excursions and camps.			
To deliver reminders and announcements to their classes.			
To be an active member of the College's SRC.			
To help run Year Level Assemblies.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Nominations accepted by Mentor Group Leader.		
4	Speeches delivered by nominees to the relevant group of students.		
5	Voting by students.		
6	Votes tallied by Mentor Group Leader.		
7	Leaders are announced in class and at Assembly.		
This position description describes in general terms the duties which the Form Group Captain /Mentor Group Captain is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



4.8 Music Captain

2 positions

Position Title	Music Captain	Year Level	Any
Scope of Position			
Students elected to be music captains are expected to be representatives and role models for all members of the school community. They should be positive role models by demonstrating passion, commitment and enthusiasm towards music, as well as having the ability to inspire other students to participate in the Portland Secondary College Music Program.			
Responsibilities			
To inform the School of what's happening in the music dept. particularly at assembly. For example reporting on events that have occurred and upcoming events – camps, concerts, bands festival.			
To present awards for Music events.			
To provide input in school decisions - Meet with the Music Coordinator fortnightly.			
To be leaders in the band and music room.			
To promote the College's music programs.			
To host concerts – mid-year and end of year concerts.			
To communicate with staff and students.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Speeches are given by nominees.		
4	Voting by Music department staff		
5	Music Coordinator makes recommendation to Principal.		
6	Captains are announced at Assembly.		
This position description describes in general terms the duties which the Music Captain is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



Section 4 Student Leadership Position Description and Election Process

4.9 Junior Sports Captains: Years 7, 8 & 9 1 male and 1 female position

Position Title	Junior Sports Captain	Year Level	7, 8, 9
Scope of Position			
The role of Sports Captain is to encourage all students to participate in Sporting events across the College and to assist staff in promoting, recruiting, training and coaching processes for competing students. They are also expected to assist with the running of major College events such as swimming, Athletics and cross Country. Students are to set a good example on the sporting field and in the classroom, must always be approachable and reliable and at all times embody the College's values.			
Responsibilities			
To promote student participation in sporting events.			
To speak and present awards at Assemblies and Presentation night.			
To assist in recruiting, training and coaching of sporting teams.			
To assist in the running of school sporting events such as Swimming, Athletics and Cross Country.			
To speak at Year Level Assemblies, promoting sport within the College.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Nominations accepted by Sport Coordinator.		
4	Nominees interviewed by Sport Coordinator and Assistant Principal		
5	Decision made by Sport Coordinator		
6	Recommendation made to Principal.		
7	Sport Captains announced at Assembly.		
This position description describes in general terms the duties which the Sport Captain is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



4.10 Senior Sport Captains: Years 10, 11 & 12

1 male and 1 female position

Position Title	Senior Sports Captain	Year Level	10, 11, 12
Scope of Position			
The role of Sports Captain is to encourage all students to participate in Sporting events across the College and to assist staff in promoting, recruiting, training and coaching processes for competing students. They are also expected to assist with the running of major College events such as swimming, Athletics and cross Country. Students are to set a good example on the sporting field and in the classroom, must always be approachable and reliable and at all times embody the College's values.			
Responsibilities			
To promote student participation in sporting events.			
To speak and present awards at Assemblies and Presentation night.			
To assist in recruiting, training and coaching of sporting teams.			
To assist in the running of school sporting events such as Swimming, Athletics and Cross Country.			
To speak at Year Level Assemblies, promoting sport within the College.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Nominations accepted by Sport Coordinator.		
4	Nominees interviewed by Sport Coordinator and Assistant Principal		
5	Decision made by Sport Coordinator		
6	Recommendation made to Principal.		
7	Sport Captains announced at Assembly.		
This position description describes in general terms the duties which the Sport Captain is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



Section 4 Student Leadership Position Description and Election Process

4.11 SRC President Student Representative Council

Position Title	SRC President	Year Level	Any
Scope of Position			
The Student Representative Council President is a key student leader in the College. Their work is to lead the SRC and its cabinet to best provide an active student voice and services to the students and the wider school community. They are to set a good example, must always be approachable and reliable and at all times embody the College's values. The SRC President will be elected from the SRC Membership.			
Responsibilities			
To oversee the running of the SRC, with teacher guidance.			
To lead the establishment of sub-groups within the SRC.			
To facilitate procedures to improve the running of the SRC.			
To facilitate appropriate decision making processes.			
To act as a spokesperson or representative of the SRC at official events.			
To chair SRC meetings.			
To conduct an annual general meeting and oversee the election of office bearers.			
To host and conduct events as organised by the SRC.			
To oversee the fundraising for charities as determined by the SRC.			
To liaise with teachers – taking ideas from meetings to teachers and trying to put them into action.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Nominations accepted by SRC and Student Leadership Development Coordinator.		
4	Nominees give a speech to SRC representatives at a meeting conducted by the incumbent SRC President.		
5	Voting by SRC Reps.		
6	Recommendation made to Principal.		
7	SRC President announced at Assembly.		
This position description describes in general terms the duties which the Student Representative Council President is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



4.12 SRC Vice President

Student Representative Council

Position Title	SRC Vice President	Year Level	Any
Scope of Position			
The Student Representative Council Vice-President is a key leader in the College. Their work is to support the President of the SRC and its cabinet by being an active member of the SRC. The SRC Vice-President actively supports and gives opinions to the SRC President. Should the SRC President be unable to fulfil their duties, the SRC Vice-President is obliged to step in to help in whatever way they can. They are to set a good example, must always be approachable and reliable and at all times embody the College's values.			
Responsibilities			
To assist the President to oversee the running of the SRC, with teacher guidance.			
To assist the President to keep in touch with various sub-groups within the SRC.			
To help facilitate procedures to improve the running of the SRC.			
To assist in with the decision making process.			
To assist the President to act as a spokesperson or representative of the SRC at official events.			
To assist the President to chair SRC meetings.			
To assist the President to host and conduct events as organised by the SRC.			
To assist the President to fundraise for charities as determined by the SRC.			
To assist the President to liaise with teachers – taking ideas from meetings to teachers and trying to put them into action.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Nominations accepted by SRC Coordinators.		
4	Nominees give a speech to SRC representatives.		
5	Voting by SRC Reps.		
6	Recommendation made to Principal.		
7	SRC President announced at Assembly.		
This position description describes in general terms the duties which the Student Representative Council Vice President is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



Section 4 Student Leadership Position Description and Election Process

4.11 SRC Treasurer Student Representative Council

Position Title	SRC Treasurer	Year Level	Any
Scope of Position			
The Student Representative Council Treasurer works in conjunction with the College's Business Manager to communicate and fund events for the school community. They are to set a good example, must always be approachable and reliable and at all times embody the College's values.			
Responsibilities			
To consider the financial viability of fundraising and project work.			
To liaise with the Auxiliaries and Fundraising Coordinator and Business Manager.			
To keep track of spending/income (with assistance from the SRC and Student Leadership Development Leaders.			
To report to the SRC about their financial situation.			
To seek costings for projects and purchases.			
To assist the President to fundraise for charities as determined by the SRC.			
To assist the President to liaise with teachers – taking ideas from meetings to teachers and trying to put them into action.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Nominations accepted by SRC Coordinators.		
4	Nominees give a speech to SRC representatives.		
5	Voting by SRC Reps.		
6	Recommendation made to Principal.		
7	SRC Treasurer announced at Assembly.		
This position description describes in general terms the duties which the Student Representative Council Treasurer is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



4.14 SRC Secretary (Media Liaison)

Student Representative Council

Position Title	SRC Secretary (Media Liaison)	Year Level	Any
Scope of Position			
The Student Representative Council Secretary/Media Liaison works in conjunction with the SRC to promote events to the school community. The role of the SRC Secretary/Media Liaison is to inform both the SRC and the student body of events and happenings within the school. The SRC Secretary/Media Liaison is responsible for ensuring that families are given regular updates through the College newsletter. They are to set a good example, must always be approachable and reliable and at all times embody the College's values.			
Responsibilities			
To assist the President to host and conduct events as organised by the SRC.			
To assist the President to fundraise for charities as determined by the SRC.			
To coordinate the production and distribution of advertising material.			
To report to the whole school community of past and upcoming events through assemblies, Compass newsfeed and newsletters..			
To assist the President to liaise with teachers – taking ideas from meetings to teachers to put them into action.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Nominations accepted by SRC Coordinators.		
4	Nominees give a speech to SRC representatives..		
5	Voting by SRC Reps.		
6	Recommendation made to Principal.		
7	SRC Secretary/Media Liaison announced at Assembly.		
This position description describes in general terms the duties which the Student Representative Council Secretary - Media Liaison is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



Section 4 Student Leadership Position Description and Election Process

4.15 SRC Member Student Representative Council

Position Title	SRC Member - multiple positions	Year Level	Any
Scope of Position			
Together as a group the SRC work to be the voice of the students within the school structure. The role of a Student Representative Council Member is to be a voice for all students in the College to improve school climate. They are to set a good example, must always be approachable and reliable and at all times embody the College's values.			
Responsibilities			
To support events as organised by the SRC.			
To fundraise for charities as determined by the SRC.			
To liaise with teachers – taking ideas from meetings to teachers and trying to put them into action.			
To act as a representative for their respective Year Level.			
To report at Year Level Assemblies informing the students about forthcoming events.			
To facilitate discussing the possibilities and plans for SRC projects.			
To fundraise at school events – Athletics and Swimming etc. – selling drinks and sausages to make profit for the SRC.			
To provide input in school decisions through attending SRC meetings.			
To communicate with staff and students.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Nominations accepted by SRC and Student Leadership Development Coordinators.		
4	SRC Representatives are announced at Assembly		
This position description describes in general terms the duties which the Student Representative Council Member is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



4.16 Subject Captains

1 per faculty

Position Title	Subject Captains	Year Level	10, 11, 12
Scope of Position			
The role of Subject Captain is to be an ambassador of their subject area, for all aspects of College Life. Students are to liaise with the Faculty Team Leader to promote and assist in the running of the subject area in the College and must always be approachable and reliable and at all times embody the College's values.			
Responsibilities			
To provide a positive role model for fellow students in their subject area.			
To support their teachers and class members in their subject area.			
To lead selected class activities in their subject area.			
To assist in special school events.			
To deliver reminders and announcements about their subject area to the student body.			
To assist leading activities in their subject area.			
To promote their subject at Year Level Assemblies.			
To foster a supportive and inclusive culture for all students.			
To be a positive role model: presentation, uniform and display behaviour which is representative of the College's values.			
To build harmonious relations within the school.			
To take a representative role within the school and outside in the wider community.			
To write an article for College yearbook.			
To contribute to the College newsletter.			
Election Process			
1	The position is advertised.		
2	A job description is provided. Interested students collect and submit a Nomination form.		
3	Nominations accepted by Faculty Team Leader(s).		
4	Nominees interviewed by the Faculty Team Leader(s).		
5	Decision made by Faculty Team Leader(s).		
6	Subject Captains announced in class and at Assembly.		
This position description describes in general terms the duties which the Subject Captain is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.			



Section 5 Appendices: Student Leadership Development Roles

5.1 Director Student Voice & Leadership Development

Liam Doyle, the *Director, Student Voice & Leadership Development* is responsible for leading the development and implementation of evidence-based strategies to give students a greater say in the decisions that affect their learning and lives at school; and coaching teachers in the use of authentic student voice to improve pedagogical practice for differentiation.

5.2 SRC & Student Leadership Development Leader

Paul White is the *SRC & Student Leadership Development Leader* who manages the organisation and implementation of a range of civic participation and student leadership development activities, with a focus on the College's Student Representative Council (SRC). The *SRC & Student Leadership Development Leader* provides student development opportunities for the *Student Peer Programs Coordinator*.



Liam Doyle



Paul White





5.3 Senior Student Leadership Team Mentor

Catherine Francis, the *Senior Student Leadership Team Mentor* assists the *Year 12 Level Leader* to develop a strong senior student leadership culture that gives students a greater say in the decisions that affect their learning, and their lives at school (with school improvement and civics foci). The *Senior Student Leadership Team Mentor* develops the team members' capabilities to organise and run assemblies, and other events.

5.4 Student Peer Programs Coordinator

The *Student Peer Programs Coordinator* implements peer support programs to enable a range of leadership and development opportunities for students, including the Year 10 Peer Support program, and the IT and Subject Champions. The *Student Peer Programs Coordinator* provides assistance to the SRC & Student Leadership Development Leaders.



Catherine Francis

5.5 Student Leadership Nomination Form



Portland Secondary College

To develop creative, articulate, respectful and resourceful young people able to contribute positively to the global community.

Student Leader Nomination Form

Position nominated for:	
Name of Student Nominated	
Signature of Nominee <small>(person nominated)</small>	
Name of Nominator <small>(person who is nominating the student above)</small>	
Signature of Nominator	
Name of Seconder <small>(person supporting the nomination)</small>	
Signature of Seconder	

Complete a separate form for each position you nominate for.

Answer the questions in the box.

What skills/experience do I bring to this leadership position?
What understanding do I have of the roles and responsibilities involved?

I have read the position description and understand the election process.

Signed : _____



5.6 PSC Making Headlines

www.spsc.com.au

PORTLAND OBSERVER Friday March 18 2016 7

Future leaders start their journey

ON Wednesday night the Future Leaders of Industry (FLOI) was launched for 2016 with 13 new students attending the opening night dinner to kick off the program.

New in its 11th year, the program is run by Glenelg and Southern Grampians Local Learning and Employment Network (GSGLEN) in conjunction with Portland Alumnium.

The students and their parents got their first taste of the program and what it has to offer, meeting their business mentors and other local business people.

The FLOI, which runs over a number of months, allows students to learn about local industries and career paths and work on skills that will help their future employment such as leadership, presentation and public speaking.

In addition the participants will receive one-on-one guidance from their local mentor who will share their valuable experience from their career, which is in the students' field area of interest.

The program is supported by various local businesses and organisations, along with numerous local professionals who participate in the student workshops.

Portland Alumnium plant manager Peter Chellis was enthusiastic about being involved in the program again and supporting the next generation of professionals.

"We started this program eleven years ago to help promote local careers and build local talent," Mr Chellis said.

"We are committed to using our experience and our facilities for the greatest benefit in our community, and providing further education and training opportunities for our local young people is an important part of that goal."



THE thirteen new participants of the Future Leaders of Industry and their business mentors came together for the first time at the opening dinner on Wednesday night.

Picture: SUPPLIED

Anne Murphy, GSGLEN executive officer, said the program will provide meaningful opportunities for the youth of the region.

"The Future Leaders of Industry Program is a flagship initiative exhibiting strong partnership between industry and

education providers to provide a meaningful understanding of local career opportunities for our young people."



CLEAN UP... some of the young people during the clean up day at the beach near Bridgewater Lakes.

Picture: SUPPLIED

Teens clean up beach

HILL MEDIUM
A GROUP of 20 teenagers spent about six hours on Sunday cleaning up a section of beach at Discovery Bay near Bridgewater Lakes.

The clean-up was initiated by three year 12 students from Portland Secondary College, Mary Doherty, Shae Smith and Claire Chapman. Mary said the clean-up was organised because the beach was littered with rubbish. "It's our favourite beach, we go there on a regular basis and it was just becoming disgusting... beaches in Portland are kept tidier than this, so we decided to do something about it and 20 of our friends turned up to help," she said. "We ended up with a trailer load of rubbish, mainly plastic bottles, some foodstuffs - items which have been thrown overboard from boats. "The people at the Portland city waived the fees for us when they heard we had done, so that was really appreciated." Mary said another clean-up would be organised at the beach in the future. "We're hoping to get more people involved next time," she said.



SOME of the rubbish which was picked up at the beach on Sunday by 20 community-minded teenagers.

Picture: SUPPLIED

Young achiever gets a head start at uni

BEN FRASER

PORTLAND Secondary College alumnus Jake Edwards started his Bachelor of Commerce this year, but the high achiever was no stranger to university life.

Mr Edwards got to experience campus life while still in high school as part of the University of Melbourne's Kwong Lee Dow Young Scholars Program.

"It was a great way to meet with other students across Victoria and take advantage of some of the resources at the University of Melbourne," Mr Edwards said.

"I feel so much more connected and confident heading into tertiary study having experienced aspects of university life already.

"It means I can spend more time focusing on my studies." The easy transition into tertiary studies now means Mr Edwards can focus on completing his commerce degree and then a Master in Engineering.

Year 11 and 12 students selected to participate are invited to events at the university and have access to academics, library resources and opportunities to develop their leadership skills.

"During year 12 I was able to go to revision lectures, which was very helpful during my exams," Mr Edwards added.

Professor Susan Elliott, Deputy Provost at the University of Melbourne, said since the program's inception in 2007, more than 7000 young scholars have been through the program,



KWONG Lee Dow young scholar, Portland's Jake Edwards, is enjoying his life at the University of Melbourne.

Picture: JOSH HADRI 18073610

including many students from regional Victoria.

"It brings together students from across Victoria, creating opportunities for them to meet and connect with like-minded," Prof Elliott said.

"It's designed for high-achieving students and aims to be an academically enriching experience for them which alerts them to the opportunities

provided by a university education.

"The students take part in events both at our Parkville campus and throughout regional Victoria, so there are opportunities for a diverse range of students to get involved."

Students in year 10 can apply from August at futurestudents.unimelb.edu.au/ld



5.7 Pedal Power: A student-led eco sustainability project

PSC's First Recharging Hub

Portland Secondary College student leaders, Emily Kindred and Oscar Shepherd have initiated an exciting first for Australian schools. They have sought funding and sponsorship to enable students' to generate their own power and recharge their devices first at the College's first Recharging Hub.

This cycle powered recharging desk is situated in the College's Global Learning Centre; a learning neighbourhood for over two hundred Year 11 and 12 students and their teachers.

The cycle powered recharging desk is used as a hop-on hop-off meeting-place for students and teachers. Perfect for efficiency, creativity and productivity; all of which are embedded in the STEM [Science, Technology, Engineering and Maths] learning areas. Year 12 students have already commented that by doing some gentle cycling while they study will be a benefit in their stressful final year.

How does this recharging hub do this?

- By using human powered bike furniture
- By turning human kinetic energy into usable power
- By allowing students to experience the pedal powered desk to charge and share their own energy

Emily said that, *'We also want to help students who may becoming disengaged from classroom activities to be able to use the recharging hub for break-out time.'*

How does the recharging hub benefit students?

- It gives them energising exercise in their daily life while studying, working, meeting, reading or just relaxing
- This initiative is important for our sustainability goals, global citizenship and moving towards a 'green' library.

How can community and business help?

Emily and Oscar have their eyes now set on raising funds to put a kiosk of three recharging stations for laptops and other devices available for all students in the College's Library foyer. They have prepared a Project Proposal and Sponsorship Information Package showing how businesses and community members can help.

Oscar said that they *'...want to harness student energy, activate learning and help build awareness of sustainable options for our future.'*



Portland Secondary College

Student Representative Council

SRC represents students in our school and exists to empower all student voices to be valued in every aspect of their education.

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