

MARINA VIEW SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1592

Principal: Maurice Young

School Address: 97 Marina View Dr, West Harbour, Auckland

School Postal Address: 97 Marina View Dr, West Harbour, Auckland

School Phone: 09 417 0007

School Email: office@marinaview.school.nz

Accountant / Service Provider: Shore Chartered Accountants Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Mohit Luthra	Presiding Member	Elected	Sept-25
Maurice Young	Principal ex Officio		
Jennifer Koo	Parent Representative	Elected	Sept-25
Steve Hatch	Parent Representative	Elected	Sept-25
Rachel Oldham Ormiston	Parent Representative	Elected	Sept-25
Brownderborg Tagaloa	Parent Representative	Elected	Sept-25
Megan Te Tai	Staff Representative	Elected	Sept-25

MARINA VIEW SCHOOL

Annual Report - For the year ended 31 December 2024

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Marina View School

Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual report 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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Mohit Luthra

Full Name of Presiding Member

DocuSigned by:
Mohit Luthra
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Signature of Presiding Member

30 May 2025

Date:

Maurice Young

Full Name of Principal

Signed by:
Maurice Young
A1C1EEFB76E547C

Signature of Principal

30 May 2025

Date:

Marina View School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	6,650,505	6,021,166	6,343,111
Locally Raised Funds	3	556,322	662,776	545,959
Interest		101,156	50,000	71,905
Total Revenue		7,307,983	6,733,942	6,960,975
Expense				
Locally Raised Funds	3	344,244	324,700	313,269
Learning Resources	4	4,404,678	3,808,877	4,021,474
Administration	5	424,404	396,312	375,119
Interest		3,341	3,000	2,467
Property	6	2,298,979	2,267,791	2,282,874
Loss on Disposal of Property, Plant and Equipment		2,740	500	1,298
Total Expense		7,478,386	6,801,180	6,996,501
Net Deficit for the year		(170,403)	(67,238)	(35,526)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(170,403)	(67,238)	(35,526)

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		2,417,921	2,417,921	2,425,273
Total comprehensive revenue and expense for the year		(170,403)	(67,238)	(35,526)
Contribution - Furniture and Equipment Grant		80,558	-	28,174
Equity at 31 December		2,328,076	2,350,683	2,417,921
Accumulated comprehensive revenue and expense		2,328,076	2,350,683	2,417,921
Equity at 31 December		2,328,076	2,350,683	2,417,921

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	630,696	293,091	738,752
Accounts Receivable	8	355,684	278,600	390,878
GST Receivable		20,639	13,000	126,658
Prepayments		32,920	32,500	29,759
Inventories	9	4,074	4,500	3,637
Investments	10	1,036,012	958,300	957,725
Funds Receivable for Capital Works Projects	16	122,342	-	12,777
		2,202,367	1,579,991	2,260,186
Current Liabilities				
Accounts Payable	12	582,455	369,990	382,503
Revenue Received in Advance	13	375,444	169,800	211,238
Provision for Cyclical Maintenance	14	165,956	-	94,632
Finance Lease Liability	15	18,602	20,000	14,367
Funds held for Capital Works Projects	16	-	-	194,876
		1,142,457	559,790	897,616
Working Capital Surplus		1,059,910	1,020,201	1,362,570
Non-current Assets				
Property, Plant and Equipment	11	1,297,835	1,534,304	1,237,457
		1,297,835	1,534,304	1,237,457
Non-current Liabilities				
Provision for Cyclical Maintenance	14	276	188,822	164,822
Finance Lease Liability	15	29,393	15,000	17,284
		29,669	203,822	182,106
Net Assets		2,328,076	2,350,683	2,417,921
Equity		2,328,076	2,350,683	2,417,921

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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,383,357	1,264,356	1,194,279
Locally Raised Funds		372,405	428,249	372,382
International Students		358,992	202,975	245,979
Goods and Services Tax (net)		106,019	3,344	(122,564)
Payments to Employees		(942,040)	(852,280)	(741,693)
Payments to Suppliers		(907,663)	(1,006,648)	(910,329)
Interest Paid		(3,341)	(3,000)	(2,467)
Interest Received		95,813	51,222	69,178
Net cash from Operating Activities		463,542	88,218	104,765
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(175,125)	(517,347)	(133,992)
Purchase of Investments		(78,287)	(575)	-
Proceeds from Sale of Investments		-	-	295,867
Net cash from/(to) Investing Activities		(253,412)	(517,922)	161,875
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,875	-	28,174
Finance Lease Payments		(15,620)	(16,651)	(21,498)
Funds Administered on Behalf of Other Parties		(304,441)	694	233,200
Net cash from/(to) Financing Activities		(318,186)	(15,957)	239,876
Net increase/(decrease) in cash and cash equivalents		(108,056)	(445,661)	506,516
Cash and cash equivalents at the beginning of the year	7	738,752	738,752	232,236
Cash and cash equivalents at the end of the year	7	630,696	293,091	738,752

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 2024

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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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

The 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 School's 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.

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

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.

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.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international students where there are unfulfilled obligations for the Group 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) Borrowings

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

r) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,291,200	1,238,286	1,244,657
Teachers' Salaries Grants	3,388,977	2,861,610	3,197,184
Use of Land and Buildings Grants	1,970,328	1,921,270	1,901,270
	<u>6,650,505</u>	<u>6,021,166</u>	<u>6,343,111</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	83,881	133,000	85,438
Fees for Extra Curricular Activities	162,999	163,000	158,132
Trading	62,831	70,776	66,332
Fundraising and Community Grants	58,711	60,000	61,853
International Student Fees	187,900	236,000	174,204
	<u>556,322</u>	<u>662,776</u>	<u>545,959</u>
Expense			
Extra Curricular Activities Costs	150,653	163,000	152,164
Trading	20,546	20,700	19,221
Fundraising and Community Grant Costs	33,818	30,000	31,599
International Student - Other Expenses	139,227	111,000	110,285
	<u>344,244</u>	<u>324,700</u>	<u>313,269</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>212,078</u>	<u>338,076</u>	<u>232,690</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	88,301	106,510	95,095
Information and Communication Technology	59,848	63,664	55,797
Employee Benefits - Salaries	3,916,076	3,319,203	3,562,428
Staff Development	117,799	79,500	76,594
Depreciation	222,654	240,000	231,560
	<u>4,404,678</u>	<u>3,808,877</u>	<u>4,021,474</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	14,684	8,090	8,090
Board Fees and Expenses	10,578	15,550	10,665
Other Administration Expenses	39,480	42,780	38,615
Employee Benefits - Salaries	328,259	297,892	287,604
Insurance	15,901	16,000	14,903
Service Providers, Contractors and Consultancy	15,502	16,000	15,242
	<u>424,404</u>	<u>396,312</u>	<u>375,119</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	85,270	80,330	78,172
Cyclical Maintenance	33,793	24,000	47,594
Heat, Light and Water	40,050	48,000	52,154
Repairs and Maintenance	39,101	39,469	42,489
Use of Land and Buildings	1,970,328	1,921,270	1,901,270
Employee Benefits - Salaries	89,283	98,024	89,623
Other Property Expenses	41,154	56,698	71,572
	<u>2,298,979</u>	<u>2,267,791</u>	<u>2,282,874</u>

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	439,324	139,591	586,741
Short-term Bank Deposits	200,000	153,500	152,011
Credit Cards	(8,628)	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>630,696</u>	<u>293,091</u>	<u>738,752</u>

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

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,017	2,000	3,248
Receivables from the Ministry of Education	6,392	-	72,479
Interest Receivable	17,865	11,300	12,522
Banking Staffing Underuse	-	-	34,708
Teacher Salaries Grant Receivable	330,410	265,300	267,921
	<u>355,684</u>	<u>278,600</u>	<u>390,878</u>
Receivables from Exchange Transactions	18,882	13,300	15,770
Receivables from Non-Exchange Transactions	336,802	265,300	375,108
	<u>355,684</u>	<u>278,600</u>	<u>390,878</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	4,074	4,500	3,637
	<u>4,074</u>	<u>4,500</u>	<u>3,637</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,036,012	958,300	957,725
Total Investments	1,036,012	958,300	957,725

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Buildings	872,958	51,832	-	-	(85,297)	839,493
Furniture and Equipment	295,526	44,108	-	-	(85,376)	254,258
Information and Communication Technology	22,069	149,183	-	-	(30,539)	140,713
Leased Assets	27,196	34,073	-	-	(18,499)	42,770
Library Resources	19,708	6,576	(2,740)	-	(2,943)	20,601
	1,237,457	285,772	(2,740)	-	(222,654)	1,297,835
	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	2,081,100	(1,241,607)	839,493	2,018,122	(1,145,164)	872,958
Furniture and Equipment	1,592,252	(1,337,994)	254,258	1,531,795	(1,236,269)	295,526
Information and Communication Technology	347,465	(206,752)	140,713	226,066	(203,997)	22,069
Leased Assets	72,136	(29,366)	42,770	45,172	(17,976)	27,196
Library Resources	50,769	(30,168)	20,601	51,330	(31,622)	19,708
	4,143,722	(2,845,887)	1,297,835	3,872,485	(2,635,028)	1,237,457

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	213,594	75,300	86,721
Accruals	22,579	14,890	14,590
Employee Entitlements - Salaries	335,354	268,000	270,140
Employee Entitlements - Leave Accrual	10,928	11,800	11,052
	582,455	369,990	382,503
Payables for Exchange Transactions	582,455	369,990	382,503
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	582,455	369,990	382,503

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

Grants in Advance - Ministry of Education
 International Student Fees in Advance
 Other revenue in Advance

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
-	-	8,638
287,117	163,000	116,025
88,327	6,800	86,575
375,444	169,800	211,238

14. Provision for Cyclical Maintenance

Provision at the Start of the Year
 Increase to the Provision During the Year
 Use of the Provision During the Year

Provision at the End of the Year

Cyclical Maintenance - Current
 Cyclical Maintenance - Non current

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
259,454	259,454	278,900
33,793	24,000	47,594
(127,015)	(94,632)	(67,040)
166,232	188,822	259,454
165,956	-	94,632
276	188,822	164,822
166,232	188,822	259,454

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. 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:

No Later than One Year
 Later than One Year and no Later than Five Years
 Future Finance Charges

Represented by

Finance lease liability - Current
 Finance lease liability - Non current

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
21,711	21,000	16,541
29,625	16,000	18,050
(3,341)	(2,000)	(2,940)
47,995	35,000	31,651
18,602	20,000	14,367
29,393	15,000	17,284
47,995	35,000	31,651

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, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
5YA Projects	138,276	1,282,506	(1,520,347)	-	(99,565)
5YA Classroom Rationalisation	(12,777)	-	-	-	(12,777)
MOE Flooding Reinstatement	56,600	53,026	(119,626)	-	(10,000)
Totals	182,099	1,335,532	(1,639,973)	-	(122,342)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-
(122,342)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE SIP Project, Multi Sport Surface	(40,705)	39,048	-	1,657	-
5YA Projects	(10,396)	250,000	(101,328)	-	138,276
5YA Classroom Rationalisation	-	-	(12,777)	-	(12,777)
MOE 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

Funds Receivable from the Ministry of Education

194,876
(12,777)

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.

	2024 Actual \$	2023 Actual \$
Board Members Remuneration	3,185	4,435
Leadership Team Remuneration	449,638	427,755
Full-time equivalent members	3	3
Total key management personnel remuneration	452,823	432,190

There are 7 members of the Board excluding the Principal. The Board has held 7 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
Benefits and Other Emoluments	1 - 10	1 - 10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	9	9
110 - 120	2	2
120 - 130	-	-
130 - 140	2	1
	13	12

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:

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$201,984 (2023:\$nil).

Contract Name	Contract	Remaining	
	Amount	Spent to Date	Capital Commitment
	\$	\$	\$
5YA Projects	1,701,780	1,602,071	99,799
5YA Classroom Rationalisation	116,959	12,777	104,182
MOE Flooding Reinstatement	70,029	63,026	7,003
Total	1,888,768	1,677,874	210,984

(b) Operating Commitments

As at 31 December 2024, the Board had entered into the following contracts (2023:\$206,791)

(a) Contract for Painting (Carus)

	2024	2023
	Actual	Actual
	\$	\$
No later than One Year	64,826	105,145
Later than One Year and No Later than Five Years	36,820	92,441
Later than Five Years	-	9,205
	101,646	206,791

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	630,696	293,091	738,752
Receivables	355,684	278,600	390,878
Investments - Term Deposits	1,036,012	958,300	957,725
Total financial assets measured at amortised cost	2,022,392	1,529,991	2,087,355

Financial liabilities measured at amortised cost

Payables	582,455	369,990	382,503
Finance Leases	47,995	35,000	31,651
Total financial liabilities measured at amortised cost	630,450	404,990	414,154

23. Events After Balance Date

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

Independent Auditor's Report

To the readers of Marina View School's Financial statements For the year ended 31 December 2024

RSM Hayes Audit

Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Marina View School (the School). The Auditor-General has appointed me, Brendan Lyon, 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 1 to 18, that comprise the statement of financial position as at 31 December 2024, 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 2024; 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 May 2025. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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



Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

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 members of the board, statement of variance, evaluation of the schools progress and achievement, report on how the school has given effect to Te Tiriti o Waitangi, statement of compliance with good employer policy, and the statement of KiwiSport funding, 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 black ink, appearing to read 'Brendan Lyon', written in a cursive style.

Brendan Lyon
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Principal's 2024 Annual Report

Marina View School



Mihinui ki a koutou

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

Highlights of the year have included:

Our Year 7 and 8 Jump Jam team won the North Island competition and came second nationally.

Continuing our positive relationship with Te Kawerau ā Maki through the Mana Kura partnership.

Connection with Te Kawerau ā Maki and our community through whānau hui.

Consolidation of our school values and learner dispositions across the school.

Successful introduction of the Better Start Literacy Approach throughout our Year 0-4 teams.

Continued success in various inter school sporting competitions.

Continued professional learning to support the teaching of high quality mathematics programmes.

Continued professional learning to enhance school wide leadership to support delivery of our teaching and learning programmes.

Redeveloping momentum with our International Student programme.

The following is a review of our Annual Goals for 2024.

He waka eke noa.

Annual Goals	Key people	Desired Outcomes	Progress Against Goals
Curriculum / Marautanga			
Priority Goal 1: Ākonga experience positive hauora	Neill O'Reilly, MCJ, Within School Lead teachers		<p>February Our within school lead teachers have been appointed for the year (Vishon Busch, Robin Lydiard, Angela Van Beek and Olivia Leask).</p> <p>Our Within School lead teachers have facilitated a staff meeting to recap progress so far and next steps towards this goal.</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>April Our within school lead teachers have facilitated staff meetings continuing the work we are undertaking on the \ conceptual curriculum and integrating our values and learner dispositions into everyday school life. They shared their goals for the year, recapped the work undertaken in 2023 and have supported planning and evaluation for the conceptual inquiries we are undertaking.</p> <p>Neill O'Reilly has facilitated sessions for our within school lead teachers.</p> <p>May Our within school leaders have facilitated staff meetings looking at continuing to embed our school values and learner dispositions into class programmes. Teachers also looked deeper into our collective understanding of learner dispositions and investigated collective understanding of the disposition of collaboration.</p> <p>June Our Within School Leaders have attended kāhui wide professional development sessions and sessions with Neill O'Reilly. They are currently focussing on how our students reflect on their learning. They are also supporting teachers to evaluate the integrated learning that took place this term.</p> <p>September The WSL team ran a staff meeting on reflection which was very good. They also ran the final staff meeting around evaluating the term's inquiry unit around the Learning Context of Big Business.</p>

			<p>October The WSL team has run a follow up staff meeting focussed on reflecting on learning.</p> <p>November Our within school lead teachers have run staff meeting sessions based on student reflection on their learning. They also interviewed a snapshot of students from across the school and feedback from students showed a deeper understanding of why they reflect and how they reflect on their learning.</p> <p>Neill O'Reilly has facilitated a day with Maurice, Jill and Cara and team leaders reflecting on and evaluating progress to our schools priority goals and initiating planning for the 2025 school year.</p>
Priority Goal 2: Ākonga are empowered through high expectations	MCJ, Team Leaders, teachers		<p>February Our Year 1, 2 and Year 3-4 teachers have initiated professional learning sessions regarding the Better Start Literacy Approach through Canterbury University. The Better Start Literacy Approach is a structured approach to literacy instruction to support children's early reading, writing and oral language success. We have developed a plan for a schoolwide focus on student progress and achievement in reading.</p> <p>April Our team leaders have facilitated a staff meeting focussed on delivering high quality instructional reading and high expectations for students progress in reading. They gave a clear overview of what this professional learning will involve in 2024 and gathered feedback from teachers regarding where we currently are and where we want to go.</p> <p>May Neill O'Reilly facilitated a session with our key leaders that focused on the key characteristics of an effective reading lesson.</p> <p>Lucie Cheeseman facilitated sessions (and modelled effective practice) with our Year 2 team and our Year 3 and 4 team focused on effective teaching of mathematics strategies (Place value and Multiplication and division respectively).</p> <p>June Neill O'Reilly facilitated sessions with our team leaders around effective strategies in reading. The team leaders are now working with their teams looking at what quality and success looks like (for teachers,</p>

students and whānau) with the delivery of quality reading programmes. Team Leaders led sessions on our Teacher Only Day and followed up at staff meetings looking at how we deliver quality reading programmes and what successful strategies teachers are currently using. We also looked as a whole staff at what is involved in the Better Start Literacy programme our Year 0-3 teachers are undertaking and how we collectively make overall teacher judgements.

August - Team leaders have facilitated staff meetings in supporting teachers to reflect on their current reading programmes. They also looked at ways we can set students up for success, and reviewed the way we moderate the Overall Teacher Judgments that are made at mid-year and end of year. The aim - to gain consistency across the school.

Communication - Michael Richards from TTS has facilitated two staff meetings this month. These meetings started conversations with staff on who we communicate with and what we use to communicate. This is supporting us with developing a definition to use as a school for what we want to tighten, change and maintain.

September Team leaders facilitated a staff meeting on moderation focussed on Reading.

Neill O'Reilly worked with some of our Senior Leaders and Within School Leads earlier this month. The focus was on effective leaders and effective teams.

October Lucie Cheeseman has worked with staff members to support familiarisation with the draft Mathematics and Statistics Curriculum that will take effect in 2025.

Team leaders facilitated a staff meeting on the moderation of students' work.

November Lucie Cheeseman has again worked with our school to support familiarisation with the new Mathematics and Statistics Curriculum. She discussed with us the resources that the Ministry of

			<p>Education is offering schools to support our teaching of mathematics and also professional learning and support for our school in 2025.</p> <p>Team leaders have continued to support teachers in developing our professional knowledge around moderation of students work and using moderation of work to develop overall teacher judgements of students progress.</p>
<p>Priority 3: Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of Marina View School</p>	<p>Whānau team (Kylie, Jacky, Amanda, MCJ) All teachers</p>		<p>February The review and development team (whānau team) have met to initiate planning a consistent and progressive programme for our school. Initially they have been looking at our vision and purpose and how this supports national and local school goals.</p> <p>April The whānau team continues to meet. They have met with Robin Taua-Gordon from Te Kawerau ā Maki. They have assisted in staff meetings to support with; Karakia and whakatauki that support the staff learning we are undertaking.</p> <p>May We have held a mihi whakatau for new students and staff. Robin Taua-Gordon attended the mihi whakatau and will give us feedback and advice about how we can refine these events so that we have appropriate tikanga in place.</p> <p>Our Whānau group is planning to support our school celebrating Matariki.</p> <p>We are looking to rework our school song to incorporate reference to Te Kawerau ā Maki.</p> <p>June Our Whānau team continues to work on developing a progressive te reo programme for our school. They are also running mini Te Reo and Tikanga sessions for teachers at our staff meetings.</p> <p>August Phil Gordon from MAC (Maori Achieving Collaborative) Education and Cultural Success as Maori, has run two staff meetings introducing what his organisation does, and how he will support to equip our school/staff, with the knowledge and skills to lead confidently and competently in this area. He led a thought provoking discussion</p>

			<p>around NZ history and our perceptions, as well as taking us through the correct format of a pepeha for both Maori and non-Maori.</p> <p>September – Cara and Kylie attended a hui at Rosebank Primary school facilitated by Phil Gordan. It was part of the MAC (Maori Achieving Collaborative) programme. It was a very positive way for all of the schools who are part of this across Auckland to be present and collaborate together about what each is doing in their own school, share their journey and further explore new ideas to support our akōnga in schools.</p> <p>October Kylie Erceg continues to support staff to integrate te reo me ona tikanga Māori into class and school programmes.</p> <p>A mihi whakatau was held for our new students and staff.</p> <p>November Kylie Erceg continues to support staff to integrate te reo me ona tikanga Māori into class and school programmes. She is also drafting a plan for our school to consistently teach our students te reo me te ao Māori (Māori language and customs etc).</p>
Connection / Hohonga			
<p>Continue with, and deepen, our engagement and development partnership with Iwi mana whenua - Te Kawerau ā Maki</p>	<p>BOT MCJ Robin Taua-Gordon All staff</p>		<p>February Cara, Jill and Maurice have met with Robin Taua-Gordon from Te Kawerau ā Maki to discuss what the engagement programme could look like for this year.</p> <p>The whānau team will liaise with Robin Taua-Gordon from Te Kawerau ā Maki to facilitate a staff meeting next week. The focus is for teachers to learn more about the partnership between our school and Te Kawerau ā Maki and to learn about the process, tikanga and kawa for Mihi Whakatau.</p> <p>April Robin Taua-Gordon has facilitated a staff meeting to help deepen our understanding of Te Kawerau ā Maki as iwi mana whenua. Robin is also facilitating a meeting with kapa-haka and Māori whānau to help our community learn more about Te Kawerau ā Maki.</p>

			<p>May At the end of term 1 we held a hui for our Māori whānau and whānau of children in our kapa haka group. We had a group turn out of parents and whānau. At the hui Robin Taua-Gordon talked about Te Kawerau ā Maki and their attachment to our school and this area. Our kapa haka students then performed for their whānau and we finished the hui sharing kai. Also at the hui we asked whānau for feedback about how we can enhance what we do to ensure their tamariki are successful during their time at our school.</p> <p>July Robin Taua-Gordon attended a mihi whakatau and gave feedback about how we run the mihi whakatau.</p> <p>October We have integrated acknowledgement of Te Kawerau ā Maki into our school waiata.</p> <p>November We are meeting with Robin Taua-Gordon and Josie Wall to discuss plans for our mana kura partnership for 2025.</p>
<p>Enhance learning partnerships with Parents and Whānau.</p>			<p>February Meet the teacher sessions have been held for whānau of each teaching team. There was a good turnout of whānau. The sessions were professionally run and informative.</p> <p>April We have held goal setting meetings with our students, their whānau and teachers.</p> <p>May We are holding an information evening for parents of our Year 5 and 6 students to inform them regarding programmes for our Year 7 and 8 students.</p> <p>June We celebrated Matariki and held an afternoon where whānau were invited into their children's classrooms. There was a positive feeling having parents and whānau in the school.</p> <p>August We had parent meetings with our students and teachers last week. These went very well and it was positive to see a number of parents and</p>

			<p>their children attend. There will be some classes still to make up these meetings later in the term, due to unwellness.</p> <p>Nest Consultancy ran a zoom parent information meeting around 'Puberty' for whanau across years 5 -8. It was positive to see more attending parents able to attend via zoom than we've had face to face in recent years.</p> <p>September We celebrated Pasifika week and it was wonderful. There have been in class presentations and learning, as well as singing and some Pasifika performances by students in Year 7 & 8. The school bell is currently 'Poi E'.</p> <p>We also had some students perform at the Cultural Festival held at Hobsonville Point Secondary School last Friday night. It was a really lovely celebration for all involved. Thank you again to Kylie Erceg who is also our Across School Lead for leading these for our school.</p> <p>November We are continuing to report our students' progress to parents through the Hero platform.</p> <p>We are holding a family fun night on November 29th.</p>
To actively participate in the Whiria te Tangata – Kāhui Ako	MCJ WSL ASL Teachers		<p>February Maurice, Cara and Jill attended the first Kāhui Ako leadership group session for the year. We also met with our Across School liaison. Kylie Erceg has begun her responsibilities as a new Across School Lead for the Kāhui Ako.</p> <p>April Our within school lead teachers have attended sessions with other within school leaders in our Kāhui Ako schools. They are also undertaking professional learning staff meeting sessions for our teachers.</p> <p>May Our within school lead teachers have attended sessions with other within school leaders in our Kāhui Ako schools. They are also undertaking professional learning staff meeting sessions for our teachers. Our Senior Leaders and Senior Leadership Team are attending</p>

professional development facilitated by Russell Bishop centred around his book 'Leading to the Northeast'.

August Our Within School Leaders attended a meeting on Wednesday 14th August with our Kahui Ako. It was hosted by Marina View School, led by Kylie Erceg who is our 'Across School Lead.' She did a great job and it was wonderful to have the teachers and student leaders in our school for the day. We had positive feedback from the day.

September Our Within School Leaders attended a day with other within school leaders in our Kāhui Ako schools.

The WSL team have continued to work on building cohesiveness around concept based inquiry. We have deep dived into reflection, as one of key aspects to create the most impact on students' learning. We have led a couple of staff meetings looking at ways we can reflect, using the different tools. Their second staff meeting in Term 3 was mainly on reflection again, and the staff shared their ideas, practises and any tool they used to reflect. The WSL team will be looking at the Inquiry evaluations in the third staff meeting we will take.

October Our Within School Leaders attended a day with other within school leaders in our Kāhui Ako schools.

We have 2 students who attend sessions with students from other schools in the kāhui ako investigating how to enhance student agency in schools.

November Our within school lead teachers have run staff meeting sessions based on student reflection on their learning. They also interviewed a snapshot of students from across the school and feedback from students showed a deeper understanding of why they reflect and how they reflect on their learning.

SELF REVIEW			
<p>Consolidate the implementation of SchoolDocs as the school's policy portal.</p>	<p>Staff and BOT</p>	<p>Ensure that the timeline for policy reviews and board assurances is adhered to</p>	<p>February The policy reviews and board assurances for term 1 are tabled at this meeting.</p> <p>May We continue to undertake policy review in line with the SchoolDocs review cycle.</p> <p>June We continue to undertake policy review in line with the SchoolDocs review cycle.</p> <p>August We continue to undertake policy review in line with the SchoolDocs review cycle.</p> <p>September We continue to undertake policy review in line with the SchoolDocs review cycle.</p> <p>October We continue to undertake policy review in line with the SchoolDocs review cycle.</p> <p>November We continue to undertake policy review in line with the SchoolDocs review cycle.</p>
<p>Undertake targeted Reviews:</p> <p>Literacy and Numeracy</p>	<p>Literacy leads Numeracy leads Teachers MCJ WSLs</p>	<p>Clear reporting on students progress and achievement (including analysis of achievement of Māori, Pasifika, Asian students and students with identified learning needs) to inform practice and meet individual student needs</p>	<p>February Teachers and teaching teams are undertaking beginning of the year student assessments.</p> <p>The 2023 End of Year review for Literacy and the 2023 End of Year Review for Numeracy are tabled at this meeting.</p> <p>April Beginning of the year literacy and numeracy assessments are being undertaken.</p> <p>May - we have submitted an application for Math PLD; supporting with raising achievement for your Maori, Pasifika, Year 5&6 students.</p> <p>June Data is being collated for Mid-Year Literacy and Numeracy reviews which will be presented at the next board meeting.</p>

			<p>July Maths and Literacy reviews were tabled at this meeting</p> <p>September - The Maths and Literacy reviews were all shared with teachers when they met with Cara and Jill at their Professional Growth Cycle meetings. From there the teachers looked at students specifically who are not meeting expectations and put in place further teaching and learning support to help move these students further by the end of this year.</p> <p>November We are collating data to inform our end of year Literacy and Numeracy reviews</p>
Kāhui Ako rubrics		School's progress towards Kāhui Ako goals is monitored and reviewed	
Student and teacher wellbeing		Student and teacher wellbeing is monitored and reviewed.	<p>April We continue to monitor the attendance of our students and follow up with the whānau of students whose attendance is a concern.</p> <p>June We continue to monitor the attendance of our students and follow up with the whānau of students whose attendance is a concern.</p> <p>July We continue to have strong support and be in regular contact with Attendance West who guides us with students whose attendance at school remains a concern.</p> <p>September - We continue to have strong support and be in regular contact with Attendance West who guides us with students whose attendance at school remains a concern. Svetlana has been an incredibly strong support for us and continues to liaise with the school regarding updates and changes.</p> <p>October Attendance West continues to support our school.</p> <p>November Attendance West continues to support our school.</p>

Strategic Plan		School's Strategic Plan is monitored and reviewed	April Our Strategic Plan has been submitted to the Ministry of Education.
Quality teaching and leadership			
<i>Provide high quality professional learning and support programmes to assist all staff members to achieve success in their roles.</i>	MCJ Neill O'Reilly Team Leaders Kāhui Ako WSL Maths Leaders BSLA facilitators	Professional learning is targeted to the school's Strategic Plan	<p>February Professional development undertaken so far this year has included Revisiting the school values and desired learner attributes and instructional reading practice.</p> <p>April Neill O'Reilly continues to support our senior leaders, team leaders and kāhui ako within school leaders, with professional learning to support us in enhancing our leadership skills and understandings.</p> <p>Senior and team leaders are using the book 'Leading to the North East' to support our dialogue around leading learning.</p> <p>Team Leaders have initiated their support for teachers' professional learning in instructional reading.</p> <p>Within school lead teachers have initiated their support for teachers' professional leading in delivering a conceptual curriculum and enhancing learner voice in the learning process.</p> <p>Our Year 1-3 teachers who have not been previously involved in the BSLA (Better Start Literacy Achievement) programme, continue with their professional learning.</p> <p>Our Year 1 and 2 teachers are supported by one of our resource teachers for learning and behaviour (RTLB) on 'Zones of Regulation' to understand students behaviour and support positive behaviour.</p> <p>We have applied to be on and been accepted on the Māori Achievement Collaborative (MAC). We have attended an introductory session and have had our MAC facilitator visit our school.</p> <p>May As noted above we have had facilitators undertaking professional learning and development sessions with our school leaders and teachers and our kāhui ako within school leaders and our across school</p>

			<p>staff member have undertaken professional learning sessions as part of the kāhui ako.</p> <p>This week Our team leaders and senior leaders are attending a session from Professor Russell Bishop on enhancing school wide achievement.</p> <p>Maurice has attended a retreat with a group of principals from around the country focused on enhancing intellectual wellbeing with schools and supporting the growth of middle leaders.</p> <p>Cara is undertaking a year long course for emerging leaders and Jill is continuing with her te reo Māori studies.</p> <p>June We have been successful in our application to the Ministry of Education for Professional Learning and development support funding in Mathematics. We will receive 50 hours of professional development facilitation support over the next two terms. We will be using Lucie Cheeseman from MathsMattersNZ to provide this facilitation. BSLA continues to be a focus for Year 1-4 and teachers are nearing completion of their microcredential professional learning through the University of Canterbury. We have applied for more staff to undertake the course in the second half of the year.</p> <p>Two teachers are undertaking the Incredible Years positive behaviour for learning course and a further two teachers who are undertaking a course facilitated by resource teachers of literacy to support students who need support with reading.</p> <p>August 5 teachers and four teacher aides have successfully completed their Better Start Literacy Approach (BSLA) Micro-credential through Canterbury University.</p> <p>September Lucie Cheeseman, maths facilitator, has provided professional development to members of each team from year 1 – 8, on the draft maths curriculum. We all now have an understanding of the content and expectations of this curriculum. Lucie will continue to support us with implementation of the maths curriculum going forward into 2025.</p>
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			<p>October Maurice has utilised \$4000 of the Ministry of Education's principal's coaching and wellbeing funds (\$2000 rolled over from 2023 and \$2000 from the 2024 funds) for coaching and mentoring this year. \$4000 from the 2024 funds will be rolled over into 2025.</p> <p>Lucie Cheeseman has continued to provide professional development support for our school assisting teachers to become familiar with the Refreshed Mathematics Curriculum.</p> <p>The Ministry of Education has provided a staffing resourcing allocation to many schools across the country to support professional learning for teachers focussing structured literacy. Unfortunately they have not provided any resourcing support for our school, saying they have a limited resource and that they have prioritised the resourcing to high equity index schools. This is another example of the Ministry of Education failing to support our school community. It is very disappointing.</p> <p>November Within School Lead teachers, Team Leaders, Lucie Cheeseman and Neill O'Reilly continue to support our schools professional learning needs.</p>
Professional Growth		<p>A professional growth cycle is implemented in ways that supports, as is valued by, teachers and informs ongoing school and teacher development.</p>	<p>April All teachers have participated in initial professional growth sessions with either Cara or Jill.</p> <p>Maurice has undertaken professional growth sessions with colleagues, he has also had his first meeting with his appraiser.</p> <p>June Professional growth programmes are ongoing.</p> <p>August Professional Growth meetings have started with teams, facilitated by Cara and Jill. They are a continuation from the start of this year.</p> <p>September - Professional growth programmes are ongoing.</p> <p>October Professional growth programmes are ongoing.</p>

			<p>November Teachers have participated in professional growth cycles led by Cara and Jill. Administration staff are undertaking annual appraisal meetings with Maurice.</p> <p>Neill O'Reilly (Leading Principles Ltd) has completed his professional growth summary for Maurice.</p>
EEO		<p>Marina View School acts as a good EEO employer and ensures a smooth induction programmes for new staff members</p>	<p>April 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 will be attending Paid Union Meetings (PUMs) regarding collective agreement offers from the Ministry of Education.</p> <p>May Jill meets with our Beginning teachers and their mentor teachers to ensure that they are well supported.</p> <p>November We continue to operate as a good EEO employer.</p>
Environment / Taiao Kura			
Provide the best possible resources, facilities and experiences for all	Property Committee	<p>The school environment continues to be enhance in ways that support students learning and wellbeing</p> <p>The school site is well maintained and progressively enhanced</p>	<p>February Over the holidays we have new rubberised covering poured in the junior school courtyard area.</p> <p>We also had Rooms 25-29 painted</p> <p>We have removed and trimmed some trees that were starting to become a hazard.</p> <p>April Work has begun as part of enhancing accessibility (working alongside the Ministry of Education). This will take place throughout term 2.</p> <p>May We have replaced classroom furniture in Room 14. Pieces of new furniture have also been bought for Rooms 16, 18, 7 and 8.</p>

We have purchased 60 chromebooks and 10 probooks to ensure we have enough well maintained resources to support our students' learning.

During the recent school holidays Rooms 14 and 15 and the library block were painted.

We are investigating designs and possible costs for a bike track for the school.

We are investigating shade sails for areas of the school.

June We will be getting a shade sail for the junior courtyard that will be constructed during the September holiday period.
We have had photocopiers and printers updated.

The gymnasium will be painted over the holidays.

Accessibility ramps to the school office and to the music room will be installed over the school holidays.

August - The disability carpark is nearly completed. Lack of drainage is causing a problem and the Ministry of Education is looking at ways that this can be remedied. Once fully finished it will be a much improved addition to our school in order to support our akonga and community who require this parking.

The accessibility ramps to the school office and to the music room have been installed over the school holidays. They look very good and now just awaiting the hand rails which will complete this process.

September The disability car park is not yet in use but hopefully will be over soon once the drainage is all sorted.

The hand rails for the accessibility ramps have been completed. There is one that has been installed right in front of the office area which is restricting access. Also, not aesthetically pleasing.

			<p>The car parks in front of the office area will be made wider for staff as they're currently very narrow.</p> <p>The accessible ramp into Room 11 will be started during the holidays.</p> <p>October The accessibility projects are ongoing . We have issues with the accessibility carpark as it is adding to drainage issues in this immediate area. We are discussing solutions with the contractor and project manager.</p> <p>The accessibility ramp into Room 11 has been started (demolition of old ramp) but still has a significant amount of work to go.</p> <p>November The deck for Rooms 18, 19 and 20 has been completed except for handrails to be installed. Temporary handrails until the handrails can be manufactured.</p> <p>There has been minimal progress on the accessibility ramp into Room 11. We are looking for quicker progress in the near future.</p> <p>Regarding the development of a bike track, we have received a quote for a pump track, a container to store bikes and an initial purchase of 15 bikes. We are looking to construct the track in the new year.</p> <p>We are currently undertaking a replacement of all of our wireless access points to support our network infrastructure. The cost has been heavily subsidised by the Ministry of Education.</p> <p>We are organising painting of the junior classes Rooms 1-8, the administration block and the hall over the summer holiday period.</p> <p>We will be upgrading carpets in several classrooms and toilets for Rooms 14 and 15 over the summer holiday period.</p>
		Room 18-20 upgrade to be completed	<p>February Demolition work was undertaken over the holidays but has come to a halt due to significant structural water damage being found.</p>

April after many weeks of waiting we have been informed that the additional funding for the project has been approved and work can now restart on the project.

May Due to the long delay in the project (due to the time it took the Ministry of Education to approve additional funding for the project) we now have ongoing issues with the builder regarding extension of time costs. There is disagreement between our project manager (and quantity surveyor) and the builder regarding interpretation of the contract regarding extension of time costs. We are currently trying to resolve this issue.

June There has been a lot of remedial work needed for this project due to water damage that was found.

August Rooms 18 – 20 are progressing along well. The aim is that they will be completed by 7 October.

Over the next school holiday period, Rooms 9, 10, 14, 15, 16, 17, 21 & 22 are having new flooring laid.

Rooms 23 & 24 are having the roof replaced due to leaking and this will be started once school has finished at the end of Term 4. There is a possibility that there could be rot due to water damage once the roof has been taken off. The builders will assess this prior to the commencement of the job.

September – The renovation of rooms 18,19 and 20 has almost been completed. Construction of the decking and ramps will start during the first week of the holidays. New flooring in Rooms 21, 22, 14, 15, 16, 17, 9 and 10 due to be done in the October holidays, has now been deferred to the Christmas holiday period.

October The deck outside rooms 18-20 is nearly completed. With the ramp to then be constructed. After this a final inspection will be undertaken by the council.

			November Construction work on rooms 18-20 and their deck has been completed. We are now awaiting a final council inspection.
	Finance committee	Prepare an annual budget to reflect the school's strategic direction. Funding clearly supports our school's strategic goals and needs	<p>February The 2024 budget has been formulated and is ready to be approved.</p> <p>October We are about to start a draft budget for 2025.</p>
Continue to support our school's <i>International Students</i> and enhance our International Student programme	Kyung Ja MCJ		<p>February We have eight 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>Kyung Ja will be travelling to South Korea and China in March to undertake marketing. She will attend a couple of agents' fairs (Seoul and Busan) and meet with a number of agents, in pre-arranged meetings, in both cities. Maurice will meet Kyung Ja in China and we will attend marketing events arranged through Education New Zealand.</p> <p>April Kyung Ja and Maurice attended marketing events in China to meet international student agents in Beijing, Chengdu and Shanghai. Kyung Ja also attended meetings with agents in South Korea in Seoul, Busan and Jeju Island.</p> <p>The events were well attended and busy. Hopefully we have made some good connections from these meetings.</p> <p>Kyung Ja now meets regularly with our international students' parents to answer any queries they may have.</p> <p>May Kyung Ja continues to meet regularly with our international students' parents to answer any queries they may have.</p> <p>June Kyung Ja, Maurice, Cara and Jill have met with parents of our international students for a meet and greet session. The meeting went well.</p>

			<p>August Kyung Ja arranged the time for the Student Led Conference and attended the meetings to support the parents and teachers. The meetings went well and the parents appreciated the teachers' support.</p> <p>The majority of our current International students confirmed that they would re-enroll for 2025.</p> <p>September Kyung Ja is currently in Korea where she is attending a number of marketing events. She continues to work hard to increase the number of Internationals coming to our school while also supporting the students and their families who are currently in our school.</p> <p>October Kyung Ja has undertaken a successful marketing trip.</p> <p>November Kyung Ja has completed our Annual self review of our Code of Practice for our International Learners. We have attested to NQZA that the annual self review has been completed.</p> <p>We will be starting the 2025 school year with 19 international students, which is very positive.</p> <p>We are currently planning our 2025 marketing for International Students.</p>
Wellbeing / Hauora			
Promote the hauora of tamariki, staff and whānau	Health and Safety team All Staff	Wellbeing is seen as a priority for our school	<p>February We are complying with all Ministry of Health and Ministry of Education Health and Safety requirements.</p> <p>April Student attendance is being monitored. This term's learning context has been Hauora / Wellbeing, so there has been a clear focus on wellbeing for the term. This has included speakers visiting the school, raising money for charities and (hikoi) walks health.</p> <p>May As part of our learning programmes in term 2 we are undertaking the NZ Police anti-bullying programme 'Kia Kaha'.</p>

MCJ
All staff
BOT

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.

April Our Health and Safety committee continues to monitor any potential hazards that may be around the school. This includes both an active hazards register and walks around the school to note any actions needed.

May 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 held a fire drill with the support of our consultants 'About People'.

Staff who wished to have had flu vaccinations funded for them.

June We held a trial lockdown with the support of our consultants 'About People'.
The health and safety committee has met and committee members have undertaken a walk around the school to view any possible issues of concern.

July We had a Fire Drill this week facilitated by our consultants 'About People' and it ran very smoothly with great weather on top of.

A Health and Safety meeting will be scheduled for later in the term. The hazard register continues to be updated and any concerns addressed.

We are now using the new RAMs form and it seems to be working very well.

			<p>September We had a Fire Drill at the end of August which went very well. Jill and Cara both went to the evacuation point on this occasion and had 1 of the wardens in the role of Chief Warden. The point of this is to allow for our warden to know the different roles should a Fire Drill or Lockdown happen in the event that Maurice, Jill and Cara all away consecutively from school. The current wardens are skilled and well prepared to know what to do in the event of an emergency.</p> <p>October As part of our recent Teacher Only Day we contracted a session from a facilitator for - Education Outdoors New Zealand (EONZ) to update all teachers' professional knowledge around the safety requirements for school run outdoor education activities.</p> <p>A health and safety meeting has been held.</p> <p>Members of the health and safety committee have undertaken a walk around the school to view any possible issues of concern.</p> <p>November A trial lockdown has taken place.</p>
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Marina View School

Ākonga are empowered through high expectations

All tamariki, Kaiako, whanau and families:

Understand what high expectations are and how to achieve at Marina View School

Are assessment capable, know what is being assessed, the criteria for success and the tools and strategies needed to monitor, document and report on learning

TARGET for 2024 85% 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 2023 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 Māori and Pasifika learners Get to know Māori and Pasifika learners and their families	All teachers			Māori and Pasifika students' needs are seen as a priority. Māori and Pasifika learners achieve at the level of their peers
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 (eg PAT etc) but not in Overall Teacher Judgement of achievement.	Year level teams			Inquire into why certain capable students are not achieving to potential

<p>Develop a shared understanding of what quality teaching and assessment practice with all teaching staff.</p> <p>Create understanding of Reading Practice across the school</p> <p>Sharing reading planning across the school – schedule staff meetings to do this</p> <p>All teachers become familiar with deliberate acts of teaching in Reading</p> <p>Sharing strategies to differentiate students' learning programmes</p>	<p>MCJ Team leaders All teachers</p>			<p>Jill and Team leaders to review quality teaching and assessment practice in Reading and develop shared understanding.</p> <p>Wider shared understanding of Reading Practice for all teachers and teacher aides</p> <p>Consistent and cohesive delivery of curriculum</p> <p>Enhanced teacher knowledge of quality teaching practice</p> <p>Programmes differentiated to meet students' learning needs</p>
<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>Leading to the North East Strategies</i> • <i>Impact coaching</i> • <i>Effective Literacy Practice strategies for Reading</i> • <i>Assessment for Learning Practice</i> • <i>Deliberate Acts of Teaching</i> • <i>Culturally Responsive Practice</i> • <i>BSLA – professional learning and programme implementation (years 2 and 3)</i> 	<p>All staff</p>		<p>Term 1 And ongoing</p>	<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>
<p>Investigate strategies to accelerate the progress of target students</p>	<p>All staff Team leaders</p>		<p>Ongoing</p>	<p>Strategies developed and trialled and outcomes discussed in an ongoing manner.</p> <p>Targeted teachers to support implementation</p>
<p>Mid-year reading achievement assessed, moderated and reported to the BOT</p>	<p>All teachers MCJ</p>		<p>Mid-Year</p>	<p>Achievement data analysed and further actions planned</p>
<p>Additional support to be provided for students' who are at risk</p>	<p>Teachers, Teacher Aides, RTL</p>		<p>As appropriate</p>	<p>Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly.</p>
<p>End of year student progress and achievement assessed and moderated</p>	<p>All teachers</p>		<p>End of year</p>	<p>Assessment analysed and further actions planned</p>
<p>Report to BOT on programmes and students' progress and achievement</p>	<p>MCJ</p>		<p>End of year</p>	<p>Report presented to BOT</p>

ACTUAL OUTCOMES	REASON for VARIANCE.	FURTHER DEVELOPMENT
Overall Teacher Judgements show that at the end of the year 79% of our students are reading at or above curriculum expectation.	<p>One of the school’s priority foci for 2024 was that Ākonga are empowered through high expectations in the teaching and learning of Reading.</p> <p>Team leaders led this initiative throughout the year within their individual teams and across the school through whole staff professional learning.</p> <p>In addition to this, over the last 2 years our Year 0-4 teachers have undertaken professional learning and undertaken classroom teaching using the better start literacy approach. We do not yet have enough data to correlate this teaching approach with student outcomes.</p> <p>Of our 603 students we have 161 (27%) who are funded by the Ministry of Education for ESOL support</p>	<p>Professional learning for all teachers will continue to be a focus for the school in 2025.</p> <p>Our Year 5 and 6 teachers will be entering into a BSLA professional learning pilot.</p> <p>We will continue to support our ESOL learners with a comprehensive ESOL support programme.</p>

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 2024: Embed school values and desired learner attributes throughout the school community

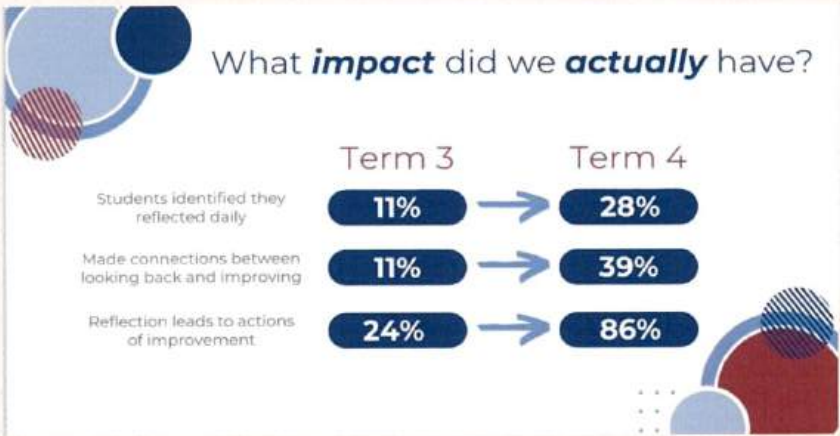
ASSESSMENT:

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 whānau 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 desired learner attributes 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 desired learner attributes 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 desired learner attributes 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 values and learner dispositions continued to be embedded throughout the school in 2024.</p> <p>The kāhui ako within school lead teachers focused on ākonga experiencing positive Hauora, as their goal for the year. They did this through the lens of 'Quality and engaging learning experiences and making meaningful connections.</p>	<p>The strategy morphed into this lens as it was seen as the immediate need for our learners. From staff feedback our Within School Leadership group believed that teachers were confident in integrating 'Maunga' values and learner dispositions into their learning programmes.</p> <p>It was also noted through teacher feedback that they were less confident in using reflection as a strategy to anchor students learning. There was a lack of consistency in how and when reflection took place to support and anchor learning.</p> <p>The focus became Ākonga have regular opportunities to reflect on their learning Teachers are providing a range of opportunities and strategies to enable reflection.</p> <p>Baseline data was gathered regarding students understanding of reflection. This showed the majority of students saw reflection as looking back but did not have a clear understanding of how it supports next steps and further learning.</p> <p>Professional learning was undertaken to support teachers with strategies and tools to explicitly teach students how to reflect on their learning.</p> <p>Expectations were put in place where reflection became part of teachers planning.</p> <p>A clear shift in students understanding took place due to this initiative</p> <div data-bbox="577 970 1413 1407"><table><caption>What <i>impact</i> did we <i>actually</i> have?</caption><thead><tr><th></th><th>Term 3</th><th>Term 4</th></tr></thead><tbody><tr><td>Students identified they reflected daily</td><td>11%</td><td>28%</td></tr><tr><td>Made connections between looking back and improving</td><td>11%</td><td>39%</td></tr><tr><td>Reflection leads to actions of improvement</td><td>24%</td><td>86%</td></tr></tbody></table></div>		Term 3	Term 4	Students identified they reflected daily	11%	28%	Made connections between looking back and improving	11%	39%	Reflection leads to actions of improvement	24%	86%	<p>We are looking to further develop the focus on positive Hauora. In 2025 we are looking have a focus on respectful relationships throughout our school community.</p>
	Term 3	Term 4												
Students identified they reflected daily	11%	28%												
Made connections between looking back and improving	11%	39%												
Reflection leads to actions of improvement	24%	86%												

Marina View School

Meaningfully incorporate te reo Māori, tikanga Māori and te Ao Māori into the everyday life of Marina View School



Through honouring te Tiriti o Waitangi

Through developing a coherent, consistent and progressive Te Reo me ona Tikanga Māori programmes

Through connecting with Māori whānau

Through engaging meaningfully with iwi mana whenua

WERO ACTION PLAN FOR 2024: Review, develop and implement schoolwide Te Reo and Tikanga Māori programmes

ASSESSMENT: Whānau team review, Kaiako review, whānau and iwi feedback

Ākonga are engaged in planned programmes throughout the school

Programmes are consistent and cohesive and progressive

Programmes relate to our local curriculum

Quality Action Required	Who	Costs	When	Expected Outcome
Establish review and development (whanau) team	Kylie, Amanda, Jacky, MCJ		Term 1 Ongoing throughout the year	Team will review current practice and develop schoolwide vision and programmes School vision and purpose for Te reo me ona tikanga Māori programmes will be developed Vision and programmes will honour te Tiriti o Waitangi and Te Ao Māori Progressive te reo me ona tikanga Māori programmes will be developed to support our school's local refreshed curriculum
Connections made with Māori whanau	Review team		Ongoing throughout the year	Develop a strong and ongoing connection with our Māori whanau to inform our developments
Connections made with iwi mana whenua – Te Kawerau ā Maki	Review team		Ongoing throughout the year	Develop a strong and ongoing connection between Marina View School and Te Kawerau ā Maki to inform our developments
Teachers start trialling te reo me ona tikanga Māori programmes that have been developed	All teachers		Term 2? and ongoing	New programmes will be initiated

ACTUAL OUTCOMES	REASON for VARIANCE	FURTHER DEVELOPMENT
<p>A review group was established to look at our current practice and systems to deliver te reo and tikanga Māori throughout the school.</p> <p>Development of a vision and overarching goals were undertaken.</p> <p>Programme development was researched but not drafted. This will occur in 2025.</p> <p>Connections were also enhanced with our iwi mana whenua – Te Kawerau ā Maki.</p> <p>Te Kawerau ā Maki held an information for whānau of our school, to introduce themselves and share a variety of initiatives the iwi are currently involved in.</p>	<p>Whilst it has taken longer than expected, this initiative is well on track.</p> <p>We have connection with our community and iwi mana whenua.</p> <p>We have the review phase completed and a clear vision for where we are going with development of a consistent and progressive te reo and tikanga Māori programme for our school.</p>	<p>We will look to have a draft of programmes and sequence for teaching to be implemented in term 1 of 2025.</p>

MARINA VIEW SCHOOL

Matatau mo te ao Learning for Life



Te Tiriti and Marina View

Report on how Marina view School has given effect to Te Tiriti o Waitangi

Marina view School has given effect to Te Tiriti o Waitangi through:

The school's commitment to Te Tiriti is acknowledged in our school vision

A review team has undertaken review and development of how our school integrates Te Reo me Te Ao Māori into our school culture and school programmes

Engagement with local iwi

Engagement with local whānau

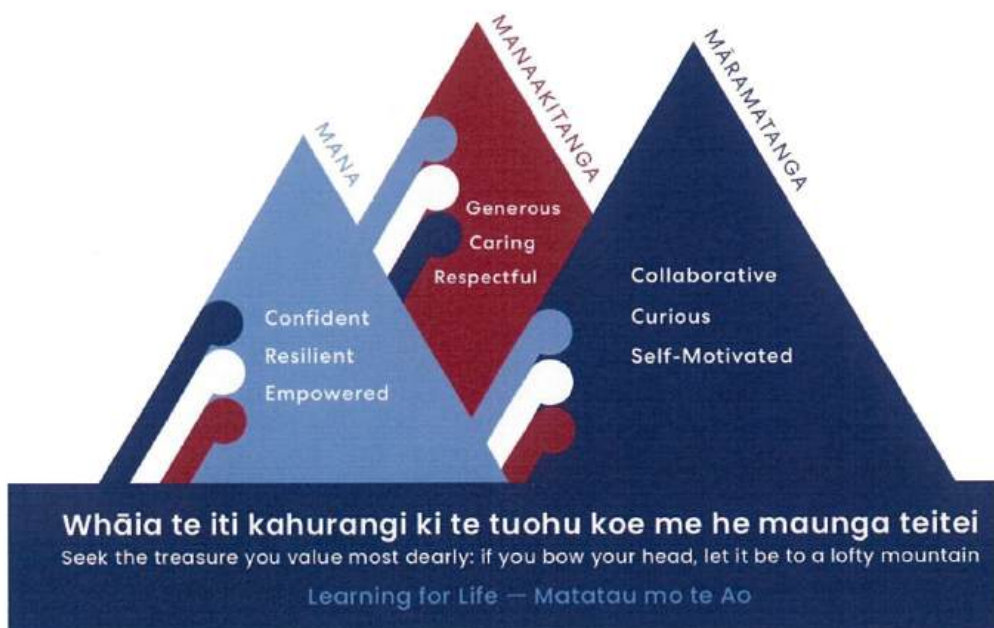
Monitoring of ākonga Māori progress and achievement

Delivery of Aotearoa New Zealand Histories Curriculum

School wide roopu kapa haka

Ongoing staff professional learning

Marina View School Learners



MARINA VIEW SCHOOL

Matatau mo te ao Learning for Life



Statement of Compliance with Employment Policy

For the year ended 31 December 2024 the Marina View School Board:

Has developed and implemented and/or reviewed personnel policies, within policy and procedural timeframes to ensure the fair and proper treatment of employees in all aspects of their employment.

Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements.

Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.

Meets its obligations to provide good and safe working conditions.

Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.

Meets all Equal Employment Opportunities requirements.





Marina View School EEO Programme 2024

Marina View School will continue to act as a good EEO employer.

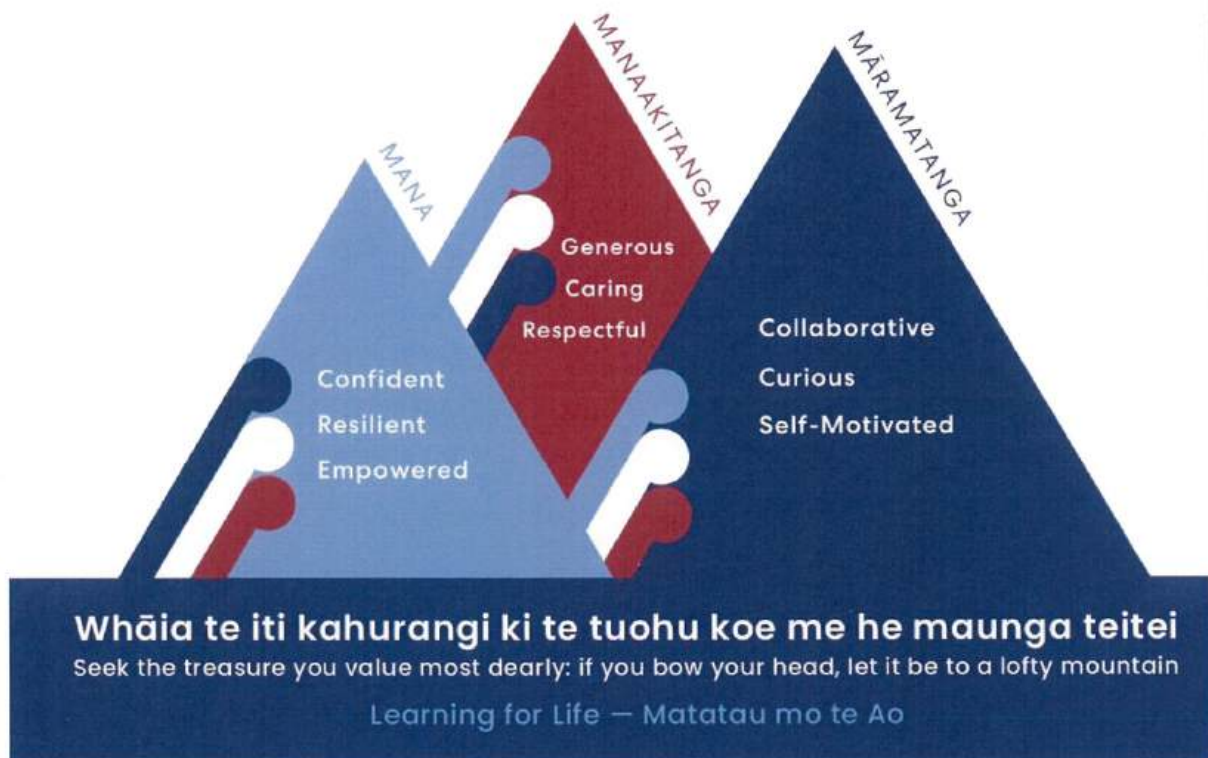
We have a School Vision that states

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)

**ĀKONGA EXPERIENCE
POSITIVE HAUORA**

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

We have Annual Plan goals to support

Ongoing professional learning and development for staff

Health and safety of staff

Wellbeing of staff

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

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

In addition:

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

We will encourage all staff to know their employment rights

We will support working parents

We will encourage all staff to undertake professional learning opportunities

We will support inclusion of staff, tamariki and whānau

We will comply with all aspects of the school EEO Policy

All new staff, will be employed in line with our EEO policy



Marina View School


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

[Self-Review and Board Assurances](#)

[Equal Employment Opportunities](#)

[EEO Data Collection](#)

[Conduct Interviews](#)

[Application Package](#)

[Make an Appointment](#)

Next review: Term 2 2024

Equal Employment Opportunities

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

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

To achieve this, the board:

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

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

Legislation

- Public Service Act 2020
- Human Rights Act 1993

Release history: Term 4 2022, Term 4 2020



Marina View School **Kiwisports Statement**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$9405.00 excl gst (2023: \$9112.32). This funding was used for children participation in various local and zone level organised sports.