

MARINA VIEW SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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
Radhika Beetham	Presiding Member	Elected	Aug-25
Maurice Young	Principal	ex Officio	
Jennifer Koo	Parent Representative	Elected	Aug-25
Steve Hatch	Parent Representative	Elected	Aug-25
Mohit Luthra	Parent Representative	Elected	Aug-25
Rachel Oldham Ormiston	Parent Representative	Elected	Aug-25
Brownderborg Tagaloa	Parent Representative	Co - opted	Aug-25
Megan Te Tai	Staff Representative	Elected	Aug-25
Damien Samuel	Presiding Member	Elected	Aug-22
Tony Buckwell	Treasurer	Elected	Aug-22
Conrad Horne	Personnel/ Health & Safety	Elected	Aug-22
Laura Parker	Community/PTA Liason	Elected	Aug-22
Zong - Pei Zhao	Property	Elected	Aug-22

Accountant / Service Provider: Shore Chartered Accountants Limited

MARINA VIEW SCHOOL

Annual Report - For the year ended 31 December 2022

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Good Employer Statement

Marina View School

Statement of Responsibility

For the year ended 31 December 2022

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.

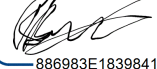
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Radhika Beetham

Full Name of Presiding Member

DocuSigned by:



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Signature of Presiding Member

25 May 2023

Date:

Maurice Young

Full Name of Principal

DocuSigned by:



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Signature of Principal

25 May 2023

Date:

Marina View School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	5,843,886	6,448,775	6,092,982
Locally Raised Funds	3	386,908	422,900	390,209
Interest Income		27,929	10,000	13,630
Total Revenue		6,258,723	6,881,675	6,496,821
Expenses				
Locally Raised Funds	3	203,474	253,870	144,931
Learning Resources	4	3,915,808	3,706,243	4,228,862
Administration	5	382,703	316,208	293,816
Finance		2,708	4,000	3,908
Property	6	1,726,941	2,669,922	1,988,810
Loss on Disposal of Property, Plant and Equipment		281	1,000	10,666
		6,231,915	6,951,243	6,670,993
Net Surplus / (Deficit) for the year		26,808	(69,568)	(174,172)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		26,808	(69,568)	(174,172)

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 Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,381,493	2,381,493	2,665,943
Total comprehensive revenue and expense for the year		26,808	(69,568)	(174,172)
Contributions from the Ministry of Education		-	-	(110,278)
Contribution - Furniture and Equipment Grant		16,972	-	-
Equity at 31 December		2,425,273	2,311,925	2,381,493

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 Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	232,236	494,843	597,403
Accounts Receivable	8	333,021	285,000	286,344
GST Receivable		4,094	25,000	27,868
Prepayments		32,303	25,000	23,380
Inventories	9	4,045	5,000	5,687
Investments	10	1,253,592	902,961	902,961
Funds Receivable for Capital Works Projects	16	51,101	-	44,816
		1,910,392	1,737,804	1,888,459
Current Liabilities				
Accounts Payable	12	337,081	415,000	420,505
Revenue Received in Advance	13	152,312	90,000	89,990
Provision for Cyclical Maintenance	14	-	-	54,036
Finance Lease Liability	15	19,347	20,000	21,676
		508,740	525,000	586,207
Working Capital Surplus/(Deficit)		1,401,652	1,212,804	1,302,252
Non-current Assets				
Property, Plant and Equipment	11	1,316,323	1,311,371	1,270,764
		1,316,323	1,311,371	1,270,764
Non-current Liabilities				
Provision for Cyclical Maintenance	14	278,900	197,250	176,250
Finance Lease Liability	15	13,802	15,000	15,273
		292,702	212,250	191,523
Net Assets		2,425,273	2,311,925	2,381,493
Equity		2,425,273	2,311,925	2,381,493

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 Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,332,543	1,191,010	1,173,814
Locally Raised Funds		322,034	351,401	208,314
International Students		103,335	70,010	149,540
Goods and Services Tax (net)		23,775	2,869	(50,977)
Payments to Employees		(761,914)	(633,069)	(810,441)
Payments to Suppliers		(748,410)	(852,091)	(586,860)
Interest Paid		(2,708)	(4,000)	(3,908)
Interest Received		20,185	10,051	14,357
Net cash from/(to) Operating Activities		288,840	136,181	93,839
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(291,011)	(261,608)	(70,908)
Purchase of Investments		(350,631)	-	(10,304)
Net cash from/(to) Investing Activities		(641,642)	(261,608)	(81,212)
Cash flows from Financing Activities				
Furniture and Equipment Grant		16,972	-	(110,278)
Finance Lease Payments		(23,051)	(21,949)	(13,287)
Funds Administered on Behalf of Third Parties		(6,286)	44,816	113,623
Net cash from/(to) Financing Activities		(12,365)	22,867	(9,942)
Net increase/(decrease) in cash and cash equivalents		(365,167)	(102,560)	2,685
Cash and cash equivalents at the beginning of the year	7	597,403	597,403	594,718
Cash and cash equivalents at the end of the year	7	232,236	494,843	597,403

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 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 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 expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 11.

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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly 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. Grants for the use of land and buildings 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 where conditions exist

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

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 expected 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 (funded by the Board) to buildings owned by the Crown or directly by the board 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	10–50 years
Furniture and equipment	3–15 years
Information and communication technology	3–10 years
Leased assets held under a Finance Lease	Term of Lease
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. If such indication exists, the School estimates the asset's recoverable service amount. 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.

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 and grants received 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) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

o) 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 the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 10 to 15 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,345,889	1,191,010	1,185,476
Teachers' Salaries Grants	3,114,517	2,927,765	3,244,715
Use of Land and Buildings Grants	1,383,480	2,330,000	1,662,791
	<u>5,843,886</u>	<u>6,448,775</u>	<u>6,092,982</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	88,228	84,500	87,689
Curriculum related Activities - Purchase of goods and services	124,286	165,000	78,589
Trading	58,945	53,400	44,206
Fundraising & Community Grants	46,374	50,000	-
International Student Fees	69,075	70,000	179,725
	<u>386,908</u>	<u>422,900</u>	<u>390,209</u>
Expenses			
Extra Curricular Activities Costs	112,782	165,000	65,522
Trading	16,907	19,870	12,666
Fundraising and Community Grant Costs	26,155	30,000	1,858
International Student - Student Recruitment	10,239	7,000	14,966
International Student - Other Expenses	37,391	32,000	49,919
	<u>203,474</u>	<u>253,870</u>	<u>144,931</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>183,434</u>	<u>169,030</u>	<u>245,278</u>

During the year ended December 2022 the director of International Students travelled to Korea at a cost of \$11,874 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.

4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	73,852	85,530	69,873
Information and Communication Technology	56,035	53,276	47,841
Library Resources	2,500	3,000	2,687
Employee Benefits - Salaries	3,463,851	3,254,437	3,764,652
Staff Development	55,148	70,000	62,994
Depreciation	264,422	240,000	280,815
	<u>3,915,808</u>	<u>3,706,243</u>	<u>4,228,862</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,850	7,620	7,620
Board Fees	4,785	4,455	3,665
Board Expenses	23,430	14,650	3,859
Communication	4,767	4,950	4,532
Consumables	4,603	5,750	3,340
Other	30,760	27,636	21,413
Employee Benefits - Salaries	280,187	223,147	220,462
Insurance	12,681	12,000	12,346
Service Providers, Contractors and Consultancy	13,640	16,000	16,579
	382,703	316,208	293,816

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	28,424	23,500	17,109
Consultancy and Contract Services	72,138	72,417	68,848
Cyclical Maintenance Provision	48,614	21,000	51,682
Grounds	18,737	14,000	13,129
Heat, Light and Water	47,201	49,800	34,827
Repairs and Maintenance	34,525	72,000	58,791
Use of Land and Buildings	1,383,480	2,330,000	1,662,791
Security	9,806	10,000	9,519
Employee Benefits - Salaries	84,016	77,205	72,114
	1,726,941	2,669,922	1,988,810

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.

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	232,236	494,843	597,403
Cash and cash equivalents for Statement of Cash Flows	232,236	494,843	597,403

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,389	3,000	1,501
Receivables from the Ministry of Education	37,319	-	-
Interest Receivable	9,795	2,000	2,051
Banking Staffing Underuse	34,825	-	1,542
Teacher Salaries Grant Receivable	249,693	280,000	281,250
	<u>333,021</u>	<u>285,000</u>	<u>286,344</u>
Receivables from Exchange Transactions	11,184	5,000	3,552
Receivables from Non-Exchange Transactions	321,837	280,000	282,792
	<u>333,021</u>	<u>285,000</u>	<u>286,344</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	4,045	5,000	5,687
	<u>4,045</u>	<u>5,000</u>	<u>5,687</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,253,592	902,961	902,961
	<u>1,253,592</u>	<u>902,961</u>	<u>902,961</u>
Total Investments	<u>1,253,592</u>	<u>902,961</u>	<u>902,961</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	829,300	227,899	-	-	(102,944)	954,255
Furniture and Equipment	329,988	24,089	-	-	(92,201)	261,876
Information and Communication Technology	62,828	33,811	-	-	(42,113)	54,526
Leased Assets	34,095	19,251	-	-	(24,728)	28,618
Library Resources	14,553	4,931	-	-	(2,436)	17,048
Balance at 31 December 2022	1,270,764	309,981	-	-	(264,422)	1,316,323

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,972,452	(1,018,197)	954,255	1,791,954	(962,654)	829,300
Furniture and Equipment	1,497,455	(1,235,579)	261,876	1,408,875	(1,078,887)	329,988
Information and Communication Technology	236,663	(182,137)	54,526	338,732	(275,904)	62,828
Leased Assets	79,082	(50,464)	28,618	81,243	(47,148)	34,095
Library Resources	48,229	(31,181)	17,048	45,766	(31,213)	14,553
Balance at 31 December	3,833,881	(2,517,558)	1,316,323	3,666,570	(2,395,806)	1,270,764

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	60,221	100,000	97,648
Accruals	14,674	15,000	14,020
Employee Entitlements - Salaries	251,700	280,000	283,874
Employee Entitlements - Leave Accrual	10,486	20,000	24,963
	337,081	415,000	420,505
Payables for Exchange Transactions	337,081	415,000	420,505
	337,081	415,000	420,505

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	23,973	-	-
International Student Fees in Advance	124,250	90,000	89,990
Other revenue in Advance	4,089	-	-
	<u>152,312</u>	<u>90,000</u>	<u>89,990</u>

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	230,286	230,286	196,568
Increase to the Provision During the Year	48,614	21,000	86,685
Use of the Provision During the Year	-	-	(21,000)
Provision at the End of the Year	<u>278,900</u>	<u>251,286</u>	<u>262,253</u>
Cyclical Maintenance - Current	-	-	54,036
Cyclical Maintenance - Non current	278,900	197,250	176,250
	<u>278,900</u>	<u>197,250</u>	<u>230,286</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	23,595	23,000	23,516
Later than One Year and no Later than Five Years	12,678	15,000	16,570
Future Finance Charges	(3,124)	(3,000)	(3,137)
	<u>33,149</u>	<u>35,000</u>	<u>36,949</u>
Represented by			
Finance lease liability - Current	19,347	20,000	21,676
Finance lease liability - Non current	13,802	15,000	15,273
	<u>33,149</u>	<u>35,000</u>	<u>36,949</u>

16. 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
MOE, SIP Project, Multi Sport Surface	(39,552)	10,389	(215,778)	204,236	(40,705)
Property Project (5YA)	(5,264)	-	(5,132)	-	(10,396)
Totals	<u>(44,816)</u>	<u>10,389</u>	<u>(220,910)</u>	<u>204,236</u>	<u>(51,101)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(51,101)

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

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(44,816)

17. 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.

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	4,785	3,665
<i>Leadership Team</i> Remuneration	407,450	397,556
Full-time equivalent members	3	3
Total key management personnel remuneration	412,235	401,221

There are 7 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year.

Principal

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

	2022 Actual \$000	2021 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
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	1	3
110 - 120	2	2
	3	5

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

19. Compensation and Other Benefits Upon Leaving

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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at **31 December 2022** (Contingent liabilities and assets at **31 December 2021**: nil).

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

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 2022, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board had no contract agreements for capital works.

(Capital commitments at 31 December 2021: nil)

(b) Operating Commitments

As at 31 December 2022 the Board had no operating commitments. (2021: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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	232,236	494,843	597,403
Receivables	333,021	285,000	286,344
Investments - Term Deposits	1,253,592	902,961	902,961
Total Financial assets measured at amortised cost	<u>1,818,849</u>	<u>1,682,804</u>	<u>1,786,708</u>

Financial liabilities measured at amortised cost

Payables	337,081	415,000	420,505
Finance Leases	33,149	35,000	36,949
Total Financial Liabilities Measured at Amortised Cost	<u>370,230</u>	<u>450,000</u>	<u>457,454</u>

23. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

The school suffered damage to several Ministry of Education owned buildings and school owned buildings during the severe weather. The damage caused by extreme weather events in the Auckland region and the full financial impact has not yet been determined. The school continued to receive funding from the Ministry of Education. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. Additional costs incurred repairing and replacing school equipment not covered by insurance may arise as a result of these weather events.

24. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Independent Auditor's Report

To the readers of Marina View School's Financial statements For the year ended 31 December 2022

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 19, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 25 May 2023. 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 school 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, analysis of variance, kiwisport report and EEO report, 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, reading 'Jason Stinchcombe'.

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

Principal's 2022 Annual Report to the Marina View School Board of Trustees



It is my pleasure to present the 2022 Principal's report for Marina View School. The school year began with a roll of 590 students and ended with 655 students.

2022 was another challenging year due to the ongoing impacts of the COVID-19 virus.

I would like to express my thanks to all staff and to our Board of Trustees for the way we responded to the challenge. It showed a true sense of community how we as a school ensured the best possible programmes were in place for our tamariki during this time.

A warm welcome to our new Board of Trustees, after the elections this year. Your support of the school and preparedness to work for all the families in our community is greatly appreciated.

Highlights of the year included:

Our Rippa Rugby team participated in the national Year 7 and 8 AIMS Games, and placed second. This was a fantastic achievement and a credit to all involved.

The return of Outdoor Education activities for our Year 5, 6, 7, and 8 students, including camps and outdoor activity events.

Initiation of a two year professional learning contract with Neill O'Reilly focusing on developing a coherent local curriculum throughout the school based around the school's vision and values.

Connection with our iwi mana whenua, Te Kawerau a Maki.

In my report I have included the following review of our Annual Goals for 2022

He waka eke noa

Annual Goals		Progress Against Goals
CURRICULUM REQUIREMENTS	KEY PEOPLE	
<p>To develop a quality and coherent local curriculum where our values, programmes and initiatives are clearly connected with, and informed by, the Marina View School vision and strategic plan.</p>	<p>Neill O'Reilly, MCJ, Within School Lead teachers</p>	<p>March Neill O'Reilly has spent time at the school meeting with MCJ and Team leaders. He has also facilitated (virtually) 2 Teacher Only Days before the start of the school year, looking at developing clarity around a shared school vision, educational goals and desired learner dispositions.</p> <p>He has also met on several occasions with our Kāhui Ako Within School Lead teachers and Cara looking at the above and developing a consistent approach to a schoolwide conceptual curriculum.</p> <p>The Context for learning this term is Mahi Tahī.</p> <p>Neill O'Reilly continues to work with Maurice, Cara and Jill (MCJ), our Team leaders and our kāhui ako within school leaders. The three groups are working on various aspects of Developing a coherent local curriculum based on our school's vision and educational goals.</p> <p>April Neill O'Reilly continues to work with Maurice, Cara and Jill (MCJ), our Team leaders and our kāhui ako within school leaders. With the easing of COVID restrictions Neill is able to work face to face rather than through Zoom meetings. The priority goals for 2022 and Ākonga experience positive Hauora (led by Kāhui Ako Within School Leaders) and Ākonga are empowered through high expectations (led by Team leaders).</p> <p>The learning context for Term 2 is 'How things Work'.</p> <p>May Neill O'Reilly continues to work with Maurice, Cara and Jill (MCJ), our Team leaders and our kāhui ako within school leaders. The review and design of the school's vision, values and desired learners attributes has been completed and are now ready to be rolled out to the wider community.</p> <p>With support from our Within School leaders, the integrated learning How Things work is being undertaken through the lens of a Concept Based Inquiry (ie form, function, causation, connection, change etc).</p> <p>June Neill O'Reilly continues to work with Maurice, Cara and Jill (MCJ), our Team leaders and our kāhui ako within school leaders.</p> <p>We are planning a Teacher Only Day for August 26th, with Dr Melanie Riwai-Couch - Author of the book Niho Taniwha, facilitating our professional learning regarding how we can support ākonga Māori and whānau Māori and developing culturally sustaining practices in our school. We are fortunate to attain the services of Melanie as she is extremely busy and does not usually undertake sessions like this in school .</p>

		<p>I have made contact with Tony Halalilo - Curriculum Lead from the Ministry of Education to work with our school regarding professional learning for our school regarding the new Aotearoa history Curriculum and work around schools' obligations to support the Treaty of Waitangi. We have had an initial meeting and will now start to scope out a programme.</p> <p>July Neill O'Reilly continues to visit our school and work with Maurice, Cara and Jill (MCJ), our Team leaders and our kāhui ako within school leaders. The work continues to focus on the priority goals for 2022 and Ākongā experience positive Hauora (led by Kāhui Ako Within School Leaders) and Ākongā are empowered through high expectations (led by Team leaders). Learning for term 3 is based within the context of Big Business - Creativity and Innovation.</p> <p>August Neill O'Reilly continues to visit our school and work with Maurice, Cara and Jill (MCJ), our Team leaders and our kāhui ako within school leaders.</p> <p>October Neill O'Reilly continues to visit our school and work with Maurice, Cara and Jill (MCJ), our Team leaders and our kāhui ako within school leaders Focus continues to be on the priority goals of Ākongā experience positive Hauora (led by Kāhui Ako Within School Leaders) and Ākongā are empowered through high expectations (led by Team leaders). Recent work has focused on personal learning and leadership styles and schoolwide assessment practices.</p> <p>November Neill O'Reilly is meeting with school leaders to draft a plan for this initiative to continue to develop and embed practice in 2023. We feel that we are well set for this initiative to continue to grow and enhance our school wide cohesion and connection of curriculum delivery.</p> <p>The learning context for term 4 has been focusing on the Arts - Art for Art's sake with teams investigating this context in a variety of ways.</p> <p>A highlight to note is as part of their learning our Year 7 and 8 students have been writing to pen pals at Robertson Road School in Mangere. This culminated in the students from Robertson Road School visiting us and sharing items; Us with kapa haka and orchestra and them with items from both their Tongan group, and their Samoan group. The children from both schools had a great time sharing and getting to know each other. Thanks to Kristin Broadhurst and her team for organising this positive interaction between our schools.</p>
<p>To participate in the Whiria te Tangata - Kahui Ako: focus for 2022 - Developing our shared understanding of what success looks like for all our students and teachers</p>	<p>MCJ,</p>	<p>March Leadership teams from all schools in the Kāhui Ako are meeting this week. Within school lead teachers have been appointed for the year (Helen Ashford, Vishon Busch, Robin Lydiard and Kylie Ercerg). Within school leaders from across the kāhui ako are meeting soon.</p>

and whānau and enhancing teacher efficacy and student agency

Our within school leaders have met with support from Neill O'Reilly and the across school lead teachers, to develop their goal for the year.

April The Kāhui Ako is using facilitators from the University of Auckland to support professional learning with a focus on developing 'Student Agency'.

May Leadership teams from the Kāhui Ako have attended two sessions, reconnecting on a face to face level after only meeting through Zoom during earlier times with tighter COVID restrictions. Perry Rush from the University of Auckland facilitated both sessions looking at the concepts of Agency (personal agency, learner agency, teacher agency and co agency). This professional learning will be ongoing and will align with and support our own schools ongoing local curriculum development.

June Leadership teams from across the Kāhui Ako continue to meet. Another session with Perry Rush from the University of Auckland was held, with a focus on learner agency.

Our within school lead teachers continue to work with Neill O'Reilly and have attended an across cluster kāhui ako meeting facilitated by Perry Rush. They have started creating resources so that our ākongā, our teachers and our whānau can unpack the school Vision, Values and Learner Attributes. They have also led staff professional learning sessions regarding the inquiry learning progress.

July Perry Rush from the University of Auckland has led a staff professional learning session on **Student Agency**.

August Our Within School lead team are continuing their work in refining our integrated curriculum delivery through development of a conceptual curriculum delivery. Focus for our end of term reviews will be based on the OECD 7 Principles of learning (specifically Principle 1 - Learners at the Centre and Principle 6 Assessment for Learning).

Senior Leaders from across the Kāhui continue to meet.

September Our Within School lead teachers have attended two cross cluster kāhui Ako professional learning sessions. They are also leading teaching staff professional learning in staff meetings.

October Maurice has been involved in Kāhui Ako selection of Across School Lead teachers.

November Our within school leaders are reviewing with teaching teams the progress with the implementation of conceptual inquiry and our integrated learning format. This will form the basis of planning for 2023.

Our within school leaders team are presenting their reflections on our school's progress this year to other within school leads across the kāhui ako.

<p>To participate in school based Professional Learning and Development focusing on developing schoolwide fluency with Digital Technology to enhance classroom programmes and individual student's achievement.</p>	<p>MCJ, Steve Voisey All teaching staff</p>	<p>March Steve Voisey has visited the school and Facilitated professional learning sessions with individual staff members.</p> <p>Steve continues to work alongside teachers. He is also supporting us to review our communication policy and procedures.</p> <p>April Steve continues to support us with professional learning focused on enhancing digital fluency across the school.</p> <p>May Steve continues to support us with professional learning focused on enhancing digital fluency across the school.</p> <p>June Steve continues to support us with professional learning focused on enhancing digital fluency across the school.</p> <p>July This professional learning cycle is now completed. Maurice, Cara and Jill will be meeting with Steve Voisey regarding a debrief of the programme.</p>
<p>Enhance learning partnerships with Parents, Whānau, Hapū and Iwi.</p>	<p>MCJ All staff BOT</p>	<p>March Meet the teacher sessions have taken place in a virtual format this year due to COVID restrictions. Teacher, student and parent goal setting meetings are about to take place. They will also be in a virtual format.</p> <p>We continue to be in strong and regular communication with all our whānau.</p> <p>April Posts for children's progress and achievement in Reading have been made on the Hero student portal. Student, teacher and whānau conferences are planned to take place early term 2.</p> <p>May Parent, student and teachers Goal Setting conferences have taken place. It was great that we were also able to have these as face to face interactions. We're in the process of having these for the four classes that weren't able to hold these due to Covid-19.</p> <p>June Maths (whole school) Reading (Year 6) and Writing (Year 1-5 and 7-8) posts on student progress and achievement have been uploaded to Hero.</p> <p>July Maurice, Jill and Cara have met with Josie Wall and Robin Taua-Gorden from Te Kawerau ā Maki to discuss the possibility of a 3 year engagement strategy between Te Kawerau ā Maki and Marina View School.</p>

		<p>August We have accepted the offer of entering into a 3 year partnership and engagement strategy with Te Kawerau ā Maki. This is an exciting initiative for the school and we look forward to developing strong ties with our iwi mana whenua.</p> <p>September We have confirmed and signed our partnership agreement and engagement strategy with Te Kawerau ā Maki.</p> <p>November Cara, Jill, Barb and various teachers have been meeting and working with a number of whānau of students who have additional needs for support. This has included Ministry of Education and support agency personnel. The purpose of the sessions is to look at strategies to ensure ongoing support for our students and whānau.</p> <p>We are looking forward to holding our end of year family fun night on December 2nd. We are also planning for our end of year awards prize givings and the Year 8 Graduation. It is great to be able to gather again as a community after the disruptions and separations caused by COVID over the last few years.</p> <p>A transition meeting/morning was held for parents and students starting school in 2023.</p> <p>December Year level prize givings and the Year 8 Graduation have been held. They were all very successful events.</p>
DOCUMENTATION AND SELF REVIEW		
<p>Review Charter and Strategic Plan.</p>	<p>MCJ Senior teachers, BOT</p>	<p>March We are currently reviewing the 2022-2024 Strategic Plan. The Strategic Plan review may take several months.</p> <p>Staff have been confirming the vision values and educational goals for the school.</p> <p>April The school's vision, values, educational goals and desired learner attributes are confirmed and now ready to be shared across our school community and as a focus to support our teaching and learning programmes.</p> <p>May We have rolled out the new vision, values and desired learner attributes within the school.</p> <p>August We will continue our work to consolidate our within school understanding of our revised; Vision, Values and Learner attributes before we roll this out to our community as part of the term 1 learning context for 2023.</p> <p>November WE are planning to roll out our revised school Vision, Values and learner attributes as part of the schoolwide learning context for term 1 in 2023.</p>

<p>Undertake Reviews for Numeracy and Literacy, Students to undertake NZCER wellbeing survey (Years 4-8). Teachers to undertake NZCER wellbeing survey. Utilise Kāhui Ako rubrics for ongoing assessment of Teacher Efficacy and Learner Agency.</p>	<p>Literacy leaders, Numeracy leaders, Teachers, MCJ</p>	<p>March During October-December 2020, our school was one of a representative sample of 250 New Zealand schools that took part in the fifth cycle of the Progress in International Reading Literacy Study (PIRLS). We have just received the report which shows that our Year 5 students achieved higher than both all year 5 students in the study and schools similar to ours.</p> <p>August We have been undertaking internal school wide reviews of our ākonga (students) progress in Literacy and Numeracy and planning next steps for the school to focus on.</p> <p>September Teaching teams are becoming familiar with the Learner Agency rubrics developed by our kāhui Ako leadership personnel. Teaching teams are also analysing mid year data relating to the students progress in Literacy and Numeracy.</p> <p>October Teaching teams are undertaking teacher inquiries into how we use data to inform our practice in reading.</p>
<p>Consult with Māori, Pasifika, Chinese and Korean communities and the whole school community.</p>	<p>MCJ , WSL, Kyung Ja, All Teachers</p>	<p>August Now that we are passing through the harshest impacts of COVID we will now relook at engaging in face to face meetings with whānu from our various communities.</p> <p>November Community consultations have not taken place as we would have hoped this year. This needs to be a focus in early 2023.</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>March Parent, student and teacher goal setting meetings are about to take place</p> <p>April Student, teacher and whānau conferences are planned to take place early term 2</p> <p>May Student, teacher and whānau conferences have now taken place.</p> <p>September Parent, teacher and student conferences have been held. It is great to have these face to face meetings again after the restrictions that COVID has imposed on us.</p>
<p>Implement SchoolDocs as the school's policy portal. Continue the programme of Policy Review as per strategic plan cycle to ensure our school's policies are up to date</p>	<p>MCJ All teachers and BOT</p>	<p>March We have sent a draft of the school's documentation to be loaded to the school's SchoolDocs site. The SchoolDoc team has created a draft of the site for us to view and review. Staff are reviewing our school's Communication Policy and Procedures to look at developing consistency of practice.</p>

and available for all who need to use them.		<p>June SchoolDocs is now ready for a final review before being uploaded to our school website and integrated into the school as our new receptacle for MVS school policies.</p> <p>September SchoolDocs is now ready to go live.</p> <p>November As part of our ongoing cycle of review we are now following the review cycle contained in SchoolDocs. The policies for review are currently; Health, Safety and Welfare Policy and Alcohol, Drugs and other Harmful Substances Policy.</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).	Staff and BOT	<p>March Teachers and teaching teams are undertaking beginning of the year student assessments.</p> <p>July Teachers and teaching teams are undertaking mid year student assessments.</p> <p>November We are starting to gather end of year student achievement data.</p>
EMPLOYER RESPONSIBILITIES		
Provide a programme of professional development (whole school and individual) for all staff involved in the Curriculum Goals above.	MCJ Kāhui Ako WSL Maths Leaders	<p>March Professional development undertaken so far this year has included Reviewing the school vision and Educational Goals and desired learner attributes (this workstream will continue for a while yet), Digital Fluency, characteristics of and ways to support learners with attention deficit and with autism.</p> <p>Neill O'Reilly continues to work with; our teachers, our team leaders, our within school kāhui ako leaders and MCJ, to set up a platform to implement and embed a collaboratively designed and cohesive local curriculum.</p> <p>April Neill O'Reilly continues to work with; our teachers, our team leaders, our within school kāhui ako leaders and MCJ.</p> <p>May Neill O'Reilly continues to work with; our teachers, our team leaders, our within school kāhui ako leaders and MCJ, assisting us to develop a coherent and empowering local curriculum for our school. Steve Voisey continues to work with our teachers in developing their digital fluency and capabilities. Our Kāhui Ako supports our learning and development with a focus on learner agency and teacher efficacy.</p> <p>Ministry of Education personnel have visited the school to gather data for the Positive Behaviour for Learning (PB4L) initiative. This development will fit very neatly within the local curriculum development work we are undertaking.</p>

		<p>June Neill O'Reilly continues to work with; our teachers, our team leaders, our within school kāhui ako leaders and MCJ, assisting us to develop a coherent and empowering local curriculum for our school. Steve Voisey continues to work with our teachers in developing their digital fluency and capabilities. Our Kāhui Ako supports our learning and development with a focus on learner agency and teacher efficacy</p> <p>July Professional learning programmes continue to run.</p> <p>August Dr Melanie Riwai-Couch, Author of Niho Taniwha - Improving Teaching and Learning for Ākonga Māori Facilitated a teacher only day professional learning seminar for our staff. This was a great day of powerful learning and reflection and discussion on practice for us all. As part of interschool connections, various principals have visited our school. Tony Halalilo, Curriculum Lead from the Ministry of Education has undertaken a professional learning session for teachers regarding the Aotearoa New Zealand Histories Curriculum.</p> <p>September Vanita and Sarah attended a school administrators seminar. Our kāhui Ako Within School led teachers have met twice with other school's lead teachers and undertaken professional learning with a focus on <i>Student Agency</i>.</p> <p>October Maurice attended a principals professional learning group gathering in Christchurch and visited Waimairi School when he was there. I have now also completed the level 3 'Tumu' Te Reo course through Te Ahu o te Reo Māori and am starting He Tikanga Whakaro course through Te Wananga o Aotearoa. Neill O'Reilly has visited our school and worked with Various in school leadership groups looking at personal thinking styles and preferences and how understanding these can support leadership practices and staff / team collaboration.</p> <p>November Tony Halalilo from the Ministry of Education has undertaken a professional learning session for our teaching staff relating to introducing the new Aotearoa New Zealand Histories Curriculum. It was a good session. We will look forward to more professional learning regarding the Aotearoa New Zealand Histories Curriculum in 2023.</p>
Implement the Teachers Council Professional Growth Cycle that informs ongoing school and teacher development.	MCJ	<p>March Initial professional learning sessions focused on the Professional Growth cycle are about to take place. Neill O'Reilly is working with Maurice, Cara and Jill in a coaching capacity and to support us with our professional Growth Cycle.</p> <p>April Cara and Jill will be meeting with all teachers early term 2.</p> <p>June Teaching teams have been meeting with Cara and Jill to deepen their understanding around the Professional Growth cycle and to develop personal learning goals that support our school vision.</p>

		<p>July Teaching teams have continued to meet with Cara and Jill to deepen their understanding around the Professional Growth cycle and to develop personal learning goals that support our school vision.</p> <p>August Teaching teams continue to work through the Professional Growth cycle and their personal learning goals.</p> <p>October Professional growth cycle meetings with teachers will take place over the next month.</p> <p>November Teaching teams and support staff have been involved in professional growth cycle and appraisal meetings.</p>
<p>Operate a personnel policy that complies with the principles of being a good EEO employer and assist the smooth induction of new staff members.</p>	<p>BOT MCJ</p>	<p>March We continue to operate as a good EEO employer.</p> <p>April All Teachers have current teacher registration.</p> <p>May All staff who wished to have had the opportunity to have a flu vaccination.</p> <p>October We are starting to look at staffing structures for the 2023 school year.</p> <p>November We have three teaching positions to fill for 2023.</p>
<p>FINANCE AND PROPERTY</p>		
<p>General site enhancements.Ongoing maintenance programme including:</p> <p>Progress to completion school fencing project</p> <p>Continue development of outdoor art works</p> <p>Continue enhancement of e-learning resources</p> <p>Complete - Fire alarm upgrade</p>	<p>Property Committee</p>	<p>March Over the holiday period most of the Fire Alarm Upgrade has been completed. Amy Jackson is repainting some of our murals at school.</p> <p>We have received a scope of work for the safety fencing project, a project for our tamariki who need this to support their safety needs. Most of the scope of works has been agreed, however we are furthering discussion around the need for automated gates outside the administration block as the revised option given to the school appears to us as not meeting the need for practicality and safety.</p> <p>We have met with MOE personnel and they discussed a revised scope of works for the school regarding fencing. They restated that the MOE will not support automated gates and that there would need to be a rethink of the scope of works. The option of the school paying for the automation was again raised. I have asked for the cost of this to be given to us to discuss and decide. It is unfortunate that we are not being fully supported with this project and that the initial</p>

Student bathroom upgrade

Removal of temporary classrooms

revised option was one that had little consideration for the aesthetic or practical impacts on the functioning of our school.

A scope of works for the bathroom project is being developed by the MOE. We have a meeting on March 29th.

April We have received the scope of works for the bathroom upgrade from the MOE and have made comments. With regard to the fencing project, it is now going through a costing phase by the MOE and we have yet to hear back. The MOE have confirmed that they will be rationalising and removing the temporary classrooms.

Amy Jackson has continued with the mural enhancements.

During a recent intense rainstorm several storm water covers around the school 'popped'. We have contacted the city council who have come and made them safe in the event of a recurrence. Unfortunately it also appears that a stormwater under the new artificial turf has also done the same and we have contacted Game On who installed the turf who have come and investigated. They have yet to get back to us.

We have tried to get someone to come and concrete an area at the entrance to the artificial turf, but have yet to get some who want to come and price the job.

We have got prices for equipment for the artificial turf (goal posts, tennis nets, netball hoops).

May Both Game On Turf and the Auckland City Council have been contacted regarding the stormwater cover popping under the artificial Turf. Colin Tunicliffe is co-ordinating these 2 organisations to undertake remediation work during the July school holiday period.

We have a student who will be needing to use a wheelchair at school. Jill Dyet has contacted the Ministry of Education and they will be undertaking a site visit to look at wheelchair accessibility across the school.

We have installed some more student artwork around the school.

We will be installing seedling growing units as part of involvement in the Trees for Survival programme.

We have received a quote for the concrete work around the artificial turf. We will look to undertake this work after the repair work to the turf itself has been completed .

As a board we need to review our *cyclical maintenance plan*.

June Game On Turf and the Auckland City Council are ready to undertake the remediation of the artificial turf during the July holiday break. The Ministry of Education property advisor has been contacted to see if the Ministry would support the school with the repairs (as it was due to an unforeseen weather event). Our advisor has advised us that the Ministry will not offer any financial support to the school for this remediation work.

We have received and installed seedling growing units for the Trees for Survival programme.

Ministry of Education personnel have visited the school to look at our needs for wheelchair accessibility for students. We have just received the latest fencing scope of works from the Ministry of Education and have been informed that they would like to begin the wooden fencing part of the project as soon as possible. We have notified neighbours who will be impacted by this.

July The artificial turf has been remediated. Now this has been done we have programmed a concrete contractor to install an access concrete path. This will take place at the end of August
We have had issues regarding stormwater overflow that has impacted some neighbours. This has been investigated and, we believe, rectified.
We have replaced 2 shade sails.
The Ministry of Education fencing project is now underway.
We have received initial documentation regarding a toilet upgrade for students with extra needs and accessibility modifications for a student we have who will be needing wheelchair accessibility.

August Construction for safety fencing around the school's perimeter is continuing.
We have approved the scope of plans regarding a toilet upgrade for students with extra needs and accessibility modifications.
We are purchasing a new ride-on mower as our current mower has reached the end of its productive lifecycle
Construction of a concrete pathway to and along the artificial turf has begun.

September Both the metal and wooden fence construction is continuing. Whilst the contract for this project is between the Ministry of Education and the contractors, we are monitoring the project and advising the project manager of any areas that we have concerns may need attention or remedy .

October The fencing project is near completion with only remedial and finishing work to be undertaken.
Ministry of Education personnel have visited the school to look at accessibility work that needs to be undertaken for a student with need at our school.
The accessible bathroom project is progressing through the approval stages.
We have completed a concrete path, steps and mowing strip surrounds for the astro turf. The turf is looking great.
We are investigating a new electronic sign for the school.

November The Ministry has agreed to adding some mowing strips to the fencing project. This is being undertaken as remedial work.

Prepare our 2022 – 2026 **5 Year Property Agreement in consultation** with the Ministry of Education.

Property Committee / consultant

March Documentation for the 5YA that has been required from the school has been sent to the ministry. We are now awaiting them to re contact us with where to next.

We have another new Ministry of Education Property Liaison (I think this would be at least my 10th property liaison in my time at Marina View). Colin Tunicliffe and I have met with her (and our previous property liaison virtually and look forward to working alongside her to support our school's property needs.

I am meeting with our new MOE property liaison and the appointed 10 Year Property Plan consultant to discuss the reports they have prepared and what they are telling us that need to be undertaken in the next 5YA and 10 Year Property Plan. I have been advised by our new property liaison that the fire safety exit door for the gym door is not approved to be included as an amendment to our current 5YA and that we may submit it to be included in the next 5YA (however it is possible that they will not approve this either).

April I met with our MOE property liaison and the appointed 10 Year Property Plan consultant to discuss the reports they have prepared and what they are telling us that need to be undertaken in the next 5YA and 10 Year Property Plan. We are currently getting a site asbestos assessment from which will be developed an asbestos management plan for the school.

May We have received a draft of our 10 Year Property Plan from the consultant appointed by the Ministry of Education. This is for us to review with regard to our desires for our school's property development. Funds are limited (as we receive the same funds as we did 10 years ago and building and compliance costs have risen in the interim). We need to consider if we at this time wish to tag school funds to the main project or not, and if we do, what sum would we be comfortable to contribute.

We have received an Asbestos Management Plan that was created by SQN. This will be included as one of our Health and Safety procedural documents and shared with the Health and Safety team.

June We have, I believe, sent all information necessary to the Ministry of Education to support the 5 Year Property Agreement. I will follow up on what the next steps for the school are.

July Board approval for the draft 10 Year Property Plan has been sent to our Ministry of Education appointed building consultant.

August Our consultant has forwarded the 10 Year Property Plan to our Ministry of Education Liaison.

September We have been informed that the new Ministry of Education Property liaison for our school has left the Ministry and we have an interim property liaison until there is a new appointment. I think in my time at Marina View (18 years now), we have had 10 or 11 property liaison personnel working with our school. This lack of strong relationship

		<p>with the Ministry in this area makes it very hard for the Ministry of Education to understand our school and our property needs. Because of this, it is hard to get continuity and flow to the school's property developments. It appears that because of the change in personnel at the Ministry of Education, processing of our 10 Year Plan and 5 Year Agreement has been delayed.</p> <p>October We have received notification from the Ministry of Education interim property liaison that the 10YPP was signed off and approved last week. We will receive an official email from us with further documentation in the coming weeks.</p> <p>November We have received the approved 10 Year Property Plan and 5 Year Property Agreement. Radhika has signed this and it has been returned to the Ministry of Education for their signing.</p> <p>I have contacted our property consultant / project manager, Colin Tunicliffe and we have discussed next steps and making contact with an architect for their proposals around costings and timings to undertake projects involved.</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 2022 budget has been formulated and is ready to be approved.</p> <p>April Auditors will be at school early May.</p> <p>May The auditors have visited the school and have completed their annual audit. The Financial statements and Audit Report for 2021 have been received and uploaded to the Ministry of Education data portal.</p> <p>September The Ministry of Education's new Equity Index has been announced. We are one of the schools that have been negatively impacted by the new index. It appears that there will be a reduction of approximately \$28500 due to this new index. While the Ministry of Education also announced that schools would not lose funds in the first year of transition, and that transition support is over a 4 year period, this is not quite what it seems. It appears that in real terms we will only receive transition support compensation of \$6108 in 2023 (a real cost to us of \$22,400) and no further monetary transition support after that. I find it incredibly disappointing that our school has been treated in this fashion.</p> <p>October We are starting to collate the draft budget for 2023.</p>
<p>Continue to support our school's International Student programmes so</p>	<p>Kyung Ja / MCJ</p>	<p>March We have seven international students at school. We will continue to support them the best we can to have a highly enjoyable and quality experience at Marina View School.</p>

<p><i>that they have a highly enjoyable and quality experience at Marina View School</i></p>		<p>The government has initiated a review of International Student Education for students under year 9. Disappointingly the review paper appears strongly biased against continuing educational provision for students under Year 9. I have made submissions on behalf of our school.</p> <p>April We have yet to hear from the MOE regarding the outcomes of their review of International Student education for Years 1-9.</p> <p>May It is pleasing to hear that after their review of International Student Education for students under Year 9, the Ministry of Education has decided not to make changes. This means we can restart our marketing and recruitment for International Students.</p> <p>June Kyung Ja Seo has attended local International Student agent meetings and has organised an international student event in Seoul, later in the year. Now that the restrictions have been lifted and the decision by the government to continue to take International students under Year 9 has been made, we are starting to get inquiries, which is great to see.</p> <p>August Kyung Ja continues her planning for the International Student recruitment event in Seoul. We have met with The agent Mr Shin who is organising our participation in the event.</p> <p>September Kyung Ja Seo is about to attend an International Student recruitment event in Seoul. We are looking to reinvigorate our International Student recruitment programme now that COVID concerns and restrictions have reduced .</p> <p>October Kyung Ja Seo attended an International Student recruitment event in Seoul.</p> <p>November After Kyung Ja's attendance at the recruitment event in Seoul we now have a number of inquiries and also commitments for international student placements in 2023. We will continue this marketing and recruitment drive in 2023, with events in Korea in March and October.</p>
<p>HEALTH AND SAFETY</p>		
<p>Implement <i>Health and Safety policies and procedures including maintaining Hazard Register</i> and undertaking regular safety audits.</p>	<p>Leadership Team / Safety officer</p>	<p>March We are complying with all Ministry of Health and Ministry of Education Health and Safety requirements. We are currently working under our most recent Covid Safety Plan. This Framework has been shared with all staff. We have held an initial Health and safety meeting for the year.</p> <p>April Jennifer Kellie has undertaken a workplace Health and Safety Representatives course.</p>

		<p>May We have a consultant, Sean McBride reviewing our Health and Safety procedures across the school.</p> <p>June We have held a Lockdown trial, using our new integrated alarm system and have taken learnings from this.</p> <p>July We have held another Lockdown trial, using our new integrated alarm system and have taken learnings from this. The Health and Safety Committee has met. We had a Health and Safety consultant, Sean McBride attend to advise us around different aspects of Health and safety. Sean is also reviewing our school's paperwork and procedures.</p> <p>August We continue to update, and act on updates to, the school's Hazard Register.</p> <p>September The Health and Safety committee has met. Sean McBride (health and safety consultant) attended the meeting and gave feedback on his review of our Health and Safety procedures and documentation.</p> <p>October The Hazards register continues to be updated and the Health and Safety committee continues to meet.</p> <p>November We continue to update, and act on updates to, the school's Hazard Register. We have held a fire drill trial.</p>
LEGISLATION		
Keep up to date with all <i>legislative requirements</i>	MCJ / All staff BOT	<p>March All teaching staff are currently registered.</p> <p>April The MOE has sent an analysis of attendance for term 3 2021. All teachers are registered and all non teaching staff are police vetted.</p> <p>June The July 1 Roll Return To the Ministry of Education has been completed</p> <p>November All teaching staff are currently registered.</p>



Marina View School				
WERO ACTION PLAN FOR 2022:		Reading – All tamariki		
TARGETS 2022		87% of tamariki achieving At or Above curriculum expectations in Reading		
ASSESSMENT STRATEGIES: E-AsTTle, PAT, teacher observation of tamariki reading across the curriculum				
Quality Action Required	Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using 2021/2022 assessment data	All staff		Term 1	All teachers analyse ākongā Reading achievement, with particular focus on the achievement of our students who are at risk of not achieving.
Specifically examine needs of target ākongā	All staff		Term 1	All teachers know and have established connection with target students Targets are set for all students who were identified as below National Expectation in 2022.
Use school selected strategies to effect change <ul style="list-style-type: none"> • <i>Developing powerful connections with family and whānau</i> • <i>Assessment for Learning Practice</i> • <i>Culturally Responsive Practice</i> 	All staff		Term 1 And ongoing	Classroom programmes to follow Afol strategies and. Programmes designed and trialled to meet the needs of all students
Investigate strategies to accelerate the progress of target students	All staff Lead teachers		Ongoing	Strategies developed and trialled and outcomes discussed in an ongoing manner.
Mid-year reading 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	Teachers, Teacher Aides, RTL		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>End of year data shows that 82% of our tamariki are reading 'at or above' curriculum expectations. Whilst this is a strong result we did not attain our goal of 87% of students 'at or above'.</p> <p>Our Pasifika and Asian students achieved the strongest results with both cohorts having 84% achieve 'at or above' expectation.</p> <p>Our Māori students achieved 69% 'at or above' expectation.</p> <p>All other students achieved 83% 'at or above' expectation.</p>	<p>We believe that the achievement of our students is still being impacted by the disruptions to schooling and instructional practices caused by the COVID 19 outbreak.</p> <p>Not only was there an ongoing disruption of the continuity of programmes, there was also disruption through absences of both teachers and students due to sickness, as well as disruption of staff professional learning programmes.</p> <p>There was also some reluctance from families for their children to return to school while the COVID virus was about and attendance was impacted by this.</p> <p>In review we believe that there is a need to relook at our school wide instructional reading programmes through the lens of the New Zealand Curriculum's guidance on high expectations for learners and assessment for learning strategies.</p>	<p>We will focus on the school's priority goal that: Ākonga are empowered through high expectations to support our students who are not yet achieving 'at' expectation in reading.</p> <p>This focus will include:</p> <p>Teachers developing a deeper understanding of what high expectations are for student success in literacy.</p> <p>Teachers developing a shared understanding of what quality teaching programmes look like in reading.</p> <p>Developing consistency in our assessment capability of teachers and learners.</p> <p>Year 1 and 2 teachers undertaking professional learning in the Better Start Literacy Approach (BSLA).</p> <p>Continuing to develop our understanding of culturally sustaining practice.</p> <p>Continuing to develop our understanding of differentiating students' programmes so they meet students' needs.</p> <p>Encouraging student attendance to support programme delivery.</p>



Marina View School **Kiwisport Statement**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$9583.30 excl gst (2021: \$10217.00). This funding was used for children participation in various local and zone level organised sports.



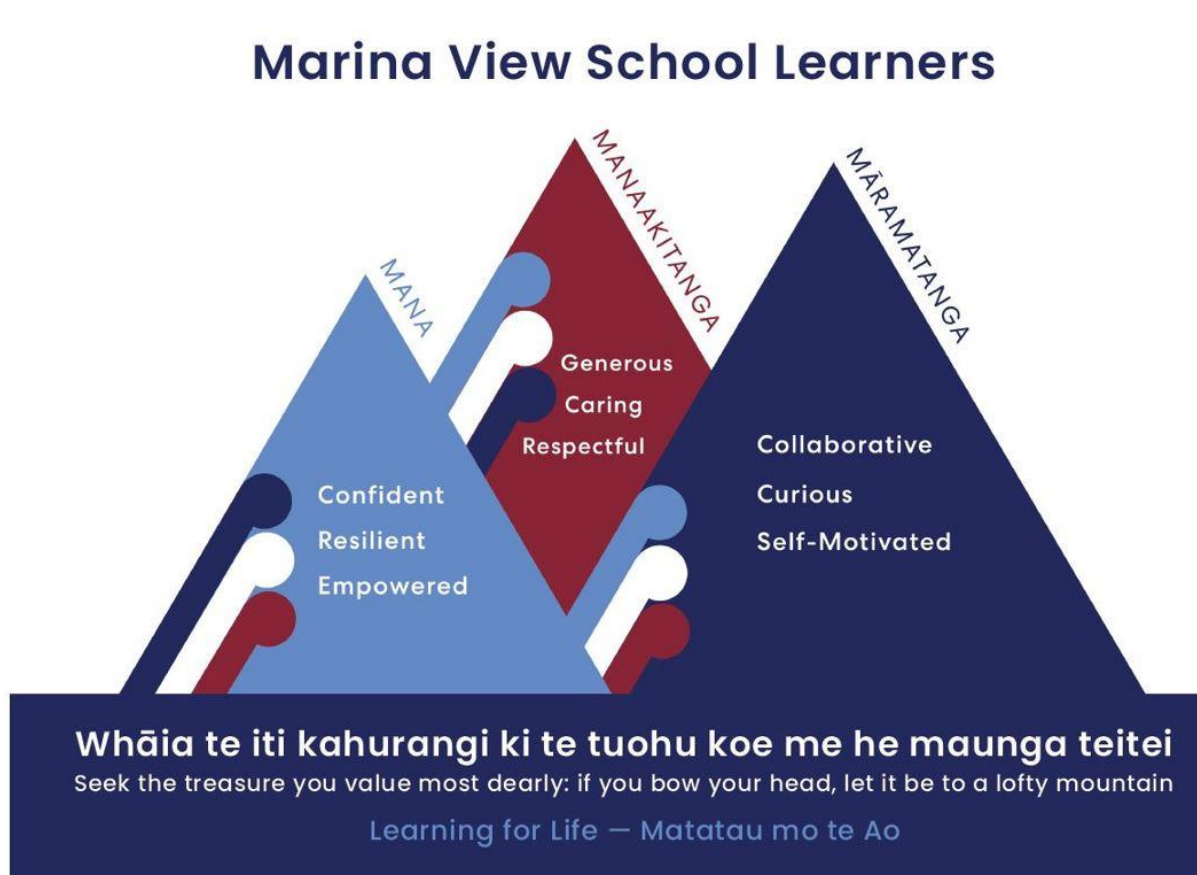
Marina View School EEO Report 2022

Marina View School continues to act as a good EEO employer.

We have a School Vision that states

A commitment to Te Tiriti o Waitangi and to the bicultural nature of Aotearoa New Zealand
A commitment to celebrating the multicultural diversity within our school and our community

We have the following School Values (developed with input from ākonga, whānau and school staff members)



We have a Strategic Plan goals

To provide the best possible resources, facilities and experiences for all
To promote the hauora of tamariki, staff and whānau



We have an Annual Plan Priority goal to advance hauora of all ākonga (tamariki, whānau and staff members)

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**ĀKONGA EXPERIENCE
POSITIVE HAUORA**

- Through a coherent curriculum informed by MVS vision and goals
- By actively participating in quality and engaging learning experiences
- By understanding and growing in, and through, the MVS learner attributes
- By making meaningful connections

We have Annual Plan goals to support

Ongoing professional learning and development for staff

Health and safety of staff

Wellbeing of staff

Operate a personnel Policy that complies with the principles of being a good EEO employer and assist the smooth induction of new staff members

All of these are reported to, as part of the Principal's Annual Report.

In addition

We have an ethnically and culturally diverse staff and we celebrate the ethnic and cultural diversity of our school employees

We encourage all staff to know their employment rights

We support working parents


We encourage all staff to undertake professional learning opportunities

We support inclusion of staff, tamariki and whānau



We comply with all aspects of the school EEO Policy

All new staff, were employed in line with our EEO policy



Marina View School

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- [Self-Review and Board Assurances](#)
- [Equal Employment Opportunities](#)
- [EEO Data Collection](#)
- [Conduct Interviews](#)
- [Application Package](#)
- [Make an Appointment](#)

Next review: Term 2 2024

Equal Employment Opportunities

The Equal Employment Opportunities [policy](#) ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without **► bias or discrimination**. All schools are required by the Public Service Act to be “good employers”, that is:

- to maintain, and comply with their school's Equal Employment Opportunities [policy](#), and
- to include in the annual report a summary of the year's compliance.

To achieve this, the board:

- appoints a member to be the [EEO](#) officer – this role may be taken by the principal
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.

The principal assures the board that the school complies with the Equal Employment Opportunities ([EEO](#)) [policy](#) and that a statement on [EEO](#) is included in the annual report (including any issues from the previous year). See [Self-Review and Board Assurances](#).

Legislation

- Public Service Act 2020
- Human Rights Act 1993

Release history: Term 4 2022, Term 4 2020