

# Marina View School

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

<b>Ministry Number:</b>	1592
<b>Principal:</b>	Maurice Young
<b>School Address:</b>	97 Marina View Dr, West Harbour, Auckland 0618
<b>School Postal Address:</b>	97 Marina View Dr, West Harbour, Auckland 0618
<b>School Phone:</b>	09-417 0007
<b>School Email:</b>	<a href="mailto:office@marinaview.school.nz">office@marinaview.school.nz</a>

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires</b>
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
Radhika Beetham	Parent Rep	Seconded	June 2022
Tara Krishnamurthy	Staff Rep	Elected	June 2022
Jill Dyet	Deputy Principal	ex Officio	
Cara Bergin-Stuart	Deputy Principal	ex Officio	
Zong - Pei Zhao	Parent Rep	Elected	February 2020

**Accountant / Service Provider:** Shore Chartered Accountants Limited

# MARINA VIEW SCHOOL

Annual Report - For the year ended 31 December 2020

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# Marina View School

## Statement of Responsibility

For the year ended 31 December 2020

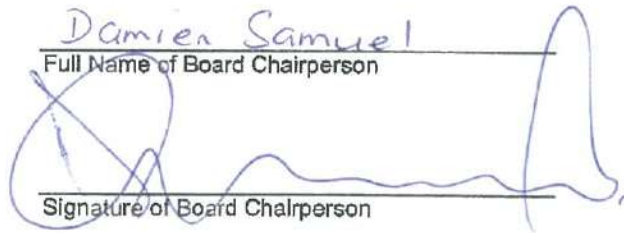
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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 2020 fairly reflects the financial position and operations of the school.


The School's 2020 financial statements are authorised for issue by the Board.

Damien Samuel  
Full Name of Board Chairperson

  
Signature of Board Chairperson

21st May 2021  
Date:

Maurice Young  
Full Name of Principal

  
Signature of Principal

21 MAY 2021  
Date:

**Marina View School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	6,833,102	6,287,051	6,429,116
Locally Raised Funds	3	252,634	415,212	569,515
Interest Earned		33,885	38,000	49,578
International Students	4	260,150	270,000	285,075
		<u>7,379,771</u>	<u>7,010,263</u>	<u>7,333,284</u>
<b>Expenses</b>				
Locally Raised Funds	3	132,623	223,900	322,192
International Students	4	77,627	87,500	81,763
Learning Resources	5	3,913,101	3,599,109	3,676,286
Administration	6	313,586	303,248	316,832
Finance Costs		4,041	3,900	3,856
Property	7	2,550,888	2,591,931	2,600,733
Depreciation	8	296,486	240,000	257,304
Loss on Disposal of Property, Plant and Equipment		4,974	1,000	5,459
		<u>7,293,326</u>	<u>7,050,588</u>	<u>7,264,425</u>
<b>Net Surplus / (Deficit)</b>		<b>86,445</b>	<b>(40,325)</b>	<b>68,859</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>86,445</u></u>	<u><u>(40,325)</u></u>	<u><u>68,859</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 2020

	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>	<u>2,579,498</u>	<u>2,579,498</u>	<u>2,510,639</u>
Total comprehensive revenue and expense for the year	86,445	(40,325)	68,859
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9	-	-	-
<b>Equity at 31 December</b>	<u>2,665,943</u>	<u>2,539,173</u>	<u>2,579,498</u>
Retained Earnings	2,665,943	2,539,173	2,579,498
Reserves	-	-	-
<b>Equity at 31 December</b>	<u>2,665,943</u>	<u>2,539,173</u>	<u>2,579,498</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 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	594,718	250,012	317,083
Accounts Receivable	10	460,240	235,000	236,569
Prepayments		20,706	25,000	25,812
Inventories	11	3,789	4,000	3,665
Investments	12	892,659	1,000,000	1,100,000
		<u>1,972,112</u>	<u>1,514,012</u>	<u>1,683,129</u>
<b>Current Liabilities</b>				
GST Payable		23,108	6,000	6,673
Accounts Payable	14	366,167	280,000	283,146
Revenue Received in Advance	15	127,505	206,000	205,690
Provision for Cyclical Maintenance	16	54,275	80,000	78,850
Finance Lease Liability - Current Portion	17	21,485	20,000	18,914
Funds held for Capital Works Projects	18	33,922	-	(96,955)
		<u>626,462</u>	<u>592,000</u>	<u>496,318</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,345,650</b>	<b>922,012</b>	<b>1,186,811</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	1,492,894	1,748,161	1,581,784
		<u>1,492,894</u>	<u>1,748,161</u>	<u>1,581,784</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	142,293	101,000	161,872
Finance Lease Liability	17	30,308	30,000	27,225
		<u>172,601</u>	<u>131,000</u>	<u>189,097</u>
<b>Net Assets</b>		<u><u>2,665,943</u></u>	<u><u>2,539,173</u></u>	<u><u>2,579,498</u></u>
<b>Equity</b>		<u><u>2,665,943</u></u>	<u><u>2,539,173</u></u>	<u><u>2,579,498</u></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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,233,406	1,122,034	1,127,913
Locally Raised Funds		251,172	414,081	511,201
International Students		180,175	269,850	262,072
Goods and Services Tax (net)		16,435	(675)	630
Payments to Employees		(789,439)	(797,918)	(717,051)
Payments to Suppliers		(593,773)	(905,632)	(907,531)
Interest Paid		(4,041)	(3,900)	(3,856)
Interest Received		44,759	41,650	49,489
<b>Net cash from / (to) the Operating Activities</b>		<b>338,694</b>	<b>139,490</b>	<b>322,867</b>
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(178,753)	(382,377)	(359,486)
Proceeds from Sale of Investments		207,341	100,000	105,492
<b>Net cash from / (to) the Investing Activities</b>		<b>28,588</b>	<b>(282,377)</b>	<b>(253,994)</b>
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(28,163)	(21,139)	(21,909)
Funds Held for Capital Works Projects		(61,484)	96,955	(9,816)
<b>Net cash from Financing Activities</b>		<b>(89,647)</b>	<b>75,816</b>	<b>(31,725)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>277,635</b>	<b>(67,071)</b>	<b>37,148</b>
Cash and cash equivalents at the beginning of the year	9	317,083	317,083	279,935
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>594,718</b>	<b>250,012</b>	<b>317,083</b>

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 2020

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Marina View School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board 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 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

##### *PBE Accounting Standards Reduced Disclosure Regime*

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

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

##### *Critical Accounting Estimates And Assumptions*

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

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

##### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

##### *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 (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

#### **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.

#### **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.

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

## **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 that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its 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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

## **p) Revenue Received in Advance**

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

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

## **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 Instruments**

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

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

The School's financial liabilities comprise accounts payable, borrowings, and finance lease 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) Borrowings**

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

#### **u) 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.

#### **v) Budget Figures**

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

#### **w) 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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	1,004,801	985,351	962,364
Teachers' salaries grants	3,291,898	2,880,000	3,045,555
Use of Land and Buildings grants	2,302,779	2,280,000	2,250,590
Other MoE Grants	233,624	141,700	170,607
	<u>6,833,102</u>	<u>6,287,051</u>	<u>6,429,116</u>

MOE Grants includes additional COVID-19 funding totalling \$32,601 for the year ended 31 December 2020.

## 3. Locally Raised Funds

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	74,552	119,169	171,345
Fundraising	4,219	55,000	57,905
Trading	49,230	71,043	138,752
Activities	124,633	170,000	201,513
	<u>252,634</u>	<u>415,212</u>	<u>569,515</u>
<b>Expenses</b>			
Activities	107,543	171,000	211,483
Trading	24,597	22,900	86,222
Fundraising (costs of raising funds)	483	30,000	24,487
	<u>132,623</u>	<u>223,900</u>	<u>322,192</u>
<i>Surplus for the year Locally raised funds</i>	<u>120,011</u>	<u>191,312</u>	<u>247,323</u>

## 4. International Student Revenue and Expenses

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
International student fees	260,150	270,000	285,075
<b>Expenses</b>			
Advertising	-	5,000	5,384
Commissions	34,631	27,500	25,704
Employee Benefit - Salaries	42,996	35,000	31,524
Overseas Travel	-	20,000	19,151
	<u>77,627</u>	<u>87,500</u>	<u>81,763</u>
<i>Surplus for the year International Students'</i>	<u>182,523</u>	<u>182,500</u>	<u>203,312</u>

## 5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	60,877	87,570	80,909
Information and communication technology	58,915	66,676	63,844
Library resources	2,629	3,000	2,377
Employee benefits - salaries	3,747,122	3,353,063	3,445,800
Staff development	43,558	88,800	83,356
	<u>3,913,101</u>	<u>3,599,109</u>	<u>3,676,286</u>

## 6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	6,288	6,290	6,288
Board of Trustees Fees	4,070	5,060	3,240
Board of Trustees Expenses	8,171	6,500	11,392
Communication	7,166	8,000	7,761
Consumables	4,073	5,000	7,247
Other	24,687	25,260	27,700
Employee Benefits - Salaries	233,742	220,585	225,892
Insurance	12,495	12,433	13,192
Service Providers, Contractors and Consultancy	12,894	14,120	14,120
	<u>313,586</u>	<u>303,248</u>	<u>316,832</u>

## 7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	21,277	23,860	20,059
Consultancy and Contract Services	68,817	64,800	56,437
Cyclical Maintenance Provision	(20,154)	21,000	63,063
Grounds	14,084	15,000	22,809
Heat, Light and Water	34,496	50,500	39,460
Repairs and Maintenance	42,260	55,165	67,063
Use of Land and Buildings	2,302,779	2,280,000	2,250,590
Security	7,881	10,000	9,592
Employee Benefits - Salaries	79,448	71,606	71,660
	<u>2,550,888</u>	<u>2,591,931</u>	<u>2,600,733</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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Buildings - School	100,897	87,000	87,845
Furniture and Equipment	114,468	90,000	99,594
Information and Communication Technology	52,951	40,000	44,280
Leased Assets	24,815	20,000	21,813
Library Resources	3,355	3,000	3,772
	<u>296,486</u>	<u>240,000</u>	<u>257,304</u>

## 9. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Current Account	594,718	250,012	317,083
Short-term Bank Deposits	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>594,718</u>	<u>250,012</u>	<u>317,083</u>

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

Of the \$594,718 Cash and Cash Equivalents, \$33,922 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan and School's Investment Package.

## 10. Accounts Receivable

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	6,661	5,000	3,409
Receivables from the Ministry of Education	192,361	-	-
Interest Receivable	2,776	10,000	13,650
Teacher Salaries Grant Receivable	258,442	220,000	219,510
	<u>460,240</u>	<u>235,000</u>	<u>236,569</u>
Receivables from Exchange Transactions	9,437	15,000	17,059
Receivables from Non-Exchange Transactions	450,803	220,000	219,510
	<u>460,240</u>	<u>235,000</u>	<u>236,569</u>

## 11. Inventories

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery	3,789	4,000	3,665
	<u>3,789</u>	<u>4,000</u>	<u>3,665</u>

## 12. Investments

The School's investment activities are classified as follows:

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	892,659	1,000,000	1,100,000
	<u>892,659</u>	<u>1,000,000</u>	<u>1,100,000</u>

### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2020</b>						
Buildings	1,021,149	9,864	(1,682)	-	(100,897)	928,434
Furniture and Equipment	407,684	149,371	-	-	(114,468)	442,587
Information and Communication Technology	83,309	16,842	-	-	(52,951)	47,200
Leased Assets	43,183	32,821	-	-	(24,815)	51,189
Library Resources	26,459	3,581	(3,201)	-	(3,355)	23,484
<b>Balance at 31 December 2020</b>	<b>1,581,784</b>	<b>212,479</b>	<b>(4,883)</b>	<b>-</b>	<b>(296,486)</b>	<b>1,492,894</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2020</b>			
Buildings	1,791,954	(863,520)	928,434
Furniture and Equipment	1,423,884	(981,297)	442,587
Information and Communication Technology	265,297	(218,097)	47,200
Leased Assets	82,801	(31,612)	51,189
Library Resources	76,861	(53,377)	23,484
<b>Balance at 31 December 2020</b>	<b>3,640,797</b>	<b>(2,147,903)</b>	<b>1,492,894</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2019</b>						
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
<b>Balance at 31 December 2019</b>	<b>1,462,595</b>	<b>381,952</b>	<b>(5,459)</b>	<b>-</b>	<b>(257,304)</b>	<b>1,581,784</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
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
<b>Balance at 31 December 2019</b>	<b>3,839,544</b>	<b>(2,257,760)</b>	<b>1,581,784</b>



#### 14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	59,514	32,000	32,908
Accruals	12,576	12,000	12,045
Banking staffing overuse	11,664	-	5,019
Employee Entitlements - salaries	268,455	230,000	226,614
Employee Entitlements - leave accrual	13,958	6,000	6,560
	<u>366,167</u>	<u>280,000</u>	<u>283,146</u>
Payables for Exchange Transactions	366,167	280,000	283,146
Payables for Non-exchange Transactions - Other	-	-	-
	<u>366,167</u>	<u>280,000</u>	<u>283,146</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
International Student Fees	120,175	200,000	200,150
Other, Bonds Held	7,330	6,000	5,540
	<u>127,505</u>	<u>206,000</u>	<u>205,690</u>

#### 16. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	240,722	240,722	177,659
Increase to the Provision During the Year	(20,154)	21,000	63,063
Use of the Provision During the Year	(24,000)	(80,722)	-
Provision at the End of the Year	<u>196,568</u>	<u>181,000</u>	<u>240,722</u>
Cyclical Maintenance - Current	54,275	80,000	78,850
Cyclical Maintenance - Term	142,293	101,000	161,872
	<u>196,568</u>	<u>181,000</u>	<u>240,722</u>

#### 17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	21,485	20,000	18,914
Later than One Year and no Later than Five Years	30,308	30,000	27,225
	<u>51,793</u>	<u>50,000</u>	<u>46,139</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:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Classroom Redevelopment	<i>in progress</i>	(85,708)	-	(26,654)	-	(112,362)
MOE, SIP Project, Multi Sport Surface	<i>in progress</i>	-	155,252	(8,968)	-	146,284
MOE, SIP Project, Walkway	<i>in progress</i>	-	11,542	(11,542)	-	-
MOE, SIP Project, Roofing	<i>completed</i>	-	49,948	(49,948)	-	-
MOE, SIP Project, Heat Pumps	<i>completed</i>	-	38,351	(38,351)	-	-
5YA Project, Fire Alarm	<i>in progress</i>	(11,247)	-	(1,277)	12,524	-
<b>Totals</b>		<b>(96,955)</b>	<b>255,093</b>	<b>(136,740)</b>	<b>12,524</b>	<b>33,922</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

146,284  
(112,362)

33,922

	2019	Opening Balances	Receipts from MoE	Payments	BOI Contribution/ (Write-off to R&M)	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)
<b>Totals</b>		<b>(53,802)</b>	<b>530,960</b>	<b>(578,090)</b>	<b>(3,977)</b>	<b>(96,955)</b>

## 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.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,070	3,240
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	385,392	366,404
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	389,462	369,644
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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	0 - 10	0 - 10

### Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	2.00	2.00
110-120	2.00	-
	4.00	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:

	2020 Actual	2019 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 2020** (Contingent liabilities and assets at **31 December 2019**: 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 2020, a contingent liability for the school may exist.

## 23. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board had entered into no contract agreements for capital works.

(Capital commitments at 31 December 2019:nil.)

### (b) Operating Commitments

As at 31 December 2020 the Board had entered into no contract agreements.

(Operating commitments at 31 December 2019: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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	594,718	250,012	317,083
Receivables	460,240	235,000	236,569
Investments - Term Deposits	892,659	1,000,000	1,100,000
Total Cash and Receivables	<u>1,947,617</u>	<u>1,485,012</u>	<u>1,653,652</u>

### Financial liabilities measured at amortised cost

Payables	366,167	280,000	283,146
Finance Leases	51,793	50,000	46,139
Total Financial Liabilities Measured at Amortised Cost	<u>417,960</u>	<u>330,000</u>	<u>329,285</u>

## 26. Events After Balance Date

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

## Independent Auditor's Report

### To the readers of Marina View School's Financial statements For the year ended 31 December 2020

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 2020, 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 2020; 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 24 May 2021. This is the date at which our opinion is expressed.

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

### Basis of opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

## Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 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: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



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

## Principal's 2020 Annual Report to the Marina View School Board of Trustees



It is my pleasure to present the 2020 Principal's report for Marina View School. The school year began with a roll of 700 students and ended with 757 students.

2020 was an exceptional year due to the worldwide and New Zealand outbreak of the COVID-19 virus. It directly impacted on the ability of our school to operate as a learning institution.

I would like to express my thanks to all staff and to our Board of Trustees for the way we responded to the challenge. We transformed from a face to face to a distance learning environment smoothly and professionally. I believe that we catered for our students and our families extremely well. Even with the disruption due to COVID -19 2020 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. 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: Turangawaewae, Learning in a Digital World, Acting like a Scientist and Big Business
- Continuing whole school Mathematics professional development and learning facilitated by Lucie Cheeseaman from MathsMatters NZ.
- Undertaking professional learning and development promoting teacher's collaborative inquiries into practice (led by our Kāhui Ako within school lead teachers).
- The embedding of the Linc-Ed / Hero student management system as a personalised, digital and evidenced based reporting system, on student progress and achievement
- Children continuing to participate at the Core Education Ulearn conference to instruct teachers around powerful integration of digital technology and learning
- Various guests visiting the school and Student leaders visiting Whenuapai Air Base
- Continuing Mandarin language and Korean language classes in our school
- Teachers experiencing a Korean Tea Ceremony
- Success in inter-school Sporting Competitions
- Our Kapa Haka group continuing to go from strength to strength
- PTA fundraising efforts whilst curtailed this year continued supporting the planned future installation of an artificial turf
- Students and teachers combining to create a Rock Art project that celebrated our resilience during COVI 19 lockdowns
- The continuing involvement of our school in Whiria te Tangata Kahui Ako.
- Embedding mihi whakatau each term for new members of the Marina View School community.

In my report I have included the following review of our Annual Goals for 2020  
He waka eke no



## Annual Goals

## Progress Against Goals

### NAG 1

1. To participate in school based Professional Learning and Development focusing on the New Zealand Digital Technologies Curriculum to enhance classroom programmes and student's achievement.

### KEY PEOPLE

MCJ, Lead teachers

### CURRICULUM REQUIREMENTS

**February** As part of initiating our professional learning regarding the new Digital Technologies curriculum all teachers have met to reflect upon what we already know and what we need to know to support the successful implementation of the curriculum across our school. We have also watched spotlight webcasts of the Ministry of Education's objectives regarding the implementation of the new curriculum.

**May** All teachers have undertaken 'Just in Time' personal professional learning to assist them to deliver distance learning programmes for their students while we have been in COVID - 19 Level 4 and Level 3. It has been impressive how quickly teachers have come up to speed and delivered engaging distance learning programmes. Teachers are using a range of platforms and software to support their distance learning programmes (including: Seesaw, Google sites, Google Classroom, Google Meet, Zoom, Sunshine Reading Online, NZ Maths online)

**June** The learning context for this term is 'It's a Digital World'. Teams are using this context to integrate learning from the new Digital Technologies Curriculum.

**July** A wide range of learning experiences were undertaken last term incorporating the digital technologies curriculum. Learning experiences included; students programming robots, using 3D digital design software, undertaking coding and programming using Scratch. The Year 7 and 8 team even used coding software to create their own apps that can work on smartphones. This term teaching teams are integrating the use of digital technologies into the Learning Context 'Acting like a Scientist'.

**September** We have made contact with a professional learning provider to assist us with developing a professional learning plan for the school focused on developing digital technology fluency. We are using feedback from the community, teachers and students to assist with formulating the plan.

**October** We have made an application to obtain Ministry of Education Professional Learning and Support relating to enhancing 'Digital Fluency' within our school environment.

**December** Our application for professional development relating to enhancing school wide 'Digital Fluency' has been successful and we will be receiving 150 hours of facilitation support over the next 2 years. We have made contact with our selected facilitator, Steve Voisey from TTS and have started scoping plans for next year.

<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>MCI, Lead teachers All teachers Lucie Cheeseaman - facilitator</p>	<p><b>January</b> Lucie Cheeseaman has been contracted with work with our school and our teachers</p> <p><b>February</b> Lucie has worked with maths leaders and several teaching teams to embed learnings about worthwhile and rich mathematical tasks. All teaching staff participated with Lucie in a staff meeting focused on mathematical warm ups and assessment.</p> <p><b>May</b> Lucie has continued to undertake Professional learning with groups of teachers focused on developing rich and worthwhile mathematical tasks. The sessions have been delivered virtually through Zoom. They have worked really well.</p> <p><b>June</b> Lucie Cheeseaman has continued to facilitate professional learning with staff. She is now working in-school again and has modelled teaching Rich Mathematical tasks in the classroom setting, to selected teachers.</p> <p><b>July</b> Lucie continues to work with teaching teams to support problem solving in mathematics and underking worthwhile and rich mathematical tasks in the classroom. Our maths leaders are observing classes in action. All teams are focusing on accelerating the mathematical progress of a small group of target students.</p> <p><b>August</b> Lucie Cheeseaman has worked with various teaching teams to support planning of 'Rich and Worthwhile' mathematics tasks, planning an acceleration programme for students who need support and forming OTJ for students from 'Rich tasks'. She also facilitated a staff meeting on developing independent activities to support mathematics programmes.</p> <p><b>December</b> Lucie Cheeseaman has modelled several maths lessons for various teachers, she has discussed planning Rich and worthwhile tasks with teaching teams. We have also planned for ongoing support in 2021 and sorted dates for Lucie's facilitation visits in term 1.</p>
<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.</p>	<p>MCI</p>	<p><b>February</b> All students are investigating turangawaewae. Students have undertaken a range of activities including visiting the museum and waste management. We have had pest control officers visit the school. Colin Gover is working with a couple of groups of boys who are looking at creating children's tools for the junior sandpit.</p> <p><b>March</b> We have again been running the Junior Breakers basketball training programme at school.</p> <p><b>May</b> Teachers are providing distance learning programmes for all students. This has been challenging new learning for staff but they have taken to the challenge extremely well.</p> <p><b>June</b> We are now back at school and operation classes in a more 'normal' situation. The first couple of weeks back was focused on transitioning students back to school after being away in lockdown for COVID-19. We are now turning our focus to ensuring returning to our school's long term plans for our teaching and learning programmes. Students seem to be well settled back into school after their time away.</p>

<p>4. To participate in the Whiria te Tangata - Kahui Ako / Community of Learning.</p>	<p>BOT and all staff</p>	<p><b>July</b> The learning Context for this term is 'Acting like a Scientist'. Teaching teams are undertaking learning experiences in a variety of ways including: Space, Body Systems, Climate Change, Forces and the Nature of Science.</p> <p><b>August</b> The flow of our learning programmes has been somewhat interrupted by the return to Level 3 lockdown. It has necessitated a return to distance learning programmes that are more about maintaining connections and sustaining a focus on learning. Now we are back at school, 'normal' programmes are continuing.</p> <p><b>September</b> A range of <a href="#">engaging learning experiences</a> relating to the context of Science have been undertaken. The school had a good focus on te reo Māori during Māori language week. Whilst Mathex was cancelled a 'friendly' competition was organised by Kylie Erceg, between students and several teacher teams. It was a fun event with the students showing their considerable expertise.</p> <p><b>October</b> This term's learning context is around innovation and entrepreneurship. Teaching teams will investigate this context in a range of ways. 'Big Business' is the focus of a number of teams. Our Year 3 team visited the Stardome. Our Year 7 and 8 school leaders visited the Whenuapai Airbase. A group of our Year 7 and 8 school leaders visited the Westgate Medical centre and gave them some 'treats' to show our appreciation for all their efforts during these unusual COVID times. Our Garden to Table programme is running well, and the gardens are producing food. All students and teachers have painted a rock to commemorate 2020. A display will be constructed around the school flag pole. Year 6 and Year 8 camps are planned for this term.</p> <p><b>December</b> Our Year 6 and Year 8 students had very enjoyable camps and Long Bay and Mangawhai and our Year 7 students undertook a range of outdoor activities. Thanks to Teams Whitehead and Oldham for all their efforts. Our Jump Jam team competed in the national competition in Tauranga and came 2nd which was a great result. Thanks to Ashleigh Phillips, Kylie Erceg and Nicko Vella for all their efforts. Team Boroshurst held a Talent Quest which was a wonderful event. Team Ashford sang for the residents of West Harbour Gardens. This was greatly appreciated by the residents. Our Year 7 and 8 students held a very successful 'Big Business' day selling a range of innovative products. The quality (and the marketing) was impressive.</p>
<p>February A Teacher Only Day for teachers from all schools in the kāhui ako has been planned for. All principals have met to discuss the annual plan for the kāhui ako. Team leaders alongside Jill, Cara and Maurice have attended the first of a series of professional learning sessions focused on 'leading from the middle'. Our within school lead teachers (Ashaq, Helen and Kylie) met with Maurice, Jill and Cara to discuss plans for the year ahead.</p>		

<p>Priority focus for 2020 – Developing a shared understanding of what success looks like for our students and teachers</p>	<p><b>March</b> Within School leaders from across the kāhui ako have met to set up plans for the year and to undertake professional learning to support them in their roles.</p> <p><b>May</b> I am now undertaking a support role for our Kāhui Ako lead principal.</p> <p><b>June</b> As part of a Kāhui Ako wide initiative, our Senior Leadership team and team leaders have been undertaking professional learning facilitated by Linda Bendikson and focused on enhancing school improvement through 'leading from the Middle'. We have undertaken 2 sessions so far and they are proving very valuable.</p> <p>Our Within School Leaders facilitated a staff meeting that was led by Helen Ashford looking at what we see as Success for teachers and students, through reflecting on our teaching and learning experiences during lockdown.</p> <p>Within School leaders are supporting us to reflect on the priority attributes we wish students to develop while they are at Marina View School. Within School Leaders are also participating in cluster wide professional learning for within school leaders.</p> <p><b>July</b> Our Within School Lead teachers are continuing to work to support the school to develop a vision for the attributes of a learner at Marina View.</p> <p><b>August</b> Unfortunately due to the uncertain nature of the COVID-19 we have made the decision to cancel the Cultural Festival that was to be held here for Kāhui Ako schools in term 4. We will look at rearranging the event for 2021. The combined BOT meeting for schools has also been postponed with a tentative new date of 12th November (to be confirmed).</p> <p><b>September</b> Within School lead teachers from across the Kāhui Ako have met. Principals have met and Learning Support Coordinators have met. The INCOL teachers were released for a planning day at Massey High School.</p> <p><b>October</b> The Kāhui Ako has started planning for the 2021 school year.</p> <p><b>December</b> We have appointed Within School Lead teachers for the 2021 year. We will continue with initiatives that were started this year.</p>
<p>5. Develop educationally powerful connections with parents and whānau</p>	<p><b>February</b> An initial <i>Meet the teacher</i> evening was held for families and whānau. An information evening was held for families and whānau of our New Entrant students. A mihi whakatau has been held for all new students and staff members.</p> <p><b>May</b> The distance learning programmes that are taking place have helped to develop stronger connections between home and school. Teachers have reported that they are having regular and ongoing contact with families and whānau.</p> <p><b>June</b> We are currently surveying family and whānau regarding their distance learning experiences during lockdown.</p>

	<p><b>July</b> We have held a Year 7 and 8 team information evening for parents of our Year 5 and Year 6 students. This week we are holding student led conferences so that our students can discuss their progress and achievement so far this year and to support the partnership between home and school.</p> <p><b>August</b> Through the lockdown we have maintained good digital connections with families. We also supplied devices to families who needed them to support their inclusion in our schools distance learning programmes. We have held a meeting for parents of our International Students. Jill and the New Entrant team have held an information afternoon for New Entrant parents. We have held a Zoom information meeting for parents of students who are undertaking the puberty sessions.</p> <p><b>October</b> We continue to upload student progress and achievement information ( and evidence related to this ) on to our student management system 'Hero' to inform parents regarding their child's progress / achievement.</p> <p><b>December</b> Jill Dyet held an information morning for parents of new entrant students coming to our school. There was a great turnout of parents. End of year prize givings and the Year 8 graduation have taken place. They were wonderful events and a great celebration of what has happened over the year. We continue to upload student progress and achievement information ( and evidence related to this ) on to our student management system 'Hero' to inform parents regarding their child's progress / achievement.</p>
<p>6. Provide a safe, happy and stimulating learning environment for students, staff and community - focus for 2020 - wellbeing</p>	<p><b>February</b> Heat pumps have been installed in Rooms 3-8. Teachers are reviewing the Teacher and Student Well-being surveys that were undertaken in 2019.</p> <p><b>March</b> As a staff we have met and have reviewed and discussed the findings from the 2019 Student and Teacher Wellbeing Surveys.</p> <p><b>May</b> Promoting wellbeing for students and staff will be a priority for the school as we return to operation under COVID-19 Level 2.</p> <p><b>June</b> Wellbeing for students and staff has been a focus for the school as we have transitioned back from lockdown.</p> <p><b>July</b> Kristin and Helen have led a wellbeing session for teachers. This was a very positive session and was well received by all. Maurice, Jill, Cara and Barb (our Learning Support Coordinator) visited Tirimoana School to observe the Ministry of Education initiative PB4L (Positive Behaviour for Learning) programme that they have implemented.</p>

		<p><b>August</b> We have applied to the Ministry of Education to get information regarding being involved in the PB4L positive behaviour professional development programme. They have yet to get back with the information requested.</p> <p><b>September</b> We have been contacted by a representative from the Ministry of Education to discuss what would be involved in the school participating in the PB4L positive behaviour programme. He will be visiting the school to speak with all teaching staff in term 4.</p> <p><b>October</b> Our teaching staff meet with a Ministry of Education facilitator for a programme that has school wide focus on positive behaviour and positive relationships. All staff wish to undertake this professional learning and school development.</p> <p><b>December</b> Our school has been accepted to be on the Ministry of Education Positive Behaviour For Learning initiative starting in 2021.</p>
<p>7. Curriculum targets based on review of 2019 Literacy and Numeracy achievement data are developed, classroom programmes are designed to support achievement of these targets and progress towards targets monitored.</p>	<p>MCI Teachers</p>	<p><b>January</b> Literacy and Numeracy reviews for 2019 have been drafted. These have been shared with teachers to analyse and assist in planning for curriculum development and professional learning for the year. We are currently looking at the creation of targets for students' achievement for 2020.</p> <p><b>February</b> From analysing achievement data from 2019 it was decided to have Māori and Pasifika mathematics achievements as targets for 2020.</p> <p><b>March</b> We have met and looked a student progress and achievement OTJ targets.</p> <p><b>June</b> Teaching teams are refocusing on enhancing the progress of their students in mathematics.</p> <p><b>September</b> We are currently gathering Mid Year achievement data for Numeracy and Literacy.</p> <p><b>December</b> We are currently collating end of year Literacy and Numeracy progress and achievement data.</p>
<h2>NAG 2 DOCUMENTATION AND SELF REVIEW</h2>		
<p>8. Review Charter and Strategic Plan.</p>	<p>MCI Senior teachers, BOT</p>	<p><b>January</b> The Annual goals for 2020 are still being drafted and will be ready to present at our February meeting.</p> <p><b>February</b> The School Charter for 2020 is prepared and ready to send to the Ministry of Education</p> <p><b>July</b> We are currently looking to review our Strategic Plan.</p>

		<p><b>August</b> The review of the Strategic Plan is continuing</p> <p><b>September:</b> This is ongoing but has been a bit disjointed because of the disjointed nature of the year so far. To complement the School Charter review we have contacted an artist to assist with a graphic redesign.</p> <p><b>December</b> I recommend that Charter and Strategic plan review is a priority for the board in the new year.</p>
<p>9. Undertake reviews for Numeracy and Literacy, Students to undertake NZCER wellbeing survey (years 4-8).</p>	<p>Literacy leaders, Numeracy leaders, Management</p>	<p><b>February</b> Last year's wellbeing surveys are being reviewed to inform further developments.</p> <p><b>July</b> We are currently collating and drafting Mid Year Reviews in Literacy and Numeracy</p> <p><b>September</b> Mid Year Reviews for Literacy and Numeracy will be presented with this report.</p> <p><b>October</b> As part of our ongoing reflection and review process, we are determining the school's needs and it's goals for 2021. We have prioritised developments in Assessment for Learning practice, school-wide Digital Fluency, and Positive Behaviour for Learning (PB4L).</p> <p><b>December</b> Reviews for Literacy and Numeracy (and other selected curriculum areas) are being collated.</p>
<p>10. Consult community regarding: Health curriculum delivery and consult with Maori and Korean communities.</p>	<p>MCI , All Teachers</p>	<p><b>February</b> Māori students have been surveyed to get feedback on their feelings about being students at Marina View School.</p> <p><b>June</b> We are currently surveying family and whanau regarding their distance learning experiences during lockdown.</p> <p><b>August</b> We have held a meeting for parents of our International Students</p> <p><b>September:</b> The final HPV immunisations have been completed and Year 7 immunisation catch ups. The health nurses look after our school and acknowledge our efforts with two very large carrot cakes. Astrid van Vliet is invaluable with supporting the organisation of these immunisations</p> <p><b>October</b> We have surveyed our Māori students to get feedback on their feelings about being students at Marina View School and what further we could be doing to meet their needs.</p> <p><b>December</b> We have held a whānau consultation. It was a small but very positive hui. Thanks to Asha Anand for facilitating this.</p>

<p>11. Hold goal setting meetings involving students, parents, and teachers in March, and student, teacher and parent conferences in August.</p>	<p>All teachers</p>	<p><b>February</b> Meet the teacher meetings have been held.</p> <p><b>March</b> Due to the quickly evolving nature of the COVID -19 outbreak. Goal setting meetings were postponed until later in the year.</p> <p><b>July</b> As stated above, this week we are holding student-led conferences so that our students can discuss their progress and achievement so far this year and to support the partnership between home and school.</p>
<p>12. 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.</p>	<p>MCJ All teachers and BOT</p>	
<p>13. 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).</p>	<p>Staff and BOT</p>	<p><b>January 2019</b> 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><b>March</b> We have met and input overall teacher judgements for children who are currently achieving below (or at risk of achieving below) expectation, in Reading, Writing and Mathematics.</p> <p><b>July</b> We are currently analysing school wide achievement data.</p> <p><b>December</b> Reviews for Literacy and Numeracy (and other selected curriculum areas) are being collated.</p>
<p><b>NAG 3</b></p>		
<p><b>EMPLOYER RESPONSIBILITIES</b></p>		
<p>14. Provide a programme of professional development (whole school and individual) for all staff involved in the Curriculum Goals above.</p>	<p>MCJ</p>	<p><b>January</b> We have held two teachers only days in preparation for the 2020 school year. Rosalie Reiri from Core Education has facilitated a professional learning session for teachers relating to the Treaty of Waitangi and its impact on New Zealand.</p> <p><b>February</b> Lucie Cheeseman has been working with our school facilitating professional learning in mathematics. Beginning teachers are undertaking professional learning sessions.</p>



		<p><b>March</b> Teacher Aides are undertaking professional learning sessions every Wednesday morning. Nicole and Gillian (our ESOL teacher and teacher aide) attended an ESOL schools cluster meeting, to learn from and share with people in similar positions.</p> <p><b>May</b> Teachers have undertaken a range of independent and team professional learning activities to assist them in undertaking distance learning. There have been a number of webinars that they have had access to support this. As well as the webinars teachers have been proactive and sourced professional learning activities themselves.</p> <p>Lucie Cheeseman has undertaken virtual learning sessions (using Zoom) with various teaching teams to undertake ongoing professional learning focused on developing and assessing worthwhile and rich mathematical tasks. These sessions ran very well.</p> <p><b>June</b> Teachers have undertaken a range of independent and team professional learning activities</p> <p><b>July</b> Team leaders and MCJ have been undertaking a professional learning session with facilitator Linda Bendikson. Teachers have undertaken a range of independent and team professional learning activities</p> <p><b>August</b> While professional learning has been interrupted by the Covid level 3 lockdown. Linda Bendikson has worked with our leadership team and self directed professional learning sessions are now flowing on from this. Lucie Cheeseman continues to support us with mathematics professional learning. Our Kāhui Ako within school lead teachers continue to support us to investigate our understanding of what makes a successful learner at Marina View.</p> <p><b>October</b> As part of our focus on developing our school's cultural responsiveness, we have been visited by a group who performed for and included teachers in a traditional Korean Tea Ceremony and sweet making. As part of the session a number of teachers also dressed in traditional Korean clothes (Hanbok).</p>
<p>15. 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.</p>	<p>MCJ</p>	<p><b>March</b> Teaching teams have undertaken appraisal meetings, establishing goals for the team and individuals for the year.</p> <p><b>June</b> Maurice has undertaken appraisal meetings with his appraiser.</p> <p><b>October</b> We have discussed with teaching staff the changes to the annual appraisal cycle for teachers that are being implemented by the Educational Council. The format is not yet fully formed and we will be learning more as we get more detail about the expected format and process.</p> <p><b>December</b> End of year appraisal meetings are being undertaken.</p>
<p>16. Operate a personnel policy that complies with the</p>	<p>BOT MCJ</p>	<p><b>March</b> We continue to operate as a good EEO employer.</p>

<p>principles of being a good EEO employer.</p>		
<p>17. Assist the smooth induction of new staff members.</p>	<p>MCJ Tutor teachers Senior teachers</p>	<p>March Beginning teachers are undertaking mentoring programmes.</p> <p>September Beginning Teacher support and mentoring programmes are continuing</p> <p>October Beginning Teacher support and mentoring programmes are continuing</p>
<p><b>NAG 4</b></p>		
<p>18. Oversee the following Developments:</p> <ul style="list-style-type: none"> <li>● Targeted painting of school facilities</li> <li>● Continue outdoor artwork development</li> <li>● Install heat pumps across the school</li> <li>● Continue to upgrade Elearning resources</li> <li>● Ongoing maintenance programme.</li> <li>● Fire alarm upgrade</li> <li>● Walkway replacement</li> <li>● Astroturf</li> <li>● Prepare painting schedule and process</li> </ul>	<p>Property Committee</p>	<p><b>FINANCE AND PROPERTY</b></p> <p><b>February</b> Over the holiday period heat pumps were installed in classrooms 3-8. Over the holiday period we had an upgrade of the school server and computer network. ArchGolas have been installed on the deck of Rooms 12 and 13 and outside the FLS boys toilet. Computers have been purchased for the school office and MVTV. We have replaced (upgraded) furniture in Rooms, 15, 16 and 17 and ESOL and the learning hub</p> <p><b>March</b> We have a group of Art extension students who are creating murals for the school. We have enhanced the school vegetable garden area with artworks.</p> <p><b>May</b> We are progressing with our School Improvement Projects and the redevelopment of areas to accommodate our Learning Support Coordinator.</p> <p>We have installed temporary fencing so that when we open for instruction under COVID-19 Level 2, access to the school site will be limited to students, staff and invited visitors only.</p> <p><b>June</b> Now we have moved to level 1 we are removing the temporary fencing from the school. We are making an application to the Ministry of Education to fence the school to support safety concerns for a student with special needs.</p> <p><b>July</b> Artworks that have been created by the extension Art group have been installed around the school. Have purchased a number of chromebooks, laptops and ipads and have distributed them around the school. We have had another architect view the gym cladding issue we have and are again sourcing a quote for remediation. We have obtained quotes for the painting of the hall roof and exterior.</p> <p><b>August</b> We are creating an artwork with small rocks painted by every student in the school. We are obtaining quotes for Gym cladding remediation.</p>

		<p>We are obtaining quotes to take away the old boiler fixtures and fittings. We are contacting painters to confirm painting of the hall in the December holidays.</p> <p><b>September:</b> The 'Rock artwork' is well underway after the delay going into level 3. Colin Gover is running a Garden to Table programme with a number of students. We are looking to increase the size of the garden area. The roofing project will be undertaken during the holidays. We have confirmed the hall painting for the December holidays. The Learning Support redevelopment and walkway redevelopment have been submitted for building consent. We have received a quote for remediation of the cladding on the gymnasium.</p> <p><b>October</b> Various projects are underway Extending School vegetable garden - This project is progressing and the raised bed is being constructed. We are investigating a proposal to have our lighting upgraded to energy efficient lightLED lighting through a MOE supported free loan scheme. We are adding a couple of new cameras to the security system and upgrading the server, All students and many staff members have painted rocks to commemorate the unusual year 2020 has been.</p> <p><b>December</b> We are planning to have roof painting for the hall and several classrooms undertaken over the Christmas holidays.</p>
<p>19. Implement 5 year property enhancements as per the new 5 Year Property agreement with the Ministry of Education.</p>	<p>Property Committee / consultant</p>	<p><b>February</b> We are working with our property consultant, Colin Tunicliffe to prioritise property projects to be submitted to the MOE as the schools focus for spending the \$400000 we received as part of the 'one off' School Investment Package that the government announced last year.</p> <p><b>May</b> We have applied for an amendment to our SYA to undertake our School Improvement Projects and the accommodation of our Learning Support Coordinator.</p> <p><b>June</b> The roofing, heat pump, walkway and Learning support coordinator projects are all progressing.</p> <p><b>July</b> We have installed 10 heat pumps. This means that all classrooms now have heat pumps installed. The roofing project for Rooms 23, 24, 27 and 28 is confirmed for the October holidays. Detailed drawings are being produced for the walkway and the Learning Support Coordinator renovation product.</p> <p><b>August</b> All planning for work above is ongoing</p>

		<p>Whilst we have been informed that our alarm system upgrade is to be included in the Ministry of Education programme for 2021, we have rolled over the consent for the minor alarm works that we have halted, just in case we require to undertake the task.</p> <p><b>September</b> As above.</p> <p><b>October</b> Walkway and Learning Support Coordinator Redevelopment Projects. Our project manager is putting these projects to tender Roofing - The project is now completed Astroturf project. We have started planning for the Astro Turf area by Picasso Road. We will be meeting with our project manager, to look at how we can progress the project Gymnasium cladding - We have approached the Ministry of Education to access funding for the remediation from our schools 5 Year Property Agreement funding</p> <p><b>December</b> We have received quotes for the Walkway and Learning Support Coordinator Redevelopment. The lowest quote is \$90,000 over the allocated funding so we are now looking at aspects of the scope of works that can be trimmed back. We have quotes for the Astro Turf area. We have now sent documentation to the MOE for approval. While this is happening we are getting the ground area geotested to ensure the soil structure will cope with the astro in a stable manner.</p>
20. Prepare an annual budget to reflect the School's strategic direction.	Finance committee	<p><b>February</b> The 2020 budget is drafted ready for approval.</p> <p><b>December</b> We are currently preparing the draft budget for 2021.</p>
21. Monitor and report on the school's financial position.	Finance committee	<p><b>March</b> The finance committee continues to meet.</p> <p><b>June</b> The 2019 School Financial Report has been received from our Auditor.</p> <p><b>October</b> We continue to monitor our schools financial position through monthly analysis and reporting to the board.</p>
22. Continue to grow, develop and enhance our school's International Student programmes.	Kyung Ja / MCJ	<p><b>January</b> Due to the current situation with the outbreak of the coronavirus in China, we will be cancelling the marketing trip to China (Guangzhou, Zhenzhou and Shanghai) for Kyung Ja and Maurice that was planned to take place in March.</p> <p><b>August</b> Kyung Ja is continuing to liaise with the parents of our international students, especially as there is disruption to our school programme and the service we are able to offer.</p>

		<p><b>October</b> We are continuing to support our International students and their families.</p> <p><b>December</b> Due to COVID 19 and ensuing border restrictions, the numbers of international students we will have in 2021 will be reduced.</p>
<p><b>NAG 5</b></p>	<p><b>HEALTH AND SAFETY</b></p>	
<p>23. Implement new Health and Safety policies and procedures</p>	<p>Leadership Team / Safety officer</p>	<p><b>February</b> The Health and safety committee has met. A trial fire evacuation has been held.</p> <p><b>August</b> A trial lockdown has been undertaken. The Health and Safety team have met.</p> <p><b>December</b> The Health and Safety team have met. The hazard register continues to be updated. A trial fire drill has been held.</p>
<p>24. Maintain Hazard register and undertake regular safety audits</p>	<p>Leadership Team / Safety officer</p>	<p><b>January</b> Scott has undertaken the monthly safety audits.</p> <p><b>May</b> Health and Safety Plans have been developed for our school to safely operate under COVID-19 <a href="#">Alert Level 3</a> and <a href="#">Alert Level 2</a>. These plans have been distributed to staff.</p> <p><b>July</b> The Health and Safety team have met. Members of the Health and Safety team have undertaken a walk around the school to monitor possible hazards. We regularly updated the Health and Safety register. A number of staff members have undertaken first aid training.</p> <p><b>August</b> The Health and Safety team have met. The Health and Safety team reviewed and discussed the <a href="#">Level 2</a> COVID safety plan</p> <p><b>December</b> The Health and Safety team have met. The hazard register continues to be updated.</p>

NAG 6		LEGISLATION
25. Review and modify school charter.	M Young BOT	<p>January Teachers are currently reviewing our school Charter vision.</p> <p>February The Charter is completed and ready to be sent to the Ministry of Education.</p> <p>August We have started to review the school's Charter</p>
26. Keep up to date with all legislative requirements.	M Young BOT	December All teacher registrations are up to date

Marina View School  
Kiwisport Statement



Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$9617.00 excl gst (2019: \$10180.00). This funding was used for children participation in various local and zone level organised sports.