



Principal Application Pack 2025

INTRODUCTION TO THE APPLICATION PACK

Thank you for expressing interest in the position of Principal | Tumuaki at Greenhithe School.

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

- Welcome letter from the Presiding Member
- School Profile
- Criteria for the appointment
- Instructions for completing the application
- Timeline for applicants
- Job Description
- Application form (a separate document)
- Referee report (a separate document)

Further information about Greenhithe School can be found on the school website.

<https://www.greenhithe.school.nz/>

The application for appointment is to be returned with your CV and covering letter by

1:00 pm, Friday 28 February 2025

- Email to: admin@educationgroup.co.nz (subject line: Greenhithe School Principal position) OR
- Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 1, 24 Manukau Road, Epsom

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, Friday 28 February 2025**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz or Julie Schumacher, the Appointment Advisor (Ph: 021 081 07226) email jschumacher@educationgroup.co.nz

Once again, thank you for your interest in applying for this position.

Julie Schumacher
Director
The Education Group
Appointment Advisor to the Greenhithe School Board



Welcome from the Greenhithe School Board

Tēnā koe,

On behalf of the Greenhithe School Board, I would like to extend a warm welcome to all potential applicants seeking the position of Principal at Greenhithe School.

Our current Principal, Stephen Grady, is moving on to a new challenge after ten years at Greenhithe School. We are deeply grateful for his commitment and leadership, which have contributed to our school's academic excellence, inclusive environment, and strong community.



Greenhithe School is a well-established, high-performing kura that consistently receives outstanding 5-year ERO review results. Our focus on both academic performance and student wellbeing makes us a popular choice for families. As we

move forward, we aim to further enhance our reputation by embracing innovative teaching methods, modern technologies, and cutting-edge learning pedagogies.

As a school we have a strong reputation that has enabled us to attract and retain a highly talented, dedicated and innovative teaching staff. We are often the school of choice and any of our open positions always attract a number of high calibre applicants. We are part of our high performing Kahui Ako, Whanau Ki Te Ako, where we take an active role in collaborating with the other schools within our community of learning.



Our successful candidate will possess proven leadership skills, a genuine passion for education, and a commitment to developing new initiatives that will ensure a thriving culture of collaborative teaching and learning. They will be visible, warm and a team player, leveraging the skills and expertise of a highly competent teaching and support staff. They will engage and embrace our tamariki, and ideally have a great sense of humour!

In addition, our successful candidate will have strong strategic planning and financial management skills to ensure our financially stable school continues to provide the best possible learning environment for our tamariki. He or she will continue to consolidate and build on the positive relationships established within our community and with our Iwi.

The Greenhithe School Board recognises the importance of supporting the principal and staff through open and transparent communication. We value the contribution of staff, parents and the community in shaping the future of our kura.

The school is also fortunate to have an active and incredibly hard-working PTA who are focused on working with the school to build a sense of community and fundraising to help create a wonderful learning experience for our tamariki.



We look forward to working closely with our new Principal to continue building on our successes and creating a future based on the P.R.I.D.E values of our school.

We welcome applicants to visit our school and see the kura in action. Please contact Rochelle Jansen on 09 413 9838 or rochellej@greenhithe.school.nz to arrange a suitable time.

We encourage you to explore the school website <https://www.greenhithe.school.nz>.

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

Ngā mihi nui

Samantha Ebel-Brown

Presiding Member

Greenhithe School Board



SCHOOL PROFILE



Tēnā koe e te kaiwhakauru,

Welcome to Greenhithe School! We're a kura with a proud history, a strong sense of whanaungatanga, and a deep commitment to nurturing the potential of every tamaiti (child). Nestled in the heart of the North Shore, we are a school where tradition and innovation intersect, and where our shared journey is guided by the values of our community.

A Vibrant Community at Heart

Greenhithe School is a cornerstone of our village, deeply woven into the fabric of the local community since 1893 with a rich history and connection to its surroundings. We have a roll of approximately 500, giving us a current U6 Grading. Our reciprocal partnership with Te Kawerau ā Maki enriches our journey as we embrace tikanga Māori, celebrate local histories, and foster a sense of belonging for all within the Greenhithe community.



Beyond the local area we are part of the high performing Whanau Ki Te Ako, our local Community of Learning, where we partner with Albany Senior High School, Albany Junior High School, Albany Primary, Upper Harbour Primary, Coatesville Primary and Ridgeview Primary to form an engaged and collaborative group.



Values-Driven Excellence

Our P.R.I.D.E. values – Manawanui (**P**erseverance), Manaakitanga (**R**espect), Whakaaratanga (**I**nitiative), Urupū (**D**iligence), and Kairangatira (**E**xcellence) – are at the heart of all we do. These values shape not only the character of our tamariki but also the way we engage with our whānau and wider community. We have a system of Houses, which support the values at our school, with children earning house points for displaying our values.

Our new principal will have the opportunity to strengthen this kaupapa and inspire a culture of trust, professionalism, innovation, inclusion and growth.

A Team That Cares

We have 31 teachers and 11 support staff, who include learning assistants, our office team and our caretaker. We have a strong sense of commitment, transparency, open communication and stability in our staffing and our school is seen as a school of choice.

Our leadership team consists of two highly experienced deputy principals who provide curriculum support and pastoral care. We have a dedicated SenCo and five team leaders, who have completed professional development that ensures they are well positioned to ensure the learning for our students is highly effective.



Our teaching staff are highly dedicated and professional, operating within a strong, positive school culture that fosters excellence. They work within a high-trust framework,



ensuring the diverse needs of our students are met with care and precision. As innovative collaborators, our teachers inspire and motivate students, consistently encouraging them to reach their full potential. The outstanding academic outcomes achieved by our students are a testament to the commitment, passion, and expertise that our educators bring to their work each day.

Our school fosters a culture of collaboration, ensuring that staff and students alike feel empowered, valued, and supported. Our new principal will have the opportunity to strengthen this kaupapa and inspire a culture of trust, professionalism, innovation, inclusion and growth.

We have a history of sound governance and very good relationships between the school and the Board. The Board is stable, engaged and capable and prides itself on taking a collaborative and consultative approach with the Principal and Senior Leadership Team, always focused on improving outcomes for all students at the school.



This team of Staff, Leadership and Governance is guided by shared whakaaro (ideas), our school fosters a culture of collaboration, ensuring that staff and students alike feel empowered, valued, and supported.

A Holistic Approach to Education

At Greenhithe, we embrace the concept of educating the whole tamaiti (child).

Our structured literacy approach is to use 'Little Learners Love Literacy' in our Juniors and 'The Code' in our Senior classes. Our children work towards increasing learner agency and collaboration throughout their time at our school. We have our Learn To Grow model that helps children to take increasing control of their own learning as they move through our school. Our Board and School Leadership Team ensure that the school is well

resourced, placing us in a good position for the roll out of the new English and Mathematics curriculum in 2025'.



Greenhithe School places a high value on student wellbeing, which includes MITEY mental health education - a proactive, comprehensive approach that reinforces desirable behaviours as part of maintaining a positive school culture.

Greenhithe School has an extensive EOTC Programme which includes a much-valued Year 6 School Camp at Camp Adair in Hunua. We also have Outdoor Education days at all levels and a varied extracurricular sports and arts programme, offering teacher-led music and sporting opportunities.

The school has a comprehensive and highly regarded ESOL Programme that caters for the individual needs of students from a wide range of cultures and language backgrounds.

The above reflect our commitment to the physical, emotional, and intellectual development of our taura (student). Our new principal will continue to champion a holistic approach, ensuring every child is equipped with the skills and confidence to shine.



Outstanding Facilities for Exceptional Learning

Greenhithe School facilities include a large, well-maintained field, four age-specific playgrounds equipped with diverse play structures, a school swimming pool, netball courts, a small running track, and areas with artificial turf. These outdoor spaces are not only for recreation but serve as dynamic learning environments.

Our spacious school hall offers multiple purposes, including hosting indoor sports, school assemblies, performing arts, art exhibitions, and community events. Students also benefit from our well-stocked library, which is visited weekly by all classes. Managed by a dedicated part-time librarian, the library offers a broad range of reading materials to inspire learners of all ages.

Strong Foundations for Continued Growth

The school is well placed financially, and the Board invests in resources, including human resources, which support and enable the delivery of our local curriculum and our strategic plan. This



also enables us to invest in being an exceptional place to work, attracting and retaining motivated and well-qualified staff.

We are very fortunate to have a supportive and engaged school community, and an active and motivated PTA. The many fundraising events that are held throughout the year are always well supported, from the Summer festival to Bingo nights, school discos and many more events.



Engaging Extracurricular Opportunities

Greenhithe School is alive with opportunities that extend beyond the classroom. From vibrant kapa haka performances to arts, cultural events and sports - our local cluster, the Northern Bays, holds regular competitions across a range of sports and our own sports



events are always well supported by the community. We have high participation across these extended opportunities and encourage tamariki to explore their talents and passions. Our renowned ESOL program ensures inclusivity for all, enriching the lives of our diverse whānau.

A Place to Grow and Shine

Greenhithe School is a kura that embodies manaakitanga, whanaungatanga, and kairangatira. It's a place where our tamariki develop the learner qualities, skills and future-focused outlook that will help them enjoy success now and throughout their lives.

Our school is warm, welcoming, focused on both maintaining academic excellence and continuing to provide a holistic education for our students. Our new principal will lead a school that celebrates its people, cherishes its connections, and looks to the future with hope and ambition. They will join a community that believes in the transformative power of education and the potential of every child to excel.



CRITERIA FOR THE APPOINTMENT

The Greenhithe School board, in consultation with their staff, students and community, have set the following appointment criteria for the Tumuaki | Principal.

We seek a Principal who:

LEADER OF PEOPLE

- Embodies and lives our school P.R.I.D.E values
- Understands and recognizes the importance of the school at the heart of the Greenhithe community.
- Is a critical thinker and strategic planner and has a track record of converting strategic goals into reality
- Will attract, develop and mentor a highly effective team of outstanding leaders and teachers
- Has strong relationship skills, works in a collaborative and collegial manner while making the hard decisions as and when needed
- Is highly visible, approachable and engaged with students, staff and community
- Has the skills and attitudes that will unite our school community and build even stronger partnerships with parents, whānau, the local and wider communities
- Is a strong communicator who communicates openly, honestly and relates well with all stakeholders

LEADER OF TIKANGA MĀORI

- Values te Ao Māori and knows how to give meaningful effect to te Tiriti o Waitangi in all aspects of the life of our school
- Values cultural diversity, is culturally responsive and will maintain our inclusive culture promoting te reo and tikanga across the school

LEADER OF LEARNING

- Ensures effective teaching through leveraging the existing high trust model
- Has a strong focus on student achievement, ensures that teaching and learning is future-focused, and that all students can consistently access rich learning opportunities
- Sets and maintains high expectations and commits to equitable outcomes and inclusivity for all students
- Values academic outcomes, alongside a well-balanced programme and commitment to EOTC, the Arts, sports and wellbeing.
- Values staff and will continue to grow their capacity to meet the needs of the learners within the current changing landscape of education
- Uses current research and up to date informed practice to develop both innovation and improvement

LEADER OF OPERATIONS

- Has experience in managing a school in the areas of finance, personnel, property and health and safety

PERSONAL ATTRIBUTES AND QUALITIES

- Strong leadership record
- Sense of humour
- Inclusive
- Displays honesty and integrity
- A passionate educator
- Organised

OUR CHILDREN WOULD LIKE A PRINCIPAL WHO IS

- Firm but fair
- Kind and empathetic
- Visible and approachable



INFORMATION FOR APPLICANTS



Thank you for applying for the position of Principal of Greenhithe School.

Please ensure you have a copy of the job description, the appointment criteria and have read all material provided, before completing the separate application form.

1. Please fully complete the application form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated.
2. Attach a *curriculum vitae* containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
3. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide the originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
4. If you are selected for interview, you may bring whānau/support people at your own expense. Please advise if this is your intention.
5. 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.
6. All applicants will be required to give consent to a Police Vet (if required).
7. 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 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
 - You did not serve a custodial sentence at any time
 - The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Children's Act 2014](#)
 - 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.

8. Application forms and CVs of unsuccessful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate these documents will be held in their personnel file. The successful candidate may access it in accordance with the provisions of the Privacy Act 2020.
9. You are required to request referees reports from **three referees**. The report template is included in this 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 it. These remain confidential to The Education Group Ltd and the Board. All information collected from referees will be destroyed at the end of the selection process.
10. All information received will be confidential to the Board and The Education Group Ltd.
11. We encourage you to visit the school. To arrange a suitable time, please contact Rochelle Jansen on 09 413 9838 or rochellej@greenhithe.school.nz

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

Education Gazette Advertisement	12 th December 2024
Candidates visiting Greenhithe School	Please make an appointment by contacting Rochelle Jansen on 09 413 9838 or rochellej@greenhithe.school.nz
Closing date for applications	Friday 28 February 2025
Closing date for Referee Reports	Friday 28 February 2025
Shortlisting Completed	Wednesday 5 th March 2025
Visits to Shortlisted candidates' School	10 th – 14 th March 2025
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	15/16 March 2025
Appointment commences	Monday 12 May 2025 or as negotiated

We need to receive:

- Letter of introduction
- Completed Application for Appointment Form
- Current Curriculum Vitae
- Reports from **three** referees (applicant to organise)

Completed applications to be received by 1:00 pm Friday 28 February 2025

Email to: Tanya Prentice admin@educationgroup.co.nz

Subject line: Greenhithe School Principal Appointment

Or deliver to: The Education Group Ltd, Level 2, 24 Manukau Road, Epsom, Auckland

If you have any queries, please contact: Tanya Prentice, the Office Manager for The Education Group at admin@educationgroup.co.nz or 09 953 0523 or Julie Schumacher, the Appointment Advisor at jschumacher@educationgroup.co.nz or 021 081 07226

Again, we welcome applicants to visit our school and to connect with our staff and students. To arrange a suitable time, please contact Rochelle Jansen on 09 413 9838 or rochellej@greenhithe.school.nz

PRINCIPAL'S JOB DESCRIPTION 2025



ROLE TITLE:	Principal
RESPONSIBLE TO:	Board of Trustees
DIRECTLY RESPONSIBLE FOR:	The students and school staff (teachers, support, ancillary, property staff)
PRIMARY OBJECTIVES:	<p>Culture: Provide professional leadership that creates a school culture of continual improvement which enhancing learning and teaching</p> <p>Pedagogy: Ensure a learning environment in which there is an expectation that all students will experience success in learning</p> <p>Systems: Develop and use management systems to support and enhance student learning</p> <p>Partnership and networks: Strengthen communication and relationships to enhance student learning</p>
PRIMARY FUNCTIONS:	<p>Act as the Board's chief advisor on policy and strategic issues</p> <p>Implement the school's charter and policy objectives</p> <p>Ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress</p> <p>Develop and maintain effective relationships and communications within the school and its community and appropriate agencies</p> <p>Manage the schools finance and administrative systems, staff, and resources effectively and efficiently</p>
RESPONSIBLE FOR:	The effective operation of the school, as per the job description and the Primary Principal's Professional Standards

AREAS OF AUTHORITY:

The Board acknowledges that the Principal has the control of school day to day management, subject to policy guidelines, delegated authority policy, and accurate scheduled reports on progress against controlling documents:

- Financial Control within annual budget limits and financial control
- Responsive maintenance programme
- Employment of staff
- Management of health and safety requirements
- Personnel management applying to performance, delegations and duties
- Curriculum management
- Student welfare



PRINCIPAL PROFESSIONAL STANDARDS AT GREENHITHE

1. Culture: Provide professional leadership that focuses the school culture on enhancing teaching and learning

Professional Standards	Indicators
<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p>	<ul style="list-style-type: none"> • Demonstrates the ability to take a strategic view of the school, including its strengths and weaknesses, to plan and lead the school's on-going development to achieve excellent outcomes in children's learning • Demonstrates the ability to drive an idea from inception to completion engaging the community, staff, and students in achieving the vision • Takes the time to understand and value Greenhithe School and demonstrates understanding of what makes the school unique • Works with the Board to develop an inspirational strategic plan ensuring it reflects identified needs and changing circumstances
<p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p>	<ul style="list-style-type: none"> • Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning • Values and enables the potential of students to contribute and lead in our school and the broader community • Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school • A strong partnership is evident between students, teachers, and parents in achieving improved learning outcomes for students • Appropriately delegates responsibilities to staff
<p>Model respect for other in interactions with adults and students</p>	<ul style="list-style-type: none"> • Is fair and professional with an ability to bring out the best in people • Acts as a role model and sets clear expectations for others • Ensures all staff model constructive relationships with students, with each other and with other adults

Professional Standards	Indicators
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	<ul style="list-style-type: none"> • Demonstrates a willingness to build on the unique philosophy and culture of the school • Ensures Tikanga Māori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs
Maintain a safe, learning focused environment	<ul style="list-style-type: none"> • Ensures a safe physical environment • Ensures the class environments are conducive to teaching and learning • Maintains an awareness of staff workloads, challenges, and stress • Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team
Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected	<ul style="list-style-type: none"> • Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds • Proactively builds positive, fun, friendly and professional relationships with students • Provides opportunities for individual success and excellence • Enhances the multicultural dimensions of the school.
Manage conflict and other challenging situations effectively and actively work to achieve solutions	<ul style="list-style-type: none"> • Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions • Negotiates and facilitates to achieve a solution and/or a mutually acceptable resolution wherever possible • Encourages staff and the community to share concerns before they become big issues • Maintains a 'no surprises' approach with the Board
Demonstrate leadership through participating in professional learning	<ul style="list-style-type: none"> • Actively seeks professional development that supports personal leadership growth • Understands own strengths and weaknesses to inform professional development • Integrate professional learning and development into the leadership role

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

Professional Standards	Indicators
Promote, participate in and support ongoing professional learning linked to student progress	<ul style="list-style-type: none"> • Keeps abreast of current thinking and research via professional reading, professional learning groups, and personal learning • Drives innovative learning practices within the school
Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents	<ul style="list-style-type: none"> • Demonstrates the ability to lead learning, with a clear focus on excellent outcomes for students, through effective, up to date and evidence-based teaching and learning principles and pedagogy • Ensures all staff are actively involved in professional learning and development, with goals based on effective teaching and learning practices, leading to improved learning outcomes for students
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	<ul style="list-style-type: none"> • Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students • Demonstrates the ability to ensure effective relationships with Māori and Pacific students
Ensure that the review and design of school programmes is informed by school-based and other evidence.	<ul style="list-style-type: none"> • Ensures decisions are data and evidence driven • Links professional learning and development is to student achievement • Reviews and considers innovative practices for inclusion in school programmes
Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.	<ul style="list-style-type: none"> • Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff • Ensures staff are provided with individual feedback, coaching, encouragement, and support • Supports and oversees staff as they observe and mentor each other regarding best practice in teaching and learning
Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students.	<ul style="list-style-type: none"> • Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students • Has a clear focus in classrooms, teams, and professional discussions on ongoing student achievement improvement

3. Systems: Develop and use management systems to support and enhance student learning

Professional Standards	Indicators
Exhibit leadership that results in the effective day-to-day operation of the school	<ul style="list-style-type: none"> • Is a strong, confident, committed, and passionate leader with an honest and clear communication style • Always demonstrates professionalism • Implements best practice systems for leadership and management • Ensures quality day to day management systems for a highly effective school operation
Operate within board policy and in accordance with legislative requirements	<ul style="list-style-type: none"> • Adheres to current legislation and deadlines are met • Understands and operates within Board policy
Provide the Board with timely and accurate information and advice on student learning and school operation	<ul style="list-style-type: none"> • The Board is informed of all areas of the school's operation and student learning
Effectively manage and administer finance, property and health and safety systems	<ul style="list-style-type: none"> • Highly effective management systems are in place for finance, property and for health and safety • Ensures school buildings and facilities meet all Health & Safety regulations
Effectively manage personnel with a focus on maximizing the effectiveness of all staff members	<ul style="list-style-type: none"> • Performance management systems are in place that ensure a highly effective and motivated staff
Use school/external evidence to inform planning for future action monitor progress and manage change	<ul style="list-style-type: none"> • Is proactive in identifying, monitoring, and informing Board and staff of future changes, then instigates and coordinates agreed and/or required actions
Prioritise resource allocation on the basis of the school's annual and strategic objectives	<ul style="list-style-type: none"> • The school budget is based on charter goals and the annual and strategic plans

4. Partnerships and Networks: Strengthen communication and relationships to enhance student learning

Professional Standards	Indicators
Work with the Board to facilitate strategic decision making	<ul style="list-style-type: none"> • Proactively builds positive, respectful, and professional relationships with the Board • Plays a proactive role on the Board as the educational leader • Supports the Board to focus on future thinking, strategic planning
Actively foster relationships with the school's community and local iwi	<ul style="list-style-type: none"> • Proactively builds positive, respectful, friendly, and professional relationships with students and parents/whānau • Positively builds trust between home and school to positively influence student learning and engagement
Actively foster professional relationships, with, and between colleagues, and with government agencies and others with expertise in the wider education community	<ul style="list-style-type: none"> • Passionately and confidently represents the school with other educators and government agencies
Interact regularly with parents and the school community on student progress and other school-related matters	<ul style="list-style-type: none"> • Passionately and confidently represents the school in the local community and with prospective parents/whānau • Is seen to be a 'visible' principal by the school community • Keeps parents/whānau well informed about student achievement and school related matters • Demonstrates an approachable, caring, fun, and respectful demeanour which encourages interaction with children and parents/whānau
Actively foster relationships with other schools and participate in appropriate school networks	<ul style="list-style-type: none"> • Passionately and confidently represents the school in our Kāhui Ako, and with other schools • Attends a variety of relevant principal and community networking opportunities and meetings

SIGNATURES:

_____ (Principal)

_____ (Board Presiding Member)

Date: