

MARINA VIEW SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	1592
Principal:	Maurice Young
School Address:	97 Marina View Dr, West Harbour, Auckland, 0618
School Postal Address:	97 Marina View Dr, West Harbour, Auckland, 0618
School Phone:	09-417 0007
School Email:	office@marinaview.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Damien Samuel	Presiding Member	Elected	Jun-22
Maurice Young	Principal	ex Officio	
Tony Buckwell	Treasurer	Elected	Jun-22
Conrad Horne	Personnel/ Health & Safety	Elected	Jun-22
Laura Parker	Community/PTA Liason	Elected	Jun-22
Zong - Pei Zhao	Property	Elected	Jun-22
Jill Dyet	Deputy Principal	ex Officio	Jun-22
Cara Bergin-Stuart	Deputy Principal/ Minutes Secretary	ex Officio	Jun-22

Accountant / Service Provider: Shore Chartered Accountants Limited

MARINA VIEW SCHOOL

Annual Report - For the year ended 31 December 2021

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Marina View School

Statement of Responsibility

For the year ended 31 December 2021

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Damien Sewell
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

25/5/2022
Date:

Maurice Young
Full Name of Principal

[Signature]
Signature of Principal

25/5/2022
Date:

Marina View School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	6,092,982	6,392,798	6,833,102
Locally Raised Funds	3	210,484	395,500	252,634
Interest Income		13,630	12,700	33,885
International Students	4	179,725	136,375	260,150
		<u>6,496,821</u>	<u>6,937,373</u>	<u>7,379,771</u>
Expenses				
Locally Raised Funds	3	80,046	222,000	132,622
International Students	4	64,885	77,400	77,627
Learning Resources	5	3,948,047	3,581,415	3,913,101
Administration	6	293,816	302,651	313,587
Finance		3,908	3,900	4,041
Property	7	1,988,810	2,624,495	2,550,888
Depreciation	12	280,815	240,000	296,486
Loss on Disposal of Property, Plant and Equipment		10,666	-	4,974
		<u>6,670,993</u>	<u>7,051,861</u>	<u>7,293,326</u>
Net Surplus / (Deficit) for the year		(174,172)	(114,488)	86,445
Total Comprehensive Revenue and Expense for the Year		<u>(174,172)</u>	<u>(114,488)</u>	<u>86,445</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Marina View School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	597,403	606,828	594,718
Accounts Receivable	9	286,344	265,000	460,240
GST Receivable		27,868	-	-
Prepayments		23,380	20,000	20,710
Inventories	10	5,687	4,000	3,786
Investments	11	902,961	900,000	892,659
Funds due from the Ministry	17	44,816	-	-
		<u>1,888,459</u>	<u>1,795,828</u>	<u>1,972,113</u>
Current Liabilities				
GST Payable		-	20,000	23,108
Accounts Payable	13	420,505	355,000	366,167
Revenue Received in Advance	14	89,990	100,000	127,505
Provision for Cyclical Maintenance	15	54,036	50,000	54,275
Finance Lease Liability	16	21,676	20,000	21,485
Funds held for Capital Works Projects	17	-	100,000	33,922
		<u>586,207</u>	<u>645,000</u>	<u>626,462</u>
Working Capital Surplus/(Deficit)		1,302,252	1,150,828	1,345,651
Non-current Assets				
Property, Plant and Equipment	12	1,270,764	1,543,920	1,492,893
		<u>1,270,764</u>	<u>1,543,920</u>	<u>1,492,893</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	176,250	113,293	142,293
Finance Lease Liability	16	15,273	30,000	30,308
		<u>191,523</u>	<u>143,293</u>	<u>172,601</u>
Net Assets		<u><u>2,381,493</u></u>	<u><u>2,551,455</u></u>	<u><u>2,665,943</u></u>
Equity		<u><u>2,381,493</u></u>	<u><u>2,551,455</u></u>	<u><u>2,665,943</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Marina View School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		2,665,943	2,665,943	2,579,498
Total comprehensive revenue and expense for the year		(174,172)	(114,488)	86,445
Contribution to the Ministry of Education		(110,278)	-	-
Equity at 31 December		2,381,493	2,551,455	2,665,943

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Marina View School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		1,173,814	1,253,579	1,233,406
Locally Raised Funds		208,314	392,831	251,172
International Students		149,540	116,200	180,175
Goods and Services Tax (net)		(50,977)	(3,108)	16,435
Payments to Employees		(810,441)	(716,845)	(789,439)
Payments to Suppliers		(639,250)	(997,403)	(593,773)
Interest Paid		(3,908)	(3,900)	(4,041)
Interest Received		14,357	12,478	44,759
Net cash from/(to) Operating Activities		41,449	53,832	338,694
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(70,908)	(271,027)	(178,753)
Proceeds from Sale of Investments		-	-	207,341
Purchase of Investments		(10,304)	(7,341)	-
Net cash from/(to) Investing Activities		(81,212)	(278,368)	28,588
Cash flows from Financing Activities				
Contributions to the Ministry		-	-	-
Finance Lease Payments		(13,287)	(21,793)	(28,163)
Funds Administered for Capital Works Projects		55,735	258,439	(61,484)
Net cash from/(to) Financing Activities		42,448	236,646	(89,647)
Net increase/(decrease) in cash and cash equivalents		2,685	12,110	277,635
Cash and cash equivalents at the beginning of the year	8	594,718	594,718	317,083
Cash and cash equivalents at the end of the year	8	597,403	606,828	594,718

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Marina View School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Marina View School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

e) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

i) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10 -50 years
Furniture and equipment	3–15 years
Information and communication technology	3 - 10 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

k) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international students where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

n) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

o) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

p) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

q) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

s) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	964,120	955,375	1,004,801
Teachers' Salaries Grants	3,244,715	2,934,000	3,291,898
Use of Land and Buildings Grants	1,662,791	2,280,000	2,302,779
Other MoE Grants	10,218	10,217	-
Other Government Grants	211,138	213,206	233,624
	<u>6,092,982</u>	<u>6,392,798</u>	<u>6,833,102</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	87,689	154,500	74,552
Curriculum related Activities - Purchase of goods and services	78,589	170,000	124,633
Trading	44,206	71,000	49,230
	<u>210,484</u>	<u>395,500</u>	<u>252,634</u>
Expenses			
Extra Curricular Activities Costs	65,522	170,000	107,543
Trading	12,666	22,000	24,597
Fundraising and Community Grant Costs	1,858	30,000	482
	<u>80,046</u>	<u>222,000</u>	<u>132,622</u>
<i>Surplus for the year Locally raised funds</i>	<u>130,438</u>	<u>173,500</u>	<u>120,012</u>

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	19	20	30
Revenue			
International Student Fees	179,725	136,375	260,150
Expenses			
Student Recruitment	14,966	14,000	34,631
Other Expenses	49,919	63,400	42,996
	<u>64,885</u>	<u>77,400</u>	<u>77,627</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>114,840</u>	<u>58,975</u>	<u>182,523</u>

5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	69,873	91,484	60,877
Information and Communication Technology	47,841	72,276	58,915
Library Resources	2,687	3,000	2,629
Employee Benefits - Salaries	3,764,652	3,347,655	3,747,122
Staff Development	62,994	67,000	43,558
	<u>3,948,047</u>	<u>3,581,415</u>	<u>3,913,101</u>

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,620	6,916	6,288
Board Fees	3,665	4,455	4,070
Board Expenses	3,859	7,100	8,171
Communication	4,532	7,950	7,163
Consumables	3,340	5,750	4,077
Other	21,413	20,336	24,687
Employee Benefits - Salaries	220,462	222,750	233,742
Insurance	12,346	12,534	12,495
Service Providers, Contractors and Consultancy	16,579	14,860	12,894
	<u>293,816</u>	<u>302,651</u>	<u>313,587</u>

7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	17,109	27,550	21,277
Consultancy and Contract Services	68,848	69,000	68,817
Cyclical Maintenance Provision	51,682	21,000	(20,154)
Grounds	13,129	15,000	14,084
Heat, Light and Water	34,827	47,500	34,496
Repairs and Maintenance	58,791	77,978	42,260
Use of Land and Buildings	1,662,791	2,280,000	2,302,779
Security	9,519	10,000	7,881
Employee Benefits - Salaries	72,114	76,467	79,448
	<u>1,988,810</u>	<u>2,624,495</u>	<u>2,550,888</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	597,403	606,828	594,718
Cash and cash equivalents for Statement of Cash Flows	<u>597,403</u>	<u>606,828</u>	<u>594,718</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	1,501	2,000	6,661
Receivables from the Ministry of Education	-	-	192,361
Interest Receivable	2,051	3,000	2,778
Banking Staffing Underuse	1,542	-	-
Teacher Salaries Grant Receivable	281,250	260,000	258,440
	<u>286,344</u>	<u>265,000</u>	<u>460,240</u>
Receivables from Exchange Transactions	3,552	5,000	9,439
Receivables from Non-Exchange Transactions	282,792	260,000	450,801
	<u>286,344</u>	<u>265,000</u>	<u>460,240</u>

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	5,687	4,000	3,786
	<u>5,687</u>	<u>4,000</u>	<u>3,786</u>

11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	902,961	900,000	892,659
Total Investments	<u>902,961</u>	<u>900,000</u>	<u>892,659</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	928,434	1,730	-	-	(100,864)	829,300
Furniture and Equipment	414,804	11,046	-	-	(95,862)	329,988
Information and Communication Technology	74,983	45,652	-	-	(57,807)	62,828
Leased Assets	51,188	7,110	-	-	(24,203)	34,095
Library Resources	23,484	3,814	(10,666)	-	(2,079)	14,553
Balance at 31 December 2021	1,492,893	69,352	(10,666)	-	(280,815)	1,270,764

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,791,954	(962,654)	829,300	1,791,954	(863,520)	928,434
Furniture and Equipment	1,408,875	(1,078,887)	329,988	1,396,101	(981,297)	414,804
Information and Communication Technology	338,732	(275,904)	62,828	293,080	(218,097)	74,983
Leased Assets	81,243	(47,148)	34,095	82,800	(31,612)	51,188
Library Resources	45,766	(31,213)	14,553	76,861	(53,377)	23,484
Balance at 31 December	3,666,570	(2,395,806)	1,270,764	3,640,796	(2,147,903)	1,492,893

13. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	97,648	60,000	59,514
Accruals	14,020	15,000	12,576
Banking Staffing Overuse	-	-	11,664
Employee Entitlements - Salaries	283,874	270,000	268,455
Employee Entitlements - Leave Accrual	24,963	10,000	13,958
	420,505	355,000	366,167
Payables for Exchange Transactions	420,505	355,000	366,167
	420,505	355,000	366,167

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
International Student Fees in Advance	89,990	100,000	120,175
Other revenue in Advance	-	-	7,330
	<u>89,990</u>	<u>100,000</u>	<u>127,505</u>

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	196,568	196,568	240,722
Increase/ (decrease) to the Provision During the Year	51,682	21,000	(20,154)
Use of the Provision During the Year	(17,964)	(54,275)	(24,000)
Provision at the End of the Year	<u>230,286</u>	<u>163,293</u>	<u>196,568</u>
Cyclical Maintenance - Current	54,036	50,000	54,275
Cyclical Maintenance - Term	176,250	113,293	142,293
	<u>230,286</u>	<u>163,293</u>	<u>196,568</u>

16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	23,516	22,005	23,106
Later than One Year and no Later than Five Years	16,570	16,895	32,595
Future Finance Charges	(3,137)	(3,900)	(3,908)
	<u>36,949</u>	<u>35,000</u>	<u>51,793</u>
Represented by			
Finance lease liability - Current	21,676	20,000	21,485
Finance lease liability - Term	15,273	15,000	30,308
	<u>36,949</u>	<u>35,000</u>	<u>51,793</u>

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
MOE, SIP Project, Multi Sport Surface Classroom Redevelopment		146,284	189,305	(441,554)	66,413	(39,552)
Property Project (5YA)		(112,362)	58,546	9,951	43,865	-
Gym Guttering		-	-	(5,264)	-	(5,264)
		-	36,412	(36,412)	-	-
Totals		33,922	284,263	(473,279)	110,278	(44,816)

	2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
MOE, SIP Project, Multi Sport Surface Classroom Redevelopment		-	155,252	(8,968)	-	146,284
5YA Project, Fire Alarm		(85,708)	-	(26,654)	-	(112,362)
		(11,247)	-	(1,277)	12,524	-
Totals		(96,955)	155,252	(36,899)	12,524	33,922

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	3,665	4,070
<i>Leadership Team</i> Remuneration	397,566	385,392
Full-time equivalent members	3	3
Total key management personnel remuneration	401,231	389,462

There are 6 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has 3 Finance and 2 Property members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	0 - 10	0 - 10

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	3.00	2.00
110 - 120	2.00	2.00
	5.00	4.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2021** (Contingent liabilities and assets at **31 December 2020**: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into a contract agreement for the Multisport Turf Project as part of the MOE Property Projects funded by the Ministry. Contract amount is \$296,317 with \$159,275 spent on the project to balance date.

(Capital commitments at 31 December 2020: Nil)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into no contract agreements.

(Operating commitments at 31 December 2020: Nil)

22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	597,403	606,828	594,718
Receivables	286,344	265,000	460,240
Investments - Term Deposits	902,961	900,000	892,659
Total Financial assets measured at amortised cost	<u>1,786,708</u>	<u>1,771,828</u>	<u>1,947,617</u>

Financial liabilities measured at amortised cost

Payables	420,505	355,000	366,167
Finance Leases	36,949	50,000	51,793
Total Financial Liabilities Measured at Amortised Cost	<u>457,454</u>	<u>405,000</u>	<u>417,960</u>

23. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

RSM Hayes Audit

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Independent Auditor's Report

To the readers of Marina View School's Financial statements For the year ended 31 December 2021

The Auditor-General is the auditor of Marina View School (the School). The Auditor-General has appointed me, Jason Stinchcombe, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 26 May 2022. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, principal's 2021 annual report (including analysis of variance) and kiwisport statement, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in Marina View School.

A handwritten signature in blue ink that reads 'Jason Stinchcombe'.

Jason Stinchcombe
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Principal's 2021 Annual Report to the Marina View School Board of Trustees



It is my pleasure to present the 2021 Principal's report for Marina View School. The school year began with a roll of 600 students and ended with 658 students.

2021 was another challenging year due to the ongoing New Zealand outbreak of the COVID-19 virus. It significantly impacted on the ability of our school to operate as a learning institution.

I would like to express my thanks to all staff and to our Board of Trustees for the way we responded to the challenge. We transformed from a face to face to a distance learning environment smoothly and professionally. I believe that we catered for our students and our families extremely well.

In my report I have included the following review of our Annual Goals for 2021

He waka eke noa

Annual Goals		Progress Against Goals
CURRICULUM REQUIREMENTS	KEY PEOPLE	
<p>To participate in school based Professional Learning and Development focusing on developing schoolwide <i>fluency with Digital Technology</i> to enhance classroom programmes and individual student's achievement.</p>	<p>MCJ, Lead teachers</p>	<p>March Steve Voisey has facilitated a whole staff meeting and has planned for on-site support, however we have been impacted by the COVID level changes and the flow of the professional development has been disrupted.</p> <p>April Steve Voisey has been at school and in classrooms working with teachers on selected activities to support enhancing our digital literacy. He will continue his fortnightly visits for the rest of 2021.</p> <p>May Steve Voisey has been at school and in classrooms working with teachers on selected activities to support enhancing our digital literacy</p> <p>June Steve Voisey continues to work in classrooms with teachers and has undertaken a staff meeting for teachers on using Google Classroom. He has also introduced us to Phil Simpson who will be working with teachers on Digital technologies supporting writing.</p> <p>July Steve Voisey and Phil Simpson continue to work alongside teachers and staff members</p> <p>August Steve Voisey continues to work alongside teachers and staff members. We had planned for Phil Simpson to come in and run a staff meeting to support Writing however this will be rescheduled due to the COVID Level 4 restrictions.</p> <p>September This professional learning has been paused during the Level 4 and Level 3 lockdown.</p> <p>November Steve has continued with some distance professional learning sessions, however the impact has been dulled by us working off site due to COVID restrictions. We have been having initial discussions with Steve around; Cyber safety, Digital Device use policies (students and staff), and appropriate home / school communication practices, policies and procedures. This development will continue next year.</p>
<p>To enhance classroom <i>Mathematics and Reading</i> programmes and student's achievement. <i>Particular focus on enhancing the achievement of Māori</i></p>	<p>MCJ, Lead teachers All teachers Lucie Cheeseman - facilitator</p>	<p>March Due to COVID level changes the face to face on site facilitation has had to be modified to zoom meeting professional learning sessions. Lucie has supported 3 teaching teams to look at establishing learning focused relationships with targeted students who we want to enhance their achievement in mathematics. All teaching teams have selected their target students and are scanning, getting to know and gathering data on their target students.</p>

<p>students and Pasifika students and Priority Learners in Mathematics.</p>		<p>April Lucie has visited and worked with 3 more teams looking at how we can support our target students in mathematics. A clear focus is on developing strong learning focused relationships with our target students.</p> <p>May teachers have selected target students to focus on acceleration of progress. We are planning 5 week blocks of learning with these students, in which a targeted programme will take place and progress reviewed.</p> <p>June The acceleration lessons for target students are continuing. Lucie is working at MVS June 21st-23rd modelling practice and supporting in-class co-teaching of acceleration groups</p> <p>July We continue to have Lucie Cheeseman support the school with mathematics acceleration for students who need support.</p> <p>August Our mid year mathematics review shows we are making positive progress against our goals</p>
<p>To provide programmes that promote powerful learning in our classrooms through rich, student centred learning experiences and Assessment for Learning strategies.</p>	<p>MCJ</p>	<p>March Term 1 has had a learning context of ‘Looking back to Look Forward”. A large focus of this study is Aotearoa New Zealand’s history and the stories of our past. The learning context has been disrupted through going into COVIS level 2 lockdown twice so far this term. Both our Boys and Girls Year 7 and 8 Tag teams won the North West cluster zone competitions and will be attending the Auckland championships. Year 5 EOTC at Carey Park and the Year 7 Activity week and Year 8 Camp under in preparation. MVTV, Garden to Table, the Imagineers group and Activ8 are up and running.</p> <p>April Now we are all settled back at school, there is a positive buzz around the school. Year 7 Activity week and Year 8 Camp are taking place in the last week of term 1. Our Tag teams attended the Auckland Championships. Students have attended interschool swimming, cricket and tennis zone competitions. The senior school had a very successful athletics day. Thanks to David Moore and teachers for ensuring the day ran so smoothly We have coaches from North Harbour Hockey undertaking a series of coaching lessons with our students. We have held a Junior School Crazy Hat day and parade.</p> <p>May Older students have created Digital stories for our younger students to read and use Year 8 Camp and Year 7 Activity weeks were both successful events. The Term 2 learning context is Hauora / Wellbeing. Focus for the learning ranges from <i>Mindfulness</i> to <i>The Body</i> to <i>The Brain</i>.</p>

June The learning context of Hauora continues. Teams are inquiring into the 5 senses, mindfulness, Te Whare Tapa Wha, the Brain, integrating the Pause, Breathe and Smile teaching programme.

July the learning context Hauora / Wellbeing was very engaging and positive. As part of their inquiry one of our Year 5 classes has made a proposal to the BOT that we create a Buddy Bench for students (to be presented to the BOT at this month's meeting). Students undertook a variety of excursions and had a number of guests to school. The last 2 weeks of the term had a schoolwide focus on Matariki which included whanau visiting and a number of assemblies for children to present their learning. The Garden to table and Imagineers groups continue. Korean culture classes are ongoing. Our Year 5 students attended Carey Park Outdoor Education Centre. Our Senior Kapa haka students visited Huapai School. Student leaders have been involved in the school Logo review and have had discussions with the graphic artist feeding back their views on the logo. This was a very positive learning period. The term 3 learning context is Mahi Toi / Art for Art's sake.

August This period has included 2 weeks 'on site' and 2 weeks 'remote' learning. During the onsite learning students have been undertaking a range of learning experiences and activities based on the context of art and being an artist. Several teams have visited Corbans Art Estate and the year 7 and 8 students were preparing for a school production 'Shrek'. Many of our Year 7 and 8 students also participated in a Mud Run earlier in the term. All teachers are delivering distance learning programmes. In addition to this we have distance ESOL, Music, imagineers and Garden to Table groups running.

September We are now undertaking both 'Distance' and 'On Site' learning which is challenging, but we are doing our best to support the Government's and the Ministry of Education and of Health in their response to the COVID pandemic. All staff members have responded with professionalism and kindness. We are fortunate to have such a great community.

October We are continuing with both 'Distance' and 'On Site' learning and this continues to be challenging, especially with the government not giving clarity regarding what is happening with schools in Auckland and with the drip feeding of information and postponing of announcements regarding next steps for our schools. Teachers however have been great and have been very professional in getting on with the job and supporting our akonga and their whānau. Teaching teams are starting to compile a reflection of how we are undertaking our distance learning programmes across the school, so we can discuss what is happening and inform our ongoing practice. As part of their inquiry for 2021 our Within School Lead teachers are developing and trialling an integrated planning template looking at learning Big Ideas through a conceptual curriculum. The Year 7 and 8 team are trialling this for their *Digital Creators* study this term

November We are back as year level groups who are on site 2 days a week and undertaking remote learning 3 days a week (approximately 60% students on site and 40% continuing with remote learning at present) . It is great to be back. The context for learning this term is Digital Creators, Digital Citizenship and Digital Fluency.

<p>To participate in the <i>Whiria te Tangata - Kahui Ako</i>. Priority foci for 2021:</p> <p><i>Developing our shared understanding of what success looks like for all our students and teachers and whānau.</i></p> <p>Develop clarity around <i>schoolwide integrated learning, planning, and assessment.</i></p>	<p>BOT, Within School lead teachers and all staff</p>	<p>March Within school lead teachers have been appointed for the year (Helen Ashford, Vishon Busch, Asha Anand and Kylie Ercerg). The within School lead teachers have met with Maurice, Jill and Cara several times already this year to discuss the focus and format of the support for the school over the year.</p> <p>School leadership teams from across the kāhui ako have met and the within school lead teachers from across the kāhui ako are about to meet.</p> <p>April School leadership teams have met to confirm the goals for our Kāhui Ako in 2021. Our With School Lead (WSL) teachers have met with MCJ to confirm our Inquiry goal for the year and have attended meetings with other Within School Lead teachers from across the cluster.</p> <p>Our within school leaders will be inquiring into our school goal of <i>How can we develop clarity and depth of learning around school wide integrated learning, planning and assessment?</i> They have begun planning for their inquiry and will be gathering baseline data of where we currently are as a school.</p> <p>Draft rubrics have been developed to support the Kāhui Ako goals of enhancing learner agency and collective teacher efficacy.</p> <p>May Our Within School lead teachers' inquiry is progressing. They have surveyed teachers regarding what we believe to be authentic, highly engaging and meaningful learning experiences. Initial feedback has been given to teachers. They have introduced the revised school Vision, with the new Values and aspirational Learner Dispositions.</p> <p>Our Within School lead teachers along with Cara, Jill and Maurice will be visiting 2 schools in Tauranga that we have established a relationship with (Selwyn Ridge and Matua schools), to view their practice and how they are delivering rich and purposeful learning experiences for the children.</p> <p>The within School lead teachers are reviewing across school planning and assessment for our integrated curriculum delivery.</p> <p>June Our within school lead teachers along with Cara, Jill and Maurice visited Selwyn Ridge and Matua Schools in Tauranga to assist with their inquiry into enhancing authentic and purposeful learning experiences at our school.</p> <p>Our Within School Lead teachers inquiry continues to develop and they are working with all teaching staff regarding how we integrate the new school values and learner dispositions.</p> <p>Our Year 7 and 8 students are participating in a Future Pathways day later this term where they will be introduced to a range of possibilities for future employment.</p> <p>July Our Year 7 and 8 students (along with students from all schools in the kāhui ako) attended a Futures Pathways day held at Kumeu Showgrounds. There was a wide range of presenters and the day was a great success.</p> <p>Students from across the Kāhui Ako are learning a Te Kawerau ā Maki haka.</p> <p>September Our Kāhui Ako Within School Leaders continue to be connected to the Kāhui Ako Across School Lead Teachers during this time.</p>
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		<p>October Our Kāhui Ako Within School Leaders continue to be connected to the Kāhui Ako Across School Lead Teachers during this time. Principals across the cluster have met to start planning for the 2022 school year. As part of their inquiry for 2021 our Within School Lead teachers are developing and trialling an integrated planning template looking at learning Big Ideas through a conceptual curriculum. The Year 7 and 8 team are trialling this for their <i>Digital Creators</i> study this term.</p> <p>November The Within School lead teachers from all Kāhui Ako schools have presented and shared their 2021 Inquiry.</p>
<p>Enhance learning partnerships with Parents and Whānau.</p>	<p>MCJ All staff BOT</p>	<p>March Meet the teacher sessions have taken place in a virtual format this year due to being in and out of COVID level 2. Teacher, student and parent goal setting meetings are about to take place.</p> <p>April We have surveyed families to get feedback on ‘How we can help their children be successful learners’. We also surveyed our teachers and students asking them a similar question. Their feedback will help us with ongoing planning. Goal setting interviews with students, parents and teachers have taken place. All students should have developed their own personal learner profile to assist with these meetings. Writing posts regarding student achievement and progress are being prepared for the Hero school/whānau reporting portal. We held a mihi whakatau for our new students, whānau and staff.</p> <p>May Teachers have uploaded posts to Hero for Writing and Inquiry progress and achievement.</p> <p>June We have held a mihi whakatau for new students, staff and families. Our Year 7 and 8 team held a parent information evening for parents of our Year 5 and 6 students.</p> <p>July We held a hui for our Māori whanau. Various teams held Matariki assemblies for whānau and Matariki visits from whānau. We had a great turnout of families. Teachers have uploaded posts to Hero for Reading, Mathematics and Key Competencies</p> <p>August Student led conferences have been held. These are a great opportunity for parents / teachers / students to develop strong learning focused relationships. We have held a mihi whakatau for new students and their whānau. Virtual meetings and / or telephone conversations have been held for a number of whānau of students who next extra support. We have applied to the Ministry for a number of learning hard packs for students, We have also applied for internet connection for one of our families who need this. We have distributed a number of chromebooks and Ipads to families who have requested this support.</p>

		<p>September We continue to be well connected through our distance learning programmes and the Hero Student Management System.</p> <p>October We have surveyed our families and whānau regarding their views of what should be included in the school's Health curriculum delivery.</p> <p>November We have completed the collection of responses from the Community Health Curriculum Survey.</p>
<p>Create and provide a safe, happy and stimulating learning environment for students, staff and community – focus for 2021 – <i>Introducing Positive Behaviour for Learning and Pause, Breathe, Smile</i></p>		<p>March The team to lead the Positive behaviour for learning initiative have been selected (Sam Holderness, David Moore, Angela Van Beek, Barb Jacka, Maurice, Cara and Jill). Maurice, Jill and Cara and David and Sam (coach/lead) have undertaken introductory Zoom meetings to discuss the outline of the initiative. The whole team will soon be attending a professional learning session at the Ministry of Education.</p> <p>With regard to Pause, Breathe Smile, all teachers have been given on line learning resources to prepare them for the upcoming teacher only day.</p> <p>April The Pause Breathe and Smile Teaching for Mindfulness programme was the focus of our teacher's only day on April 1st. Our Positive Behaviour for Learning team have attended several sessions at the Ministry of Education to be initiated into the programme.</p> <p>May the PB4L team have undertaken several training sessions with facilitators from the Ministry of Education and are planning next steps to get information from staff members and develop initial behaviour strategies for the school. The Learning context for this term is Hauora / Wellbeing.</p> <p>June As part of our Hauora/wellbeing learning context, the Pause, Breathe, Smile programme and wellbeing are integrated into various teams learning programmes this term. Our PB4L team continues to undertake professional learning and are working with teachers and staff members to support the introduction of consistent, positive behaviour strategies across the school.</p> <p>July We are continuing with our introduction of PB4L strategies. The team is developing a matrix that will reflect a consensus of schoolwide expectations for behaviour.</p> <p>August The team has undertaken further professional learning sessions facilitated by the Ministry of Education.</p>

		<p>September Students' and Teacher's wellbeing is a continuing issue and something we will need to monitor as the year progresses.</p>
DOCUMENTATION AND SELF REVIEW		
<p>Review Charter and Strategic Plan.</p>	<p>MCJ Senior teachers, BOT</p>	<p>March The 2021 Charter has been sent to the Ministry of Education. We are currently reviewing the 2021-2023 Strategic Plan.</p> <p>April We are continuing to review the Charter and Strategic Plan with the focus being the incorporation of the Ministry of Education's new NELPs (National Education and Learning Priorities). As an initial step we have drafted a revised/refined School Charter Vision with reworked Values, learner dispositions and school goals.</p> <p>May The revised School Vision, Values and Learner dispositions have been developed (by MCJ). We have also created an initial draft of the school's 2021-2023 Strategic Plan that is based upon the new National Education and Learning Priorities (NELPs).</p> <p>August Students have been involved in a review of the school logo. They have an attachment to the current logo and would prefer the logo updated rather than overhauled.</p> <p>September This review and redesign needs to continue as the task is still very much in draft.</p> <p>October Jill, Cara and I have met with Neill O'Reilly from Learning Architects to discuss a professional learning initiative to support the review and redesign of the school's vision and local curriculum delivery. We will be submitting a proposal to the Ministry of Education for an allocation of professional learning to support this work.</p> <p>November We have submitted the application for professional learning and development support to review and redevelop our vision and local curriculum delivery.</p>
<p>Undertake Reviews for Numeracy and Literacy, Students to undertake NZCER wellbeing survey (Years 4-8). Teachers to undertake NZCER wellbeing survey</p>	<p>Literacy leaders, Numeracy leaders, Teachers, MCJ</p>	<p>March The 2020 End of Year Reviews for Literacy and Numeracy are included in this report.</p> <p>July We are collating mid year Literacy and Numeracy data to support review of progress</p> <p>August The mid year Literacy and Numeracy reviews are attached</p>

<p>Consult with Māori, Pasifika, Chinese and Korean communities and the whole school community regarding the Health curriculum.</p>	<p>MCJ , WSL, Kyung Ja, All Teachers</p>	<p>March We are currently surveying what it means to be successful at school for parents, teachers and students .</p> <p>April The surveys of parents, students and teachers have assisted in our refining of the school vision and desired learner dispositions that are included in our school Charter.</p> <p>July Asha Anand has met with and surveyed our Maori students to get feedback on how they are going at school.We have held a hui for our Māori Whānau.</p> <p>October We have surveyed our families and whānau regarding their views of what should be included in the school's Health curriculum delivery.</p>
<p>Hold parent, student and teacher conferences focusing on, goal setting student, parent and teacher meetings in March and student, teacher and parent conferences in August.</p>	<p>All teachers</p>	<p>April Meet the teacher meetings were held through Zoom this year due to COVID 19. Teachers have reported that there was a strong attendance at the Zoom meetings. Parent, student and teacher goal setting meetings have taken place. Students have prepared their individual learner profiles to talk to at these meetings.</p> <p>July Teachers have uploaded posts to Hero for Reading, Mathematics and Key Competencies.</p> <p>August Teachers are uploading posts to Hero for students progress and achievement in writing</p>
<p>Continue the programme of Policy Review as per strategic plan cycle to ensure our school's policies are up to date and available for all who need to use them.</p>	<p>MCJ All teachers and BOT</p>	<p>June We would like to review the school's credit card policy at this month's meeting. We have contacted School Docs, with the intent of using their portal to support our school with having up to date and comprehensive policies and procedures for the school.</p> <p>July We are currently working through the SchoolDocs setup process.</p> <p>August We are still working through the SchoolDocs setup process.</p> <p>September Maurice, Cara, Jill and Sarah have worked through the School Docs review and setup process. We are now finalising the review and will look to initiating our school activating School Docs live as part of our website. We have included the Education Review Office's Audit Assurance checklist for the board to work through to support us with our ongoing self review processes.</p> <p>October At this month's meeting we would like the board to reflect on the Curriculum section of the Education Review Office's Audit Assurance checklist.</p>

		<p>November We have reviewed our school processes against the Schooldocs policy website and have submitted to utilise the Schooldocs model for our school.</p>
<p>Monitor and <i>report to BOT on school wide student achievement in Writing, Reading and Mathematics</i> (including analysis of year level, gender and the achievement of Māori and Pasifika and Asian students).</p>	<p>Staff and BOT</p>	<p>March The 2020 End of Year Reviews for Literacy and Numeracy are included in this report. Teachers and teaching teams are undertaking beginning of the year student assessments.</p> <p>May Baseline achievement data for the year has been collected for; Writing, Mathematics and Reading.</p> <p>July Mid Year Literacy and Numeracy reviews are being collated</p> <p>August The mid year Literacy and Numeracy reviews are attached</p>
<p>EMPLOYER RESPONSIBILITIES</p>		
<p><i>Provide a programme of professional development</i> (whole school and individual) for all staff involved in the Curriculum Goals above.</p>	<p>MCJ Kāhui Ako WSL Maths Leaders</p>	<p>March Professional development undertaken so far this year has included mathematics (how to support priority learners who are not yet achieving at the level we would hope), PB4L, Pause Breathe Smile, Beginning teacher induction, Digital Fluency,</p> <p>April We held a teacher only day through which we were introduced to the Pause, Breathe, Smile Mindfulness teaching programme. We have undertaken professional learning in Mathematics, Digital Fluency, Beginning teacher induction. Maurice visited Selwyn Ridge and Matua schools in Tauranga. Helen and Kristin attended a wellbeing course. Sam, David, Barb, Cara and Jill attended a PB4L training session. Kāhui Ako Within School Lead teachers have attended professional learning sessions. Linda Bendikson has facilitated a session with the leadership team focusing on our school goals..</p> <p>May A range of Professional Learning is taking place . Kāhui Ako Within School lead teachers are undertaking in school professional learning around enhancing our delivery of 'Rich and Meaningful learning experiences'. PB4L leaders are developing in-school professional learning around enhancing positive relationships and behaviours in our schools. Steve Voisey is undertaking fortnightly in class visits to support us to enhance our school-wide Digital Fluency. One of our teachers is undertaking study towards a PHD focused on Mathematics Educational practices. Team leaders and MCJ are undertaking professional learning around school leadership (using Stephen Covey's book The Speed of Trust).</p>

Over 20 staff members have enrolled in a one year introductory Te Reo Māori course at Te Wananga o Aotearoa - Papa Reo.

June Maurice attended the AIMS (intermediate and middle schools) conference in Queenstown.

Professional Learning and development continues to focus on:

Acceleration of target students in Mathematics

Enhancing digital fluency of staff and students (with Phil Simpson assisting Steve Voisey through looking at how digital technologies can enhance the writing process).

PB4L

Kāhui Ako inquiry into authentic and purposeful learning

Beginning teacher support

July As already mentioned we continue with our professional learning focused on Mathematics and Digital Literacy

Maurice and Cara have attended an Education Law seminar.

All staff have participated in First Aid training

Teachers continue their Te Reo study through Te Wananga o Aotearoa

Helen and Kristin have attended a Welbeing seminar

Carmen, Vanita and Maurice undertook professional learning regarding staff payroll.

Our Kāhui Ako within school lead teachers continue with their professional learning.

August Some 7 and 8 teachers and MCJ have undertaken a course via ZOOM using a digital Writing Tool.

15 teachers continue to participate in the Papa Reo distance learning course. They have met with their facilitator and have undertaken their first assessment. Maurice is undertaking a te reo course Te Ahu o te Reo Māori ki Tāmaki Makaurau.

October 15 teachers continue to participate in the Papa Reo distance learning course. They have met with their facilitator and have undertaken their first assessment. Maurice continues to undertake a te reo course Te Ahu o te Reo Māori ki Tāmaki Makaurau.

A number of staff members attended an online PLD session on Cultural Capability/Mātauranga Māori, facilitated by Les Hoerara from WKA/TDA in support of both the Aotearoa-NZ Histories' curriculum and the wider curriculum refresh with its focus on mana ōrite mo te mātauranga Māori.

November We have submitted the application for professional learning and development support to review and redevelop our vision and local curriculum delivery.

<p>Implement the <i>Teachers Council Professional Growth Cycle</i> that informs ongoing school and teacher development.</p>	<p>MCJ</p>	<p>March Initial professional learning sessions focused on the Professional Growth cycle are about to take place.</p> <p>April Jill and Cara have met with teaching teams using a professional growth cycle focus to replace the appraisal system.</p> <p>October An outline of the Principal's Professional Growth cycle has now been circulated by the Education Council.</p>
<p>Operate a personnel policy that complies with the principles of being a <i>good EEO employer and assist the smooth induction of new staff members.</i></p>	<p>BOT MCJ</p>	<p>March We continue to operate as a good EEO employer.</p> <p>April Beginning teachers are continuing with their professional growth and induction programme.</p> <p>May Beginning teachers are continuing with their professional growth and induction programme.</p> <p>June Teachers' NZEI Paid Union Meetings (PUMs) are about to take place. We have facilitated flu vaccinations for staff members who wish to have one.</p> <p>July Teachers who wished attended NZEI paid union meetings, to discuss the next round of employment contract negotiations</p> <p>August Virtual meetings have been held for teachers, teacher aides, support staff, the administration team, the health and safety committee and the social club.</p> <p>October All teacher registrations are up to date</p>
<p>FINANCE AND PROPERTY</p>		
<p><i>General site enhancements</i></p> <p>Ongoing maintenance programmes,</p> <p>Continue development of outdoor art works.</p> <p>Continue enhancement of digital resources.</p>	<p>Property Committee</p>	<p>March Over the holiday period the hall and several classroom roofs have been painted, the vegetable garden has been extended, some security cameras have been updated, hall lighting has been replaced, the hall flooring has been rejuvenated and Rooms 21 and 22 have been recarpeted. Amy Jackson is working with students to produce another mural for the school. We have purchased 70 chromebooks and are about to purchase 30 more.</p> <p>April We have purchased 30 more chromebooks (which is now a total of 100 for the year). Students are working with Amy Jackson to create a mural that will face the playing fields. A group of Year 7 and 8 students will be working with Asheigh Phillips to revive the characters that adorned the Marina View Drive fenceline.</p>

<p>Fire alarm upgrade.</p>		<p>The MOE has now said that they need their insurance assessor to be involved before the Gymnasium guttering repair can progress. Telephone system copper lines to the school are being made redundant so we are needing to upgrade our PBX system. We have contracted Sietec to do this</p> <p>May The Fire Alarm upgrade is currently in the tendering process. We have found and (we believe) a couple of water leaks in the school. A mural has been completed that will be placed on classrooms facing the bottom field. A picket fence has been installed around our new garden The gymnasium guttering repair has been completed.</p> <p>July Ongoing maintenance is taking place It appears that we may need an unplanned rebuild of our schools network server. Amy Jackson continues working with students to create artworks for the school. We are looking at installing another exit in the Gymnasium.</p> <p>September Only health and safety projects took place while we were at level 4 of the COVID lockdown. Now that we are at level 3 more regular projects are able to restart. This will include the Fire Alarm upgrade. The contractors for this project will be contacting us shortly.</p> <p>October An artwork depicting Aotearoa / New Zealand has been installed on the side of the gymnasium. The Fire Alarm upgrade has commenced.</p>
<p>Implement projects included in our 5 Year Property Agreement with the Ministry of Education.</p> <p>Walkway replacement.</p> <p>Astroturf.</p>	<p>Property Committee / consultant</p>	<p>March We are progressing with the organisation for the walkway replacement and the Learning Support area redevelopment.</p> <p>There is a delay with the artificial turf as we need to obtain a building consent and the engineers have indicated a 6 week period to prepare the consent then up to 8 week for the Council to process the consent.</p> <p>April An engineer has been engaged to produce documentation for a building consent for the artificial turf. For covering the car park area, a rough estimate was \$30000 for the artificial turf, \$30000 for fencing + sightworks, consents, consultant fees etc. Colin Tunicliffe has been asked to get more detailed costings. For the Walkway and LSC area, paperwork (Sent to MOE 15th March) is still with the MOE for final approval of funding and the release of funds.</p> <p>May We are meeting with the company contracted to install the artificial turf to determine next steps.</p>

		<p>The MOE has given final approval for the Walkway and LSC area project. We are meeting with Colin Tunicliffe, the contractor and architect to plan the project.</p> <p>June The above projects are progressing.</p> <p>July The Walkway and learning support projects are well underway</p> <p>August We have gained consent from the Ministry of Education to add another exit door for the gymnasium through residual funds in the 5YA programme and have an architect drawing up specifications. The Learning Support area and walkway upgrade has been going well but has paused due to level 4 lockdown. The school fencing project and bathroom modification is progressing. We have been contacted by the Ministry of Education regarding a future scoping meeting. We have now received both the acceptance of the outline of works and the building consent for the artificial turf. I will now return to and progress the funding application to the Trusts Grant Foundation. We have just been advised that the Alarm upgrade work has been awarded and work will begin once Auckland returns to safe working COVID levels.</p> <p>September Now that we are back to level 3, the walkway and LSC project has recommenced. We asked the contractors for the artificial turf project to delay the project until the Christmas holiday break period, however they are unable to accommodate this and will begin the project in early November. We have received a very positive offer from our ICT support provider TTS regarding remediating our network issues and engineering a positive solution for the school. We have been contacted by the Ministry of Education to advise us of the consultant who has been appointed to develop the next 10 Year Property Plan for our school. The company is Building Property Management Services .</p> <p>October The walkway and LSC project has reached practical completion (with some identified minor defects to be remediated).and contractors are applying for CCC. Julie, the representative from Building Property Management Services, the school's 10YPP Consultant responsible for preparing our 2022 Ten Year Plan has undertaken an initial walk around the school to get an overall impression of the condition of the school's buildings..</p> <p>November We are waiting to hear back regarding the 10YPP and the allocation of funds for the % Year property Agreement.</p>
<p>Prepare an annual budget to reflect the school's strategic direction. Monitor and report on the school's financial position.</p>	<p>Finance committee</p>	<p>March The 2021 budget has been formulated and approved. The draft Annual Report has been compiled and submitted to the Auditor who will be visiting the school in the next few weeks. Thanks to Vanita Sukha for all her efforts to ensure that they were compiled in a timely manner.</p>

		<p>April The auditors have undertaken their annual audit visit. Thanks to Vanita for all the work she has out uin to ensure that the audit process ran so smoothly.</p> <p>October We are starting to draft the 2022 budget.</p>
Continue to develop, grow, and enhance our school's <i>International Student programmes</i>	Kyung Ja / MCJ	<p>March Even though COVID migrations restrictions have impacted significantly on the ability of schools to cater for international students, we are fortunate to currently have 18 international students at our school.</p> <p>July We are supporting our international students and families. Our International student programme is increasingly being impacted by the COVID 19 crisis.</p>
NAG 5. HEALTH AND SAFETY		
Implement <i>Health and Safety policies and procedures including maintaining Hazard Register</i> and undertaking regular safety audits.	Leadership Team / Safety officer	<p>March We are complying with all Ministry of Health and Ministry of Education Health and Safety requirements.</p> <p>April Risk Analysis Matrices have been prepared for the board to approve for the Year 7 activity week and the year 8 camp. We had a fire alarm activation last Friday Lunchtime due to a fluorescent light malfunction. Staff and students undertook evacuation procedures and the Fire Service arrived. Learning from this 'authentic' fire drill will help us refine our systems.</p> <p>May We have held a trial fire evacuation</p> <p>June The Health and safety committee continues to meet.</p> <p>August The Health and Safety team met on Thursday 19th August via a ZOOM meeting. With the movement to COVID Level 4, we have closed the school and made it safe and secure. Minimal people have been on site to sort either health and safety or distribution of resources to families that need them. A WPS plan has been developed for Alert Level 4 with health and safety guidelines.</p> <p>September We have reviewed our WPS Alert Level 3 Plan in line with Ministry of Education Guidelines - new additions to the plan are highlighted in white. WPS Alert Level 3 Plan. This has been sent to all staff.</p> <p>November We are back on site working under a newly revised workspace plan</p>

NAG 6. LEGISLATION		
Review and modify <i>School Charter</i> .	MCJ / All teachers BOT	<p>March The 2021 Charter has been submitted to the Ministry of Education.</p> <p>April The review and modification of the school Charter is well underway, with a revised Vision with values, desired learner dispositions and goals drafted.</p> <p>May A draft of a revised Strategic Plan (in response to the new MOE NELPs has been developed).</p>
Keep up to date with all <i>legislative requirements</i>	MCJ / All staff BOT	<p>May Elections for the vacant BOT staff member position are underway. We have 3 people contesting the position.</p> <p>June The staff BOT election was undertaken, with Isaac Oldham being selected as our new staff BOT representative.</p>



Marina View School

CURRICULUM TARGET ACTION PLAN FOR 2021: Mathematics Māori Students

BASE DATA - 2021 Beginning of Year 74% of students achieving At or Above curriculum expectations

TARGETS SET - 2021 End of Year 82 % of students achieving At or Above curriculum expectations

ASSESSMENT TOOLS: E-AsTTle, IKAN, GLOSS, PAT, also teacher observation of students' mathematics applied in rich tasks and across the curriculum

Quality Action Required	Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using 2020 assessment data	All staff		Term 1	All teachers analyse students Mathematics achievement, with particular focus on the achievement of our Māori students.
Teachers to undertake professional learning focused on using; evidence based, research informed, teaching as inquiry strategy to plan and accelerate academic progress with particular focus on Māori learners.	All staff Lucie Cheeseman Lead teachers	\$7800 + reliever costs	Terms 1-4	Facilitator to work with all teachers and lead teachers regarding researched based practice to enhance mathematics teaching and learning programmes
Specifically examine needs of Māori students	All staff		Term 1	All teachers know and have established connection with Māori students Targets are set for all Māori students who were identified as below National expectation in 2020
Use school selected strategies to effect change <ul style="list-style-type: none"> • <i>Developing powerful connections with family and whanau</i> • <i>Assessment for Learning Practice</i> • <i>Culturally Responsive Practice</i> 	All staff Lucie Cheeseman		Term 1 And ongoing	Classroom programmes to follow strategies learnt through Afol and Mathematics professional development. Programmes designed and trialled to meet the needs of Māori students
Investigate strategies to accelerate the progress of Māori students.	All staff Lucie Cheeseman Lead teachers		Ongoing	Professional learning and development undertaken, strategies trialled and outcomes discussed in an ongoing manner.
Mid year mathematics achievement assessed, moderated and reported to the BOT	All teachers MCJ		Mid-Year	Achievement data analysed and further actions planned
Additional support to be provided for students who are at risk (both in class and with Teacher Aide support)	Teachers, Teacher Aides, RTLB		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly.
End of year student achievement assessed and moderated	All teachers		End of year	Assessment analysed and further actions planned
Report to BOT on programmes and student achievement	MCJ		End of year	Report presented to BOT

ACTUAL OUTCOMES	REASON for VARIANCE	FURTHER DEVELOPMENT
<p>At mid-year review 88% of Māori students achieved at or above curriculum expectations.</p> <p>We have used mid-year data and end of year data collection has been problematic due to COVID 19's disruption to our school's teaching and learning programmes.</p>	<p>We feel that the positive outcomes are generated through an ongoing focus on mathematics progress and achievement throughout the school.</p> <p>As part of this focus we have been supported by an external expert and in school lead teachers.</p> <p>Teaching teams have target students who they focus on and meet regularly to discuss student progress.</p> <p>Partnership between home and school has continued to be a focus for the school.</p>	<p>These outcomes are pleasing and reassuring, however we will continue to focus on the achievement of our Māori learners in mathematics.</p> <p>We believe that current approach to mathematics learning and teaching is evidence based, informed by research and is student focused. We are also supported by a talented external expert. We now need to develop clear strategies to positively impact student's achievement.</p> <p>In discussion of strategic next steps, greater connection with family and whānau is an action we will continue to focus on. The school is committed to further develop our relationship with whanau, so as to maximise our effect on these students learning by supporting whanau on how best to help their children.</p> <p>We will continue to focus on teachers developing connections and learning partnerships with parents of our targeted students so that school and home can work together to support and assist student progress.</p> <p>Teaching teams will continue to hold regular monitoring meetings to focus on enhancing student progress.</p>



Marina View School

CURRICULUM TARGET ACTION PLAN FOR 2021: Mathematics – Pasifika students

BASELINE DATA - 2021 Beginning of Year: 76% at or above expectation in relation to the New Zealand Curriculum

TARGETS SET - 2021 End of Year : 85% at or above expectation in relation to the New Zealand Curriculum

ASSESSMENT TOOLS USED: E-AsTTle, Gloss, PATs, teacher observation of mathematics across the curriculum.

Quality Action Required	Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using 2020 assessment data	All staff		Term 1	All teachers analyse students Mathematics achievement, with particular focus on the achievement of our Pasifika students.
Teachers to undertake professional learning focused on using; evidence based, research informed, teaching as inquiry strategy to plan and accelerate academic progress with particular focus on Pasifika learners.	All staff Lucie Cheeseman Lead teachers	\$7800 + reliever costs	Terms 1-4	Facilitator to work with all teachers and lead teachers regarding researched based practice to enhance mathematics teaching and learning programmes
Specifically examine needs of Pasifika students	All staff		Term 1	All teachers know and have established connection with Pasifika students Targets are set for all Pasifika students who were identified as below National Expectation in 2020.
Use school selected strategies to effect change <ul style="list-style-type: none"> Developing powerful connections with family and whanau Assessment for Learning Practice Culturally Responsive Practice 	All staff Lucie Cheeseman		Term 1 And ongoing	Classroom programmes to follow strategies learnt through Afol and Mathematics professional development. Programmes designed and trialled to meet the needs of Pasifika students
Investigate strategies to accelerate the progress of Pasifika students.	All staff Lucie Cheeseman Lead teachers		Ongoing	Professional learning and development undertaken, strategies trialled and outcomes discussed in an ongoing manner.
Mid-year mathematics achievement assessed, moderated and reported to the BOT	All teachers MCJ		Mid-Year	Achievement data analysed and further actions planned
Additional support to be provided for students who are at risk (both in class and with Teacher Aide support)	Teachers, Teacher Aides, RTLB		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly.
End of year student achievement assessed and moderated	All teachers		End of year	Assessment analysed and further actions planned
Report to BOT on programmes and student achievement	MCJ		End of year	Report presented to BOT

ACTUAL OUTCOMES	REASON for VARIANCE	FURTHER DEVELOPMENT
<p>At mid-year review 85% of Pasifika students achieved at or above curriculum expectations.</p> <p>We have used mid-year data and end of year data collection has been problematic due to COVID 19's disruption to our school's teaching and learning programmes.</p>	<p>We feel that the positive outcomes are generated through an ongoing focus on mathematics progress and achievement throughout the school.</p> <p>As part of this focus we have been supported by an external expert and in school lead teachers.</p> <p>Teaching teams have target students who they focus on and meet regularly to discuss student progress.</p> <p>Partnership between home and school has continued to be a focus for the school.</p>	<p>These outcomes are pleasing and reassuring, however we will continue to focus on the achievement of our Pasifika learners in mathematics.</p> <p>We believe that current approach to mathematics learning and teaching is evidence based, informed by research and is student focused. We are also supported by a talented external expert. We now need to develop clear strategies to positively impact student's achievement.</p> <p>In discussion of strategic next steps, greater connection with family and whānau is an action we will continue to focus on. The school is committed to further develop our relationship with whanau, so as to maximise our effect on these students learning by supporting whanau on how best to help their children.</p> <p>We will continue to focus on teachers developing connections and learning partnerships with parents of our targeted students so that school and home can work together to support and assist student progress.</p> <p>Teaching teams will continue to hold regular monitoring meetings to focus on enhancing student progress.</p>

Marina View School
Kiwisport Statement



Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$10217.00 excl gst (2020: \$9907.00). This funding was used for children participation in various local and zone level organised sports.