



DUNCRAIG SENIOR HIGH SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

NOMINATION

To be a member of the Duncraig Senior High School Independent Public School Board

Thank you for your interest to be a member of the Duncraig Senior High School Independent Public School Board (the Board). We look forward to receiving your nomination application.

NOMINATION

The Board invites candidates to nominate for vacant Board positions. This nomination form provides information about the position and the forms required to progress a nomination application.

INTRODUCTION

The Duncraig Senior High School Independent Public School Board is aiming to ensure it has a broad skills-based membership. As part of the Board application process, each nominee undertakes a 'Knowledge and Skills Self-Assessment'. Knowledge or skills that are under-represented in the expertise profile of the current Board may be weighted higher when ranking nominees.

Potential and current Board members are not expected to have all the knowledge and skills listed. Rather, they are assessed on their ability to contribute to a joint coverage of the key knowledge and skill areas required to operate a balanced and diverse Board.

Duncraig Senior High School Independent Public School Board is aiming to evolve into a skills-based Board to oversight the management of the Duncraig Senior High School.

PURPOSE AND ROLE

The purpose of the Board is to promote the welfare of students of Duncraig Senior High School (DSHS) through the cooperation of staff, students, parents and members of the wider community. The Board is consulted on major changes to school policy and makes recommendations to the Principal.

SELF-ASSESSMENT

As part of the nomination process, we ask that you complete the 'Self-Assessment' of the following skills:

- Board Director and/or Executive Leadership Experience
- Strategic Planning and/or Business Planning
- Corporate Governance and/or Legal
- Financial Management and Audit
- Education of high school students
- Community Engagement

BACKGROUND

BOARD MEMBERSHIP

The Board shall consist of the members from the following representative groups:

- Up to seven (7) elected parent and/or community members (7 votes)
- Up to four (4) elected staff members (4 votes)
- The Principal of DSHS (1 vote)

TERM OF OFFICE

A Board member is normally appointed for a two (2) year term, after which s/he shall be eligible for re-election.

TIME COMMITMENT

Generally, the commitment to the Board is six (6) General Meetings per year, with the provision for special meetings from time to time.

Board members may also be expected to contribute time to a Standing Committee (Finance) or a Working Group.

Board members are expected to read all the relevant Board Papers leading up to each meeting and to actively contribute at meetings.

As a guide, meetings are held after hours at DSHS.

ENQUIRIES

Please contact the Executive Assistant to the Board within business hours (9am to 5pm) or by email to wendy.hartmann@education.wa.edu.au.

LODGEMENT

Please return the completed form on or before the advertised closing date.

By email (scanned): wendy.hartmann@education.wa.edu.au

By hand or mail:

Nominations Committee
Duncraig Senior High School Independent Public School Board
22 Sullivan Road
DUNCRAIG WA 6023

Your application will be considered by the Board's Nominations Committee and, if your candidacy is recommended to the Board, your name and a brief profile, based on the information you provide, will be disclosed to the Board members at the Annual General Meeting for endorsement. You will be invited to this meeting but, if you are unable to attend, you will be notified of the outcome as soon as practicable.

SUBMISSION CHECKLIST

Before submitting your application, please ensure that you have completed/attached the following documentation:

<input type="checkbox"/>	NOMINATION FORM AND SELF ASSESSMENT – Contact Details, Eligibility , Statement of Intent, Knowledge and Skills Self-Assessment, Declarations
<input type="checkbox"/>	A current resume including two or more contactable referees
<input type="checkbox"/>	Documentation/information to support high level self-assessment assertions

PLEASE NOTE: You are expected to provide information and/or verification of knowledge, experience and skills that you assess as being MEDIUM, HIGH or EXPERT.

Knowledge and/or Skill	General Description	Guidance as to the expected minimum <u>demonstrated</u> knowledge and skills required		
		EXPERT as for HIGH but also with:	HIGH as for MEDIUM but also with:	MEDIUM
Board Director and/or Executive Leadership Experience	An understanding of, and experience as, a Director of a governing board of public or private companies and/or not for profit organisations; and/or An executive leadership role, in Government, Private or Not-for-Profit Sectors.	At least 8 years of experience as a <u>non-executive</u> Director of a governing board/s; and/or At least 10 years of experience in a Senior Executive leadership role (e.g. CEO or equivalent); within an organisation/s of at least 40 staff and/or a gross turnover of more than \$3M pa	At least 5 years of experience as a Director on a governing board/s comprising three or more Directors, of an organisation with a gross turnover of more than \$1M pa; and/or At least 7 years of experience in a Senior Executive leadership role (e.g. CEO or equivalent) of an organisation/s of at least 20 staff and/or with a gross turnover of more than \$2M pa	At least 3 years of experience as a Director of a governing board, with a demonstrable working understanding of the role of a Board Director; and/or At least 5 years of experience in an Executive leadership role, with a demonstrable working understanding of the role of a Board Director.
Strategic planning and/or Business Planning	A demonstrated understanding of, and experience with, planning activities such as setting 3-5 year strategic, whole-of-organisation objectives for: <ul style="list-style-type: none"> • resource prioritisation • human resource/workforce planning • organisational structural reviews • market and business analysis • funding proposal development 	Demonstrated <u>senior professional leadership</u> role (of more than 8 years) and responsibility for strategic planning, business and/or organisational development for an organisation/s of at least 40 staff; and/or A gross turnover of more than \$3M pa; and/or Degree or Masters level qualification/s directly related to the areas of strategic level planning; business and/or organisational development (e.g. MBA); and A demonstrated leadership role in strategic planning (as described in HIGH).	Demonstrated <u>leadership</u> role (of more than 5 years) in strategic planning, business and/or organisational development for an organisation/s of at least 20 staff; and/or A gross turnover of more than \$1M pa; and/or Post-Graduate Diploma level qualifications specifically related to the areas of strategic level planning, business and/or organisational development (e.g. Dip BA, Dip BM)	Active participation at a senior level in strategic planning, business and/or organisational development for an organisation/s of at least 10 staff.
Corporate Governance and/or Legal	A demonstrated understanding of, and experience in, developing and overseeing mechanisms that	Demonstrated experience in a <u>senior leadership</u> role (of more than 8 years) in the development of good corporate governance and/or legislative compliance with a	Demonstrated experience (of more than 5 years) in leading the development of good corporate governance and/or legislative compliance in an organisation/s of at least 20	Demonstrated understanding of the principals of good corporate governance;

KNOWLEDGE AND SKILLS AREAS OF BOARD MEMBERS - SELF-ASSESSMENT GUIDE

Attachment A

Knowledge and/or Skill	General Description	Guidance as to the expected minimum <u>demonstrated</u> knowledge and skills required		
		EXPERT as for HIGH but also with:	HIGH as for MEDIUM but also with:	MEDIUM
	<p>ensure legislation compliance and the implementation of good corporate governance; including a working understanding of:</p> <ul style="list-style-type: none"> • Directors roles and responsibilities under Australian Corporations Law • Corporate Governance Policy development • Conflict of Interest Policy and practices • Audit processes • Division of roles and responsibilities between Governing Boards and Executive Management. 	<p>Governing Board/Board of Management/Board of Directors in an organisation/s of at least 40 staff; and/or A gross turnover of more than \$3M pa; and A Certificate or Diploma level qualifications specifically related to the areas of corporate governance (e.g. Company Directors Course); and/or Graduate Diploma or Masters level qualification related to the areas of corporate governance (e.g. Grad Dip Public Admin; MBA); and A demonstrated leadership role (as described in HIGH); and/or A Bachelor of Laws, with at least 8 years of experience in legal practice.</p>	<p>staff; and/or A gross turnover of more than \$1M pa; and/or Certificate or Diploma level qualification/s specifically related to the areas of corporate governance (e.g. Company Directors Course); and/or A Bachelor of Laws, with at least 5 years' experience in legal practice.</p>	<p>and Direct experience in the development of good corporate governance and/or legislative compliance.</p>
Financial Management and Audit	<p>Demonstrated experience in, the understanding of:</p> <ul style="list-style-type: none"> • financial reports • budgets • the impacts of financial-based terms and conditions in contracts • the implications of financial performance on the short and long term viability and effectiveness of an 	<p>A Certified Practicing Accountant (CPA) and/or Chartered Accountant in Australia and/or a member of the Australian Institute of Public Accountants with at least 8 years of professional experience as an Accountant; and/or A member of the Australian Institute of Internal Auditors, or similar, with at least 8 years of professional experience as an auditor;</p>	<p>Demonstrated experience of more than 5 years in, the understanding and practical application of financial reports, budgets etc. at a <u>professional level</u> with the ability to:</p> <ul style="list-style-type: none"> • construct and use a chart of accounts • develop a multi-job/class budget • use a balance sheet, income-expenditure/profit & loss and cash flow statements to manage an organisation/business; <p>and/or</p>	<p>Demonstrated experience in the use of financial reports in particular balance sheets and income-expenditure/profit-loss and cash flow statements. A demonstrable understanding of:</p> <ul style="list-style-type: none"> • budgets to monitor the health of an organisation and an understanding of the impacts of financial-based terms and conditions in contracts

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	<p>organisation</p> <ul style="list-style-type: none"> the role and function of financial and compliance auditing. 	<p>and/or</p> <p>A Bachelor or Master Degree in Finance/Commerce/Business Management, or similar, with at least 8 years of professional experience in the area of financial or business management, accounting, auditing or related areas.</p>	<p>A Certified Practicing Accountant (CPA) in Australia and a member of the Australian Institute of Chartered Accountants or the Australian Institute of Public Accountants;</p> <p>and/or</p> <p>A member of the Australian Institute of Internal Auditors;</p> <p>and/or</p> <p>A Bachelor or Master's Degree in finance/commerce/business management or similar.</p>	<ul style="list-style-type: none"> the implications of financial performance on the short and long term viability and effectiveness of an organisation the role and function of financial and compliance auditing.
Education of High School Children		<p>At least 10 years of professional experience in the Education Sector including at least 5 years' experience in a senior leadership/management role;</p> <p>and/or</p> <p>At least 10 years of volunteer experience in the Education Sector with at least 5 years' experience in a volunteer leadership role.</p>	<p>At least 8 years of professional experience in the Education Sector including experience in the management;</p> <p>and/or</p> <p>At least 8 years of volunteer experience in the Education Sector with experience in a volunteer group leadership role (e.g. Chairperson, Treasurer)</p>	<p>At least 5 years of professional experience in the Education Sector (e.g. teaching, school administration);</p> <p>and/or</p> <p>At least 5 years of volunteer experience in the Education Sector.</p>
Community Engagement	An understanding of, and experience in, the engagement or consultation of key stakeholders such as local community, industry, indigenous, and/or environmental groups.	At least 8 years professional experience in community engagement and/or consultation and formal training as a group facilitator and/or in formal techniques for community engagement and/or consultation.	At least 5 years professional experience in community engagement and/or consultation.	Practical experience in community engagement and/or consultation with a working understanding of community engagement principles and techniques.