

MARINA VIEW SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 1592

Principal: Maurice Young

School 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
Rachel Oldham-Ormiston	Presiding Member	Elected	Sept-28
Maurice Young	Principal ex Officio		
Mohit Luthra	Parent Representative	Elected	Sept-28
Rhiannon McLeod	Parent Representative	Elected	Sept-28
Thomas Scelo	Parent Representative	Elected	Sept-28
Kate Sun	Parent Representative	Elected	Sept-28
Megan Te Tai	Staff Representative	Elected	Sept-28
Steve Hatch	Parent Representative	Elected	Sept-25
Brownderborg Tagaloa	Parent Representative	Elected	Sept-25

MARINA VIEW SCHOOL

Annual Report - For the year ended 31 December 2025

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 18	Notes to the Financial Statements
19 - 20	Independent Auditor's Report

Other Information

- Members of the Board
- Principal's 2025 Annual Report
- Te Tiriti and Marina View
- Marina View School EEO Programme 2025
- KiwiSports Statement

Marina View School

Statement of Responsibility

For the year ended 31 December 2025

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

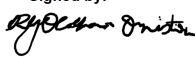
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Rachel Oldham-Ormiston

Full Name of Presiding Member

Signed by:

804928D1A92B46D...

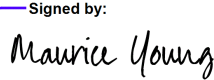
Signature of Presiding Member

23 August 2026

Date

Maurice Young

Full Name of Principal

Signed by:

A1C1FEBB76E547C...

Signature of Principal

23 August 2026

Date

Marina View School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	7,000,773	6,727,755	6,650,505
Locally Raised Funds	3	803,728	720,702	556,322
Interest		63,617	60,000	101,156
Total Revenue		7,868,118	7,508,457	7,307,983
Expense				
Locally Raised Funds	3	382,997	366,300	344,244
Learning Resources	4	4,612,687	4,409,996	4,404,678
Administration	5	436,015	430,489	424,404
Interest		3,721	4,000	3,341
Property	6	2,250,782	2,352,837	2,298,979
Loss on Disposal of Property, Plant and Equipment		1,620	1,000	2,740
Total Expense		7,687,822	7,564,622	7,478,386
Net Surplus / (Deficit) for the year		180,296	(56,165)	(170,403)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		180,296	(56,165)	(170,403)

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		2,328,076	2,328,655	2,417,921
Total comprehensive revenue and expense for the year		180,296	(56,165)	(170,403)
Contribution - Furniture and Equipment Grant		22,573	-	80,558
Equity at 31 December		2,530,945	2,272,490	2,328,076
Accumulated comprehensive revenue and expense		2,530,945	2,272,490	2,328,076
Equity at 31 December		2,530,945	2,272,490	2,328,076

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	730,330	489,501	639,324
Accounts Receivable	8	406,710	379,143	355,684
GST Receivable		2,321	22,000	20,639
Prepayments		39,017	33,000	32,920
Inventories	9	5,085	4,200	4,074
Investments	10	1,005,041	900,012	1,036,012
Funds Receivable for Capital Works Projects	16	75,241	-	122,342
		2,263,745	1,827,856	2,210,995
Current Liabilities				
Accounts Payable	12	492,203	484,387	591,083
Revenue Received in Advance	13	203,610	290,000	375,444
Provision for Cyclical Maintenance	14	86,965	-	165,956
Finance Lease Liability	15	18,762	22,602	18,602
Funds held for Capital Works Projects	16	23,520	-	-
		825,060	796,989	1,151,085
Working Capital Surplus/(Deficit)		1,438,685	1,030,867	1,059,910
Non-current Assets				
Property, Plant and Equipment	11	1,212,369	1,327,010	1,297,835
		1,212,369	1,327,010	1,297,835
Non-current Liabilities				
Provision for Cyclical Maintenance	14	83,511	65,994	276
Finance Lease Liability	15	36,598	19,393	29,393
		120,109	85,387	29,669
Net Assets		2,530,945	2,272,490	2,328,076
Equity		2,530,945	2,272,490	2,328,076

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 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		1,404,509	1,290,791	1,383,357
Locally Raised Funds		389,276	323,642	372,405
International Students		235,308	310,633	358,992
Goods and Services Tax (net)		18,318	(1,361)	106,019
Payments to Employees		(788,253)	(889,521)	(942,040)
Payments to Suppliers		(1,205,979)	(1,200,039)	(899,035)
Interest Paid		(3,721)	(4,000)	(3,341)
Interest Received		71,369	67,865	95,813
Net cash from/(to) Operating Activities		120,827	(101,990)	472,170
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(133,959)	(270,175)	(175,125)
Purchase of Investments		-	-	(78,287)
Proceeds from Sale of Investments		30,971	136,000	-
Net cash from/(to) Investing Activities		(102,988)	(134,175)	(253,412)
Cash flows from Financing Activities				
Furniture and Equipment Grant		22,573	-	1,875
Finance Lease Payments		(20,027)	(6,000)	(15,620)
Funds Administered on Behalf of Other Parties		70,621	92,342	(304,441)
Net cash from/(to) Financing Activities		73,167	86,342	(318,186)
Net increase/(decrease) in cash and cash equivalents		91,006	(149,823)	(99,428)
Cash and cash equivalents at the beginning of the year	7	639,324	639,324	738,752
Cash and cash equivalents at the end of the year	7	730,330	489,501	639,324

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 2025

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 2025 to 31 December 2025 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.

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements
Furniture and Equipment
Information and Communication Technology
Leased Assets held under a Finance Lease
Library Resources

10–50 years
3–15 years
3–5 years
Term of Lease
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 School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 8 to 20 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, and finance lease liability. Financial liabilities are initially recognised at fair value and 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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,406,302	1,291,142	1,291,200
Teachers' Salaries Grants	3,732,592	3,441,285	3,388,977
Use of Land and Buildings Grants	1,861,879	1,995,328	1,970,328
	<u>7,000,773</u>	<u>6,727,755</u>	<u>6,650,505</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	83,278	27,820	83,881
Fees for Extra Curricular Activities	174,211	164,000	162,999
Trading	74,455	68,000	62,831
Fundraising and Community Grants	144,684	153,132	58,711
International Student Fees	327,100	307,750	187,900
	<u>803,728</u>	<u>720,702</u>	<u>556,322</u>
Expense			
Extra Curricular Activities Costs	166,234	160,000	150,653
Trading	20,891	29,300	20,546
Fundraising and Community Grant Costs	33,219	35,000	33,818
International Student - Other Expenses	162,653	142,000	139,227
	<u>382,997</u>	<u>366,300</u>	<u>344,244</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>420,731</u>	<u>354,402</u>	<u>212,078</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	97,449	116,187	88,301
Information and Communication Technology	61,781	65,412	59,848
Employee Benefits - Salaries	4,107,700	3,909,897	3,916,076
Staff Development	100,560	78,500	117,799
Depreciation	245,197	240,000	222,654
	<u>4,612,687</u>	<u>4,409,996</u>	<u>4,404,678</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	14,561	8,638	14,684
Board Fees and Expenses	17,793	21,190	10,578
Other Administration Expenses	41,172	46,480	39,480
Employee Benefits - Salaries	330,673	321,272	328,259
Insurance	15,866	16,909	15,901
Service Providers, Contractors and Consultancy	15,950	16,000	15,502
	<u>436,015</u>	<u>430,489</u>	<u>424,404</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	81,536	85,300	85,270
Cyclical Maintenance	49,070	24,000	33,793
Heat, Light and Water	44,622	52,000	40,050
Repairs and Maintenance	90,440	44,000	39,101
Use of Land and Buildings	1,861,879	1,995,328	1,970,328
Employee Benefits - Salaries	94,244	99,709	89,283
Other Property Expenses	28,991	52,500	41,154
	<u>2,250,782</u>	<u>2,352,837</u>	<u>2,298,979</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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	430,330	289,501	439,324
Short-term Bank Deposits	300,000	200,000	200,000
Credit Cards	-	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>730,330</u>	<u>489,501</u>	<u>639,324</u>

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

Of the Cash and Cash Equivalents \$218,845 is subject to restrictions for the following reasons:

- \$195,325 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.
- \$23,520 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	8,327	1,000	1,017
Receivables from the Ministry of Education	8,186	6,000	6,392
Interest Receivable	10,113	18,000	17,865
Teacher Salaries Grant Receivable	380,084	354,143	330,410
	<u>406,710</u>	<u>379,143</u>	<u>355,684</u>
Receivables from Exchange Transactions	18,440	19,000	18,882
Receivables from Non-Exchange Transactions	388,270	360,143	336,802
	<u>406,710</u>	<u>379,143</u>	<u>355,684</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	5,085	4,200	4,074
	5,085	4,200	4,074

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	1,005,041	900,012	1,036,012
Total Investments	1,005,041	900,012	1,036,012

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Buildings	839,493	65,508	-	-	(101,714)	803,287
Furniture and Equipment	254,258	44,905	-	-	(66,300)	232,863
Information and Communication Technology	140,713	17,370	-	-	(53,506)	104,577
Leased Assets	42,770	27,394	-	-	(20,533)	49,631
Library Resources	20,601	2,934	1,620	-	(3,144)	22,011
	1,297,835	158,111	1,620	-	(245,197)	1,212,369

The net carrying value of equipment held under a finance lease is \$49,631 (2024: \$42,770)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Buildings	2,147,000	(1,343,713)	803,287	2,081,100	(1,241,607)	839,493
Furniture and Equipment	1,550,071	(1,317,208)	232,863	1,592,252	(1,337,994)	254,258
Information and Communication Technology	317,273	(212,696)	104,577	347,465	(206,752)	140,713
Leased Assets	80,278	(30,647)	49,631	72,136	(29,366)	42,770
Library Resources	52,951	(30,940)	22,011	50,769	(30,168)	20,601
	4,147,573	(2,935,204)	1,212,369	4,143,722	(2,845,887)	1,297,835

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	65,804	110,000	222,222
Accruals	18,671	25,000	22,579
Employee Entitlements - Salaries	395,923	338,387	335,354
Employee Entitlements - Leave Accrual	11,805	11,000	10,928
	492,203	484,387	591,083
Payables for Exchange Transactions	492,203	484,387	591,083
	492,203	484,387	591,083

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
International Student Fees in Advance	195,325	290,000	287,117
Other revenue in Advance	8,285	-	88,327
	203,610	290,000	375,444

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	166,232	166,232	259,454
Increase/(decrease) to the Provision During the Year	49,070	24,000	33,793
Use of the Provision During the Year	(44,826)	(124,238)	(127,015)
Provision at the End of the Year	170,476	65,994	166,232
Cyclical Maintenance - Current	86,965	-	165,956
Cyclical Maintenance - Non current	83,511	65,994	276
	170,476	65,994	166,232

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 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:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	22,565	24,102	21,711
Later than One Year	40,524	20,893	29,625
Future Finance Charges	(7,729)	(3,000)	(3,341)
	<u>55,360</u>	<u>41,995</u>	<u>47,995</u>
Represented by			
Finance lease liability - Current	18,762	22,602	18,602
Finance lease liability - Non current	36,598	19,393	29,393
	<u>55,360</u>	<u>41,995</u>	<u>47,995</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

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 9, and includes retentions on the projects, if applicable.

2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
5YA Projects	(99,565)	170,187	(145,863)	-	(75,241)
5YA Classroom Rationalisation	(12,777)	151,348	(115,051)	-	23,520
MOE Flooding Reinstatement	(10,000)	-	-	10,000	-
Totals	<u>(122,342)</u>	<u>321,535</u>	<u>(260,914)</u>	<u>10,000</u>	<u>(51,721)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	23,520
Funds Receivable from the Ministry of Education	(75,241)

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. This has resulted in a Board expense as the project was abandoned.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	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	<u>182,099</u>	<u>1,335,532</u>	<u>(1,639,973)</u>	<u>-</u>	<u>(122,342)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(122,342)

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

	2025 Actual \$	2024 Actual \$
Board Members Remuneration	2,560	3,185
Leadership Team Remuneration	459,694	449,638
Full-time equivalent members	3	3
Total key management personnel remuneration	462,254	452,823

There are 6 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:

	2025 Actual \$000	2024 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	2025 FTE Number	2024 FTE Number
100 - 110	9	9
110 - 120	7	2
120 - 130	-	-
130 - 140	2	2
	18	13

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:

	2025 Actual	2024 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: 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 for specific individuals. As such, this is expected to resolve the liability for school boards.

21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$62,177 (2024:\$201,984)

Contract Name	Contract Amount \$	Spent to date \$	Remaining Capital Commitment \$
5YA Classroom Rationalisation	190,005	127,829	62,177

(b) Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

(a) Contract for Painting (Carus)

	2025 Actual \$	2024 Actual \$
No later than One Year	9,205	64,826
Later than One Year and No Later than Five Years	27,615	36,820
	<u>36,820</u>	<u>101,646</u>

22. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	730,330	489,501	639,324
Receivables	406,710	379,143	355,684
Investments - Term Deposits	1,005,041	900,012	1,036,012
Total financial assets measured at amortised cost	2,142,081	1,768,656	2,031,020

Financial liabilities measured at amortised cost

Payables	492,203	484,387	591,083
Finance Leases	55,360	41,995	47,995
Total financial liabilities measured at amortised cost	547,563	526,382	639,078

23. Events After Balance Date

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

24. Comparatives

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

Independent Auditor's Report

To the readers of Marina View's financial statements for the year ended 31 December 2025

Opinion

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 pages 1 to 18, that comprise the statement of financial position as at 31 December 2025, 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:

- present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the 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 Standards Reduced Disclosure Regime.

Our audit was completed on 23 August 2026. This is the date at which our opinion is expressed.

Basis for our 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 audit 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 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 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 the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 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 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 included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as Members of the Board, Principal's 2025 Annual Report, Te Tiriti and Marina View, Marina View School EEO Programme 2025, and KiwiSports Statement. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of Members of the Board, Principal's 2025 Annual Report, Te Tiriti and Marina View, Marina View School EEO Programme 2025, and KiwiSports Statement. 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 Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards)* (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

A handwritten signature in black ink, appearing to be 'B. Lyon', with a stylized, cursive script.

Brendan Lyon

RSM Hayes Audit

On behalf of the Auditor-General

Auckland, New Zealand

Principal's 2025 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:

Welcoming new members to our Board of Trustees following the Trustee elections in September.

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

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

Consolidation of professional learning focussing on Reading and Mathematic programmes

Introduction of the Better Start Literacy Approach expanded to our Year 5 and 6 team..

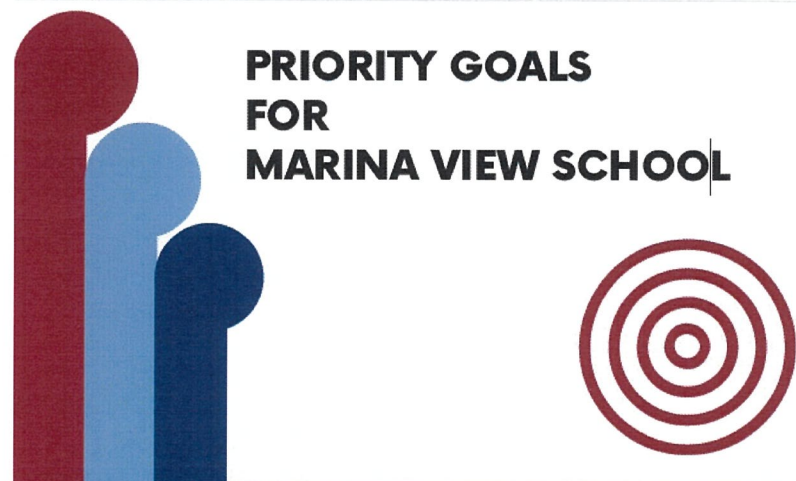
Continued success in various inter school sporting competitions.

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

Continuing momentum with our International Student programme.

The following is a review of our Annual Goals for 2025.

He waka eke noa.



PRIORITY GOALS FOR MARINA VIEW SCHOOL

PRIORITY GOAL 1

Ākonga are empowered through high expectations:

Kaiako and ākonga understand what high expectations are and how to assess progress and succeed in learning; with a focus on Reading and Maths.

PRIORITY GOAL 2

Ākonga experience positive hauora:

Through meaningfully incorporating te reo and tikanga Māori into everyday life of Marina View School.

Annual Goals	Key people	Desired Outcomes	Progress Against Goals
Curriculum / Marautanga			
Priority Goal 1: Ākonga are empowered through high expectations. Kaiako and ākonga understand what high expectations are and how to assess progress and succeed in learning; with a focus on Reading and Maths.	Neill O'Reilly, MCJ, Team Leaders Teachers		February Lucie Cheeseman has facilitated a Teacher Only Day focused on the new Mathematics curriculum. We have ordered the Ministry of Education mathematics resources to support our school programmes. Neil O'Reilly has met with Team Leaders and MCJ to align his professional learning sessions with our school goals for the year. Our team leaders have facilitated a staff meeting to continue the focus we have on high expectations in Reading. All Year 0–4 classes are following the BSLA – Better Start Literacy Approach to structured literacy. Our Year 5 and 6 teachers are currently undertaking a trial with BSLA and will undertake further professional learning later in the year. April Lucie Cheeseman has worked with our newly appointed teachers and our Year 3 and 4 team to look into the revised Mathematics Curriculum. She will be working with our Year 3 and 4, Year 5 and 6, Year 7 and 8 teams (again focused on the revised curriculum) next week. Cara, Jill, Robin and our Kahui Ako Within School Leaders attended the first of 4 professional learning days run by the Ministry of Education regarding the Revised Mathematics Curriculum) Our Year 5 and 6 team have undertaken a trial of the BSLA programme. May Lucie Cheeseman has again met with teachers to look into the revised mathematics curriculum. She worked with our Year 0–1, Year 2 and Year 3 and 4 teams.

			Team leaders have led a staff professional learning session looking into the revised English curriculum focusing on the progressions through the new phases of learning that are central to the revised curriculum. Our Year 5 and 6 team (alongside Barb Jacka and Jill Dyet) are undertaking professional learning regarding BSLA (Better Start Literacy Approach) to support reading and literacy programmes. July Our Kāhui ako within school lead teachers along with Cara and Jill attended a second session run by the Ministry of Education regarding the revised Mathematics Curriculum. We have applied for and been successful in being allocated whole school professional learning and development from the Ministry of Education regarding the revised Mathematics curriculum. This will begin in 2026 with the first session being a Teacher Only Day on January 29th. August Lucie Cheeseman has been facilitating professional learning in mathematics with our Year 5–8 teachers. Team leaders continue to support teachers with development of quality reading programmes. October Lucie Cheeseman has facilitated professional learning in mathematics for a number of our teaching teams, looking at yearly overviews aligned to the revised Mathematics Curriculum. Neill O'Relly has facilitated professional learning with our team leaders and Kāhui Ako Within School Lead teachers to support leadership growth and development. November Team leaders have continued facilitating professional learning sessions for staff relating to the priority goal; focused on high expectations for Reading.
Priority Goal 2: Ākonga experience positive hauora. Through meaningfully incorporating te reo Māori and tikanga Māori into everyday life of Marina View School	Kylie, MCJ, All teachers		February To continue on from the mahi (work) we undertook last year. For the start of the year Kylie Erceg has developed a website for teachers to use to support us incorporating te reo me te Ao Māori into everyday life at the school. The website includes our schools vision to support te reo and tikanga Māori and the goals we have to realise this vision. It outlines tikanga for how we undertake our mihi whakatau. It

			also includes the structure of a progressive learning programme to support ākonga (students) across the school. Kylie is also undertaking bite sized te reo lessons for teachers at staff meetings. April At the end of term 1 teachers reflected on how te reo programmes are running in classrooms and how the internal planning and resource website is supporting teachers planning and confidence. Feedback was very positive. This term te reo programmes will have maramataka (the traditional Māori lunar calendar) which will incorporate Matariki at the end of the term. We are starting to plan for how our school will celebrate Matariki. We have met with Phil Gordon from the Māori Achievement Collaborative (MAC) and discussed progress the school is making towards our goal. May We continue to implement classroom te reo Māori programmes based upon the school based website developed to support our implementation. This term the focus is `Maramataka, the Māori calendar. Cara, Jill and Maurice attended a regional hui, held at Unitec marae, facilitated by MAC (Māori Achievement Collaborative). It was a great session with lots of learning, however we were informed at the hui that the government would no longer be funding this programme after 2025. Kylie Erceg attended a 2 day workshop facilitated by Evaluation Associates using the Niho Taniwha framework, to build your cultural capability so that you can improve teaching and learning for ākonga Māori. We are planning activities for the school to undertake to celebrate Matariki. July Matariki was a very positive time for our school with a range of activities taking place over the week leading up to Matariki and having
--	--	--	--

			whānau in on the last day of the week to spend time in school with their children who loved sharing their school experiences with their families. Our te reo programmes across the school during term 2 complimented Matariki well with the focus being Maramataka – the Māori Calendar. Our term 3 te reo programmes Ngā Toi – the Arts will align with our schoolwide learning context August Kylie continues to support staff members with development of Te Reo across the school. Teachers continue to use the school planning guidelines to support the development of te reo in classrooms. October Kylie continues to support staff members with the development of te reo in the classrooms. This term the context focus is Kaitiakitanga o te taiao – Guardianship of our environment. Phil Gordon from the Māori Achievement Collaborative has been supporting us looking at our school values; mana, manaakitanga and māramatanga through a Te Ao Māori (Māori world view) lens to help us develop depth of understanding of our values. November Kylie continues to support staff members with the development of te reo in the classrooms. As mentioned above, this term the context focus is Kaitiakitanga o te taiao – Guardianship of our environment. We again met with Phil Gordon from the Māori Achievement Collaborative to discuss how we can continue as a school to support our students and whānau.
Connection / Hohonga			
Continue with, and deepen, our engagement and development partnership with	BOT MCJ Robin Taua- Gordon All staff	The partnership between Marina View School and Te Kawerau ā Maki is strengthened	February We are now in year three of our mana kura partnership with Te Kawerau ā Maki. Josie will be meeting with us this month to look at helping our school develop our sense of place with regard to the area we are in.

<i>Iwi mana whenua - Te Kawerau a Maki</i>			April We have met with Denise Furey from Te Kawerau ā Maki and she has facilitated a staff hui to establish connection and a plan for the year ahead in the Mana Kura programme. Our current learning is about pepeha and the possibility of developing a pepeha for our school. On behalf of our school I have submitted to the Auckland Council supporting the Waitākere Ranges Heritage Area Deed of Acknowledgement and Te Kawerau ā Maki’s role as tangata whenua in its co-management. May Denise Furey from Te Kawerau ā Maki has facilitated another staff hui looking at developing a pepeha for our school and all that this involves. July Maurice, Jill and Cara attended a hui held by Te Kawerau ā Maki for all schools in the 3rd year of the Mana Kura partnership. It was a great session with schools sharing their developments over the three year period. We will be continuing our learning with Denise Furey this term developing our understanding around a pepeha for our school. August Denise Furey continues to visit and support us to develop a pepeha for our school. Jill and I attended a council planning and regulation to show our schools support for Te Kawerau a Maki with their Waitakere Ranges Deed of Acknowledgement. October Denise Furey continues to support us developing our school pepeha. November Denise Furey continues to support us developing our school pepeha.
<i>Enhance learning partnerships</i> with Parents and Whānau.			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.

April We have held parent, student and teacher goal setting meetings. These were very well attended by our whānau, which helps establish home school learning partnerships early in the year.

May A meeting was held for parents of Year 5 and 6 students to inform them what takes place in the Year 7 and 8 years at our school.

We held an introduction to school meeting for parents of our New Entrant students and students who are about to begin school.

July As mentioned earlier it was great at the end of term 2 having parents and whānau in school to share our children's learning with them.

Student's learning and progress continues to be shared with parents and whānau through our *Hero* school management system.

August We have held student, parent and teacher learning conferences.

Parents meetings have been held regarding Year 8 camp, Year 7 activity week, Keeping Ourselves Safe programmes and puberty talks. Student's learning and progress continues to be shared with parents and whānau through our *Hero* school management system.

October Student's learning and progress continues to be shared with parents and whānau through our *Hero* school management system.

November Student's learning and progress continues to be shared with parents and whānau through our *Hero* school management system. Jill has held an information session for parents and whānau of New Entrants who will be arriving at school from now until early in the new year.

Kāhui Ako: To actively participate in the Whiria te Tangata – Kāhui Ako	MCJ WSL ASL Teachers	Marina View School is an active member of Te Whiria te Tangata Kāhui Ako	February Our Within School lead teachers have been appointed for the year (Vishon Busch, Megan Te Tai,, Angela Van Beek and Olivia Leask). Kylie Erceg continues her responsibilities as a new Across School Lead for the Kāhui Ako. Principals from all schools in the Kāhui Ako have met. Within school leaders from across the kāhui ako are meeting soon. April Our Within School Lead Teachers have attended several professional learning sessions to support the work they are doing for our school and the Kahui Ako. May Our Within School lead teachers continue to attend professional learning sessions. They facilitated a professional learning session around respectful relationships across our school community. What these relationships could/should look like and how we can work towards these. We have been informed that the government has decided to discontinue Kāhui Ako at the end of 2025. We are now looking at future planning without this resource. July Our Within School lead teachers continue to attend professional learning sessions. They also continue professional learning sessions around respectful relationships across our school community. August Our Kāhui Ako has undertaken a leadership professional development day facilitated by Neill O'Reilly and also a day on data literacy and its place in learning design facilitated by Mei Lai from the University of Auckland, for senior leadership teams. October Our Kāhui Ako leaders have met to look at ways the cluster of schools can stay connected when Ministry of Education support is removed at the end of the year. November The Kāhui Ako is now looking at winding up as directed by the Ministry of Education.
---	---	---	--

SELF REVIEW			
Consolidate the implementation of SchoolDocs as the school's policy portal.	Staff and BOT	Ensure that the timeline for policy reviews and board assurances is adhered to	April We have undertaken reviews as part of the SchoolDocs review cycle. May We continue to review as part of the SchoolDocs review cycle. July We continue to review as part of the SchoolDocs review cycle. August We continue to review as part of the SchoolDocs review cycle. October We continue to review as part of the SchoolDocs review cycle. November We continue to review as part of the SchoolDocs review cycle
Undertake targeted Reviews: Literacy and Numeracy	Literacy leads Numeracy leads Teachers MCJ WSLs	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 School's progress towards Kāhui Ako goals is monitored and review	February Teachers and teaching teams are undertaking beginning of the year student assessments. The 2024 End of Year review for Literacy and the 2024 End of Year Review for Mathematics are tabled at this meeting. July Mid Year Literacy and Mathematics reviews are being collated and will be ready to present at our next board meeting. We have assessment of Technology, The Arts and Wellbeing at School for a randomly selected group of Year 3 and Year 6 students run by the University of Otago Curriculum Insights assessment team. They will report back to us later in the year. November We are starting to collate data for our end of year Literacy and Numeracy reviews.

Attendance	Staff and BOT	Review and monitor our learners attendance and connect with whānau to support high attendance at school	April The Every Day Matters Attendance Report from the Ministry of Education for term 1 is attached . May We continue to monitor attendance and communicate with parents, whānau (and attendance services when necessary) to support regular attendance at school. July We continue to monitor attendance and communicate with parents, whānau (and attendance services when necessary) to support regular attendance at school. The provisional Every Day Matters Attendance Report from the Ministry of Education for term 2 is attached. August We have met with attendance services to develop an attendance management plan specific to our school. October The provisional Every Day Matters Attendance Report from the Ministry of Education for term 3 is attached. We are developing a draft Attendance Management Plan for our school. November We have met with our new attendance liaison for Attendance West
Strategic Plan		School's Strategic Plan is monitored and reviewed	February The Strategic and Annual Plans have been updated and form the basis of this report. August We are starting to gather information and review our current strategic plan to inform the 2026–2028 plan development. October We are compiling a survey for our community to get feedback to support the development of our 2026–2028 strategic plan. November We are looking at our 2026 Annual Plan goals and priorities.

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 A professional growth cycle is implemented in ways that supports, as is valued by, teachers and informs ongoing school and teacher development. Marina View School acts as a good EEO employer and ensures a smooth induction programmes for new staff members	February Professional development undertaken so far this year has included; two teacher only days in preparation for the school year, facilitation of Mathematics and leadership, te reo Māori and Reading. 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. April Professional Learning and Development with a focus on Reading programmes, the Revised Mathematics Curriculum and Te Reo Māori continues and we are well supported by strong leadership within these areas, both within the school and from outside facilitators. Junior teachers who have not been previously involved are undertaking professional learning to teach the BSLA programme. Our provisionally registered teachers continue with their professional learning programme. Teaching teams have undertaken their professional growth cycle professional development, facilitated by Cara and Jill. May Professional Learning and Development with a focus on Reading programmes, the Revised Mathematics Curriculum and Te Reo Māori continues and we are well supported by strong leadership within these areas, both within the school and from outside facilitators. Our provisionally registered teachers continue with their professional learning programme. July Professional Learning and Development with a focus on Reading programmes, the Revised Mathematics Curriculum and Te Reo Māori

		continues. Our provisionally registered teachers continue with their professional learning programme. Thirty nine of our staff members have attended our biannual first aid course. Rachal Judd and Sharon Yoon attend Incredible Years positive behaviour management course. August Staff members who had not previously have attended a first aid course. Professional Learning and Development with a focus on Reading programmes, the Revised Mathematics Curriculum and Te Reo Māori continues. Our provisionally registered teachers continue with their professional learning programme. Jill and several of our teachers attended a course on developing oral literacy Kathryn Berkett has facilitated whole staff professional learning on trauma informed practice. October Jill, Cara and Maurice attended the Australian Council of Educational Leaders conference in Sydney during the term break. It was a positive and engaging event. A number of teaching teams have undertaken professional learning and development regarding 'Zones of Regulation'. November Cara and Jill have attended a Ministry of Education 'Curriculum Roadshow' regarding the revised curriculum. Maurice has also participated in a webinar regarding this. Cara, Jill and Maurice have attended several informational sessions run by the Ministry of Education regarding; attendance, personnel, property and financial management. Professional Growth sessions for our teachers have been facilitated by Jill and Cara.
--	--	--

Environment / Taiao Kura			
Provide the best possible resources, facilities and experiences for all	Property Committee	The school environment continues to be enhance in ways that support students learning and wellbeing The school site is well maintained and progressively enhanced	February Over the holidays and into this term: We have continued with completion tasks for the Room 18-20 upgrade and Rooms 18-20 and Room 11 accessibility ramp work. We have continued with the accessibility parking project We have completed Room 14, 15, 16, 17, 21, 22 flooring projects We have had the hall, admin block and Rooms 1-8 painted. April At the end of term 1 and over the holidays work has been undertaken on constructing the bike track. Over the holiday break the toilet areas of Rooms 14, 15, 21 and 22 were renovated. Mike and Graham also attended to a number of maintenance tasks such as water blasting and ensuring drain clearance. May The bike track has been constructed, however we still need to install drainage and landscaping for the area. August We have some issues with the hall roofing and are currently investigating this. October We have received a grant from the Ministry of Education of \$34000 to go towards property maintenance. Our our school has until the end of the Term 1 2026 holidays to complete this funded maintenance work.
		Continue to advocate to the Ministry of Education for the long overdue removal of the temporary classrooms on the bottom field.	February I have contacted the regional asset manager for the Ministry of Education to enquire about the removal of these classrooms and I have also contacted our local MP, Cameron Brewer and asked if he could inquire into this concern that we have. April We have been informed by the Ministry of Education that funding for the project has been approved and that we can undertake the removal of the unwanted classrooms. May Demolition and removal of the temporary classrooms has begun.

			July Due to the consistent rainfall over the last 2 months progress has been slow on this project. It is yet to be completed. August The project has continued to be delayed due to weather and the final stages may now need to wait until the grounds harden in summer. I am currently contacting the Ministry of Education regarding what they are doing with the toilet block they wished to retain and resite. November We are looking at the completion of the classroom removal during the summer holiday break. I am still asking the Ministry of Education to remove the toilet block they wish to retain.
	Finance committee	Prepare an annual budget to reflect the school's strategic direction. Funding clearly supports our school's strategic goals and needs Ensure annual financial operation cycle runs smoothly	February The 2025 budget has been formulated and is ready to be approved. April The annual on site audit has taken place. May The auditors have completed the audit process. November We are starting to collate the 2026 budget. We have had an interim visit from our auditors to ease the process in the new year.
Continue to support our school's <i>International Students and enhance our International Student programme</i>	Kyung Ja MCJ		February We have twenty 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. Kyung Ja will be travelling to South Korea and China this month to undertake marketing. She will attend an agents' fairs in Seoul) and meet with a number of agents, in pre-arranged meetings. Kyung Ja will then travel to China and attend marketing events arranged there (Guangzhou, Beijing and Shanghai). April Kyung Ja has completed a successful marketing trip to Korea and China.

			July We have a consistent number of international students this year. Kyung Ja will be undertaking another marketing trip in mid to late September. October Kyung Ja has attended marketing events and has visited agents in Korea. November Kyung Ja is confirming International student placements for 2026. We currently have 17 students who will be starting the 2026 school year with us.
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	February We are complying with all Ministry of Health and Ministry of Education Health and Safety requirements. May All staff who wished have had flu vaccinations. July Thirty seven of our staff members have attended our biannual first aid course. Seven more staff members will be undertaking the course at a later date. August The professional learning with Kathryn Berkett has helped inform how we support learners with underlying trauma or stress. Various teaching teams are participating in professional learning regarding Zones of Regulation. The Zones of Regulation is a framework that helps tamariki recognise and manage their emotions, behaviours, and energy levels by grouping them into four colour coded zones to support self regulation and wellbeing. October Teams continue to undertake professional learning regarding Zones of Regulation.
	MCJ All staff BOT		February All teaching staff are currently registered. We continue to police vet all personnel working onsite and parents who coach sports teams.

			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 The Health and Safety committee have met The Health and Safety team have undertaken a safety audit of the school site We continue to police vet all personnel working onsite and parents who coach sports teams. We are providing flu vaccinations for any staff members who wish to have them. May We have held a trial fire evacuation. July We have held a trial lockdown August We have met with Auckland Transport to discuss traffic management on Picasso Road. October The Health and Safety committee have met and a safety audit of the school site has been undertaken. We continue to manage risks carefully and identified hazards are reported to the Health and Safety Committee and entered into the Hazards Register. November A trial fire evacuation has been held.
--	--	--	--

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 2025 **85% of tamariki achieving At or Above curriculum expectations in Reading**

ASSESSMENT STRATEGIES: PAT, BSLA, Probe, Running Records, E-AsTTle, 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 2024 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 2024.
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

Develop a shared understanding of what quality teaching and assessment practice with all teaching staff. Create understanding of Reading Practice across the school Sharing reading planning across the school – schedule staff meetings to do this All teachers become familiar with deliberate acts of teaching in Reading Sharing strategies to differentiate students' learning programmes	MCJ Team leaders All teachers			Jill and Team leaders to review quality teaching and assessment practice in Reading and develop shared understanding. Wider shared understanding of Reading Practice for all teachers and teacher aides Consistent and cohesive delivery of curriculum Enhanced teacher knowledge of quality teaching practice Programmes differentiated to meet students' learning needs
Use school selected strategies to effect change • <i>Developing powerful connections with family and whanau</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 0 – 6)</i>	All staff		Term 1 And ongoing	Programmes designed and trialled to meet the needs of all students Classroom programmes to follow (Assessment for Learning) Afol strategies BSLA programmes implemented and reviewed Connections made with whanau
Investigate strategies to accelerate the progress of target students	All staff Team leaders		Ongoing	Strategies developed and trialled and outcomes discussed in an ongoing manner. Targeted teachers to support implementation
Mid-year reading achievement assessed, moderated and reported to the BOT	All teachers MCJ		Mid-Year	Achievement data analysed and further actions planned
Additional support to be provided for students' who are at risk	Teachers, Teacher Aides, RTLB		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly.
End of year student progress and achievement assessed and moderated	All teachers		End of year	Assessment analysed and further actions planned
Report to BOT on programmes and students' progress and achievement	MCJ		End of year	Report presented to BOT

ACTUAL OUTCOMES	REASON for VARIANCE.	FURTHER DEVELOPMENT
78% of our students achieved At or Above curriculum expectations in reading.	Our school is adjusting to delivery of the revised curriculum and students progress against these. We are consolidating our programme delivery around the new curriculum.	We will continue with our professional learning and implementation of the BSLA (better Start Literacy Achievement) practice and programmes across the school. By the end of 2026 all teachers and teacher aides will have undertaken professional learning in BSLA. This should support consistency in our reading programmes. The need to focus on students transferring their reading ability (as seen in PATs) to everyday learning experiences in the classroom as there is a dissonance between our standardised assessment results and our teacher OTJs. Also to review how effectively does our reading and writing programme accelerate progress for students below expectations?

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

WERO ACTION PLAN FOR 2025: 85% of tamariki achieving at or above curriculum expectation in Mathematics

Assessment strategies: PAT, 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 2024 assessment data	All teachers		Term 1	All teachers analyse ākonga Mathematics 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 achieving '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 2024.
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

Develop a shared understanding of the expectations of the revised mathematics curriculum. Develop a shared understanding of what quality teaching and assessment practice with all teaching staff. Create understanding of delivery of mathematics programmes and practice across the school All teachers become familiar with deliberate acts of teaching in Mathematics Sharing strategies to differentiate students' learning programmes		MCJ Maths team Lucie Cheeseman All teachers			MCJ, maths team leaders and Lucie to review quality teaching and assessment practice in Mathematics and develop shared understanding. Wider shared understanding of Mathematics Practice for all teachers and teacher aides Consistent and cohesive delivery of curriculum Enhanced teacher knowledge of quality teaching practice Programmes differentiated to meet students' learning needs
Use school selected strategies to effect change • <i>Developing powerful connections with family and whanau</i> • <i>Impact coaching</i> • <i>Assessment for Learning Practice</i> • <i>Deliberate Acts of Teaching</i> • <i>Culturally Responsive Practice</i>		All staff		Term 1 And ongoing	Programmes designed and trialled to meet the needs of all students Classroom programmes to follow (Assessment for Learning) Afol strategies Connections made with whanau
Investigate strategies to accelerate the progress of target students		All staff Team leaders		Ongoing	Strategies developed and trialled and outcomes discussed in an ongoing manner. Targeted teachers to support implementation
Mid-year mathematics achievement assessed, moderated and reported to the BOT		All teachers MCJ		Mid-Year	Achievement data analysed and further actions planned
Additional support to be provided for students' who are at risk		Teachers, Teacher Aides		As appropriate	Teachers to monitor students who are at risk of not achieving and plan support programmes accordingly.
End of year student progress and achievement assessed and moderated		All teachers		End of year	Assessment analysed and further actions planned
Report to BOT on programmes and students' progress and achievement		MCJ		End of year	Report presented to BOT
ACTUAL OUTCOMES 83.6% of our students are achieving At or Above curriculum expectations.		REASON for VARIANCE This is a good outcome for our students. We have been working closely with a mathematics facilitator for a number of years. Teachers have therefore had a consistent approach to mathematics curriculum delivery. The revised curriculum has however had an impact of our teaching programmes and delivery and we will continue to develop teacher knowledge around the new			FURTHER DEVELOPMENT We will continue to enhance teacher knowledge of the revised curriculum and mathematics teaching delivery.

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 2025: 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

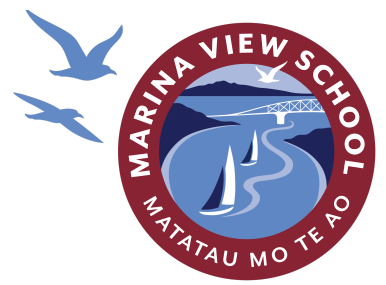
Programmes are consistent and cohesive and progressive

Quality Action Required	Who	Costs	When	Expected Outcome
Vision and implementation plan for Te Reo me te Ao Māori at our school to be developed	Kylie, with support from MCJ		Term 1	School vision and purpose for Te reo me ona tikanga Māori programmes will be developed. Progressive te reo me ona tikanga Māori teaching and learning sequence drafted
Connections made with Māori whanau	Whānau team MCJ		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	Josie Wall MCJ All teachers		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		Ongoing throughout the year	Newly developed programmes to be implemented across the school

ACTUAL OUTCOMES	REASON for VARIANCE	FURTHER DEVELOPMENT
Significant steps have been made to meaningfully incorporate te reo Māori, tikanga Māori and te Ao Māori into everyday life at Marina View School. Classes are now using a consistent planning framework to support te reo and tikanga Māori that support the learning context for each term.	The planning template to support te reo delivery has been a great assistance to teachers. It gives a consistent approach to teaching delivery. The mana kura partnership with Te Kawerau ā Maki has also been of great assistance as staff members are developing a knowledge of our iwi mana whenua and their history and relationship to our local area.	We will continue to use the template for delivery and we will continue our partnership with Te Kawerau ā Maki.

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 being 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

Planning and teaching delivery guidelines have been developed to support consistent delivery of te reo and tikanga Māori across the school.

Engagement with local iwi

Engagement with local whānau

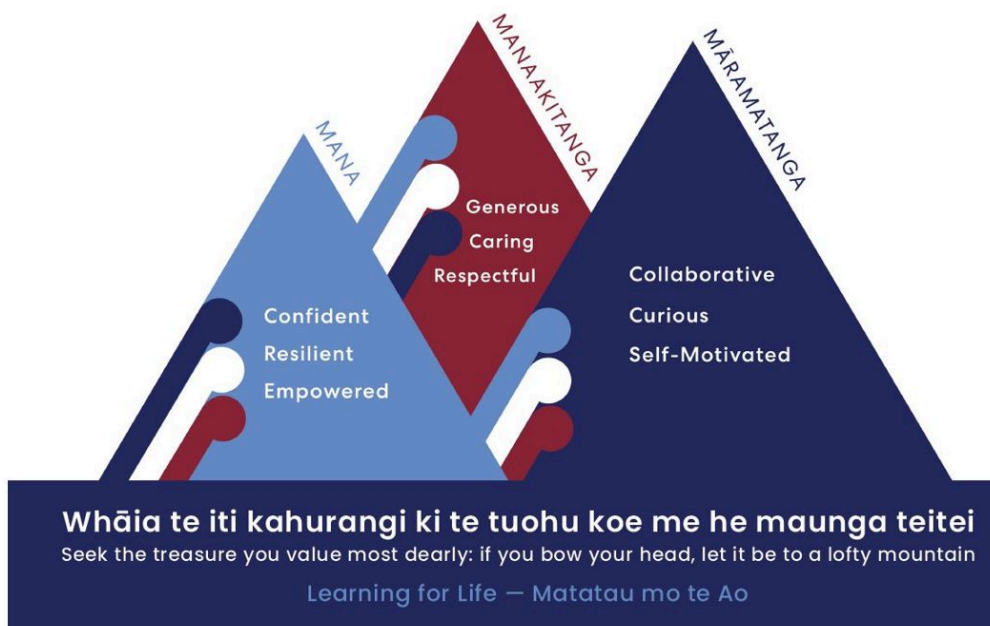
Monitoring of ākonga Māori progress and achievement

Delivery of Aotearoa New Zealand Histories Curriculum

School wide roopu kapa haka

Ongoing staff professional learning

Marina View School Learners





Marina View School EEO Programme 2025

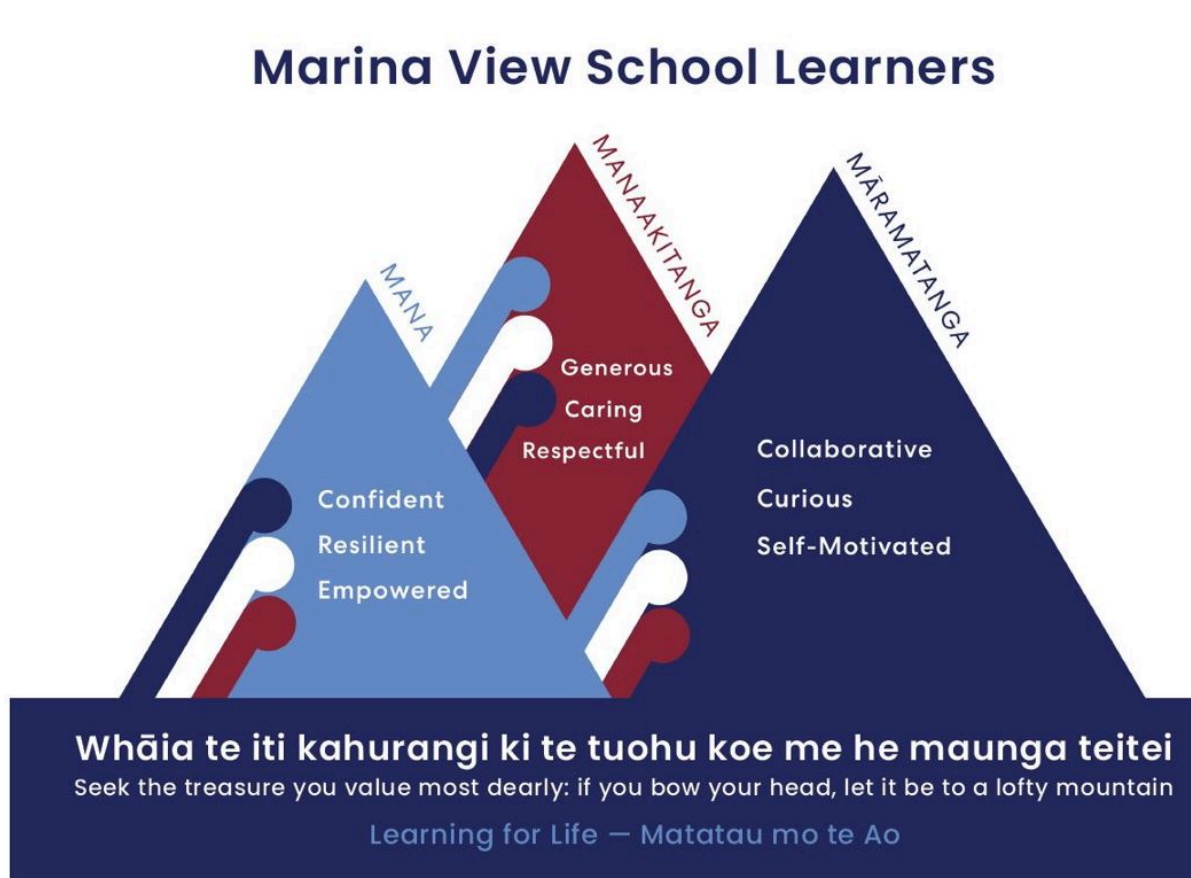
Marina View School will continue to act as a good EEO employer.

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)



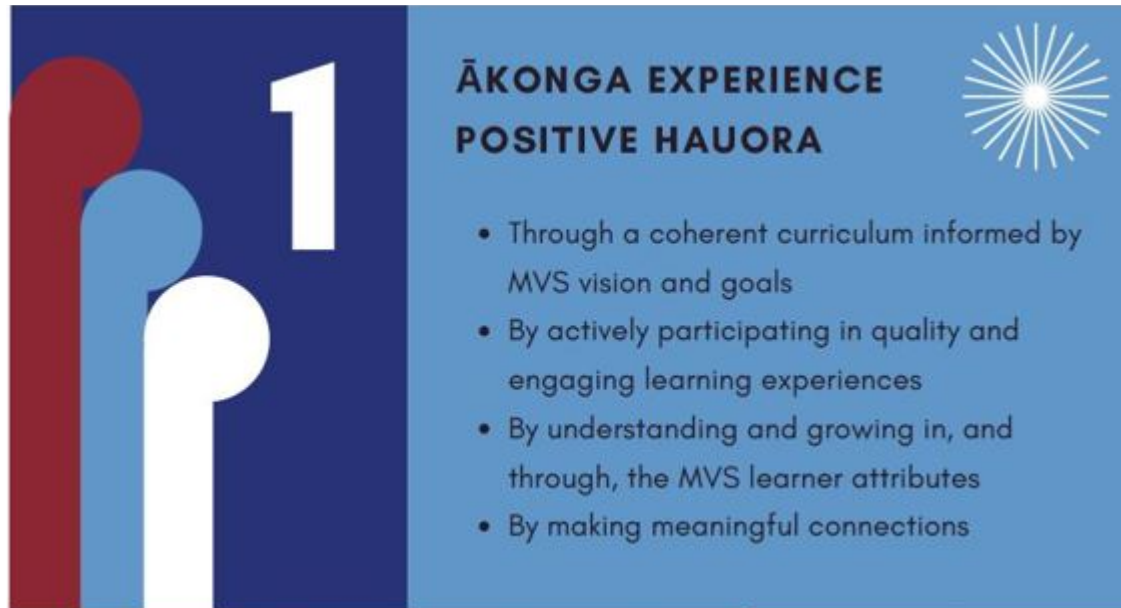
We have a Strategic Plan goals

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

To promote the hauora of tamariki, staff and whānau



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



We have Annual Plan goals to support

Ongoing professional learning and development for staff

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



Home

Current Review

Staff Quick Links

Parents Quick Links

Dashboard

Help

X Close Search <

24 results found containing all search terms.

3 pages of results.

- [✓ Employment Policy](#)
- [✓ Performance Management](#)
- [✓ Employment Agreements](#)
- [✓ Equal Employment Opportunities](#)
- [✓ Term 4 2024 Release Notes – Employer Responsibility – Scheduled Review](#)
- [✓ Ending Employment](#)
- [✓ Staff Leave](#)
- [✓ Flexible Working Arrangements](#)
- [✓ Teacher Relief Cover](#)
- [✓ Te Tiriti o Waitangi](#)

Result Pages: [1](#) [2](#) [3](#) [Next >>](#)

Employment Policy

The board of Marina View School complies with the principle of being a **good employer**, as required by the Education and Training Act 2020 (s 597). We implement this Employment Policy and associated policies to comply with being a **good employer** and we report on our compliance in our annual report.

Marina View School supports the fair and proper treatment of staff members in all aspects of their employment, and builds employment relationships that are based on **good faith**. We comply with employment legislation and regulations, and all relevant employment agreements.

The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure **good** and safe working conditions for all staff. See **Primary Duty of Care**.

To support our responsibilities as a **good employer**, we:

- aim to provide equal employment opportunities for all staff members – see **Equal Employment Opportunities**
- employ appropriately qualified staff members through a fair appointment process – see **Appointment Policy**
- ensure that the school is appropriately staffed and that we give effect to the conditions of all relevant employment agreements – see **School Staffing**
- ensure that all staff members maintain proper standards of integrity, conduct, and concern for the public interest, and the wellbeing of students attending our school – see **Staff Conduct**
- have a fair and consistent performance management process – see **Performance Management**
- provide opportunities for professional development to meet identified needs – see **Professional Development**
- have set processes for ending employment that comply with employment agreements and the requirements of the Employment Relations Act 2000 – see **Ending Employment**.

The board makes our employment policies available to staff.

The principal assures the board that the school operates an employment policy that complies with the principle of being a **good employer**, that the policy (including our equal employment opportunities programme) is available to staff, and that a report on compliance is included in the annual report. See **Review Schedule and Board Assurances**.



Marina View School **Kiwisports Statement**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$9468.00 excl gst (2024: \$9405). This funding was used for children participation in various local and zone level organised sports.