



## The Response Form

### What you'll need to provide

- A written response to our assessment criteria using sections one-three of **The Response Form** and outlined in application document #4: Our timeline and approach to assessing your application.
- There are no page limits, but you must answer all questions.
- Sign the application declaration at the end of this document.
- If you have new governing members, complete statutory declarations for all new governing members.
- If you have any comments with regard to the draft contract, use section four of **The Response Form**.
- If anything has changed since submitting your stage one application, use section five of **The Response Form**.

This document **The Response Form** is part 5 of 5 application documents. Please make sure that you read all documentation provided including the additional appendixes.

### Submitting your application

1. Applications must be submitted electronically through the GETS e-Tender box function no later than **midday; 12:00pm, 11 October 2024**.
2. Please plan accordingly to allow sufficient time for the upload to complete before the application deadline. If you do encounter technical issues when you are submitting, please contact the applications team immediately at [applications@charterschools.govt.nz](mailto:applications@charterschools.govt.nz).
3. Applications not submitted by the deadline time and date may be excluded from assessment at the discretion of the Charter School Agency.
4. Please clearly name your files as follows:
  - a. [Applicant/sponsor name – Response form for Charter Schools - Kura Hourua]
  - b. [Applicant/sponsor name – Statutory declaration for Charter Schools - Kura Hourua]

### Application process terms and conditions

This process is undertaken in accordance with the Charter School Agency application terms and conditions. By applying, the applicant agrees to the terms and conditions appended to this application.

## Part One. Sponsor Capability

The requirements for this section are to demonstrate the leadership of the sponsor and how the proposed governance structure will support the operations and outcomes of the Charter School.

### Questions 1-2: Financial acuity

1. Demonstrate your financial acumen through a profit/loss (P&L) balance sheet for your first three years of operation.
2. Demonstrate how you will use the P&L to influence the governance structure to make decisions for your school and manage financial and business performance.

#### Question 1

The Pared Foundation, which has successfully operated schools in Australia for over 40 years, has a strong financial track record and will continue to provide advisory support directly and indirectly to Pared New Zealand (Pared NZ). Pared has revenues of over A\$50 million and assets of over A\$117 million running annual surpluses averaging A\$3.2 million over the past three years. More recently, the Pared schools have achieved enrolment growth of over 20% to now have approximately 2,500 students in Sydney. Indirect support will come from the Pared Board acting as an advisory board to Pared NZ. Direct support will come from Pared's CEO, Eugene Choi, serving as Co-Chair alongside Dr Jithendra Somaratne of Pared NZ. Pared's CEO has previously provided such direct support to Pared Victoria serving as its Chairman and remains on its Board, giving advice and support to Principals, Board members, the General Manager and Finance Manager on a regular basis to the operation of Pared Victoria's two schools. Previously serving on Pared's Board a Vice Chairman, Eugene has been a Partner in global law firm DLA Piper, Head of Asia-Pacific for Ryan LLC (the world's largest business taxes advisory firm), a Division Director in the Financial Management Group for Macquarie Bank for 10 years and currently serves on a number of boards: Finance Council for the Roman Catholic Archdiocese of Sydney, Chair of the Advisory Board for Catholic Super / Togethr Trustees Pty Ltd, Foundation for Education and Training Limited.

We attach for your reference (See Appendix 1):

1. P&L Balance Sheet for 2025, 2026 and 2027 for Pared NZ;
2. Pared Ltd (Australia) audited financial reports for 2021, 2022 and 2023;
3. Graph showing key indicator performance for Pared Ltd (Australia) 2019 to date.

#### Question 2

As with any responsible enterprise which is a custodian of government funding, the profit and loss will be managed conservatively and will strictly guide governance and all other management decisions for the new school. The benefit of Pared's 40+ years of experience managing schools as a not-for-profit registered charity is that spending can be strictly managed and directed to key areas of priority which are proven to lead to strong school outcomes, namely student academic development, parent satisfaction and retention of excellent teachers and support staff.

These measures include, but are not limited to:

1. Maintaining efficiency by ensuring there are no replication of responsibilities and clear lines of reporting and responsibility.
2. The CEO will report directly to the Board, providing a streamlined governance structure with a single point of leadership accountability. Initially, the CEO will be responsible for the setting up of all processes and infrastructure for the commencement of the school. Functional staff who will cover HR, Finance, Marketing, Enrolments, IT, Compliance and Maintenance will only be added to the total FTE when the enrolment revenue can adequately support this expense. In the initial years, responsible management dictates that many

of these functions are performed personally by the CEO and using outsourced, part-time contractors who are paid for tasks to save money. Where possible, advice and support will be obtained from Pared Ltd (Australia) on the most efficient solutions to challenges and to minimise costs. These roles will report to the CEO to ensure they are managed closely and the responsibilities of these roles do not get mixed with school administrative tasks which can lead to inefficiencies and important tasks not being performed punctually. This replicates the governance structure which has been developed at Pared Ltd (Australia) over many years. This structure is particularly cost-effective as more schools are added to the organisation as economies of scale are achieved and there is no need to have multiple finance, HR, IT staff at each school. This also provides for better quality reporting to the Board as functions are centralised and important processes are common across all schools.

3. The Principal will report to the CEO and will be responsible for all education and pastoral responsibilities within the school.

### Questions 3-5: Leadership and community

3. Outline a clear approach to governance that details how your leadership/value proposition will attract families/students to enrolment. It is important to include specific detail here, as the students will be the main source of your funding.
4. How will the governance and organisation structure positively impact student achievement and attendance. Consider the key responsibilities of your teaching workforce in relation to the students and how this will be operationalised day to day.
5. As a leader or potential leader in your community, demonstrate with a stakeholder breakdown how the community consultation, that you have undertaken, has informed your decisions about your Charter School, identifying where there is risk and where there is support for your school.

### Question 3

Pared NZ will provide a unique and successful model of school education that is not currently available in New Zealand. We aim to offer New Zealand students and their whānau a first-rate educational experience that is well-established by Pared in Australia over the last four decades. The Pared network consists of four schools in Sydney (New South Wales) and two schools in Melbourne (Victoria). Pared has a strong and proven track record of high attendance, academic achievement and fiscal prudence across the network. The recent academic successes of the two schools in Melbourne (Harkaway Hills College and Lysterfield Lakes College) evidences Pared's ability to support the launching and ongoing support of new Pared schools.

Families in Australia chose Pared schools because they provided an integrated educational experience that not only fosters academic success but also nurtures character, family values, and lifelong learning. In each of the Pared school communities, students were guided to become confident, compassionate, and responsible individuals—prepared to excel in life and contribute to the wider society.

The Board of Pared NZ ('the Board') has communicated these benefits, demonstrated in Australia, to our local community. We wish to build on the strong traditions and legacy of Pared (Australia) by opening similar schools in NZ, as we want the same benefits for our tamariki. There are no equivalent schools in New Zealand at present. Our approach to governance to ensure that our leadership/value proposition will attract families/students to enrolment will be based on the following strategies:

- 1. Vision and Mission Alignment:** The Board will emphasise a clear and compelling vision that resonates with Kiwi families' desire for high-quality education grounded in values. The mission will focus on holistic development—academic excellence, personal character formation, and active whānau engagement. This creates a distinctive appeal to parents who are preparing their children to thrive.
- 2. Leadership: Service-oriented Leadership and Role Modelling:** The Board promotes a service-oriented leadership approach, where they prioritise the well-being, growth and development of students, staff, and families. The school's future leadership team should be role models that uphold the same values and principles the school seeks to foster in students.

This, in turn, establishes a school culture in which students, staff, and whānau work together towards common goals, ensuring accountability at all levels. We believe that transparency and accessibility of the leadership and teaching staff will further build trust with whānau.

**3. Holistic Student Development:** The value proposition for whānau is our commitment to educating the whole person rather than focus solely on academic achievement. The curriculum and its delivery will be intentionally planned to support the formation of Christian virtues. The top-down emphasis on one-on-one mentoring for each student and the close relationship between the mentor and whānau will ensure both academic and character development.

**4. Academic Excellence with Personalised Attention:** Our school promises academic excellence through personalised learning. Our governance framework will ensure that teachers have the resources and professional development to deliver high quality learning experiences. In keeping with the need to maintain reasonable mentor-student ratios, we intend to keep small class sizes. This will support tailored student instruction.

**5. Parent-School Partnership:** Our school will operate on the premise that parents are the primary educators of their children. We believe that the school's role is to support and enhance this relationship. Our governance model institutionalises frequent, meaningful partnership between the school and families. This will be achieved by:

- a) **Parent Training Programmes:** Offering workshops and resources that help parents develop their role in educating their children. For example, the key parent functions that take place once each term.
- b) **Ongoing Communication:** Regular feedback between whānau and the school via mentors and teachers. This is a way to keep expectations and outcomes aligned over time.

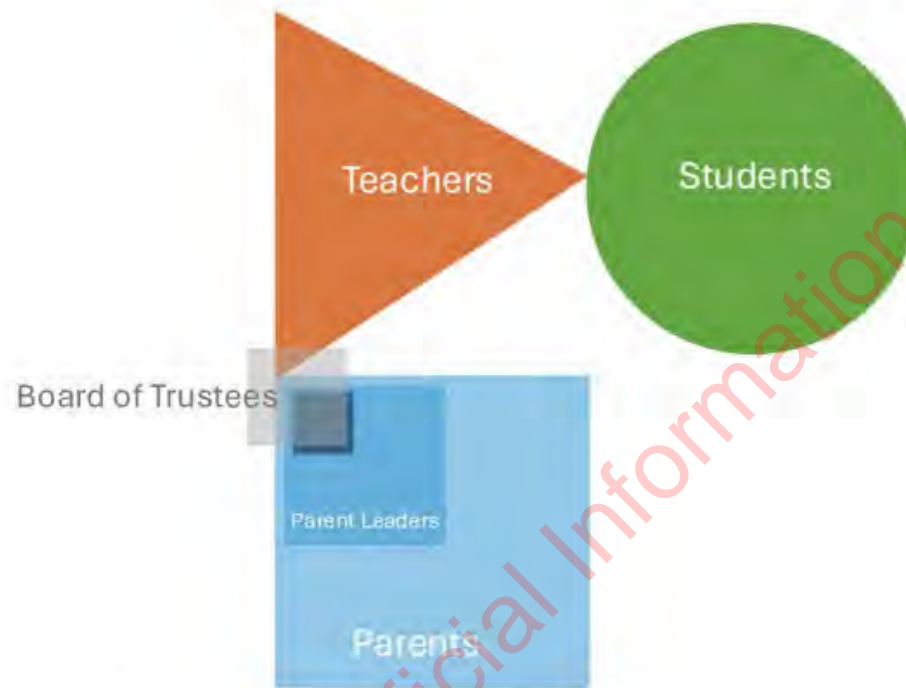
**6. Long-Term Value Proposition:** A key part of the governance model is communicating the long-term benefits of a Pared education to whānau. We aim to create lifelong learners who are successful, happy and civic-minded.

**7. Continuous Improvement:** The Board commits to a culture of continuous improvement by regularly assessing and refining governance structures and educational offerings based on whānau feedback and measurable educational outcomes. This could take the form of external evaluations, academic reviews, and benchmarking against other high-performing schools.

#### Question 4

As the name implies, Parents for Education (Pared) NZ, is formed and led by a group of parents and professional educators out of a shared belief that parents are the first educators of children. This means that the buy-in for implementing the mission and vision of the school is strong, because it requires parent engagement from the beginning of the school establishment process. Parents will be represented at all levels of the organisational structure and decision making that aims first and foremost to support parents in this very important and privileged position as 'first educators'. The next priority of Pared is to ensure recruitment of competent and dedicated teachers, fully aligned with its character education pedagogy integrated into academic achievement and personal development. In the Pared philosophy, every staff member is a role model for the students. In practice, we aim to employ teachers who can also deliver on Pared's one-on-one mentoring of students. In the Pared system, a key responsibility of teaching staff is mentoring. Previously presented data from the Pared schools in Australia highlight the positive impact of virtue education, parent engagement and staff role modelling on metrics of school attendance and achievement. Additional assurance that this organisational structure can be implemented seamlessly in New Zealand to achieve our goals is that two members of the Board have had extensive experience in Pared in Australia. Besides Eugene Choi (mentioned earlier), Dr Maria Vega Flores was a Board Director of Pared Ltd (Australia) and was special advisor for the implementation of the schools' mentoring and character education programme. She has recently relocated to Auckland where she manages a not-for-profit educational trust.

The figure below is a conceptual representation of the organisational structure and interdependence between different stakeholders.



## Pared<sup>NZ</sup> Organisational Structure

**Parents** as first educators are the foundation. Pared<sup>NZ</sup> enables **teachers** to be an effective link between parents and **students** for their education.

The **Board of Trustees** is composed of **parents**, **teachers** and other professionals united by the goal of creating a school that works seamlessly with the home to provide an education of the whole person - mind, will and heart.

## Question 5

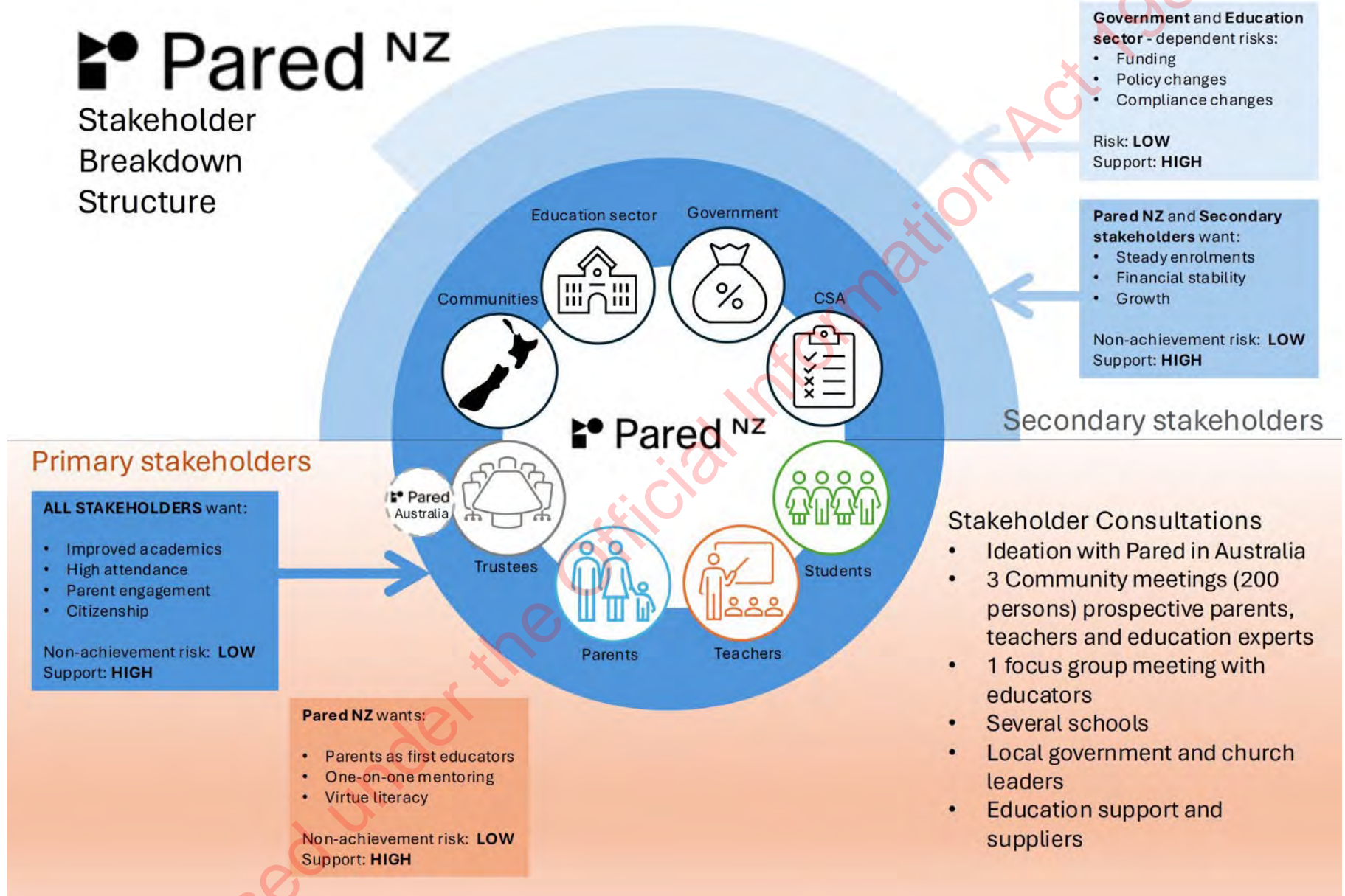
### Stakeholder Breakdown Structure for Pared NZ Implementation

The vision to provide New Zealand families with high-quality education grounded in values was conceptualised following rounds of engagement with our stakeholders. Pared in Australia was an existing model already in operation for 40 years. Before engaging with Pared Australia, we had initial discussions with NZ parents regarding pressing needs that they have in educating their children. The overwhelming response was the need for a platform of education that: a) could address current societal pressures; b) facilitates more collaboration between parents and school; and c) has an emphasis on character development. Pared Australia provides a programme of education that aligns with these identified needs. With the prospects of legislation for Charter Schools in NZ and after months of consultation with Pared Ltd (Australia) CEO, Eugene Choi, a decision was made to hold wider community meetings for prospective parents, teachers, educators, and decision makers. We also had a focus workshop just for teachers and educators. Stakeholders attending these meetings were able to hear directly from three different Principals from the Pared schools in Australia. The Board also consulted with several school leaders and management teams, as well as government and church leaders as the ethos of the school is inspired by Christian principles.

The figure below summarises and pictorially depicts the stakeholder breakdown as informed by our community consultation.



# Stakeholder Breakdown Structure



Released under the Official Information Act 2082

## Part Two. Contribution to the wider school network

The requirements for this section are to demonstrate what impact the school will have with students and the wider school network and how it will prepare students for life in wider society.

### Questions 6-8

6. As well as uplifting academic achievement and attendance, how will the school positively impact it's students and contribute to the wider school network / education sector?
7. How will the school help prepare students for life in wider society, outside of the specific focus or setting of your Charter School?
8. Why would parents/families choose your Charter School over other schooling options that are already available to them?

### Question 6

#### Positively impact Students:

1. **Parent Education:** The philosophy that parents are the first educators of their children inspires the 'Professional Development' approach to parental support and parent formation sessions. In the first place, termly parent mentor meetings support parents with the specific and changing needs of their child and whānau. These sessions are personal and end in setting concrete goals to guide both mentor and home discussions. The second key way that parents receive valuable education is through presentations on relevant parenting topics such as 'managing technology at home,' 'helping your child to grow in resilience' or 'managing the adolescent years.' This input provides parents with ideas from psychologists and parenting experts that they may choose to apply within their own families and discuss in more detail with their child's mentor. At the heart of this formation is developing a nurturing and positive environment for each child to grow in.
2. **Mentoring System:** In conjunction with the virtue programme, mentors work one to one with each child in the school to teach them the art of virtuous goal setting and problem solving. By working collaboratively and regularly with each child's parents, the mentor programme ensures that children are receiving holistic support to develop themselves as individuals and as learners. While mentors support students and assist them to work through their day-to-day challenges, the mentoring system is largely to support parents in a unified partnership from school, so that children can receive holistic personal and academic formation.
3. **Virtue programme:** Through the virtue programme, children receive explicit instruction on aspiring for personal and societal growth. By setting goals in collaboration with their families, this programme aims to impact both the head and heart by knowing and developing good habits for life. Students who are virtuous are happier and better able to make positive choices for themselves and others. Key virtues for students to develop in the early years are independence, resilience, determination, and generosity.

#### Contribute to the wider school network/education sector by:

1. The school will seek to be a full participant with local inter school events that relate to sports, arts and curriculum (science fairs etc.)
2. Hosting education and events for students
3. Through Pared Academy, a group of experienced educators in the Pared Foundation, we will offer professional development courses for teachers in the wider network, focusing on areas in which staff have expertise. An example of this is the Ideals in Teaching Programme
4. Teacher Open Days
5. Participation in local ANZAC events
6. Student Teacher placement programme

7. Excursions to other local primary schools
8. Participating in a local Kāhui Ako
9. Fostering links with the local state-integrated Catholic schools

There is a precedence for Pared schools demonstrating strong leadership within their local school networks. One example, published in The Daily Telegraph (Australia) this week, describes the cell phone ban enforced by Tangara School for Girls (Sydney) eight years prior to the roll out of a state-wide ban of cell phones in the public school system. We aspire to have a similar positive impact within the local primary school network with our innovative model of education. See Appendix 2 for further details.

### Question 7

A knowledge-rich curriculum and strong extra-curricular programme will ensure that all students are developing 21<sup>st</sup> century skills to prepare them for the changing world. Mr Frank Monagle, the founding principal of Harkaway Hills College (Melbourne) and Hartford Academy (Sydney), is an expert Pared educationalist. In a recent article published in The Australian (see Appendix 2), Mr Monagle states that “the purpose of education was seen as getting a job.” However, he captures the Pared mindset by asserting that “the true purpose of education is to help young people be the best young people they can be.” Some of the learning we propose to help prepare students be the best they can be and for life in wider society in general will include:

1. **Strong literacy and numeracy skills:** These foundational skills form the focus of Pared Primary School. We believe that mastery of these skills is fundamental for the success of our students in relation to the wider curriculum and will, ultimately, allow them to excel in their future academic endeavours.
2. **STEM:** Integrating the learning of Science, Technology, Engineering and Maths will engage students in these learning areas and prepare them for the challenges of a complex world. Key to this learning is the development of problem-solving skills and a growing understanding of the Design Process as a mechanism for solving real world problems such as ‘How can we develop sustainable ways of living?’ or ‘What is the best way to package food that needs to travel long distances?’ These opportunities allow children the chance to see themselves as innovators and problem solvers.
3. **History:** Throughout the primary school, the value of learning history will be highlighted. Our students will learn about the past and how it shapes the future. An appreciation of our local and national history will be carefully fostered.
4. **Sport Participation:** Students will eventually have access to a variety of sports including cross-country, netball, rugby, soccer, and cricket. This serves several purposes including health but also teaches children how to collaborate with others, how to perform under pressure and how to keep a positive mindset both when winning and losing. This will prepare children for the challenges of teamwork and gives them skills for both positive and negative outcomes in life.
5. **Swimming/ Water Safety:** Visits to the local pool as well as a short series of swimming and water safety lessons will ensure that junior students are confident and safe around water.
6. **Public Speaking and Debating:** Developing critical thinking and public speaking skills will enable students to develop logical solutions to challenging problems and to consider problems from a variety of perspectives. These higher order literacy skills allow students to develop their writing skills and to interact respectfully with opponents and teammates.
7. **Choirs/ Music Ensembles/ Musicals:** Weekly choir classes for all students in addition to regular music lessons will help students to develop music and performance skills. Children

will have opportunities to participate in programmes such as Kid Sing NZ, music ensembles and school musicals. This will create opportunities for performance and participation in school and community activities such as ANZAC Day and Waitangi Day celebrations.

8. **Interaction with emergency services (police, fire brigade, ambulance, traffic safety):** Through various inquiry-based learning activities, students will interact with and learn from various emergency services and safety groups. This will give them the confidence to reach out to them as needed and learn the basics of fire, personal and emergency safety.
9. **Theology of the Body Evangelising Tool (TOBET):** The TOBET programme (based on St John Paul II's Theology of the Body) teaches children to discover that each person is a gift and should be respected and valued. In collaboration with parents, this learning aims to develop the language needed to express challenges that they might face with relationships and body image issues.
10. **Community service**
  - a. **Annual Christmas Family Food Drive:** This annual event will help children with their families to think beyond their own challenges and to recognise the needs of others and to give generously.
  - b. **Recycling Programme and Nude Food:** Teaching students important skills for looking after the environment and reducing their impact on pollution is important in helping families and future adults make responsible decisions about buying, using and disposing of products and their waste.
  - c. **Tree Planting Programme and Community veggie patch garden to table):** Helping children build the desire and skills for a sustainable future is important in them becoming positive members of society and agents of change in their families and communities.

## Question 8

Parents and families will choose Pared NZ over other schooling options because it offers a **unique and innovative education model** that prioritises **collaboration** between parents and the school. For parents who see themselves as the primary educators of their children, Pared NZ fosters a strong **partnership** in their child's academic, personal, and character development, rather than merely outsourcing education.

At the heart of Pared NZ's approach is the **Virtue Programme**, which equips students with a strong moral foundation. Parents actively participate in the programme by discussing virtues at home, supported by the school's **Parent Formation** initiatives. Parents value this involvement, seeing themselves as the first educators in this area and eager to grow their own understanding alongside their children.

The **Mentoring System** further sets Pared NZ apart. Parents appreciate the individual attention and support their children receive through personalised mentoring, which focuses on academic achievement, character development, and creating environments that allow their child to flourish. Parents are engaged throughout the process, receiving feedback and guidance to help their children thrive at home and school.

Pared NZ will be both **affordable** and **accessible**, providing parents with a no-cost, state-funded option that rivals independent schools in quality. With a proven track record in Australia, Pared NZ offers a model that fosters academic excellence, virtue, and well-being while maintaining a close partnership with parents, ensuring **consistency** between home and school.

A key feature of Pared NZ is its commitment to **individualised education** tailored to each child's unique needs, strengths, and interests. This personalised approach is critical for maintaining high academic achievement and attendance rates while promoting the overall well-being of the student. By addressing the academic and personal development of each child, Pared NZ ensures that every student reaches their full potential. Parents who value their child being seen as an individual, rather than just part of a group, will appreciate this tailored experience.

Additionally, Pared NZ **empowers families** by giving them a central role in their child's holistic education. The school's model gives parents increased choice and involvement in shaping their child's educational experience, providing an alternative to traditional schooling. In communities seeking an education that balances character development with academic excellence, Pared NZ provides a comprehensive model that integrates values-based learning with high academic standards.

Inspired by the **proven success** of Pared schools in Australia over the past 40 years, including outstanding results in academic performance, attendance, and citizenship, Pared NZ is confident in replicating these high-quality results in New Zealand. Families seeking a school that fosters collaboration, individualised learning, and character development will find Pared NZ to be an exceptional choice.

### **Religious, Philosophical, and Distinguishing Characteristics**

Pared Primary is dedicated to partnering closely with parents to support the formation of each child's character, fostering both personal and academic excellence. This unique approach to education empowers parents as primary educators, promoting their active involvement in the school community. At Pared Primary, we believe that a child's education is a shared responsibility between school and home, and our distinctive programmes reflect this collaborative philosophy.

Our school offers a distinct ethos rooted in Christian values and inspired by the spirituality of St. Josemaría. While open to families of all backgrounds, our school emphasizes faith-based character formation, which is integrated into all aspects of school life. We encourage students to develop a personal relationship with God and embrace values that guide them towards becoming responsible and compassionate members of society.

To support this philosophy, Pared Primary has established the following requirements that are integral to the character of our school:

1. **Community Service:** Each term, students and parents are required to complete five hours of mandatory community service specifically at the school or in service of school-related projects. This requirement fosters a sense of responsibility and active involvement within the school community.
2. **Mentoring Programme:** Students attend fortnightly mentor sessions to discuss personal goals and progress, while parents meet with mentors once a term to review their child's growth and development. This individualized mentoring approach ensures that each student receives personalised guidance.
3. **Parental Involvement:** Active parental engagement is essential to our model. Termly key parent functions (KPFs) are held which provide an on-going programme to assist parents in the education of their children. Attendance at KPFs is mandatory, creating opportunities for parents to connect, engage, and support the school community.
4. **Pared NZ Parental Code of Conduct (Appendix 6):** In line with our commitment to fostering a strong partnership with parents, we expect all families to adhere to the Code of Conduct. The Code outlines expectations regarding interaction with school staff, participation in school events, and adherence to our school's disciplinary policies. The Code ensures that parents are fully engaged in their child's education while promoting a respectful, supportive, and productive school community.
5. **Commitment to Our Ethos:** We ask all families to support the Catholic ethos of our school, with the understanding that our programme incorporates elements of Christian instruction and values-based education. Our approach respects the diverse religious backgrounds of all families, and students are not required to participate in religious observances if parents prefer otherwise.

These requirements align with section 212Z of the Education and Training Amendment Act 2024, which allows charter schools to provide religious instruction and observances as part of their character, provided it respects the sensitivities of students and families of different affiliations. Our commitment to these principles ensures a welcoming environment that upholds

our values while respecting individual beliefs.

Pared Primary's approach, inspired by the successes of our affiliated schools in Australia, aims to create a cohesive, supportive, and nurturing environment where students grow academically and personally. With a focus on community, mentorship, and faith, we strive to provide a well-rounded education that empowers students and their families.

The testimonies of two families that moved to Australia to send their children to a Pared school are provided below. After extensive exploration, they were unable to find a similar school anywhere in New Zealand. There are many other like-minded families in New Zealand who would relocate to send their children to our charter school.

Released under the Official Information Act 1982

9(2)(a)

*"We heard about the PARED school in Melbourne from friends. We did some research into the classical curriculum they use at the school and along with virtue-based formation that is provided it was the perfect fit for our family. So along with career aspirations and wanting a well-rounded education for our kids we moved to Melbourne earlier this year. What we love about the school is that every week the kids focus on a virtue. They write goals for the week that we work together as a family to help them achieve. The parents are also actively involved in teaching the kids the TOBET curriculum from a young age."*

9(2)(a)

Moved from 9(2)(a) to Melbourne in 2024 to send their children to Harkaway Hills College and Lysterfield Lakes College.

9(2)(a)

*"A distinguishing feature of Pared schools is their focus on teaching both human and spiritual virtues, fostering a well-rounded development of character. Additionally, they provide an exceptional mentoring system that allows parents to actively monitor their children's academic progress and relational growth. This partnership between school and parents ensures a comprehensive approach to education.*

*The core mission of the Pared schools is to build strong character and instil values that prepare students to face the complexities of the world. This emphasis on moral and spiritual growth nurtures future leaders with Christian principles, contributing positively to society. Daily Mass is available on campus, encouraging spiritual development, although attendance is voluntary."*

9(2)(a)

Moved from 9(2)(a) to Sydney in 2024 to send their children to Montgrove College and Wollemi College.

### Part Three. Operational fitness

The requirements for this section are to demonstrate your readiness to open in 2025 and how your school will deliver outcomes against the Performance Management Framework.

#### Questions 9-10: Readiness to open

9. Demonstrate your readiness to open for Term One 2025 (or the term that you have specified for opening) by showing across the following establishment areas, what you will have in place for students to be welcomed for learning in Term One 2025:
  - a. Staffing, including your payroll solution
  - b. Finance
  - c. Curriculum
  - d. Roll
  - e. Health and Safety
10. In stage one you listed the physical assets required (e.g., buildings, classrooms, sports facilities) and outlined the plan for acquiring, developing, or leasing these assets. Now, demonstrate how you will:
  - a. operationalise the property and infrastructure components of your application, ready to welcome students for Term One 2025.
  - b. maintain your property and infrastructure within the funding allocation you will receive.

#### Question 9 a. – 9.e.

| Staffing, including payroll solution   | Finance  | Curriculum  | Roll   | Health and Safety   |
|--|--|---|--|---|
| <p>We have strategically considered our staffing requirements according to both the initial size of the school and the planned expansion over the next few years.</p> <p>It was felt that the minimum requirement to ensure that the school is fully operational and ready to welcome students for learning in Term One 2025 would be a principal, two teachers and two support staff.</p> <p>Further details are provided below, including details of payroll solution.</p> | <p>The financial plan is designed to ensure a strong foundation for long-term sustainability while meeting the immediate needs of establishing a high-quality educational environment.</p> <p>The plan outlines key areas of financial management, including capital requirements, operational costs, funding sources, and financial oversight.</p> <p>The Board engaged Schooled (previously CES), a specialist school financial service and educational support firm, to</p> | <p>As we prepare to welcome our first cohort of Year 1 to 3 students in Term 1 2025, Pared Primary School is committed to providing a holistic and knowledge-rich curriculum that nurtures the whole person.</p> <p>Our curriculum will combine the best of academic programs with the education of character, focusing on opening minds and hearts to the very best of human civilisation.</p> <p>Further details are provided below and a list of relevant curriculum</p> | <p>We aim to have an initial cohort of 30 students in 2025 with the capacity to scale as demand increases.</p> <p>From our expressions of interest to date, we have the following robust student numbers over the next few years:</p> <p><b>For 2025 (Total 24)</b><br/>                     Year 1: 12<br/>                     Year 2: 3<br/>                     Year 3: 9</p> <p><b>For 2026</b><br/>                     Year 1: 10</p> | <p>We are committed to ensuring the health and safety of our school community by implementing a comprehensive framework that aligns with New Zealand's Health and Safety at Work Act 2015.</p> <p>We will establish robust risk management, emergency preparedness, and incident reporting systems, while also providing staff training and maintaining safe facilities.</p> <p>Further details are provided below.</p> |

|  |   |   |   |  |
|--|---|---|---|--|
|  | <p>provide budgetary planning assistance. Their experience with other schools was useful in developing and refining our budget. If successful with this application, Schooled will provide ongoing financial services support to Pared Primary School.</p> <p>Further details are provided below.</p> | <p>policies is attached for your reference.</p> | <p><b>For 2027</b><br/>Year 1:6</p> <p><b>For 2028</b><br/>Year 1: 7</p> <p><b>For 2029</b><br/>Year 1: 15</p> <p>Further details are provided below.</p> |  |
|--|---|---|---|--|

### 9. a. Staffing, including your payroll solution

#### Principal

A highly qualified principal with experience in both leadership and the Pared educational model has been identified. The principal will oversee the day-to-day running of the school, ensure smooth operations, and support teachers and students.

#### Role Overview

The principal will be the founding leader responsible for establishing and growing the school's culture, academic excellence, and values-based education model. The principal will oversee all aspects of the school's development, ensuring a nurturing, personalised learning environment for students. This role requires a visionary, hands-on leader who can inspire and lead a small, but growing team, while fostering strong relationships with parents and the community.

#### Key Responsibilities:

##### 1. School Leadership and Vision

- a. Lead the strategic planning, implementation, and development of the nascent school's educational and cultural vision, in alignment with the broader Pared philosophy.
- b. Foster a strong school community based on character development, academic rigour, and parent involvement.
- c. Develop and implement long-term goals as the school grows, ensuring a smooth transition as student enrolment increases over time.
- d. Work closely with the Board to report on school performance, set objectives, and align with school governance.

##### 2. Curriculum and Academic Oversight

- a. Oversee the development and delivery of a high-quality, values-based curriculum that meets the New Zealand Curriculum standards.
- b. Ensure that each student benefits from the one-on-one mentoring offered through the Pared model.
- c. Monitor and support staff in achieving strong student outcomes, with a focus on student attendance, academic achievement, and well-being.
- d. Regularly evaluate and improve teaching practices, ensuring a focus on both intellectual growth and character formation.

##### 3. Staff Management and Development

- a. Recruit, mentor, and manage a small team of teaching and support staff, ensuring alignment with the school's mission and educational goals.

- b. Promote a collaborative and positive staff culture, providing professional development opportunities and fostering continuous improvement.
- c. Conduct regular staff evaluations, offering feedback, guidance, and support to ensure high standards of teaching and care for students.

#### **4. Parental and Community Engagement**

- a. Build strong relationships with parents, acting as a key point of communication and collaboration in their child's education.
- b. Facilitate key parent functions and other parent engagement programs, ensuring that parents are actively involved as co-educators, in line with the Pared model.
- c. Represent the school in the wider community, fostering positive relationships with local leaders, educational bodies, and potential partners.

#### **5. Operational and Financial Management**

- a. Manage the day-to-day operations of the school, ensuring efficient use of resources and overseeing administrative functions.
- b. Work with the school's administrative team to manage the school budget, ensuring financial sustainability as the school grows.
- c. Oversee student admissions and retention strategies, ensuring that enrolment growth aligns with the school's expansion plans.

#### **6. Student Welfare and Discipline**

- a. Create a safe, nurturing environment for students, ensuring their physical, emotional, and social well-being.
- b. Oversee the implementation of student behaviour policies, focusing on character education and personal responsibility.
- c. Serve as a mentor and role model for students, actively participating in the school's mentor system to support student growth.

#### **Teaching Staff**

Recruitment for teaching staff is underway. We are focused on hiring teachers who are not only highly qualified in their subject areas but who also embody the values-based approach of Pared schools. We aim to have:

- Teachers for each year level from Year 1 to Year 6.
- Specialist teachers for subjects such as physical education, Te Reo Māori, and the arts.
- A teacher-to-student ratio that allows for individual mentoring and personalised support in line with the Pared educational model.

All staff will undergo professional development and orientation sessions in early January 2025 to familiarise them with our values-based approach, the mentor system, and our academic framework.

#### **Job Overview**

The two initial teachers will be part of a small, dedicated team focused on providing high-quality, values-based education to the school's first cohort students in 2025. They will be responsible for delivering engaging lessons aligned with the New Zealand Curriculum while integrating the Pared model of education, which emphasises faith and character development, academic excellence, and strong parental involvement. This role requires a passionate, flexible, and committed teacher who enjoys working in a close-knit, family-oriented school environment.

#### **Key Responsibilities**

##### **1. Teaching and Curriculum Delivery**

- a. Plan, prepare, and deliver high-quality lessons that are aligned with the New Zealand Curriculum and tailored to meet the needs of students in a small classroom setting.
- b. Integrate the Pared model of education, which emphasises values formation, one-on-one mentoring, and strong student engagement, into daily teaching practices.
- c. Foster a love of learning by creating a positive, engaging, and supportive classroom environment that encourages intellectual curiosity, creativity, and critical thinking.

## **2. Student Mentoring and Support**

- a. Provide one-on-one mentoring to students, ensuring personalised attention to their academic, social and character development needs.
- b. Identify and support students with diverse learning needs, using differentiated instruction to cater to various learning styles and abilities.
- c. Monitor and assess student progress, providing regular feedback to students and parents, and adjusting teaching strategies as needed to support individual growth.

## **3. Parent Engagement**

- a. Actively involve parents in their child's education, working in close partnership with families to support student success both academically and personally.
- b. Communicate regularly with parents regarding student progress, upcoming events, and ways they can be involved in the school community.
- c. Participate in parent-teacher meetings and key parent functions to foster a strong school-whānau partnership.

## **4. Classroom and Behaviour Management**

- a. Maintain a well-organised, safe, and nurturing classroom environment that encourages respectful behaviour, cooperation, and responsibility.
- b. Implement school-wide and classroom-specific behaviour management strategies, focusing on character education and personal responsibility.
- c. Encourage and model positive values, including respect, kindness, perseverance, and responsibility.

## **5. Collaboration and School Involvement**

- a. Work closely with other teachers and school staff to contribute to the development of the school's educational and pastoral programs.
- b. Participate in school-wide events, activities, and professional development opportunities to foster a strong school community and contribute to the school's growth.
- c. Be an active and supportive member of the school's small teaching team, sharing ideas, collaborating on planning, and supporting school initiatives.

## **Support Staff**

The support staff will include an Office Administrator and Marketing and Admissions Coordinator. The onboarding of the recruited support staff is planned for December 2024.

## **Office Administrator**

### **Job overview**

The Office Administrator will play a key role in the smooth day-to-day operation of our newly established school. As the primary point of contact for parents, staff, students, and visitors, the administrator will ensure efficient administrative support, manage communications, and handle essential school operations. This position requires a highly organised, friendly, and proactive individual who is committed to cultivating a welcoming school environment.

### **Key responsibilities**

#### **1. General Administration**

- a. Handle front office duties, including greeting visitors, answering phones, and responding to email inquiries.
- b. Maintain student records and update school databases with attendance, enrolment, and contact information.
- c. Manage school correspondence, including sending out newsletters, updates to parents, and handling external communications.
- d. Provide administrative support to the principal and teaching staff, including preparing documents, managing appointments, and organising school events.

#### **2. Student and Parent Liaison**

- a. Serve as the first point of contact for parents and students, answering questions and helping as needed throughout the school day.

### **3. Financial Support**

- a. Assist in processing payroll for school staff and manage petty cash for day-to-day school expenses.
- b. Handle basic financial duties, such as processing invoices, managing school fees, and liaising with external vendors.
- c. Track and manage school supplies, ordering materials as needed and managing inventory.

### **4. School Operations**

- a. Addressing operational issues such as maintenance or IT requests.
- b. Coordinate with cleaning and facilities staff to ensure the school environment remains safe and welcoming for parents, staff and students.
- c. Assist with scheduling and coordinating school activities and events including key parent functions, parent-teacher meetings and other school events.

## **Establishment, Marketing and Admissions Co-ordinator**

### **Role Overview**

The individual appointed to this position will play a key role in the growth and success of the school by driving student enrolment, raising community awareness of the school's mission and values, and ensuring a strong alignment between the school and whānau. The ideal candidate will be responsible for promoting the school to prospective families, managing the admissions process, and ensuring that new students and their families are a good fit for the school's education model.

### **Key Responsibilities**

#### **1. Marketing and Outreach:**

- a. Develop and execute a strategic marketing plan to raise awareness of the school in the community.
- b. Manage the school's online presence, including updating the website, creating content for social media, and managing email campaigns to promote open days, tours, and enrolment opportunities.
- c. Coordinate and execute marketing events such as information sessions, open days, and community engagement activities to attract prospective families.
- d. Develop marketing materials, including brochures, newsletters, and advertisements, to communicate the school's unique educational approach and values to parents.
- e. Foster relationships with local media and community organisations to raise the school's profile and build a positive reputation.

#### **2. Admissions Management**

- a. Oversee the entire admissions process from initial inquiry through to enrolment, ensuring a smooth and welcoming experience for prospective families.
- b. Conduct tours and meetings with prospective parents, providing them with a comprehensive overview of the school's educational philosophy, facilities, and values-based approach.
- c. Assess prospective students and families to ensure they align with the Pared model, which emphasises strong parental involvement and character development alongside academic excellence.
- d. Maintain accurate and up-to-date records of inquiries, applications, and enrolments using the chosen school management system, and generate regular reports for the leadership team and Board.
- e. Work closely with the principal to ensure that admissions targets are met and that the student body continues to grow in alignment with the school's strategic goals.

#### **3. Community Engagement and Parent Relations**

- a. Build and maintain strong relationships with current and prospective parents, ensuring open lines of communication and addressing any questions or concerns during the admissions process.
- b. Organise and facilitate parent information sessions, orientation events, and other activities to help integrate new families into the school community.
- c. Act as the school's representative in the wider community, building partnerships with local organisations, potential feeder early learning and childcare centres, and community groups

to promote the school's mission.

#### 4. Data Analysis and Reporting:

- a. Track marketing and admissions data, including inquiry trends, conversion rates, and enrolment projections, to inform future marketing strategies.
- b. Provide regular updates to the principal and the Board on enrolment figures, marketing activities, and prospective whānau feedback.

Candidates for both the principal and teaching positions have been identified. They are highly qualified and aligned with the school's values-based educational approach. These candidates may be offered employment once a contract with the Charter School Agency is officially signed.

For example, 9(2)(a)

Similarly, for the teaching positions, we are currently considering several candidates with NZ teacher registration who have expressed a strong interest in joining the school and are aligned with our educational philosophy. Their curriculum vitae are provided in Appendix 3. These include:

9(2)(a)

In addition, 9(2)(a) who would like to work at a Pared school. They attended our community engagement and teacher engagement meetings earlier this year.

9(2)(a) is taking up a position at Montgrove College (Sydney, Australia) in 2025 to gain further experience in an established Pared school.

#### Payroll Solution

We have secured a reliable payroll solution with Schooled (formerly Canterbury Education Services Society Limited (CES)). Schooled will manage our payroll using the Xero platform, a cloud-based accounting system known for its accuracy, efficiency, and compliance with New Zealand payroll regulations. This partnership ensures that all payroll tasks—such as employee payments, tax filings, and record-keeping—are handled seamlessly. Schooled will be fully prepared to commence payroll operations as soon as necessary, ensuring a smooth transition for staff from the very start.

#### 9. b. Finance

The important immediate financial considerations related to opening Pared Primary School in Term 1 are detailed below.

##### 1. Capital Expenditure (CapEx)

- a. To establish the new school, initial capital investments will focus on physical infrastructure, equipment, and essential resources. The estimated costs are provided in the attached budget documents.

## 2. Operational Expenditure

a. The operational costs include the day-to-day expenses necessary to run the school. The estimated costs are provided in the attached budget documents. The Delegations Policy (Appendix 6) will provide guidance on authorities to purchase and engage services.

## 3. Funding

a. The Charter School funding calculator was used to estimate establishment funding ongoing operational funding based. The funding assumptions were based on roll projections informed by our community engagement and expressions of interest received.

## 4. Cash Flow Management

a. Initial cash flow will be based on the established funding agreed upon in the final contract from the Charter School Agency.

b. Establishment expenditure was well within the expected funding to handle unforeseen expenses during the first year of operation.

## 5. Financial Oversight and Governance

a. The Board will undertake monthly financial audits to carefully monitor expenditure and adjust it if necessary.

b. An independent external auditor will carry out an annual audit to ensure compliance with financial regulations and accountability.

## 6. Long-term Financial Sustainability

a. As the school grows, incremental investments will be required to cater for more students. The proposed budget reflects this need for scalability.

## 7. Risk Management

a. The key financial risk relates to under-enrolment. To mitigate against this, the establishment officer will also be tasked with securing sufficient enrolments for 2025 and 2025. This will involve targeted marketing and strong community engagement. As shown in our cautious projections, the initial school size will be modest, but we allow for flexible scaling.

b. The Board acknowledges another important risk in unexpected costs. The proposed budget allows for adequate contingency reserves to cover unforeseen capital or operational costs.

## 9. c. Curriculum

### Implementation of the NZ Curriculum

1. **NZ Curriculum Framework:** Our curriculum will be based on the New Zealand Curriculum (NZC) with a special focus on integrating the newly refreshed English and Mathematics curricula from the outset.

2. **Holistic Approach:** Beyond academics, we will promote cultural, spiritual, and personal development, incorporating themes from history, the arts, and moral education to enrich students' worldviews.

### Curriculum Focus: Literacy and Numeracy Excellence

1. **Literacy (Pānui and Tuhituhi):** A structured literacy approach will be used, incorporating explicit phonics instruction, vocabulary, reading comprehension, and writing skills.

2. **Numeracy (Pāngarau):** Our mathematics curriculum will focus on developing strong number sense, problem-solving, and reasoning skills through structured and explicit teaching.

### High-Impact Teaching Strategies

We will deliver the curriculum using high-impact, research-based strategies aligned with the science of learning. These include but are not limited to:

- 1. Structured lessons:** Each lesson will be carefully planned to sequence, pace and scaffold learning.
- 2. Explicit instruction:** Clear, direct teaching of concepts to ensure that students understand the core knowledge.
- 3. Worked examples and multiple examples:** To reinforce learning and promote deep understanding, teachers will use worked examples alongside a variety of applications of the concepts.
- 4. Spaced practice and retrieval practice:** To help students retain knowledge, we will implement techniques to encourage spaced learning and regular recall.

#### **Whole-Person Development**

- 1. Cultural Education:** Through literature, history, and arts, we will expose students to timeless ideas, fostering an appreciation for the best of human thought and creativity.
- 2. Religion:** The school will have a Catholic ethos. Each student's formation journey will be supported by their teachers and mentor.
- 3. Virtue development:** Our virtue and character education programme will promote respect, empathy, and personal integrity, focusing on character formation alongside academic achievement.

Please refer to curriculum policies for detailed information on the curriculum, academic programs, expected student outcomes and sample timetables (See Appendix 4). These policies include:

1. Curriculum Framework
2. Summary of Programs
3. Student Learning Outcomes
4. Monitoring and Reporting on Students' Performance
5. Sample Timetables for Year 1 to Year 3 for 2025

#### **9. d. Roll**

We outline our strategies and status in relation to enrolment below.

##### **1. Target Roll for Term 1 2025**

- a. We are targeting an initial cohort of 30 students for Term One 2025. This target aligns with our community engagement and the expressions of interest received so far.
- b. A capacity for growth has been incorporated into our planning, with the ability to scale up as enrolments increase in subsequent terms and years.

##### **2. Enrolment Strategy and Progress**

**a. Community Outreach:** Since April 2024, we implemented a targeted community outreach plan. It focused on introducing families and teachers to the Pared educational philosophy and our focus on character formation and academic excellence. This plan was implemented through a series of parent information sessions (21 April, 2 June and 13 July) and teacher workshops (1 June).

**b. Marketing Campaigns:** A comprehensive marketing strategy is in place, leveraging online advertising, social media, and local media to reach prospective families.

**c. Expressions of interest:** The online system was launched in September 2024 on our website ([www.pared.org.nz](http://www.pared.org.nz)). This simple and streamlined process allows parents to let us know of their interest. To date, 58 families have formally expressed their interest in sending their children to our school.

##### **3. Whānau Engagement and Enrolment Retention**

**a. Whānau Interviews and Information Sessions:** All families who have expressed interest or applied will be invited for interviews to ensure alignment with the school's character and

educational approach. Information evenings will be held regularly to maintain engagement and provide updates. A further information session will be held on Saturday 2 November with Mr Eugene Choi, the Co-Chair of Pared NZ and CEO of Pared Ltd (Australia). Similar sessions will be held in December 2024 and January 2025 to increase our engagement with potential school families. For those families with students that are enrolled to start in Term 1 2025, there will be a “Meet the Teacher” session in January 2025 with both the principal and teachers available. Once the school is fully operational, we will arrange a “Teacher Open Day” to allow other teachers to visit our school and see it in action.

**b. Parental Commitment:** Enrolled families are expected to participate in ongoing parent education programs, ensuring long-term commitment and partnership in their children's learning. Given the centrality of parent involvement in the Pared model, it will be made explicit to parents that both parents will be expected to abide by the Parent Code of Conduct (Appendix 6).

#### **4. Enrolment Pipeline**

a. We have received strong ongoing interest from families in the local community. We believe that it is important to maintain a steady influx of students into the school over the years ahead. For example, our 2029 Year 1 class already has 15 possible students according to the Expressions of Interest received.

#### **9. e. Health and Safety**

##### **Health and Safety Plan for School Readiness in Term One 2025**

We are fully committed to ensuring the health, safety, and well-being of all students, staff, and visitors to our school. As part of our readiness to open in Term One 2025, we will implement a comprehensive Health and Safety framework that adheres to all relevant New Zealand legislation and guidelines. Our approach is informed by successful health and safety practices currently in place at Pared schools in Australia, with appropriate adaptations to meet the unique needs and regulatory requirements in New Zealand.

Please refer to the attached policies from Redfield College in Australia, provided as an example (See Appendix 5).

1. Work Health and Safety Programme
2. Work Safe Policies

##### **Compliance with New Zealand Legislation**

Our health and safety policies and procedures will comply with the Health and Safety at Work Act 2015 (HSWA), which mandates that all PCBU (Person Conducting a Business or Undertaking) entities ensure the safety of their workers and others involved in their operations. By adopting a proactive approach to health and safety management, we will align with the HSWA's focus on identifying and mitigating risks before they impact our school community.

##### **Health and Safety Documentation**

If awarded the tender, we will develop a suite of Health and Safety documents specific to our New Zealand school. This documentation will cover:

- Risk Identification and Management: Processes for regular identification, assessment, and management of risks across various school activities, facilities, and equipment.
- Incident Reporting and Investigation: Robust reporting systems for identifying, recording, and investigating incidents, to ensure lessons are learned and improvements are made.
- Emergency Preparedness: Policies for responding to emergencies, including evacuation drills and procedures, to ensure that students and staff are prepared for potential hazards.
- First Aid Provisions: Adequate first aid facilities and trained personnel will be available on-site, ensuring immediate assistance is provided when needed.
- Mental Health and Well-being Support: Initiatives for supporting the mental well-being of students and staff.

##### **Property and Infrastructure Safety**

In preparation for the opening, we will conduct comprehensive safety checks and compliance inspections on all facilities and grounds, including fire safety systems, emergency exits, and general infrastructure safety. We will implement a scheduled maintenance programme within our funding allocation, ensuring that all buildings, classrooms, and sports facilities are kept in safe, operational condition.

## Staff Training and Engagement

Health and safety training will be provided to all staff prior to the start of Term One 2025, covering both general responsibilities and specific procedures relevant to their roles. Staff will be regularly engaged through ongoing safety workshops and briefings to foster a strong safety culture within the school.

Our commitment to health and safety reflects our dedication to providing a secure, supportive learning environment. By putting these systems in place and maintaining ongoing compliance with New Zealand's health and safety legislation, we will uphold the highest standards of care for our school community.

## Question 10.a.

### 1. School property leasing

The Board identified several suitable properties within the Auckland region. The properties under consideration are large and adaptable spaces that can be efficiently transformed into a primary school setting. Our plan involves:

- a. Property selection and lease negotiation by early December 2024, with a lease agreement signed. Properties that meet basic educational facility requirements, without need for major renovations will be prioritised. Sites need to have a minimum of 3 toilets or the capacity to add one or more toilets.
- b. Site Accessibility: The chosen property will ideally be in central Auckland, ensuring easy access for students and whānau from other parts of the Auckland region.

Dr Jithendra Somaratne, Co-Chair of the Board, held discussions <sup>9(2)(a), 9(2)(b)(ii)</sup>

the details of the lease will be negotiated once a contract is offered to Pared NZ by the Charter School Agency in November 2024. In the meantime, the Board is considering other options that are larger and commensurate with our planned increase in students for 2026 and 2027.

### 2. Facilities fit-out

Once the property is leased, the fit-out will focus on creating a conducive and stimulating learning environment. This will include the items below. These items have all been included in our proposed budget.

- a. **Classroom setup:** Age-appropriate furniture with desks, chairs, and bookshelves
- b. **Library:** Books and furniture
- c. **ICT infrastructure:** Establishing internet connectivity, installing computer hardware and software systems
- d. **Administrative and support areas:** Office and staff break areas with furniture
- e. **Playgrounds and outdoor areas:** To be furnished with simple playground equipment and age-appropriate landscaping

### 3. Compliance and safety

All necessary health and safety compliance checks will be met prior to opening.

### 4. Engagement with Local Contractors and Suppliers

Pared NZ will engage local contractors for any necessary property fit-out, electrical and plumbing work, and landscaping. <sup>9(2)(b)(ii)</sup>

### 5. Early parent and community engagement

In keeping with the Pared philosophy of high levels of parent and community engagement, the school will accept volunteers that will help with cleaning the building and preparing the garden areas for professional landscaping.

#### **6. Contingency Planning**

Over the next four to six weeks, backup property options will be identified and lease conditions discussed.

#### **Question 10.b.**

Pared Primary School will be housed on leased premises. The responsibility for various aspects of property maintenance will be contingent on negotiated lease conditions.

#### **Cleaning**

9(2)(b)(ii) [REDACTED].

#### **Caretaker checks**

Weekly caretaker checks will be undertaken in accordance with the Ministry of Education Caretaker Checklist. In the absence of a dedicated caretaker, these simple checks will be done by the office administrator.

Any required repairs and maintenance will be contracted to local service providers. The office administrator will arrange this in consultation with the principal.

#### **Regular maintenance**

9(2)(b)(ii) [REDACTED].

#### **Questions 11-12: Performance and longevity**

11. Noting the Performance Management Framework, outline your performance management strategy including:
  - a. how the strategy will enable and support monitoring against each performance measure in the framework and:
  - b. how will you manage the early identification of issues and risks and what preventative measures will you take to address these?
12. Tell us in a practical way the reality of a teacher and a student on the ground at the school in a day-to-day setting and how this will endure over the life of the contract.

Question 11. a. and 11. b.

| Attendance                             |                                     | 11a   | 11b   |   |
|--|-------------------------------------|---|---|---|
| Measure                                | Pared NZ Targets                    | Reporting   | Monitoring Strategy   | Prevention and Intervention   |
| Attendance at school (mean attendance) | 85% of learners regularly attending | <p>Hero Student Management System (Linc Technologies)</p> <ul style="list-style-type: none"> <li>• Twice daily real-time recording with parent notification</li> <li>• Termly reporting</li> <li>• Annual self-audit in June</li> </ul> | <p>Pared Primary School will use the Hero Student Management System (Linc Technologies). Our strategy for monitoring attendance will leverage Hero's electronic attendance register, enabling efficient twice-daily tracking, termly reporting, and an annual self-audit. Further details on the execution of this strategy are provided below.</p> <p><b>Twice-Daily Attendance Recording</b></p> <ol style="list-style-type: none"> <li>1. Attendance will be recorded twice a day—once in the morning and once after lunch—using Hero's electronic register. This ensures that absences, late arrivals, and early departures are captured promptly.</li> <li>2. Morning Attendance: Teachers will mark attendance as soon as the school day begins, providing immediate insight into student presence.</li> <li>3. Afternoon Attendance: After lunch, a second roll will be taken to confirm that students have returned and are present for the afternoon session. This approach minimises the chances of overlooking partial-day absences.</li> </ol> <p><b>Real-Time Data Entry and Reporting</b></p> <ol style="list-style-type: none"> <li>1. As teachers record attendance data in Hero, the system will instantly capture and store this information. This enables real-time monitoring by school leaders and administration, ensuring accurate and up-to-date attendance records.</li> <li>2. Parent Notifications: Hero can be configured to send automatic notifications to parents for unexplained absences or lateness. This keeps parents engaged and responsive, helping to reduce prolonged or frequent absenteeism.</li> </ol> <p><b>Termly Reporting</b></p> <ol style="list-style-type: none"> <li>1. Comprehensive Reports</li> </ol> | <p>With the careful monitoring of attendance described above, patterns of non-attendance amongst individuals, families and classes will be detected early. Attendance data from Pared schools in Australia, previously detailed in our Stage 1 Application, suggest that attendance is very high and the need for intervention is rare. Nonetheless, the following measures may be employed when a student is deemed at risk of falling below the threshold of “regular attendance” (i.e. less than 90%).</p> <p><b>1. Automated Alerts</b></p> <ol style="list-style-type: none"> <li>a. Hero will generate alerts when a student's attendance falls below a certain threshold (e.g. 90%), allowing the school to intervene quickly. Teachers or mentors will then reach out to parents to discuss and resolve attendance issues.</li> </ol> <p><b>2. Parent Engagement</b></p> <ol style="list-style-type: none"> <li>a. At the time of enrolment parents will agree to abide by the Parent Code of Conduct (Appendix 6). This document, signed by both parents, will contain an attendance clause. This will highlight the school's strong commitment to maximising student attendance and the need to abide by school policy.</li> <li>b. As part of the Pared school model's focus on close collaboration with families, the attendance data in Hero will be used to engage parents, keeping them informed and actively involved in resolving any absenteeism. This will rely on close communication between the school and parents. The setting for these early conversations includes the parent-mentor meetings once a term and parent-teacher meetings.</li> </ol> |

- a. At the end of each term, Hero will generate attendance reports that provide a detailed view of each student's attendance patterns, including
  - i. Overall attendance rates (e.g., percentage of students attending more than 90% of school days).
  - ii. Breakdown of individual student attendance, identifying any consistent patterns of lateness or absence.
- b. These termly reports will enable teachers, mentors, and school leadership to address attendance issues and communicate with parents proactively.

**2. Data-Driven Insights**

- a. Hero's reporting features allow school leaders to analyse attendance trends across the whole school or specific year levels. This enables early identification of systemic attendance issues and patterns, informing decisions on interventions or adjustments in policies.

**Annual Self-Audit in June**

1. The school will conduct an annual self-audit in June using the data stored in Hero. This audit will involve reviewing the attendance records for accuracy, compliance with attendance policies, and alignment with attendance targets (e.g., maintaining above 90% regular attendance).
2. Verification and Accuracy: The audit will verify that daily and termly attendance records have been maintained accurately, ensuring the school's data integrity.
3. Reporting: A report will be generated summarising the audit findings, identifying areas of success, and highlighting any need for improvement in attendance tracking or policies.

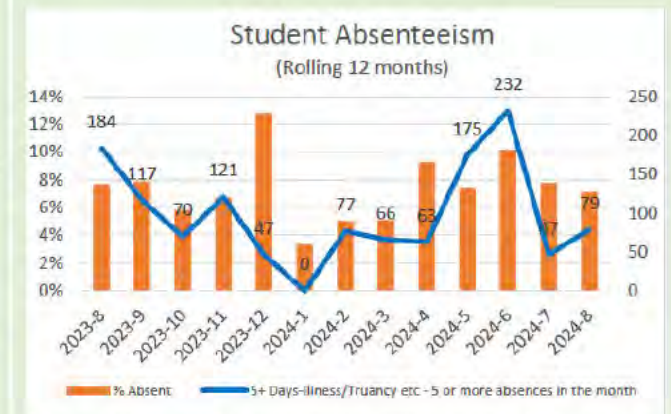
**3. Student Engagement**

- a. If there are specific student issues affecting attendance, the fortnightly student-mentor meetings will be a good setting to explore this further. The mentors will also be able to provide both emotional and practical support to students that may improve attendance.

**4. Interventions**

- a. Various innovative interventions may be employed by the school to maintain "regular attendance". This may take the form of catch-up school half days outside of usual school hours.

*Implement Pared (Australia) Balanced Scorecard System: evidence-based monitoring (sample only)*



\*Data shows peak absenteeism score is only 13%, and as an outlier event, not the trend. Average attendance is 95%.

| Achievement: PRIMARY   |  | 11a | 11b  |
|--|--|-----|--|
| Measure  | Monitoring Strategy  |     | Prevention and Intervention  |
| <p><b>Primary: Years 1-3</b></p> <p><b>Pared NZ Targets</b></p> <p><b>85% of learners are at or above the expected curriculum levels</b></p> | <p>The Performance Management Framework mandates measurement of academic achievement for primary school students in Year 3 and above. The categories include reading or pānui, writing or tuhituhi and mathematics or pāngarau.</p> <p>In addition to assessments for Year 3 and above, Pared Primary School will have age-appropriate assessments for Year 1 and 2 students. The different assessments that will be used are provided below and summarised in the Student Learning Outcomes Policy.</p>   |     | <p>Using the measurement tools described, teachers and school leaders will identify students who need support, at risk or in need of extension tasks. Students identified as needing these interventions will have these documented in their Independent Learning Plan (ILP). This will be appropriately discussed with parents in ILP Meetings throughout the academic year.</p> <p>Interventions will be allocated depending on the level of need and the outcomes identified in assessments. This could include, but is not limited to:</p> <ol style="list-style-type: none"> <li>1. Learning support groups run by teachers</li> <li>2. Intervention programs</li> <li>3. Work with a teacher assistant</li> <li>4. Adjusted learning tasks</li> </ol> <p>Ongoing assessment will inform if the programme is successful and what next steps are appropriate. This data will also be included in the ILP document and be discussed regularly with parents.</p> <p>If a student has a formal diagnosis for a social or learning disability, an ILP will also be developed in collaboration with parents and relevant therapists. The school will request and closely review diagnostic reports for recommendations. These will also be discussed through ongoing ILP meetings where therapists may also be present at the request of parents.</p> |
| <p><b>Reading or pānui</b></p>   | <p><b>Cambridge BASE Assessment (Year 1)</b></p> <p>Pared Primary School will use the BASE Inspection Ready (Cambridge University Press and Assessment) package. This includes a baseline assessment when a student starts school and a progress measure assessment at the end of the year. In addition to evaluating reading and mathematics, it also gauges personal, social and emotional development.</p> <p>Students carry out the baseline assessment during the first few weeks after starting school. The one-on-one computer-based assessments with a teacher take up to 20 minutes. Using various fun activities and story-based questions, this assessment checks and adapts to the child's ability. The results will be available within 48 hours and will help identify individual needs and facilitate planning activities and individual support. Likewise, at the end of the year, a student's progress will be objectively quantified. A parent report will be generated and shared with parents.</p> <p><b>Spalding Oral Reading and Fluency Assessment</b></p> <p>This assessment is based on the Oral Reading Fluency Assessment and Practice Manual. These tests are carefully aligned with Spalding Method, our adopted structured literacy programme.</p> <p><b>PM Benchmark Literacy Assessment 1 and 2</b></p> <p>The school will use this assessment tool from Year 1 upwards. It will measure students'</p> |     |  |

|                                       | <p>instructional or independent reading levels using texts that have been trialled and levelled in Australia and New Zealand. We will use this primarily to test comprehension towards the end of Year 1 and onwards.</p> <p>Student record sheets and pro formas will be downloaded and printed. They allow the recording of fluency, knowledge and skills, strategies and a scored retell.</p>  | <p><i>Implement Pared Balanced Scorecard System: evidence-based monitoring (sample only)</i></p>  <p><b>Naplan Performance by Year</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>~460</td> <td>~465</td> </tr> <tr> <td>Year 5</td> <td>~535</td> <td>~545</td> </tr> <tr> <td>Year 7</td> <td>~595</td> <td>~600</td> </tr> <tr> <td>Year 9</td> <td>~625</td> <td>~630</td> </tr> </tbody> </table> <p>*Data shows improved competency in reading, writing and numeracy as the year levels progress</p> | Year   | 2023 | 2024 | Year 3  | ~460 | ~465 | Year 5  | ~535 | ~545 | Year 7   | ~595 | ~600 | Year 9  | ~625 | ~630 |          |      |      |
|---------------------------------------|---|--|--------|------|------|---------|------|------|---------|------|------|----------|------|------|---------|------|------|----------|------|------|
| Year                                  | 2023  | 2024   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| Year 3                                | ~460  | ~465   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| Year 5                                | ~535  | ~545   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| Year 7                                | ~595  | ~600   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| Year 9                                | ~625  | ~630   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| <p><b>Writing or tuhituhi</b></p>     | <p><b>Spalding: Handwriting</b></p> <p>Spalding: Oral and Written Phonogram Review</p> <p>The Spalding Method for teaching speech, spelling, writing and reading uses several regular observations to assess each student’s progress allowing appropriate adjustments to be made to meet their individual needs. These diagnostic tests take place on a daily and weekly basis. These assessments will begin in Year 1 and continue in Year 2 and Year 3.</p> <p><b>e-asTTle</b></p> <p>The e-asTTle, an online assessment tool developed in New Zealand, assesses student’s achievement and progress in reading, mathematics and writing. While the reading and mathematics assessments were designed for students primarily in Year 4 to Year 10, the writing tool may be used in Year 1 to Year 10.</p> <p>The e-asTTle writing tool assess a student’s ability to independently write continuous texts across a variety of communicative purposes. This can be used when a student can write one or two simple ideas. A detailed scoring rubric will be used.</p> | <p><b>Naplan Performance by Domain</b></p>  <p><b>Naplan Performance by Domain</b></p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>~548</td> <td>~545</td> </tr> <tr> <td>Writing</td> <td>~548</td> <td>~555</td> </tr> <tr> <td>Spelling</td> <td>~555</td> <td>~552</td> </tr> <tr> <td>Grammar</td> <td>~565</td> <td>~568</td> </tr> <tr> <td>Numeracy</td> <td>~558</td> <td>~555</td> </tr> </tbody> </table> <p>*Data shows improvement in writing and grammar</p>                                  | Domain | 2023 | 2024 | Reading | ~548 | ~545 | Writing | ~548 | ~555 | Spelling | ~555 | ~552 | Grammar | ~565 | ~568 | Numeracy | ~558 | ~555 |
| Domain                                | 2023  | 2024   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| Reading                               | ~548  | ~545   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| Writing                               | ~548  | ~555   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| Spelling                              | ~555  | ~552   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| Grammar                               | ~565  | ~568   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| Numeracy                              | ~558  | ~555   |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |
| <p><b>Mathematics or pāngarau</b></p> | <p><b>Cambridge BASE Assessment (Year 1) As described above.</b></p> <p><b>PR1ME (Year 1 and Year 2)</b></p> <p>For our Year 1 and Year 2 students, Pared Primary School will use the Scholastic PR1ME Mathematics Placement Tests to determine the most appropriate starting point in the mathematics programme. The Student Report generated on completion of the test will be used with overall teacher judgement to establish a suitable starting PR1ME Mathematics level. The tests will also help to identify areas of weakness that will inform individual early learning priorities in mathematics.</p>   |  |        |      |      |         |      |      |         |      |      |          |      |      |         |      |      |          |      |      |

**Progressive Achievement Test (PAT) Mathematics | Pāngarau (Year 3)**

From Year 3 onwards, Pared Primary School will use the PAT to determine levels of achievement in the knowledge skills and understanding of mathematics in the New Zealand curriculum. The PAT has recently been redesigned with a content review and incorporation of an equity focus. The new PAT targets important content that students need to understand to make progress. It assesses number, algebra, measurement, geometry, statistics and probability. The diagnostic reports allow formative and summative reporting.

| Financial Performance |             | 11a   | 11b  |
|-----------------------|-------------|---|--|
| Financial health      |             | <p><b>Monitoring Strategy</b></p> <p>As a 'start up' school, the TWO levers that are important for us to manage to be financially viable through the duration of our contract are:</p> <ul style="list-style-type: none"> <li>• <b>Enrolment</b> - Government funding matches our performance here</li> <li>• <b>Expenses</b></li> </ul>  | <p><b>Prevention and Intervention</b></p> <p>Budget is prudent and realistic; forecasts are conservative</p> <ul style="list-style-type: none"> <li>• Prioritise marketing and enrolment</li> <li>• Minimise expenses where possible</li> </ul>  |
| Pared NZ Targets      | 9(2)(b)(ii) | <p>9(2)(b)(ii)</p> <p>All financial performance TARGETS will be managed and monitored as follows:</p> <p><b>Enrolment</b></p> <ul style="list-style-type: none"> <li>• Robust marketing strategies to ensure we reach our enrolment goals annually                             <ul style="list-style-type: none"> <li>○ Contract a marketing service with school expertise - digital marketing</li> <li>○ Employ a dedicated Enrolment officer</li> <li>○ School Open Days</li> <li>○ More parent and education Community Meetings</li> <li>○ Promotion through word-of-mouth: Parents and staff</li> </ul> </li> </ul> <p><b>Expenses</b></p> <ul style="list-style-type: none"> <li>• Employ reputable financial services - accounting, payroll,</li> </ul> | <p><b>Enrolment</b></p> <ul style="list-style-type: none"> <li>• This must be the focus of the Board and Management in the first 6 months.</li> <li>• Enrolment officer to manage 'Wait List' efficiently.</li> <li>• Agility to re-strategise/adjust if estimates are not likely to be reached:                             <ul style="list-style-type: none"> <li>○ May</li> <li>○ August</li> <li>○ December</li> </ul> </li> </ul> <p><b>Expenses</b></p> <ul style="list-style-type: none"> <li>• Budget tracking</li> <li>• Purchasing Policy</li> <li>• Expense reimbursement Policy</li> <li>• Highest expense is salaries - manage 'Relief' teaching budget prudently</li> </ul> <p><b>Governance</b></p> |

|  |   |   |
|--|---|---|
|  | <p>reporting, independent auditor</p> <ul style="list-style-type: none"> <li>• Board, Principal and Staff leaders are conversant with the School Budget</li> <li>• Educational, operational and other activity budgets are 'tracked'</li> <li>• Monthly financial reports <ul style="list-style-type: none"> <li>○ Analysed in Management meetings</li> <li>○ Tabled in Board meetings</li> </ul> </li> <li>• Will adapt Pared Australia's school financial reporting <ul style="list-style-type: none"> <li>○ Sample document (See Appendix 1)</li> </ul> </li> </ul> <p><b>Other strategies</b></p> <ul style="list-style-type: none"> <li>• Fundraising</li> <li>• Re - invest profit</li> </ul> | <ul style="list-style-type: none"> <li>• Board/Management discuss and resolve financial issues promptly</li> <li>• Engage Consultants if needed</li> <li>• Seek Pared Australia's guidance</li> </ul>                                 |
| <p><b>Financial probity</b></p>  | <p>Pared NZ was incorporated under the Charitable Trusts Act 1957 (NZBN 9429052396618). An application for registration of Pared NZ as a charity has been lodged with Charities Services. Once registered as a charity, Pared NZ would be considered a Tier 3 charity as the projected annual expenses will be under \$2 million and the charity will have no public accountability. As a Tier 3 charity, Pared NZ will be required, by statute, to have an annual audit that includes both financial and non-financial performance information.</p>  |   |
| <ul style="list-style-type: none"> <li>• <b>Discharge of all contractual obligations before using any profit</b></li> </ul>  | <p>The school will operate with strong governance oversight through the Board. Monitoring will take the form of monthly financial reports to the Board. This ensures that the school complies with all legal and financial obligations on a month-by-month basis.</p>   | <p>The Board will be aware of the month-by-month financial status of the school and will be cautious with approval of any new expenses in the face of existing contractual obligations.</p>   |
| <ul style="list-style-type: none"> <li>• <b>Notification when any source of anticipated funding (on which the ongoing viability of the sponsor or school(s) is dependent) will not be available</b></li> </ul> | <p>The only source of funding for Pared Primary School will be from the Charter School Agency</p> <p>All budget calculations will be made according to the projected funding availability. The funding, in turn, will be based on the projected roll. There is no planned reliance on other income streams at this stage.</p>   | <p>As the funding of Pared Primary School will be wholly dependent on its roll numbers, any anticipated enrolment variance downwards will be conveyed to the Board at least 6 months prior to the start of the new academic year.</p> |
| <ul style="list-style-type: none"> <li>• <b>Notification of any failure to pay debt from borrowed money; or of any expectation they will fail to pay this debt in future</b></li> </ul>                        | <p>No significant debt anticipated at this stage. Pared Primary School will be on leased property.</p>  | <p>In case of future borrowing, as outlined in the Pared NZ Delegation Policy (Appendix 6), full Board approval will be required to enter any bank facility over \$40,000</p>   |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• <b>Related party disclosure</b></li> </ul>                  | <p>The Board adopted a related party disclosure policy.</p>  | <ul style="list-style-type: none"> <li>• All new staff and Board members will be made aware of this policy at the time of onboarding.</li> <li>• Related party disclosures will be a standing item on the agenda of the Board meetings</li> </ul>  |
| <ul style="list-style-type: none"> <li>• <b>Sensitive expenditure policies in place</b></li> </ul>   | <p>The Board adopted the Sensitive Expenditure Policy (Appendix 6) recommended by the Ministry of Education.</p>   | <ul style="list-style-type: none"> <li>• All new staff and Board members will be made aware of this policy at the time of onboarding</li> <li>• As an added preventative measure, the Pared NZ Delegation Policy (Appendix 6) clearly states that: <ul style="list-style-type: none"> <li>○ “Two duly authorised signatories must sign all bank transactions”</li> <li>○ “At no time, can any member of staff both raise a transaction in the bank and act as a signatory on that transaction.”</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>Expected use of funds and financial plans</b></li> </ul> | <ul style="list-style-type: none"> <li>• A draft budget will be prepared 3 years ahead and this practice will continue for future years.</li> <li>• Regular monthly financial reviews including variance analyses</li> <li>• As the school grows, an executive officer and financial officer will be employed to provide day-to-day oversight of the use of funds and the development and adherence to financial plans.</li> </ul> | <ul style="list-style-type: none"> <li>• Pared NZ will adhere to the basic principles of strategic financial planning to prevent significant risks. This includes conservative budgeting, phased capital expenditure and development of sufficient contingency funding.</li> <li>• The annual external audit will help to assess the school’s compliance with financial management policies and identify risks.</li> </ul>   |

| Standard minimum compliance (SMC)                       | 11a  | 11b  |
|---|--|--|
|   | Monitoring Strategy  | Prevention and Intervention  |
| <b>Minimum of 75% of certificated teachers employed</b> | <p>The Board, the chief executive officer and the school principal will be responsible for the appointment of new permanent staff or converting casual staff to permanent staff.</p> <p>They will ensure that the first four teachers will all be certificated teachers.</p> <p>Subsequent teacher appointments will all be made with careful consideration of these minimum requirements.</p> | <p>The issues and risks associated with maintaining a minimum of 75% of certificated teachers employed arises at the time of employing new teaching staff. New teaching staff will be required if an existing teacher leaves or because of school growth.</p> <p>Some preventative measures that could be employed to mitigate against the risk of falling below the minimum threshold include:</p> <ul style="list-style-type: none"> <li>• Workforce planning and proactive recruitment strategies:</li> </ul> |

|   |  |  |
|---|--|--|
|   | <p>An annual self-audit will also be undertaken to monitor compliance.</p>   | <p>Given the anticipated growth of Pared Primary School over the next 5 years, the Board is discussing potential employment opportunities with several certificated teachers for 2026 and 2027.</p> <ul style="list-style-type: none"> <li>• Offering attractive employment packages: This will be in the form of both remuneration and appealing professional learning and development (PLD) opportunities.</li> <li>• Retention incentives to reduce turnover: As the school grows, there will be several leadership opportunities for teaching staff that could be offered to those with more experience in the Pared system.</li> <li>• Contingency planning: The development of a network of certificated part-time teachers who may be able to pick up a higher workload either temporarily or permanently would mitigate against the risk of falling below the threshold if a certificated teacher leaves the school. There are already several teachers that have expressed an interest in part-time work as this allows them to manage their whānau commitments.</li> </ul> |
| <p><b>Student enrolment requirements</b></p>                | <p>Monitoring of compliance with student enrolment requirements will be undertaken by the Board in June of each year.</p>  | <p>Using the Hero School Management System, it is possible to audit previous enrolment applications and develop strategies to prevent future issues with meeting student enrolment requirements.</p>   |
| <p><b>School day, hours, and term date requirements</b></p> | <p>The Board, chief executive officer and school principal will decide on matters relating to the school day, hours and term date requirements. As such, any changes to these parameters will require their approval. They will monitor and ensure compliance with the requirements set out by the Ministry of Education.</p> <p>Pared Primary School will operate on standard school days (Monday to Friday) during term time. The school day will begin at 8.45 am and end at 3.15 pm.</p> <p>The Board recognises that:</p> <ul style="list-style-type: none"> <li>• The minimum number of half days per academic year prescribed for primary schools will be between a minimum of 380 and a maximum</li> </ul> | <p>The preventative measures to avoid failure to comply with Ministry of Education guidelines relate to thorough planning and compliance checks. This will happen at three different levels including the Board, the chief executive officer and the school principal.</p>   |

of 390.

- Schools can choose a start date for the academic year between Auckland Anniversary Day (the Monday closest to 29 January) and the day after Waitangi Day (6 February) and conclude no later than 20 December in any year.

For the 2025 academic year, the Ministry of Education stipulated a minimum number of 386 half days for primary schools.

The following term dates were approved for Pared Primary School for 2025.

| <i>Term 1 2025</i> | <i>Term 2 2025</i> | <i>Term 3 2025</i> | <i>Term 4 2025</i> |
|--------------------|--------------------|--------------------|--------------------|
| Start date         | Start date         | Start date         | Start date         |
| 7 February         | 28 April           | 14 July            | 6 October          |
| End date           | End date           | End date           | End date           |
| 11 April           | 27 June            | 19 September       | 19 December        |

## Reporting requirements

As mentioned previously, Pared Primary School will use the Hero School Management System. The reporting functionality of this software package will generate detailed reports on all required metrics. These reports help the school meet the other compliance obligations outlined in the Performance Management Framework. The reports will also aid with decision-making at the Board level.

The Board, the chief executive officer and the school principal will monitor and ensure compliance with the reporting requirements set out in the Performance Management Framework. These minimum reporting requirements include:

- Attendance: Daily, each term and an annual self-audit in June
- Achievement: Annual self-audit in June and a follow-up report in December
- Financial performance: Annual self-audit in June and a follow-up report in December
- Standard minimum compliance: Annual self-audit in June

The risks related to reporting requirements are a lack of awareness of reporting requirements, inaccurate or incomplete data collection and delay in compilation and submission of reports.

To reduce these risks Pared Primary School will:

- Maintain a comprehensive reporting framework
- Train and educate staff during their institutional onboarding on the existing reporting process and the importance of compliance with the Charter School Agency Performance Management Framework.
- Undertake regular internal data audits to uphold data accuracy and completeness.

The main risks in this domain relate to data integrity and safety.

|   |  |   |
|---|--|---|
| <b>Record keeping and data management</b>               | <p>The inbuilt capabilities of the Hero School Management System will provide adequate record-keeping and data management facilities.</p> <p>Centralised database for student information: Hero provides a centralised platform for storing and accessing comprehensive student data. This includes attendance records, academic performance assessments, and any additional student information such as health records, special needs, and parent-teacher communication.</p> <ul style="list-style-type: none"> <li>Secure and scalable data management: This software platform guarantees data security through user permissions, meaning only authorised staff can access student information. It also affords regular backups and complies with data privacy standards, safeguarding data integrity and protection.</li> </ul> | <ul style="list-style-type: none"> <li>Engaging data management tools within the Hero School Management System to maximise complete and accurate data entry and prompt good record maintenance.</li> <li>Staff training and capacity building: When onboarding new staff and during professional development activities, the importance of accurate record keeping and maintenance as well as confidentiality will be emphasised. Staff will be provided adequate time within their job size for record keeping and data management. As the school grows, this will be reviewed.</li> <li>Regular data audits to facilitate early identification of discrepancies and possible underlying system issues.</li> <li>Robust data security measures will be set up with ongoing advice and assessment from an external data security consultant.</li> </ul> |
| <b>Insurance</b>  | <p>Pared Primary School will opt-in to the non-profit Risk Management Scheme (RMS) on offer from the Ministry of Education. The scheme provides comprehensive contents, legal liability and cyber insurance coverage, including public liability cover. All school assets will be insured.</p>   | <p>The Board, chief executive officer and school principal will annually review the need for other insurance policies for items or risks that are not covered by the RMS scheme. <sup>9(2)(b)(ii)</sup></p>   |
| <b>Transport provision requirements (if applicable)</b> | <p>Not applicable.</p>   | <p>Not applicable.</p>  |
| <b>Property (if applicable)</b>                         | <p>Not applicable. Pared Primary School will be located, initially, on leased premises rather than sponsor-owned premises.</p>   | <p>Not applicable.</p>  |

## Question 12

The day-to-day reality for a teacher and a student at our school is one that focuses on the individual and ensuring the wellbeing of all involved through a positive network of relationships.

A key aspect of our school is to focus on the person as an individual in a very personalised approach for all people involved.

For a teacher in our school, we focus on positive interactions with staff and students and a continual growth mindset that promotes continual improvement with an attitude that better never sleeps. What this looks like practically is the staff regularly meet with each other and the Head of Teaching and learning to develop personal professional learning plans and discuss their own needs, concerns, obstacles and help them create clear action plans. This also provides them with a mentor on staff who can help them grow and develop as well as continue to understand and integrate the mission, vision and values that the school wishes to promote.

For a student, this concept of continuous learning and growth is a key to our core business. Our one-on-one mentoring system enables each student to have their own personal coach on staff that helps them set goals and pushes them to improve themselves personally as well as holistically. This is done in fortnightly catch up sessions with their mentor who takes time out of their day to discuss their current reality, where they want to go and how best to get there. This of course is in conjunction with parents done through termly meetings to discuss progress, challenges and provide support to the whānau in navigating a positive working relationship with the school and supporting the educational outcomes of the student at home and school.

Below is an example of what we envisage as a typical month in Pared Primary School. Besides key activities that most schools have, like School assemblies and staff meetings, at Pared Primary, teachers will have a regular one-on-one chat with the principal regarding their own professional and personal development, and staff morning tea to build relationships with other staff members. At the heart of the character education philosophy at Pared Primary is the mentoring programme. We aim that most, if not all teachers, are also mentors. They receive special training and support for this, and regular meetings with a leader and other mentors. Students receive personal formation through their mentor sessions at least twice a term, and parents, once a term. Virtue education is thereby reinforced in the home. It is also reinforced in the community by regular service projects that both students and staff can volunteer in. Practically, the day-to-day reality of a teacher and a student on the ground at Pared Primary School has all the hallmarks to build relationships and life lessons that endure over the life of the contract and beyond.

# Pared Primary JUNE 2025



Teacher Cathy



Josh Year 3

|                                 |              |   |
|---------------------------------|--------------|---|
| Chat with Principal             | Monday 02    | School assembly   |
| Staff Morning Tea               | Tuesday 03   |   |
| Mentors Meeting                 | Wednesday 04 |   |
|                                 | Thursday 05  |   |
| Professional Development        | Friday 06    |   |
|                                 | Monday 07    | School assembly   |
| Staff Morning Tea               | Tuesday 08   | Josh Numeracy Assessment  |
| Mentor Josh                     | Wednesday 09 | Talk to my Mentor Cathy   |
| Staff Meeting                   | Thursday 10  |   |
|                                 | Friday 11    |   |
| Help with Community Service     | Saturday 12  | Community Service:<br>Visit Nursing Home Join Community Service               |
|                                 | Monday 16    | School assembly cancelled -Matariki   |
| Staff Morning Tea               | Tuesday 17   |   |
| Parent Meeting - Josh's         | Wednesday 18 | Josh's Parents meet with Mentor Cathy   |
| Volunteer to help with catering | Thursday 19  | School Assembly - Matariki Celebration<br>Josh performs with the school choir |
|                                 | Friday 20    | Matariki Public Holiday   |
|                                 | Monday 23    | School assembly   |
| Staff Morning Tea               | Tuesday 24   | Josh Reading Assessment   |
| Mentor Josh                     | Wednesday 25 | Talk to my Mentor Cathy   |
|                                 | Thursday 26  |   |
|                                 | Friday 27    | Last day of Term 2  |

#### Part Four. Comments on the draft agreement

The Charter School Agency will not accept any proposed amendments to the **General Terms** and **Legal Schedules** of the Agreement. Applicants must prepare their application on this basis (see the Application Declaration below to confirm this).

Applicants wishing to propose any amendment to the Specific Terms of the Agreement for consideration must do so as part of this application.

We anticipate that our submission will be fully compliant with the Specific Terms of the Agreement. However, as we have not yet received or reviewed the Specific Terms, we reserve the right to propose and negotiate any necessary amendments within a reasonable timeframe upon their release. Specifically, with regard to section 212Z of the Education and Training Amendment Act 2024, it is our intention that our charter school contract accommodate religious instruction and observances within the general school programme.

Released under the Official Information Act 1982

### Part Five. Changes to your stage one submission

Let us know if anything has changed since you submitted your stage one application.

Document if your circumstances or any information regarding your submission has changed since submitting your stage one application. Please reference the section and, if applicable, the question number where your information has changed since stage one.

#### School name change

After further research, it was brought to our attention that **Arataki School** already exists in Mt Maunganui. Although our school is located in a different region, we believe the similarity in names could lead to unnecessary confusion. As a result, the Board has decided to rename the school to **Pared Primary School**.

#### Addition to Board of Pared NZ

9(2)(a)

A large grey rectangular redaction box covers the majority of the page content below the 'Addition to Board of Pared NZ' section header.

| Part Six. Application Declaration                 |  |                         |
|---|--|-------------------------|
| Topic   | Declaration  | Applicants' Declaration |
| <b>Application Process, Terms and Conditions:</b> | I/we have read and fully understand this Application, including the Process, Terms and Conditions. I/we confirm that the Applicant/s agree to be bound by them.  | Agree                   |
| <b>Collection of further information:</b>         | <p>The Applicant/s authorises the Charter School Agency and the Ministry of Education to:</p> <ul style="list-style-type: none"> <li>• collect any information about the Sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee.</li> <li>• use such information in the assessment of this Application.</li> </ul> <p>The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.</p>   | Agree                   |
| <b>Use of Information:</b>                        | The Applicant/s agree that information provided as a part of the fit and proper persons test can be shared with appropriate third parties engaged to undertake the necessary reviews.  | Agree                   |
| <b>Draft Agreement:</b>                           | The Applicant/s accepts the General Terms and Legal Schedules of the Agreement and confirms that they have prepared their application on the basis that no amendments to the General Terms and Legal Schedules will be considered.   | N/A                     |
| <b>Conflict of Interest declaration:</b>          | <p>The Applicant warrants that it has no actual, potential or perceived Conflict of Interest in submitting this Application or entering into a Contract to deliver the Requirements. Where a Conflict of Interest arises during the Application process the Applicant /s will report it immediately to the Charter School Agency and the Application Point of Contact.</p> <p>When you sign the declaration, please consider any perceived, potential or actual conflicts of interest. For example, if you have had any communication or input from the Establishment Board with regard to your application.</p> | Agree                   |
| <b>Details of conflict of interest: None</b>      |  |                         |

**DECLARATION**

**I/we declare that in submitting the Application and this declaration:**

- the information provided is true, accurate and complete and not misleading in any material respect
- the Application does not contain intellectual property that will breach a third party's rights
- I/we have secured all appropriate authorisations to submit this Application, to make the statements and to provide the information in the Application and I/we am/are not aware of any impediments to enter into a Contract to sponsor a Charter School | Kura Hourua.
- I/we understand that the falsification of information, supplying misleading information or the suppression of material information in this declaration and the Application may result in the Application being eliminated from further participation in the Application process and may be grounds for termination of any Contract awarded as a result of the Application process.

**By signing this declaration, the signatory below represents, warrants and agrees that he/she has been authorised by the Applicant/s to make this declaration on its/their behalf.**

|                              |   |
|------------------------------|---|
| <b>Signature:</b>            |  |
| <b>Full name:</b>            | Jithendra Somaratne   |
| <b>Title / position:</b>     | Co-Chair of the Board   |
| <b>Name of organisation:</b> | Pared NZ  |
| <b>Date:</b>                 | 11 October 2024   |



 **Pared** <sup>NZ</sup>

**APPENDIX 1**

Released under the Official Information Act 1982

1. P&L BALANCE SHEET FOR 2025, 2026 AND 2027 FOR  
PARED NZ

2. PARED LTD (AUSTRALIA) AUDITED FINANCIAL REPORTS  
FOR 2021, 2022 AND 2023

3. GRAPH SHOWING KEY INDICATOR PERFORMANCE FOR  
PARED LTD (AUSTRALIA) 2019 TO DATE

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