Government Samples

Selection Criteria (3-5 pages)

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Selection Criteria

Manager Data (EL1) - Cancer Australia
Young Adults Program Case Worker - The Salvation Army
Investigator, Enforcement Operations NSW - ACCC
Safety Systems Inspector - Civil Aviation Safety Authority
Graduate Teacher - Malvern Primary School
Selection Criteria
Manager Data (EL1)
Cancer Australia

Supports Strategic Direction
Over the past 2 years at the ATO as a Senior Analyst, I have consistently supported workplace objectives and recognise how my work contributes to the achievement of goals, proactively contributing to organisational purpose. I have successfully demonstrated a high level of achievement in using quantitative statistics to achieve effective conclusions using advanced statistical application software whilst maintaining a high level of attention to detail. I consistently seek opportunities to develop my skills and contribute to the best of my ability towards the ATO’s Tax Payers Charter which is part of the ATO’s strategic direction and compliance model.

I practice sound judgement and decision making with an awareness of implications and contribute to solutions and future strategies and solutions. I harness information and opportunities when performing my day to day duties, working diligently to improve existing practices to improve efficiency. I have demonstrated my innovative approach to tasks by introducing new practices including the recent development of a data register to store data requests for record keeping purposes. Showing judgement, intelligence and common sense, I request clear expectations from staff when work is assigned in a leadership role, identifying and using resources effectively, applying and building professional expertise with a proven track record for delivering quality outcomes with limited direction or supervision, whilst ensuring closure and delivers on intended results and commitments. In order to maintain strategic thinking I utilise formalised practices and improve the efficiency of their utilisation. When delegated with a task or a project, I undertake a view in the context of the objective and direction of the department. This assists in understanding and shaping the outcome I seek, even before attempting the task and provides me with a platform to work with staff and colleagues to translate the strategic themes and priorities from the task into business processes and outcomes.

Currently as a Senior Data Analyst in the Fraud Prevention & Internal Investigations team, I am one of the two data experts working for the entire branch. Investigators and other stakeholders approach me with specific questions, where I will be required to extract data from the ATO warehouses and other storage mediums. I then cleanse the data and undertake data analysis. I then provide guidance to other individuals on how to interpret the data and how I’ve developed the conclusion which is then used in their cases. Additionally I provide technical expertise in regards to Statistics and SQL to other individuals. I provide initiative behind tasks where I feel something is missing that could make a process run more smoothly I’ll suggest and implement it. On a particular occasion, the data requests we received were on an ad-hoc basis and there was no record other than emails that we had sent specific individuals data. Much of the time the data was similar, however as we didn’t have the processes and practices stored for extraction procedure we would have to do it again. I suggested and implemented a data registry, where we would record all data items into an MS Excel spreadsheet. This was well received and commended as good practice as it verified what data had been sent to which party but also helpful to us as we could provide data in a more timely manner.

Previously as an Analyst at the Revenue Analysis Branch from 2011 to 2013, I was responsible for drafting and delivering economic revenue reports to the ATO executive and other stakeholders. The reports required significant input from various ATO Analysts, hence I liaised with team members and gathered relevant information. Utilising my effective leadership skills, I supported and motivated the Analysts by reminding them about the importance of these reports as they served as a reflection of our department to internal and external stakeholders. Positive outcomes were achieved during this time including the succinct preparation of reports and a high level of performance by the team of Analysts due to my commitment and ability to provide effective mentoring whilst reinforcing the strategic direction of the ATO to achieve desired results.

Achieves Results
A self-motivated, results orientated Australian Public Service professional, I take responsibility for achieving outcomes, meeting targets, mentoring/training staff, accountable for advice, leading by example and devising ways to improve systems and procedures including the creation of guidelines on how files should be stored within the server for ease of access. I have also developed a macro in MS Excel to act as a query manager for the files stored on the server.

Over the past 2 years at the ATO, I have achieved excellent results, including the redesign and redevelopment of forecasting models during which time I leading an initiative to re-design a financial model used for forecasting PRRT revenue collections. I also directed the initiatives and increased the efficiency of their utilisation through application of analytical statistics and financial modelling. I have also designed and implemented a financial forecasting model (with a quantitative and qualitative aspect which looked at the impact on the mining industry) for the recently introduced MRRT.
My relevant experience in the analysis and preparation of data reports/papers can be demonstrated whilst drafting a paper and presentation on ‘Organised Criminal Network - their mark on our landscape.’ My paper was presented by the Assistant Commissioner at an analytics conference, where industry individuals attended. It addressed considering at how government agencies need a shared intelligence platform to better perform their duties and discussed themes such as identity fraud and how data mining can be a powerful tool in preventing crime from occurring. Whilst preparing the paper, I collaborated with a wide range of staff/stakeholders to undertake the project whilst using a high level of professional expertise in research and data/information gathering.

Demonstrated in my experience as an Analyst - Revenue Analysis Branch, I remained highly flexible in accommodating workloads that can vary greatly within a year. During times of high workloads, I was responsive to the demands of the department as a whole and maintain a high standard of work. I prioritised work where possible and arrange for the work to be delegated as required. In the period leading up to the release of the Federal Budget 2011-12, I was assigned a significant amount of tasks which I needed assistance with due to time constraints. I effectively utilised key individuals and delegated portions of the tasks, ultimately quality assuring all the work as it was delivered back to myself. This approach enabled me to deliver the task on time, whilst also harnessing the opportunity to provide staff and exposure to the work conducted.

In my current role as Senior Data Analyst in Fraud Prevention and Internal Investigations, I was tasked to extract a list of phone numbers and addresses of a list of TFNs from the Data Warehouse. I was uncertain on which table out of the thousands in the Warehouse would contain the relevant information. I contacted the administrator of the tables with whom I had a strong working relationship in my previous role. Hence I was able to gain data dictionaries for those tables and consequently find the table I was seeking in a timely manner.

I use my professional expertise to solve complex problems usually on my own accord and as a result produce excellent results. When faced with uncertainty such as technical issue with data, I consult and seek advice from internal or external stakeholders. I have built a very capable network of individuals who I utilise to ensure a comprehensive professional input is used. In my current position as Senior Data Analyst, I have worked with minimal guidance on most of my workload which includes determining methodologies for forecasting, locating relevant data, producing models, preparing cost impact assessments and writing up minutes. In most cases my work has required only cosmetic changes prior to being approved. Where assistance has been required, I have effectively taken advantage of the excellent relationship I have developed with team members.

**Cultivates Productive Working Relationships**

Supporting productive working relationships, I have demonstrating myself to be an active team member with a proven track history of cultivating relationships and removing obstacles to build trust and enhance productivity achieving improved workplace communication and team relationships. I have worked without direct supervision, organising my day and work tasks independently, remaining flexible and adaptable. I have built excellent relationships with managers and team members at the ATO and with several of the Treasury Officers with whom I remain regular contact. I often participate in after-hours events with co-workers and sustain relationships with senior and junior members.

As a Senior Data Analyst, I lead the development, implementation and review of compliance integrity strategies and processes at the ATO, providing support, motivation to team members within the Fraud Prevention & Internal Investigations Department. Throughout my career at the ATO, I have encouraged a team environment amongst my co-workers and strived to keep them involved in social events. I am a regular contributor to the weekly team meetings our section holds and I also was on the social club at Revenue Analysis Branch for the nine months. During my time with the social club, I was part of the small team organising the Melbourne Cup luncheon, the Christmas party and the fortnightly newsletter.

I apply the Tax Office and Australian Public Service policies and practices. I understand the importance of adhering to the Australian Public Service values and Code of Conduct that shape we think, react and behave as a dedicated team member with a strong community focus. I have always made a conscious effort to build good relationships with the people around me, regardless of appearance, ethnicity or other discriminating factors. In cases where a misunderstanding or another issue arises, I will always take steps to resolve the issue. Committed to Equity and Diversity in the workplace, I promote an inclusive environment for all staff and the broader community we engage with. I aim to create an environment which celebrates diversity and is free from all forms of discrimination and harassment which recognises, utilises and values the knowledge, abilities, skills and ideas of all people, irrespective of race, ethnicity or religion, gender or sexual orientation, education level, socio-economic background, age, disability or family responsibility. I have completed a corporate induction and fraud awareness training at the ATO and have had no problem applying the principles presented in both seminars.
Previous as an Analyst at the Revenue Analysis Branch, I assisted and supported the newer members of the business analysis team ranging from reviewing minutes and models for junior team members to assisting senior team members with SQL related queries and forecasting methodologies. Additionally I have also often provided other advice to my co-workers that may assist them in their day to day work tasks. At the Revenue Analysis Branch, I also liaised with internal and external stakeholders to produce revenue forecasts for high level government papers such as Budget or Mid Year Economic and Fiscal Outlook (MYEFO) and critically identified risks and issues impacting taxation revenue, provide advice and consultation to external and internal stakeholders. I was also involved in providing technical policy and revenue advice to the Department of Treasury on Petroleum, Gas and Mining taxation matters.

Exemplifies Personal Drive and Integrity

Having contributed at the ATO since 2011, have gained an understanding of public service professionalism including commitment with APS code of conduct and organisational values. Demonstrating a high level of motivation, personal drive and integrity, I have successfully balanced work and study with the ability to multi-task and remain focused.

Demonstrating a high level of self-awareness and a strong commitment to personal development, I have successfully completed various training including a Bachelor of Science which included Medical Science studies for 2.5 years before changing to Bachelor of Science. I take responsibility for my own training and development, making the necessary effort to attend regular meetings and keep up to date with new organisational procedures and employer objectives, with a proven track record as an efficient team member. I am currently undertaking a Masters of Studies (Quantitative & Government Policy) which includes Data Analytics/Analysis, Statistics, Mathematics & Government Policy (to be completed in November 2013). I am also a Candidate for The CFA Program with studies commencing in December 2013 with the Chartered Financial Analyst Institute. The professional skills I have obtained during my professional and personal development are ultimately intertwined in my own personal development including technical skills including the use and application of statistical knowledge, computer programming.

I have worked on the improvement of forecasting processes for PRRT and MRRT at the ATO. Due to my background in quantitative statistics and mathematical modelling, I suggested my team use a regression model to forecast liabilities. I introduced and explained the concept to the Directors who weren’t familiar with this concept. Following explanations we agreed on the approach and successfully built the model.

Previously as an Analyst at the ATO in the Revenue Analysis Branch our team was confronted with strict deadlines around the delivery of a few economic revenue reports. As the author and distributor of the report, I motivated Analysts to see their component through to completion which required having discussions around the technical aspects of their work to inspire them. I always re-assessed myself as an individual and assessed my performance. I seek feedback from Directors as a means of reflection and seek opportunities further development. I have also provided guidance to other team members around specific courses or literature they can review to address any developmental needs.

In my first few months in the Revenue Analysis Branch, I had difficulty interpreting the economic context of specific problems as I had a very strong quantitative view. In order address this I enrolled into the Masters of Studies (Quantitative & Government Policy) which included various Economic subjects. This provided a fundamental understanding of the principles underlying economics and I was able to understand and interpret the problems. Furthermore I was able to provide advice in a more econometric context, due to my strong quantitative background.

A recent project I completed at the ATO was based on Unplanned Leave Statistics and Fraud Incidence Rates across different business lines and sites. We were interested in knowing if there was a relationship between the Unplanned Leave Rate which is measured by the total number of unplanned leave days divided by the number of employees and the Fraud incidence rate. Keen to take action, I initially gathered data from different documents and input the data into an MS excel file which I converted to a CSV enabling it to be imported into the R statistical package. In R I was interested in two different outcomes, firstly to produce a graphical plot diagram that show cased these statistics as individual pie charts. Each pie chart represented a site such as Melbourne and it was overlaid on the location of Melbourne on a geographical map of Australia. The figures represented the following information:

- Location of each site in Australia
- Population of each site, measured by the radius of each chart (similar to a bubble plot)
- The split of each site into different business lines
- An indication of the Fraud incidence rate for each business line for every site (measured by area)
- An overlay of text to indicate the Unplanned Leave Rate
Secondly, I conducted a statistical analysis of any correlation existing between unplanned leave and fraud prevention for each specific site, across different populations. In order to achieve this, I used a logit model where I assumed that for any given population and unplanned leave rate (continuous variables) the outcome of a fraud incidence will be binary, it will occur or it will not. The results weren’t conclusive as there wasn’t a consistent trend with either of the underlying variables. This could have been due to the variables being highly correlated with each other, and/or either of the variables not being a sufficient predictor of fraud.

**Communicates with influence**

A confident and experienced communicator, I possess high level oral and written communication skills which can be demonstrated throughout my employment history where I have communicated with internal and external stakeholders both verbally and in writing on a daily basis including clients, tax agents, internal technical teams and other ATO departments, corporate representatives including oil & gas companies, external agencies and government departments.

At university I have prepared numerous written assignments on various topics and performed several oral presentations including an hour long lecture on the finer points of “Regression Theory.” Throughout my career in the Australian Public Service, I have assumed a high level of responsibility that has demanded exceptional communication such as undertaking complex quantitative and qualitative data analysis, staff mentoring and training, preparing reports, attending meetings, interpreting relevant legislative, regulatory and compliance frameworks.

In my experience as a Senior Analyst at the ATO since 2011, I have effectively conveyed complex ideas and methodologies in a concise manner, both in oral and in writing. I have developed my professional writing skills through contributing to executive and monthly reports for the Treasury, documenting forecasting models and sending emails. My oral communication skills abilities have been used and developed through verbal conversations, presentations and meetings. I have built excellent relationships with team members and Treasury contacts whilst presenting complex work. On all occasions, I have portrayed my work clearly and logically conveying the various aspects of my revenue estimates. Some examples of occasions where I have used my written and oral communication skills are listed below:

- Preparing revenue estimates and presenting my findings in a pro-forma to the Treasury at revenue conferences which included provided quantitative advice and guidance in regards to costing new policies such as the revenue impact around law changes to PRRT or MRRT.
- Liaising with business lines and external stakeholders to retrieve data and intelligence related to resource rent taxes.

When dealing with sensitive material, I have been diligent to clear anything sent through my manager and if needed the Assistant Commissioner of RAB. I have on several occasions had to ‘cleanse’ data to make it appropriate to send outside the Tax Office, to ensure consistency with published tax data and make certain that privacy considerations were taken into account.

Throughout my experience at the ATO and tertiary studies at the Australian National University, I have developed strong analytical, research, leadership and conceptual skills, acquiring a wealth of knowledge on taxation data and it’s statistical application. My daily tasks involve data extraction, analysis, reporting, monitoring and forecasting including economic revenue estimates and report writing as well as building and analysing complex tax/data models. I regularly use statistical analysis packages such as Excel, SAS 9.2, R and JMP for analysis and visualisation. I completed a major project on building a forecasting model for PRRT revenue collections, identifying and collecting relevant data that may be useful in providing a revenue estimate. I utilised the ATO Data Warehouse (DWH) to extract data and used using public data from ABARE, ABS, DRET and other reliable organisations. I then utilised analytical statistical tools such as R, JMP and S-Plus to perform analysis of the cleansed data set. Secondly I built and adjusted a complex MS Excel model containing this data, containing numerous advanced functions and a macro that automatically inserted data for individual companies into the model and pasted the outputs onto a new spreadsheet. Having this process automated saved a significant amount of time that was formerly spent cutting and pasting large amounts of data between spreadsheets. I also made several key assumptions by observing trends in the data and making an educated estimation. For example an assumption had to be made to the contract gas price used by large oil and gas companies, as there is no reliable benchmark to measure this. As it was not possible to ascertain data to this affect, a three-year volume weighted average price was used.

Whilst completing my degree in Mathematics and Statistics, I learned how to analyse vast amounts of data and find patterns, recognisable features, trends and problems with data. As an APS6 at the ATO, I have had numerous opportunities to provide leadership and direction to others whilst involved in assisting them with issues and problems.
Selection Criteria

Young Adults Program Case Worker
The Salvation Army

Strong conceptual and practical knowledge of case management practices.

Through tertiary studies undertaken and whilst undertaking practical work as a Youth Worker and Counsellor, I understand that Case Management is a service delivery approach now widely adopted across diverse settings in the human services and health sectors. I define case management as a “collaborative process of assessment, planning, facilitation and advocacy for options and services to meet an individual’s holistic needs through communication and available resources to promote quality cost-effective outcomes.”

The best practices in Case Management require organisational arrangements to support service delivery, staff who have been trained for the approach and its application to the particular practice setting and strategies to ensure that the organisation can be responsive to evidence from practice and advocate for systemic and policy change to support service delivery.

Previously as a Youth Counsellor at Anglicare Victoria, I provided therapeutic counselling and support for young people on statutory orders from 12-18 years using various techniques with children including: Cognitive Behavioural Therapy, Person Centred therapy, Positive Psychology principles, Play Therapy techniques and Mindfulness skills.

I am aware that case management services have been adapted for a variety of subgroups of homeless people, including those with severe mental illness, substance abuse disorders, people with dual diagnoses, pregnant women and homeless families.

Having provided case management services primarily working with youth from 5-25 years, their needs to be considered within a broad perspective that recognises the multiple and serious needs of people including the need for multiple interventions at various levels of society and the crucial importance of adequate housing resources.

I understand the four functions which are common but variable across case management services including:

1. Direct service: provision of clinical services directly to the client.
2. Crisis intervention: assisting clients in crisis to stabilise through direct interventions and mobilising needed supports and services.
3. System advocacy: intervening with organisations or larger systems of care in order to promote more effective, equitable and accountable services to a target client group.
4. Resource development: attempting to create additional services or resources to address the needs of clients.

Experience in working in the field of homelessness and an awareness of issues in homeless people’s lives e.g. drug/alcohol, psychiatric, corrections or justice issues.

Throughout my university studies and practical experience in case management whilst working in the field of homelessness, I focused on service delivery by practising and focusing on the following:

- Conducting assertive, community-based outreach
- Nurturing trusting, caring relationships with clients
- Respecting client autonomy
- Prioritising client self-determined needs
- Providing clients with active assistance to obtain needed resources
- Maintaining small caseloads
- Implementing ACT approaches

As a Youth Counsellor and Youth Worker, I have provided counselling and support to young people from 5-18 years of age including homeless youth dealing with various issues such as:

- Family separation and divorce
- Physical/sexual abuse and drug/alcohol use
- Relationship breakdowns, violent behaviour and anger problems.
- Peer group pressure, school bullying, loss and grief
- Anxiety, eating disorders, depression, suicide/self-harm and trauma
- Various mental health issues such as obsessive compulsive disorder and attachment disorder
I have worked with clients living in residential care which is particularly demonstrated in my employment at Anglicare Victoria as a Youth Counsellor. The behaviour of some clients was so bad that no residential care units would accept them and they had to be relocated. Due to the fact that no facility would accept them, they often became homeless.

Hence I understand that the initial development of case management services has resulted in part from several interrelated, key assumptions about the problems, causes and solutions of homelessness which include the following:

- People who are homeless have serious and multiple problems and unmet service needs and issues.
- The services and resources required to meet these human needs are contained within a fragmented system of disparate service organisations.
- The service system is often structured and operated in a manner that poses numerous obstacles and barriers for clients in need. Hence clients often have difficulty accessing needed services and resources.
- Case Managers are thought to be necessary to facilitate access, coordinate, negotiate and ensure services for client needs.

I have used and understand the Critical Time Intervention (CTI) is a new approach developed and tested for people who are homeless with severe mental illness. The CTI approach focuses upon strengthening a person’s long-term ties to other services and supports whilst providing emotional and practical support during the critical period of a transition from shelter to housing.

**Ability to develop positive professional relationships with clients and model appropriate social behaviours by communicating sensitively and appropriately.**

A confident and experienced communicator, I possess high level oral and written communication skills which can be demonstrated throughout my employment history and voluntary work where I have communicated with internal and external stakeholders both verbally and in writing on a daily basis including clients, external agencies and service providers, psychologists and healthcare professionals.

In my recent position as College Counsellor at Antonine College in 2011 - 2012, I successfully developed positive professional relationships with clients whilst providing individual Student Counselling to primary and secondary students. Additionally I worked on behavioural issues with students by providing feedback and strategies for dealing with problems whilst modelling appropriate social behaviours by communicating sensitively and appropriately. I also developed, facilitated and presented a series of specialised psycho-educational workshops and focus groups for students on issues including: Coping with family separation and divorce; Bullying at school resulting in improved resilience; Leadership and organisational skills; Health and well-being; and Interpersonal skills. As I was recruited as the first Counsellor at the college I played an instrumental role in the set-up counselling services from scratch which included the development of a Counsellor position guideline. This was well received, incorporating school ethical guidelines and duty of care role within the school, limitations of confidentiality and grounds for reporting and a clear system for staff referring students.

Previsouly as a Youth Counsellor at Anglicare Victoria, I provided therapeutic counselling and support for young people on statutory orders from 12-18 years. I consistently modelled appropriate social behaviours by communicating sensitively and appropriately with clients whilst developing and maintaining a safe, secure and planned environment where client’s developmental needs are effectively met.

I have assumed a high level of responsibility that has demanded exceptional communication and building effective relationships with clients including the following:

- Provide one on one counselling to youth aged 5-25 years with a high percentage from diverse cultural backgrounds including refugees and individuals who have lived in Australia for less than five years.
- Provided support to clients within a Case Management framework including referral and assessment, relationship building, establishment of community support and the development of Case Plans.
- Completed case notes after sessions and made referrals to psychologists, GP’s and the Royal Children’s Hospital.
- Regularly supervised clients to monitor their progress and coping skills.
- Conducted Outreach providing support to young people.
- Organised and facilitated settlement support groups for recently migrated Arabic students.
- Developed and facilitated support groups for young people at both Roxburgh College and Hume Central Secondary College in the Hume Region.
- Performed office administration support including filing, record keeping and document preparation.
- Delivered forums/presentations, initiated and encouraged open discussions by youth members.
A commitment to working with the most disadvantaged in the community.

As a Youth Worker at Arabic Welfare Inc. I worked with disadvantaged people in the community including young people aged 12-25 years of age in the Arabic speaking community such as refugees and individuals who have lived in Australia for less than five years. I organised and facilitated settlement support groups for recently migrated Arabic students learning to speak English who were enrolled at the Hume Language Centre. This group helped them make an effective transition into school and adapt to the new culture. Additionally I provided counselling to young people with a range of issues or challenges including the following:

- Anxiety and depression
- Trauma as a result of war and other significant experiences
- Family breakdown, family conflict and communication breakdowns
- Adjusting to Australian culture, schools and the English language

I understand that many refugee and humanitarian entrants are severely traumatised by the experiences which have caused them to leave their home countries, which can make their settlement in Australia a challenging experience. The Australian Government has established a suite of services which aim to meet the often complex and diverse needs of refugees such as: cultural orientation, settlement support, language support, torture and trauma services and youth services. I have worked with community agencies which aim to provide refugees with the support and assistance required to rebuild their lives and become fully functioning members of the Australian community.

At Anglicare Victoria as Youth Counsellor, I worked with disadvantaged people in the community, providing counselling and risk assessments for young people with issues including physical/sexual abuse and drug/alcohol use; relationship breakdowns, violent behaviour and anger problems; peer group pressure, loss and grief issues; anxiety, eating disorders, depression, suicide/self-harm and trauma and various mental health issues such as obsessive compulsive disorder and attachment disorder.

Computer literacy.

Demonstrating a high level of attention to detail, I offer advanced technical and computer skills with the ability to acquire new skills and knowledge quickly and easily, proficient using various software and systems including:

- SPSS (Statistics Program for Social Sciences)
- OSCAR (Department of Immigration and Citizenship Online Reporting System)
- Internet and email proficient

Duties and responsibilities I have undertaken that demonstrate my computer skills include the following:

- Prepare initial assessments, psychosocial assessments and risk assessments for clients.
- Prepare and develop client’s Case Plans.
- Completed case notes after client sessions and write referrals to other professionals.
- Performed office administration support including filing, record keeping and document preparation.
- Prepared and designed content for forums and presentations
- Typing of minutes, letters and correspondence
- Sending and receiving emails, researching information and legislation using the internet
- Maintaining and updating computerised and paper-based files, records and databases.

Current driver’s licence.

I hold a current Victoria’s Driver’s Licence
**Selection Criteria**

**Investigator, Enforcement Operations - New South Wales**  
Ref No: EA2013/126

**Supports strategic direction**
- Understands and supports the ACCC’s role, purpose and objectives.
- Demonstrates strong investigative, research, analytical and conceptual skills, and the ability to apply these to more complex and sensitive investigations in Enforcement Operations.

I adhere to organisational objectives and recognise how my work contributes to the achievement of organisational purpose and direction, demonstrated in my contributions at the ATO over the past 4 years and previous contributions in the private sector throughout the banking and telecommunication industries. I support the ACCC’s role, purpose and objectives as an independent Commonwealth statutory authority tasked at enforcing the *Competition and Consumer Act 2010* and various additional legislation, promoting competition, fair trading and regulating national infrastructure for the benefit of all Australians.

My strong investigative, research, analytical and conceptual skills can be demonstrated as a Debt Collection Officer in the Creditors’ Meetings Team at the ATO from 2011 - 2013. I represented the ATO at creditors' meetings of cases where the ATO pursued debt recovery in insolvency cases regarding the corporate and personal liabilities under the *Taxation Act*. I applied my knowledge of policies and regulations whilst negotiating with insolvency practitioners with intelligence, sound judgement and common sense to successfully achieve optimal outcomes for the ATO.

When dealing with ‘phoenix’ companies (companies who incur debts, move assets to new companies then liquidate former company to avoid paying the debts), the ATO is developing a framework to address these and there a few precedents to use. In a particular case, I identified several indicators of phoenix behaviour as it exhibited all of these indicators and was a labour hire entity. Investigating the facts and information, I then raised the issue with the insolvency practitioner who agreed that this was the case and they would undertake their investigations of the company's records keeping this in mind. As there was no money in the company they would have no funds to pay for investigations, hence I advised them to submit an indemnity request to the ATO as these applications are handled by another team. I escalated the case to our phoenix team for further investigation. For the case to be escalated I followed procedures, addressing questions and explaining what factors exactly made me think it was a phoenix company and why these factors indicate phoenix behaviour. The team agreed with my assessment and agreed to undertake further investigations. To reach this action, I drew on my experience with the Creditors Meeting Team, ATO training and review of patterns of behaviour presented in a case I was to manage. Positive outcomes were achieve, I was successful in moving the case forward.

**Achieves results**
- Systematically plans and organises work, determines priorities and ensure quality and timely outcomes and professional standards.
- Able to work under pressure and meet deadlines.
- Applies and promotes workplace diversity and occupational health and safety principles in delivering the work of the area.

A self-motivated and achievement orientated individual, I take responsibility for achieving outcomes, meeting targets, mentoring/training staff, leading by example and devising ways to improve workplace procedures. In the Creditors’ Meeting Team, I received an email from Formal Recovery team requesting I attend a creditors’ meeting in 45 minutes for a company we had initiated wind-up action against. They wanted to know what course of action the Administrators/Directors planned on pursuing in relation to the company’s future, in particular if they were proposing a Deed of Company Arrangement (DOCA). I read the report issued by the Administrator to gain an understanding of the company's circumstances and history. Due to preparation I had undertaken, I was able to ask appropriate questions and found out that the Director did intend to propose a DOCA. I explained the details of the DOCA needed to be forwarded to the ATO promptly so we could evaluate and ascertain whether the proposal was one we were willing to halt our legal action winding up the company in favour of.

As Team Coach I have trained team members on new/revised ATO rulings or amendments to the Act. I firstly explain the change and how it would impact on the team and each individual. In July 2010 new regulations came in to effect changing how Director Penalty Notices (DPN) worked and the wording on the notices. The changes were related to timeframes surrounding postage of the notice and at which point the Directors became personally liable. As DPNs form a large part of our debt collection activities and the change to Directors' liability aroused a lot of uncertainty in the community, the inbound phone teams answer a large number of inquiries. The call centre teams required specific training to manage the change in ruling.
I promote OH&S and Equity and Diversity in the workplace, providing an inclusive environment for staff and the broader community. I aim to create an environment which celebrates diversity, free from all forms of discrimination and harassment which recognises, utilises and values the knowledge, abilities, skills and ideas of all our people, irrespective of race, ethnicity or religion, gender or sexual orientation, education level, socio-economic background, age, disability or family responsibility.

**Supports productive working relationships**
- Adheres to and promotes the APS Values and Code of Conduct, and the ACCC Values.
- Works effectively in an individual capacity and co-operatively in a team environment, with limited supervision.
- Demonstrates effective team leadership skills.

As a dedicated ATO employee, I have researched and understand the importance of adhering to the ACCC Values, The Australian Public Service Values and Code of Conduct that shape we think, react and behave as a dedicated team member with a strong community focus.

Demonstrating myself to be an active team member I have been instrumental in contributing to exceptional teams working with a track history of building trust and generate and enhance productivity achieving improved workplace relationships. As a Coach I communicate how to apply complex lengthy legislation and policies and procedures for insolvency to my team using my knowledge of the Act I have written summary sheets for circulation within my team. These allow staff to access the key aspects of the info without having to sort through the whole document. My assistance is often appreciated and recognised by my team leader. I have worked without direct supervision, organising my day and work tasks remaining flexible and adaptable. Persuasive, confident and capable, I have held numerous leadership roles, where I have been responsible for facilitating positive change, the development of programs, policies and procedures that has required extensive organisation and the motivation of staff.

As a Coach I received an escalated call from a staff member who was unable to answer enquiries regarding a DPN and S459E. I explained to the client why their compliance history had caused us to issue the notices, their impact and how they could be addressed. I had the staff member listen to the call and conducted one on one coaching to provide constructive feedback which enabled them to handle future enquiries. The client was grateful for my explanation and spoke to my team leader to provide positive feedback.

In my role as Acting Team Coach in the Debt Collection Team, I worked with officers providing support and mentoring on difficult calls, as required taking the escalated phone calls as the client had requested to speak to a supervisor or where the Debt Collection Officer was not comfortable continuing the call as they felt it was beyond their capacity. When situations such as this occur regarding issues that are too complex, they are unable to control call, or progressing towards an effective resolution of whatever issues were present on the account I work with the DCO separately to build the required skill set.

**Displays personal drive and integrity**
- Demonstrates self-motivation, decisiveness, a high degree of initiative, flexibility and attention to detail.

Demonstrating a high level of personal drive and integrity, I successfully balance work with the ability to multi-task and remain focused. I strive for excellence in all tasks and projects I participate in and believe that this exciting opportunity at the ACCC would suit my career goals whilst utilising my ability to provide accurate service and support within a strategic, compliance orientated environment.

I take great pride in the quality of work I produce and strive to deliver on intended results at all times which is demonstrated by my current role with the Creditors Meeting Team. There I have built a record of case resolution, from complex cases requiring investigation and research to able to present the ATO position effectively to basic matters that I am able to resolve within the initial meeting. I am self-aware and review my own work for areas where I have skills needs or where I am able to contribute to the continuous process improvement of our team practices.

I identified a way that the procedure for the administrative updates performed upon advice of a insolvency practitioner being appointed over an entity could be improved with a small step that would help to reduce reverse workflow. The step I suggested be implemented was checking if direct debits still active at the time of the practitioners appointment and if so that they be cancelled. Should they not be cancelled and the funds are able to be debited from the account it was a lengthy and time consuming process to get the funds retrieved and reissued to the account, often for a very small amount of money. By adding a step to check this at the time of the practitioners’ appointment that took 30 seconds, it negated the possibility of errors continuing. This suggestion was put forward through the ATO’s internal Operations Innovations portal. This idea being implemented was recently recognised when I received an award for innovation at our department’s quarterly Rewards & Recognition ceremony.
My commitment to personal and professional development is demonstrated by my current study of a Bachelor of Commerce in Business Law, having identified my need to have greater understanding of this complex area to better perform my duties and prepare for future challenges in my career at the ATO.

Communicates with influence
- Communicates clearly and concisely in both written and oral form.
- Demonstrates good interpersonal skills.
- Has the capacity to represent the ACCC in a professional manner.

A confident and experienced communicator, I possess high level oral and written communication skills which can be demonstrated throughout my employment history where I have communicated with internal and external stakeholders both verbally and in writing on a daily basis including clients, government and community organisations. I have assumed a high level of responsibility that has demanded exceptional communication, including staff supervision and rostering, organisation and facilitation of staff training, handling escalated issues, report writing, facilitating meetings. I strongly believe I have the capacity to represent the ACCC in a professional manner due to my competencies demonstrated at senior levels at the ATO.

I have the ability to influence without the use of direct authority, demonstrated in my role as Coach. This is demonstrated by my management of escalated cases for the Debt Collection team, such as disclosed previously. When working as part of the debt team we deal with client’s from a variety of backgrounds and are also often speaking with accountants and solicitors. We need to tailor our approach so that whoever we’re speaking to understands what we’re saying, to do this I listen and tailor my communication style very quickly in order to effectively convey my message.

I successfully delivered training to new staff on DRN Treatment 5 explaining likely issues they would deal with, how to resolve them and how to understand and apply tools such as BVAT and the DRN Matrix. Staff were able to understand these processes and respond to enquiries confidently. I received positive feedback from team leaders in relation to this training. When a client called in relation to a Point In Time Garnishee notice that had been sent to him, he didn’t speak fluent English, hence I worked via an interpreter. I explained that the notice had been issued as we had set several deadlines for the client which they had not adhered to. I also had to explain through the interpreter how the notice worked and what his options were from this point in relation to addressing the debt as well as what further action the ATO would take should the debt continue to escalate/be unaddressed. Working via an interpreter made this process more time consuming but I also had to tailor my language so it was as succinct as possible and left as little room as possible for misinterpretation.

Job-Specific Criteria
- Tertiary qualifications in a relevant discipline such as economics, law, commerce, or accounting are desirable (complete or in progress).
- A sound knowledge of the provisions of the Competition and Consumer Act and appreciation of the economic and political concepts relevant to the Act (or the ability to attain such knowledge quickly), together with a good understanding of industry structure, competition and efficiency issues.
- A current driver’s licence is desirable.

Demonstrating a strong commitment to professional development, I am currently undertaking a Bachelor of Commerce (Business Law) at Curtin University to further develop my knowledge and skills in economics, law, commerce or accounting. I have researched and understand the Competition and Consumer Act having interpreted and applied this legislation since 2009 at the ATO. As a Debt Collection Officer in The Preference Team, I was responsible for investigating alleged preference payments made to the ATO prior to a company’s insolvency and prepare a legal brief analysing the history and the strength of the claim against the criteria in The Corporations Act. I am aware that the object of this Act is to enhance the welfare of Australians through the promotion of competition and fair trading and provision for consumer protection.

As a Coach, I communicated to team members how to apply complex legislation, policies and procedures for insolvency to my team using my knowledge of the Act. I organised written summary sheets for circulation within my team, allowing them to access the key aspects of info without having to sort through the whole document. This assistance was positively recognised by my Team Leader. I handled an enquiry from a Receiver Manager wishing to change the reporting cycle for their GST obligations from monthly to quarterly. I advised initially I was unsure if this was able to be done as receiver managers do not have the same degree of power over an account as an administrator or liquidator as they do not own the entity, they are appointed over some or all of the assets.

I searched through the Corporations Act initially as this legislation contains most of the detail regarding the power of appointees. However I was unable to find it so instead searched through the GST Act, locating the section that states that on an ABN there can only be 1 reporting cycle and only the owners of the account can change it. As the Receiver Manager didn’t own the account only the company’s Public Officer would have the authority to effect this change. Based on evidence I advised the Receiver Manager that I was unable to alter the reporting cycle on their account that any change had to come from the Public Officer. He understood that it wasn’t something that was able to be undertaken and was happy with my explanation.
**Selection Criteria**

Safety Systems Inspector - Aviation Safety Regulator Level 1
Operations, Eastern Region - Brisbane
Civil Aviation Safety Authority (CASA)

5.1 **Qualifications and/or experience**

- Undergraduate degree or technical professional experience/licence with significant experience
- Extensive practical experience in implementing or regulating safety management systems
- A sound knowledge of project management.
- Technical qualification or relevant experience in the aviation industry
- Have experience in operational systems safety, human factors and/or accident/incident investigation.

Committed to professional development and career progression in the aviation industry, I am currently studying a Bachelor of Aviation Management through Griffith University during which time I have gained a wealth of knowledge and technical skills. I also possess high level technical professional experience and an Air Transport Pilot Licence with significant experience spanning 19 years in the aviation industry including roles such as First Officer B737 - 700/800 & Internal Auditor, Captain Metro 23, Manager of Flight Services, Charter Pilot, Charter Pilot/Operations, Ramp Services Manager and Ground Operations Supervisor.

I am passionate about working at CASA where I can utilise and expand my extensive aviation industry experience which encompasses operational, managerial and practical areas in which I confidently have exceeded, inspired and mentored others. Throughout the majority of my experience as a Pilot, I have been required to utilise strategic thinking in an operational capacity including the location of fuel supplies, typical weather characteristics of the season for the flight, potential risks associated with the airport and/or area.

A capable and results-driven aviation professional, I have gained extensive experience in the implementation of Safety Management Systems within major aviation organisations. I have undertaken responsibility for ensuring that all company staff remained aware of the company’s safety policy and worked within guidelines. I also supervised and coordinated the facility being audited by a third party Safety Advisor and Company Safety Manager.

In my current consulting role at St Clair Aviation Logistics Pty Ltd since May 2012, I have set-up the construction of a company manual suite for compliance with airline operating procedures. This has required the assessment of the airline’s safety issues and devised workable solutions for improvement in all aspects of OH&S. Innovation and results were achieved including the development of effective documentation which addressed the Quality Assurance and Safety Management Systems requirement for contract work to be awarded. I also gained relevant experience in Safety Management Systems whilst employed as a Flight Service Manager at Hawker Pacific. I was involved from the start-up of the facility and hence designed and developed the Operating Manuals including a Safety Management System manual. I applied location specific detail to the manual, which was ultimately approved and commended by the Safety Manager and an external Safety Auditor.

As a Line Pilot, I have been required to maintain a high level of awareness in regards to company Safety Policy which was designed to promote and develop a positive safety culture. As a pilot I was encouraged to actively and systematically manage safety related risks. The company’s CEO promoted a “just culture” that encouraged mutual trust and open reporting of all safety related incidents including human factors events. Our standard operating procedures provided a threat and error management tool to be used if during line flying the aircraft appeared to be entering a undesired or unsafe state. Additionally I was aware of the Transport Safety Investigation Regulations and the ATSB’s role and responsibilities.

In addition to line flying, I have worked in the Safety Department at Virgin Australia, primarily involved with the Virgin Australia Airlines Fatigue Risk Management System where I addressed flight crew and cabin crew fatigue reports submitted electronically. Once investigated and assessed either solely or jointly, I compiled a resolved action providing recommendations to the company. A sound knowledge of standard Operating procedures was integral to obtain a clear and accurate understanding of the situation. I also conducted presentations to new staff induction groups as well as monthly CRM Recurrent non-technical skills groups. Together with the practical aspect I am studying Aviation Safety as part of my Bachelor of Aviation Management degree with Griffith University, text included "Managing the Risks of Organisational Accidents."
### 5.2 Contributes to strategic thinking

- Supports and promotes CASA's values, vision, mission and business objectives.
- Supports and communicates the reasons for decisions and recommendations.
- Exercises judgement, intelligence, discretion and appropriate independence in applying delegations and determining policy, implementation strategies, program and/or service delivery methods.

I support organisational objectives and recognise how my work contributes to the achievement of goals, contributing to organisational purpose and direction, demonstrated as an employee and consultant in the aviation industry spanning 19 years. Keen to inspire a sense of direction, I support shared purpose and direction, practice sound judgement and decision making with an awareness of implications and contribute to solutions and future strategies, having designed highly effective Operational, Safety and Quality plans, manuals and procedures. Throughout the majority of my experience as a Pilot, I have been required to utilise strategic thinking in an operational capacity including the location of fuel supplies, typical weather characteristics of the season for the flight, potential risks associated with the airport and/or area.

I have consistently contributed to strategic direction which can be demonstrated whilst at Hawker Pacific when I arrived at the facility new to the role upon building completion, needing to establish contact and liaise with government departments to determine the location specific guidelines that would comply with regulations. Additionally whilst involved in facilitating Boeing 737 Endorsement Training, the syllabus was based on minimum training hours. Hence I studied in advance for the course and obtained my endorsement with an excellent pass rate. I was also previously involved in the set-up and management of the international arrival of the Dutch Royal Family to Queensland.

My long-term career in aviation has required 100% compliance and an excellent understanding of CASA’s values, vision, mission and business objectives and in my capacity as a Manager the promotion of these. I understand CASA’s mission is to enhance and promote aviation safety through effective safety regulation and by encouraging industry to deliver high standards of safety. As a career path and passion, aviation is a genuine life-long interest and hence I would greatly appreciate the work at CASA with a wealth of respect for what the company stands for. Consistently maintaining a high level of integrity, initiative and a commitment to continuous improvement I have a proven track record of achievement in educating and empowering stakeholders to take responsibility for safety and influence the industry to achieve safety outcomes, whilst acting with integrity, fairness and professionalism.

I have gained a thorough understanding of situations where deadlines need to be strictly observed, gaining advanced skills in delegating, planning work tasks according to importance with the ability to work productively in a high pressure, fast paced environment. Showing judgement, intelligence and common sense as an experienced Manager and Team Leader, I request clear expectations when work is assigned to staff or contractors, identifying and using resources effectively, applying and building professional expertise with a proven track record for working independently and delivering quality outcomes with limited direction or supervision, whilst ensuring closure and delivers on intended results and commitments.

Numerous strategic opportunities at Hawker Pacific became apparent during my tenure in 2004 - 2006 as a Manager of Flight Services. Firstly I required additional income for the facility. The sub leasing of my excess office space accounted for my facility having a cost neutral base. Additional income streams included hangar rental to transient aircraft in addition to rental to advertising organisations for a promotional/photographic location. Our expansion into China was dependant on product awareness, with this I put forward a recommendation to have published our facility location maps suitable for insertion into Jeppesen approach chart folders. These were then distributed at the 2005 Beijing Air Show.

Previously as a Ramp Services Manager at Kendell Airlines, I proactively improved workplace safety with the introduction of protective clothing for staff. Part of our daily duties were to refill the aircrafts engine oil. We strived to avoid oil contact with skin due to long term health reasons. Hence I sought approval from the Airport Manager to have protective gloves supplied for the task in addition to a proper tool for opening the engine oil cans. I also requested and gained approval for a windscreen washing stand fabricated as the normal procedure was to use a standard house hold ladder, which had staff leaning off the ladder with the exposure to a risk of falling.
5.3 **Achieves results**

- Commits to action and takes personal responsibility for getting things done.
- Makes best use of individual and work group capabilities.
- Demonstrates flexibility, adaptability and focus through day to day work changes, and shifting priorities during periods of uncertainty.
- Identifies and promotes professional development opportunities.

A self-motivated, results and achievement orientated individual, I take responsibility for achieving outcomes, meeting targets, contributing to meetings, mentoring/training staff, accountable for advice, leading by example and devising ways to improve workplace systems, safety procedures such as client service standards. Whilst employed in management, advisory/consulting and supervisory roles in the aviation industry, I have been involved in instilling innovation and improvement whilst developing projects and procedures that has demanded the identification and use of resources effectively to achieve desired results on time and budget.

Persuasive, confident and capable, I have held numerous leadership roles, where I have been responsible for facilitating positive change, the development of programs, policies and procedures that has required extensive organisation and the motivation of small to large teams of staff whilst identifying and promoting professional development opportunities that has included organising and facilitating staff training programs across all areas form OH&S and operations to customer service.

Whilst involved in charter flying I was required to maintain a high level of flexibility as clients would often require a change of routing for business needs. Hence there was an apparent need to consider flight and duty time limitations and any potential safety issues to achieve maximise client service levels.

Throughout my career to date in the aviation industry, I have achieved excellent outcomes including the following:

- Set-up the construction of a company manual suite for compliance with airline operating procedures.
- Applied proven airport ground handling experience in order to address airline customer requirements.
- Assessed the airline’s safety issues and devised workable solutions for improvement in all aspects of OH&S.
- Developed effective documentation which addressed the Quality Assurance and Safety Management Systems requirement for contract work to be awarded.
- Established networks and alliances with new and existing clients.
- Performed business development and networking activities that resulted in increased sales and client base.
- Consistently operated company aircraft within standard operating procedures.
- Actioned follow-up with aircrew and contributed facts towards key decisions, findings and eventual report closure.
- Provided valuable insight and information for the construction of Flight Crew Operations Notices.
- Guided, led and mentored low hour Cadet Pilots.
- Followed change control processes for new operating procedures.
- Provided input to the development of a successful proposal for the tender to the RAAF for ground handling services in Brisbane and managed the sub-leasing of office space.
- Managed and coordinated the movements of Heads of State, the Prime Ministers Department, The Department of Immigration and VIP’s throughout the facility.
- Worked with the Safety Manager in regards to the building facility set-up and a learning module for new staff.
- Monitored staff compliance with contractual, regulatory, company, OH&S (safety meetings and audits) and all relevant legislative requirements.
- Played an instrumental role in promoting safety in the workplace, formalised procedures to minimise staff injury and compliance with OH&S.
- Received a promotion to Manager in a two year period which involved leading a team of 6 full-time staff.
- Developed Ramp Operation Manual in cooperation with Ground Operations Manager.
- Promoted to Ground Operations Supervisor for the night freight operation at Sydney Airport contracted to DHL Aviation.

5.4 **Cultivates productive working relationships**

- Builds and sustains relationships with a network of key people internally and externally.
- Recognises the different working styles of individuals.
- Demonstrates an ability to work as part of a team.

Supporting productive working relationships in the aviation industry from hands-on to senior management and advisory roles, I thrive in a team environment adapting to changing situations and organisational needs with experience competently handling customer enquiries and complaints, escalated issues, staff problems or performance issues, team projects, paperwork-overload and busy periods. Keen to assist others, I am prepared to work overtime or complete additional tasks to help team members or senior management with overload or extra duties.
Demonstrating myself to be an active team member and leader, I have been instrumental in contributing to exceptional teams working with a track history of cultivating relationships and removing obstacles to build trust and generate and enhance productivity achieving improved workplace communication and team relationships. My ability to build and sustain effective work relationships can be clearly demonstrated during my employment at Hawker Pacific as a Manager of Flight Services.

During this two year period, I managed, mentored, led and supervised a team of six staff involved in the daily operating schedule of the facility and the development of effective staff communication procedures, overseeing team work and productivity. Maintaining effective relationships as a Manager of Flight Services, I effectively managed and coordinated the movements of Heads of State, the Prime Minsters Department, The Department of Immigration and VIP’s throughout the facility which required a high level of professionalism, tact, diplomacy and high level interpersonal skills. I also worked with the Safety Manager in regards to the building facility set-up and a learning module for new staff that proved successful. Using effective team leadership and supervisory skills, I also monitored staff compliance with contractual, regulatory, company, OH&S (safety meetings and audits) and all relevant legislative requirements.

Throughout my aviation career to date my most important roles has been to nurture business relationships with government agencies and fuel suppliers. Daily staffing of the facility ranged from only myself through to twelve staff. Annual contract reviews with RAAF VIP 34 Sqn officers ensured that our operation was always up to scratch and provided service outside the normal scope.

In my capacity as Captain of Macair Airlines, I contributed proactively as a team leader with my First Officers including numerous low hour pilots. I used various techniques to train and mentor the First Officers who provided positive feedback in regards to my leadership and guidance. In order to maintain an on time schedule in a day with seven stops, I was required to uphold a high level of cooperation amongst the crew.

5.5 Exemplifies personal drive and integrity

- Demonstrated professionalism, integrity, resilience and commitment to pursue organisational goals in a changing environment.
- Is proactive and able to anticipate business needs
- Is resilient in the face of pressure
- Makes every effort to maintain professional expertise and career orientation

Demonstrating a high level of motivation, personal drive and integrity, I have successfully balanced full-time employment and university studies with the ability to multi-task, remain disciplined and focused. Maintaining a self-awareness and a strong commitment to personal development, I take responsibility for my own training and development, making the necessary effort to attend regular meetings and keep up to date with new organisational procedures and employer objectives with a proven track record as an efficient team member.

Keen to make career transition into a safety and compliance focused aviation organisation, I am actively pursuing a role at The Civil Aviation Safety Authority (CASA) offering my 100% flexibility, dedication and commitment to assist CASA in providing comprehensive safety education and training programmes whilst cooperating with the Australian Transport Safety Bureau.

Acting professionally at all times, I consistently operate within the boundaries of organisational processes and legal and policy constraints whilst making decisions for the corporate good without favouritism or bias, placing the aims of the organisation above personal ambitions. I also understands and comply with legislative, policy and regulatory frameworks whilst remaining proactive with the ability to anticipate business needs which can be demonstrated as a Manager where I have undertaken cost cutting strategies, business and operational plan development, management of safety programs. Engaging with risk and showing personal courage, I challenge issues at meetings and forums constructively and can justify my own position as needed with evidence to verify my ideas and beliefs. I also acknowledge mistakes and learn from them, seeking guidance and advice when required.

At Virgin Australia Airlines as a First Officer B737 - 700/800, the line training on the B737 was quite a serious challenge as the syllabus aimed for minimum time to line. Mistakes were made and the ability to learn from them and apply was most important. My training Captain was always happy to advise and assist when I seeking guidance. As the Manager of Flight Services at Hawker Pacific, I was faced with having to initially operate with minimum staff with all spending required to be justified or a capital expenditure approved. Meeting budget objectives was also highly important and financial performance was reviewed at monthly meetings with the Board.
5.6 Communicates with influence

- Demonstrated capability to write clearly and concisely using appropriate grammar, style and language to suit the communication purpose and audience.
- Demonstrated capability to liaise and negotiate with internal clients and external providers.

A confident and experienced communicator, I possess high level oral and written communication skills which can be demonstrated throughout my employment history where I have communicated with internal and external stakeholders both verbally and in writing on a daily basis including clients/customers, suppliers, colleagues, employees, contractors, government and community organisations.

Throughout my career I have assumed a high level of responsibility that has demanded exceptional communication, including staff supervision and management, organisation and facilitation of staff training, handling of customer enquiries and complaints, preparing and analysing financial and sales reports, working closely with senior management, facilitating and attending staff meetings, creating and updating training, safety and operations manuals, educating staff regarding company policies and procedures together with safe work practices. I strongly believe effective communication is the most important issue in any organisation and needs to be clear and concise.

I have demonstrated interpersonal skills that are of very high standard, paving the way for performance appraisals by supervisors, who have commended me on many occasions for my clear speaking manner, understanding and empathetic attitude whilst performing my function in the aviation industry.

I possess strong written communication skills, which I have developed throughout my career. Working in the Safety Department at Virgin Australia, I was required to investigate reports and provide written recommendation to address the safety issues raised from crew safety reports. Published findings would be incorporated into Flight Crew Operational Notices and the company Manual suite.

Previously as Flight Service Manager at Hawker Pacific there was a need to regularly corresponded with Australian Federal Police, Prime Ministers Department, Royal Australian Air Force VIP 34 Squadron for the Prime Minister John Howard’s arrival into Brisbane. In addition an overall need for high level liaison skills with international flight planning organisations and business jet crews.

In 2003 and 2004 I used my verbal communication skills whilst assuming responsibility as Media Spokesperson for the "Base to Base" charity fundraiser flight for the Royal Flying Doctor Service, Queensland section. Additionally Simulator Recurrent training sessions at Virgin Australia non normal procedures required me to be assertive within the guidelines of the company Assertion framework.
Selection Criteria
Graduate Teacher Program
Malvern Primary School

SC1: Demonstrated knowledge of initiatives in student learning including the Standards, the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the ability to design curriculum programs consistent with their intent.

Whilst completing a Bachelor of Education (Primary) at Deakin University in 2012, I gained an advanced knowledge of the Principles of Learning and Teaching (POLT) and the Victorian Essential Learning Standards (VELS). During my teaching experiences (Grades 1-6) since January this year at Haileybury College, Glen Iris Primary School, Solway Primary, Mount Waverley Primary School and St Mary Magdalen's Primary School, I have built on my understanding of these initiatives through communicating with colleagues, attending professional development sessions using the initiatives in my planning and accessing the VELS and The Department of Education and Early Childhood Education (DEECD) websites.

As a dedicated teacher, I believe that education should provide ample opportunities for all students as learners in order to gain knowledge to the best of their ability, effort and interest regardless of race, ethnicity, culture, gender or social economic status. Teachers play a key role in students’ education and hence as a teacher, I am passionate to provide an overall education, focused on how to best prepare each student to become prominent and positive members of society.

I am aware that The Victorian Essential Learning Standards form the curriculum for Prep to Year 10 for all schools in Victoria, providing a framework upon which the curriculum is based and assist students to acquire important social, personal and physical knowledge and skills. The Standards encourage flexible learning and places importance on skills and creativity whilst describing the skills students should have at each stage in their education and provide a basis for assessment and reporting. The standards also assist teachers to understand what to plan in their curriculum and how to incorporate the strategies to facilitate different learning styles. The Assessment and Reporting advice provided by these frameworks ensures that the high standards of education are consistently met by all students.

The Principles of Learning and Teaching were designed to assist teachers to create effective, constructive and reflective learning environments and they state that for students to learn at their best, their learning environment must be supportive and productive. They also encourage teachers to assist their students in becoming independent learners and to challenge themselves. According to PoLT assessment practices are an integral part of each stage of the learning process, and learning needs to be closely connected with the community.

As a new teacher, I am aware that to successfully reach students, I must be constantly adapting and changing my approach to teaching. I have consistently demonstrated exemplary performance according to the required standards. When designing learning experiences, I identify desired results, determine acceptable evidence then plan meaningful learning experiences. Whilst I have limited opportunity in curriculum development to date, I am aware of the need for ongoing development, implementation and review of curriculum programs.

I have demonstrated my knowledge of the Standards and PoLT in classrooms by:

- Utilising students’ interests and assessing prior knowledge to assist in planning engaging and purposeful lessons
- Ensuring my lessons incorporate a range of activities and methods of delivery, to cater for the different learning styles in the classroom.
- Asking open-ended questions and allowing all students to contribute to class discussions. When brainstorming in the classroom, I record every answer, not just the answers I have considered and thought of myself.
- Planning reflections at the end of each lesson, thus allowing students to reflect upon and celebrate their learning and achievements.
- Utilising formative and summative assessment to inform my teaching which includes taking anecdotal notes, marking formal assessment tasks, keep work samples and provide students with feedback.
- Encouraging students to be risk-takers and to always ‘have a go.’

I conduct assessments for learning as indicated in the DEECD’s Reporting and Assessment Advice. I use this data to improve student performance and to drive my planning for future lessons. I believe the aforementioned initiatives assist me as a new teacher in planning effective lessons, managing my classroom and improving student outcomes. I routinely refer to PoLT, VELS and DEECD’s Reporting and Assessment Advice when planning my lessons and have found them most helpful as I work towards developing my own evolving pedagogy.
**SC2: Demonstrate an understanding of how students learn and effective classroom teaching strategies and the capacity to work with colleagues to continually improve teaching and learning.**

As a Teacher since term 1 this year, I understand students learn in different ways or styles with each student contributing their individual unique learning styles and differences to the classroom environment. For this reason, I am committed to provide students with a safe, engaging and enjoyable learning environment in which they can learn and work towards achieving their goals. This means that I must be well versed and prepared to cater a vast array of individual needs. The learning environment that I promote fosters critical thinking, develops problem solving strategies and facilitates the acquisition of lifelong learning skills.

"Tell me and I'll forget, show me and I may remember but involve me and I will understand." Students should always be at the centre of any learning experience and should be given the opportunity to participate and be involved as much as possible. Times and theories have changed since students sat in rows listening to the teacher all day. I believe students need to be given authentic learning experiences so they can see how things relate to them and their lives, not just remember what their teacher tells them is important. Inquiry Based Learning is one way to create this authentic learning experience. I believe the level of autonomy in Units of Inquiry where students have choices regarding what they learn is invaluable as it allows students to be truly interested and engaged in their topic.

I strive to commence lessons with an example that students can relate to their daily activities to get the discussion started amongst students which proved highly effective across students of all age groups. Additionally I also incorporate engaging activities related to lessons to get students communicating and sharing ideas amongst each other leading them to consider and practice greater thinking. These techniques not only make the learning exciting, engaging and challenging for the students but as well as invigorating for me. Another most crucial element of being an effective teacher is to understand your students, build rapport, and know how they learn best in order to plan for and provide learning experiences suited their individual needs. By being aware of student’s family conditions and environment I have realised that I can help troubled students to concentrate in their studies.

It is my strong belief that all students can achieve and progress as long as the learning environment is supportive and as long as information is presented in a way that is meaningful to the student. I believe it is the teacher’s responsibility to create this engaging learning environment and to present information to their class in different forms. This caters for the whole class and also exposes children to different ways of learning.

Whilst working as a Teacher, I ensure my lessons are engaging for all students and cater to the different learning styles and strengths of individual students in the classroom by:

- Using the whole/part/whole teaching approach.
- Using visual aids such as PowerPoint, books and posters to cater for the visual learners in the class.
- Incorporating tactile experiences in my classes where possible to accommodate the kinaesthetic learners such as using a jigsaw to demonstrate adding and subtracting fractions.
- Incorporating ICT into my lessons when appropriate.
- Providing positive feedback and celebrating students’ successes.
- Allowing students to share their work with the class.
- Using exercises such as think-pair-share and giving ‘think time’ to allow students to organise their thoughts prior to reporting back to the class.

As we shift into contemporary learning and planning becomes a team effort, trust amongst colleagues is vital. As a qualified and experienced sports coach, I have experienced this necessity for trust on a daily basis. Group planning is always a team effort and I have learned not only to trust colleagues but also to show them they can trust me. I believe team members should be reliable, approachable and always open to discussions in regards to possible areas for improvement. I believe that if a team has members who possess these qualities, there is more chance for achieving successful outcomes.

Whilst working with primary school students at Haileybury College, Glen Iris Primary School, Solway Primary, Mount Waverley Primary School and St Mary Magdalen's Primary School, I realised that teachers need to think about learning from a student's point of view to understand how their perspective. Before teaching students, I question why a 6-7 year old would like to learn something that I am about to teach, how she/he would like to learn and most importantly can a child use that learning outside the classroom. Hence I enjoy creating an environment for the enquiry learning and involving metacognition strategy in my classroom. Committed to developing good teaching practice that makes learning competent, creative, collaborative, conscious and constructive by developing in students the thinking power necessary to develop a deep understanding of the subject. I strive to provide numerous opportunities for active participation by students including discussions and debate in the classroom, whilst maintaining a safe and challenging learning environment, allowing that students feel comfortable and welcome. I always strive to explain and describe everything clearly without bringing the level down as students don’t like to undertake tasks repetitively.
SC3: Capacity to monitor and assess student learning data and to use this data to inform teaching for improved student learning.

Assessment of student learning is an essential element of quality and effective education, especially when catering for diverse learning strategies. It provides teachers and parents with data as a reflective tool to measure the effectiveness of the curriculum content and teaching practices being implemented in the classroom in order to identify the level of understanding that each student has achieved from the pedagogy and allows for the continual improvement of student outcomes in their learning. Hence it is the responsibility of the teacher to implement a variety of ongoing assessment techniques, involving each student to achieve authentic assessment results for individuals and an accurate outline of each individual student’s progression though the curriculum content.

I believe assessment must be an integral part of students’ day-to-day schooling rather and not based on a series of end-of-course tests. Effective assessment monitors the students’ progress on regular basis throughout a unit of study and this can be complemented with assessments made by examinations or tests if required. Keeping in mind what I have learned my assessment is based on an assessment for learning, assessment as learning and finally assessment of learning. I am aware of formal and informal methods of assessment including observational notes, checklists, peer and self-assessment, criterion-based assessment, student presentations, individual and group assignments and personal reflection.

Assessment is an essential part of any classroom program if student performance is to be improved. The three forms of assessment (assessment for as and of learning) are all of equal importance and I believe they should all play a role in planning. It is important to gauge students’ prior knowledge about a subject to inform teaching, as there is no point in teaching something to a class who learned it the year before. It is also important to find out students’ interests when planning, hence if the whole class hates Harry Potter, there is no merit in planning a health unit around the game of Quidditch.

In order to improve student outcomes, and to cater for all students in the class, teachers need to ensure they provide assessment in different ways. I have used different forms of assessment in the following ways:

- Checklists
- Pre-and post-tests
- Anecdotal notes
- Creative projects such as story books and posters
- Oral presentations
- Observations
- Group activities

As a teacher one of my key responsibilities is to partner with parents of students. Parents need to be informed and updated on a frequent basis on their child’s academic progress. By involving parents in their child’s academic achievement, they also assist us in resolving issues in the classroom. However this can only be achieved if a parent/teacher relationship has been nurtured and fostered. Proactive communication therefore must take place, one that is timely and proportionate to the issue/s. Teachers must also have an ‘open-door’ policy for parents to contact or approach them should they wish to initiate contact or discussion. This meant that we have ready access to data and information regarding their child.

As a Teacher my lessons have consistently instilled and built the following skills in my students:

- Communication
- Interpersonal Development
- Design, Creativity and Technology
- Thinking Process
- Personal Learning

Through informal assessments I have undertaken, I obtained feedback from students and enable me to modify my lessons so they will improve their learning whilst involved in the following:

- Developing different strategies.
- Differentiating lessons for individual learning.
- Tailoring individual/group activities that focuses on weakness with a view to build work focusing on also building understanding.
- Actively intervening on feedback in the process.
- Providing a regular and consistent feedback to all students.
SC4: Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff.

A confident and experienced communicator, I possess high level oral and written communication skills which can be demonstrated throughout my employment history where I have communicated with internal and external stakeholders both verbally and in writing on a daily basis including students, teachers, parents, administrative personnel, government and community organisations. I strongly believe effective communication is the most important issue in any organisation and needs to be clear and concise.

Throughout my professional teaching work experience and teaching practicums, I have contributed to a broad range of activities within and outside school settings. I am committed to being involved in co-curricular activities as they instil confidence and a sense of personal self-worth in all who participate. As a dedicated teacher, I am committed to the quality of pedagogical practices together with school activities in order to facilitate a cooperative, inclusive whole school atmosphere. It is this participation in school events and planning, which additionally strengthens relationships with students, parents, families and colleagues.

It is the essence of being a teacher that employs a strong commitment to the process of reflection, together with the extension and development of individual’s professional skills to maintain a relevant and quality breadth of effective teaching practices. Professional development opportunities within schools are regarded with great importance to maintain such high standards of teaching, and uphold this commitment to providing quality education for our students.

Throughout my studies at university and as a Client Service Officer at the Family Court of Australia, I have demonstrated a consistently high level of written communication skills. During my degree, I have been required to write numerous essays, reflections and lesson plans and have always received exemplary marks. These essays included a piece on my emerging beliefs about the teaching of literacy for which I received a mark of High Distinction. Examples of written communication I have performed include the following:

- Writing of students reports and assessment tasks as a Teacher.
- Preparation of lesson plans and resources as a Teacher.
- Preparation of formal and informal emails to teachers, parents, legal associates, lawyers and heads of department at the Family Court of Australia.
- General administration notes and initial assessment notes at the Family Court of Australia.
- Letters to self-represented litigants explaining various parts of their legal process at the Family Court of Australia.
- Subpoena verification and communication to counsellors and other welfare professionals outside my organisation at the Family Court of Australia.

The feedback I received from mentors during my pre-service teaching placements demonstrates my excellent verbal communication skills. One mentor commented “The children in 2C were very fond of Hayden. This was because of his warmth, confidence and positive attitude towards the class.” She went on to state ‘Hayden’s professional engagement made it a pleasure to have him in my classroom. He was always reliable, punctual and consistently responded to my feedback and reflected openly on his lessons keen to improve upon them’.

Previously as a Client Service Officer at the Family Court of Australia, maintaining high level verbal communication skills were essential. Court Officers must be able to communicate with (often extremely stressed) people and their families and other members of the legal profession. Forming constructive relationships with legal profession and other clients representing themselves so that the process runs smoothly and protocols are understood. I was also requested to conduct tours for school groups interested in the inner workings of the courtroom which I enjoyed interacting with students even putting them in the witness box to swear them in.

In order to develop meaningful relationships with parents, students and colleagues it is important for teachers to actively contribute to school programs and activities, allowing teachers, parents and colleagues to become involved in the student’s education. This is highly beneficial as students gain the opportunity to interact with their teachers in a different social context. It helps to develop and promote a sense of community within the school and can lead to the development of new skills and the pursuit of different interests. It can assist students to achieve higher test scores and grades, better attendance, more completion of homework, improved positive attitudes and behaviour, higher graduation rates together with increased enrolment in higher education.

In my teaching experiences as a pre-service teacher, I formed successful relationships with mentor teachers and also with the other staff at the school. This was particularly evident when I was asked to attend an school camp with the year 2C students of Hughesdale Primary School. During this time I fit into the group easily, working closely with other staff on the camp to provide a fun experience for all students.
SC5: Demonstrated commitment and capacity to actively contribute to a broad range of school activities and a capacity to reflect on, evaluate and improve professional knowledge and practice.

Whilst attending school I was an active member in all sports whether representing the school or my inter school house. As cricket becoming a real passion, I gained accreditation as a level two Coach, successfully winning five junior state titles in the last nine years including ending Oakleigh Cricket Club’s forty year drought of the R.M. Hatch Shield (U/15) competition. It was also what lead me to teaching as I received a great deal of satisfaction from improving the players skill level and monitoring their development.

In my first placement at Glen Waverley South Primary School, I arranged a connect four game tournament conducted at recess and lunch time for all ages. I observed students walking around the fence boundary seemingly not engaged in their school and this seemed to bring them closer to interacting with other students and indirectly forming friendships.

In my current role as a Pool Lifeguard since 2007 at Yarra Leisure, I gained a broad range of health and first aid knowledge and I am very keen to use these in various capacities. I am interested in contributing to a health awareness program (or similar) in a school and I feel I have a lot to offer. As a Pool Lifeguard, I have been able to enhance my skills relating to empathy and I feel I would be able to add to any pastoral care in a school.

In August 2009 I attended the St Kilda Primary School year 5/6 camp at Sovereign Hill assuming a supervisory role with the opportunity to get to know the students in a different setting from school (I had completed a teaching round at the school two months prior to the camp). This experience was invaluable as it showed another side not only of the students but also of teaching. I really enjoyed the hands-on approach to camp and loved seeing the children grow and flourish in a new, unfamiliar environment. I also enjoyed the opportunity to work with the year 5/6 team in a different capacity to in the classroom. It was great to experience another aspect of working in a team as a teacher, and was certainly an experience I will never forget.

In my experience as a teacher, I have gained a wealth of experience working to a budget and planning excursions for students at various year levels. This also demanded the organisation of physical and human resources such as transportation, equipment, catering, staffing and the organisation of parents and volunteers. I have analysed and organised resources to cater for these requirements and other related activities. I have competently demonstrated the ability to deal with and deliver required outcomes on multiple projects, initiatives and tasks on time as a responsible, dedicated and committed leader whilst evaluating and improving professional knowledge and practice.

I am committed to consistently increasing my knowledge, striving to ensure the use of ongoing professional learning to improve my teaching skills and teaching capacities. As learning is a life-long process which never ends in one’s life, my mind will always be open to investigate all recent developments in teaching areas so that I can make my teaching up-to-date keeping pace with the changing world.

When I secure a challenging new appointment to a teaching position, I will actively participate in school-based professional development activities and look forward to having the opportunity of attending external activities and reporting back to my colleagues.

Whilst teaching, I feel it is imperative to constantly reflect and look for areas to improve both student learning and teaching practices. I believe teaching is a profession in which we are constantly learning, evolving and improving, constantly seeking ways to improve my practice. In order to help guide my reflections and keep them constructive I proceed to take the following action:

- Clarify the purpose and learning outcomes for my lessons, and assess whether these were met
- Consider what worked, what did not work and why
- Endeavour to remain critical but never negative
- Assess against the e5 model to determine whether my program was engaging, and whether it allowed for explanation, exploration, elaboration and evaluation

I find these reflections help me to both organise my thoughts, and also to develop strategies to deal with and respond to difficult and challenging classroom situations. During my teaching experience thus far, I have attended staff meetings and professional development sessions concerning maths teaching, the ultranet, interactive white boards, inquiry learning, cyber safety strategies and the E5 model. I found these sessions to be very helpful when planning for lessons and reflecting on my practice, and I look forward to participating in more professional development sessions throughout my teaching career.
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