

MARINA VIEW SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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.co.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Radhika Beetham	Presiding Member	Elected	2025
Maurice Young	Principal ex Officio		
Jennifer Koo	Parent Representative	Elected	2025
Steve Hatch	Parent Representative	Elected	2025
Mohit Luthra	Parent Representative	Elected	2025
Rachel Oldham Ormiston	Parent Representative	Elected	2025
Brownderborg Tagaloa	Parent Representative	Co-opted	2025
Megan Te Tai	Staff Representative	Elected	2025

Accountant / Service Provider: Shore Chartered Accountants Limited

MARINA VIEW SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Marina View School

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Mohit Luthra

Full Name of Presiding Member

DocuSigned by:
Mohit Luthra
79E1051BD08342D

Signature of Presiding Member

29 August 2024

Date:

Maurice Young

Full Name of Principal

Signed by:
Maurice Young
A1C1EFBB76E547C

Signature of Principal

28 August 2024

Date:

Marina View School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	6,343,111	5,409,080	5,843,886
Locally Raised Funds	3	545,959	538,615	386,908
Interest		71,905	25,000	27,929
Total Revenue		6,960,975	5,972,695	6,258,723
Expense				
Locally Raised Funds	3	313,269	286,756	203,474
Learning Resources	4	4,021,474	3,648,115	3,915,808
Administration	5	375,119	361,461	382,703
Interest		2,467	4,000	2,708
Property	6	2,282,874	1,750,067	1,726,941
Loss on Disposal of Property, Plant and Equipment		1,298	1,000	281
Total Expense		6,996,501	6,051,399	6,231,915
Net Surplus / (Deficit) for the year		(35,526)	(78,704)	26,808
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(35,526)</u>	<u>(78,704)</u>	<u>26,808</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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		2,425,273	2,425,273	2,381,493
Total comprehensive revenue and expense for the year		(35,526)	(78,704)	26,808
Contribution - Furniture and Equipment Grant		28,174	-	16,972
Equity at 31 December		2,417,921	2,346,569	2,425,273
Accumulated comprehensive revenue and expense		2,417,921	2,346,569	2,425,273
Equity at 31 December		2,417,921	2,346,569	2,425,273

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

Marina View School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	738,752	277,667	232,236
Accounts Receivable	8	390,878	285,000	333,021
GST Receivable		126,658	5,000	4,094
Prepayments		29,759	30,000	32,303
Inventories	9	3,637	4,000	4,045
Investments	10	957,725	1,200,000	1,253,592
Funds Receivable for Capital Works Projects	16	12,777	-	51,101
		2,260,186	1,801,667	1,910,392
Current Liabilities				
Accounts Payable	12	382,503	335,000	337,081
Revenue Received in Advance	13	211,238	135,000	152,312
Provision for Cyclical Maintenance	14	94,632	-	-
Finance Lease Liability	15	14,367	20,000	19,347
Funds held for Capital Works Projects	16	194,876	-	-
		897,616	490,000	508,740
Working Capital Surplus/(Deficit)		1,362,570	1,311,667	1,401,652
Non-current Assets				
Property, Plant and Equipment	11	1,237,457	1,352,802	1,316,323
		1,237,457	1,352,802	1,316,323
Non-current Liabilities				
Provision for Cyclical Maintenance	14	164,822	302,900	278,900
Finance Lease Liability	15	17,284	15,000	13,802
		182,106	317,900	292,702
Net Assets		2,417,921	2,346,569	2,425,273
Equity		2,417,921	2,346,569	2,425,273

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

Marina View School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,194,279	1,229,486	1,332,543
Locally Raised Funds		372,382	369,665	322,034
International Students		245,979	152,000	103,335
Goods and Services Tax (net)		(122,564)	(906)	23,775
Payments to Employees		(741,693)	(726,232)	(761,914)
Payments to Suppliers		(910,329)	(828,442)	(748,410)
Interest Paid		(2,467)	(4,000)	(2,708)
Interest Received		69,178	24,795	20,185
Net cash from/(to) Operating Activities		104,765	216,366	288,840
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(133,992)	(257,479)	(291,011)
Purchase of Investments		-	-	(350,631)
Proceeds from Sale of Investments		295,867	53,592	-
Net cash from/(to) Investing Activities		161,875	(203,887)	(641,642)
Cash flows from Financing Activities				
Furniture and Equipment Grant		28,174	-	16,972
Finance Lease Payments		(21,498)	(18,149)	(23,051)
Funds Administered on Behalf of Other Parties		233,200	51,101	(6,286)
Net cash from/(to) Financing Activities		239,876	32,952	(12,365)
Net increase/(decrease) in cash and cash equivalents		506,516	45,431	(365,167)
Cash and cash equivalents at the beginning of the year	7	232,236	232,236	597,403
Cash and cash equivalents at the end of the year	7	738,752	277,667	232,236

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Marina View School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

i) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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 surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

m) Revenue Received in Advance

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

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

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,244,657	1,181,315	1,345,889
Teachers' Salaries Grants	3,197,184	2,819,285	3,114,517
Use of Land and Buildings Grants	1,901,270	1,408,480	1,383,480
	<u>6,343,111</u>	<u>5,409,080</u>	<u>5,843,886</u>

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

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	85,438	82,000	88,228
Curriculum related Activities - Purchase of goods and services	158,132	155,000	124,286
Trading	66,332	60,365	58,945
Fundraising & Community Grants	61,853	95,000	46,374
International Student Fees	174,204	146,250	69,075
	<u>545,959</u>	<u>538,615</u>	<u>386,908</u>
Expense			
Extra Curricular Activities Costs	152,164	155,000	112,782
Trading	19,221	18,500	16,907
Fundraising and Community Grant Costs	31,599	27,500	26,155
International Student - Student Recruitment	20,696	10,000	10,239
International Student - Other Expenses	89,589	75,756	37,391
	<u>313,269</u>	<u>286,756</u>	<u>203,474</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>232,690</u>	<u>251,859</u>	<u>183,434</u>

During the year ended December 2023 there were 2 overseas trips for 2 people totalling \$33,275 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue. (2022; nil)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	92,406	90,790	73,852
Information and Communication Technology	55,797	61,136	56,035
Library Resources	2,689	3,000	2,500
Employee Benefits - Salaries	3,562,428	3,189,189	3,463,851
Staff Development	76,594	64,000	55,148
Depreciation	231,560	240,000	264,422
	<u>4,021,474</u>	<u>3,648,115</u>	<u>3,915,808</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fees	8,090	8,090	7,850
Board Fees	4,435	5,445	4,785
Board Expenses	6,230	10,105	23,430
Communication	5,154	5,300	4,767
Consumables	4,635	5,300	4,603
Other	28,826	28,911	30,760
Employee Benefits - Salaries	287,604	270,310	280,187
Insurance	14,903	12,000	12,681
Service Providers, Contractors and Consultancy	15,242	16,000	13,640
	375,119	361,461	382,703

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	29,169	26,596	28,424
Consultancy and Contract Services	78,172	73,250	72,138
Cyclical Maintenance	47,594	24,000	48,614
Grounds	30,706	16,500	18,737
Heat, Light and Water	52,154	48,000	47,201
Repairs and Maintenance	42,489	59,716	34,525
Use of Land and Buildings	1,901,270	1,408,480	1,383,480
Security	11,697	10,000	9,806
Employee Benefits - Salaries	89,623	83,525	84,016
	2,282,874	1,750,067	1,726,941

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Bank Accounts	586,741	277,667	232,236
Short-term Bank Deposits	152,011	-	-
Cash and cash equivalents for Statement of Cash Flows	738,752	277,667	232,236

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

Of the Cash and Cash Equivalents, \$194,876 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,248	25,000	1,389
Receivables from the Ministry of Education	72,479	-	37,319
Interest Receivable	12,522	10,000	9,795
Banking Staffing Underuse	34,708	-	34,825
Teacher Salaries Grant Receivable	267,921	250,000	249,693
	<u>390,878</u>	<u>285,000</u>	<u>333,021</u>
Receivables from Exchange Transactions	15,770	35,000	11,184
Receivables from Non-Exchange Transactions	375,108	250,000	321,837
	<u>390,878</u>	<u>285,000</u>	<u>333,021</u>

9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,637	4,000	4,045
	<u>3,637</u>	<u>4,000</u>	<u>4,045</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	957,725	1,200,000	1,253,592
	<u>957,725</u>	<u>1,200,000</u>	<u>1,253,592</u>
Total Investments			

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	954,255	11,154	-	-	(92,451)	872,958
Furniture and Equipment	289,659	93,391	-	-	(87,524)	295,526
Information and Communication Technology	26,743	23,862	-	-	(28,536)	22,069
Leased Assets	28,618	18,811	-	-	(20,233)	27,196
Library Resources	17,048	6,774	(1,298)	-	(2,816)	19,708
Balance at 31 December 2023	1,316,323	153,992	(1,298)	-	(231,560)	1,237,457

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	2,018,122	(1,145,164)	872,958	1,972,452	(1,018,197)	954,255
Furniture and Equipment	1,531,795	(1,236,269)	295,526	1,497,455	(1,207,796)	289,659
Information and Communication Technology	226,066	(203,997)	22,069	236,663	(209,920)	26,743
Leased Assets	45,172	(17,976)	27,196	79,082	(50,464)	28,618
Library Resources	51,330	(31,622)	19,708	48,229	(31,181)	17,048
Balance at 31 December 2023	3,872,485	(2,635,028)	1,237,457	3,833,881	(2,517,558)	1,316,323

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	86,721	60,000	60,221
Accruals	14,590	15,000	14,674
Employee Entitlements - Salaries	270,140	250,000	251,700
Employee Entitlements - Leave Accrual	11,052	10,000	10,486
	382,503	335,000	337,081
Payables for Exchange Transactions	382,503	335,000	337,081
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	382,503	335,000	337,081

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	8,638	-	23,973
International Student Fees in Advance	116,025	130,000	124,250
Other revenue in Advance	86,575	5,000	4,089
	<u>211,238</u>	<u>135,000</u>	<u>152,312</u>

14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	278,900	278,900	230,286
Increase to the Provision During the Year	47,594	24,000	48,614
Use of the Provision During the Year	(67,040)	-	
Provision at the End of the Year	<u>259,454</u>	<u>302,900</u>	<u>278,900</u>
Cyclical Maintenance - Current	94,632	-	-
Cyclical Maintenance - Non current	164,822	302,900	278,900
	<u>259,454</u>	<u>302,900</u>	<u>278,900</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	16,541	21,000	23,595
Later than One Year and no Later than Five Years	18,050	17,000	12,678
Future Finance Charges	(2,940)	(3,000)	(3,124)
	<u>31,651</u>	<u>35,000</u>	<u>33,149</u>
Represented by			
Finance lease liability - Current	14,367	20,000	19,347
Finance lease liability - Non current	17,284	15,000	13,802
	<u>31,651</u>	<u>35,000</u>	<u>33,149</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE, SIP Project, Multi Sport Surface		(40,705)	39,048	-	1,657	-
Property Projects (5YA)		(10,396)	250,000	(101,328)	-	138,276
Classroom Rationalisation		-		(12,777)	-	(12,777)
Flooding Reinstatement		-	63,026	(6,426)	-	56,600
Totals		(51,101)	352,074	(120,531)	1,657	182,099

Represented by:

Funds Held on Behalf of the Ministry of Education	194,876
Funds Receivable from the Ministry of Education	(12,777)

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

Represented by:

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

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,435	4,785
<i>Leadership Team</i>		
Remuneration	427,755	407,450
Full-time equivalent members	3	3
Total key management personnel remuneration	432,190	412,235

There are 7 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
110 - 110	9	1
110 - 120	2	2
130 - 140	1	-
	12	3

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

19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had no capital commitments. (2022:nil)

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) Contract for Painting (Carus);

	2023 Actual \$	2022 Actual \$
No later than One Year	105,145	-
Later than One Year and No Later than Five Years	92,441	-
Later than Five Years	9,205	-
	<u>206,791</u>	<u>-</u>

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	738,752	277,667	232,236
Receivables	390,878	285,000	333,021
Investments - Term Deposits	957,725	1,200,000	1,253,592
Total financial assets measured at amortised cost	<u>2,087,355</u>	<u>1,762,667</u>	<u>1,818,849</u>

Financial liabilities measured at amortised cost

Payables	382,503	335,000	337,081
Finance Leases	31,651	35,000	33,149
Total financial liabilities measured at amortised cost	<u>414,154</u>	<u>370,000</u>	<u>370,230</u>

23. Events After Balance Date

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

Independent Auditor's Report

RSM Hayes Audit

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To the readers of Marina View School's Financial statements For the year ended 31 December 2023

The Auditor-General is the auditor of Marina View School (the School). The Auditor-General has appointed me, Wayne Tukiri, 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 2023, 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 2023; 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 30 August 2024. 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.

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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.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, compliance with good employer requirements and Te Tiriti o Waitangi, 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.

A handwritten signature in blue ink, appearing to read 'Wayne Tukiri'.

Wayne Tukiri
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Marina View School

Principal's 2023 Annual Report



2023 was a year of settling and consolidation at Marina View.

I would like to express my thanks to all staff and to our Board of Trustees for their efforts over the year. It has been a very positive year of learning and positive activity thanks to their professionalism, support and effort.

Highlights of the year included:

Confirming our revised school values as foundational to all that we do at Marina View School.

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

Establishing engagement with our iwi mana whenua, Te Kawerau ā Maki.

Our School Netball team making the top 15 in the National AIMS Games tournament.

The Year 5-8 camps and Activity weeks.

Initiating our Better Start Literacy Approach professional learning and development in our Year 1 and 2 teaching teams (to be further expanded next year).

In my report I have included the following review of our Annual Goals for 2023.

He waka eke noa

Annual Goals		Progress Against Goals
CURRICULUM REQUIREMENTS	KEY PEOPLE	
<p>To develop a quality and coherent local curriculum where our values, programmes and initiatives are clearly connected with, and informed by, the Marina View School Vision and Strategic Plan.</p> <p>Priority Goals for 2023 Ākonga experience positive Hauora Ākonga are empowered through High Expectations</p>	<p>Neill O'Reilly, MCJ, Within School Lead teachers</p>	<p>February Neill O'Reilly has facilitated (virtually) sessions for our Teacher Only Day before the start of the school year, looking at reviewing where we are regarding clarity around a shared school vision, educational goals and desired learner dispositions.</p> <p>He has also met with our team's leading initiatives relating to our Priority Goals (Team leaders and Kāhui Ako Within School Leaders) reviewing and refocusing them on what they wish to achieve by the end of 2023. Our team leaders focus is on quality instructional practice in the curriculum area of Reading and our Within School Leaders focus is on embedding our school values and learner disposition and developing our understanding and consistency of delivery of the conceptual curriculum.</p> <p>Our Learning Context for this term is This is Us an investigation into the concepts of identity, culture and community</p> <p>March Neill O'Reilly has again visited the school and worked with; our senior leadership team, our team leaders and our kāhui ako within school leaders. All sessions focus on developing leadership capacity and the implementation of strategic initiatives to realise our priority goals: 1. Ākonga experience positive hauora and 2. Ākonga are empowered through high expectations.</p> <p>Within School leaders are supporting all teams to develop consistency of practice in planning for the delivery of our integrated inquiry for each term.</p> <p>Team leaders have been working with their teams to assess and reflect upon their assessment capabilities to support our students' learning and progress in the context of their reading programmes.</p> <p>As part of our learning this term we have developed a schoolwide format for our learner profile. The profile incorporates our shared school values and learner dispositions. Hopefully these were all shared with whānau at the goal setting meetings.</p>

April One of the sessions at our recent Teacher Only Day was focused on introducing staff to the draft of the new New Zealand Curriculum Te Mātaiaho. The curriculum is just in the introductory and development stages and will be fully introduced to schools by 2026–2027.

May Neill O'Reilly met with our Senior Leaders and our kāhui ako within school leaders on Friday 5th May and on Friday 19th May.

June Teams are continuing to work on our priority goals and are reporting progress towards these through their team minutes.

July This week Neill O'Reilly is meeting with our Within School Lead Teachers and Team Leaders. He is also facilitating a professional learning group for Maurice and another colleague.

August Neill O'Reilly continues to work with our within school lead teachers and team leaders who continue to lead work on the priority goals for the year.

September Our Within School Leaders have facilitated further staff meetings focussed on enhancing our schoolwide integrated inquiries. We have also met as a staff to review our inquiries in term 3 and look at next steps for our and our students' learning. Our Within School leaders are reviewing the Big Ideas that form the context for our integrated inquiries.

We have held a staff meeting on how to support students who have epilepsy.

Our team leaders have met to discuss the fidelity needed to ensure that schoolwide improvements are successfully sustained.

I have made an application to the Ministry of Education for regionally funded professional development and learning support focussed on: Communication and Digital Engagement to enhance learning partnerships and student outcomes. This professional learning would be clearly aligned to our school strategic plan to Strengthen our home and school partnership.

October Our within School lead teachers are reviewing with staff how we are progressing with our professional growth and consistency of understanding regarding implementing our schoolwide delivery of integrated conceptual learning experiences. Many teachers are already looking at 2024 and how they can continue to improve their current practice to ensure strong outcomes for our tamariki.

Neill O'Reilly will be undertaking his final session for the year with our team leaders and within school leaders this week.

		<p>December Neill O'Reilly has completed his sessions with our team leaders and within school leaders for the year. He will be back in 2024 for a number of school funded facilitation sessions to help ensure sustainability of the developments that have taken place over the last couple of years.</p> <p>We have created a Tikanga me Te Reo Māori review and development team to plan for clear and progressive programmes for our students as they progress through our school.</p>
<p>To actively participate in the Whiria te Tangata – Kahui Ako: foci for 2023 –</p> <p>Developing our shared understanding of our school's values</p> <p>Enhancing teacher efficacy</p> <p>Enhancing student agency</p>	<p>MCJ Within School Lead teachers</p>	<p>February Our Within School lead teachers have been appointed for the year (Helen Ashford, Vishon Busch, Robin Lydiard and Kylie Ercerg).</p> <p>Leadership teams from all schools in the Kāhui Ako have met. Within school leaders from across the kāhui ako are meeting soon.</p> <p>March All teachers have been surveyed to gather baseline data regarding our perception of where we as a school are regarding 1. Collective Teacher Efficacy and 2. Student Agency.</p> <p>April Our Within School leaders undertook a session with staff on our recent Teacher Only Day to feedback on a sampling of students' understanding of the Maunga Values and Learner Dispositions and to look further into how we are making them 'visible' and integrated into our learning.</p> <p>We have also been reviewing the baseline data regarding the teacher survey of where we as a school are regarding 1. Collective Teacher Efficacy and 2. Student Agency and looking at next steps.</p> <p>May Our kāhui ako within school leaders continue to lead staff meetings with our teachers. They continue to run professional and well planned meetings around the goals in order to support the teachers in their learning and understanding further.</p> <p>June We had a very successful TOD at Hobsonville Point High School on Tuesday 6th June. This was organised and led by our Kahui Ako and our WSL supported our staff with the choice of speakers and workshops on the day. Thank you to Colin Gover and several of our students who ran workshops. They did a great job. Melanie Riwai-Couch and Laurayne Tafa spoke and they're two very passionate educators.</p>

		<p>July Our Within School Lead Teachers continue to support with integrating and embedding the refreshed school values and integrated planning into our school teaching and learning programmes.</p> <p>August Our Within School Lead Teachers have attended professional learning sessions with all other Within School Lead Teachers from across our Kāhui Ako.</p> <p>October Our within School lead teachers are reviewing with staff how we are progressing with our professional growth and consistency of understanding regarding implementing our schoolwide delivery of integrated conceptual learning experiences. Our within school Lead Teachers have attended professional learning sessions with all other With School Lead Teachers from across our Kāhui Ako. They continue to support and lead staff meetings.</p> <p>December Our Within School Leaders have shared the progress we have made over the year with all teaching staff. We are currently advertising for the 4 Within School Leadership positions for 2024.</p>
<p>To participate in school based Professional Learning and Development focusing on <i>Instructional Reading and Assessment practices</i> to enhance classroom programmes and individual ākonga achievement.</p>	<p>Neill O'Reilly MCJ Within School Lead teachers Team Leaders All teachers</p>	<p>February Our Year 1 and Year 2 teachers have initiated professional learning sessions regarding the Better Start Literacy Approach. The Better Start Literacy Approach is a structured approach to literacy instruction for Year 0 to Year 2 classrooms, to support children's early reading, writing and oral language success.</p> <p>Our team leaders have worked alongside Jill Dyet and Neill O'Reilly to determine what quality instructional reading practice should look like in our school.</p> <p>March Our Year 1 and 2 teachers and teacher aides, continue to undertake the professional learning programme 'Better Start Literacy' , delivered by the University of Canterbury.</p> <p>April The Better Start Literacy professional learning is continuing.</p> <p>June All Year 1 and 2 teachers are now nearing completion of their Better Start Literacy Approach Micro-credential. Overall assessment results are showing a very good shift in progress made. The Resource Teacher of Learning and Behaviour is supporting our three new teachers in year 1 and 2 classes, to implement the Better Start Approach into their programmes.</p>

		<p>September Reading programmes continue to be a priority focus for all teaching teams. The year 1 and 2 teams have started discussions about how the BSLA Reading programme can continue next year and about how to keep the fidelity of the programme delivery.</p> <p>October Jill is working alongside team leaders to formulate plans for school-wide professional learning and development in Reading in 2024. The senior leaders have been reading chapters from, Leading to the North-East by Russell Bishop. This has been very good professional development.</p> <p>December We have been informed that, in addition to all Year 1 and 2 teachers who have undertaken this year's professional learning, all new Year 1 and 2 teachers and all Year 3 and 4 teachers, along with Jill Dyet (our BSLA Literacy facilitator), will be included in BSLA professional development, delivered by the University of Canterbury, in 2024.</p>
<p>Initiate a 3 year engagement and development partnership with Iwi mana whenua - Te Kawerau ā Maki</p>	<p>BOT MCJ Josie Wall Robin Taua-Gordon All staff</p>	<p>February Jill and Maurice have met with Josie Wall and Robin Taua-Gordon from Te Kawerau ā Maki to discuss what the engagement programme could look like for this year.</p> <p>March Josie Wall is facilitating a staff meeting to introduce herself and tell us a bit about Te Kawerau ā Maki and their relationship with Auckland Tamaki Makaurau.</p> <p>April Josie Wall, Robin Taua-Gordon and Tyler Taua-Gordon facilitated one of the sessions on our Teacher Only Day, looking at further developing our relationship between our school and Te Kawerau ā Maki.</p> <p>May Josie Wall and Tyler Taua-Gordon facilitated an engaging staff meeting on Tuesday 23rd May. They developed our understanding further about the protocols of a Pepeha and mihi which was really interesting. They delivered this learning in a very professional but caring and supportive manner.</p> <p>July Maurice, Cara and Jill have met with Josie to review how we are going and plan next steps for the initiative.</p> <p>August Josie Wall has facilitated another staff meeting to help develop teachers' knowledge of Te Kawerau ā Maki.</p> <p>September Josie Wall facilitated a session at our last Board of Trustees meeting so that we got to know more about Te Kawerau ā Maki and Josie got to meet our school governance team.</p>

		<p>We have approached Tyler Taua-Gordon from Te Kawerau ā Maki to create a mahi toi (Artwork) for our school that would help represent our schools commitment to this rohe, the whenua and the partnership our school is developing with Te Kawerau ā Maki.</p> <p>December We are meeting with Robin and Josie in early February to plan next steps for the school and iwi partnership programme.</p>
<p>Enhance learning partnerships with Parents and Whānau.</p> <p>Hold parent, student and teacher conferences focussing on; goal setting and next learning steps in March and August.</p>	<p>MCJ All staff BOT</p>	<p>February Despite a disruption to timing due to the recent weather events, 'Meet the teacher' sessions have been held for all teaching teams. We had a good turnout from whānau across the school. Some teams also 'zoomed' their meetings for whānau who were unable to attend in person.</p> <p>We are looking at updating our school website in 2023. Sarah Rooney has initiated the process and we have engaged a website developer.</p> <p>March We have held goal setting meetings with students, parents and teachers. We had a 68% turn out to these sessions. We will look to follow up with parents who we did not get to meet and target meeting as many parents as possible for the mid year learning conferences.</p> <p>May Cara, Jill and the teachers continue to engage with parents before and after school to ensure the children are being well supported in their learning and both socially and emotionally. This is done through face to face meetings, phone calls and via email.</p> <p>Jill facilitated an Information afternoon for about 30 parents of New Entrant students who will be starting school in term 2 and term 3.</p> <p>Our Year 7 and 8 team this week held an information evening for parents of this year's Year 5 and 6 parents.</p> <p>July We are holding student led conferences on August 3rd.</p> <p>August We have held student led conferences where our students have shared their learning and the progress and achievement with their whānau.</p> <p>We held an information evening for our Year 6 to Year 8 parents regarding the puberty education sessions that will take place at school.</p>

		<p>September We are currently connecting with whānau to get their feedback on the Health Curriculum delivery and to help with Strategic Planning for the school</p> <p>October Feedback from our community regarding the Health curriculum will be used to inform future planning of school programmes</p> <p>December We have developed a draft Health curriculum delivery plan for the next 2 years and will be sharing this with whānau at the start of 2024.</p>
DOCUMENTATION AND SELF REVIEW		
<p>Consult with Māori, Pasifika, Chinese and Korean communities and the whole school community.</p>	<p>MCJ , WSL, Kyung Ja, All Teachers</p>	<p>May We are in the process of setting up a Chinese community consultation meeting this term, we are just finalising an interpreter to support us. The Korean community consultation will take place at the start of Term 3 along with the Māori whānau consultation.</p> <p>June We met with our Chinese community on Thursday 22nd June. The meeting was really positive and the turnout of parents to support us was fantastic.</p> <p>We have met with our Māori students who completed a survey regarding how they feel as members of the Marina View School community.</p> <p>August We have met with our Korean whānau to inform them of what is happening at school, to talk through the revised school vision and values and ask for feedback and any queries they may have.</p> <p>September This week we are holding a hui for our Māori whānau.</p> <p>October Following on from our whānau Māori consultation, we are undertaking a review of how we deliver our Te Reo me Ona Tikanga Māori programmes across the school. We have formed a team to lead review and development. We have surveyed teachers regarding their knowledge around Te Reo and confidence to deliver the curriculum. We have surveyed our ākonga using the NZCER Taku Reo survey tool and we have assessed our Year 4 to 8 ākonga using the PAT Te Reo assessment tool.</p> <p>As part of our Strategic Planning process, we have surveyed whānau using SurveyMonkey.</p>

		<p>December Kyung Ja has consulted with parents of our international students to advise how we can refine our international programmes and support. From this she has developed a refined support programme outline for 2024.</p>
Implement SchoolDocs as the school's policy portal. Continue the programme of Policy Review as per SchoolDocs guidelines.	Staff and BOT	<p>February We are now going live on the school website.</p> <p>March We have reviewed a number of policies as per the SchoolDocs review cycle.</p> <p>April Our Physical Restraint policy is up to date with the changes made by the Ministry of Education.</p> <p>May We're currently reviewing the EOTC section for Term 2. There are also BOARD assurances that we are working through for term 2.</p> <p>June We are currently reviewing our EOTC documentation and getting these all aligned. Education Outdoors New Zealand are currently updating all of their EOTC templates and these should be ready in Term 3 – once these are ready we will update our EOTC templates accordingly. To support this, we have 3 staff members booked to attend a professional development course on EOTC Effective Management on Thursday 28th July and Thursday 25th August. This course supports school staff to understand and implement good practice processes in EOTC and to embed the processes in programmes and school-wide safety systems. Jill Dyet and Sarah Rooney also attended an online workshop on reviewing our current EOTC system which was really valuable.</p> <p>August We are currently reviewing; Inclusive education, learning support, Māori education success, gifted learners, learning support coordination and identifying learning support.</p> <p>October We are in the process of updating all of our RAMs and EOTC paperwork across the school.</p> <p>December As per the SchoolDocs cycle, Policies have been reviewed. Appointment procedures have been reviewed and updated, our International Students Self Review has been undertaken and attested and evacuation and emergency kits will be checked over the holiday period for the start of the new year.</p>
Undertake Reviews for Numeracy and Literacy,	Literacy leads Numeracy leads Teachers MCJ WSLs	<p>February Teachers and teaching teams are undertaking beginning of the year student assessments.</p> <p>The 2022 End of Year Literacy Review and 2022 End of Year Mathematics Review are tabled at this meeting.</p>

<p>Students undertake NZCER wellbeing survey (Years 4-8).</p> <p>Teachers to undertake NZCER wellbeing survey.</p> <p>Utilise Kāhui Ako rubrics for ongoing assessment of Teacher Efficacy and Learner Agency.</p> <p>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 Māori and Pasifika and Asian students).</p>		<p>May Our teachers have a busy term with HERO posts being written for parents. Reading, Maths and Overall Teacher Judgement (OTJ) slides are currently being worked on. These require a lot of time and effort by our teachers who are all working very hard.</p> <p>June The teachers are continuing to complete HERO posts for the term including making their OTJs for the first half of the year. The Year 8 teachers are also writing mini reports for the children moving on to high school next year and this will support their high school enrolments.</p> <p>July As part of our Mid Year reviews we are getting feedback from teaching teams, collating data and reviewing progress in Literacy and Numeracy.</p> <p>August Mid Year reviews for Literacy and Numeracy are tabled for this month's meeting.</p> <p>September Year 4-8 students have undertaken the NZCER wellbeing survey. Analysis of the survey will help us with our ongoing planning for school programmes.</p> <p>October Teachers are undertaking assessments to support development of reporting on ākonga progress and achievement. The Year 7 / 8 teachers and Cara are preparing the information for the children going to high school next year. Meetings are taking place to support their transition.</p> <p>December Teachers are collating data to inform our End of Year Literacy and Numeracy Reviews.</p>
<p>Review Strategic Plan.</p>	<p>MCJ All teachers BOT</p>	<p>February With the introduction of the Ministry of Education's new National Educational Learning Priorities coming into place School Charter's are to be replaced by Strategic Plans. The new planning and reporting Framework has come into effect from 1 January 2023, however the Ministry of Education has not, as yet, been able to provide clear guidance on the framework Regulations that set out the detailed requirements for planning and reporting are expected to be finalised by mid-2023. Because of this transitional arrangements are in place allowing School Charters from 2022 to remain in place for the 2023 school year. We however have been proactive and a draft Strategic Plan (including Annual Plan and Goals) has been developed in line with the NELPs (National Educational Learning Priorities) and from previous feedback from our community, staff and ākonga.</p> <p>March Our Strategic Plan is ready to be submitted to the Ministry of Education.</p>

		<p>August We are preparing to survey our school community regarding their views of the schools revised vision and values.</p> <p>September. We are consulting with our Māori whānau. We have undertaken a SurveyMonkey consultation with our Whānau regarding the school's delivery of the Health curriculum. We have a draft survey for our school community to get feedback for our review, revision and refining of our school strategic plan. We are reviewing the schoolwide delivery of our programmes that support te reo me ōna tikanga Māori. We are gathering data which will comprise a survey of teachers, ākonga and whānau. We will then develop next steps for school improvement planning.</p> <p>October Following on from our whānau Māori consultation, we are undertaking a review of how we deliver our Te Reo me Ona Tikanga Māori programmes across the school. We have formed a team to lead review and development. We have surveyed teachers regarding their knowledge around Te Reo and confidence to deliver the curriculum. We have surveyed our ākonga using the NZCER Taku Reo survey tool and we have assessed our Year 4 to 8 ākonga using the PAT Te Reo assessment tool.</p> <p>As part of our Strategic Planning process, we have surveyed whānau using SurveyMonkey. This will help inform our ongoing strategic planning.</p> <p>December Our Strategic Plan will be drafted for the start of the 2024 school year.</p>
EMPLOYER RESPONSIBILITIES		
<p>Provide a programme of professional development (whole school and individual) for all staff involved in the Curriculum Goals above.</p>	<p>MCJ Neill O'Reilly Team Leaders Kāhui Ako WSL Maths Leaders BSLA facilitators</p>	<p>February Professional development undertaken so far this year has included Revisiting the school values and desired learner attributes and instructional reading practice. Seven staff members are participating in the Ministry of Education initiative, aiming to strengthen an education workforce that can integrate te reo Māori into the learning of all ākonga in Aotearoa – <i>Te Ahu o Te Reo Māori</i>. It is a great programme and it is pleasing having staff members wishing to participate</p> <p>March As well as professional learning mentioned previously a number of people attended a course presented by Educational Psychologist, Kathryn Berkett.</p> <p>April A Teacher Only Day was held to look at the revised New Zealand Curriculum Te Mātaiaho and how our school's vision and strategic direction fits with the revised curriculum.</p>

		<p>BSLA professional learning continues. Staff who are undertaking the MOE Te Reo Māori professional learning Te Ahu o Te Reo Māori, begin the course this term.</p> <p>May The Kahui Ako leaders are in the process of finalising the details for our Teacher Only Day which is on Tuesday 6th June at Hobsonville Point High School. Perry Rush, Laurayne Tafa and Melanie Riwai-Couch are outstanding leaders in education and we are very fortunate to have them presenting to our COL (Community of Learning). There will also be a range of workshops being held by schools within the COL. Colin Gover will be leading a workshop showcasing MVTV through the lens of Student Agency.</p> <p>June Our WSLs have continued to run and support the teachers with their inquiry planning and assessment through staff meetings. The staff meeting in week 9 included ideas around how to incorporate Te Tiriti within their planning for Term 3. They will follow up again in early Term 3 with support and development around our inquiry planning.</p> <p>September Our Within School Leads continue to facilitate in-school professional learning. They are also participating in professional learning themselves as part of our kāhui ako. Cara and Jill have attended a seminar 'Leading to the North East' which looks at sustaining successful school improvement. Our wider leadership team has been undertaking professional learning and discussion around the book 'Leading to the North east'. A group of staff members who have undertaken professional learning through Te Ahu o Te Reo Māori are nearing completion of the course.</p> <p>October We have applied to the Ministry of Education for Regionally funded Professional Learning and Development support focussing on: <i>Communication and Digital Engagement to enhance learning partnerships and student outcomes</i>. Our application for support was successful however the amount of facilitator hours support was much less than we hoped (we applied for 150 hours of facilitator support and have been allocated 40 hours, less than 30% of what we were hoping for). We will however do the best we can with what we have been allocated.</p> <p>December Our Within School Lead teachers have continued their professional learning support for our teachers. All teacher Aides will be participating in professional learning programmes in the new year, focussing on understanding neuro- diversity, supporting neuro-diverse learners in the classroom and managing challenging behaviour.</p>
Implement the Teachers Council Professional Growth Cycle that	MCJ	<p>February One of our teachers started the Teacher Opportunity Project (TOPS). This professional development is for teachers of at-risk literacy learners with a focus on reading. The professional</p>

<p>supports, as is valued by, teachers and informs ongoing school and teacher development.</p>		<p>development is a combination of offsite professional development as well as in class sessions, supported by the Resource Teacher of Literacy.</p> <p>Two teachers have attended professional development for hearing impaired students. The teachers found the course of great benefit, not only to their hearing impaired students, but felt that it would also benefit their English Speakers of Other languages also.</p> <p>May Jill and Cara are in the process of running Professional Growth meetings with the teachers across the school. Jill and Cara are also in a professional learning group from Hobsonville Primary and Hobsonville Point Primary in which they are working on their own Professional Growth Cycle. Maurice is in a Professional Growth Cycle group with educational consultant Neill O'Reilly and Craig Price, principal of Selwyn Ridge School in Tauranga.</p> <p>June Jill and Cara have now met with all of the teams across the school around professional Growth. These went really well and they're such positive learning sessions.</p> <p>The teams are now in the process of running their impact coaching where all teachers are involved. This tool is designed by Cognition Education and led and supported with us by Laurayne Tafa. The coaching will specifically target teaching practices in reading (Deliberate Acts of Teaching), and is centred around our Priority #2 goal.</p> <p>September Professional Growth cycle meetings for teachers are planned for term 4. Cara, Jill and Maurice have met to discuss the professional growth cycles. Maurice has met (by zoom) with Neill O'Reilly and Craig Price to discuss his professional growth cycle.</p> <p>October All teachers, Maurice, Jill and Cara are undertaking and completing their Professional Growth Cycle.</p> <p>December All teachers, Maurice, Jill and Cara's professional growth cycles have been completed for the year. Maurice's appraisal cycle for the year has been completed.</p>
<p>Operate a personnel policy that complies with the principles of being a good EEO employer and assist the smooth induction of new staff members.</p>	<p>BOT MCJ</p>	<p>February We continue to operate as a good EEO employer. New staff members have been inducted into the school. Beginning teachers will be supported with a programme (and school mentor) to support their learning needs. Their mentor teachers are undertaking a course of professional development so that they gain the most up-to-date information to support our beginning teachers.</p>

		<p>A number of teachers have attended Paid Union Meetings (PUMs) regarding collective agreement offers from the Ministry of Education.</p> <p>May We had a significant number of our staff attend the Paid Union Meetings (PUM) meetings at MVS on Wednesday.</p> <p>June The NZEI have now settled on their collective agreement and no more strike action or paid union meetings are required of the teachers.</p>
FINANCE AND PROPERTY		
<p>General site enhancements. Ongoing maintenance and enhancements</p> <p>Landscaping</p> <p>Completion of fencing projects</p> <p>New digital signage</p> <p>Accessible bathroom upgrade</p> <p>Removal of temporary classrooms</p> <p>Develop, and undertake, cyclical maintenance painting plan</p>	Property Committee	<p>February The school has been impacted by the recent floods and weather events (on 3 separate occasions now). We are detailing the issues and liaising with the Ministry of Education through our Property Consultant Colin Tunicliffe.</p> <p>We have also been notified by neighbours of water impact on their properties from water flowing from the school. We have had our drains investigated last year and cleared a blockage found, but think that the recent overflow may be simply due to the amount of water and the ferocity of recent downfalls. We have also found that both the school fields and the neighbours properties (who have been affected) are situated on a flood plain. We are currently investigating the issue and are engaging an engineer to look at issues involved. We will also undertake a thorough investigation of the school's drainage systems to ensure there is not a problem with the system that needs to be remedied.</p> <p>The accessible bathroom project is underway and we hope to be completed by the start of term 2.</p> <p>March The accessible bathroom project is progressing. The schoolwide accessible access project is still in the planning phase. There was an onsite review meeting for the draft plan and some modifications to the plan have been suggested. We have ordered new digital signage for the school. Planning for the demolition and removal of the temporary classrooms is progressing. We have engaged a drainage consultant to investigate the recent flooding that occurred on the school fields.</p> <p>April The accessible bathroom project is progressing.</p>

We have obtained an initial report on the drainage situation on the school fields (with the flooding of the school fields earlier in the year). We will now try and set up a meeting with Auckland Council representatives and neighbours who are affected.

The demolition and removal of the temporary classrooms has gone to tender..

The administration area has had a roof and joinery paint. It has freshened the building up nicely.

Our new digital sign is about to be installed.

We are investigating an upgrade of the junior school courtyard play area.

May The accessible classroom project is progressing.

We have met with a consultant working for the Auckland Council and our neighbours regarding the flooding of the school fields and its impact on our neighbours. The consultant has everyone's contact details, he gave individual advice to neighbours and said he will follow up with us all.

We now have to wait for resourcing to be approved for the removal of the temporary classrooms.

We have installed the new digital sign.

We are obtaining quotes for the painting of the school.

We have purchased various sporting equipment (soccer goals, hockey goal, tennis nets, netball hoops) for the artificial turf. Thanks to the PTA for the fundraising for this equipment.

June We have new sporting equipment for our turf that was all organised by Vanita. This will be a great addition for the teachers and students.

Vanita has ordered the replacement shade cloth for the junior playground, in the same dark grey colour. It will be good to have this up for the children for shade and protection.

The long poles extending above the roof line at the front of the admin block have been cut off and it's looking very smart along with the freshly painted aluminium windows and roof.

July We have obtained and are reviewing quotes for external painting of school buildings.

August We have accepted the quote and confirmed the external painting of the school with Carus Painting. The first phase of the painting programme will take place in the September holiday period.

September During the holiday period we will be starting our school exterior painting projects that will take place over the next three years.

During the holiday period we are also having some concreting work undertaken in the junior school courtyard area. We will be redeveloping this area further in the Christmas holiday period.

		<p>We are waiting to hear from the Ministry of Education regarding next steps with the accessibility project.</p> <p>We have just been informed that the Bikes On NZ Charitable Trust with the support of Auckland Transport, has secured \$80,000 of the Waka Kotahi NZTA's BikeReady funding towards our Bikes in Schools project. This is a great support for our school and great seeding funding towards the project at our school..</p> <p>October During the holidays, Carus has started the school external painting cycle (which will continue over the next couple of years)</p> <p>Documentation is ready to go to the Ministry of Education for approval for remediation work from the flood damage earlier in the year.</p> <p>We have been informed by the Ministry of Education that the rationalisation budget is fully depleted this financial year and they remain on the list to be considered for next year. Eric, our property liaison, said he will do his best to move them up on the priority list.</p> <p>I feel that our school should escalate our concerns regarding the non-removal of these classrooms. It is now seven years since the Ministry has agreed to remove these classrooms and little progress has been made. It appears that our concerns are not being heard or seen as a priority.</p> <p>At the end of last term, Ministry of Education personnel visited our school to 'review' plans for the accessibility upgrade. It appears that the purpose of the review was to reduce the scope of works and cost to the Ministry. We will be getting feedback in due course.</p> <p>December Continuing from the painting work that was undertaken last holidays, the external painting programme will continue over the holiday break.</p> <p>An upgrade of the Junior courtyard (pouring a rubberised play surface) is scheduled for over the holiday break</p> <p>We have purchased another wooden seat for the school playground.</p> <p>We have purchased a set of classroom furniture for Room 14.</p> <p>We will also be purchasing some chairs for Junior classrooms.</p>
<p>Initiate our 2022 – 2026 5 Year Property Agreement with the Ministry of Education.</p>	<p>Property Committee Property Consultant Mike Architect</p>	<p>February We have engaged an architect to draw up plans for the project.</p> <p>March We are progressing with analysing projected costs and prioritising work to be undertaken in the 5 Year Property Agreement.</p> <p>April We have an architect undertaking initial drawings for the redevelopment of Rooms 18, 19 and 20.</p>

		<p>May The architect is continuing to revise the drawings for the redevelopment of Rooms 18, 19 and 20. The plans have been shown to the teachers in this block as well and they have shared their thoughts and ideas which was helpful.</p> <p>August Colin Tunicliffe and I have met with our Ministry of Education Property Liaison. Unfortunately the removal of the temporary classrooms appears to have been again delayed. This issue continues to drag as we were first informed that the classrooms were tagged for removal in 2017. It appears to be a low priority for the Ministry so we as a school may need to make more formal requests for their removal, and possibly escalate our concerns about the ongoing delays.</p> <p>Colin Tumicliffe has also signalled that he will be retiring at the end of 2023 so we will need to start looking for a new property management consultant.</p> <p>September The 5YA modernisation projects have now gone to tender.</p> <p>October We are meeting this week with the preferred tenderer for the modernisation project.</p> <p>December The upgrade of Rooms 18-20 and other smaller projects have now been formally approved by the Ministry of Education. We are meeting with the successful tenderer this week.</p>
<p>Prepare an annual budget to reflect the school's strategic direction.</p> <p>Monitor and report on the school's financial position.</p>	<p>Finance committee</p>	<p>February The 2023 budget has been formulated and is ready to be approved.</p> <p>March We have received the Draft Annual Financial Report for 2022 to which has been submitted by our accounting service to our auditors. The draft report projects an approximate surplus of \$26000 for the 2022 financial year.</p> <p>April The auditors will be visiting our school on May 10th.</p> <p>May We have received the Annual Financial Statements for 2022 and the reporting and management letter.</p> <p>October We are starting to look at drafting the 2024 Budget.</p>

<p>Continue to support our school's <i>International Students and enhance our International Student programme</i></p>	<p>Kyung Ja MCJ</p>	<p>February We have seven international students at school. We will continue to support them the best we can to have a highly enjoyable and quality experience at Marina View School.</p> <p>Maurice and Kyung Ja are travelling to South Korea this week to undertake marketing. We will attend a couple of agents' fairs (Seoul and Busan) and meet with a number of agents, in pre-arranged meetings, in both cities.</p> <p>March Kyung Ja and Maurice travelled to Korea, attended 2 marketing fairs and visited a number of agents. A report on the visit is included for this month's meeting.</p> <p>June Kyung Ja Seo continues to liaise with the families of our International students, as well as support the children while they are at school. She is running programmes on a Friday with these students. Kyung Ja is also in the process of planning another visit back to Seoul, Korea in October to attend education fairs and meet with agents.</p> <p>August Kyung Ja Seo attended an International Student conference in Christchurch.</p> <p>September Kyung Ja and Cara will be attending marketing fairs in South Korea in early October.</p> <p>October Kyung Ja and Cara have attended Marketing fairs in Seoul and Busan, South Korea. Cara has a presentation to share about how it went.</p> <p>December Kyung Ja has consulted with parents of our international students to advise how we can refine our international programmes and support. From this she has developed a refined support programme outline for 2024.</p>
<p>HEALTH AND SAFETY</p>		
<p>Implement <i>Health and Safety policies and procedures including maintaining Hazard Register</i> and undertaking regular safety audits.</p>	<p>Health and Safety team All Staff</p>	<p>February We are complying with all Ministry of Health and Ministry of Education Health and Safety requirements.</p> <p>We are currently working under our most recent Covid Safety Plan. This Framework has been shared with all staff.</p> <p>March The health and safety committee has met.</p> <p>April The hazard register continues to be updated and remedies actioned</p>

May Maurice, Jill and Cara have met with Mike to look at his job list. This will continue in order to support him and to ensure jobs are kept on top of.

A Health and Safety meeting is set for Friday 16th June at 11am.

Staff who are needed to update their First Aid Certificates will have training on Thursday 29th June. Thank You to Sarah for organising and coordinating this.

All fire wardens had a training session facilitated by our emergency procedures consultants

June We have had a trial lockdown this term and it went well. There were a number of relievers on site on this particular day. Just a couple of tweaks to make to ensure relievers are aware of our health and safety procedures in the event of a lockdown or fire drill.

We have had a Health and Safety Meeting. Mohit talked and showed us the work that he has been doing around building a system for quick reference using a mind map to help us find a particular policy that we might be looking for at any given time. This is much appreciated.

Carmen and Jenny have walked around all of the classrooms to check for any hazards that require repair.

July Teachers and support staff have undertaken first aid training.

We had a fire alarm activation and fire service call out on Monday. Luckily it was because of smoke from a toaster in the staffroom. It shows that our systems work.

September The Health and Safety committee has met. Mohit has undertaken professional learning through the School Trustees Association to support him in his role as our board's Health and safety representative.

RAMs Risk Assessment Matrices for Year 8 Camp and Year 7 Activity week are tabled at this meeting for board review.

October Risk Assessment Matrices for Year 6 Camp and Year 5 Activity week are tabled at this meeting.

December Our Year 5 Activity week and Year 6 Camp were both very successful activities. Our children had a wonderful time. Thanks to Isaac Oldham and the Year 5 and 6 team members for ensuring that these outdoor experiences were so successful.

		Due to an unsavoury and threatening email that was sent to our school (and a number of other schools), we took the cautionary step of closing the school on November 24th.
LEGISLATION		
Keep up to date with all legislative requirements	MCJ All staff BOT	<p>February All teaching staff are currently registered. We continue to police vet all personnel working onsite. We continue to manage risks carefully and identified hazards are reported to the Health and Safety Committee and entered into the Hazards Register. We have again contracted About People to run fire drills and lockdown drills for the year.</p> <p>March We continue to manage risks carefully and identified hazards are reported to the Health and Safety Committee and entered into the Hazards Register.</p> <p>We are undertaking policy review as per the SchoolDocs policy review cycle.</p> <p>April We continue to police vet all personnel working onsite.</p> <p>May We continue to police vet all personnel working onsite.</p> <p>June We continue to police vet all personnel working onsite, and also parents who will be staying overnight at school camps that will be held later in the year.</p> <p>July All teachers are currently registered.</p> <p>August We continue to analyse school attendance and follow up on students who are not attending school regularly enough to support their educational needs and progress.</p> <p>October We continue to analyse school attendance and follow up on students who are not attending school regularly enough to support their educational needs and progress. We continue to police vet all personnel working onsite.</p> <p>December All teachers are currently registered and we continue to police vet all personnel working onsite, and also parents who will be staying overnight at school camps that will be held later in the year.</p>

Marina View School

Reading Progress and Achievement – All tamariki



WERO ACTION PLAN 2023

TARGETS 2023 **87% of tamariki achieving At or Above curriculum expectations in Reading**
ASSESSMENT STRATEGIES: E-AsTTle, PAT, BSLA, Probe, Running Records, BSLA, student self-assessment and teacher observation and assessment of tamariki reading across the curriculum (OTJs)

Quality Action Required	Who	Costs	When	Expected Outcome
Review student achievement levels at beginning of year using 2022 assessment data	All teachers		Term 1	All teachers analyse ākonga Reading achievement, with particular focus on the achievement of our students who are at risk of not achieving.
Specifically examine needs of target ākonga (those not yet reading 'At' curriculum expectation)	All teachers Year level teams		Term 1	All teachers know and have established connection with target students. Targets are set for all students who were identified as below National Expectation in 2023.
Investigate ākonga who achieve well in standardised testing but not in Overall Teacher Judgement of achievement.	Year level teams			Inquire into why certain capable students are not achieving to potential
Develop a shared understanding of what quality teaching and assessment practice with all teaching staff. Create understanding of Reading Practice across the school Sharing reading planning across the school – schedule staff meetings to do this All teachers become familiar with deliberate acts of teaching in Reading Sharing strategies to differentiate students' learning programmes	MCJ Team leaders All teachers			Jill and Team leaders to review quality teaching and assessment practice in Reading and develop shared understanding. Wider shared understanding of Reading Practice for all teachers and teacher aides Consistent and cohesive delivery of curriculum Enhanced teacher knowledge of quality teaching practice Programmes differentiated to meet students' learning needs

<p>Use school selected strategies to effect change</p> <ul style="list-style-type: none"> • <i>Developing powerful connections with family and whanau</i> • <i>Assessment for Learning Practice</i> • <i>Direct Acts of Teaching</i> • <i>Culturally Responsive Practice</i> • <i>BSLA – professional learning and programme implementation (years 1 and 2)</i> 	All staff		Term 1 And ongoing	<p>Programmes designed and trialled to meet the needs of all students</p> <p>Classroom programmes to follow (Assessment for Learning) Afol strategies</p> <p>BSLA programmes implemented and reviewed</p> <p>Connections made with whanau</p>
Investigate strategies to accelerate the progress of target students	All staff Team leaders		Ongoing	Strategies developed and trialled and outcomes discussed in an ongoing manner.
Mid-year reading achievement assessed, moderated and reported to the BOT	All teachers MCJ		Mid-Year	Achievement data analysed and further actions planned
Additional support to be provided for students' who are at risk	Teachers, Teacher Aides, RTLB		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly.
End of year student progress and achievement assessed and moderated	All teachers		End of year	Assessment analysed and further actions planned
Report to BOT on programmes and students' progress and achievement	MCJ		End of year	Report presented to BOT

ACTUAL OUTCOMES

We had 80% of our students achieve at or above curriculum level expectations based on Overall Teacher Judgements (OTJs).

Whilst 80% of students working at or above curriculum expectation is a positive outcome for our school it is not the 87% we were hoping for. This shows us there is more work to be done in this curriculum area.

We did find however that using the standardised assessment PAT Reading comprehension tool 88% of our Year 4 – 8 students achieved at or above expected levels.

Overall teacher Judgement Data

	Well Below	Below	At	Above	Total Number of Students
End of Year 1	0 - 0%	19 - 24%	60 - 74%	2 - 3%	81
End of Year 2	8 - 10%	12 - 15%	52 - 67%	6 - 8%	78
End of Year 3	7 - 10%	12 - 16%	55 - 74%	0 - 0%	74
End of Year 4	10 - 12%	0 - 0%	74 - 87%	1 - 1%	85
End of Year 5	1 - 2%	9 - 13%	49 - 73%	8 - 12%	67
End of Year 6	4 - 5%	16 - 17%	54 - 60%	16 - 18%	90
End of Year 7	2 - 3%	13 - 21%	35 - 58%	11 - 18%	61
End of Year 8	1 - 2%	11 - 16%	40 - 60%	15 - 22%	67
Totals:	33	92	419	59	603

REASON for VARIANCE.

We did not achieve our goal of 87% of students Reading at or above curriculum level expectations using Overall Teacher Judgements.

We have noted that for our Year 4 – 8 students there appears to be an interesting difference in their achievement in the standardised PAT Reading Comprehension test (88% at or above expectation) and achievement based on Overall Teacher Judgement – OTJ (82%). This discrepancy in achievement needs further investigation.

Whilst we had a challenging goal of 87% of students at or above and realised this may not be achieved, we expected to see achievement at a higher level than the 80% outcome for 2023.

Through analysis and discussion for the reason for variance we believe the following potential impacts on achievement need further investigation.

- Introduction of Year 1 and 2 students into BSLA programme
- Our Year 3 cohort Reading learning impacted through the disruptions caused by COVID
- Lack of transference of Reading achievement potential (seen through PAT) into regular practice in the classroom (as seen through OTJ)
- Attendance issues of a small number of students
- Numbers of learners with significant learning needs
- Instructional learning programmes – are they effectively meeting our students needs

FURTHER DEVELOPMENT

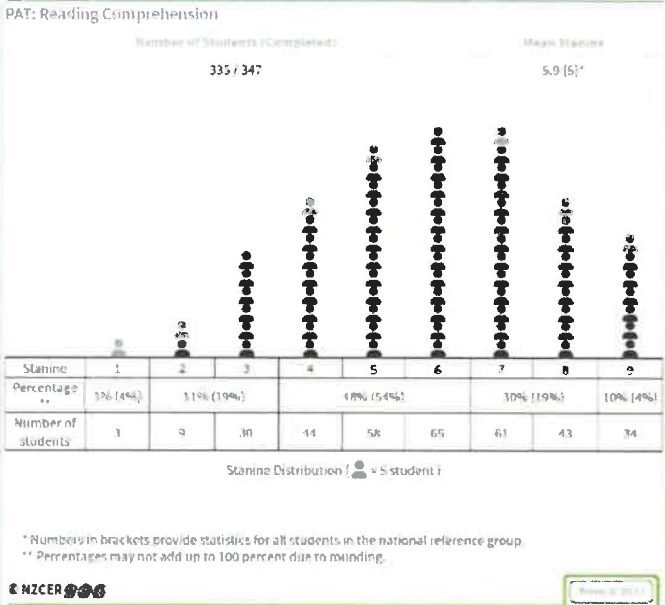
We will continue to set a goal of 87% of students working at or above curriculum expectations.

We will be undertaking further BSLA professional learning and development in 2024 and have the BSLA implemented for all Year 1-3 classes and students.

Our Year 4-8 teachers will be undertaking professional learning and development regarding instructional reading programmes.

We will reflect on how we can support our ākonga to transmit and transfer the reading comprehension knowledge they show in standardised assessments, into their daily classroom learning and achievement, so that they show their reading skills and understandings independently and consistently.

PAT Year 4 – 8 students



Marina View School

Ākonga experience positive Hauora



Through a coherent curriculum informed by Marina View School Values and Goals

Through actively participating in; quality, engaging learning experiences and making meaningful connections in a culturally empowering setting

By understanding and growing in, and through, the Marina View Learner attributes

WERO ACTION PLAN FOR 2023: Embed school values and desired learner attributes throughout the school community

ASSESSMENT:

Ākonga can clearly articulate Marina View Values and Learner Attributes

Student wellbeing surveys (Years 4-8)

Staff wellbeing surveys

Quality Action Required	Who	Costs	When	Expected Outcome
Promotion of the school's Maunga; Values and Desired Learner Attributes Through School Vision and Strategic Plan Through classroom programmes Through communications between home and school). Messaging, Newsletters, MVTV, ākonga (learners), whānau (family) and (Kaiako teacher) conferences	MCJ Kāhui Ako WSL team All teachers Support staff		Term 1 and ongoing throughout the year	All ākonga, Kaiako and whanau have a clear understanding of the school's values and desired learner attributes and how these supports the delivery of the school's local curriculum
Integration of Maunga (Values and learner attributes) into student learner profiles	All teachers		Term 1 and continuing	Values and learner dispositions are included as part of each child's learner profile and their goal setting.
Integration of Maunga (Values and learner attributes) into Inquiry (integrated) programmes schoolwide	All teams All teachers		Term 1 and continuing	Values and learner dispositions are an integral part of our curriculum programmes.
Integration of Maunga (Values and learner attributes) into reporting of ākonga progress and achievement to whānau	All teams All teachers		Term 1 and continuing	Values and learner dispositions are an integral part of reporting the achievement, progress and the ongoing development of our ākonga.

ACTUAL OUTCOMES	REASON for VARIANCE	FURTHER DEVELOPMENT
<p>The school's values and learner dispositions have been developed in consultation with students, whanau and staff. They are now implemented in our strategic plan and into programmes throughout the school.</p> <p>The values and learner dispositions are integrated into individual student learner profiles.</p> <p>The values and learner dispositions are integrated into integrated learning programmes schoolwide.</p> <p>The values and learner dispositions are integrated into students reporting to whanau.</p> <p>In interviewing ākonga they appear to have a clear understanding of the value manaakitanga (and associated learner dispositions) and a increasing understanding of mana (and associated learner dispositions). Clarity around māramatanga (and associated learner dispositions) is an area that is not so well understood.</p>	<p>A concerted effort throughout the school has assisted the values and learner dispositions gaining significant traction across learning programmes, into dialogue around learning and into the wider community.</p> <p>However, some aspects of the learning and integration of our values (and associated learner disposition) into our way of doing has 'stuck' more than others and there is a need to ensure that the values (and associated learner dispositions are totally integrated and embedded into school programmes, ākonga language of learning and into the wider community.</p> <p>The values and (and associated learner dispositions) are promoted through Team planning Display around the school MVTV School Newsletters Learner profiles and goal setting</p> <div data-bbox="625 865 1285 1356"> <p>MARINA VIEW SCHOOL LEARNERS</p> <p>MANA Confident Resilient Empowered</p> <p>MANAKITANGA Generous Caring Respectful</p> <p>MARAMATANGA Collaborative Curious Self-Motivated</p> <p>Whāia te iti kahurangi ki te tūohu koe me he maunga teitei Seek the treasure you value most dearly; if you bow your head, let it be to a lofty mountain</p> </div>	<p>The values (and associated learner dispositions) are not yet embedded into our students learning and throughout the school. It will need continued strategic focus and time to ensure that this happens.</p> <p>We will continue to have the values (and associated learner dispositions) integrated into Team planning Student profiles Home school communication MVTV broadcasts</p> <p>Student goal setting will relate to the values (and associated learner dispositions)</p> <p>We need to further interview students and see evidence in learning programmes to analyse how well the values (and associated learner dispositions) are being embedded throughout the school.</p> <p>We need to survey and consult with parents and whānau to find how well they understand our values (and associated learner dispositions) and how they support our children in their learning.</p>



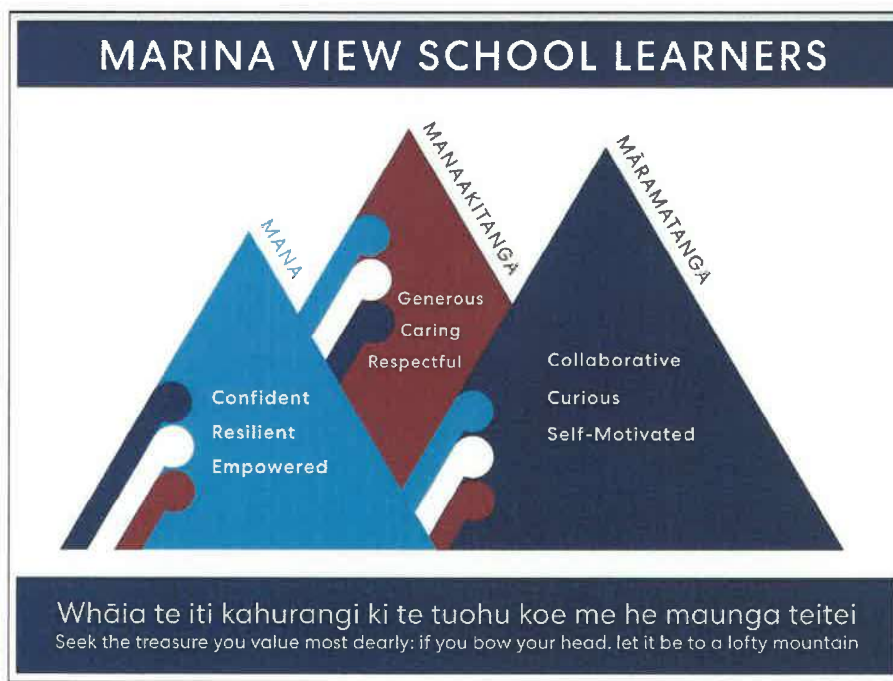
Giving Effect to Te Tiriti o Waitangi Report 2023

Over 2023 Marina View School has given effect to Te Tiriti o Waitangi in a number of ways.

Our school's commitment to Te Tiriti o Waitangi is clearly stated in our school Strategic Plan and School Vision.

Our school's strategic goals include the goal: To have an empowering learning focused partnership with whānau and iwi.

Our school values are Mana, Manaakitanga and Māramatanga.



We have a school whakatauki: Whaia te iti kahurangi, ki te tuoho koe me he maunga teitei.

Our school holds mihi whakatau for new learners and staff members.



Our school has a kapa haka group of approximately 100 students.

Achievement of our Māori students is collated and analysed twice a year.

We have met with and consult with Māori whānau.

In 2023 we entered into a 3 year partnership agreement with our iwi mana whenua, Te Kawerau ā Maki. This has included professional learning for our staff members regarding Te Kawerau ā Maki.

In 2023 a number of our teachers undertook professional learning in Te Reo Māori.

In 2023 we formed a team to review and develop plans for a school wide approach to delivery of te reo me ona tikanga Māori. This will be initiated in 2024. We have started assessing our Year 4–8 students proficiency in te reo (using the PAT assessment tool).

We have surveyed our students' perceptions about the use of te reo Māori using the NZCER Taku Reo survey tool.



Marina View School EEO Report 2023

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

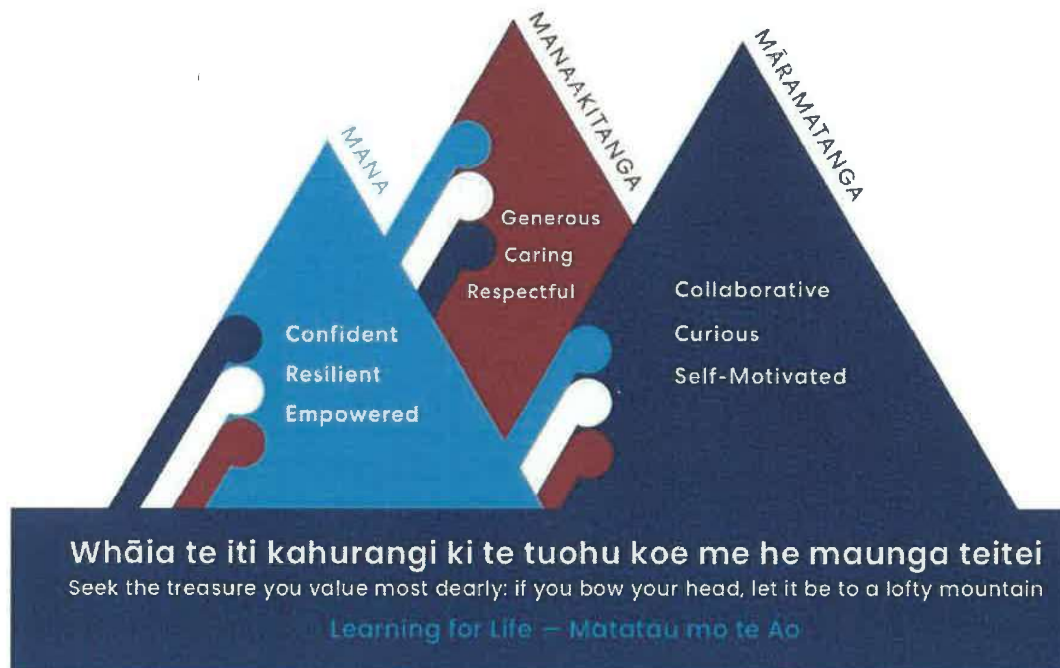
We have a School Vision that states

A commitment to Te Tiriti o Waitangi and to the bicultural nature of Aotearoa New Zealand

A commitment to celebrating the multicultural diversity within our school and our community

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

Marina View School Learners



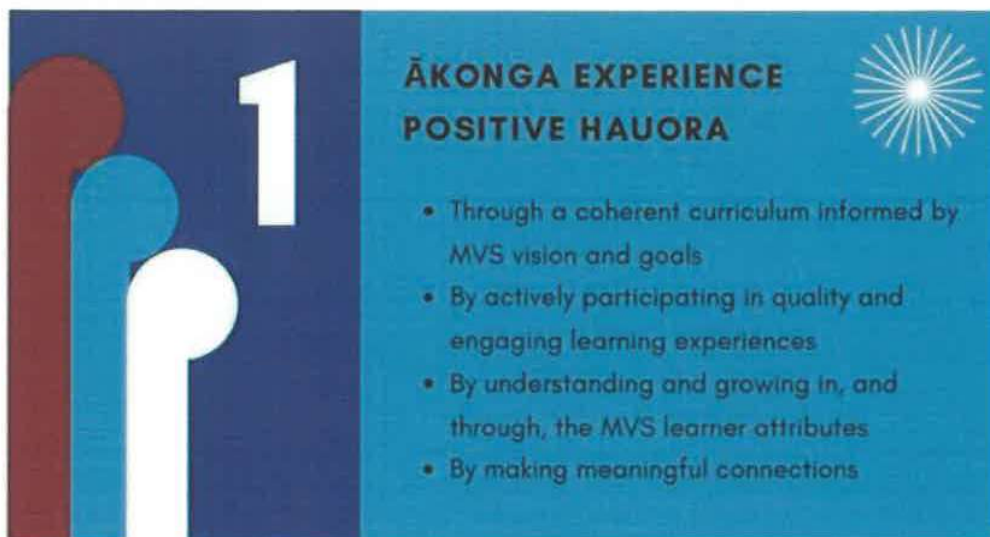
We have a Strategic Plan goals

To provide the best possible resources, facilities and experiences for all

To promote the hauora of tamariki, staff and whānau



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



We have Annual Plan goals to support

Ongoing professional learning and development for staff included

Health and safety of staff

Wellbeing of staff

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

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

In addition:

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

We encourage all staff to know their employment rights

We support working parents

We encourage all staff to undertake professional learning opportunities

We support inclusion of staff, tamariki and whānau

We comply with all aspects of the school EEO Policy

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



Marina View School

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[Combined Board Assurance and Three-Year Review Schedule](#)

[Self-Review and Board Assurance](#)

[Equal Employment Opportunities](#)

[EEO Data Collection](#)

[Conduct Interviews](#)

[Qualification Packets](#)

[Make an Appointment](#)

Next review: Term 2 2024

Equal Employment Opportunities

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

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

To achieve this, the board:

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

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

Legislation

- Public Service Act 2020
- Human Rights Act 1993

Release history: Term 4 2022, Term 4 2020



Marina View School **Kiwisport Statement**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$9258.80 excl gst (2022: \$9583.30). This funding was used for children participation in various local and zone level organised sports.