



Collingwood Area School

Connecting to others, our environment, and the future
Te whanaungatanga ki te tangata, te taiao, te anamata hoki

Pack Introduction

Thank you for your interest in the Principal position at Collingwood Area School. This Recruitment Pack will provide you with information about the school, the area, and the Principal role. It will also outline how to apply for the position.

This document includes the following information and materials:

- Principal Position Advertisement
- Principal Recruitment Video
- Recruitment Timeline
- Letter from Presiding Member
- Letter from Retiring Principal
- Student Voice
- Family/Whānau Voice
- Staff Voice
- Collingwood Community Voice
- Our School
- Our Community
- The Principal's House
- Principal Position Description
- Application Form

Terri Johnstone from Catalyst for Change Ltd. has been engaged by the Board of Trustees to facilitate this recruitment process, working collaboratively with the Board to ensure we get the right person for the role.

If you would like to arrange a visit to our kura, please contact the Presiding Member Brendan Richards on (027) 242 5121 or at brendan.richards@collingwood.school.nz

To apply for this role, please read through the recruitment pack and submit your completed application to the email address below. Your email should include a completed Application Form, a Curriculum Vitae, and a Covering Letter speaking to your competencies as outlined in the Advertisement and recruitment pack.

Please email the completed application to:

Terri Johnstone
terri@c4change.co.nz | (027) 248 2733

Applications close on Friday the 4th of October at 5:00 pm





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Principal Position Advertisement

Principal - Collingwood Area School - Te Kura o Aorere

Collingwood Area School is located in Mohua, Golden Bay, one of New Zealand's most stunning rural and natural environments. It is situated on the northwest coast of the South Island, on the doorstep of Onetahua - Farewell Spit, between the scenic Abel Tasman and Kahurangi National Parks. This broad catchment area contributes to a rich tapestry of lifestyles, including farming, aquaculture, small business, professionals, and artistic and creative whānau. Here, students and educators alike breathe in the beauty of the landscape, creating a unique atmosphere for learning and growth.

Our recently rebuilt school caters to students from years 1-13, offering a broad and diverse curriculum supported by specialist teachers on site. We recognise the benefits of being a year 1-13 school, where students experience a strong sense of belonging and identity throughout their educational journey. This continuity fosters deep connections between students, staff, whānau, and the wider community. The cultural narrative and purākau are intertwined with the history of Onetahua Marae and supported by Manawhenua ki Mohua (MKM), Ngāti Rārua, Te Ātiawa and Ngāti Tama.

We honour the unique nature of our area by integrating the local lifestyle and tourism opportunities into our curriculum. Our outstanding Education Outside the Classroom program provides students with unforgettable, hands-on learning experiences. We offer a wide range of NCEA subjects taught by specialist teachers onsite and supplemented by external providers.

We are seeking an enthusiastic and visionary leader who:

- **Connects to others, our environment, and the future:** our kura is the heartbeat of our community and our community is the heartbeat of our kura.
- **Lives and breathes our values of manaakitanga, ako and kaitiakitanga:** someone who embodies the spirit of our school and community.
- **Recognises the special characteristics of an Area school:** fostering a sense of belonging and continuity for our students.



- **Has a deep understanding of teaching and learning, and the New Zealand curriculum:** ensuring seamless integration and excellence in teaching.
- **Is a future-focused leader:** committed to innovative, localised curriculum development that brings out the best in all.
- **Understands the role of a rural principal:** appreciating the aspirations of our parents and the unique challenges and opportunities of leading in an isolated rural setting.
- **Fosters meaningful relationships with MKM and parents:** ensuring the school is a hub of community engagement.
- **Works within a distributed leadership model:** empowering and growing leaders within the school.
- **Opens doors for our students/tamariki:** ensuring they have choices and harnesses opportunities that prepare them for a successful future.

We encourage you to learn more about Collingwood Area School and consider applying for the position of Principal.

Applications close on Friday the 4th of October at 5:00 pm.





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Recruitment Timeline

August 2024

Consultation with Students/Staff/Parents/Whānau/ Manawhenua ki Mohua/Wider Community



Wednesday 28th of August

Recruitment Pack Online + Applications Open



Friday 4th of October

Applications Close at 5pm



Friday 11th of October

First Shortlisting
Reference Checking Begins



Friday 18th of October

Final Shortlisting



Saturday 26th of October

Interview Date

Position Commences: Term One, 2025





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Letter from Presiding Member - Brendan Richards

Kia ora,

Nāu te rourou, nāku te rourou, ka ora ai te iwi
With your food basket and my food basket the people will thrive

On behalf of the Board of Trustees (BOT), I would like to thank you for expressing your interest in applying for the Principal position of Collingwood Area School – Te Kura o Aorere.

Collingwood Area School (CAS) is located in Golden Bay, on the North West Coast of the South Island, having two National parks on its doorstep. Our stunning natural landscape gives allowance to many outdoor activities which enriches our lives and provide great learning and wellbeing opportunities.

Our vacancy has come about due to our principal of 5 years, Hugh Gully, retiring. Hugh is leaving our Kura in a very strong position. CAS has a stable roll (approx.150) and caters for students from year 1 to 13. Our students have a deep sense of belonging during their educational journey at CAS. We have a dedicated staffing team, a strong financial position, brand new teaching and administration buildings, and passionate and engaged ākonga that bring great joy to our daily lives. We believe that this principal role is a very attractive proposition because of this and encourage any prospective applicant to speak to Hugh and/or myself about the role.

CAS has a very supportive whānau and community. I would go as far to say that our kura is the heartbeat within our community. This connection with our community is very special. As the whakatauki above states, everyone has strengths and through collaboration our ākonga, kaimahi, and hapori all thrive. Rich, unique learning opportunities outside the classroom are also afforded to our students due to our natural environment and willing community. It is important that the successful applicant continues to foster and grow these strong connections.

Our Kura has recently refreshed its Vision and the Values. Connection was the overarching theme throughout all our consultation.



Our vision “*Connecting to others, our environment, and the future*” gives us direction and purpose in everything we do.

Our values of *Manaakitanga*, *Ako* and *Kaitiakitanga* outline how we do things and how we treat each other at Collingwood Area School (CAS).

The BOT is genuinely excited as we move into the future with a strong understanding of where we’re heading (vision) and how we will get there (values). It is so important that the principal lives, breathes and role models these values also.

Our Kura is grateful to have a close relationship with Manawhenua Ki Mohua (MKM), involving three iwi in Ngāti Rārua, Ngāti Tama and Te Atiawa. Our MKM board representative engages regularly with MKM ensuring our Kura effectively fulfills its duty in giving effect to Te Tiriti o Waitangi.

As presiding member, I lead a stable and effective BOT who all love our Kura. We understand our governance role and what is required to achieve the best learning and wellbeing outcomes that our tamariki deserve. We realise that employing a new principal is the most important decision we will make and are committed to ensuring that there is a smooth transition for the new principal.

We are looking for a progressive and enthusiastic leader who has great communication skills and is willing to embody the spirit of our school and community. We want a leader who can make courageous decisions when needed and has the ability to create a culture where people feel valued and have a sense of belonging. Preparedness, coordination, being hard working and having strategic oversight are also key attributes we are seeking.

I look forward to receiving your application. If you have any questions or would like to arrange a time to visit the school, please contact me on [\(027\) 242 5121](tel:0272425121). All enquiries and applications will be treated with the utmost of confidentiality.

Ngā mihi nui,

Brendan Richards
Presiding Member
Collingwood Area School Board
brendan.richards@collingwood.school.nz





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Letter from Retiring Principal - Hugh Gully

Kia ora,

It has been an absolute pleasure and honour to be the Tumuaki of Collingwood Area School over the last five years. This year is my 25th in Principalship, having led Mapua Primary School and Nelson Intermediate Schools previously.

I was drawn to Collingwood Area School first and foremost for the lifestyle afforded living here. As a keen outdoor enthusiast I am often found out in the bay fishing and kayaking, and exploring the various excursions into the hills on foot or on my Mountain Bike. Within an hour we can be in Abel Tasman National Park (Totaranui) or Kahurangi National Park (various entry points).

Lifestyle aside, Collingwood Area School is a haven amongst some of the demands of other schools in this challenging world.

Ākongā

Many schools boast a “whānau culture” and at Collingwood this is genuine. Our students are extremely compliant with only very minor digressions. Our students are very grounded, friendly and authentic. We have had 4 stand downs in 5 years. The school roll is stable and future NE enrolments positive.

Staff

In 2025 we are looking at a settled staff with only minor changes from 2024. The Staff represent a range of experience, and a very healthy culture is evident. We continue to receive strong fields of candidates for advertised positions. The relief teacher pool is very small but we are managing to cover staff illness and absence.

New Building

Our newly completed Teaching and Learning block and Administration Area is simply stunning. The classrooms achieve exactly what we aimed to do in terms of connectivity, flexibility, privacy and flow. The outlook from the teaching block to the Whakamārama Range is a sight to behold.

Board of Trustees

Our BOT continues to be a very effective and easy to work with group who are thoroughly committed to ongoing school improvement. The Presiding Member and Deputy are highly invested and respectful members. Our meetings are well organised and a safe environment for everyone.



Community

I describe our community whānau as very grounded. Many live some distance from the school and look forward to attending community days onsite such as Athletics, Swimming and Matariki. I believe that we have the support of the vast majority.

Manawhenua ki Mohua

We enjoy a close relationship with our 3 local iwi Ngāti Tama, Te Ātiawa and in particular Ngāti Rārua who are our kaitiaki. Manawhenua guided us through in terms of our buildings and representations.

Kāhui Ako ki Mohua

Our group consists of Te Waka Kura o Mohua, Tākaka Primary, Central Takaka and Motupipi Schools. We have regular face to face and online meetings and an annual Staff Only Day that has seen us venture to Onetahua Farewell Spit and Waikoropupu Springs. This group is very collegial.

I am more than happy to receive private emails or phone calls for confidential conversations. The appointment committee is aware of this and I have their support to offer this contact. See below for contact details.

Suffice to say Collingwood Area School is very well positioned for 2025 and beyond. We are simply not exposed to some of the demands and challenges that others are currently facing around student behaviour. Principalship of Collingwood is providing an opportunity to continue to grow and develop our newly formed values and vision, while living in a magnificent part of our country.

Mā te wā,

Hugh Gully
Principal



Email: hugh.gully@collingwood.school.nz
Phone: (027) 3922 669





Student Voice

The students of Collingwood Area School what they thing makes a “great Principal”. Here are their thoughts:

Primary Consultation: Years 1 - 6

Manaakitanga: How does a great principal show they care?

By.....

- Being kind – *the number one most mentioned comment.*
- Organising sports.
- Looking out for people that get hurt.
- Talking to students during their games.
- Coming and helping us when we are upset.
- Not being grumpy.
- Showing our school values.
- Doing fun stuff with us.
- Being interested in us.
- Supporting us.
- Using kind voices and words.
- Knowing us by our name.
- Using humour.
- Advocating for us to have a big BIG playground.
- Letting us have more sport and art.
- Being gentle.
- Being happy.
- Be hilarious.

Ako: How does a great principal support/help your learning?

By.....

- Helping us to spell words.
- Coming into our class and seeing our learning - *again mentioned several times.*
- Having good teachers.
- Finding good programmes.



- Sharing ideas about topics.
- Getting new equipment and classroom resources.
- Giving us more PE sessions.
- Letting the younger kids do what the older kids do (i.e., mountain biking).
- Giving students the right tools to figure out how to learn.
- Being present in the classroom - mentioned across several age levels.
- Having faith and believing in us.
- Letting the teachers go on two camps per year.
- Holding my hand and showing me how to do it - *(from one of our little 5-year-olds)*.
- Organising better equipment for our learning including having equipment for our huts.
- Looking after us.
- Teaching in the school.
- Being organised.

Kaitiakitanga: How can a principal be a great upstander for our school environment and for our students?

By.....

- Being welcoming to new people.
- Listening to our suggestions for our school environment (i.e., a pump track)
- Singing with us.
- Supporting us with school trips.
- Providing responsibilities to older students.
- Helping us to make the best use of our spaces.
- Being positive.
- Playing games with the students.
- Being supportive if there are conflicts in the school.
- Being super nice and easy to talk to.
- Being caring and compassionate.
- Dealing with bad behaviour.
- Setting clear boundaries.
- Making sure no one gets hurt.
- Having swings and a slide we can play on.
- Having a school treehouse built by the principal.
- Being responsible.



Secondary Consultation: Years 7 - 13

Summary of Student Responses on Principal Attributes:

Manaakitanga: How does a great Principal show they care?

Students value a principal who:

- **Communicates and Interacts Regularly:** Greets students, listens to their ideas and concerns, and engages in meaningful conversations.
- **Demonstrates Understanding and Empathy:** Acknowledges and respects students' needs and opinions, and provides a safe space for expressing themselves.
- **Participates in School Activities:** Is involved in sports and classroom activities, ensuring equal opportunities for all.
- **Maintains a Positive Attitude:** Is friendly, approachable, and maintains a happy and relaxed demeanor.
- **Shows Professionalism and Respect:** Upholds professional relationships and respects everyone in the school community.

Ako: How does a great Principal support/help your learning?

Students appreciate a principal who:

- **Provides Resources and Equipment:** Ensures necessary materials and facilities are available for learning.
- **Offers Diverse Curriculum Choices:** Provides a variety of subjects, especially for senior students, to explore their interests.
- **Engages Actively:** Regularly checks on students' progress and listens to their needs.
- **Supports Teachers:** Ensures teachers receive the support and resources they need to be effective.
- **Understands Individual Learning Needs:** Recognizes and addresses diverse learning styles and supports struggling students.
- **Demonstrates Strong Leadership:** Makes informed decisions and respects the Board of Trustees (BOT).
- **Shares Knowledge and Skills:** Uses their strengths to teach and engage with students directly.



Kaitiakitanga: How can a principal be a great Upstander for our school environment and for our students?

Students want a principal who:

- **Promotes Environmental Stewardship:** Involves students in projects like planting trees to enhance the school environment.
- **Ensures Safety:** Takes immediate action to address safety concerns and bullying.
- **Provides Support and Resources:** Supports student projects with funding and ensures facilities meet student needs.
- **Is Accessible and Approachable:** Makes students feel comfortable sharing problems or requests and listens to their concerns.
- **Upholds Standards and Fairness:** Enforces school rules fairly and maintains high standards for behavior.
- **Shows Respect and Inclusivity:** Treats all students with respect, values diversity, and includes students of all ages.
- **Engages with Students:** Participates in activities and provides diverse opportunities for student engagement.
- **Is Modern and Adaptable:** Stays current with technology and adapts to contemporary student needs.

Conclusion

Students desire a principal who cares deeply, supports their learning effectively, and upholds a positive and safe school environment. They value communication, empathy, active involvement, resource provision, and respect, and they appreciate a principal who demonstrates strong leadership and inclusivity.





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Family/Whānau Voice

The parent/whānau community of Collingwood Area School have outlined what sets their school apart, and what they see as the key skills, personal attributes, experience, and community 'fit' needed to lead their school.

Our Point of Difference

- Collingwood Area School has a strong feeling of community, with interconnectedness between classes and strong ties to the local area and environment.
- Teachers are dedicated and caring, showing a strong commitment to students, offering personalised support and follow-up with parents.
- Small class sizes allow for personalised attention, strong connections between students and teachers, and contribute to high achievement levels at both the primary and secondary levels.
- Collingwood Area School's emphasis on outdoor education, field trips, and connection to the local environment provides children with diverse and unique learning experiences beyond the classroom.
- Collingwood Area School produces exceptionally kind, polite, and well-rounded children. Students are noted for their good manners and respect, which is frequently commented on by other schools and individuals from the wider community.
- Collingwood Area School has excellent facilities, including new buildings, well-equipped technology rooms, and a great library.
- The Tuakana-Teina (peer support) model fosters connections and mentorship between older and younger students, helping establish a supportive and nurturing learning environment.

Our Educational Aspirations:

- For children to be academically challenged and well-prepared for future educational opportunities.
- Establishment of broad learning experiences that go beyond the school's rural setting, including exposure to the arts, science, and music.
- The school maintains a safe, fun, and supportive educational environment where children can thrive.
- A balanced, child-centric education system is cultivated, emphasising a well-rounded approach to learning that includes resilience, happiness, and personal growth.



- The school promotes cultural inclusivity, with children developing an awareness and understanding of te ao Māori, and become comfortable using te reo Māori in day-to-day life.
- The school focusses on building strong foundational skills, problem-solving abilities, and readiness for life beyond school, including university preparation.
- Children are encouraged and empowered to develop leadership skills and independence throughout their school experience.

Our Future

“If an article were to be written about your school in 5 years’ time, what achievements, contributions and direction would you like to read about?”

- The school is recognised for fostering high academic standards and achievements, preparing them for future success.
- The school continues to strengthen ties and engagement with whānau, the local iwi, and the wider Collingwood community.
- The school to focuses on developing confident, articulate, considerate leaders who are a credit to society.
- There is further incorporation of te ao Māori and bicultural practices into the curriculum, helping students develop cultural sensitivity and awareness.
- There is increased emphasis on creative subjects, including music, the arts, and outdoor education, allowing students have a broad range of learning opportunities and receive a holistic education.
- The school places strong attention on ensuring a safe, bullying-free environment where students’ wellbeing is promoted and nurtured.
- Modern teaching practices are adopted, with new technologies being integrated into the curriculum.
- The school continues to grow and improve, becoming a more viable and appealing option for secondary education in the region.

Principal Qualities

Parents/whānau identified the following as qualities they would like to see in the new Principal of Collingwood Area School:

Skills

- Strong leadership, excellent communication skills, and the ability to engage effectively with students, parents, staff, and the Collingwood community.
- Excellent people management skills, including conflict resolution, collaborative communication, and team-building.



- Capacity to align with and understand Te Tiriti o Waitangi, integrated its principles into the learning curriculum.
- Personable, empathetic, diligent, resilient, and approachable.
- Financial management skills, with experience in administration, budgeting, and funding.
- The ability to strategize effectively, solving problems on both small and large scales.
- Has a strong and forward-thinking vision for Collingwood Area School and is able to communicate this to students, family, staff, and the community.

Personal Qualities

- Approachable, warm, kind, and empathetic towards both students and staff, fostering a supportive environment.
- Outgoing, energetic, with a sense of humour, and able to inspire and motivate others.
- Shows appreciation for both academic and extracurricular activities, including sports, arts, environmentalism, and cultural education.
- Actively involved with the school community and shows engagement with all year levels.
- Is kind but firm, able to remain disciplined and calm under pressure, and is unafraid to hold students and parents accountable.
- Shows strong commitment to biculturalism and creating an inclusive learning environment.
- Has a strong sense of justice, integrity, equity, and fairness, with a strong anti-bullying policy that aligns with Te Tiriti o Waitangi obligations.
- Proactively supports the diverse needs of students, including those related to neurodiversity, mental health, and cultural backgrounds.
- Is willing to bring fresh and innovative perspectives, open to new ideas and approaches, and is unafraid to challenge the status quo.
- Has strong morals and truly cares about the betterment of the children, staff, and community as a whole.
- Is deeply committed to the role and long-term vision of Collingwood Area School.

Philosophy, Knowledge and Experience

- Proven experience in teaching and leadership roles, with a history of success in similar school environments and deliverance of strong academic results.
- Experience working in both primary and secondary settings, with an appreciation for the differences across age groups and importance of education at all levels.
- Has a deep understanding of the New Zealand curriculum across all year levels and is up-to-date with best pedagogical practices.
- Experience working in small town environments and an understanding of the unique challenges associated with leading a school in a close-knit community.





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Staff Voice

The staff of Collingwood Area School have outlined what sets their school apart, and what they see as the key skills, personal attributes, experience, and community 'fit' needed to lead their school.

Our Point of Difference

- Students are respectful, kind, and able to communicate across age groups. They have a strong sense of belonging and environmental awareness. Collingwood Area School produces friendly, kind, well-rounded students with a love for the outdoors.
- The unique and remote setting of Collingwood fosters a close-knit community culture and environment where students, staff, and whānau are interconnected, creating a warm and family-oriented atmosphere.
- The all-encompassing age range from 5-18 years old, creates a strong sense of Tuakana-Teina (mentorship) between older and younger students.
- The school's small size, along with its smaller class sizes, allows for personalised learning, individual attention, and tailored educational plans.
- The small and close-knit environment helps minimise the behavioural issues typically seen at larger schools.
- Collingwood Area School's location in a beautiful, remote area gives students the opportunities for outdoor education to be integrated into their learning experiences, helping them develop a deep connection to the natural environment.
- The remote, rural location contributes to a safe, secure, and peaceful environment where children can grow up freely and enjoy their childhood.
- Collingwood Area School's students are frequently recognised by the community for their good manners, respectful attitudes, and kindness, reflecting the inclusive and caring culture of the school.
- The long-term educational pathway from the first to the last year of school allows for students to develop deep, lifelong friendships with one another and their teachers.



Our Educational Aspirations

- The school prioritises academic excellence, where students are supported to achieve highly, graduate with University Entrance (UE), and succeed in further studies.
- There is a strong focus on retaining students through to Year 13, regardless of whether the student aims to continue on to university. Students are taught the value of a complete secondary education.
- The school provides equal opportunities for all students, ensuring they have access to quality education, regardless of their background or circumstances. Students are provided with similar educational opportunities as those in urban areas.
- There is a focus on the overall growth of students, including personal growth, self-awareness, resilience, social responsibility, kindness, confidence, and the pursuit of personal goals and passions.
- A broader and more varied curriculum is established, offering a wide range of subjects, including Performing Arts, Social Sciences, and Digital Technologies, to cater to diverse student interests and strengths.
- A more holistic educational plan that celebrates Māori culture and history is implemented, fostering a sense of pride in students about Collingwood's heritage.

Our Future

"If an article were to be written about your school in 5 years' time, what achievements, contributions and direction would you like to read about?"

- The school is recognised for consistently high academic standards, with a significant number of students achieving NCEA levels 1, 2, and 3, and University Entrance.
- Growth in student numbers and retention through to Year 13.
- There is increased focus on cultural competence and stronger partnerships and connections with the local iwi are established.
- The school recognises and celebrates both academic and non-academic successes, recognising achievements in areas like e-sports, music, drama, kapa haka, and community service. Students are given the opportunity to participate in cultural interschool competitions, such as Rockquest or Stage Challenge.
- The school contributes more to the community and fostering a strong sense of pride and inclusion.
- Development of a wider range of academic and extracurricular options, including the arts, sports, and cultural activities.
- The school is recognised for being a safe and supportive environment for both students and staff, with a positive school culture that prioritises wellbeing.
- A stronger Te Reo Māori program is established.



Principal Qualities

Staff identified the following as qualities they would like to see in the new Principal of Collingwood Area School:

Skills

- Excellent communication skills, including the ability to listen actively, articulate decisions clearly, and engage with all members of the school community.
- Strong interpersonal skills, with the ability to effectively resolve conflicts and build positive relationships across the school community, including staff, students, whānau, and iwi.
- Proficient administrative skills, time management, delegation, and problem-solving abilities.
- Engages in clear and transparent communication with all stakeholders.
- Demonstrates the confidence and self-assuredness needed to make tough decisions.
- Decisive but consultative; able to inspire and lead while considering staff input. Able to listen and take feedback constructively and professionally.
- Ability to unite and strengthen staff and student relationships across primary and secondary levels.
- An authentic leader that leads by example and is approachable and flexible.

Personal Qualities

- Compassionate, calm, and adaptable, demonstrating empathy and understanding in their interactions with students and staff.
- Honest and fair, approaching their role with humility, seeing themselves as a partner with staff rather than a superior.
- Is genuine, kind, and caring, with a natural ability to connect with students. Brings a great sense of humour and a fun energy to interactions.
- A strong and grounded leader who is compassionate, approachable, and friendly, listening to and acting on the concerns of staff and students.
- Passionate about the school, committed to its success, and deeply invested in creating a positive culture for both staff and students.
- Inclusive, approachable, and respectful, valuing the input of staff and fostering a collaborative environment.
- Values and actively promotes student and staff physical and emotional wellbeing.
- Maintains professional boundaries and respects the autonomy of staff while providing the necessary support and guidance.



Educational Philosophy

- Prioritises student-centred learning, focusing on the needs, interests, and abilities of students to ensure they are engaged and supported in their education.
- Promotes inclusivity, equity, and cultural competence, ensuring that all students have access to quality education and are supported in their learning, regardless of their background.
- Values and supports the incorporation of diverse cultural perspectives, particularly Māori and Pasifika cultures, into the school's curriculum and practices.
- Adopts a high-trust approach to management, recognising teachers as highly educated professionals and trusting them to deliver quality education.
- Supports and implements evidence-based teaching practices, ensuring that all educational initiatives are grounded in and evidence-based pedagogies and best practices.
- Adopts a restorative practice philosophy, focusing on building positive relationships and resolving conflicts in a constructive and supportive manner.
- Supports a wide and varied curriculum, ensuring that students have access to a broad range of subjects and learning opportunities.
- Committed to investing in the school for the long term, with a focus on growing the school and improving student outcomes over the coming years.

Knowledge and Experience

- Proven successful experience in educational leadership roles, across both primary and secondary education levels.
- Comprehensive understanding of the needs of primary and secondary students and teachers, with experience in teaching across both primary and secondary year levels.
- A strong knowledge of the New Zealand curriculum, including NCEA and current pedagogical practices, to support student achievement and curriculum development.
- Understanding of the unique challenges faced by rural schools, including issues related to resourcing, student retention, and community engagement.
- Understanding of te reo Māori, tikanga, te ao Māori, Te Tiriti o Waitangi and its principles, and experience in effective engagement with the Māori community.
- Experience with professional due process, ensuring that all interactions with staff are respectful, fair, and conducted in accordance with established protocols.





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Collingwood Community Voice

The wider community of Collingwood have outlined what sets their local area and Collingwood Area School apart, and what they see as the key skills, personal attributes, experience, and community 'fit' needed to lead their school.

Our Point of Difference

- Collingwood Area School is deeply connected local community where relationships and shared values play a crucial role in the educational environment. There is a strong sense of whanaungatanga, and students feel like they truly belong to the area.
- The community is known for its manaakitanga and care, where a culture of respect and kindness is prioritised.
- The school's setting in our picturesque area provides students with unique outdoor learning opportunities and a serene environment, conducive to both academic and personal growth.
- Collingwood Area School has become a central hub for the entire Tasman district, enabling for a diverse student population and enriching the school's community with varied backgrounds and experiences.
- The school is well-equipped with modern facilities and the latest technology, providing students with access to educational resources on par with those in urban schools.
- The school embraces te ao Māori and demonstrates collective kindness, integrating it into its curriculum and daily practices.

Our Educational Aspirations

- For students to excel in both core subjects and extra-curricular activities, receiving a well-rounded education.
- Finish school with good academic records, giving them options for tertiary education or further skills training and ensuring they are prepared for their future careers.
- Children are instilled with strong personal values, including kindness, respect, and empathy, and they understand the importance of these traits in their interactions.
- Students have the chance to engage in activities that reflect their personal interests, hobbies, and passions.



- The school helps students gain insights into local career opportunities, particularly in the primary sector, and understand how their education can contribute to the regional economy.

Our Future

“What are the untapped opportunities Collingwood could offer students?”

- There should be deeper integration of the school’s core values into everyday practices and learning, ensuring that they become a fundamental part of the school culture.
- The curriculum could be expanded to include more agricultural and aquacultural education, reflecting the local community’s reliance on these industries and providing students with practical, relevant skills.
- The school should offer more outdoor educational and extracurricular activities to enrich students’ educational experiences, expose them to new interests and hobbies, and create opportunities for personal growth.
- There should be greater opportunities for cultural and artistic experiences, including visiting the Marae, multiple different language classes, and opportunities for participation in performing arts.
- Students should be offered structured career advice to make informed decisions about their future careers.
- The natural surroundings should be authentically leveraged for interdisciplinary learning to create unique educational experiences that connect classroom learning with real-world contexts.

Principal Qualities

The Collingwood community identified the following as qualities they would like to see in the new Principal of Collingwood Area School:

Skills

- Excellent interpersonal skills and ability to bring people together, with an adeptness for building relationships, fostering collaboration, and creating a positive school culture.
- Strong communication skills, effectively bridging the gap between the school community and the wider Collingwood area.
- Ability to develop and follow through with strategic plans.
- Good financial management skills, ability to secure funding, and budget effectively.
- Strong public speaking and stakeholder engagement skills.
- Is well organised and able to delegate effectively.
- An excellent negotiator, listener, problem-solver, and is skilled in conflict-resolution.



Personal Qualities

- Strong morals and personal values, acting with honesty, humility, and integrity in this role.
- Friendly, personable, and easily approachable to build strong relationships with students, staff, and the community.
- Empathetic, passionate about education, and driven to advance the school's mission and vision.
- Prioritises student wellbeing and happiness, creating an environment where they feel supported and empowered.
- Is committed to actively involve the school with the Collingwood community and vice versa.

Philosophy, Knowledge and Experience

- A broad background in various educational settings, ensuring they understand the diverse needs of students across age groups.
- Previous experience in both teaching and educational leadership roles.
- Knowledge of the local community and its unique characteristics, as well as the challenges of teaching in rural settings.
- A thorough understanding of New Zealand's education system and be skilled in setting and achieving strategic objectives.
- Knowledgeable of tikanga Māori and commitment to uphold Te Tiriti principles, ensuring cultural respect and integration.





Collingwood Area School

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Te whanaungatanga ki te tangata, te taiao, te anamata hoki

Our School

The School and Curriculum

Collingwood Area School - Te Kura o Aorere boasts a rich history, having been established around 1858. It became a District High School in 1937 before transitioning to an Area School in 1978. Over the years, the school has grown significantly, with many smaller schools from the surrounding area, such as Ferntown, Puponga, Pākawau, Mangarakau, and Rockville, contributing to its development and expansion. This collective heritage along with the close relationship with Manawhenua ki Mohua (MKM) has shaped Collingwood Area School into the vibrant educational institution it is today.



Manawhenua ki Mohua, comprising of the three iwi—Ngāti Tama, Te Ātiawa, and Ngāti Rārua—works closely with Te Kura o Aorere. The cultural narrative and purākau are deeply connected with the history of Onetahua Marae, and enrich both the physical and learning environments of our kura.

A recent significant rebuild, with MKM planning the cultural narrative, has resulted in modern classrooms designed to support flexible learning environments which align with the school's renewed Vision and Values of Manaakitanga, Ako and Kaitiakitanga. This rebuild, along with the MKM curriculum and our commitment to learning in our local environment, are beginning to shape all activities and interactions within our kura.



Students in Years 1 to 13 attend Collingwood Area School and we strive to provide an inclusive, authentic education of personalised learning to support each student to reach their potential. We recognise the benefits of being a year 1-13 school, where students experience both a strong sense of belonging and identity throughout their educational journey, and



the richness of tuakana-teina relationships. Because of our small numbers, our senior students, in particular, have extensive opportunities for leadership development both within and beyond the school. School leavers transition to a wide range of tertiary providers, apprenticeships and local employment.

We harness the unique nature of our area by integrating the local lifestyle, MKM cultural narrative and purākau, tourism, and natural opportunities into our curriculum. Our outstanding Education Outside the Classroom (EOTC) program, including an extensive camp programme, provides students with unforgettable, hands-on learning experiences. We offer a wide range of NCEA subjects taught by specialist teachers onsite and supplemented by external providers.



The school is part of a supportive Kāhui Ako and has connections with the other Top of the South Area Schools that are very much a part of our extracurricular learning. Area Schools meet for an annual tournament and later in the year come together to participate at a National Area School's Tournament.



Our People

The students at Collingwood Area School come from a diverse and expansive community, with families residing in areas such as Te Hapu on the West Coast, Pākawau, Parapara, Onekaka, Rockville, Bainham, and a small number travelling daily from the township of Tākaka. This broad catchment area contributes to a rich tapestry of backgrounds, including farming, professional, small business owners, and artistic and creative whānau. The varied backgrounds of the students enhance the school's community, bringing together a unique blend of experiences and perspectives that enrich the learning environment.

Ākonga at our Kura are well known for being friendly, well-rounded students who are welcoming, practical, and have a love of the outdoors. They enjoy and make the most of relating to fellow students from age 5 to 18 years.

We have a dedicated team of teachers committed to providing up-to-date teaching and learning practices and offering a wide range of learning opportunities. Our fantastic support staff work diligently to assist students in their educational journeys, ensuring a holistic and supportive learning environment. The staff get on well together, fostering a positive and collaborative working environment.

Whānau actively engage with the school, participating in trips, fundraising, and attending whole school events, demonstrating strong support and involvement. MKM, local businesses and groups, such as Rural Women, provide wider community support, enhancing the school's resources and opportunities. Local individuals also generously share their time, expertise and knowledge.





Collingwood Area School

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Our Community

Collingwood – Tasman's Hidden Gem

Collingwood is a small rural town located in the Tasman region at the top of New Zealand's South Island. Positioned northwest of Nelson and approximately 130 kilometres away, this quaint town is renowned for its breath-taking scenery, friendly locals and numerous tourist attractions.



Collingwood serves as a gateway to some of the region's most stunning natural wonders. Visitors can explore the extensive sand dunes of Onetahua - Farewell Spit, enjoy the dramatic landscapes of Wharariki Beach, or embark on the famed Heaphy Track in Kahurangi National Park, one of New Zealand's Great Walks. The town is also in close proximity to the spectacular Abel Tasman National Park, offering even more opportunities for outdoor adventure.

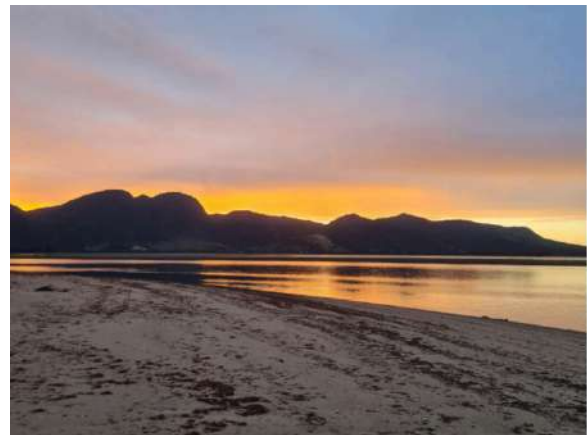


Collingwood has a variety of outdoor activities to offer such as fishing, whitebaiting, kayaking, caving, hunting, horse riding, rock climbing, diving and tramping. Organised sport is very popular within Mohua with many teams competing both locally and in Nelson competitions. The area boasts numerous beaches and swimming holes, perfect for cooling off during the summer months.



Golden Bay - Mohua offers a wide variety of eateries. In Collingwood and the surrounding area there are several eateries that provide delicious coffee, homemade pastries, takeaways and lunch and evening meals. Tākaka also boasts a diverse array of dining options.

Collingwood and the beautiful surrounding Tasman region provide a vibrant and active lifestyle, blending a wealth of outdoor activities with diverse dining options. Whether you're seeking adventure or relaxation, this area offers something for everyone, making it an ideal place to live, visit, or explore.





Collingwood Area School

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The Principal's House

Several school properties are available for use by staff, including a well-appointed Principal's house located on Beach Road (see photos below). This residence will be offered to the successful applicant, providing a comfortable and convenient living arrangement.





Tumuaki/Principal Position Description

PURPOSE

The Tumuaiki-Principal is the kaitiaki of those things the Collingwood Area School/ Te Kura o Aotere community believes are important. The Tumuaiki-Principal ensures the school is empowering and safe for everyone. They have a strategic overview of the school. They think deeply about how their leadership, background, assumptions and privileges affect others. They are a learner, keen to examine new evidence and emerging ideas. They are also willing to ask for advice and support.

The Tumuaiki-Principal is responsible for the day to day management of the school. In managing these areas of responsibility, the Tumuaiki-Principal has complete discretion, but will be guided by the Board, its strategic plan and policies, the National Education Learning Priorities (NELP) and the New Zealand Curriculum.

ACCOUNTABILITY

The Tumuaiki-Principal is accountable to the Board, through their Presiding Member.

WORKING RELATIONSHIPS

The Tumuaiki-Principal:

- Gives priority to ensuring the wellbeing and educational achievements of the school's ākonga.
- Gives priority to ensuring the wellbeing and professional learning of staff
- Builds and grows positive relationships with ākonga, staff, whānau, Manawhenua ki Mohua, Kāhui Ako ki Mohua and the community.
- Promotes the interests and image of the school within the community and wider partnerships.
- Works supportively as a member of the Board.



LEADERSHIP POU

POU TĀNGATA – LEADER OF PEOPLE

A leader who brings together and works with a wide range of people, including staff, students, whānau, Manawhenua ki Mohua and community.

Personnel Management

The Tumuaki-Principal will be responsible for staff performance and development.

The Tumuaki-Principal will:

- Provide guidance and motivational leadership to all staff.
- In conjunction with the Board, ensure the school is appropriately staffed.
- Allocate duties to staff, playing to the strengths of the team.
- In consultation with staff, identify development needs and professional development areas of interest to coordinate and evaluate staff professional learning programmes. This includes implementing an annual professional growth system for teachers.
- Make recommendations to the Teaching Council of Aotearoa New Zealand regarding certification of teachers.
- Ensure appropriate reporting to the Board around personnel management, assisting the Board in its good employer obligations

Relationships and Communications

The Tumuaki-Principal will assist the Board to achieve a climate of trust and cooperation between the school and its community.

The Tumuaki-Principal will:

- Foster good working relationships with and between ākonga, whānau, staff, Manawhenua ki Mohua, the Board, and the wider community.
- Be visible in the school and wider community.
- Work closely with student leaders to support their leadership of the student body.
- Keep whānau and the community well informed of the school's activities, programmes and achievement, exploring and actioning opportunities to involve the wider community in the life of the school.
- Establish and prioritise systems and practices for effective two-way communication between the school, and whānau and the community.
- Generate opportunities for whānau to share their ideas and opinions through robust consultation.
- Address any whānau or community concerns effectively, efficiently, and with compassion.
- Promote the school positively within the wider community.



POU AKO – LEADER OF VISION FOR LEARNING

A leader who implements the vision of Manawhenua ki Mohua, the Board and the community for learning within the school.

The Tumuaki-Principal will:

- Oversee the planning, implementation, and evaluation of teaching programmes in line with the NELP, the national curriculum, and Collingwood Area School's strategic plan and policies.
- Continue to grow and develop the rich localised curriculum
- Harness the unique opportunities for tuakana-teina relationships in an Area school.
- Establish and support high expectations for ākonga achievement, with systems in place to identify ākonga individual learning needs and provide quality programmes to meet needs.
- Assume the role of an effective educational facilitator through providing teaching assistance to staff and role modelling professionalism to ākonga, whānau, and staff.
- Provide a safe and positive learning environment, both within and beyond the school, for ākonga, promoting, developing, and monitoring ākonga welfare and wellbeing.
- Demonstrate progressive educational practice by keeping up to date with curriculum and administrative developments.
- Provide regular, accurate and effective reporting to the Board on student achievement and progress, and other areas of teaching and learning.

POU TIKANGA MĀORI

A leader who brings Te Tiriti o Waitangi to life in the school, as the founding document of a bicultural Aotearoa New Zealand.

The Tumuaki-Principal will:

- Prioritise relationships with Manawhenua ki Mohua, consulting them through agreed processes about all significant school-wide developments.
- Follow and uphold Manawhenua ki Mohua tikanga.
- Ensure every ākonga Māori and their whānau are supported with the necessary resources, learning programmes and environment for success.
- Actively promote and support the learning and use of Te Reo Māori by ākonga and staff, both verbal and written.
- Ensure the school buildings and environment reflect Manawhenua ki Mohua tikanga and te reo.
- Provide rich opportunities for Māori ākonga, and all ākonga including the local Manawhenua ki Mohua Curriculum, and the celebration of Mātariki.
- Work to ensure practices that enhance learning and wellbeing of Māori ākonga are prioritised such as, for example, de-streaming and culturally responsive and relational pedagogy.



POU MAHI – LEADER OF OPERATION

A leader who uses systems to effectively manage the school and meet legislative requirements.

Financial and Administrative Duties

The Tumuaki-Principal will be responsible for management of the school's finances in accordance with Board policy.

The Tumuaki-Principal will:

- Assist the Board and staff to develop sound financial plans and budgets which reflect the current and future needs of the school.
- Administer and monitor the school's funds according to the approved annual budget and financial policies.
- Supervise the school's administrative systems so that they operate efficiently and accurately.
- Ensure appropriate reporting to the Board around policy development, budgeting, planning and resources, assisting the Board to meet its annual audit and reporting requirements.

Property and Resources

With the full support of the Board, the Tumuaki-Principal will ensure a safe and secure school environment.

The Tumuaki-Principal will:

- Ensure the school environment is kept safe and clean.
- Provide for the acquisition, orderly management and upkeep of the school's equipment and resources.
- Provide advice to the Board on maintenance, development and enhancement of school property and facilities.

Contribution and Support to the Board

The Tumuaki-Principal will provide professional and administrative advice and information to the Board and contribute to the effective operation of the Board.

The Tumuaki-Principal will:

- Provide effective executive advice to the Board to help ensure it meets its statutory and legal obligations.
- Ensure thorough reporting to the Board on their areas of responsibility, including highlighting potential issues or risk to the Board.
- Inform the Board of the school's participation in Ministry initiatives and educational opportunities.
- Assist the Board in its development of strategic and financial plans, and in policy development and review.
- Support and implement Board initiatives.



TUMUAKI-PRINCIPAL PERSON SPECIFICATION

POU TĀNGATA

The Tumuaki-Principal will have experience in:

- Actively supporting students and staff to reach their potential.
- Coaching, mentoring, or training others.
- Supporting staff, peer, and student wellbeing. This includes supporting people to be safe, feel seen and respected, and able to be themselves.
- Leading by example to show integrity and credibility.
- Actively pursuing their own development through their Professional Growth Cycle.
- Participating in professional learning networks.

The Tumuaki-Principal will show commitment to:

- Building trusting relationships with Manawhenua ki Mohua..
- Sharing power with ākonga, whānau, Manawhenua ki Mohua and the wider community. This includes listening to and respecting them, and incorporating their views.
- Enhancing the special relationship between the school and the community
- Supporting cultural diversity and inclusion of all into school life. This includes upholding the rights of students, whānau and communities from diverse ethnicities, religions, and gender and sexual identities
- Being anti-racist and developing a culture that is free from discrimination and bullying.
- Initiating and managing change.

POU AKO

The Tumuaki-Principal will have:

- A full Practising Certificate (category one or two).
- Recent in-depth knowledge of teaching and learning processes.
- Recent in-depth knowledge of curricula, and how to assess students' performance against them.
- A commitment to building or further developing knowledge of NCEA

The Tumuaki-Principal will have experience in:

- Creating effective learning environments for students who need support, have a disability, or learn in different ways to their peers.
- Challenging established education approaches in response to new evidence or learning.



The Tumuaki-Principal will show commitment to:

- Incorporating mātauranga Māori in learning.
- Achieving equitable outcomes for all students.
- Upholding student rights, as set out in NZ law.
- Enabling Māori ākonga to achieve as Māori.
- Furthering their professional development as a leader of staff and student learning.

POU TIKANGA MĀORI

The Tumuaki-Principal will have experience in:

- Improving their own te reo and tikanga Māori skills and encouraging others to do the same.
- Respecting and integrating kaupapa Māori and tikanga Māori in a school.

The Tumuaki-Principal will show commitment to:

- Developing relationships with whānau, Manawhenua ki Mohua and the wider Māori community, and involving them in the school's vision and the learning of their tamariki/mokopuna.
- Working with whānau to implement plans, policies and curricula that support use of te reo Māori in the school.
- Prioritising biculturalism through resourcing and funding.
- Creating a culturally safe environment for ākonga to grow and develop as Māori.
- Understanding the impact of colonisation on education in Aotearoa.

POU MAHI

The Tumuaki-Principal will have experience in:

- Managing Resources, budgets, or property (in some capacity).
- Applying the legislation, policies and procedures needed to run an organisation.
- Balancing operational requirements with other aspects of leadership, especially under pressure.

The Tumuaki-Principal will show commitment to:

- Maintaining a clear division of roles and responsibilities between the Tumuaki-Principal and the school board.
- Using best human resource practice to recruit, encourage, and grow talented staff.
- Aligning available resources with the school's vision, and strategic and annual objectives.



PROFESSIONAL STANDARDS FOR AREA SCHOOL PRINCIPALS

The Key Tasks outlined above have been developed to assist in meeting the Professional Standards for Area School Principals, as outlined below:

Culture

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

- With the board, develop and then implement a school vision with shared goals and values focused on enhanced engagement and achievement for all students, seamlessly across all year groups.
- Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning.
- Model respect for others in interactions with adults and students.
- Promote the bicultural heritage of New Zealand by ensuring that it is evident in the school culture.
- Maintain a safe, learning-focused environment.
- Promote an inclusive environment in which the identity, language and culture of students are acknowledged and respected.
- Manage conflict and other challenging situations effectively and actively work to achieve solutions.
- Demonstrate leadership in professional practice, through applying critical inquiry and problem solving.

Pedagogy

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

- Promote, participate in and support ongoing professional learning linked to student progress.
- Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.
- Ensure staff members engage in professional learning to develop and sustain effective teaching and learning relationships with all students. Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students.
- Ensure that the review and design of school programmes is informed by school-based and external evidence.
- Promote and participate in a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice.
- Ensure the use of best practices for assessment, and analyse and act upon evidence of student learning to maximise learning for all students.
- 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.



Systems

Develop and use management systems to support and enhance student learning.

- Exhibit leadership that results in the effective day-to-day operation of the school.
- Operate effective systems within board policy and in accordance with legislative requirements.
- Provide the board with timely and accurate information and advice on student learning and school operation.
- Effectively manage finance, property, health and safety systems.
- Effectively manage personnel with a focus on maximising the effectiveness of all staff members.
- Use school / external evidence to inform planning for future action, monitor progress and manage change.
- Align resource allocation with the school's annual and strategic objectives.

Partnership and Networking

Strengthen communication and relationships to enhance student learning.

- Work with the board to facilitate strategic decision making.
- Actively foster positive relationships with the school's community and local iwi.
- Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community.
- Ensure regular interaction and consultation with parents and the school community (this includes hapu and iwi, where applicable) on student progress and achievement and other school-related matters.
- Actively foster positive relationships with other schools and participate in appropriate school networks.





Collingwood Area School

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Principal Application Form

Please complete this application form and email together with your Curriculum Vitae and Covering Letter to:

Terri Johnstone
Director, Catalyst for Change
terri@c4change.co.nz

Personal Details	
Surname:	Forename/s:
Address:	
Home Phone:	Mobile:
Preferred email:	
Are you legally entitled to work in New Zealand?	Yes / No
Do you currently hold a valid New Zealand driver's licence?	Yes / No
If yes, please specify the class of licence: Class 1 (Car): Class 2 (Medium rigid vehicle): Class 3 (Medium combination vehicle): Class 4 (Heavy rigid vehicle): Class 5 (Heavy combination vehicle): Class 6 (Motorcycle):	Are there any conditions on your licence? Yes / No If yes, please specify:



Education and Qualifications (Past and Current)

Registration Number:

Expiry Date:

Practising Certificate Number:

MoE Employee #:

Degree/Diploma/Certificate	Name and Location of Institution	Year/s

Please attach copies of official transcripts

Relevant Professional Development

Development Undertaken	Name and Location of Institution	Year/s



Current Employment

Position/s Held:

School/Institution:

Location:

Period of Employment:

Current Teacher Classification/Salary Step:

Employment History

Name of Employer	Position/s Held	Year/s

Professional Associations

Advise the professional associations you belong to and your role in them:



Medical/Health Questionnaire

Do you have any injury, illness or condition that may affect your ability to effectively carry out the duties and responsibilities of the position?

Yes / No

If you have answered 'yes' above, please specify:

Criminal Conviction History

Have you ever been convicted of any criminal offence (other than a minor traffic offence)?

Yes / No

Are you currently awaiting the hearing of any charges?

Yes / No

Have you been, or are you currently under investigation from any authority such as the Teachers Council of Aotearoa New Zealand, Health and Disability Authority, Privacy Commission etc?

Yes / No

The Vulnerable Children Act 2014 prohibits people with specific serious convictions, such as child abuse, sexual offending and/or violence convictions, from being employed as a core worker. Core workers are people who are regularly in charge of or work alone with children, in jobs paid or funded by state sector agencies. However, people with these convictions may apply for an exemption.

If you have answered yes to any the above questions and wish to continue your application, please enclose a certified copy of the entry in the Criminal Record Book relating to the conviction(s), obtained from the Registrar of the Court concerned. This should be accompanied by a copy of the sentencing notes relating to your VCA specified offence, as well as any additional comments you wish to make regarding the offence. Give full details.



Referee Information

Please provide referee information below. At least three of your referees must be known to you in a work-related capacity. Up to three referees may be contacted prior to short listing.

Please note that the Appointment Committee may wish to contact other people who are not on this list – please see the disclaimer.

Referee

Name:

Phone:

Position Held:

Organisation:

Relationship to Applicant:

Referee

Name:

Phone:

Position Held:

Organisation:

Relationship to Applicant:

Referee

Name:

Phone:

Position Held:

Organisation:

Relationship to Applicant:



Referee

Name:

Phone:

Position Held:

Organisation:

Relationship to Applicant:

Referee

Name:

Phone:

Position Held:

Organisation:

Relationship to Applicant:

Referee

Name:

Phone:

Position Held:

Organisation:

Relationship to Applicant:



Declaration and Authorisation

1. I declare that the information supplied by me is given voluntarily and is true, accurate and complete in all respects. I acknowledge that I will not hold Collingwood Area School responsible for any omission or misstatements that I have made in the information provided.
2. I understand that if successful, my appointment would be subject to a successful police vet.
3. I understand that all information provided about me to you, including my application form, resume, references, and any assessments will be held by Collingwood Area School to be used for the purpose of evaluating my qualifications, experience, and suitability for employment as Principal of Collingwood Area School
4. I understand that if I withhold relevant information or supply false or misleading information about myself, my application may not be further considered. I also understand that my employment may be terminated if, after investigation, my employer discovers that any information which I have provided is false or misleading.
5. I understand that I am entitled to have access to relevant information retained by Collingwood Area School (except for any exemption provided under the Privacy Act 1993 such as evaluative material) and to request correction of the information and/or request that there be attached to the information a statement relating to the fact that I have requested a correction.
6. I consent to the Presiding Member and/or Appointment Committee personnel making such enquiries with such organisations including but not limited to inquiries with all former employers, Teacher's Council, the New Zealand Police Department, and such other bodies or organisations which might hold information relevant to my employment, my suitability to manage and any other information that my prospective employer deems necessary to obtain.

Signature:

Date:

