

Marina View School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

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 of Trustees

Name	Position	How Position Gained	Term Expires
Damien Samuel	Chair Person	Elected	June 2022
Maurice Young	Principal	ex Officio	
Tony Buckwell	Parent Rep	Elected	June 2022
Conrad Horne	Parent Rep	Elected	June 2022
Laura Parker	Parent Rep	Elected	June 2022
Zong - Pei Zhao	Parent Rep	Elected	June 2022
Tara Krishnamurthy	Staff Rep	Elected	June 2022
Jill Dyet	Deputy Principal	ex Officio	
Cara Bergin-Stuart	Deputy Principal	ex Officio	
Keryn Blaxall	Parent Rep	Elected	June 2019
Radhika Beetham	Parent Rep	Elected	June 2019
Michelle Buckley	Staff Rep	Elected	June 2019
Dave Bacon	Parent Rep	Elected	June 2019

Accountant / Service Provider: Shore Chartered Accountants Limited

MARINA VIEW SCHOOL

Annual Report - For the year ended 31 December 2019

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Marina View School

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees 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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Damien Samuel
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

Date:

28 MAY 2020

Maurice Young
Full Name of Principal

[Signature]
Signature of Principal

Date:

28 MAY 2020

Marina View School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	6,429,116	6,130,313	6,208,201
Locally Raised Funds	3	569,515	453,434	429,113
Interest Earned		49,578	35,000	49,271
International Students	4	285,075	270,000	279,725
		<u>7,333,284</u>	<u>6,888,747</u>	<u>6,966,310</u>
Expenses				
Locally Raised Funds	3	322,192	277,950	250,248
International Students	4	81,763	90,000	93,895
Learning Resources	5	3,676,286	3,427,379	3,500,345
Administration	6	316,832	290,835	287,529
Finance Costs		3,856	-	3,424
Property	7	2,600,733	2,572,553	2,548,248
Depreciation	8	257,304	300,000	238,773
Loss on Disposal of Property, Plant and Equipment		5,459	1,000	45,750
		<u>7,264,425</u>	<u>6,959,717</u>	<u>6,968,212</u>
Net Surplus / (Deficit)		68,859	(70,970)	(1,902)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>68,859</u></u>	<u><u>(70,970)</u></u>	<u><u>(1,902)</u></u>

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

Marina View School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January		<u>2,510,639</u>	<u>2,510,639</u>	<u>2,512,541</u>
Total comprehensive revenue and expense for the year		68,859	(70,970)	(1,902)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	24	<u>2,579,498</u>	<u>2,439,669</u>	<u>2,510,639</u>
Retained Earnings		2,579,498	2,439,669	2,510,639
Reserves		-	-	-
Equity at 31 December		<u>2,579,498</u>	<u>2,439,669</u>	<u>2,510,639</u>

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

Marina View School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	317,083	228,253	279,935
Accounts Receivable	10	236,569	195,000	221,907
Prepayments		25,812	25,000	26,080
Inventories	11	3,665	40,000	44,140
Investments	12	1,100,000	1,000,000	1,205,492
		<u>1,683,129</u>	<u>1,488,253</u>	<u>1,777,554</u>
Current Liabilities				
GST Payable		6,673	5,000	6,041
Accounts Payable	14	283,146	250,000	268,867
Revenue Received in Advance	15	205,690	190,000	285,163
Provision for Cyclical Maintenance	16	78,850	159,525	6,067
Finance Lease Liability - Current Portion	17	18,914	20,000	19,182
Funds held for Capital Works Projects	18	(96,955)	-	(53,802)
		<u>496,318</u>	<u>624,525</u>	<u>531,518</u>
Working Capital Surplus/(Deficit)		<u>1,186,811</u>	<u>863,728</u>	<u>1,246,036</u>
Non-current Assets				
Property, Plant and Equipment	13	1,581,784	1,630,941	1,462,595
		<u>1,581,784</u>	<u>1,630,941</u>	<u>1,462,595</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	161,872	30,000	171,592
Finance Lease Liability	17	27,225	25,000	26,400
		<u>189,097</u>	<u>55,000</u>	<u>197,992</u>
Net Assets		<u>2,579,498</u>	<u>2,439,669</u>	<u>2,510,639</u>
Equity	24	<u>2,579,498</u>	<u>2,439,669</u>	<u>2,510,639</u>

The above Statement of Financial Position should be read in conjunction
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 2019

	Note	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash flows from Operating Activities				
Government Grants		1,127,913	1,060,292	1,121,047
Locally Raised Funds		511,201	452,989	428,340
International Students		262,072	234,847	320,984
Goods and Services Tax (net)		630	(1,043)	12,091
Payments to Employees		(717,051)	(669,922)	(630,515)
Payments to Suppliers		(907,531)	(953,772)	(944,332)
Interest Paid		(3,856)	-	(3,424)
Interest Received		49,489	35,561	43,211
Net cash from / (to) the Operating Activities		322,867	158,952	347,402
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(359,486)	(469,346)	(152,244)
Proceeds from Sale of Investments		105,492	205,492	32,025
Net cash from / (to) the Investing Activities		(253,994)	(263,854)	(120,219)
Cash flows from Financing Activities				
Finance Lease Payments		(21,909)	(582)	(23,133)
Funds Administered on Behalf of Third Parties		(9,816)	53,802	(28,216)
Net cash from Financing Activities		(31,725)	53,220	(51,349)
Net increase/(decrease) in cash and cash equivalents		37,148	(51,682)	175,834
Cash and cash equivalents at the beginning of the year	9	279,935	279,935	104,101
Cash and cash equivalents at the end of the year	9	317,083	228,253	279,935

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 omitted.

The above Cash Flow Statement 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 2019

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 Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

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 Act 1989 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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 13.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) 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.

g) 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.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

Inventories are consumable items held for sale and comprise 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.

j) 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.

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

l) Intangible Assets

Software costs

Computer software acquired by the School is capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

Non cash generating assets

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

n) 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.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 to but not yet taken at balance date.

p) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and camps and activity fees 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.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

s) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards. Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

t) 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.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

v) 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

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	962,364	943,544	929,084
Teachers' salaries grants	3,045,555	2,813,300	2,889,660
Use of Land and Buildings grants	2,250,590	2,225,000	2,238,940
Other MoE Grants	170,607	148,469	150,517
	6,429,116	6,130,313	6,208,201

3. Locally Raised Funds

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

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	171,345	119,234	90,026
Fundraising	57,905	55,000	51,368
Trading	138,752	114,200	123,682
Activities	201,513	165,000	164,037
	569,515	453,434	429,113
Expenses			
Activities	211,483	170,000	151,127
Trading	86,222	77,950	76,091
Fundraising (costs of raising funds)	24,487	30,000	23,030
	322,192	277,950	250,248
<i>Surplus for the year Locally raised funds</i>	247,323	175,484	178,865

During the year ended 31 December 2019, 11 students and 3 staff members travelled to South Korea for the purpose of a school cultural trip. Costs for the students (\$32,540) were funded by parents, the remainder (\$18,305) was funded through locally raised funds.

4. International Student Revenue and Expenses

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	23	20	23
	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
International student fees	285,075	270,000	279,725
Expenses			
Advertising	5,384	5,000	4,635
Commissions	25,704	30,000	24,539
Employee Benefit - Salaries	31,524	30,000	30,216
Overseas Travel	19,151	25,000	34,505
	81,763	90,000	93,895
<i>Surplus for the year International Students'</i>	203,312	180,000	185,830

During the year ended December 2019, two staff members travelled to Hong Kong, Taipei and China at a cost of \$19,151 for the purpose of marketing for international students. The travel was funded from the net surplus from international student fees revenue. (2018: the principal and a staff member travelled to China and Korea at a cost of \$34,505 for the purpose of marketing for international students. The travel was funded from the net surplus from international student fees revenue.)

5. Learning Resources

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	80,909	89,750	76,610
Information and communication technology	63,844	76,776	85,040
Library resources	2,377	3,000	2,715
Employee benefits - salaries	3,445,800	3,167,053	3,250,527
Staff development	83,356	90,800	85,453
	<u>3,676,286</u>	<u>3,427,379</u>	<u>3,500,345</u>

During the year ended 31 December 2019, the Principal and 1 staff member of the leadership team travelled to Hong Kong at a cost of \$11,186 to attend 21st Century Learning Conference for professional development. All the costs were fully funded by the board.

6. Administration

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	6,288	6,290	6,290
Board of Trustees Fees	3,240	5,060	3,590
Board of Trustees Expenses	11,392	12,828	5,798
Communication	7,761	7,600	7,437
Consumables	7,247	5,100	3,638
Other	27,700	17,510	21,804
Employee Benefits - Salaries	225,892	210,164	212,454
Insurance	13,192	12,663	13,523
Service Providers, Contractors and Consultancy	14,120	13,620	12,995
	<u>316,832</u>	<u>290,835</u>	<u>287,529</u>

7. Property

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	20,059	28,384	23,486
Consultancy and Contract Services	56,437	54,332	52,223
Cyclical Maintenance Provision	63,063	24,000	24,006
Grounds	22,809	17,500	47,082
Heat, Light and Water	39,460	55,800	49,009
Repairs and Maintenance	67,063	87,945	36,204
Use of Land and Buildings	2,250,590	2,225,000	2,238,940
Security	9,592	10,000	8,631
Employee Benefits - Salaries	71,660	69,592	68,667
	<u>2,600,733</u>	<u>2,572,553</u>	<u>2,548,248</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation of Property, Plant and Equipment

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Buildings - School	87,845	100,000	81,163
Furniture and Equipment	99,594	100,000	90,891
Information and Communication Technology	44,280	60,000	41,858
Leased Assets	21,813	35,000	20,410
Library Resources	3,772	5,000	4,451
	<u>257,304</u>	<u>300,000</u>	<u>238,773</u>

9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	317,083	228,253	239,935
Bank Call Account	-	-	-
Short-term Bank Deposits	-	-	40,000
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>317,083</u>	<u>228,253</u>	<u>279,935</u>

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

10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	3,409	2,000	1,565
Receivables from the Ministry of Education	-	-	33,337
Interest Receivable	13,650	13,000	13,561
Teacher Salaries Grant Receivable	219,510	180,000	173,444
	<u>236,569</u>	<u>195,000</u>	<u>221,907</u>
Receivables from Exchange Transactions	17,059	15,000	15,126
Receivables from Non-Exchange Transactions	219,510	180,000	206,781
	<u>236,569</u>	<u>195,000</u>	<u>221,907</u>

11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	3,665	5,000	5,441
School Uniforms	-	35,000	38,699
	<u>3,665</u>	<u>40,000</u>	<u>44,140</u>

12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	1,100,000	1,000,000	1,205,492

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2019.

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Buildings	918,106	190,888	-	-	(87,845)	1,021,149
Furniture and Equipment	409,532	97,746	-	-	(99,594)	407,684
Information and Communication Technology	60,213	67,376	-	-	(44,280)	83,309
Leased Assets	43,584	21,412	-	-	(21,813)	43,183
Library Resources	31,160	4,530	(5,459)	-	(3,772)	26,459
Balance at 31 December 2019	1,462,595	381,952	(5,459)	-	(257,304)	1,581,784

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Buildings	1,784,677	(763,528)	1,021,149
Furniture and Equipment	1,297,097	(889,413)	407,684
Information and Communication Technology	608,405	(525,096)	83,309
Leased Assets	66,436	(23,253)	43,183
Library Resources	82,929	(56,470)	26,459
Balance at 31 December 2019	3,839,544	(2,257,760)	1,581,784

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Buildings	999,510	-	(241)	-	(81,163)	918,106
Furniture and Equipment	398,610	103,905	(2,092)	-	(90,891)	409,532
Information and Communication Technology	57,471	44,600	-	-	(41,858)	60,213
Leased Assets	35,429	28,565	-	-	(20,410)	43,584
Library Resources	34,835	6,127	(5,351)	-	(4,451)	31,160
Balance at 31 December 2018	1,525,855	183,197	(7,684)	-	(238,773)	1,462,595

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Buildings	1,561,521	(643,415)	918,106
Furniture and Equipment	1,260,315	(850,783)	409,532
Information and Communication Technology	586,519	(526,306)	60,213
Leased Assets	65,383	(21,799)	43,584
Library Resources	95,260	(64,100)	31,160
Balance at 31 December 2018	3,568,998	(2,106,403)	1,462,595

14. Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	32,908	58,000	71,960
Accruals	12,045	12,000	11,990
Banking staffing overuse	5,019	-	5,060
Employee Entitlements - salaries	226,614	180,000	179,857
Employee Entitlements - leave accrual	6,560	-	-
	<u>283,146</u>	<u>250,000</u>	<u>268,867</u>
Payables for Exchange Transactions	283,146	250,000	268,867
Payables for Non-exchange Transactions - Other	-	-	-
	<u>283,146</u>	<u>250,000</u>	<u>268,867</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance	-	-	60,000
International Student Fees	200,150	188,000	223,153
Other, Bonds Held	5,540	2,000	2,010
	<u>205,690</u>	<u>190,000</u>	<u>285,163</u>

16. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	177,659	177,659	153,653
Increase to the Provision During the Year	63,063	24,000	24,006
Use of the Provision During the Year	-	(12,134)	-
Provision at the End of the Year	<u>240,722</u>	<u>189,525</u>	<u>177,659</u>
Cyclical Maintenance - Current	78,850	159,525	6,067
Cyclical Maintenance - Term	161,872	30,000	171,592
	<u>240,722</u>	<u>189,525</u>	<u>177,659</u>

17. Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	18,914	20,000	19,182
Later than One Year and no Later than Five Years	27,225	25,000	26,400
	<u>46,139</u>	<u>45,000</u>	<u>45,582</u>

18. 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:

				BOT Contribution/ (Write-off to R&M)	
	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Classroom Redevelopment	<i>in progress</i>	(77,863)	527,745	(535,590)	(85,708)
5YA Project, Electrical Upgrade	<i>completed</i>	28,038	3,215	(31,253)	-
Sandpit Project	<i>completed</i>	(3,977)	-	-	(3,977)
5YA Project, Fire Alarm	<i>in progress</i>	-	-	(11,247)	(11,247)
Totals		<u>(53,802)</u>	<u>530,960</u>	<u>(578,090)</u>	<u>(96,955)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
(96,955)

(96,955)

				BOI Contribution/ (Write-off to R&M)	
	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Classroom Redevelopment	<i>in progress</i>	(13,449)	-	(64,414)	(77,863)
Gym Storage	<i>completed</i>	(12,137)	-	(25,925)	-
5YA Project, Electrical Upgrade	<i>in progress</i>	-	28,038	-	28,038
Sandpit Project	<i>in progress</i>	-	-	(3,977)	(3,977)
Totals		<u>(25,586)</u>	<u>28,038</u>	<u>(94,316)</u>	<u>(53,802)</u>

19. 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.

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,240	3,590
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	366,404	366,765
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	369,644	370,355
Total full-time equivalent personnel	3.10	3.10

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	0 - 10	0 - 10

Other Employees

Other employees with remuneration greater than \$100,000 are as follows.

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	2.00	2.00
	2.00	2.00

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

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2019 Actual	2018 Actual
Total	\$0	\$0
Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2019** (Contingent liabilities and assets at **31 December 2018**: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board had entered into no contract agreements for capital works:

(Capital commitments at 31 December 2018:nil.)

(b) Operating Commitments

As at 31 December 2019 the Board had entered into no contract agreements.

(Operating commitments at 31 December 2018:nil.)

24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but "attempts" to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

25. 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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	317,083	228,253	279,935
Receivables	236,569	195,000	221,907
Investments - Term Deposits	1,100,000	1,000,000	1,205,492
Total Cash and Receivables	1,653,652	1,423,253	1,707,334

Financial liabilities measured at amortised cost

Payables	283,146	250,000	268,867
Finance Leases	46,139	45,000	45,582
Total Financial Liabilities Measured at Amortised Cost	329,285	295,000	314,449

26. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb some of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

- A potential reduction in locally raised funds revenue because the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may be compromised.
- An expected reduction in revenue from international students' fees & charges, including prospective students due to the disruption and/or pressures created by COVID-19.

27. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 12 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Independent Auditor's Report

To the readers of Marina View School's Financial statements For the year ended 31 December 2019

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

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 28 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 18 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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 of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees 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, and kiwisport 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 (Revised): *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.



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

Principal's 2019 Annual Report to the Marina View School Board of Trustees



It is my pleasure to present the 2019 Principal's report for Marina View School.

The school year began with a roll of just under 719 students and ended with 780 students.

2019 was a full year in the academic, cultural and sporting arenas and our children undertook a wide variety of activities thanks to the efforts of our teachers. Whilst there were many exciting activities undertaken throughout the 2019 school year, some highlights of the year included:

- Continued development of the delivery of integrated units of study that promote active learning, with highly successful topics including: *My Voice is Powerful, Kaitiakitanga, Investigations into the Arts and Hauora*
- Continuing whole school Mathematics professional development and learning facilitated by Lucie Cheeseman from MathsMatters NZ.
- Undertaking professional learning and development promoting teacher's collaborative inquiries into practice (led by our Kāhui Ako within school lead teachers).
- Continuing and enhancing STEAM learning interactions, with students from Ningbo, China and Auckland University students
- The embedding of the Linc-Ed student management system as a personalised, digital and evidenced based reporting system, on student progress and achievement
- Our school choir and orchestra members continuing to perform at the APPA choir festival
- Participation of a basketball team in AIMS Games
- Children continuing to participate at the Core Education Ulearn conference to instruct teachers around powerful integration of digital technology and learning
- The continued growth of the Year 7 and 8 Technology programme on site as part of our integrated curriculum.
- Student leaders travelling to Waitangi
- Various guests visiting the school from around New Zealand and beyond
- Continued development and enhancement of our provision for International Students
- A group of students visiting Myung Ho Elementary School in Busan, South Korea
- Continuing Mandarin language and Korean language classes in our school
- Success in inter-school Sporting Competitions (Hockey, Touch Rugby, Softball, Soccer, Swimming, Netball competitions).
- Our Kapa Haka group making connections with groups from other schools
- PTA fundraising efforts that have greatly assisted as community liaison and support for the Sandpit and landscaping project
- Completion of our Sandpit and landscaping project
- Continuing our strong EOTC programme throughout the school and extra-curricular activities including: Senior School Camps (Years 5, 6 and 8) and Year 7 Activity week, visits to a variety of places over the year to support classroom learning programmes
- The continuing involvement of our school in Whiria te Tangata Kahui Ako. A great first year setting a base for further developments for our cluster of schools.
- Embedding mihi whakatau each term for new members of the Marina View School community He eke waka noa.

In my report I have included the following review of our Annual Goals for 2019

He waka eke noa.

Annual Goals		Progress Against Goals
NAG 1: CURRICULUM REQUIREMENTS	KEY PEOPLE	
<p>1. To participate in school based Professional Learning and Development focusing on the use of evidence based teaching to enhance classroom programmes and individual student's achievement. Particular focus on the review of current programmes and Accelerating learning in Reading for priority learners.</p>	<p>MCJ, Lead teachers</p>	<p>February We have met with our Kahui Ako in school leadership team to discuss their role in supporting teachers to Inquire into practice to enhance student achievement in Reading.</p> <p>March Target students have been identified by teachers. Kahui Ako Within School lead teachers are supporting teachers through establishing teams inquiries to support and enhance students learning. Teachers are gathering information about their students and developing questions / Investigations for their inquiries.</p> <p>April We are developing systems to investigate our beliefs and baseline knowledge of our school wide Reading practice to inform a needs based development plan for the school.</p> <p>July Baseline data on Reading programmes has been gathered from teachers and is being collated</p>
<p>2. To participate in school based Professional Learning and Development focusing on the use of evidence based teaching to enhance classroom Mathematics programmes and individual student's achievement. Particular focus on enhancing the achievement of Maori students and priority learners in Mathematics.</p>	<p>MCJ, Lead teachers All teachers Lucie Cheeseman - facilitator</p>	<p>February Lucie Cheeseman is an external facilitator who will be supporting this development Initiative. The focus of her support will be <i>Using an evidence based, research informed teaching as inquiry strategy to plan and accelerate academic progress with particular focus on Maori learners.</i></p> <p>Lucie has met with our teachers who are new to our school. She has held a session with these teachers before the start of the school year and another after school has started to model math teaching in line with our professional learning sessions.</p> <p>March Target students have been identified by teachers. Kahui Ako Within School lead teachers are supporting teachers through establishing teams inquiries to support and enhance students' learning.</p> <p>Lucie Cheeseman has been working with various teachers. The focus has been</p> <ul style="list-style-type: none"> • In class support: collaborative planning with nominated leaders across the school. • Explore how to plan "Worthwhile mathematical tasks" with a focus on supporting our priority learners using an acceleration model. <p>June Lucie Cheeseman has been working with groups of teachers from across the school, looking at reviewing and refining our assessment practices. She has also been working with teachers to deepen our understanding of the rich mathematical task to support teaching and learning. She also conducted a whole staff professional learning session on assessment practice.</p>

		<p>August Lucie Cheeseman has worked with a number of teachers from across the school. The groups looked at moving student achievement, collaborative planning and developing OTJs (Overall Teacher Judgements) regarding student achievement.</p> <p>October The Mathematics leadership team has been reviewing the schools assessment procedures in line with the professional learning and discussions we have been having with Lucie Cheeseman. Our Maths leaders, Robin and Kathryn have undertaken classroom walkthroughs to look at practice and reflect on any areas further further professional learning.</p> <p>November Lucie Cheeseman continues to undertake professional learning sessions with teachers</p>
3. For all teachers to provide programmes that promote powerful and purposeful learning in our classrooms through Rich learning experiences and Assessment for learning strategies.	MCJ	<p>February On Teacher Only Day before the start of school we introduced this goal for the year. The Integrated learning context for this term is <i>'Our Voices are Powerful'</i>. Team Moore has just undertaken a camp at Carey Park.</p> <p>March As part of the learning context for this term Students have been undertaking a range of activities including; learning their own pepeha, developing digital ways of relaying information about themselves, working with students in China through a video link on a STEAM (Science Technology, Engineering, Art and Maths) project, undertaking a range of Outdoor Education experiences, been visited by our community constable and the fire service.</p> <p>April In the final week of term 1, our Year 7 students participated in an outdoor education activity week and our Year 8 students attended a camp at Totara Springs in Matamata. Both of these activities were fantastic experiences for our students.</p> <p>The term 2 context for integrated learning is <i>'Sustainability - Kaitiakitanga'</i></p> <p>Steve Hathaway 'Young Ocean Explorers' visited the school and presented to students.</p> <p>June The integrated learning around <i>'Sustainability - Kaitiakitanga'</i> is well underway for the term. Teams are undertaking the learning in a variety of ways. Students are learning about Native animals of Aotearoa, investigating our oceans and how they need protecting, creating wearable Art, preparing for Matariki. Investigating (and acting upon) the United Nations 17 goals for sustainable global development, educational visits from watercare and a visit to manutewhau stream.</p> <p>Groups of students are extending their studies in Science (supported by Vishon Busch), leadership (visiting Te Manawa Library and giving librarians feedback on ways to enhance the youth areas), digital learning (visiting Kaleidoscope animation studios), Auckland Writers festival, various sports events. We are continuing the live streaming of STEAM lessons between groups of our Year 7 and 8 students and students at Yuelong Middle School in Ningbo, China. Students from Yuelong Middle School will visit us later in the year as part of a cultural trip to New Zealand.</p> <p>July A very full term has been completed. The school focused on sustainability and we also developed our understanding of Matariki as a special time of the year. The Year 2 team held a successful 'Grandparents Matariki morning' which was</p>

	<p>very well attended. Students throughout the school visited Te Manawa, the new north-west library. This included student leaders undertaking workshops with library staff members discussing ways the library can support school age students. Some students visited the Corbans Arts centre. We were visited by Steve Hathaway from Young Ocean explorers. As part of their study, Year 7 and 8 students focused on taking a positive action for others. Teachers have met discussed and reviewed the Term 2 Integrated Learning Context 'Kaitiakitanga'</p> <p>August The Learning Context for term 3 is focused on Arts and Culture. Team Aylett has visited Corban's Art Centre and Team Ashford intends to visit there also. Team O'Reilly is visiting Auckland Zoo. Students across the school are undertaking a range of activities including; creating art pieces, dances, making videos. Extension programmes are being run for small groups in Science, Technology and Art.</p> <p>October Several teams have now visited Corban's Art Centre. Our Year 7 and 8 Team have made movies and presented whole class dance items for their 'Night at the Oscars' production. Vishon is taking a number of GATE science extension groups.</p> <p>Kylie Erceg has initiated a Lion Dance group and they have started training. Year 7 and 8 students competed in the Interschol Mathex competition.</p> <p>The AIMS Games basketball team performed very creditably. Making the last 16 in a Nationwide event like this is a significant achievement. Thanks to Clint Buckley and Isaac Oldham for ensuring the children had an enjoyable and successful time.</p> <p>Constable Lorena has undertaken road safety training with junior students.</p> <p>Kyung Ja, Cara and I are travelling with a group of Year 7 and 8 students to South Korea, look undertake a cultural experience and to visit a school in Busan. Colin Gover has attended an Auckland/Ningbo Partnership schools conference in Ningbo, China and has presented regarding our school's STEAM programmes and cultural interactions between our school and schools in China.</p> <p>November The learning context for this term is Hauora - Wellbeing. A group of Year 7 and 8 student leaders visited Waitangi to learn more about the Treaty of Waitangi and the history of Aotearoa / New Zealand. It was a great experience for our students.</p> <p>Year 5-8 speeches are taking place. During the holidays Colin and a group of students presented at the annual Ulearn Conference. Our Year 6 team is attending Camp Merc at Long Bay. Brylee Mills, a motivational speaker who has overcome difficulties early in life, came and spoke to students.</p> <p>December Life Education has visited and worked with students across our school. Representatives from the Tall Ferns have run a session for a group of our girls who play basketball. Our Year 2 students visited West Harbour gardens to sign to the residents, who really appreciated our students' visit. Our Year 6 students attended Outdoor education camp at Camp Merc - Long Bay. It was a fantastic experience for the students. Thanks to the teachers in Team Oldham for ensuring the camp</p>	
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<p>4. To participate in the Whiria te Tangata – Kahui Ako / Community of Learning.</p> <p>Priority focus for 2019 – Culturally Responsive practice</p>		<p>was so successful. Our Year 4 students had 'Late Night Safaris' at the Zoo. Students have participated in both the APPA Orchestra and the APPA Choir events. Final assemblies and the Year 8 graduation have taken place.</p>
	<p>BOT and all staff</p>	<p>February A Teacher Only Day for teachers from all schools in the kāhui ako was held at Massey High School on January 30th.</p> <p>Principals from all schools have met to discuss structure around this year's implementation plan.</p> <p>Principals and Across school lead teachers attended a seminar presented by Jenni Donohoo with the focus on Collective Teacher Efficacy and Collaborative Inquiry.</p> <p>March Within School and Across School lead leaders are working with and supporting teachers to focus their inquiries into practice. They have assisted teachers with using tools and processes to scan where they and their students are regarding developing student agency. Our teachers are invested in and putting a lot of thought into, their inquiries</p> <p>Various needs based professional learning and sharing opportunities are starting up across the cluster of schools</p> <p>Special needs coordinators from across the cluster meet regularly.</p> <p>A brief monthly bulletin is attached .</p> <p>April Within School and Across School lead teachers continue to lead staff meetings with staff and support us with our inquiries. Inquiries focus on investigations into developing student agency and culturally responsive practice to enhance student outcomes.</p> <p>Within School leaders held a cluster-wide professional learning day.</p> <p>All team leaders and Maurice, Cara and Jill attended an impact coaching session.</p> <p>Jill and Cara attend cross cluster SENCO (special needs coordinator) meetings on a regular basis with a focus on the cluster of schools enhancing systems to support students with special learning needs.</p> <p>June Our within school leaders and Natasha continue to support teams with their inquiries.</p> <p>All team leaders and Maurice, Cara and Jill are continuing with the impact coaching sessions. A number of teachers are also involved in the learning around coaching conversations.</p> <p>We continue to be involved in working groups focused on; Learning support and culturally responsive practice.</p> <p>July Team leaders and Maurice, Jill and Cara continued with the 'Impact Coaching' professional learning.</p> <p>August Team leaders and Maurice, Jill and Cara continued with the 'Impact Coaching' professional learning.</p> <p>As indicated in this years' budget the government has announced the first tranche of Learning Support Coordinators to start from January 2020. The first 623 Learning Support Coordinators have been allocated to 124 learning support clusters (kāhui Ako), covering 1052 schools and kura. There will be approximately one Learning Support Coordinator for every 500 students in the cluster. Our Kāhui Ako, of ten schools, has been allocated nine Learning Support Coordinators.</p>

		<p>Cara and Jill attended a meeting with the Principal's COL group at the new school, Te Matua Ngaru. It was a good visit with some robust conversations about the new Learning Support Positions that are coming up in 2020. Our school will have 1 full time in the school to support our CWSN.</p> <p>October Our Kāhui Ako has been contacted by Te Kawerau a Maki to partner in an application to the Ministry of Education regarding an initiative to support Iwi to partnering with Kāhui Ako. Cara and Amanda attended a cross-Kāhui Ako transition seminar. Cara and Jill regularly attend Special Needs Coordinator meetings. Kāhui Ako Across School and Within School lead teachers from all schools have met for professional learning and development. Learning Support Coordinator positions have been agreed and our school has one permanent position allocated. The position has been advertised. Senior teachers from our school continue to undertake Impact coaching professional learning sessions.</p> <p>November Our Kāhui Ako and Te Kawerau a Maki have been successful in an application to the Ministry of Education regarding an initiative to support Iwi to partner with Kāhui Ako. Our school Kapa Haka and Lion dancing groups have participated in a Kāhui Ako cultural performance day held at Huapae Primary School. A special thank you to Asha Anand, Nicko Vella and Kylie Erceg for their support and input to making the day such a success for our children. We have appointed a Learning Support coordinator to start in 2020. Within School lead teachers from across the Kāhui Ako are meeting this week to share the inquiries that they have undertaken over the year. A combined Board of Trustees meeting from across the Kāhui Ako will be held on November 14 at Riverhead School.</p> <p>December School leadership teams have met to reflect upon the years progress and achievements and to develop goals for 2020. A planning group has met with a representative from Te Kawerau a Maki to look at a plan for collaboration between the Iwi and schools in our Kāhui ako.</p>
5. Develop powerful connections with parents and whānau	MCJ All staff BOT	<p>February We have held Informal meet the teacher sessions for parents.</p> <p>March Student goal setting meetings are being held this week with teachers, parents and students discussing appropriate learning and developmental goals for our students to focus on and how to support them both at home and school. Sarah has revamped the school's newsletter to make it more current for families and whānau. Teaching teams are developing 'learner profiles' to help get a better understanding of their students. Some teams have contacted / survey parents and whānau to get feedback on how they would like communication between home and school. Teachers are uploading to Linc-Ed, analysis and comments relating to students' progress and achievement in writing.</p> <p>April We have a Maori whānau consultation On Friday 24th May at 9am. Afterwards the parents are invited to our whole school Powhiri in the gym</p>

		<p>June We held a gathering of fathers and sons of students in the kapa haka group (and some others), to learn the haka <i>Tika Tonu</i> together. We also were fortunate to have Asha's cousin discuss the process and significance of moko. It was a very successful evening.</p> <p>We have held an information meeting for parents of New Entrant students.</p> <p>We have held an information meeting for parents of Year 5 and 6 students outlining the proga mme that is undertaken in the Year 7 and 8 area of the school.</p> <p>We have been contacted by our local iwi, Te Kawerau a Maki and have supported their application to the Ministry of Education to develop a culturally responsive toolkit for schools.</p> <p>Teachers have made student progress and achievement posts on the LincEd portal for parents to access. After parents were notified of the most recent post, the system was visited 1100 times, which is a positive indication of the success of the systems accessibility to parents.</p> <p>We held a mihi whakatau for new students and staff at MVS (these are held each term).</p> <p>July The Year 2 'Grandparents Matariki morning' was a great connection between home and school.</p> <p>Linc ed online reporting of student progress and achievement continues with posts for Reading, Key Competencies and Mathematics entered this term.</p> <p>August We held a mihi whakatau for new students and staff at MVS (these are held each term).</p> <p>Student led conferences have been held. They were very successful and students continue to develop in their ability to discuss their achievements, progress and next steps in their learning.</p> <p>November An information for parents if New Entrant students has been held. We held a mihi whakatau for new students and staff at MVS (these are held each term). David Curtis from Activ8 will be speaking to parents on November 13th on how to support children to develop social and team skills</p> <p>December We have met with parents of our Māori students.</p> <p>The PTA and teachers ensured we have had another very successful Family Fun Night to gather as a community to end the school year.</p> <p>Jill Dyet and the Junior school teachers held an information morning for parents of our most recent New Entrant students</p>
6. Curriculum targets based on review of 2018 Literacy and Numeracy achievement data are developed, classroom programmes are designed to support achievement of these	MCJ Teachers	<p>February Literacy and Numeracy reviews for 2018 have been collated. These have been shared with teachers and assist in planning for curriculum development and professional learning for the year.</p> <p>We are currently looking at the creation of targets for students' achievement for 2019.</p> <p>March School wide targets for students' achievement in Reading and Mathematics have been established.</p>

targets and progress towards targets monitored.		July Mid year student achievement in Literacy and Numeracy is being collated and analysed.
NAG 2. DOCUMENTATION AND SELF REVIEW		
7. Review Charter and Strategic Plan.	MCJ Senior teachers, BOT	February The Annual goals for 2019 have been drafted and are submitted at this month's meeting. The Charter is now ready to be sent to the Ministry of Education. The Charter needs further review and refinement over the year.
8. Undertake reviews for Numeracy and Literacy, Students to undertake NZCER wellbeing survey (years 4-8).	Literacy leaders, Numeracy leaders, Management	February Literacy and Numeracy Reviews for 2018 are being completed and will be distributed at this month's meeting. June School wide assessments have been undertaken for literacy and numeracy. July Mid year student achievement in Literacy and Numeracy is being collated and analysed. Teachers have met discussed and reviewed the Term 2 Integrated Learning Context 'Kaitiakitanga' August Mid Year reviews for Literacy and Numeracy will be tabled at this month's meeting. November We have undertaken NZCER Wellbeing surveys for our teaching staff and for students in our Year 5-8 classes. These surveys will help inform the strategic initiative for our school.
9. Consult community regarding: Health curriculum delivery and consult with Maori and Korean communities.	MCJ , All Teachers	April A New Entrant parent information evening has been held. June We have met with; Māori whānau, with Korean International students parents and Chinese International students parents.
10. Hold goal setting meetings involving students, parents, and teachers in March, and student, teacher and parent conferences in August.	All teachers	February <i>Meet the Teacher</i> evenings have taken place. These meetings are an informal way for teachers to discuss classroom programmes with families and whānau. March Goal setting meetings take place this week April We had a really good turnout of parents for the student goal setting meetings. June We have held an information meeting for parents of New Entrant students.

		<p>We have held an information meeting for parents of Year 5 and 6 students outlining the programme that is undertaken in the Year 7 and 8 area of the school.</p> <p>Teachers have made student progress and achievement posts on the LincEd portal for parents to access. After parents were notified of the most recent Reading post, the system was visited 1100 times, which is a positive indication of the success of the systems accessibility to parents.</p> <p>July Student teacher and parent learning conferences will be held on August 8th.</p> <p>August Student teacher and parent learning conferences have taken place with a very good turnout of whānau attending. We met with the families of the children who are travelling to Korea in September with one more face to face meeting prior to departure. Continuing to build trust and relationships between home and school. Kyung Ja is undertaking Korean lessons and teaching and learning around the culture of Korea.</p> <p>November Teachers are regularly assessing students progress and achievement and uploading their progress and achievement information on to the Linc Ed website</p>
11. Continue the programme of Policy Review (NAGs 4 and 6- and as may be required), as per strategic plan cycle to ensure our school's policies are up to date and available for all who need to use them.	MCJ All teachers and BOT	<p>June We have reviewed our police vetting policy</p>
12. Monitor and report to BOT on school wide student achievement in Writing, Reading and Mathematics (including analysis of year level, gender and the achievement of Maori and Pasifika students).	Staff and BOT	<p>February 2018 End of Year reviews have been prepared for Literacy and Numeracy. These reviews assist in forming Achievement targets for the 2019 school year.</p> <p>April Teachers have uploaded onto Linc-Ed, student progress and achievement data for students goals, writing and the term 1 inquiry.</p> <p>June School wide assessments have been undertaken for literacy and numeracy.</p> <p>December End of year school wide assessments for Literacy and Numeracy are being collated</p>

NAG 3. EMPLOYER RESPONSIBILITIES		
<p>13. Provide a programme of professional development (whole school and individual) for all staff involved in the Curriculum Goals above.</p>	<p>MCJ</p>	<p>February As noted above Lucie Cheeseman has been working with whole staff and targeted groups focused on enhancing our mathematics teaching and learning programmes.</p> <p>All teachers attended our Kāhui Ako Teacher Only Day at Massey High School. Over 300 teachers attended from the schools in our cluster. Speakers included Dr Russell Bishop and Laurayne Tafa from Cognition Education. The focus for the day was Culturally Responsive Practice.</p> <p>Principals and Across school lead teachers attended a seminar presented by Jenni Donohoo with the focus on Collective Teacher Efficacy and Collaborative Inquiry.</p> <p>Cara and I are attending a Leadership Conference in Hong Kong Educational March 4 -11. We will also be visiting Kowloon Junior School and developing relationships with this school.</p> <p>March All teachers are undertaking professional learning relating to Inquiry into Practice using a process called 'The Spiral of Inquiry'. Vicki Munro held an information sharing afternoon for librarians in our area.</p> <p>April All teachers continue to take part in collaborative inquiry groups (led by our Kāhui Ako within School Lead teachers).</p> <p>June All teachers continue to take part in collaborative inquiry groups (led by our Kāhui Ako within School Lead teachers). Lucie Cheeseman has facilitated professional learning in mathematics. Colin Gover attended a digital learning conference. Scott is undertaking a course on property management. All teaching staff are undertaking first aid training.</p> <p>July All teachers continue with their team PLG inquiries. Maurice Jill and several of the team leaders attended sessions at the New Zealand Principals conference held at Sky City. Maurice, Kristin, Kathryn, Kelly and Helen attended a seminar on 'Building Resilient Schools' facilitated by Nathan Wallis and Andrew Fuller. Team leaders and Maurice, Jill and Cara spent a day reviewing the year and planning for the next two terms.</p> <p>August Kyung Ja and I attended the New Zealand International Education Conference held at Sky City. Various teachers have been undertaking professional learning around our mathematics practice with Lucie Cheeseman</p> <p>October All teachers continue with their team PLG inquiries. These are supported by our Kāhui Ako Within School Lead Teacher. Vicki Munro has attended a School Library Association seminar. Cara and Amanda attended a cross-Kāhui Ako transition seminar. David Curtis from Activ8 has facilitated a staff meeting. All teacher aides continue to be involved in professional learning sessions, including a session on UBRS for all learning support personnel acāhui Ako.</p> <p>November Professor Graeme Aitkin has presented to staff on using time well to deliver effective and engaging learning experiences for our students. Teacher PLG inquiries continue. I visited schools in Christchurch; Shirley Intermediate School</p>

		(including sharing an evening with their Muslim families) and Ao Tawhiti Unlimited Discovery School which has returned to a purpose built facility in the Christchurch City centre. A second professional Learning session for all Teacher's Aides in our Kāhui Ako has been held at our school .
14. Implement appraisal procedures, and process, in line with the revised Teachers Council Registered Teachers Criteria, to ensure that practice, complies with legislation and informs ongoing school and teacher development.	MCJ	<p>February Teachers are setting individual and team goals to support the annual appraisal cycle. All teachers will be appraised to the Education Council's newly mandated Standards for Teaching Practice and will be using the Linc-Ed School data management system to record all aspects of the appraisal process.</p> <p>March Teaching teams are currently undertaking appraisal planning, goal setting and evidencing of work as outlined in the Education Council Code of Standards</p> <p>July Teachers continue to evidence their appraisal goals using the Linc-Ed data management system.</p> <p>August Teacher and Teacher Aide appraisal meetings are currently taking place.</p> <p>October Teacher and Teacher Aide appraisals have continued.</p> <p>November Appraisals for our administration staff have been undertaken</p>
15. Operate a personnel policy that complies with the principles of being a good EEO employer.	BOT MCJ	<p>February We continue to operate with all good EEO employer principles.</p> <p>April Flu vaccinations have been undertaken for staff who wished to have them</p>
16. Assist the smooth induction of new staff members.	MCJ Tutor teachers Senior teachers	<p>February Our new beginning teachers are settling in well and are being supported as they get used to routines of the school. They are being supported by a tutors teacher, team leaders and/or Cara.</p> <p>We are holding regular sessions with both mentor and mentee teachers to ensure consistency of induction and support. Our beginning teachers have attended a professional learning session for beginning teachers in the Waitakere Area.</p> <p>March Beginning teachers are being mentored, they and their mentors meet regularly. They also attend beginning teachers seminars.</p>

NAG 4. FINANCE AND PROPERTY		
<p>17. Oversee the following Developments:</p> <ul style="list-style-type: none"> ● Targeted painting of school facilities ● Sandpit development ● AstroTurf Area outside Room 29 and Netball Court ● Continue outdoor artwork development ● Continue to upgrade Elearning resources ● Ongoing maintenance programme. ● Prepare painting schedule and process 	Property Committee	<p>February The landscape architects for the sandpit project are finalising details for the project after consulting a structural engineer. They have advised that the start date will be in April. We will be getting the area outside Room 29 and the Netball court outside the admin area turfed with Astro turf. This work should begin in the school break between Term 1 and 2. We have purchased 20 ipads and 20 chromebooks. We need to plan for progressive painting of the school buildings.</p> <p>March Installation of AstroTurf (outside Room 29 and outside the administration block) is planned for the school holidays. I am still chasing the landscaper for the sandpit. We have received a quote to paint the hall and are looking for more.</p> <p>April AstroTurf (outside Room 29 and outside the administration block) has been installed. It looks great. I have met with the landscape architect and project manager from Mace Landscaping. The project was about to begin, but is now delayed while we ensure that the design complies with the New Zealand Standard for Playground Equipment and Surfacing NZS:5828:2015. We have purchased 10 computers for the MVTU room to support students to engage in digital video and animation activities. Over the holiday period we undertook a number of tree felling and landscape maintenance activities.</p> <p>June We are pricing the painting of various areas of the school and roof for some areas where we see a need. We have revised the sandpit plan to simplify the design and take away any issues relating to health and safety in its function.</p> <p>July We have purchased 16 ipads, 32 chromebooks and 10 laptops for use across the school. We have also replaced, through insurance, 5 chromebooks and 7 laptops. The sandpit development has commenced.</p> <p>August The pirate ship sandpit is progressing well. Roofing on one of our classrooms needs replacing.</p> <p>October The Sandpit is completed and is a great new asset for our school. We have had an engineer inspect the gym cladding which we are having issues with. We are undertaking reroofing of a classroom and the boiler room.</p>

<p>18. Implement 5 year property enhancements as per the new 5 Year Property agreement with the Ministry of Education.</p> <ul style="list-style-type: none"> • Modernisation Upgrade of Rooms 11,12,13 	<p>Property Committee / consultant</p>	<p>February The preferred tenderer has been selected, paperwork is with the MOE and we are looking forward to setting a start date for the work.</p> <p>March We are reviewing the tenders offer before making a final decision I have met with our current Ministry of Education Property liaison officer. We have had many. I think there have been approximately ten liaison officers in my fourteen years at Marina View. I discussed our concerns with the state of the temporary classrooms on site</p> <p>April The modernisation Upgrade of Rooms 11,12,13 has begun. The work is progressing well and is on track at this point to finish ready for Term 3.</p> <p>June The Upgrade of Rooms 11,12,13 work is progressing well. We have ordered new furniture for the new rooms that are being upgraded</p> <p>July The Upgrade of Rooms 11,12,13 has reached practical completion (with some minor defects to be remedied). The rooms are looking great.</p> <p>August The classrooms that have been modernised are now in use.</p> <p>October Maurice and Colin Tuncliff met with Our Ministry of Education property advisor and her manager to discuss the future of classrooms 30-33 which arrived on site as temporary buildings and through roll growth have stayed on site. We asked about the Ministry funding to support these buildings being upgraded to a reasonable standard from which the school can take over ongoing maintenance. Unfortunately, we were told that while we can keep the buildings on-site, the Ministry would not support any upgrade to these buildings. As a board we now need to decide what our next steps are.</p>
<p>19. Prepare annual budget to reflect the School's strategic direction.</p>	<p>Finance committee</p>	<p>February The Annual budget is prepared.</p> <p>November We are currently compiling the draft budget for 2020</p>
<p>20. Monitor and report on school's financial position.</p>	<p>Finance committee</p>	<p>February Annual accounts are being collated and prepared.</p> <p>March A draft Annual Financial report has been prepared by our accounts service providers. Thanks to Vanita for all her efforts in preparing the accounts.</p> <p>April The finance committee continues to meet monthly.</p>

		<p>June The 2018 Financial Report and Auditors reports have been received and sent to the Ministry of Education. These reports are tabled at this meeting.</p>
21. Continue to grow, develop and enhance our school's International Student programmes.	Kyung Ja / MCJ	<p>February We have started the year with 23 International Students. This is the strongest position they have been at the start of a school year. This reflects positively on the marketing strategy that we have undertaken over the last few years and the work undertaken by our International Student Director Kyung Ja Seo. Kyung-Ja and Jill Dyet will be undertaking marketing in Hong Kong, China and Taiwan in March.</p> <p>March Kyung Ja and Jill have attended marketing seminars with and have been visiting agents in Hong Kong, China and Taiwan.</p> <p>April There are upcoming modifications to the Code of Pastoral Care for International students. We will ensure that our school stays current with requirements.</p> <p>June Kyung Ja has attended a seminar looking at the requirements of the revised Code of Pastoral Care for International students.</p> <p>August Kyung Ja and Maurice attended an International Student conference at Sky City.</p> <p>November Kyung Ja is starting to pre-enrol students for the 2020 school year.</p>
NAG 5. HEALTH AND SAFETY		
22. Implement new Health and Safety policies and procedures	Leadership Team / Safety officer	<p>February A fire drill has been held.</p> <p>March The Risk Analysis Matrix (RAMs) for the Year 8 Camp is tabled at this months meeting</p> <p>April The Health and safety committee has met. Minutes are included.</p> <p>June A trial lockdown has been undertaken. As a precaution with the current measles outbreak in Auckland we are updating our database regarding student vaccinations.</p> <p>October The Health and safety committee have met. Minutes are included.</p> <p>December A fire drill has been held</p>

23. Undertake regular safety audits	Leadership Team / Safety officer	<p>February Scott has undertaken the monthly safety audits.</p> <p>March Scott has undertaken the monthly safety audits.</p> <p>April Helen, Scott and Lee have undertaken a comprehensive safety audit to inform ongoing review and any actions required.</p> <p>August Scott has undertaken the monthly safety audits.</p> <p>A Health and safety committee meeting is planned for week 8 of this term.</p> <p>October The Health and safety committee has met. Minutes are included.</p> <p>December. The Health and Safety committee has met.</p>
NAG 6. LEGISLATION		
24. Review and modify school charter.	M Young BOT	February The Charter has been prepared to submit to the Ministry of Education.
25. Keep up to date with all legislative requirements.	M Young BOT	<p>April Our school ensures we meet all legislative requirements.</p> <p>All teachers at school have current teacher registration.</p> <p>We ensure police vetting of people who interact regularly with our students and parents who support school activities.</p> <p>November All teachers at school have current teacher registration.</p>



Marina View School

CURRICULUM TARGET ACTION PLAN FOR 2019: Mathematics Māori Students

BASE DATA - 2019 Beginning of Year 77% of students achieving At or Above curriculum expectations
TARGETS SET - 2019 End of Year 82 % of students achieving At or Above curriculum expectations

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

Quality Action Required		Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using 2018 data and assessment tools		All staff		Term 1	All teachers analyse students Mathematics achievement, with particular focus on the achievement of our Māori (and priority) students who are not achieving At curriculum expectation (and those who are at risk of not achieving.
Teachers to undertake professional learning focused on using; evidence based, research informed, teaching as inquiry strategy to plan and accelerate academic progress with particular focus on Māori learners.		All staff Lucie Cheeseman Lead teachers	\$7800 Plus reliever costs	Terms 1-4	Facilitator to work with all teachers and lead teachers regarding researched based practice to enhance mathematics teaching and learning programmes
Specifically examine needs of Māori students		All staff		Term 1	Programmes designed and trialled to meet the needs of Māori students
Classroom programmes to follow strategies learnt through Afol and mathematics professional development		Lead Teachers, All teachers		Ongoing	In classroom programmes there is consistent use of Learning Intentions and Success Criteria for mathematics. Plenary sessions are undertaken.
Investigate strategies to accelerate the progress of Māori students.		All staff Lucie Cheeseman Lead teachers		Ongoing	Professional learning and development undertaken, strategies trialled and outcomes discussed in an ongoing manner. Teaching inquiry cycle is established.
Mid-year mathematics achievement assessed and moderated		All teachers		Mid-Year	Achievement data analysed and further actions planned
Additional support to be provided for students who are at risk (both in class and with Teacher Aide support)		Teachers, Teacher Aides, RTLB		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly.
End of year student achievement assessed and moderated		All teachers		End of year	Assessment analysed and further actions planned
Report to BOT on programmes and student achievement (including target group)		Management team		End of year	Report presented to BOT

ACTUAL OUTCOMES	REASON for VARIANCE	FURTHER DEVELOPMENT
End of Year 73 % of students achieving At or Above curriculum expectations	<p>A negative outcome when setting goals for student achievement is never the favoured outcome. This result has caused much reflection and discussion.</p> <p>We believe that the current approach to mathematics learning and teaching is evidence based, informed by research and is student focused. We are also supported by a talented external expert. We now need to further enhance our focus and develop clear strategies to positively impact all student's progress and achievement.</p> <p>Of our 17 students who are currently achieving below expectation 10 are being supported by either; special individualised programmes (for learning and/or behaviour) or by various agencies outside the school.</p> <p>We have developed relationships with a number of whānau and families. This connection however we believe could be further strengthened.</p>	<p>We are committed to supporting the achievement of our Māori students in mathematics. This is an ongoing priority for our school in 2020.</p> <p>We believe that current approach to mathematics learning and teaching is evidence based, informed by research and is student focused. We are also supported by a talented external expert. We now need to develop clear strategies to positively impact student's achievement.</p> <p>In discussion of strategic next steps, greater connection with family and whānau is an action to focus on. The school is committed to further develop our relationship with whānau, so as to maximise our effect on these students learning by supporting whānau on how best to help their children.</p> <p>We will focus on teachers developing connections and learning partnerships with parents of our targeted students so that school and home can work together to support and assist student progress.</p> <p>Teaching teams will hold regular monitoring meetings to focus on enhancing student progress.</p>



Marina View School

CURRICULUM TARGET ACTION PLAN FOR 2019: Reading

BASELINE DATA - 2019 Beginning of Year: 81% at or above expectation in relation to the New Zealand Curriculum
TARGETS SET - 2019 End of Year: 85% at or above expectation in relation to the New Zealand Curriculum

ASSESSMENT TOOLS USED: E-AsTTle, Running records and PROBE assessments, teacher observation of Reading across the curriculum.

Quality Action Required				Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using assessment tools and 2018 achievement data.				All staff Literacy team		Term 1	All teachers analyse students Reading achievement
All teachers select target students to monitor				All teachers		Term 1	Target students selected to focus learning and inquiries Readings, vocalizing shared beliefs, discuss teaching and learning strategies
Undertake professional learning around teaching as inquiry and accelerating learning in the context of Reading				All staff Literacy team	7800 Plus relievers	Term 1	
Undertake professional learning as a staff relating to the effective teaching of literacy and on how Collaborative Inquiry can support student achievement.				MCJ Literacy team		Term 1	Plans and professional learning to be determined and undertaken. Teacher and students selected for intervention.
Provide Reading programmes to meet the needs of students including targeted and at risk students				All staff Literacy team		Terms 1-4	Programmes are delivered with the needs of students as the focal point each term.
Classroom programmes to follow strategies learnt through Afol and Reading professional development				Literacy team All teachers		Ongoing	In classroom programmes there is consistent use of Learning Intentions and Success Criteria for Reading. Plenary sessions are undertaken.
Trial strategies to accelerate the progress of target students				All staff Literacy team		Terms 1-4	Teachers trial strategies and inquire into effectiveness of strategies on students achievement.
Continue professional development, trial and review cycle above							Teacher Inquiry into practice cycle is in place and informs further developments. Learning is shared across the school.
Discuss writing programme delivery using acceleration strategies and Afol practices				All staff Literacy team		Ongoing	Writing programme delivery to be discussed at team and staff meetings
Mid-Year Reading assessed				All teachers		Mid Year	Progress analysed and further actions planned
Additional support to be provided for students who are at risk (both in class and with Teacher Aide support eg Peer writing)				Teachers, Teacher Aides, RTLB		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly and support programmes implemented to assist at risk students to reach Curriculum expectations.
End of year Reading assessed				All teachers		End of year	Progress analysed and further actions planned

Report to BOT on programmes and student achievement (including target group)	MCJ	End of year	Report presented to BOT
ACTUAL OUTCOMES	REASON for VARIANCE		FURTHER DEVELOPMENT
83% at or above expectation in relation to the New Zealand Curriculum	While the goal of 85% was not attained, positive impact was made on student achievement. There appear to be solid instructional reading programmes in place.		We will be looking to further enhance our reading programmes in 2020. A focus will be for teachers to inquire further into and share instructional reading practice.

Marina View School
Kiwisport Statement



Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$10180 excl gst (2018: \$9957.00). This funding was used for children participation in various local and zone level organised sports.

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