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 **Request for Referee’s Report for the position of:**

**Dargaville Primary School**

**Confidential to the Board of Dargaville Primary School and
Karen Smith of The Education Group Ltd**

**This page is to be completed by the applicant**

Dear (name of Referee)

I am an applicant for the position of Principal at Dargaville Primary School, and I have named you as a confidential referee. Please forward the completed referee’s report to:

**Karen Smith**

**The Education Group Ltd**

**Level 2, 24 Manukau Road, Auckland 1023**

**OR**

**admin@educationgroup.co.nz** *(preferred)*

Referee reports must be received by **1:00 pm Monday 20 October 2025.**

Yours sincerely

Applicant

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**Referee’s Report**

**(Confidential to the Board of Dargaville Primary School and
 Karen Smith of The Education Group)**

**For: (Candidate to complete)**

|  |  |
| --- | --- |
| Name of Applicant: |  |
| Name of Referee:  |  |
| Phone (work): |  |
| Phone (Mobile): |  |
| Email: |  |
| Are you prepared to be contacted by telephone or email to follow up on the information contained in this report if necessary?  |  Yes No  |

1. **What is your relationship to the applicant?**
2. **How long have you known them?**
3. **What opportunities have you had recently to see them at work?**

**Please assess the applicant’s performance for each of the following selected performance indicators by placing a X in the appropriate column.**

| **Appointment Criteria** | Outstanding | Highly competent | Competent | Competent but with some concerns | Not Competent | Unknown |
| --- | --- | --- | --- | --- | --- | --- |
| **POU TANGATA - LEADER OF PEOPLE** |
| **Kindness, Respect & Atawhai**: Consistently kind, caring, and respectful in interactions with students, staff, and whānau. |  |  |  |  |  |  |
| **Highly Approachable & Present**: Maintains an open-door policy, is visible around the school, and engages with students and staff. |  |  |  |  |  |  |
| **Excellent Communicator & Listener**: Responds thoughtfully, follows up, and communicates clearly with all stakeholders. |  |  |  |  |  |  |
| **Empathetic & Caring Relationship-Builder**: Builds trust and meaningful relationships with tamariki, kaiako, and whānau. |  |  |  |  |  |  |
| **Fair, Non-Biased & Decisive**: Makes hard decisions while being perceived as even-handed and principled. |  |  |  |  |  |  |
| **Team-Builder & Culture Protector**: Promotes cohesion, supports staff wellbeing, and protects the school’s positive culture. |  |  |  |  |  |  |
| **Community Connection**: A commitment to being visible and engaged. |  |  |  |  |  |  |
| **Desirable Personal Attributes**: Calm, resilient, grounded, loyal, and with a good sense of humour. |  |  |  |  |  |  |
| **Inclusive & Present**: Ensures no one is left out and actively engages with students  |  |  |  |  |  |  |
| **POU AKO - LEADER OF LEARNING** |
| **Clear Educational Vision**: Articulates a strong direction for teaching, assessment, and improvement. |  |  |  |  |  |  |
| **Classroom Credibility**: Recent teaching experience valued to ensure understanding of current practice. |  |  |  |  |  |  |
| **Strong Curriculum Knowledge**: Sets high expectations and supports acceleration of priority learners. |  |  |  |  |  |  |
| **Supports Teacher Growth**: Provides timely, constructive feedback and professional learning; values teacher expertise. |  |  |  |  |  |  |
| **Achievement-Focused**: Committed to student success and educational excellence. |  |  |  |  |  |  |
| **Visionary & Innovative**: Inspires and leads innovation in teaching and learning. |  |  |  |  |  |  |
| **Supportive of Growth**: Encourages professional development and continuous improvement among staff. |  |  |  |  |  |  |
| **Brings a Specialty or Pathway**: Adds value through expertise in areas like sport, arts, or other enrichment. |  |  |  |  |  |  |
| **Balances Stability & Innovation**: Builds on existing strengths rather than rebuilding unnecessarily. |  |  |  |  |  |  |
| **Student-Centered**: Recognizes students personally, encourages responsibility, and links learning to fun and exploration. |  |  |  |  |  |  |
| **Values-Based Leadership**: Models and reinforces school values such as kindness, respect, and resilience. |  |  |  |  |  |  |
| **POU TIKANGA MĀORI** |
| **Te Tiriti o Waitangi Commitment**: Deep understanding and commitment to Te Tiriti o Waitangi. |  |  |  |  |  |  |
| **Cultural Competence & Responsiveness**: Embeds Te Ao Māori perspectives, te reo Māori, and tikanga Māori throughout the school. |  |  |  |  |  |  |
| **Inclusive Curriculum Leadership**: Integrates Māori perspectives into school direction while respecting diverse backgrounds. |  |  |  |  |  |  |
| **Visible Practice**: Actively uses te reo and tikanga in school life and models cultural responsiveness. |  |  |  |  |  |  |
| **Community / Hapū Engagement**: Builds and maintains strong relationships with local iwi and whānau. |  |  |  |  |  |  |
| **Whānau Engagement**: Partners with whānau, iwi, and the wider community to strengthen pride and connection. |  |  |  |  |  |  |
| **Takiwā Values**: Emphasizes respect, resilience, kindness, manaakitanga, and atawhai in everyday practice. |  |  |  |  |  |  |
| **POU MAHI - LEADER OF OPERATIONS** |
| **Integrity & Professionalism**: Must demonstrate unquestionable moral character, credibility, and fairness in all aspects of leadership. |  |  |  |  |  |  |
| **Resilience & Hard Work**: Able to handle challenges, make sound decisions, and remain committed and diligent. |  |  |  |  |  |  |
| **Strong Administration & Organisation**: Proven experience in managing school systems, logistics, finances and day-to-day operations. |  |  |  |  |  |  |
| **Clear, Transparent Decision-Making**: Communicates rationale openly and applies rules consistently and fairly. |  |  |  |  |  |  |
| **Practical, Hands-On Management**: Visible around the school, understands the operational flow, and gets involved. |  |  |  |  |  |  |
| **Privacy & Procedural Fairness**: Handles sensitive matters discreetly and ensures consistency in applying policies. |  |  |  |  |  |  |
| **Continuity-Minded**: Improves systems thoughtfully, preserving what works well without unnecessary change. |  |  |  |  |  |  |
| **Strategic Vision**: Holds a clear, future-focused vision for the school and its community. |  |  |  |  |  |  |
| **Engaging School Culture**: Supports fun and inclusive activities such as mufti days, discos, treasure hunts, and school trips. |  |  |  |  |  |  |

1. **What are the main reasons they will stand out as being an excellent candidate for this Principal position?**
2. **What are their areas for further development?**
3. **If you were in our position, would you appoint them as Principal without reservation? Please supply the reasons for your response.**
4. **Overall ranking**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SUMMARY: | OutstandingNo reservations | Highly recommend | Recommend | Recommend some reservations | Do not recommend |
| How would you rank the applicant for the position**?** |  |  |  |  |  |

1. **Any other comments that will help the Board consider this applicant?**

**Please return directly to: Karen Smith**

admin@educationgroup.co.nz

The Education Group Ltd, PO Box 26480, Epsom Auckland 1023

**By: 1:00 pm Monday 20 October 2025**

Many thanks for taking the time to complete this report.