

# **Guide to Applicants**

## **Short Form Principal Applications**

## Introduction

This guide is provided to assist applicants, for Principal roles within the Department for Education, Children and Young People (DECYP). This guide has been developed with Principals in mind. Included in this guide are attachments providing example paragraph and Curriculum Vitae (CV)/Resume. These are not intended to be prescriptive, but exemplars which are provided to support your application writing.

## Merit Selection

DECYP undertakes employment decisions according to the merit principle. Merit selection involves comparing an applicant's work-related qualities with the work-related qualities genuinely required to perform the duties of the position. By basing employment decisions on merit, all applicants are given a fair and equal opportunity to gain employment within DECYP.

The selection criteria are the primary source for identifying the work-related qualities required for a position. The selection criteria are contained in the Statement of Duties (SoD). The Generic Principal SoD can be found here: [SOD Library](#) and in the position advertisement.

Work-related qualities can include:

- skills and abilities
- qualifications, training and competencies
- standard of work performance
- capacity to produce required outcomes and evidence of impact in current role
- relevant personal qualities
- demonstrated potential for further development
- contribution to system outcomes

## Short Form Applications

A Short Form Application is a document of up to 1000 words (two A4 pages) and it is a snapshot of your skills and ability to undertake the role.

Your Short Form Application, along with your covering letter and CV/Resume, is used by the panel to make an initial assessment of suitability for a position and determine if the candidate will be invited to participate in further forms of assessment for the role, for example an interview.

## Preparation

To help prepare your application, read the advertisement and the SoD. It is recommended at this stage if you are interested in the position that you request an 'information pack' from the contact person which may include:

- School Fact Sheet
- Measuring School Progress
- School Improvement Plan
- School Annual Review
- Link to relevant TASC data
- External School Review Executive Summary (if current year or previous)

You can follow up with any other queries, via the same contact person, listed within the advertisement.

## Application

Your application should include:

- A covering letter
- Statement addressing the selection criteria
- Expanded Curriculum Vitae (CV) or resume (up to 6 pages).

## Covering Letter

This provides an opportunity for you to describe yourself as leader and how you operate within a team. You could also include your personal values that you will bring into the role and how this will be implemented with the school community and wider agency.

## Statement addressing selection criteria

A two-page summary outlining your suitability for the position, including your vision for the school community, and projecting yourself into the role.

You may find it difficult to cover all criteria in sufficient detail in the short-form application. As all criteria are equally important whilst ensuring that you achieve your word limit, you can cover multiple criteria by combining your application and CV. Panels are seeking applicants who can show they can synthesise complex information and succinctly communicate.

### *Understanding and addressing the selection criteria*

When addressing the selection criteria concentrate on the quality rather than the quantity of information. Highlight a few strong examples of 'high leverage' achievements which you believe will best demonstrate your claims against each criteria considering the principal position context that you are applying for.

If you are currently in a Principal role you will need to articulate how you meet the criteria, via supported specific examples and the impact you have on outcomes for learners. Your Referee's are not contacted until later in the process, therefore you need to put your best application forward.

Some examples of how to address the selection criteria are provided in Attachment One.

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#### *TIP!*

*Highlight a small number of 'high leverage' achievements which you believe will best demonstrate your claims against each criterion considering the principal position context that you are applying for. Use these to 'project' into the role.*

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## *Writing the* Statement addressing selection criteria

This approach is a useful model to effectively address the selection criteria.

**Belief** - provide the 'why' of your recent work, how you know it was the 'right' approach and how it aligns with our system strategies. This may include some reference to the evidence base (but it is not a dissertation)

**What** - provide a brief outline of the situation or setting. What was the context? What approach did you employ?

**How** - what did you do and how did you do it? Be specific and unpack them sequentially and in detail.

**Impact/Outcomes** - what did you achieve? How do the results relate to the position you are applying for?

**Projection** - How will you leverage off this experience as principal in the context you are applying for? What did you learn from some past miss-steps and how will it impact your practice, specifically to this school setting.

All parts of the statement are important; however, the **Impacts** are crucial. You may have been leading a particular approach for years, as part of this selection process the panel needs to determine the quality of your approach and how it has made a demonstratable difference.

It is important to balance the use of 'I' statements and specify your exact contribution to the situation and your role in developing and contributing to the team(s) you have worked with and led.

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#### *TIP!*

*Don't assume the panel will understand all of the acronyms you use. Write them in full the first time.*

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## Expanded Curriculum Vitae (CV)/Resume

The CV should be aligned to a relevant leadership framework of your choice e.g. Principal Capability Framework (PCF), National School Improvement Tool (NSIT), Principal Performance Improvement Tool (PPIT), Australian Institute for Teaching and School Leadership (AITSL) Principal Standards.

An example can be found in Attachment two.

Keep your resume succinct with clear headings and dot points. At a minimum it should include the following:

**Name and Contact Details-** Full name and contact details. This does not need to include date of birth, gender or family status.

**Education/Qualifications and Professional Learning** -List (beginning with the most recent) your education and training.

Consider emphasising what you have led following your learning and how it impacted learner outcomes.

**Work history** - List your relevant employment history. This can contain information like position title, employment dates, location, your main duties, and your achievements.

**Leadership Examples** - As the short-form application is unlikely to provide sufficient opportunity to unpack examples against all criteria, additional evidence should be provided in this section.

Examples should be a brief paragraph and/or dot points outlining the main duties/actions achievements/outcomes aligned to your preferred leadership framework.

Referees – Within DECYP, vacancies require two referee's . Within the application Form you will be asked to listing the name, position title, address, and contact phone numbers of your referees.

Selection panels generally prefer to contact your current or most recent manager however, if a referee is a panel member, we may need to seek a supplementary referee.

It is good practice to speak to your referee's prior to nominating them. You will need to gain their agreement this is also a great opportunity to discussing the required work-related qualities that it takes to undertake a Principal role. It may be beneficial to send them a copy of the statement of duties to help then with the referee report if/when they get asked.

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### Tip!

*Proofread your application, then proofread again. It can also be beneficial to ask someone else to proofread your application for you....and don't forget to remove 'tracked changes'*

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## Seeking Feedback

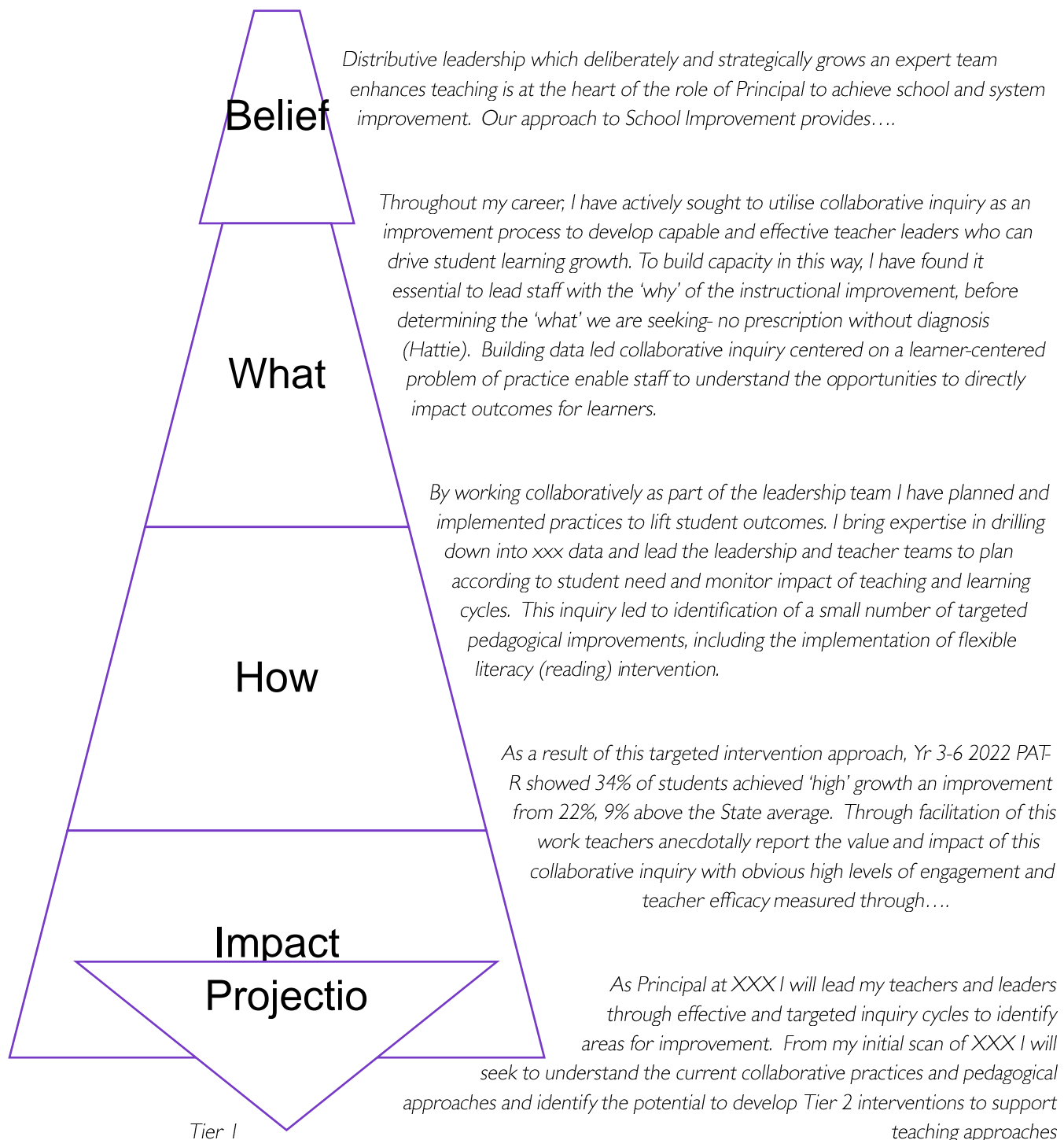
Regardless of the outcome, we strongly encourage you to take advantage of the invitation to receive feedback from the selection panel- usually the panel chair. This can help you to understand the panel's decision and to discuss ways in which you may improve future applications and areas that you can gain more experience in before applying again.

As each panel is unique to the school's context, it is important to consider this when receiving your feedback. Whilst moderation of selection processes occurs, contextual differences are to be expected.

## Supporting Documents/Links

- [Information for Applicants](#)
- [Principal Statement of Duties](#)

## Attachment One: Addressing the Selection Criteria (example only)



## Attachment Two: Curriculum Vitae (example only)

Name: Contact Information	Donald Fisher Site 3, Summer Bay Caravan Park <a href="mailto:Donald.fisher@summerbayhigh.gov">Donald.fisher@summerbayhigh.gov</a> 0400 000 000		
Professional Appointments:	2020-present	Principal	Summer Bay High School
	2015- 2019	Assistant Principal	Yabby Creek High School
	2017-2019	AST	Yabby Creek High School
Key Recent Achievements and Responsibilities			
Summer Bay High	<ul style="list-style-type: none"> <li>Leading school wide strategic plan development, mid-year and annual review, setting and publicly sharing iSMART goals- against NSIT</li> <li>The development of theory-of-action statements for each School Improvement Priority to assist the alignment of school-wide language and actions</li> <li>Building improved teacher practice through the building of leadership capacity and aligned theory-of-action statements</li> <li>Implementation of Social and Emotional Wellbeing curriculum, supported by weekly wellbeing check-ins and school-wide wellbeing data wall</li> </ul>		
Yabby Creek High School- AP	Member of school executive with key responsibilities for: <ul style="list-style-type: none"> <li>Coaching staff to improve teaching practice</li> <li>Leading focussed and timely professional learning to teams</li> <li>Leading data analysis and literacy for teachers</li> <li>Community consultation, revision and renewal of school vision, values, goals and targets</li> <li>Implementation of year 11/12 Extension policy leading to improved retention for years 10-12 students</li> </ul>		
Yabby Creek High School- AST	Grade and wellbeing team PLT leader with whole school responsibilities for: <ul style="list-style-type: none"> <li>Leading the school-wide implementation of Restorative Practices</li> <li>Development of risk-management processes</li> </ul>		
Leadership Examples			
Domain descriptor (Your preferred framework. e.g. NSIT, PCF, Selection Criteria, PPIT)	Through a clear and demonstrated commitment to the Departments Strategic Plan, NSIT and the Department of Education's organisational structures and supports I have successfully lead school improvement through: <ul style="list-style-type: none"> <li>Leadership and analysis of progress against the existing Operational Plan and subsequent revisions.</li> <li>Simplification of the current planning to focus on 'what matters most', being: Improved teacher practice and building a positive school culture. This process has provided clarity for all staff, enabling increased buy in and teacher efficacy.</li> <li>Use of common frameworks for improvement and interventions, supporting organisational clarity- PLC rubric, AITSL teaching practice continuums</li> </ul>		
Statement outlining belief/strategy/alignment	Evidence of Impact		

	<ul style="list-style-type: none"> <li>• Improvement data at SBHS for matched cohorts 2019 below (&gt;10 scale score points) Australian mean score PAT-R, to 2021 above Australian mean score.</li> <li>• 3 of 5 PLT's have shown growth on PLC rubric in 2021</li> <li>• School-wide frameworks developed, enacted, and reviewed for: communication, formative assessment, communicating with families</li> <li>• The sustainability of the improvement strategy and actions has seen this trajectory maintained. 2022 NAP-R Gr 9 38 Mean score points ABOVE similar school.</li> <li>• All Gr 9 2022 NAPLAN domains are in excess of Australian Mean (R:+39, W:+29, S:+10, G+P:+33, N:+20).</li> </ul>	
<b>Measurable impact-quantitative and qualitative</b>		
<b>Recent and significant Professional Learning</b>	<p><b>Data Wise 2022:</b> Through undertaking and leading the unpacking this this learning, my leadership and teacher teams and we have successfully integrated the data wise inquiry process into our PLT collaborative inquiry cycles, specially and strategically utilising key language and artefacts to monitor for impact</p> <p><b>Growth Coaching- stage 2:</b> Modelling effective, practice based coaching has.....</p> <p><b>School Improvement Planning and Our Approach to school Improvement:</b> Development and implementation of monitoring processes, re-prioritisation of....</p>	
<b>What is the impact of your learning?</b>		
<b>Professional Referees</b>		
Name Position Contact information	Name Position Contact information	
<b>Who is best placed to comment on your professional practice?</b>		