



Dargaville  
High School

# Principal Appointment 2025





## APPLICATION PACK 2025

Nau Mai Haere Mai, Talofa lava, Malo e lelei, Welcome!

Thank you for expressing an interest in the position of Tumuaki / Principal of Dargaville High School

The following documents and links are included in this application pack:

- Welcome letter
- School profile
- Criteria for the appointment
- Information for applicants
- Recruitment process timeline
- Tumuaki / Principal's Role description
- Strategic Plan
- [Dargaville High School website](#)

The following separate documents accompany this application pack:

- Referee report template (a separate document)
- Application form (a separate document)



Please ensure your application reflects the criteria for appointment outlined in this application pack and that all documents required are enclosed. Completed applications, including a copy of your CV and evidence of your current Teacher Registration and Practising Certificate should be submitted by **1:00 pm 21 July 2025**.

Email to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) (subject line: Dargaville High School Principal position)

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **1:00 pm 21 July 2025**

For any queries, please contact Tanya Prentice, The Education Group, Ph: 09 953 0523 or email [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz), or Karen Smith, the appointment advisor, Ph: 027 202 4211; or [karensmith@educationgroup.co.nz](mailto:karensmith@educationgroup.co.nz).

Ngā mihi nui,

Karen Smith

The Education Group Ltd

May 2025

Tēnā koe

On behalf of the school, I would like to thank you for expressing an interest in the role of Tumuaiki|Principal of Dargaville High School.

We are seeking an inspiring and visionary leader with a passion for building and advancing a strong future for our kura, akonga, kaiako and community.

Key responsibilities of the Principal will include:

- Providing visionary and strategic leadership to guide the school towards achieving its educational and community goals.
- Fostering a positive and inclusive school culture that supports the well-being and academic success of every student.
- Supporting and leading effective teaching practices and professional development opportunities for staff.
- Engaging with parents, local organisations, hapū, and stakeholders to strengthen community partnerships and support.
- Overseeing the effective management of school operations, including the budgeting, staffing, and curriculum development.
- Understanding and implementing current legislative, Ministry of Education and NZQA changes.

The ideal candidate will:

- Maintain our inclusive culture and promote Te Reo and tikanga across the school.
- Have a commitment to upholding our core values of Whakaute (Respect), Kawenga (Responsibility), Ngākau Tapatahi (Integrity) and Aroha Hoatu (Contributing).
- Be an experienced educational leader, with a demonstrated ability to drive the school's strategic priorities and achieve positive outcomes for students.
- Have strong interpersonal and communication skills, with the ability to build relationships
- Collaborate effectively with a diverse range of stakeholders.

Thank you for your interest in this position, and we look forward to receiving your application.

Ngā mihi

Barbara Alaalatoa

Commissioner  
Dargaville High School

## DARGAVILLE HIGH SCHOOL PROFILE

Dargaville High School sits proudly above the mighty Northern Wairoa River. Two hours from Auckland, 45 minutes from Whangarei. Surrounded by dairy farms, kumara farms and other agricultural industries.

We sit on the edge of the rugged west coast, which provides endless activities for all to enjoy. We have a variety of clubs, organisations and groups that cater to everyone's interests.

The school was originally established as a district high school on its current site and officially became Dargaville High School in 1950. Today, the school has a roll of approximately 400 students from Years 9 to 13. Students come from both the township and the surrounding districts, with nearly half travelling to school by bus.

Our school logo features a Kauri tree – an iconic and significant symbol of the local area – set against our school colours. The pastoral system is organised around our house groups, each named after native trees that support the growth of the Kauri: Kohekohe, Taraire, Tawa, and Towai.

We offer a broad and engaging curriculum at all levels. In the senior school, students can choose to be part of specialised academies, including:

Building Academy (constructing houses on-site for Kāinga Ora)

Police Academy

Hospitality Academy

Primary Industries Academy

The school also offers robust Gateway and S.T.A.R. programmes, providing students with real-world career and learning opportunities outside the traditional classroom. We support students in gaining their learner driver licences and provide in-school driving lessons.

We are also proud to offer support through our Tutamoe special needs class and Ako Tatutoko, our on-site alternative education centre.



Sports and Performing Arts are strong aspects of our school culture. Our Sports Coordinator ensures a variety of team and individual sporting options are available throughout the year. Performing Arts opportunities include Drama, Music, and a vibrant Kapa Haka group. Students also participate in regional events such as Show Quest, Rock Quest, and the Te Tai Tokerau Festival.

Dargaville High School is a PB4L Restorative School, guided by our core values:

Whakaute (Respect)  
Kawenga (Responsibility)  
Ngākau Tapatahi (Integrity)  
Aroha Hoatu (Contributing)

These values are embedded in our school culture and supported by various PB4L initiatives led by our Ara Tātou Team.







## CRITERIA FOR APPOINTMENT

These appointment criteria for our new Principal have been formed by the Dargaville High School Board and Commissioner following consultation with the staff, students and whānau. These criteria are in addition to the [Aotearoa New Zealand Principal Eligibility Criteria](#). The School is looking for:

### **POU TĀNGATA Leader of People**

A collaborative and respectful leader of people, who:

- Has proven successful leadership experience displaying integrity in decision making
- Fosters strong relationships with all stakeholder groups
- Builds on the school's culture and values
- Displays humility, is accessible, visible, approachable and supportive with a focus on inclusivity and safety
- Is a highly effective communicator with all stakeholders

### **POU AKO Leader of Vision for Learning**

An effective leader of learning, who:

- Is inspiring and visionary, with a holistic approach to fostering success for young people and school culture
- Promotes academic excellence, high standards and ensures equitable pathways to success for all learners
- Has a strong commitment to quality teaching and learning, through ongoing support, staff professional development and career pathways
- Creates an environment that is creative and student- centred
- Is focused on wellbeing for students and staff, whilst maintaining high standards of discipline, consequences and safety
- Supports a broad extracurricular activity programme that provides valuable learning experiences for all



## **POU TIKANGA MĀORI**

A passionate leader of culture, inclusion and Tikanga Māori, who:

- Will place strong emphasis on upholding Te Ao Māori, Te Reo Māori, tikanga, and cultural identity.
- Will live our values of whanaungatanga, tūrangawaewae (belonging), and aroha hoatu (contribution).
- Will demonstrate a strong desire for inclusivity and to celebrate Māori culture authentically within everyday schooling – not just symbolically.

## **POU MAHI Leader of Operations**

A skilled leader of operations, who:

- Has a strong knowledge of, and can effectively implement NCEA, curriculum developments and alternative pathways
- Can work with the Commissioner to bring to affect the recommendation in the latest ERO report
- Will bring strong knowledge of the key operational and legislative requirements to effectively manage the school

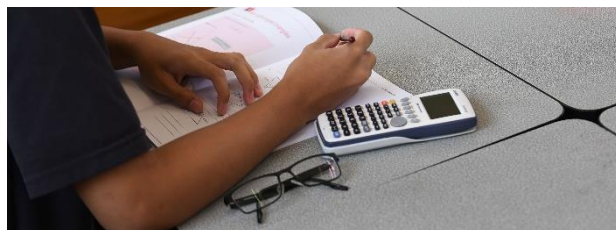


## INFORMATION FOR APPLICANTS

Thank you for applying for the position of Tumuaki/Principal of Dargaville High School.

Please complete the application form personally. Read it through first and then answer **all** questions. Make sure you sign and date where indicated.

1. Attach a *curriculum vitae* (CV) containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
2. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
3. If you are selected for interview, you may bring whānau/support people at your own expense. **Please advise if this is your intention.**
4. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
5. a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Children's Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.  
 b) The Clean Slate Act (2004) provides certain convictions do not have to be disclosed providing:
  - You have not committed any offence within 7 consecutive years of being sentenced for the offence; and
  - You did not serve a custodial sentence at any time; and
  - The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Children's Act 2014](#); and
  - You have paid any fine or costs





Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible, contact the Ministry of Justice.

6. This application form and supporting documents received from the successful applicant will be held by the school. That person may access these in accordance with the provisions of the Privacy Act 2020.
7. CVs provided from non-successful applicants will not be returned unless a stamped self-addressed envelope is provided. Application forms and CVs from non-successful applicants will be held until the appointments process is completed and will then be destroyed.
8. You are required to request a referee's report from **three referees**. The referee report template is included in the pack as a separate attachment. It is your responsibility to contact referees and provide them with a copy of the report template and the information that they need to complete and return the report. Referees' reports are to be emailed to [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) by **1:00 pm 21 July 2025**. These remain confidential to The Education Group Ltd and the Board. All information collected from referees will be destroyed at the end of the appointment process.
9. All information received will be confidential to the Board of Dargaville High School and The Education Group Ltd.

**All applicants are encouraged to visit the school in operation.** Please contact Barbara Alaalatoa on [alaalatoab@gmail.com](mailto:alaalatoab@gmail.com) to arrange a date and time for a tour of our kura.

If shortlisted, you will be required to bring to your interview, **the originals and copies** of the following:

1. Your current Practising Teacher Certificate
2. Two types of identification
  - If possible, this should be photo ID e.g. passport and a NZ Driver Licence
  - If you do not have one or other of the above documents, please supply a birth certificate, bank statement or IRD number



## RECRUITMENT PROCESS TIMELINE

The Dargaville High School Board has set the following timeline for the appointment of the Tumuaki / Principal. Every effort will be made to keep to the following schedule in determining the successful candidate.

### Key Dates

<b>Education Gazette Advertisement</b>	Monday 23 June
<b>Advertisement on The Education Group Website</b>	Monday 23 June
<b>Candidates to visit the High School by appointment</b>	Ongoing
<b>Closing date for referee reports</b>	1:00 pm Monday 21 July
<b>Closing date for applications</b>	1:00 pm Monday 21 July
<b>Shortlisting completed by</b>	Wednesday 23 July
<b>Visit to shortlisted applicants' schools.</b>	TBA
<b>Interviews</b>	Saturday 2 August
<b>Appointment made</b>	Monday 4 August
<b>Appointment commences</b>	Term 4 2025

**The Board reserves the right to conduct a second interview if needed.**

#### **Checklist - We need to receive completed:**

- Application form
- Letter to accompany Curriculum Vitae
- Curriculum Vitae – with copies of verified qualification certificates attached
- Reports from three referees (applicant to organise)

**Completed applications to be received by 1:00 pm Monday 21 July 2025 and should be emailed to Tanya Prentice at [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz)**

**If you have any queries, please contact Karen Smith on 027 202 4211 or at [karensmith@educationgroup.co.nz](mailto:karensmith@educationgroup.co.nz)**

## JOB DESCRIPTION

**JOB TITLE:** Principal, Dargaville High School

**RESPONSIBLE TO:** Commissioner/Board of Dargaville High School

**DIRECTLY RESPONSIBLE FOR:**

This job description incorporates the Professional Standards from the Secondary School Principal Collective Agreement. Consistent with The Education Act 2020, the Board delegates to the Principal the day-to-day responsibilities of managing and operating the school that enables the success of its students and achievement of its strategic ambitions.

**HOLDS EFFECTIVE RELATIONSHIPS WITH:**

The Board, students, professionals and all support staff, parents, whānau, iwi, the local community, education and other outside agencies, local schools (Kāhui Ako), and local employers.

**MEETS THE REQUIREMENTS OF:**

**The Professional Standards for Principals.** (Details below)

- |                                   |  |
|-----------------------------------|--|
| <b>Culture:</b>                   | Provide professional leadership that focuses the school culture on enhancing learning and teaching                           |
| <b>Pedagogy:</b>                  | Create a learning environment in which there is an expectation that all students will experience joy and success in learning |
| <b>Systems:</b>                   | Develop and effectively use management systems to support and enhance student learning                                       |
| <b>Partnerships and Networks:</b> | Strengthen communication and relationships to enhance student learning   |



## CULTURE

Provide professional leadership that focuses the school culture on enhancing teaching and learning

PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• With the Board, develop and then implement a school vision with shared goals and values focused on enhanced engagement and achievement (academically, socially and culturally) for all students</li> <li>• Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning</li> <li>• Model respect for others in interactions with adults and students</li> <li>• Promote the bicultural heritage of New Zealand by ensuring that it is evident in the school culture</li> <li>• Maintain a safe, learning-focused environment.</li> <li>• Promote an inclusive environment in which the diversity, multicultural nature and prior experiences of students are acknowledged and respected</li> <li>• Manage conflict and other challenging situations effectively and actively work to achieve solutions</li> <li>• Demonstrate leadership in professional practice, through applying critical inquiry and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the Mission, Vision and Values of Dargaville High School are embedded in the school's culture and are exemplified and modelled by all adults in the school</li> <li>• Develop and implement shared vision and goals as reflected in the Charter</li> <li>• Ensure the Annual Plan and related student achievement targets are monitored and achieved so the school continues to raise achievement and ensures the wellbeing of students</li> <li>• Build distributed leadership networks that secure commitment and responsibility for continued and sustained improvement through all levels of the school</li> <li>• Foster harmony and unity across the school community</li> <li>• Build a strong sense of 'team' within and across the school staff</li> <li>• Lead and create opportunities to celebrate progress and success</li> <li>• Attract, develop and mentor a highly effective team of outstanding leaders and teachers</li> <li>• Understand the practical application and promotion of operating within the school Ka Hikitia and culturally sustainable practice in the school and the community</li> </ul>

## PEDAGOGY

Create a learning environment in which there is an expectation that all students will experience success in learning

PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<ul style="list-style-type: none"> <li>Promote, participate in and support ongoing professional learning linked to student progress</li> <li>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents</li> <li>Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Māori students</li> <li>Ensure that the review and design of school programmes is informed by school-based and other evidence</li> <li>Foster a professional learning community within which staff members are provided with feedback and support on their professional practice</li> <li>Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students</li> <li>Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding at school</li> </ul>	<ul style="list-style-type: none"> <li>Actively participate in the professional learning programme within the school and be recognized as 'leading learning' at Dargaville High School</li> <li>Build a professional learning community that supports, challenges, and enquires into its own professional practice</li> <li>Ensure teaching and learning is future-focused and that all students can consistently access a local curriculum of rich learning opportunities</li> <li>Put in place responsive strategies to ensure our Māori students are learning in a culturally appropriate environment and their results continue to improve</li> <li>Encourage innovative teacher practice linked to student's learning needs and outcomes</li> <li>Ensure that at all levels of the school, from teaching and learning programmes through to the setting of school student achievement targets, are informed by ongoing self-review and evaluation processes and the effective use of student achievement data</li> </ul>

## SYSTEMS

Develop and use management systems to support and enhance student learning

PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• Exhibit leadership that results in the effective day-to-day operation of the school</li> <li>• Operate within board policy and in accordance with legislative requirements</li> <li>• Provide the Board with timely and accurate information and advice on student learning and school operation</li> <li>• Effectively manage and administer finance, property and health and safety systems</li> <li>• Effectively manage personnel with a focus on maximising the effectiveness of all staff members</li> <li>• Use school / external evidence to inform planning for future action, monitor progress and manage change</li> <li>• Align resource allocation with the school's annual and strategic objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Be strategic in taking the school forward, ensure strategic goals are converted into reality</li> <li>• Ensure the schools' administrative and financial systems are efficient and fit for purpose</li> <li>• Prioritise and resource selected areas targeted for improvement in line with the school's strategic plan</li> <li>• Use evidence to monitor progress and impact</li> <li>• Effectively lead and manage change</li> <li>• Keep the Board informed through reporting processes, be honest and transparent</li> <li>• Delegate the running of systems to appropriate school staff</li> <li>• Establish contingency strategies for when unforeseen circumstances arise</li> <li>• Act promptly and fairly when misconduct or underperformance is alleged or at issue</li> </ul>



## PARTNERSHIPS AND NETWORKING

Strengthen communication and relationships to enhance student learning

PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• Work with the Board to facilitate strategic decision making</li> <li>• Actively foster relationships with the school's community and local iwi and marae</li> <li>• Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community</li> <li>• Actively foster relationships with other schools and participate in appropriate school networks</li> <li>• Ensure regular interaction with parents and the school community on student progress and other school-related matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Be knowledgeable and strategic about wider trends and opportunities in education</li> <li>• Be the face of the school with external stakeholders</li> <li>• Demonstrate the interpersonal skills and attitudes to build strong relationships and partnerships with key stakeholder groups such as trustees, parents, whānau, mana whenua, the local community, local schools, local organizations and employers; encourage active community participation in the life of the school</li> <li>• Be enterprising and resourceful in developing informal or formal partnerships that promote learning opportunities for students</li> <li>• Effectively manage the conflicts and dilemmas that sometimes arise in school communities</li> <li>• Connect with peers in other schools to build effective professional learning communities</li> </ul>