

# COBDEN SCHOOL

## Annual Financial Statements For the year ended 31 December 2024

Ministry Number: 3322  
Principal: Noula Markham  
School Address: 53 Fox Street, Cobden, Greymouth  
School Phone: 03 7687465  
School Email: reception@cobden.school.nz

### Members of the Board of Trustees

Name	Ceased
Suzanne Beckett	
Natalie Palenski	
Belinda Colman	
Michelle Urban	
Hannah Hodgson	
Noula Markham - Principal	

The term finishes except for the principal in September 2025.

**Accountant / Service Provider:**  
Geoff Gillam Consultants

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**Cobden School**  
**Statement of Responsibility**

For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the school.

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

Belinda Colman

Noula Markham

Full Name of Presiding Member

Full Name of Principal

Signed by:  
*Belinda Colman*  
38BA0EE52EE53651

Signed by:  
*Noula Markham*  
23B5D7A73BDC72FD

Signature of Presiding Member

Signature of Principal

30/05/2025

30/05/2025

Date:

Date:

# Cobden School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	1,436,767	1,250,789	1,341,027
Government Grants Resource Teachers of Learning and Behaviour	16	1,650,963	1,654,002	1,747,078
Locally Raised Funds	3	20,128	500	21,895
Interest		12,232	3,000	8,225
Gain on Sale of Property, Plant and Equipment		500	-	-
		<u>3,120,590</u>	<u>2,908,291</u>	<u>3,118,225</u>
<b>Expenses</b>				
Locally Raised Funds	3	10,086	-	5,360
Learning Resources	4	788,500	781,387	765,160
Resource Teachers of Learning and Behaviour	16	1,650,963	1,654,002	1,747,078
Administration	5	211,919	90,960	170,956
Interest		1,024	-	1,318
Property	6	414,563	367,680	355,541
Loss on Disposal of Property, Plant and Equipment		-	-	1,272
		<u>3,077,055</u>	<u>2,894,029</u>	<u>3,046,685</u>
<b>Net Surplus / (Deficit)</b>		<b>43,535</b>	<b>14,262</b>	<b>71,540</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>43,535</u></u>	<u><u>14,262</u></u>	<u><u>71,540</u></u>

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

**Cobden School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2024

	<b>Actual 2024 \$</b>	<b>Budget (Unaudited) 2024 \$</b>	<b>Actual 2023 \$</b>
<b>Balance at 1 January</b>	222,023	222,023	150,483
Total comprehensive revenue and expense for the year	43,535	14,262	71,540
Owner transactions			
Contribution - Furniture and Equipment Grant	13,230	-	-
<b>Equity at 31 December</b>	<b>278,788</b>	<b>236,285</b>	<b>222,023</b>
Accumulated comprehensive revenue and expense	278,788	236,285	222,023
<b>Equity at 31 December 2024</b>	<b>278,788</b>	<b>236,285</b>	<b>222,023</b>

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.

# Cobden School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	237,654	109,060	212,570
Accounts Receivable	8	195,547	185,000	152,208
GST Receivable		-	5,000	15,679
Prepayments		9,504	5,000	8,740
Investments	9	141,811	63,000	60,000
		<u>584,516</u>	<u>367,060</u>	<u>449,197</u>
<b>Current Liabilities</b>				
GST Payable		11,763	-	-
Accounts Payable	11	206,103	200,000	225,445
Revenue Received in Advance	12	35,076	9,696	23,898
Provision for Cyclical Maintenance	13	6,683	6,000	29,323
Finance Lease Liability - Current Portion	14	19,970	17,000	20,355
Funds held for Capital Works Projects	15	141,969	-	50,168
		<u>421,564</u>	<u>232,696</u>	<u>349,189</u>
<b>Working Capital Surplus or (Deficit)</b>		162,952	134,364	100,008
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	168,124	143,777	172,277
		<u>168,124</u>	<u>143,777</u>	<u>172,277</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	23,280	21,556	13,233
Finance Lease Liability	14	29,008	20,300	37,029
		<u>52,288</u>	<u>41,856</u>	<u>50,262</u>
<b>Net Assets</b>		<u>278,788</u>	<u>236,285</u>	<u>222,023</u>
<b>Equity</b>		<u>278,788</u>	<u>236,285</u>	<u>222,023</u>

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

# Cobden School

## Statement of Cash Flows

For the year ended 31 December 2024

	2024	2024	2023
Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>			
Government Grants	456,417	383,339	413,905
Locally Raised Funds	20,128	500	21,895
Goods and Services Tax (net)	27,442	10,679	(5,981)
Payments to Employees	(211,553)	(192,444)	(185,496)
Payments to Suppliers	(262,066)	(222,278)	(149,974)
Interest Received	10,382	4,148	7,686
Net cash from / (to) the Operating Activities	40,750	(16,056)	102,035
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of PPE (and Intangibles)	923	-	(849)
Purchase of PPE (and Intangibles)	(15,304)	-	(20,408)
Purchase of Investments	-	-	-
Proceeds from Sale of Investments	(81,811)	(3,000)	40,000
Net cash from / (to) the Investing Activities	(96,192)	(3,000)	18,743
<b>Cash flows from Financing Activities</b>			
Contribution by the Ministry of Education - Furniture and Equipment Grants	13,230	-	-
Finance Lease Payments	(21,496)	(20,084)	(20,392)
Funds Administered on Behalf of Third Parties	88,792	(64,370)	19,815
Net cash from Financing Activities	80,526	(84,454)	(577)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>25,084</b>	<b>(103,510)</b>	<b>120,201</b>
Cash and cash equivalents at the beginning of the year	7 212,570	212,570	92,369
<b>Cash and cash equivalents at the end of the year</b>	<b>7 237,654</b>	<b>109,060</b>	<b>212,570</b>

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

# Cobden School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2024

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### *Reporting Period*

The financial reports have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying PBE Accounting Standards (PBE IPSAS) 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 publically accountable and is not considered large as it falls below the expenditure 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.

##### *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 10.

##### *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 14.



### *Recognition of grants*

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

## **c) Revenue Recognition**

### **Government Grants**

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

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

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

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.

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. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. 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) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

## **e) Operating Lease Payments**

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

## **f) Finance Lease Payments**

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

## **g) Cash and Cash Equivalents**

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

## **h) Accounts Receivable**

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

### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

### **j) 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 funded 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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### **Finance Leases**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

### **Depreciation**

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

The estimated useful lives of the assets are:	Years
Building improvements – Crown	10-50
Furniture and equipment	5-15
Information and communication technology	3-5
Term of Lease	3
Plant	3-10
Library resources	10

### **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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

#### *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.

### **m) Revenue Received in Advance**

Revenue received in advance relates to fees received from grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned. The School holds sufficient funds to enable the refund of unearned fees, should the School be unable to provide the services to which they relate.

### **n) Provision for Cyclical Maintenance**

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

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

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

#### **o) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **p) 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 Revenue and Expense.

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

#### **q) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

#### **r) Financial Instruments**

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

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

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

#### **s) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **t) Budget Figures**

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

#### **u) Services received in-kind**

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

## 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	444,909	380,789	396,626
Teachers' Salaries Grants	602,975	600,000	592,746
Use of Land and Buildings Grants	273,874	270,000	246,509
Ka Ora, Ka Ako - Healthy School Lunches Programme	115,009	-	92,671
Other Government Grants	-	-	12,475
	1,436,767	1,250,789	1,341,027

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<i>Revenue</i>			
Donations & Bequests	9,322	-	13,139
Fees for Extra Curricular Activities	8,057	500	5,951
Trading	2,749	-	2,805
	20,128	500	21,895
<i>Expenses</i>			
Extra Curricular Activities Costs	6,219	-	2,130
Trading	3,867	-	3,230
	10,086	-	5,360
<i>Surplus for the year Locally raised funds</i>	10,042	500	16,535

## 4 Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	25,407	37,367	39,262
Employee Benefits - Salaries	721,040	705,000	690,635
Staff Development	9,929	10,520	5,901
Depreciation	32,124	28,500	29,362
	788,500	781,387	765,160

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fee	9,856	6,000	5,513
Board of Trustees Fees	6,042	7,100	6,197
Communication	2,773	3,800	4,221
Consumables	10,054	11,000	8,337
Ka Ora, Ka Ako - Healthy School Lunches Programme	115,009	-	92,671
Staff Expenses	3,086	6,100	3,180
Other	6,108	6,960	6,578
Employee Benefits - Salaries	58,991	50,000	44,259
	211,919	90,960	170,956

## 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,122	4,000	4,142
Cyclical Maintenance Provision	34,534	5,000	7,395
Grounds	6,367	2,750	7,717
Heat, Light and Water	18,993	15,000	14,013
Rates	3,261	3,200	7,774
Repairs and Maintenance	36,745	29,730	23,315
Use of Land and Buildings - Non-Integrated	273,874	270,000	246,509
Employee Benefits - Salaries	35,667	38,000	44,676
	<u>414,563</u>	<u>367,680</u>	<u>355,541</u>

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

## 7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	400	400	400
Bank Accounts	237,254	108,660	212,170
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>237,654</u>	<u>109,060</u>	<u>212,570</u>

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

Of the \$237,654 Cash and Cash Equivalents, \$17,014 is held by the School on behalf of the RTLB cluster. See note 16 for details of how the funding received for the cluster has been spent in the year

Of the \$237,65 Cash and Cash Equivalents, \$142,469 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

## 8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtors	-	-	-
Debtor Ministry of Education	4,205	-	2,550
Interest Accrued	2,998	-	1,148
Teacher Salaries Grant Receivable	188,344	185,000	148,510
	<u>195,547</u>	<u>185,000</u>	<u>152,208</u>
Receivables from Exchange Transactions	2,998	-	1,148
Receivables from Non-Exchange Transactions	192,549	185,000	151,060
	<u>195,547</u>	<u>185,000</u>	<u>152,208</u>

## 9. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	141,811	63,000	60,000

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2024.

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	75,419	-	-	-	(3,593)	71,826
Furniture and Equipment	5,689	4,210	-	-	(1,102)	8,797
Information and Communication	3,571	-	-	-	(1,480)	2,091
Plant	29,869	10,671	-	-	(5,952)	34,588
Leased Assets	57,605	13,090	-	-	(19,899)	50,796
Library Resources	124	-	-	-	(98)	26
<b>Balance at 31 December 2024</b>	<b>172,277</b>	<b>27,971</b>	<b>-</b>	<b>-</b>	<b>(32,124)</b>	<b>168,124</b>

The RTLB Cluster has a leased photocopier. Depreciation of \$6,272 (2023: \$6,272) is allocated to RTLB expenses.

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	213,108	(141,282)	71,826	213,108	(137,689)	75,419
Furniture and Equipment	48,732	(39,935)	8,797	44,522	(38,833)	5,689
Information and Communication	29,145	(27,054)	2,091	29,145	(25,574)	3,571
Plant	122,864	(88,276)	34,588	113,085	(83,216)	29,869
Leased Assets	83,842	(33,046)	50,796	81,514	(23,909)	57,605
Library Resources	11,138	(11,112)	26	11,138	(11,014)	124
<b>Balance at 31 December</b>	<b>508,829</b>	<b>(340,705)</b>	<b>168,124</b>	<b>492,512</b>	<b>(320,235)</b>	<b>172,277</b>

### 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.

## 11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	12,145	10,000	72,491
Employee Benefits Payable - Salaries	188,344	185,000	148,510
Employee Benefits Payable - Leave Accrual	5,614	5,000	4,444
	<b>206,103</b>	<b>200,000</b>	<b>225,445</b>
Payables for Exchange Transactions	206,103	200,000	225,445
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>206,103</b>	<b>200,000</b>	<b>225,445</b>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	14,187	-	-
Resource Teachers Learning and Behaviour	17,014	9,696	19,109
Funds Held on Behalf of Third Parties	3,875	-	4,789
	<b>35,076</b>	<b>9,696</b>	<b>23,898</b>

### 13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	42,556	42,556	98,488
Increase to the Provision During the Year	34,534	5,000	7,395
Use of the Provision During the Year	(47,127)	(20,000)	(63,327)
Provision at the End of the Year	<u>29,963</u>	<u>27,556</u>	<u>42,556</u>
Cyclical Maintenance - Current	6,683	6,000	29,323
Cyclical Maintenance - Non current	23,280	21,556	13,233
	<u>29,963</u>	<u>27,556</u>	<u>42,556</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan which is prepared by a Ministry of Education appointed property consultant.

### 14. Finance Lease Liability

The School has entered into a finance lease agreement for a photocopier. Minimum lease payments payable:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	19,970	17,000	20,355
Later than One Year and no Later than Five Years	29,008	20,300	37,029
Future Finance Charges	-	-	-
	<u>48,978</u>	<u>37,300</u>	<u>57,384</u>
<b>Represented by</b>			
Finance lease liability - Current	19,970	17,000	20,355
Finance lease liability - Non current	29,008	20,300	37,029
	<u>48,978</u>	<u>37,300</u>	<u>57,384</u>

### 15. Funds Held for Capital Works Projects

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

	2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
DB Replacement	<i>in progress</i>	-	7,393	(668)	6,725
Food Technology Room	<i>in progress</i>	-	119,361	(17,289)	102,072
Cladding and Roofing	<i>completed</i>	(4,703)	5,021	(318)	-
Implement Shed	<i>in progress</i>	54,371		(21,199)	33,172
Toilet Project/MOE Rationalisation	<i>Cancelled</i>	500	19,090	(19,590)	-
Totals		<u>50,168</u>	<u>150,865</u>	<u>(59,064)</u>	<u>141,969</u>
	2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Pool Pipes	<i>completed</i>	-	31,310	(31,310)	-
Block B remediation	<i>completed</i>	-	7,045	(7,045)	-
Cladding and Roofing	<i>in progress</i>	(10,114)	110,737	(105,326)	(4,703)
Implement Shed	<i>in progress</i>	-	54,371	-	54,371
Toilet Project	<i>in progress</i>	(4,200)	39,975	(35,275)	500
Totals		<u>(14,314)</u>	<u>243,438</u>	<u>(178,956)</u>	<u>50,168</u>

## 16. Funds for RTLB Services

Cobden School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools. This note discloses how the Ministry grant was applied to RTLB services.

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
<i>Revenue</i>			
Teachers' Salary Grant	1,406,916	1,405,000	1,464,376
Administration Grant	48,639	48,639	45,737
Learning Support Funding	95,883	95,883	90,051
Travel grant	88,965	88,965	93,864
Interest	1,974	100	2,278
Other	6,491	6,002	7,974
Income received prior years spent in current year (income not spent)	2,095	9,413	42,798
	<u>1,650,963</u>	<u>1,654,002</u>	<u>1,747,078</u>
<i>Expenses</i>			
Employee Benefit - Salaries	1,406,916	1,405,000	1,464,376
Payment to MOE	3,263	-	13,717
Administration	89,882	105,350	111,398
Learning Support	75,106	84,000	79,282
Travel	75,796	59,652	78,305
	<u>1,650,963</u>	<u>1,654,002</u>	<u>1,747,078</u>
Funds held at beginning of the year	19,109	19,109	61,907
Year end liability Adjustments	(2,095)	(9,413)	(42,798)
Funds Held at Year End	<u>17,014</u>	<u>9,696</u>	<u>19,109</u>

The RTLB Cluster funds 50% of the annual cost for the photocopier finance lease.

## 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.

Mr Wayne Markham is the principals husband whose services have been used for maintenance. Because the total value of all transactions is less than \$25,000 for the year, the Board is not required Ministry conflict of interest approval under schedule 23 section 10 of the Education and Training Act 2020.

## 18. Remuneration

### *Key management personnel compensation*

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

	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	2,765	2,155
<i>Leadership Team</i>		
Remuneration	276,860	270,729
Full-time equivalent members	2	2
Total key management personnel remuneration	<u>279,625</u>	<u>272,884</u>
Total full-time equivalent personnel	<u>2.00</u>	<u>2.00</u>



There are 5 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

*Principal*

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

	<b>2024 Actual</b>	<b>2023 Actual</b>
Salaries and Other Short-term Employee Benefits:	<b>\$000</b>	<b>\$000</b>
Salary and Other Payments	140-150	140-150
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:

<b>Remuneration \$000</b>	<b>2024 FTE Number</b>	<b>2023 FTE Number</b>
100 - 110	10	11
110 - 120	1	0
120 - 130	1	1
	12	12
	12	12

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

## 19. Compensation and Other Benefits Upon Leaving

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

	<b>2024 Actual</b>	<b>2023 Actual</b>
Total	\$0	\$0
Number of People	-	-

## 20. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

### Pay Equity and Collective Agreement Funding Wash-up

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

## 21. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$192,721(2023:Nil) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment</b>
	\$
Food Technology Room	152,216
Implement Shed	33,172
Block B - DB Development	7,333
<b>Total</b>	<b>192,721</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

**(b) Operating Commitments**

As at 31 December 2024 the Board has no operating contracts:

(Operating commitments at 31 December 2023: nil)

**22. Financial Instruments**

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

**Cash and receivables**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Cash and Cash Equivalents	237,654	109,060	212,570
Receivables	195,547	185,000	152,208
Investments - Term Deposits	141,811	63,000	60,000
<b>Total Cash and Receivables</b>	<b>575,012</b>	<b>357,060</b>	<b>424,778</b>

**Financial liabilities measured at amortised cost**

Payables	206,103	200,000	225,445
Finance Leases	48,978	37,300	57,384
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>255,081</b>	<b>237,300</b>	<b>282,829</b>

**23. Comparatives**

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

**24. Events After Balance Date**

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF COBDEN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Cobden School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 16, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Members of the Board listing, Statement of Variance, Evaluation and Analysis Student Progress and Achievement, Statement of Compliance with Education and Training Act requirements, and the Kiwisport Funding Report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Warren Johnstone,  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand



## Statement of Variance 2024

**Te Kura o Cobden**

**Cobden School**

Our vision: ***A community of learners where wellbeing and relationships encourage ākonga to be confident, engaged and caring critical thinkers*** has given us a mandate to create new pathways to build greater success for our school.

Strategic Goal 1: To build a strong partnership with iwi and strengthen our cultural capabilities.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Schoolwide PLD (Professional Learning Development) focused on cultural capabilities with support from Te Runanga o Ngāti Waewae	<ul style="list-style-type: none"> <li>Te reo lessons: Weekly te reo Māori sessions for teachers were completed for Terms 1 and 2, with ongoing guidance to be provided by the in-school cultural leader.</li> <li>Teacher-only day: Successfully rescheduled and held at Arahura on May 31st, focusing on unpacking pūrākau and cultural narratives.</li> <li>Flag representation: Community consultation and iwi guidance led to the selection of the Tino Rangatiratanga and New Zealand flags, symbolising bicultural commitment. A flag ceremony involved students and reinforced cultural learning.</li> <li>Matariki celebration: Achieved strong community attendance, with initial steps to formalize a whānau-led group for future events.</li> <li>Kapa haka: Junior and senior teams are well-prepared for their festival categories, supported by an experienced tutor and collaborative parent involvement.</li> <li>Te reo progressions and Mau Rakau classes/wananga: Completed successfully, contributing to cultural competency.</li> </ul>	<ul style="list-style-type: none"> <li>MOE funded PLD Milestone Plans and reports.</li> <li>Ongoing school practice self review of Te Tiriti</li> <li>TOD at Arahura</li> <li>Te Reo drafted progressions.</li> <li>Feedback from iwi and whānau has been overwhelmingly positive, reinforcing our commitment to biculturalism.</li> </ul>		<ul style="list-style-type: none"> <li>Planning for 2025 includes formalising a whānau-led group for cultural events and developing a long-term plan for te reo and tikanga Māori professional learning.</li> </ul>

Strategic Goal 2: To strengthen links between home and school to increase engagement

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<p>Creating meaningful opportunities for whānau to support students within the school setting</p>	<ul style="list-style-type: none"> <li>● Communication: Animations and newsletters effectively highlighted strategies to connect with whānau, ensuring families remained informed and engaged.</li> <li>● Community participation: at 3-way learning conferences and a record-breaking turnout for the Sexuality and Relationship hui.</li> <li>● Whānau input: Collaboration with families shaped a draft engagement plan, emphasising transparency.</li> <li>● Parenting support: Awareness campaigns informed whānau about support services, fostering mutual connections and resilience.</li> <li>● Cyber safety presentation</li> <li>● Health consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Whānau engages with the principal and teachers, offering feedback through both scheduled and informal interactions, as well as via social media platforms.</li> <li>● 3-way learning conferences with 75% of whānau and ākonga attending.</li> <li>● Our efforts to strengthen home-school connections were reflected in a 75% whānau attendance at 3-way learning conferences and a record-breaking turnout at the Sexuality and Relationship hui.</li> </ul>		<ul style="list-style-type: none"> <li>● The focus includes fostering meaningful whānau engagement through workshops, meet-and-greet evenings, and targeted attendance initiatives.</li> <li>● Regular 3-way learning conferences and a mid-year hui will ensure collaboration and feedback.</li> <li>● Efforts will also focus on enhancing Cobden's online presence to celebrate achievements and promote the school community.</li> <li>● End-of-year hui to celebrate successes and co-plan initiatives for the following year, ensuring all actions remain meaningful and aligned with whānau and community needs.</li> </ul>
<p>Develop a whānau engagement plan</p>	<ul style="list-style-type: none"> <li>● Whānau engagement plan: Finalised and reflects the school's focus on inclusivity and collaboration.</li> <li>● Teachers continue to plan meaningful opportunities for whānau to be involved in the learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Log of whānau engagement opportunities.</li> <li>● Social media campaign</li> </ul>		<ul style="list-style-type: none"> <li>● Re launch the finalised whānau engagement plan, focusing on relationship-building initiatives.</li> <li>● Introduce targeted attendance initiatives, such as a rewards program or attendance challenges, to encourage consistent participation.</li> <li>● Meet and greet evening</li> </ul>

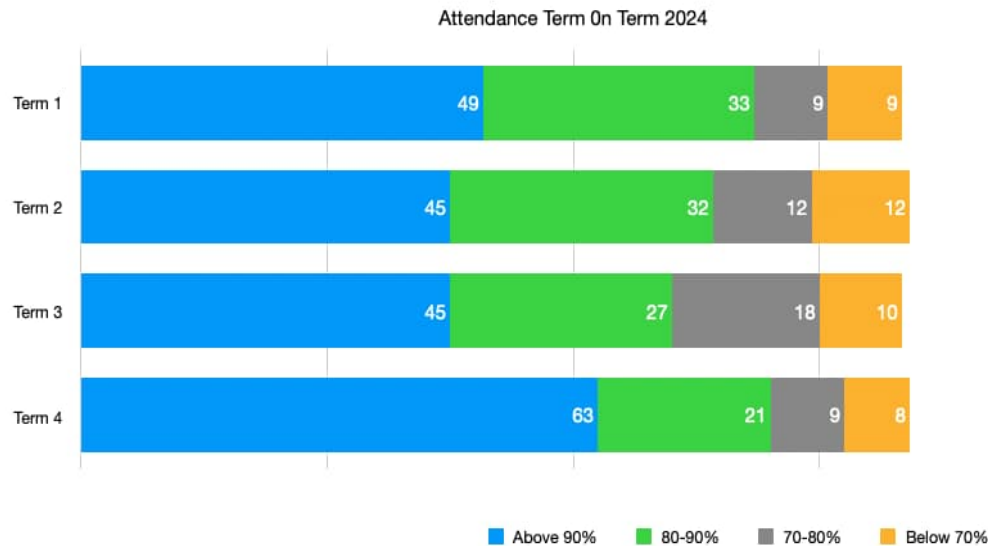
Strategic Goal 3: To provide a safe physical and emotional learning environment

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<p>MoE funding &amp; other initiatives</p>	<ul style="list-style-type: none"> <li>● The Regional Response Funding (RRF) was received for initiatives to raise regular attendance rates.</li> <li>● Continuation of of:               <ul style="list-style-type: none"> <li>○ Fruit in Schools</li> <li>○ Breakfast in Schools</li> <li>○ Ka, Ora, Ka Ako lunch programme</li> </ul> </li> </ul> <p>Continuation of Heathy Active Learning school wide initiative.</p> <p>Healthy Lunches Programme: A new contract signed for 2025-2026 agreement ensures continuity for younger students.</p>	<ul style="list-style-type: none"> <li>● Consultation reflect that these are important for our ākonga.</li> <li>● Understanding and recognising the value of the Health and Physical Education and Hauora curriculum has increased. This was verified through consultation</li> </ul>	<ul style="list-style-type: none"> <li>● During the year there were quite a lot of sickness around. This was particularly significant in terms 2-3</li> </ul> <p><b>Refer to Attendance Graph 1.</b></p>	<ul style="list-style-type: none"> <li>● We will continue to access RRF and further develop our current initiatives, creating a healthy and active learning environment where ākonga are present, participating, and making progress in their learning.</li> <li>● Continue using online platforms as an engagement tool.</li> </ul>
<p>Fostering a supportive learning environment through the review of PB4L and trauma-informed practices</p> <p>Maintain daily attendance monitoring and introduce broader initiatives to promote engagement.</p>	<p>Continued to supported students to further develop their ability to :</p> <ul style="list-style-type: none"> <li>● Implementation of trauma informed practices and collaborative proactive solutions school wide</li> <li>● Refining and aligning CPS and PB4L approaches for consistency across the school.</li> <li>● Staff training: All staff have had attended CPS training day. Three staff members completed 2days training in Dr. Ross Greene’s CPS approach, with implementation plans in progress.</li> </ul> <ul style="list-style-type: none"> <li>● Trends in attendance/pastoral data and student achievement were monitored termly</li> <li>● Students that were present and participating made progress in their learning.</li> <li>● Increased engagement and reduced inequity as evidenced against the data collected</li> <li>● reduced learning and achievement gaps between different groups.</li> <li>● Timely support was accessed from outside agencies such as the Attendance service, SWIS, MoE, RTLB and OT</li> <li>● Attendance monitoring: Daily follow-ups by the principal, supported by social media campaigns, promoted improved attendance.</li> </ul>	<ul style="list-style-type: none"> <li>● By implementing trauma-informed practices and refining PB4L strategies, we saw increased engagement and reduced inequity among students.</li> <li>● Attendance rates improved significantly in Term 4, with the proportion of students attending above 90% increasing from 49 to 63.</li> </ul> <p><b>Refer to Attendance vs Achievement Graph 2</b></p>		<ul style="list-style-type: none"> <li>● Implement the updated school-wide behavior management procedures, integrating the bespoke strategy shaped by aligning PB4L and CPS methodologies, to foster a unified and effective approach throughout the school.</li> </ul>



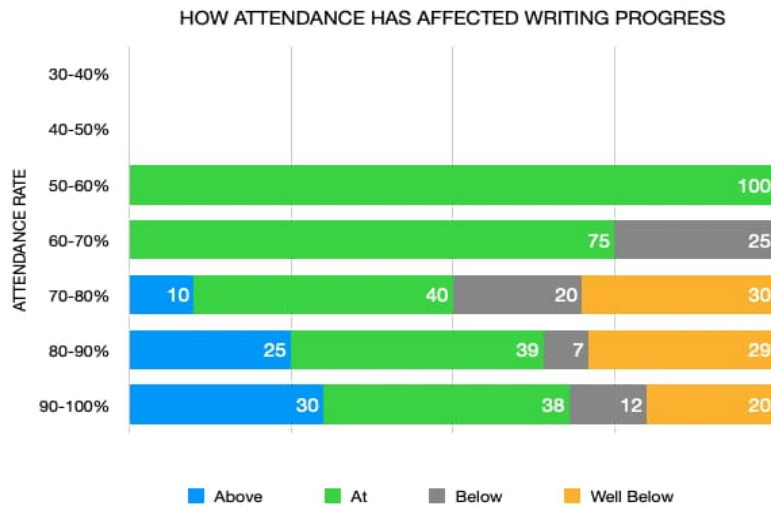
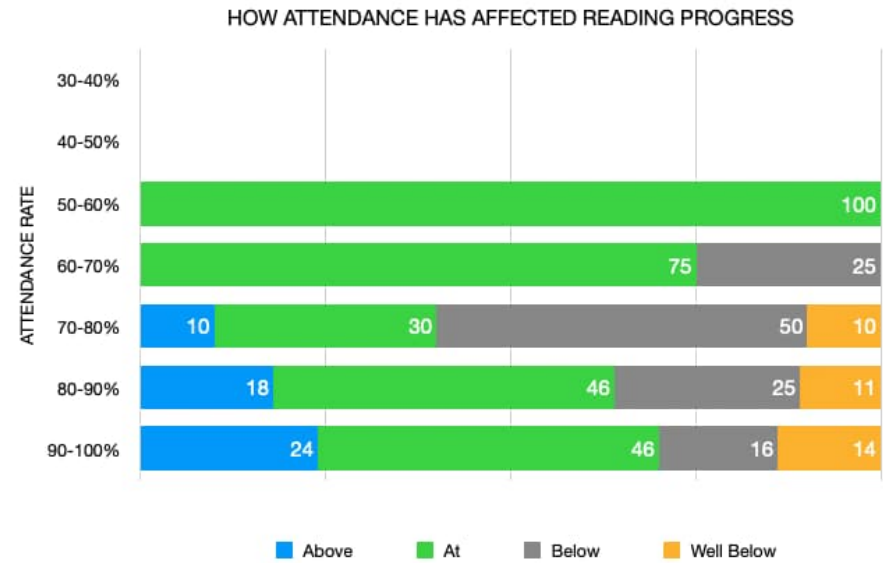
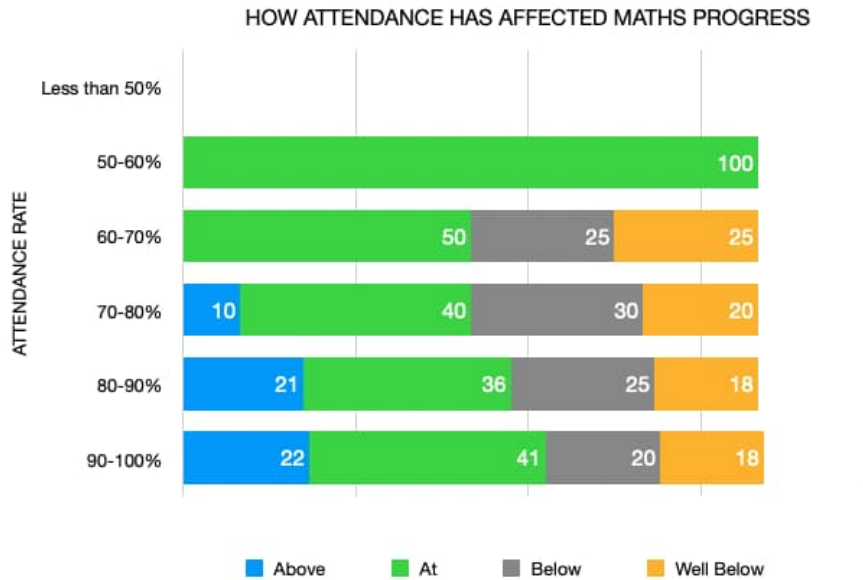
Strategic Goal 3: To provide a safe physical and emotional learning environment <i>continued</i>				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Upgrade of learning spaces that meet the needs of students	<ul style="list-style-type: none"> <li>Remainder of school buildings painted.</li> <li>School mural that reflects our students completed.</li> <li>Infrastructure: Key projects underway, including the tech room/kitchen and caretaker shed, are scheduled for commencement in January 2025.</li> <li>Further development of development “Te Maara o Te Waka Hauora” (Wellbeing Garden) including drafting of school hauora garden purakau</li> </ul>	<ul style="list-style-type: none"> <li>Completed property upgrades</li> </ul>		<ul style="list-style-type: none"> <li>We will continue to enhance learning environments, including the outdoor spaces, to foster a sense of belonging for our ākonga.</li> </ul>

### Attendance Graph 1



Attendance data over the four terms indicates positive trends, particularly in Term 4. The proportion of students with attendance above 90% increased from 49 in Term 1 to 63 in Term 4, marking the highest improvement of the year. While the 80-90% category showed consistency in the first two terms, it declined steadily to 21 by Term 4. Attendance in the 70-80% range rose in Term 3 but decreased again in Term 4, and the below 70% group remained relatively stable, decreasing to its lowest (8 students) in the final term. These results suggest that initiatives to improve attendance were effective, as reflected in the significant growth in the highest attendance category and reductions in lower attendance brackets by Term 4.

## Attendance vs Achievement Graph 2



The analysis reveals a strong correlation between attendance and academic achievement across writing, reading, and math. Students with higher attendance consistently perform better, with notable improvements when attendance reaches or exceeds 80%. At 90-100% attendance, the highest proportions of students achieve Above or At expected levels in all subjects, while lower attendance rates show a significant drop in performance. These findings highlight the critical role of regular attendance in fostering academic success and skill development in literacy and math.

## Next Steps

The updated strategic plan, incorporating the government's six priorities for education, provides a clear mandate to advance our efforts in enhancing the success of our kura. Achieving this requires the collective commitment of all stakeholders as we work together toward our shared vision. To guide this journey, we have identified three pivotal strategic goals that form the foundation of our initiatives and outline the pathways to success for our educational community.

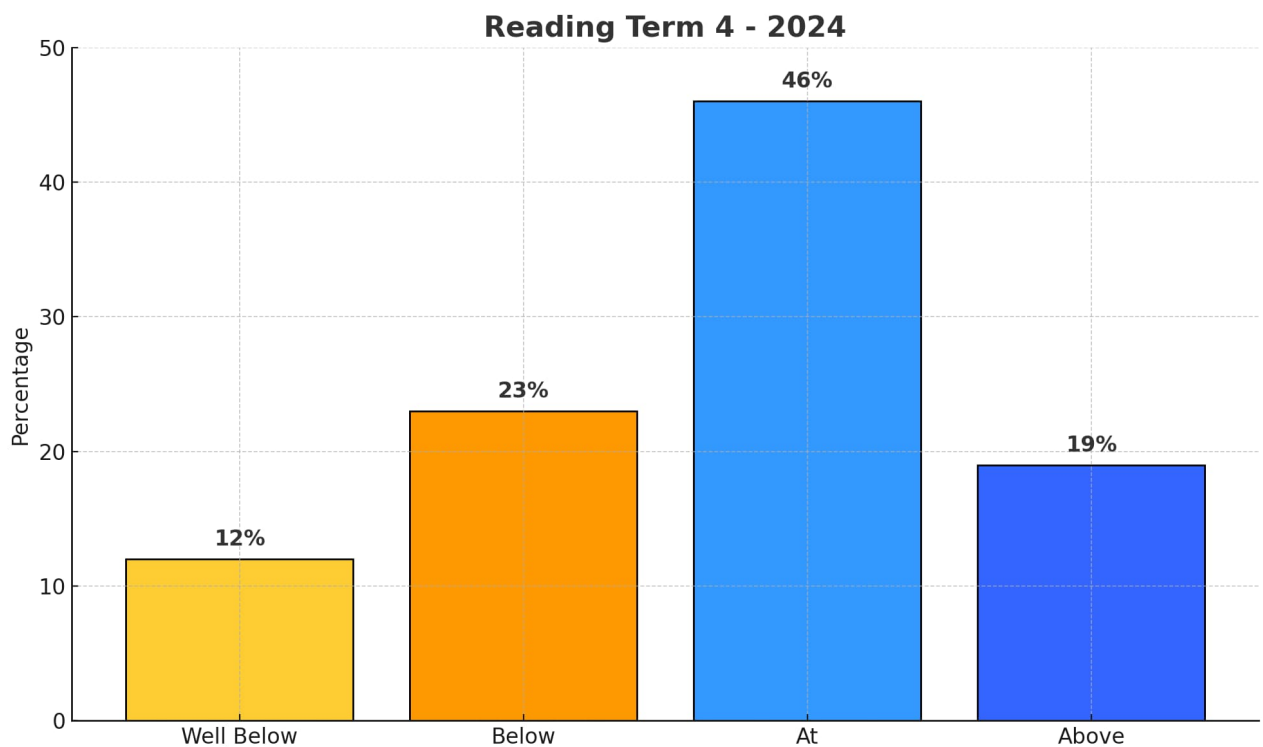
1. Partnership: To build a strong partnership with iwi to enhance our cultural capabilities while strengthening connections between home and school.
  - Through partnerships with local iwi, our localised curriculum incorporates aspirations and local pūrākau, fostering culturally sustaining practices in teaching, learning, and community engagement.
  - Whānau feel empowered, valued, and engaged in contributing to the success of ākonga.
  - Home and school work together to create a supportive environment for student success.
  
2. Teaching & Learning: Implement evidence-based practices and targeted support to align teaching and learning with the revised English and Mathematics curricula, fostering a knowledge-rich environment and achieving clear learning outcomes.
  - The curriculum is enriched with key content knowledge and informed by the latest research in the science of learning.
  - All teachers are trained and supported in delivering structured, evidence-based instruction in literacy and mathematics.
  - Consistent assessment tools and reporting methods enable accurate monitoring of student progress and achievement.
  - Students with additional needs receive targeted interventions to support their learning and development.
  - Data and evidence are systematically used to inform teaching, identify growth areas, and drive continuous improvement.
  
3. Provide a safe physical and emotional learning environment:
  - Ākonga are present, actively participating, and making progress.
  - Learning spaces are designed to connect students with nature, foster exploration, and enhance their sense of belonging within the community and its surroundings.



**Evaluation & Analysis of Student Progress and Achievement  
2024**  
**Te Kura o Cobden**  
**Cobden School**

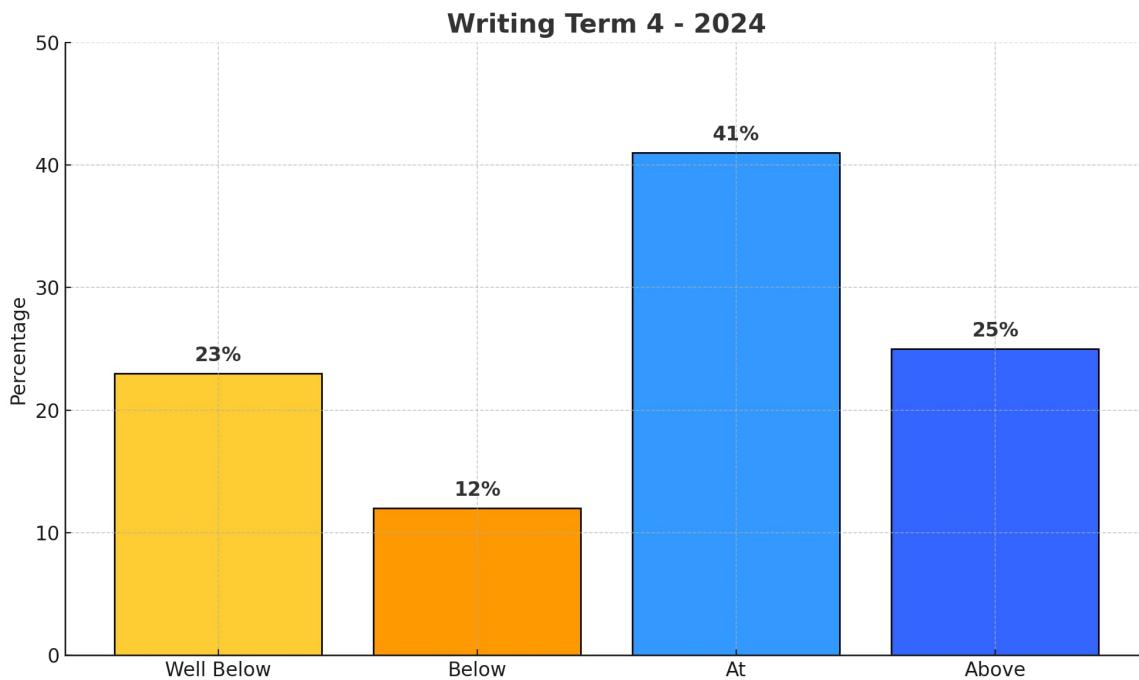
**Reading progress:**

The "Reading Term 4 - 2024" graphic shows the distribution of student performance across four categories: "Well Below," "Below," "At," and "Above." The largest group, 46%, falls in the "At" category, indicating a significant portion of students are meeting the expected level. Meanwhile, 12% are "Well Below," 23% are "Below," and 19% are "Above," showing a smaller proportion exceeding expectations. This data suggests that while many students are performing at the expected level, there is room for improvement in lifting those in the "Below" and "Well Below" categories. With the majority of teaching staff undertaking structured literacy training, this initiative is expected to provide targeted support for these learners.



**Writing Progress:**

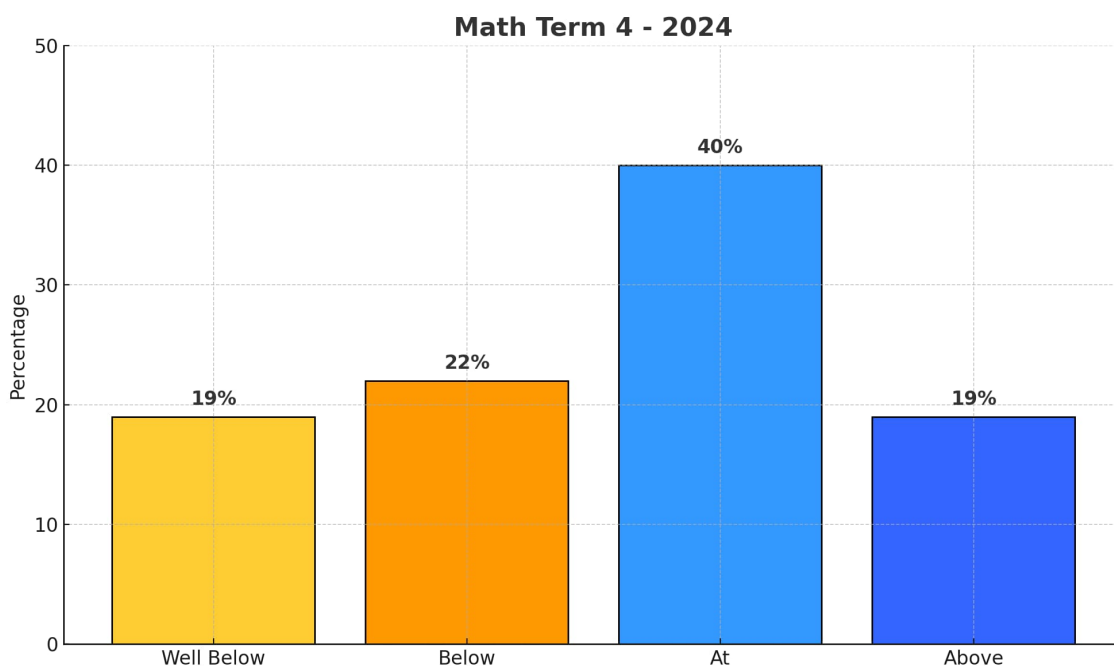
The "Writing Term 4 - 2024" graphic illustrates student performance across four categories: "Well Below," "Below," "At," and "Above." The majority of students, 41%, fall into the "At" category, demonstrating that they are meeting expected writing standards. Meanwhile, 25% are "Above," showcasing strong writing skills. However, 23% are in the "Well Below" category, and 12% are "Below," indicating that over a third of students are not yet meeting expectations, highlighting a need for targeted support to improve writing outcomes for these groups. With the majority of teaching staff undertaking structured literacy training, this initiative is expected to provide targeted support for these learners.



### Mathematics Progress:

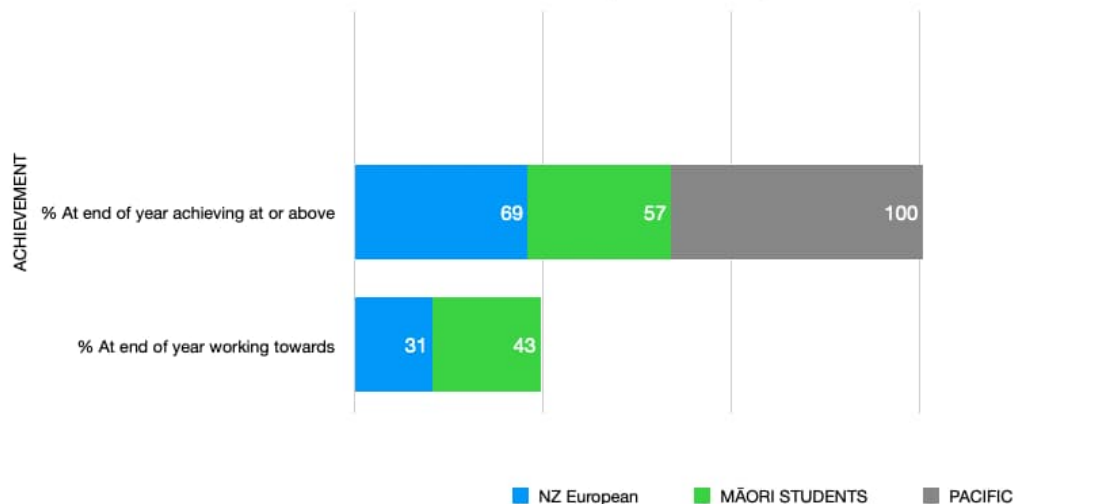
The "Maths Term 4 - 2024" graphic illustrates the distribution of student performance across four categories: "Well Below," "Below," "At," and "Above." The largest group, 40%, is performing "At" the expected level, while 19% are "Above," reflecting a strong cohort of students excelling in mathematics. However, 22% of students are "Below," and 19% are "Well Below," highlighting a significant proportion of learners requiring additional support to meet expectations and improve their mathematical proficiency.

To address this, we plan to implement the "Maths No Problem" resources in 2025 and provide targeted professional learning for staff to align with upcoming curriculum changes. These initiatives aim to equip teachers with effective strategies to support all learners, particularly those currently below expected achievement levels.

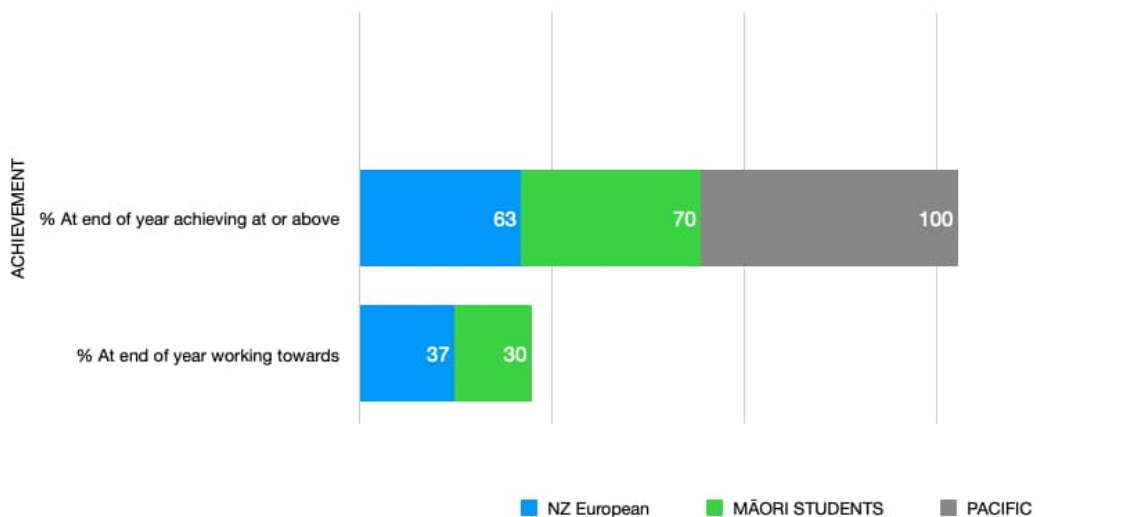


# Achievement Data by Ethnicity:

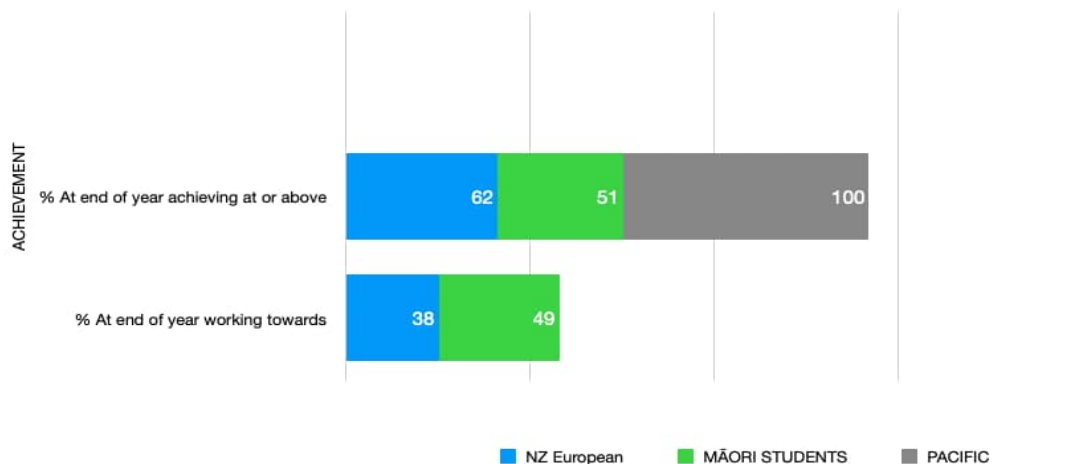
### Reading Achievement by Ethnicity 2024



### Writing Achievement by Ethnicity 2024



### Mathematics Achievement by Ethnicity 2024



The 2024 achievement data by ethnicity highlights strong outcomes for Pacific students, with 100% achieving at or above expectations across mathematics, writing, and reading. Māori students show notable strengths in writing (70% at or above) but have lower achievement in reading (57%) and mathematics (51%), indicating areas for focused support. NZ European students maintain steady performance across all areas, with 62–69% achieving at or above expectations and smaller proportions working towards expectations. While the overall results showcase strengths in some areas, there is a clear need for targeted interventions to ensure greater equity and support for Māori and NZ European students in reading and mathematics. The data includes over 30% of students who are new to the school this year. Many of these students arrived with low levels of literacy and mathematics and required a settling-in period to establish relationships and develop a sense of belonging. Many have made progress that reflects their growing confidence, strengthened relationships, and improved academic skills. Even though they did not reach the expected level, progress was still made.

### **Extraordinary Roll Growth:**

The data includes over 30% of students who are new to the school this year. Many of these students arrived with low levels of literacy and mathematics and required a settling-in period to establish relationships and build a sense of belonging. Despite not reaching the expected levels, many have made progress, reflecting their growing confidence, strengthened relationships, and improved academic skills. Looking ahead, we'll keep focusing on the academic, social, and emotional development of our students. We understand that doing well in school is connected to students wellbeing and sense of belonging, so we're dedicated to creating a supportive community. We believe that, by working together, we can continue to make our school a place where all students can do well and reach their full potential.

### **Other Learning Areas:**

In other curriculum areas, students actively engaged with their learning and performed at expected levels. They demonstrated strong capabilities in meeting learning outcomes and making meaningful connections across subjects. Additionally, they exhibited high levels of self-motivation, embracing new learning experiences aligned with their interests and passions.

# Cobden School Board

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## Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<ul style="list-style-type: none"> <li><i>Cobden School diligently fulfils its obligations to provide good and safe working conditions for its staff by creating a conducive environment that promotes well-being, productivity, and professional growth. The school's senior management and Board have implemented various measures to ensure the physical and mental health of its employees. This includes the Board appointed EEO officer.</i></li> </ul>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> <li><i>Our equal opportunities programme aims to create a fair and inclusive environment where everyone has an equal chance to succeed, regardless of their background, gender, ethnicity, or any other characteristic. We have been fulfilling this commitment by implementing unbiased recruitment practices, promoting diversity in our workforce, providing equal training and development opportunities, and fostering a culture of respect and inclusion. We actively address any instances of discrimination or bias, and regularly evaluate and update our policies to ensure they align with our goals of equal opportunities. Through these efforts, we strive to create a diverse and equitable workplace where everyone can thrive.</i></li> </ul>
<p>How do you practise impartial selection of suitably qualified persons for an appointment?</p>	<ul style="list-style-type: none"> <li><i>To ensure the impartial selection of suitably qualified individuals for appointment, we follow a rigorous and unbiased process. We begin by clearly defining the job requirements and qualifications needed for the position. The appointment committee is based on our appointment procedure requirements so equal opportunities and unconscious bias minimize any prejudiced decision-making. Job applications are screened based solely on objective criteria and relevant qualifications. Shortlisted candidates undergo a comprehensive evaluation, including interviews, assessments, and reference checks, are conducted. We maintain transparency throughout the selection process and document all decisions based on merit and alignment with the job requirements. This approach ensures fairness and equal consideration for all candidates, promoting impartial selection.</i></li> </ul>



<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>– The aims and aspirations of Maori,</li>   <li>– The employment requirements of Māori, and Greater involvement of Māori in the Education service?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>We recognise the aims and aspirations of Māori by acknowledging their unique cultural identity, language, and history. In our school, we strive to incorporate Māori perspectives, values, and knowledge into the curriculum to ensure culturally responsive teaching and learning. We also respect and support Te Tiriti principles, which emphasise partnership, protection, and participation</i></li>   <li>• <i>To meet the employment requirements of Māori, we actively promote equal opportunities and encourage Māori individuals to pursue careers in the education sector. We provide professional development opportunities specifically designed to build our the cultural understanding in enhancing Māori student achievement. We implement as part of our professional growth cycle, Tātaiako: Cultural Competencies for Teachers that outlines the cultural competencies required for teachers to effectively engage with Māori students, their whānau (family), and the wider community. We recognise the significance of these competencies and integrate them into teacher professional growth cycle and professional development initiatives. By equipping teachers with the necessary skills and knowledge, we ensure they can provide a culturally inclusive and responsive learning environment that respects and values Māori culture.</i></li>   <li>• <i>To achieve greater involvement of Māori in school, we actively seek and encourage Māori representation and participation at all levels of decision-making. This includes involving local iwi and consultation processes. By providing opportunities for Māori voices to be heard and actively engaging with Māori communities, we aim to co-create policies and practices that better meet the needs and aspirations of Māori learners. This collaborative approach acknowledges the expertise and cultural insights that Māori bring to the education sector and fosters a sense of ownership and empowerment within Māori communities.</i></li> </ul>
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<p>How have you enhanced the abilities of individual employees?</p>	<p><i>At Cobden School, there are several ways in which we have enhanced the abilities of individual employees:</i></p> <ol style="list-style-type: none"> <li><i>1. Professional Development Programs: Cobden School has implemented comprehensive professional development programs that focus on enhancing teacher capabilities. These include workshops, and training sessions designed to address specific areas of improvement and provide opportunities for growth.</i></li> <li><i>2. Mentoring and Coaching: The school has implemented mentoring and coaching programs where experienced staff members guide and support less experienced employees. This mentorship helps individuals develop new skills, gain insights, and receive personalised feedback to enhance their performance.</i></li> <li><i>3. Collaboration and Teamwork: The school fosters a collaborative environment that encourages employees to work together, share knowledge, and learn from one another. This collaboration enhances individual abilities by promoting cross-functional skills, teamwork, and the exchange of ideas.</i></li> <li><i>4. Recognition and Rewards: Cobden School recognizes and rewards outstanding performance and achievements. This recognition motivates employees to enhance their abilities and strive for excellence in their respective roles.</i></li> </ol> <p><i>By implementing these strategies, Cobden School has created a supportive and growth-oriented environment, empowering individual employees to develop and enhance their abilities, leading to improved professional performance and personal growth.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>The Cobden School recognises the employment requirements of women by adhering to its Equal Employment Opportunities policy. This policy guarantees that both current employees and job applicants are treated fairly, based on their skills, qualifications, abilities, and aptitudes, without any bias or discrimination. As per the Education and Training Act 2020, all schools are mandated to be "good employers," which implies creating an inclusive and supportive working environment that values diversity and ensures equal opportunities for all individuals, regardless of gender. Cobden School aligns with these principles and strives to meet the employment needs of women in accordance with this policy.</i></p>

<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>Cobden School recognises and acknowledges the employment requirements of individuals with disabilities through its Equal Employment Opportunities policy. The policy ensures that both current employees and job applicants are treated fairly and without bias or discrimination based on their skills, qualifications, abilities, and aptitudes. Cobden School aligns with the Education and Training Act 2020, which mandates that all schools act as "good employers." This commitment encompasses providing equal opportunities for individuals with disabilities, accommodating their needs, and fostering an inclusive and accessible work environment that supports their employment and career development.</p>
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

# COBDEN SCHOOL

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## **Cobden School Kiwi Sport Funding 2024**

Kiwisport, a government funding initiative to facilitate students' participation in organised sports, has played a vital role in supporting our school's sports programs. In the fiscal year 2024, our school received a total Kiwisport funding of \$1456, contributing significantly to the enhancement of our sports-related activities.

This funding has been strategically allocated to address various needs within our sports programs. A portion of the funds was dedicated to acquiring essential equipment for both winter and summer sports, ensuring that our students have access to the necessary tools to participate and develop their skills actively. Additionally, Kiwisport funding has been utilised to cover competition fees, enabling our students to engage in competitive events, and fostering a spirit of teamwork, sportsmanship, and personal growth.