



Information for Potential New Director Candidates

FEBRUARY 2022

This document has been prepared for potential future director candidates for the Glenaeon School Board. It sets out some important information on the structure and operation of the Board, the duties and requirements of Directors, and the process of electing new members to the Board.

The selection and appointment of new Directors is a rigorous process which involves as a first step, the identification of pool of candidates who have the requisite skills of a company director and a willingness to serve the School, now or at some time in the future. Not all candidates who express interest will necessarily be nominated as a Director. Progression beyond this point is dependent on the right mix of skills fitting with Council's existing or future composition. However, Council is keen to maintain a suitably large and diverse pool of potential candidates to ensure the healthy evolution of the School's governing body over time.

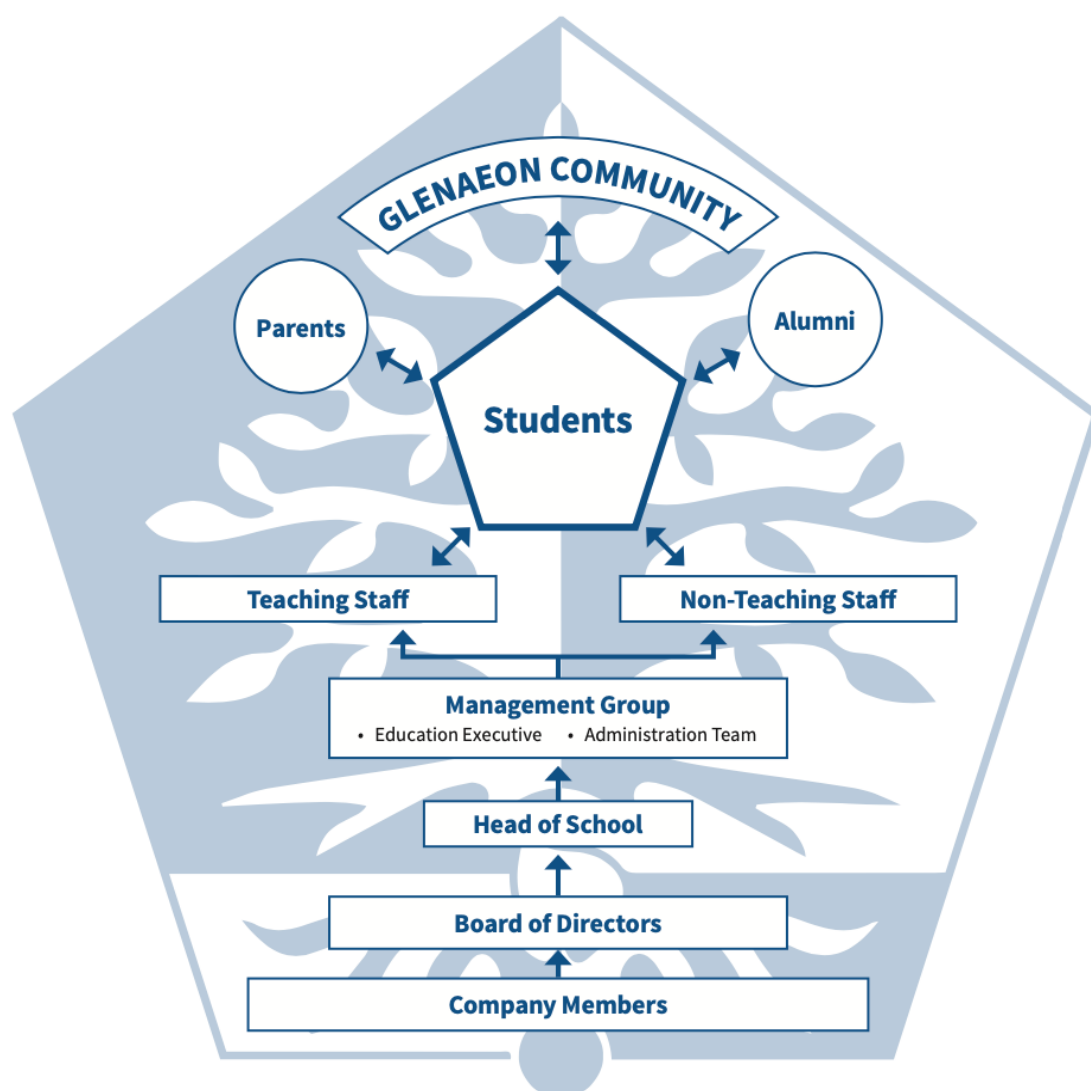
Further information regarding the process of nominating as a potential candidate for the Glenaeon School Board can be provided by the Nominations Committee at the following address:
board@glenaeon.nsw.edu.au

GOVERNANCE STRUCTURE

Glenaeon Rudolf Steiner School is an independent, co-educational school offering tuition from Preschool to Year 12. It is a not-for-profit company, limited by guarantee.

The company is governed by a Board of Directors which, in accordance with the Constitution of the School, comprises no less than 6 but no more than 12 Directors. The School Board, also referred to as the School Council, is ultimately responsible for the governance and management of the School. While retaining ultimate responsibility, the Board delegates to the Head of School, the duty and authority to do all those things related to the management of the business of the School, its day-to-day operations and its administration. The Board maintains an appropriate level of oversight and supervision of the School while not engaging in the management of school operations itself.

We picture our School as a living organism reflected in our emblem of the tree. The education of children and young people is our core task and the fruit of our work. Our governance and management structures work to support this core activity.



ROLE OF THE BOARD

Purpose

The primary purpose of the Board is to determine the strategic objectives and direction of the School, maintain financial solvency and protect the School against risk.

Duties

The duties of the Board include:

- Establish strategic direction and priorities – ensuring congruence with the School Objectives and the School Vision and Mission statements.
- Appoint the Head of School and agree a clear set of delegations that allow the Head of School to carry out the role.
- Monitor all aspects of school performance and review progress towards achievement of short and long term goals.
- Establish budgetary policies and approve and monitor annual capital and operating budgets.
- Set risk management parameters and monitor the management of risk.
- Ensure an appropriate policy framework is in place and approve major policies.
- Set compliance parameters and monitor adherence to legal and regulatory requirements.
- Deal with governance breaches and complaints.
- Monitor communication effectiveness with key stakeholder groups and foster engagement with the wider community.
- Provide expertise in a supportive and advisory way to the Head of School and the Management Group.
- Participate in ongoing professional development to ensure Directors maintain relevant qualifications, skills and experience for properly governing the School.
- Review the performance of the Board on a regular basis.

Meetings

The Board generally meets monthly and when necessary as called by the Chair. Meeting dates and times are specified a year in advance, with most meetings occurring in the evening from 5:45pm and continuing for approximately 2-3 hours. The Head of School and the Finance Director attend most meetings. In addition, Directors attend periodic Committee meetings in accordance with the work of the particular committee of which they are a member.

Committees

The following Committees have been established to support the work of the Board:

- Finance & Audit
- Risk & Compliance
- HR & Leadership
- Bursary & Scholarship
- Nominations
- Building
- Marketing and Enrolments

COMPOSITION OF THE BOARD

The Board seeks to be a balanced forum where, as a group, Directors have a comprehensive mix of skills and experience to effectively fulfil the roles and responsibilities of the Board.

These include:

- Leadership and strategy
- Finance and accounting
- Risk management and compliance
- Business administration and operations
- Anthroposophical knowledge and understanding
- Education management, teaching, and policy
- Marketing, PR and communications
- Legal experience and knowledge
- HR, recruitment, and executive management
- Information and communications technology.
- Architecture, planning, construction
- Philanthropy, fundraising and community engagement.

Where possible, the Board should comprise:

- At least 1 former or current Steiner teacher or manager from other schools or organisations.
- At least 3 but no more than 50% to be parents of current students of the School.
- At least 2 'friends' or 'independents' of the School, such as parents of School alumni.

TERM

Directors typically serve for three or more years on the Board for the purpose of achieving long-term stability and continuity of strategy and oversight of the School. While the precise duration of any one Director's term may vary, according to the School's Constitution it may not exceed more than nine consecutive years.

SELECTION CRITERIA

When evaluating the suitability of a potential Director, the Nominations Committee must satisfy itself that the candidate can demonstrate the following skills and personal attributes:

- Think strategically and critically.
- Maintain confidentiality.
- Maintain strong values of fairness, honesty and integrity in dealing with all stakeholders.
- Forego personal interests in support of actions that are for the good of the School.
- Acknowledge that the work of the School is grounded in Anthroposophy and commit to understanding and working with this view.
- Understand and interpret financial information and be able to relate this to decision-making.
- Exhibit strong relationship skills – working collaboratively with other Directors and gaining the respect of, and act as a mentor to, the Management Group.
- Communicate effectively – demonstrating an ability to discuss controversial topics effectively; keeping an open mind on issues; asking for and listening to other's ideas and input.
- Take initiative and assume responsibilities for specific projects either by volunteering or as requested, such as serving on Board Subcommittees, representing the School at meetings and events, or preparing reports.
- Promote the School at every opportunity and always represent the best interests of School.
- Remain current with the activities of the School by following its publications, website, issues, and initiatives.
- Meet time commitments including regular attendance at Board meetings and Subcommittee meetings.
- Be accountable against the minimum legal requirements of a Director.
- Be accountable against the objectives set in the strategic plan.
- Comply with the Board Code of Conduct.

PROCESS OF ELECTING NEW DIRECTORS

1. The Nominations Committee sets target number and experience mix for new Directors.
2. Chair of the Board sends notice to all in School community asking for nominations, describing the skills, experience, responsibilities and obligations of Directors.
3. Nominations Committee evaluates interest and suitability of each person nominated as a potential Director, including undertaking reference checks, and reviewing any potential conflicts of interest.
4. Prospective Directors meet with the Chair and the Head of School, receive relevant School materials including a Board Director position description.

5. Nominations Committee develops written recommendations to the School Board for potential new Directors to be put for consideration by Company Members at the School's Annual General Meeting.

(If for any reason the Sub-Committee is not ready to make recommendations to the Board then the Committee can make recommendations after the Annual General Meeting and the Board may appoint that person, or persons, to fill a casual vacancy only until the next Annual General Meeting where they will be eligible for election.)

6. The Board decides which names to put to the Annual General Meeting for election – those deemed to be willing and able to fulfil the role best, who have the right mix of skills that fit with the Board's current needs and that, in total, would add a suitable number of new Directors to the Board.
7. Proposed new Directors are subject to individual voting for election at the Annual General Meeting in accordance with the Constitution of the School.
8. Elected new Directors undertake an induction process.

ADDITIONAL INFORMATION FOR POTENTIAL DIRECTOR CANDIDATES

The following additional information can be supplied to potential future director candidates:

- ☐ School Constitution
- ☐ Most recent Annual Report, including audited statutory accounts
- ☐ Current Management Organisational Chart
- ☐ Current Strategic Plan.

School Vision, Mission & Values

VISION

To realise a contemporary understanding of the wisdom of Dr Rudolf Steiner that will prepare students to take their place as young men and women of distinction in Australian and world society.

MISSION

“Our highest endeavour must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives.” Rudolf Steiner

VALUES

A Glenaeon education is:

- **developmental:** we value the foundation that a healthy childhood gives to a successful life. We support the need for children to play, be part of Nature and enjoy a time free from the early commercialisation of childhood; we also value the developmental picture of human consciousness that has evolved through the ages of history;
- **balanced:** we provide a uniquely balanced education fostering the development of clear thinking, rich emotions and a strong will delivered through a high quality academic program, a flourishing creative and performing arts experience, and a practical training in traditional and contemporary technologies for every student;
- **international:** along with over 1000 Steiner schools around the world we promote an international understanding and tolerance of diversity;
- **compassionate:** we value an approach that fosters collaboration over competition as the basis for both individual achievement and community harmony: we strive to make every classroom a learning community;
- **individual:** we value the uniqueness of each individual student, recognizing that each is on a path of biographical development unfolding his or her sacred essence of Self: “Unfolding Individual Journeys” is a statement of that value;
- **sustainable:** as Dr Steiner was a pioneer in sustainable agricultural practice in the early 20th Century, so we aim to continue this tradition through working in harmony with the forces of Nature in a creative, collaborative manner;
- **Spirit-inspired:** we value the expressions of the “wisdom of humanity” that have guided humanity in the great world religions and traditions, and through the curriculum, festivals and study we will nourish and support students, teachers and parents in creative, contemporary ways in harmony with Dr Steiner’s work.

Peter Candotti (Chair of the Board)



Peter has been a member of the Glenaeon School Board since 2018 and was elected Chair in 2021. He has over 25 years of finance experience and brings to the Council a breadth and depth of finance knowledge, developed both locally and internationally.

Peter and his wife Uli have had a long and deep association with Glenaeon going back to 2001. Their children, Luca and Chiara, both spent their entire school lives at Glenaeon from playgroup through to Year 12; Luca, graduating in 2017 and Chiara in 2020. Peter and Uli have both been very active members of the school community throughout this time. Peter also serves as the Chair of the Risk Committee and Chair of the HR and Leadership Committee.

Professionally, Peter is a Chartered Accountant and is currently the Chief Financial Officer at Lawcover Insurance, a provider of professional indemnity insurance to the NSW legal profession. Prior to joining Lawcover in 2018, Peter spent 16 years at QBE Insurance Group, where he held a number of executive management roles in finance, treasury, capital management and reinsurance, as well as sitting on numerous management Boards.



Stephanie Graham (Deputy Chair)

Stephanie has had a long association with Glenaeon with all three of her children having attended the school since early childhood. While a parent at the school, Stephanie undertook a variety of roles in over ten years of service to the Parents Association, including Co-Chair of the GPA, Parent Education Coordinator, Class Parent Coordinator, Fair Coordinator, and Chair of Art Show Committee.

In 2011 she was appointed as a founding Director to the Board of the Glenaeon Foundation where she contributed for 10 years to developing a philanthropic culture within the school. In 2016, Stephanie joined the Glenaeon School Board as a Director, and currently serves as the Deputy Chair, as well as Chair of the Marketing & Enrolments Subcommittee and the Nominations Committee.

Stephanie has a professional background in training and education in the finance sector in roles ranging from course development, student support services, and the development of tailored training solutions to international clients. She is experienced in project management, marketing, volunteer management, recruitment & staff development. More recently, Stephanie has pursued her interest in social impact through postgraduate study in this field which she applies to a number of not-for-profit organisations she supports.

Helen Wicker (Treasurer)



Helen has been involved with Glenaeon since 2004, when her son Henry joined Class 1. Her daughter Mirran started kindergarten the following year, and both children completed their HSC with Glenaeon, in 2015 and 2017. The family moved to Middle Cove to be close to the school, and enjoy being part of the local community. Helen's husband Jonathon has also been actively involved with Glenaeon.

Helen joined the Glenaeon Board in 2016 and became Treasurer in 2017. She is Chair of the Finance & Audit Committee, and a member of the Bursary & Scholarship Committee.

Professionally, Helen is a specialist tax partner with ShineWing Australia, advising on international and domestic taxation issues. Her clients operate in a wide variety of industries, including insurance and financial services, sports and entertainment, motor vehicle dealerships, marketing, distribution and wholesaling, and primary production. Helen is a board member of ShineWing Australia, and has experience in mergers and acquisitions, restructuring, succession planning, strategy, business growth and governance.

Helen has a Bachelor of Business from UTS, and is an Associate of Chartered Accountants Australia and New Zealand (CA ANZ), and a Chartered Tax Adviser.

Robin Borrud



Robin Borrud is an experienced social entrepreneur, changemaker and international philanthropist. She has been an active member of the Glenaeon community for the last ten years. Robin's belief that change begins with people rather than issues informs her commitment to facilitating partnerships with aligned organisations and projects which work toward socially integrated and sustainable goals.

Robin sits on numerous Global non-profit boards, providing governance and developmental guidance to organisations that serve marginalized, underserved and at-risk populations. Robin has served on the Glenaeon Council since 2011, where she has focused on working with the marketing team. In 2017, she was named Chair of the Glenaeon Foundation. As Foundation Chair, Robin is committed to continuing to develop the identity of the Foundation, raising the profile of the Annual Appeal, and building the Foundation's programs.

Simon Wiltshier



Simon is a recently retired structural engineer and has worked in New Zealand (where he went to University), England and Australia. He specialised in the conservation, repair, and adaptive re-use of historic structures, however he also worked on schools, universities, transport facilities, maritime structures, and industrial projects. As a result of his background, one of Simon's roles within the Glenaeon Council is as chair of the Building Committee.

Simon's daughter Asha attended Glenaeon from preschool through to Year 12, specialising in the sciences. Asha is now training as an officer in the Air Force, whilst keeping both a horse and a rally sprint car. Simon's wife, Christine, was well known at the school for her work with younger children and art.

Simon moved from New Zealand to the UK in 1979 and from the UK to Australia in 1986. He was a Director and Chairman of Hughes Trueman, an Australian engineering consultancy, and then served as a Director with Mott MacDonald, a global engineering firm until 2017. Up until 2021 he remained in practice as a consulting engineer.

Simon is a member and past Chair of Engineers Australia, Heritage Committee, and sits on the Sydney Water Heritage Committee. He has had a past role on the NSW Heritage Council technical advisory panel. For recreation he enjoys kayaking, motorcycling and any opportunity to be outdoors or under water.

Neil Harrison



Neil and his wife Cassandra (Cass) are the proud parents of Lucille and Sacha. Lucille began at Glenaeon in preschool and Sacha in kindergarten.

Neil has worked in Human Resources (HR) leadership and management consulting roles for the past 23 years, including heading up HR for large, complex businesses (of up to 7,600 people), leading specialist HR functions (including Performance & Reward, Talent Acquisition, Health, Safety & Wellbeing, Employee Surveys & HR Reporting) and as a HR management consultant, working across range of industries.

For the past 11 years he's worked at the Westpac Group, across a range roles including Head of HR for Westpac Retail & Premium Banking (heading up HR for Westpac's national branch and Premium Financial Services business), HR Director for Group Services (heading up HR for the Group's Operations, Technology, and Legal & Compliance functions), HR Director for Group Technology, Director HR Strategic Services (leading the Group's Talent Acquisition, Health Safety & Wellbeing, Employee Surveys and HR Reporting functions) and Head of Performance & Reward for the Consumer & Business Banking businesses. Prior to the Westpac Group, he had a variety of roles at Perpetual, Mercer and Hay Group.

Georgina Michaelis



Born and raised in Sydney, Georgina and her family lived in Bellingen on the NSW North Coast from 1980 to 2001. Georgina and husband Peter spent many of those years parenting, volunteering and working as part of the then newly established Chrysalis Rudolf Steiner School community where their three children were educated from 1982 to 2000. In 1996 she was appointed Business Manager of the School.

In 2001 Georgina and family returned to Sydney where she worked for the Children's Garden Steiner School in Randwick. Her youngest son was enrolled in Year 7 at Glenaeon in 2002 and in 2003 she joined the Glenaeon Board, serving until 2009. She joined the Board again in 2018.

Georgina was appointed CEO of Miroma in Sydney's east in 2002, then Warrah in Dural in 2012, both Steiner based organisations providing services to people with disability. In 2019, Georgina stepped away from the demands of executive roles, and took up part time work as a Quality Management Auditor for SAI Global, auditing the standards of disability services funded by the NDIS (National Disability Insurance Scheme).

Georgina is a member of the Anthroposophical Society. She has an enduring enthusiasm for, and practical commitment to supporting Steiner based initiatives with their unique approach to meeting the challenges of contemporary life.

Ganesh Chandrasekhar



Ganesh is the Group General Manager, Reward, Culture and Capability Human Resources for the Westpac Group. Ganesh returns to the Human Resources Executive Team after three years in the Business division, most recently as General Manager, SME & Connect Now, Business Bank. Ganesh has led a team of over 700 bankers and senior leaders across Australia, covering four brands – Westpac, St.George, BankSA and Bank of Melbourne, that support Australia's thriving and growing Micro, Small and Medium Business sector.

Ganesh has held senior roles in Westpac's Institutional Bank; Westpac's Consumer Bank as General Manager for Premium & Growth Markets; and General Manager in Westpac Group Human Resources where he was responsible for Reward, Performance Management & Employee Relations.

Prior to joining Westpac, Ganesh held senior roles in management consulting firms in Australia, Asia and the Middle East for several years including a role focused on Mergers & Acquisitions. Ganesh has also worked in the Hospitality and Hotels sector for many years.

Ganesh has worked in the financial services and banking sector for 12 years; and has over 17 years' experience working in Human Resources. Ganesh holds a MBA from the AGSM. He also serves on Westpac's Community Board which exists to drive greater support for community partnerships and sustainability.

Tim Perkins



Tim Perkins joined the Glenaeon community in 2018 when his son Max arrived at the school for his final 3 years of education. Max graduated from Glenaeon in 2020 after 3 wonderful years of thoughtfully considered and nourishing education. Tim is an educator with more than 30 years' experience as a primary school teacher, an academic and as an executive coach and consultant. He holds a Bachelor of Education, a Masters of Education and is currently completing a PhD at the University of Sydney, exploring Maths education in Primary schools.

Since 2018 Tim has been a Senior Associate at Cut Through Coaching and Consulting where he facilitates world leading workshops which focus around themes of wellbeing, mindset, engagement, motivation, resilience, leadership, and change. Tim is an Executive and Personal Coach with a Certificate in Executive Coaching from the Institute of Coaching and Consulting Psychology. He also has a Level 1 Leadership Training Certificate from the Rites of Passage Institute and he runs Rites of Passage programmes for young people. Tim works one-on-one as an executive coach for school leaders, elite sportspeople and clients in the corporate world. He is the co-host of the Habits of Leadership podcast and he has a monthly column School of Thought, in the Australian Teacher Magazine.

Prior to his work at Cut Through, Tim was a Senior Lecturer in Education at the University of Notre Dame Australia. His areas of specialisation were Mathematics education and Social Justice through Service Learning. Tim is also on the Board at the Living School in Lismore, a progressive P-12 school. He is in the final writing stages of two books, one on the nexus between Resilience and Mindset exploring the extraordinary personal journeys of more than a dozen individuals and the second is a series of educational provocations he has been publishing in the Australian Teacher Magazine 2019-2021.

Empowering people to flourish personally and professionally is his skill and passion.

Robert St Clair



Robert is the Chief Legal Counsel – Transactions, for the Downer Group (a large listed Australian Infrastructure Services company), leading a large team of lawyers. Robert has over 15 years' experience as a commercial lawyer and adviser. Robert advises on strategic commercial direction and the management of commercial and legal risks. He has fronted and negotiated some of Australia's largest and most complex infrastructure projects, regularly working with Government customers. Robert enjoys mentoring and building high performing teams.

Prior to Downer, Robert worked in private practice at a large national law firm advising blue-chip listed organisations, developers and contractors.

Robert has a BA LLB from Macquarie University and is admitted to practise Law in NSW, the Federal Court and the High Court of Australia. Robert is an ex-student of Glenaeon (Kindergarten to year 12), and is also the parent of two students in the junior school.



Glennaeon

Rudolf Steiner School

Meaningful Lives