

COBDEN SCHOOL

Annual Financial Statements For the year ended 31 December 2025

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 2028.

Accountant / Service Provider:

Geoff Gillam Consultants

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Variance and Achievement Report
Reporting on principles of being a Good Employer
Kiwiposort Funding

Cobden School

Statement of Responsibility

For the year ended 31 December 2025

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 2025 fairly reflects the financial position and operations of the school.

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

Belinda Coleman

Full Name of Presiding Member

Signed by:
Belinda Coleman
84FA96257425681C

Signature of Presiding Member

26/05/2026

Date:

Noula Markham

Full Name of Principal

Signed by:
Noula Markham
85713A6BB6E8453C

Signature of Principal

26/05/2026

Date:

Cobden School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

| | Notes | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Restated Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------------------|
| Revenue | | | | |
| Government Grants | 2 | 1,512,299 | 1,352,249 | 1,436,767 |
| Government Grants Resource Teachers of Learning and Behaviour | 16 | 1,588,473 | 1,637,060 | 1,650,963 |
| Locally Raised Funds | 3 | 28,441 | - | 20,128 |
| Interest | | 11,963 | 4,000 | 12,232 |
| Gain on Sale of Property, Plant and Equipment | | - | - | 500 |
| | | <u>3,141,176</u> | <u>2,993,309</u> | <u>3,120,590</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 20,730 | - | 10,086 |
| Learning Resources | 4 | 895,404 | 895,158 | 788,500 |
| Resource Teachers of Learning and Behaviour | 16 | 1,588,473 | 1,637,060 | 1,650,963 |
| Administration | 5 | 158,611 | 81,551 | 211,919 |
| Interest | | 1,165 | - | 1,024 |
| Property | 6 | 390,349 | 360,610 | 414,563 |
| Loss on Disposal of Property, Plant and Equipment | | - | - | - |
| | | <u>3,054,732</u> | <u>2,974,379</u> | <u>3,077,055</u> |
| Net Surplus / (Deficit) | | 86,444 | 18,930 | 43,535 |
| Other Comprehensive Revenue and Expenses | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u><u>86,444</u></u> | <u><u>18,930</u></u> | <u><u>43,535</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 2025

| | Actual 2025 \$ | Budget (Unaudited) 2025 \$ | Restated Actual 2024 \$ |
|--|----------------------|-------------------------------------|----------------------------------|
| Balance at 1 January | 278,788 | 278,788 | 222,023 |
| Total comprehensive revenue and expense for the year | 86,444 | 18,930 | 43,535 |
| Owner transactions | | | |
| Contribution - Furniture and Equipment Grant | - | - | 13,230 |
| Contribution - Te Mana Tuhono Grant | 16,013 | - | - |
| Equity at 31 December | 381,245 | 297,718 | 278,788 |
| Accumulated comprehensive revenue and expense | 381,245 | 297,718 | 278,788 |
| Equity at 31 December 2025 | 381,245 | 297,718 | 278,788 |

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 2025

| | Notes | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Restated Actual \$ |
|--|-------|-----------------------|-------------------------------------|----------------------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 91,649 | 44,179 | 237,654 |
| Accounts Receivable | 8 | 202,000 | 190,000 | 195,547 |
| GST Receivable | | 7,743 | 5,000 | - |
| Prepayments | | 10,387 | 5,000 | 9,504 |
| Investments | 9 | 208,767 | 200,000 | 141,811 |
| Funds owing for Capital Works Projects | 15 | 16,503 | - | - |
| | | <u>537,049</u> | <u>444,179</u> | <u>584,516</u> |
| Current Liabilities | | | | |
| GST Payable | | - | - | 11,763 |
| Accounts Payable | 11 | 228,588 | 205,000 | 206,103 |
| Revenue Received in Advance | 12 | 7,417 | - | 18,062 |
| Provision for Cyclical Maintenance | 13 | 6,904 | 6,800 | 6,683 |
| Finance Lease Liability - Current Portion | 14 | 17,029 | 17,000 | 19,970 |
| Funds held for Capital Works Projects | 15 | - | - | 141,969 |
| Funds held for Resource Teachers of Learning and Behaviour | 16 | 14,526 | 17,014 | 17,014 |
| | | <u>274,464</u> | <u>245,814</u> | <u>421,564</u> |
| Working Capital Surplus or (Deficit) | | 262,585 | 198,365 | 162,952 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 10 | 167,606 | 139,524 | 168,124 |
| | | <u>167,606</u> | <u>139,524</u> | <u>168,124</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 13 | 36,967 | 28,163 | 23,280 |
| Finance Lease Liability | 14 | 11,979 | 12,008 | 29,008 |
| | | <u>48,946</u> | <u>40,171</u> | <u>52,288</u> |
| Net Assets | | <u><u>381,245</u></u> | <u><u>297,718</u></u> | <u><u>278,788</u></u> |
| Equity | | <u><u>381,245</u></u> | <u><u>297,718</u></u> | <u><u>278,788</u></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 2025

| | 2025 | 2025 | 2024 |
|--|------------------|-----------------------------|----------------|
| Note | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Cash flows from Operating Activities | | | |
| Government Grants | 490,972 | 407,267 | 456,417 |
| Locally Raised Funds | 28,441 | - | 20,128 |
| Goods and Services Tax (net) | (19,506) | (16,763) | 27,442 |
| Payments to Employees | (219,780) | (213,614) | (211,553) |
| Payments to Suppliers | (172,270) | (153,360) | (262,066) |
| Interest Received | 13,207 | 6,998 | 10,382 |
| Net cash from / (to) the Operating Activities | 121,064 | 30,528 | 40,750 |
| Cash flows from Investing Activities | | | |
| Proceeds from Sale of PPE (and Intangibles) | 423 | - | 923 |
| Purchase of PPE (and Intangibles) | (15,731) | - | (15,304) |
| Purchase of Investments | (66,956) | (58,189) | (81,811) |
| Proceeds from Sale of Investments | - | - | - |
| Net cash from / (to) the Investing Activities | (82,264) | (58,189) | (96,192) |
| Cash flows from Financing Activities | | | |
| Contribution by the Ministry of Education - Furniture and Equipment Grants | - | - | 13,230 |
| Finance Lease Payments | (19,970) | (19,970) | (21,496) |
| Funds Administered on Behalf of Third Parties | (164,835) | (145,844) | 88,792 |
| Net cash from Financing Activities | (184,805) | (165,814) | 80,526 |
| Net increase/(decrease) in cash and cash equivalents | (146,005) | (193,475) | 25,084 |
| Cash and cash equivalents at the beginning of the year | 7 237,654 | 237,654 | 212,570 |
| Cash and cash equivalents at the end of the year | 7 91,649 | 44,179 | 237,654 |

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 2025

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 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 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.

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

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 490,430 | 417,249 | 444,909 |
| Teachers' Salaries Grants | 688,052 | 680,000 | 602,975 |
| Use of Land and Buildings Grants | 258,177 | 255,000 | 273,874 |
| Ka Ora, Ka Ako - Healthy School Lunches Programme | 64,642 | - | 115,009 |
| Other Government Grants | 10,998 | - | - |
| | <u>1,512,299</u> | <u>1,352,249</u> | <u>1,436,767</u> |

3. Locally Raised Funds

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

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| <i>Revenue</i> | | | |
| Donations & Bequests | 3,875 | - | 9,322 |
| Fees for Extra Curricular Activities | 19,202 | - | 8,057 |
| Trading | 5,364 | - | 2,749 |
| | <u>28,441</u> | <u>-</u> | <u>20,128</u> |
| <i>Expenses</i> | | | |
| Extra Curricular Activities Costs | 14,993 | - | 6,219 |
| Trading | 5,737 | - | 3,867 |
| | <u>20,730</u> | <u>-</u> | <u>10,086</u> |
| <i>Surplus for the year Locally raised funds</i> | <u>7,711</u> | <u>-</u> | <u>10,042</u> |

4 Learning Resources

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|------------------------------|----------------------|-------------------------------------|----------------------|
| Curricular | 36,705 | 42,558 | 25,407 |
| Employee Benefits - Salaries | 819,209 | 815,000 | 721,040 |
| Staff Development | 7,651 | 9,000 | 9,929 |
| Depreciation | 31,839 | 28,600 | 32,124 |
| | <u>895,404</u> | <u>895,158</u> | <u>788,500</u> |

5. Administration

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Audit Fee | 12,518 | 9,856 | 9,856 |
| Board of Trustees Fees & Expenses | 6,964 | 6,835 | 6,042 |
| Ka Ora, Ka Ako - Healthy School Lunches Programme | 64,642 | - | 115,009 |
| Other Administration Expenses | 23,839 | 24,860 | 22,021 |
| Employee Benefits - Salaries | 50,648 | 40,000 | 58,991 |
| | <u>158,611</u> | <u>81,551</u> | <u>211,919</u> |



6. Property

| | 2025 | 2025 | 2024 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Cyclical Maintenance Provision | 13,908 | 5,000 | 34,534 |
| Other Property Expenses | 11,926 | 10,500 | 11,489 |
| Heat, Light and Water | 17,934 | 18,000 | 18,993 |
| Rates | 6,612 | 3,500 | 3,261 |
| Repairs and Maintenance | 45,613 | 30,610 | 36,745 |
| Use of Land and Buildings - Non-Integrated | 258,177 | 255,000 | 273,874 |
| Employee Benefits - Salaries | 36,179 | 38,000 | 35,667 |
| | <u>390,349</u> | <u>360,610</u> | <u>414,563</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 | 2025 | 2024 |
|---|---------------|---------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Cash on Hand | 48 | 400 | 400 |
| Bank Accounts | 91,601 | 43,779 | 237,254 |
| Cash and cash equivalents for Statement of Cash Flows | <u>91,649</u> | <u>44,179</u> | <u>237,654</u> |

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

Of the \$91,649 Cash and Cash Equivalents, \$14,526 is held by the School on behalf of the RTL B cluster. See note 16 for details of how the funding received for the cluster has been spent in the year

8. Accounts Receivable

| | 2025 | 2025 | 2024 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Debtors | - | - | - |
| Debtor Ministry of Education | 6,726 | - | 4,205 |
| Interest Accrued | 1,754 | - | 2,998 |
| Teacher Salaries Grant Receivable | 193,520 | 190,000 | 188,344 |
| | <u>202,000</u> | <u>190,000</u> | <u>195,547</u> |
| Receivables from Exchange Transactions | 1,754 | - | 2,998 |
| Receivables from Non-Exchange Transactions | 200,246 | 190,000 | 192,549 |
| | <u>202,000</u> | <u>190,000</u> | <u>195,547</u> |

9. Investments

The School's investment activities are classified as follows:

| | 2025 | 2025 | 2024 |
|--------------------------|---------|-------------|---------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Current Asset | | | |
| Short-term Bank Deposits | 208,767 | 200,000 | 141,811 |

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2025.



10. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|------------------------------------|-----------------------------|---------------|-----------|------------|-----------------|----------------|
| 2025 | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 71,826 | 8,222 | - | - | (3,867) | 76,181 |
| Furniture and Equipment | 8,797 | 5,251 | - | - | (1,438) | 12,610 |
| Information and Communication | 2,091 | 17,848 | - | - | (1,305) | 18,634 |
| Plant | 34,588 | - | - | - | (5,590) | 28,998 |
| Leased Assets | 50,796 | - | - | - | (19,613) | 31,183 |
| Library Resources | 26 | - | - | - | (26) | - |
| Balance at 31 December 2025 | 168,124 | 31,321 | - | - | (31,839) | 167,606 |

The RTLB Cluster has a leased photocopier. Depreciation of \$6,272 (2024: \$6,272) is allocated to RTLB expenses.

| | 2025 Cost or Valuation \$ | 2025 Accumulated Depreciation \$ | 2025 Net Book Value \$ | 2024 Cost or Valuation \$ | 2024 Accumulated Depreciation \$ | 2024 Net Book Value \$ |
|-------------------------------|------------------------------------|---|---------------------------------|------------------------------------|---|---------------------------------|
| Buildings | 221,331 | (145,150) | 76,181 | 213,108 | (141,282) | 71,826 |
| Furniture and Equipment | 53,982 | (41,372) | 12,610 | 48,732 | (39,935) | 8,797 |
| Information and Communication | 46,993 | (28,359) | 18,634 | 29,145 | (27,054) | 2,091 |
| Plant | 122,864 | (93,866) | 28,998 | 122,864 | (88,276) | 34,588 |
| Leased Assets | 83,842 | (52,659) | 31,183 | 83,842 | (33,046) | 50,796 |
| Library Resources | 11,138 | (11,138) | - | 11,138 | (11,112) | 26 |
| Balance at 31 December | 540,150 | (372,544) | 167,606 | 508,829 | (340,705) | 168,124 |

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

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Creditors | 31,250 | 10,000 | 12,145 |
| Employee Benefits Payable - Salaries | 193,520 | 190,000 | 188,344 |
| Employee Benefits Payable - Leave Accrual | 3,818 | 5,000 | 5,614 |
| | 228,588 | 205,000 | 206,103 |
| Payables for Exchange Transactions | 228,588 | 205,000 | 206,103 |
| | 228,588 | 205,000 | 206,103 |

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Grants in Advance - Ministry of Education | 7,417 | - | 14,187 |
| Funds Held on Behalf of Third Parties | - | - | 3,875 |
| | 7,417 | - | 18,062 |



13. Provision for Cyclical Maintenance

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 29,963 | 29,963 | 42,556 |
| Increase to the Provision During the Year | 13,908 | 5,000 | 34,534 |
| Use of the Provision During the Year | - | - | (47,127) |
| Provision at the End of the Year | <u>43,871</u> | <u>34,963</u> | <u>29,963</u> |
| Cyclical Maintenance - Current | 6,904 | 6,800 | 6,683 |
| Cyclical Maintenance - Non current | 36,967 | 28,163 | 23,280 |
| | <u>43,871</u> | <u>34,963</u> | <u>29,963</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:

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 17,029 | 17,000 | 19,970 |
| Later than One Year | 11,979 | 12,008 | 29,008 |
| | <u>29,008</u> | <u>29,008</u> | <u>48,978</u> |
| Represented by | | | |
| Finance lease liability - Current | 17,029 | 17,000 | 19,970 |
| Finance lease liability - Non current | 11,979 | 12,008 | 29,008 |
| | <u>29,008</u> | <u>29,008</u> | <u>48,978</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.

| | 2025 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Closing Balances \$ |
|------------------------------------|--------------------|---------------------------|----------------------------|------------------|---------------------------|
| Food Technology Room | <i>in progress</i> | 102,072 | | (110,861) | (8,789) |
| RTLB Roof & Windows | <i>completed</i> | - | 11,331 | (11,331) | - |
| Implement Shed | <i>in progress</i> | 39,897 | 1,421 | (41,318) | - |
| Pool Upgrade | <i>Cancelled</i> | - | 145,837 | (153,551) | (7,714) |
| Totals | | <u>141,969</u> | <u>158,589</u> | <u>(317,061)</u> | <u>(16,503)</u> |
| | 2024 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Closing Balances \$ |
| 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 | 7,393 | (21,867) | 39,897 |
| 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> |



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.

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| <i>Revenue</i> | | | |
| Teachers' Salary Grant | 1,350,717 | 1,405,000 | 1,406,916 |
| Administration Grant | 46,017 | 46,017 | 48,639 |
| Learning Support Funding | 98,759 | 98,759 | 95,883 |
| Travel grant | 82,122 | 82,122 | 88,965 |
| Interest | 519 | 100 | 1,974 |
| Other | 7,851 | 5,062 | 6,491 |
| Income received prior years spent in current year (income not spent) | 2,488 | | 2,095 |
| | <u>1,588,473</u> | <u>1,637,060</u> | <u>1,650,963</u> |
| <i>Expenses</i> | | | |
| Employee Benefit - Salaries | 1,350,717 | 1,405,000 | 1,406,916 |
| Payment to MOE | - | - | 3,263 |
| Administration | 101,403 | 90,060 | 89,882 |
| Learning Support | 66,662 | 83,000 | 75,106 |
| Travel | 69,691 | 59,000 | 75,796 |
| | <u>1,588,473</u> | <u>1,637,060</u> | <u>1,650,963</u> |
| Funds held at beginning of the year | 17,014 | 17,014 | 19,109 |
| Year end liability Adjustments | (2,488) | - | (2,095) |
| Funds Held at Year End | <u>14,526</u> | <u>17,014</u> | <u>17,014</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.

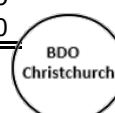
Mr Wayne Markham is the principals husband whose services have been used for maintenance. Because the total value of all transactions is less than \$25,000 for the year, the Board is not required Ministry conflict of interest approval under section 103 of the Education Act 1989.

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.

| | 2025 Actual \$ | 2024 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 2,525 | 2,765 |
| <i>Leadership Team</i> | | |
| Remuneration | 289,964 | 276,860 |
| Full-time equivalent members | 2 | 2 |
| Total key management personnel remuneration | <u>292,489</u> | <u>279,625</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 8 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:

| | 2025 | 2024 |
|--|---------------|---------------|
| | Actual | Actual |
| Salaries and Other Short-term Employee Benefits: | \$000 | \$000 |
| Salary and Other Payments | 160-170 | 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:

| Remuneration | 2025 | 2024 |
|---------------------|-------------------|-------------------|
| \$000 | FTE Number | FTE Number |
| 100 - 110 | 10 | 10 |
| 110 - 120 | 1 | 1 |
| 120 - 130 | 1 | 1 |
| | <u>12</u> | <u>12</u> |

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:

| | 2025 | 2024 |
|------------------|---------------|---------------|
| | Actual | Actual |
| 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 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 no commitments (2024:192,721)

(b) Operating Commitments

As at 31 December 2025 the Board has no operating contracts:

(Operating commitments at 31 December 2024: 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

| | 2025 | 2025 | 2024 |
|-----------------------------|---------|-------------|---------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Cash and Cash Equivalents | 91,649 | 44,179 | 237,654 |
| Receivables | 202,000 | 190,000 | 195,547 |
| Investments - Term Deposits | 208,767 | 200,000 | 141,811 |
| Total Cash and Receivables | 502,416 | 434,179 | 575,012 |

Financial liabilities measured at amortised cost

| | | | |
|--|---------|---------|---------|
| Payables | 228,588 | 205,000 | 206,103 |
| Finance Leases | 29,008 | 29,008 | 48,978 |
| Total Financial Liabilities Measured at Amortised Cost | 257,596 | 234,008 | 255,081 |

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 2025

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 pages 2 to 16, 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.

Opinion

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 26 May 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 a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. 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 the Variance and Achievement Report, Report on principles of being a Good Employer, and Statement of KiwiSport funding.

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.



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



Te Kura O Cobden Cobden School

End-of-year Variance and Achievement Report 2025

INTRODUCTION

2025 has been a year of significant transformation for Te Kura o Cobden. We are operating in a phase of extreme change across curriculum, assessment, and reporting systems. As national curriculum expectations shift and new approaches—such as Structured Literacy and revised English and Mathematics progressions—are embedded, our assessment practices have evolved accordingly.

Our teaching staff, many of whom bring extensive experience and deep professional judgement, have taken a deliberately cautious and conservative approach to overall teacher judgements (OTJs). Data has been closely scrutinised to ensure accuracy, consistency, and integrity during this transition period.

This report summarises student achievement outcomes across Reading, Writing, and Mathematics, alongside Māori achievement, whānau engagement, wellbeing, attendance patterns, and progress toward the 2025 Strategic Goals.

STRATEGIC GOAL 1 – Strengthening Partnerships with Iwi & Whānau

Statement of Variance Table (2025)

| ACTION | ACTIONS COMPLETED | EVIDENCE | VARIANCE | NEXT STEPS |
|--|---|---|--|---|
| Implemented Te Reo Māori Progressions Whānau-led Matariki event Increased iwi visibility across school | <ul style="list-style-type: none"> Deepen iwi-school co-design of curriculum and learning programmes through an annual iwi-school partnership plan. Map and embed pūrākau integration scope across Year 0–8 to enrich local curriculum. Continue to honour Te Tiriti o Waitangi in all planning and practice. Strengthen Te Reo Māori progressions with consistent monitoring and moderation. Improve home-school communication and visibility of local curriculum learning. Expand whānau-led workshops, learning celebrations, and cultural events such as Matariki. Embed an annual whānau voice cycle and gather iwi, whānau, and ākonga feedback to guide school direction. Strengthen community visibility of learning progress. Expand attendance storytelling and communication to celebrate success and reinforce expectations. | Progressions used consistently across classrooms High whānau attendance; iwi leadership visible Iwi present at events, consultation hui, and review of local curriculum | Still embedding consistency schoolwide Limited participation from some groups Partnership still developing in regular cycles | <ul style="list-style-type: none"> Develop annual iwi-school partnership plan. Grow whānau-led workshops and events. Map pūrākau integration scope across Years 0–8. Embed annual whānau voice cycle. Strengthen community visibility of learning progress. Expand attendance storytelling and communication. |

NARRATIVE SUMMARY

Partnership with Te Rūnanga o Ngāti Waewae strengthened throughout 2025, with increased iwi visibility, participation in cultural events, and whānau-led learning celebrations. Te Reo Māori progressions were embedded across all classrooms, improving consistency of language and cultural instruction.

STRATEGIC GOAL 2 – Teaching, Learning & Curriculum Implementation

Statement of Variance Table (2025)

| ACTION | ACTIONS COMPLETED | EVIDENCE | VARIANCE | NEXT STEPS |
|--|--|---|--|---|
| Structured Literacy implementation Assessment & Reporting Plan implemented Maths PLD including problem-solving | <ul style="list-style-type: none"> Embed Structured Literacy schoolwide, completing Cohort 5 and ensuring consistent routines. Prioritise writing instruction and middle-band acceleration through modelling, scaffolds, and progressions. Continue Mathematics PLD and decide on adoption/adaptation of Maths No Problem! Evaluate resources and strengthen explicit teaching aligned with Te Mātaiaho. Draft one year plan. Use data systematically to adjust interventions and track accelerated progress. Increase cross-team collaborative moderation to grow teacher confidence and ensure curriculum consistency. Refine Assessment Plan as new requirements were released. | Cohort 3 & 4 completed; phonics progress improving Common tools agreed and used across teams Higher maths achievement; Māori learners performing strongly | Curriculum recalibration affected reading/writing informed decisions Variation in teacher confidence Curriculum refresh has meant localised curriculum planning has been stalled | <ul style="list-style-type: none"> Embed Structured Literacy school-wide. Implement full 2026 local curriculum plan. Continue using an adaptation of Maths No Problem! Increase cross-team moderation for curriculum consistency. Strengthen systematic use of Assessment & Tracking Plan. |

NARRATIVE SUMMARY

The implementation of the refreshed curriculum and Structured Literacy has led to positive shifts in classroom practice. During this transition year, teacher moderation and increased caution in teacher judgment have resulted in more conservative literacy data trends.

Maths showed strong upward shifts due to consistent pedagogy and targeted PLD.

| ACTION | ACTIONS COMPLETED | EVIDENCE | VARIANCE | NEXT STEPS |
|--|--|--|--|---|
| CPS + PB4L alignment SENCO-led attendance & wellbeing support Property upgrades (tech space, pool) | <ul style="list-style-type: none"> Strengthen CPS coaching and deliver refresher workshops (Plans B & C) to support consistent, proactive behaviour practice. Deepen Healthy Active Learning initiatives to promote holistic wellbeing. Monitor Tier 1–3 wellbeing and learning interventions through the new LSC role. Build a stronger schoolwide attendance culture using the Attendance Management Plan (AMP) and STAR plans with a clear monitoring cycle. Act early for students below 90% attendance with targeted, whānau-centred plans and proactive interventions. Drive engagement through leadership, cultural programmes, and holistic wellbeing initiatives. Use behaviour, wellbeing, and attendance data termly to guide planning and interventions. Increase proactive early interventions for at-risk attendance. Continue upgrading property and learning environments to support positive behaviour and engagement. | Calmer classrooms, fewer escalations Reduced chronic absence; improved agency collaboration Tech space under construction; pool strengthening underway | Need deeper use of Plans B & C Some persistent absence remains Pool delays impacted access | <ul style="list-style-type: none"> Implement AMP & STAR plans with monitoring cycle. Deliver CPS refresher workshops (Plans B & C). Use behaviour data termly to guide interventions. Deepen Healthy Active Learning initiatives. Increase proactive early interventions for at-risk attendance. |

SENCO → LSC TRANSITION STATEMENT

In 2025, the school operated with a SENCO overseeing learning support systems, wellbeing coordination, and agency liaison. As part of Te Kura o Cobden's ongoing alignment with national learning support structures—and to strengthen Tier 1, Tier 2, and Tier 3 intervention pathways—the school will transition from a SENCO model to a Learning Support Coordinator (LSC) model in 2026. This shift will enhance service coordination, streamline referrals, support early identification of learning needs, and further strengthen partnerships with whānau, specialists, and external agencies.

ACHIEVEMENT ANALYSIS 2025

ATTENDANCE

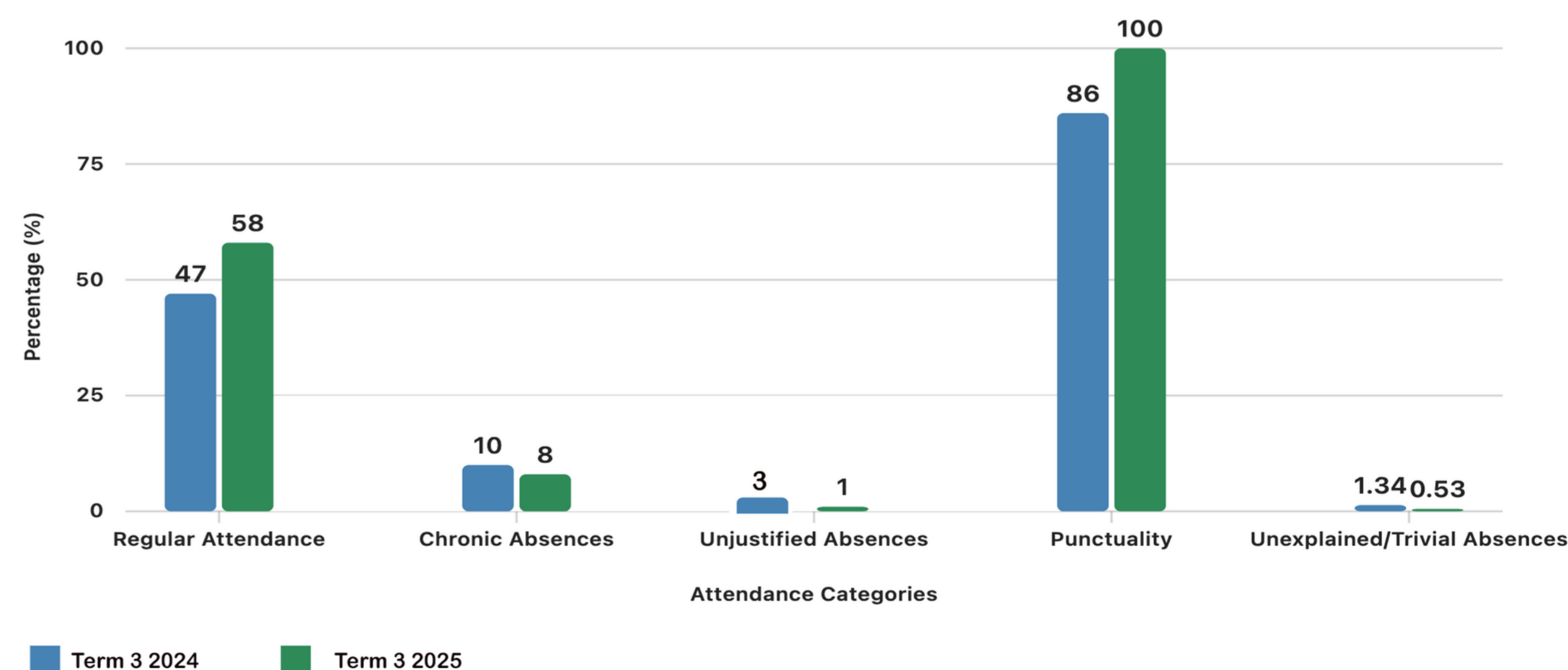
This year Cobden completed the Attendance Plan with clear expectations for attendance as well as information about our Stepped Attendance Response (STAR) Plan.

Cobden School began its targeted attendance campaign in 2023 and, by 2025, strengthened its approach by sharing termly attendance updates from the Ministry of Education with the wider community. These updates highlighted progress and reinforced a shared goal: achieving 80% of students attending more than 90% of the time. Through a combination of social media engagement, transparent data sharing, and interactive initiatives such as giveaways and surveys, the school promoted its Attendance Plan and strategic priorities, focusing on collaboration, wellbeing, and clear communication—all with the strong commitment to *make every school day count*. This approach not only raised awareness but also drove measurable improvements—**reducing chronic and unjustified absences**, boosting punctuality, and strengthening home–school relationships. By celebrating progress and inviting whānau voice, Cobden School reinforced the message that regular attendance is key to learning success and community wellbeing.

As a result of targeted interentions,

- ✓ **1. Significant Increase in Regular Attendance:** Term 1 regular attendance improved from 47% in 2024 to 58% in 2025, showing strong early-year engagement.
- ✓ **2. Drop in Chronic Absences:** Chronic absence reduced from 10% to 8% between Term 3 2024 and Term 3 2025, even during winter months.
- ✓ **3. Lowest Unjustified Absences in Five Years:** Unjustified absences fell to just 1%, the best result in five years, thanks to proactive whānau engagement and follow-up systems.
- ✓ **4. Big Gains in Punctuality:** On-time arrival soared from 86% in Term 3 2024 to 100% in Term 3 2025, a massive improvement in readiness for learning.
- ✓ **5. Improved Data Accuracy:** Absence coding is now highly accurate, with most absences correctly recorded as medical/illness due to strong communication between home and school.
- ✓ **6. Reduction in Unexplained/Trivial Absences:** These absences dropped from 1.34% to 0.53%, showing better whānau-school collaboration and understanding of attendance expectations.
- ✓ **7. Increased Whānau Engagement:** Social media campaigns, giveaways, and surveys boosted community involvement, with attendance becoming the top priority (70.4%) in strategic planning feedback.
- ✓ **8. Positive Trend Despite National Challenges:** While national attendance dipped, Cobden maintained 40% regular attendance through winter, showing resilience and strong local strategies.

Attendance Shifts Between Term 3 2024 - Term 3 2025



Attendance improved for targeted ākonga due to strengthened monitoring, SENCO/agency collaboration, and whānau communication. Chronic absenteeism reduced, though pockets of persistent absence remain.

- The school's next steps include:
- LSC-led Tier 2/3 plans
 - increased whānau communication
 - attendance culture-building schoolwide
 - continued agency partnerships

READING

Key Findings

- Needs Support reduced from 24% → 20%
- Proficient, stable at 42–43%
- Māori outperform All (73% At/Above vs 67%)

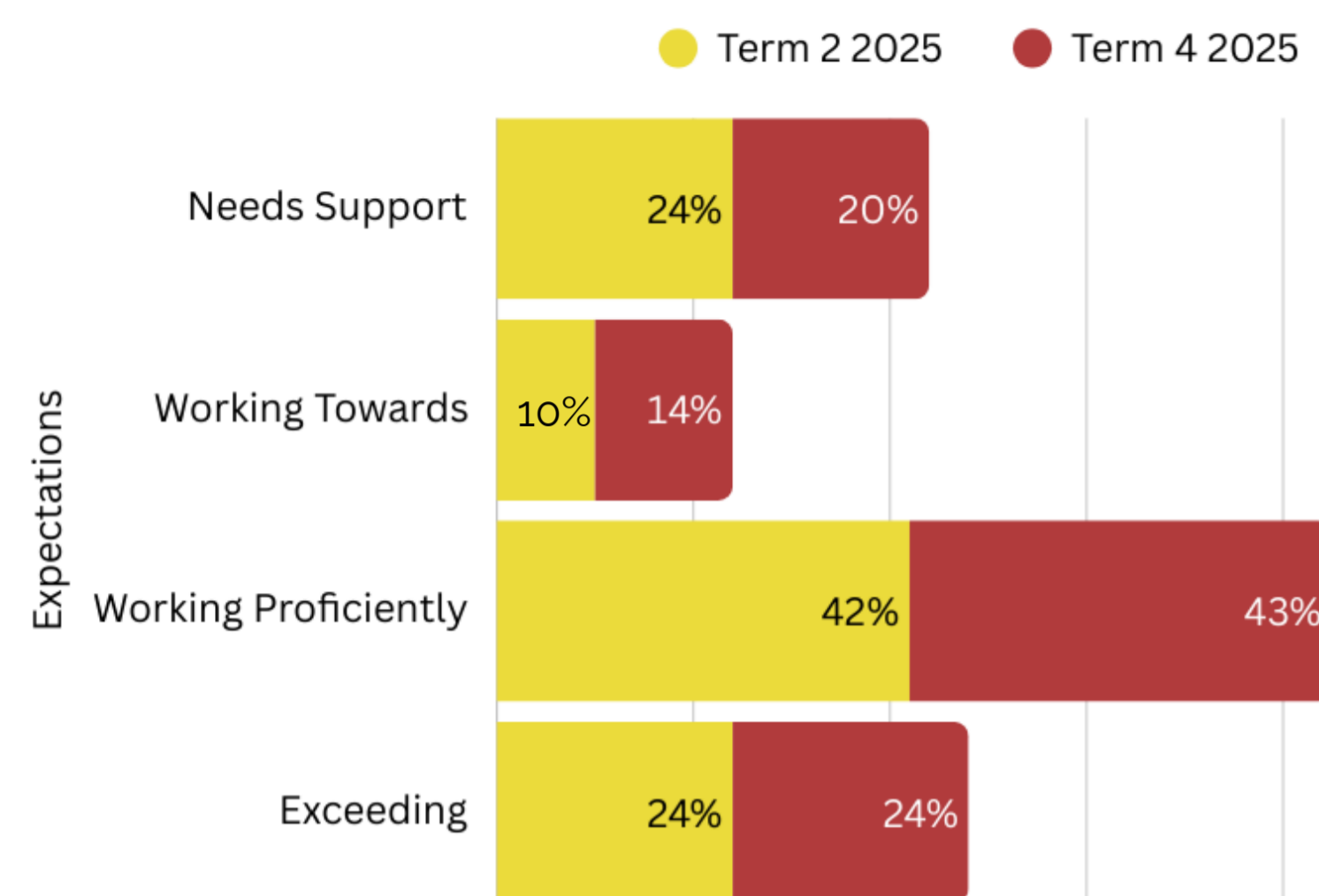
Interpretation

Reading remained stable during curriculum transition, with shifts reflecting conservative teacher judgement and strengthened assessment accuracy.

Summary of Reading Achievement (2025)

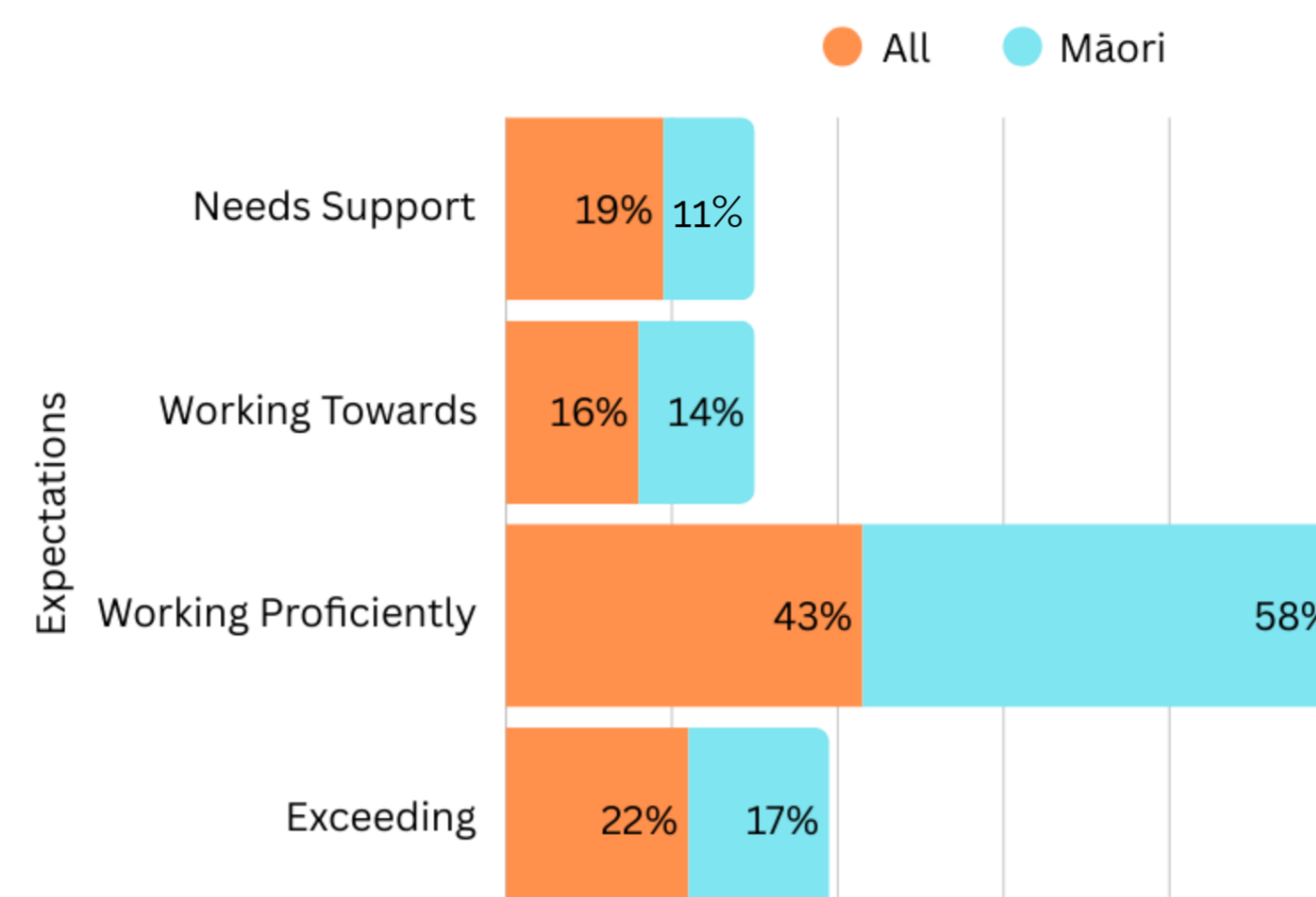
Needs Support reduced from 24% to 20% (from Term 2 to Term 4), showing improvement for learners requiring extra help. Proficient remained stable at 42–43%, indicating consistent achievement. Māori learners outperformed overall cohorts, with 73% At/Above compared to 67% for all students. Interpretation Reading stayed steady during curriculum transition, reflecting conservative teacher judgment and improved assessment accuracy. Term 4 data shows most students are Working Proficiently or Exceeding, with Māori maintaining strong performance across both terms.

Reading Term 2 & Term 4 2025

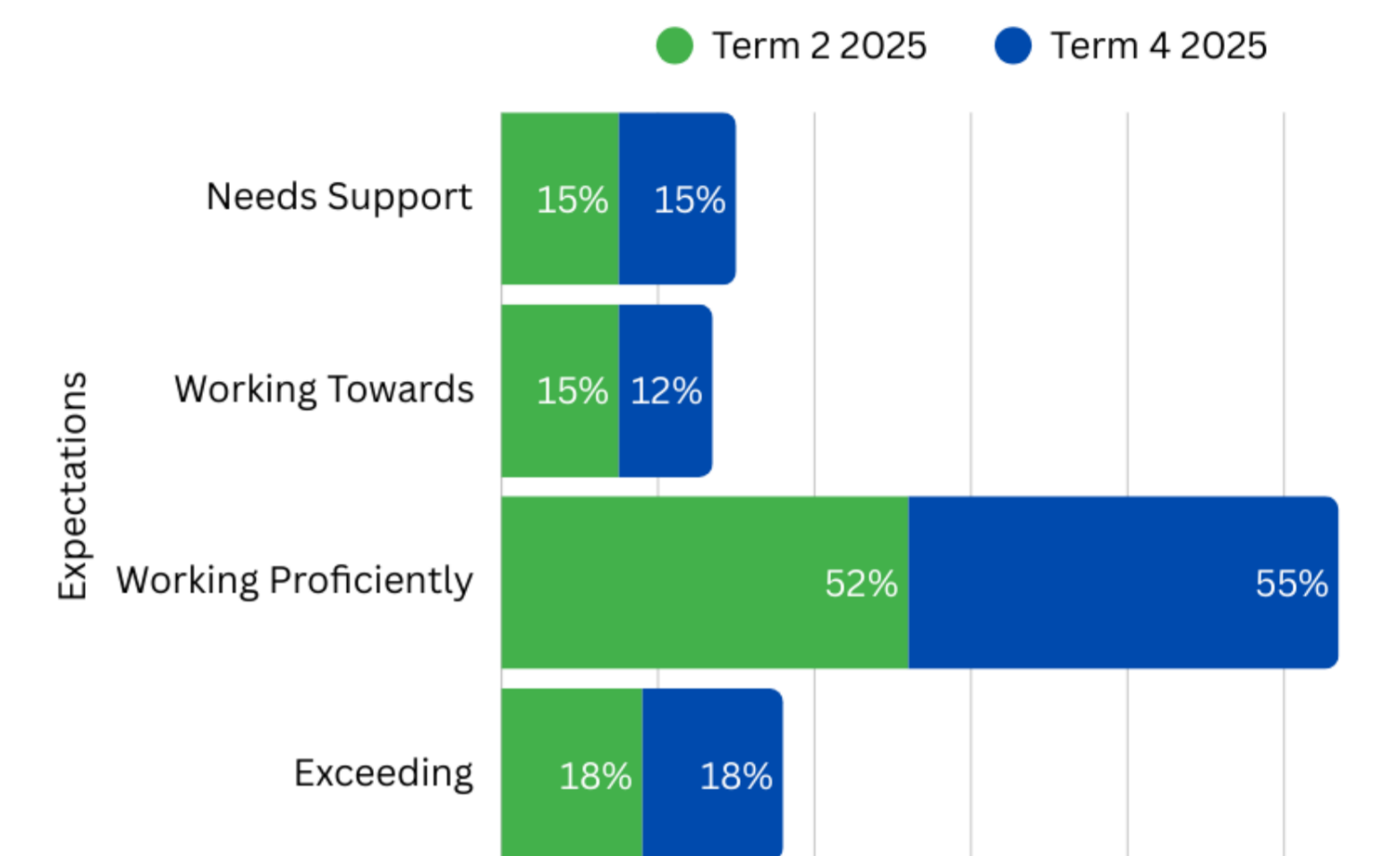


* Term 2 and Term 4 data reflects students who attended during both terms

Reading Comparison Term 4 2025



Māori Reading Term 2 & 4 2025



* Term 2 and Term 4 data reflects students who attended during both terms

WRITING

Key Findings

- Needs Support: 26% → 18%
- Proficient: 39% → 48%
- Māori writing similar or above All

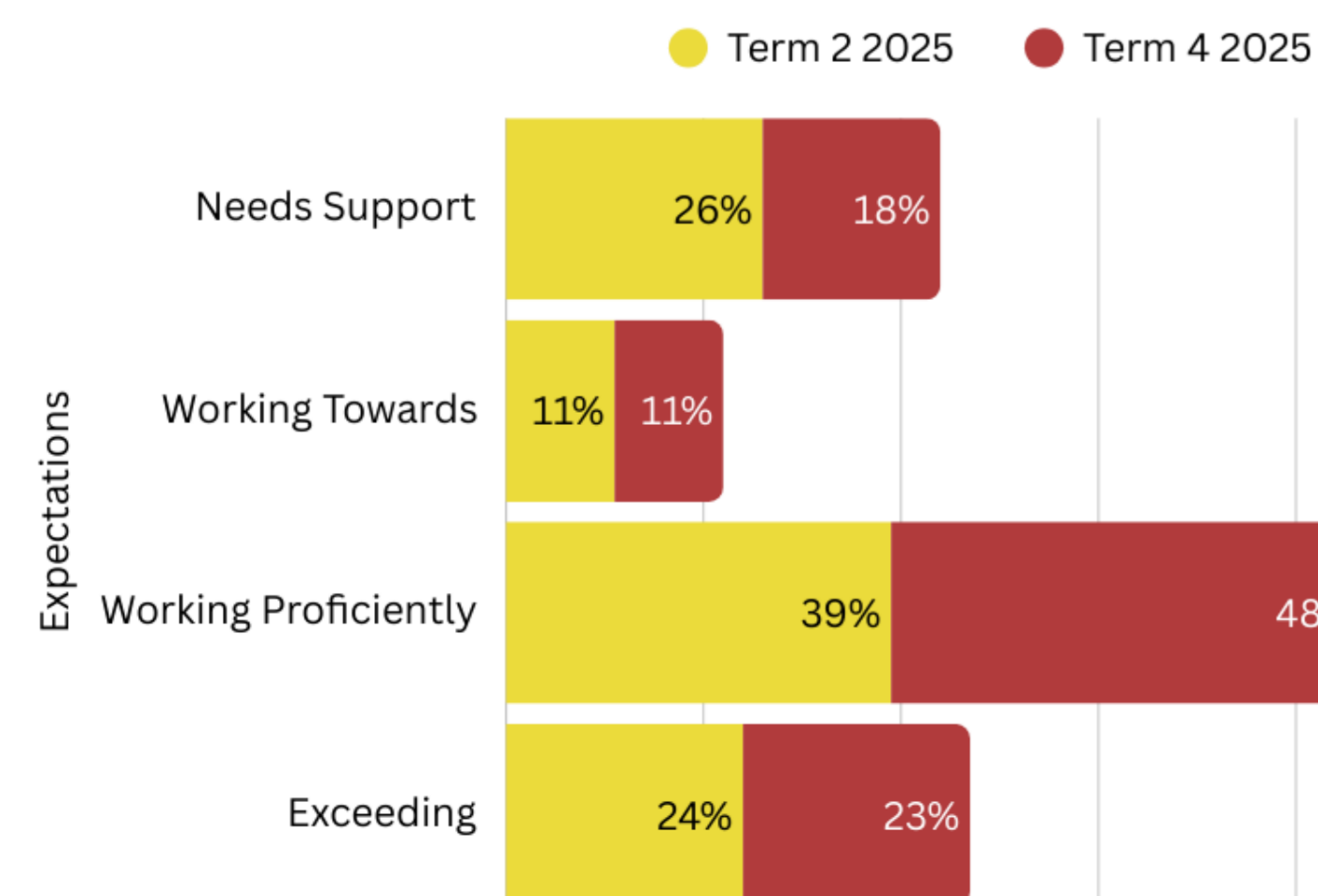
Interpretation

Writing improved despite being the most impacted by the curriculum change. Teacher moderation was tighter, contributing to conservative results

Summary of Writing Achievement (2025)

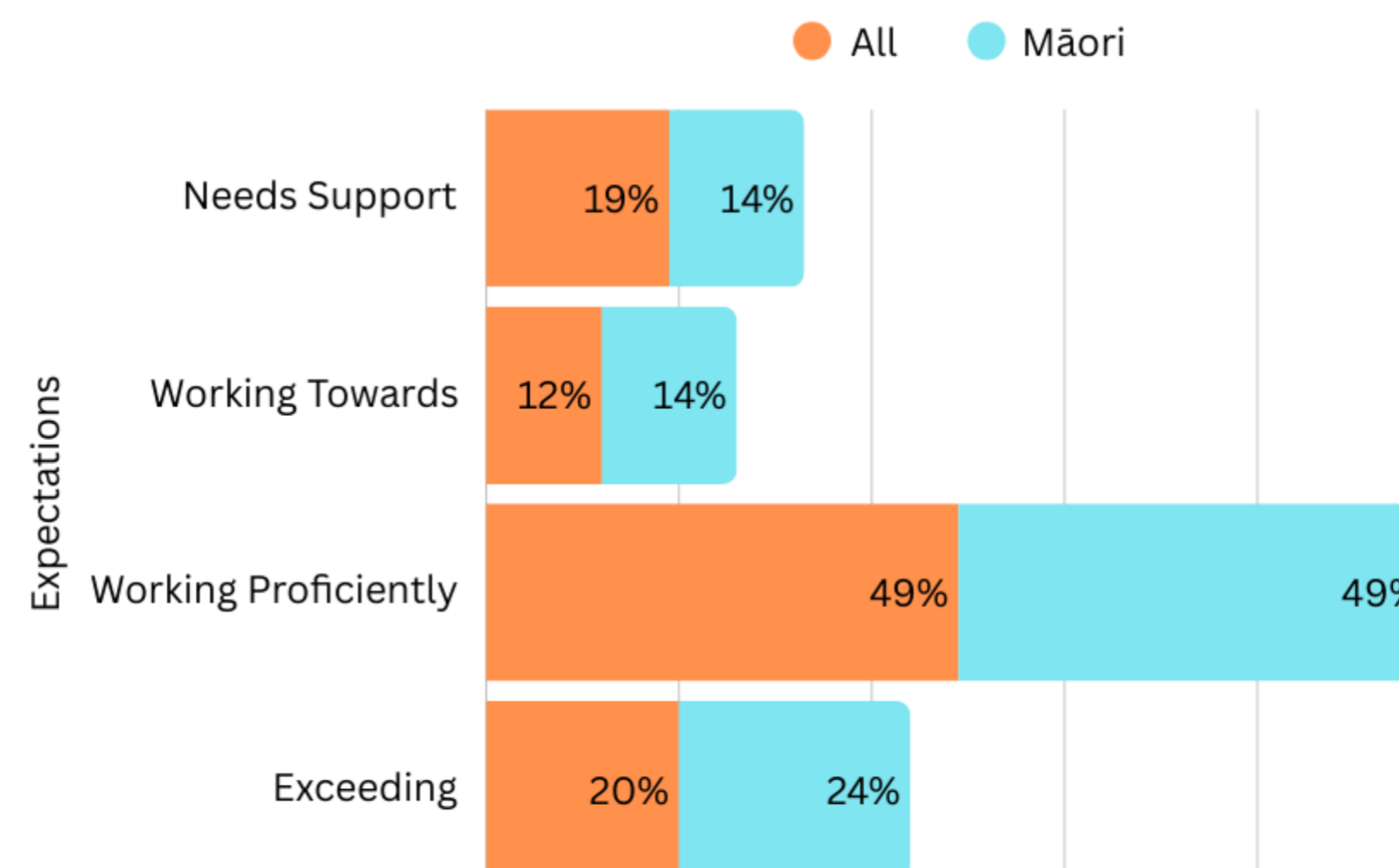
Needs Support reduced significantly from 26% to 18%, showing strong improvement for learners requiring extra help. Proficient increased from 39% to 48%, indicating notable progress in writing capability. Māori learners performed similar to or above overall cohorts, maintaining equity in achievement. Writing improved despite being the most impacted by curriculum changes, with tighter teacher moderation contributing to conservative results. While writing achievement improved across the whole school from Term 2 to Term 4, Māori showed even greater progress, with a more pronounced shift into working proficiently and a sharper decline in those needing support.

Writing Term 2 & Term 4 2025

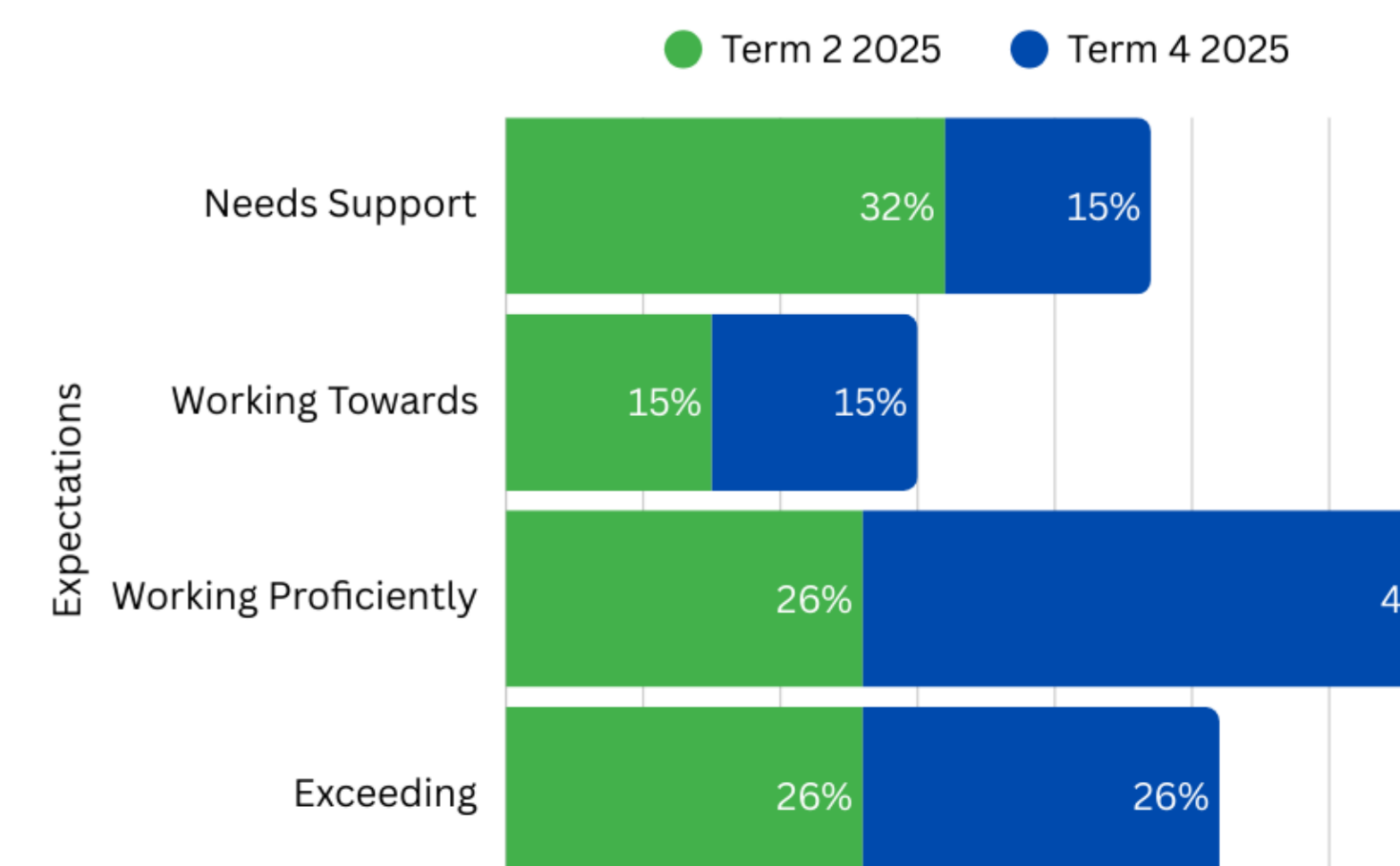


* Term 2 and Term 4 data reflects students who attended during both terms

Writing Comparison Term 4 2025



Māori Writing Term 2 & 4 2025



* Term 2 and Term 4 data reflects students who attended during both terms

MATHEMATICS

Key Findings

- "Working Towards" dropped dramatically: 34% → 9%
- Māori learners = 94% At/Above
- Exceeding doubled

Interpretation

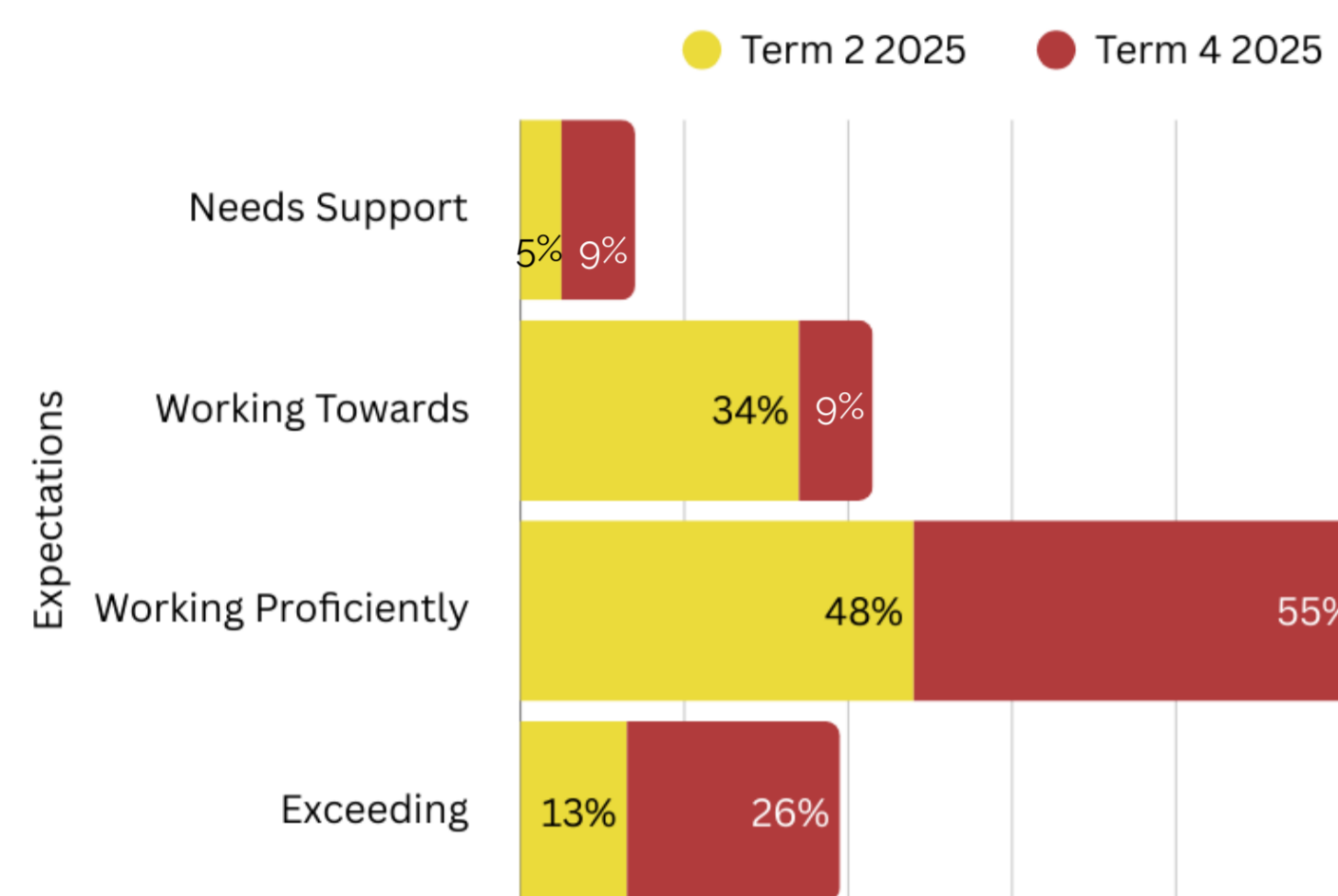
Maths showed strong consistency and clear instructional impact from PLD and structured progressions.

Summary of Maths Achievement (2025)

"Working Towards" dropped sharply from 34% to 9%, showing significant improvement. "Exceeding" doubled from 13% to 26%, reflecting strong gains at the top end. Māori learners achieved 94% At/Above, outperforming overall cohorts. Maths remained consistent and showed clear instructional impact from PLD and structured progressions, despite curriculum changes.

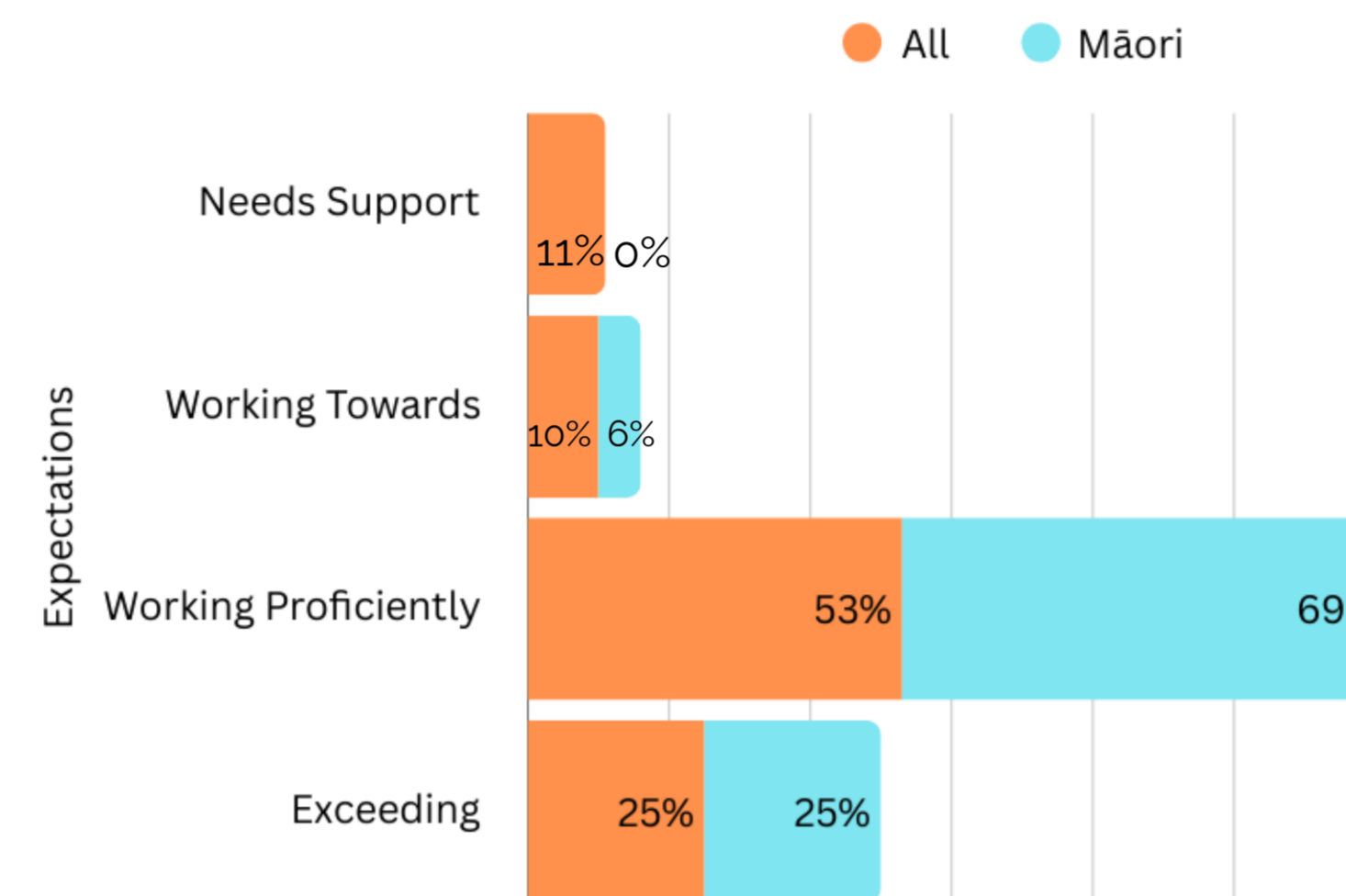
Term 4 data confirms most students are Working Proficiently or Exceeding, with Māori sustaining exceptional performance.

Maths Term 2 & Term 4 2025

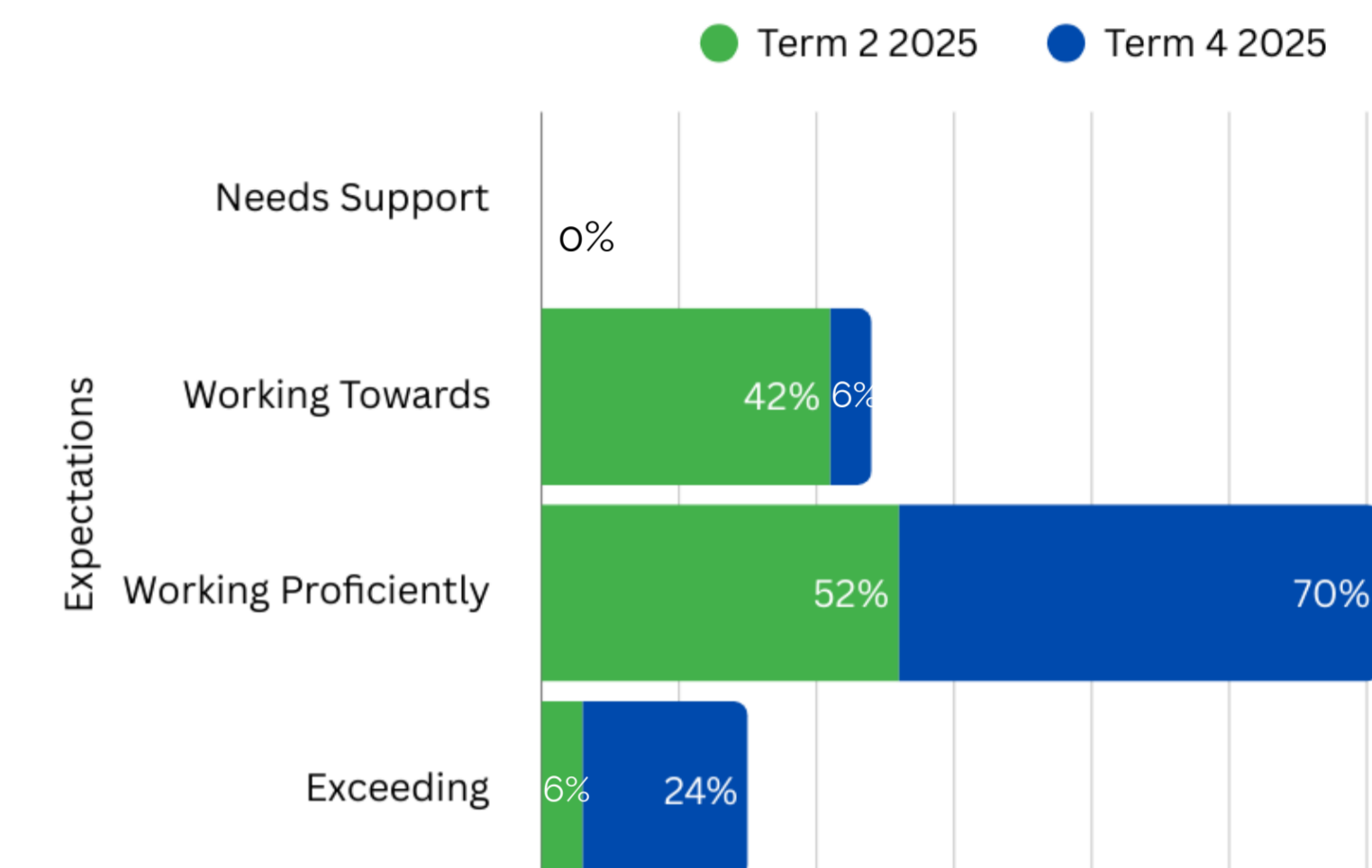


* Term 2 and Term 4 data reflects students who attended during both terms

Maths Comparison Term 4 2025



Māori Maths Term 2 & 4 2025



* Term 2 and Term 4 data reflects students who attended during both terms

MĀORI vs ALL LEARNERS

Highlights

- **Maths:** Māori 94% At/Above (significantly higher than the whole cohort)
- **Reading:** Māori 73% At/Above
- **Writing:** Māori achievement aligned with or slightly above all learners

SUMMARY 2025

Key Strengths

- Māori achievement is very strong
- Maths improved significantly
- Writing improved despite the curriculum shift
- Whānau and iwi engagement grew
- SENCO systems strengthened wellbeing and attendance
- Although updated assessment guidance from the Ministry remains limited, teachers have strengthened their expertise in English and Mathematics and have taken a cautious, well-considered approach to making overall teacher judgements.

Challenges

- English and Mathematics & Statistics are still experiencing curriculum recalibration
- Attendance requires continued focus
- Structured Literacy consistency is still being embedded
- Teachers are working without clear, updated assessment guidance from the Ministry, resulting in cautious and conservative OTJs during this transition period

IN CONCLUSION

Te Kura o Cobden navigated a year of significant curriculum change, embedding Structured Literacy and building familiarity with the refreshed English and Mathematics & Statistics phases. Teachers adopted a cautious approach to making informed decisions, ensuring accuracy and consistency during this period of change. Key successes included strong Māori achievement across all areas, particularly Mathematics (94% At/Above), and notable improvements in Writing (Needs Support reduced from 26% to 18%). Maths achievement surged due to targeted PLD and consistent pedagogy, while whānau and iwi partnerships strengthened through cultural events and curriculum co-design initiatives. Attendance improved for targeted learners, supported by SENCO-led wellbeing systems and agency collaboration.

Successes and Impact

- Curriculum & Teaching: Structured Literacy implementation advanced, and maths progressions drove significant gains. Writing improved despite curriculum recalibration.
- Partnerships: Increased iwi visibility and whānau-led events enhanced cultural engagement and strengthened Te Reo Māori progressions.
- Wellbeing & Attendance: Reduced chronic absenteeism and calmer classrooms through CPS + PB4L alignment and SENCO systems. These achievements reflect deliberate, evidence-based practice and strong community collaboration during a challenging transition year.

Next Steps for 2026

The focus will shift to embedding consistency and deepening impact. Priorities include completing Structured Literacy Cohort 5, refining assessment and tracking systems, and continuing Mathematics PLD. Strengthening iwi-school partnerships through co-design, expanding whānau-led celebrations, and improving home-school communication remain key. Attendance culture-building will be supported by the new Learning Support Coordinator role, proactive Tier 2/3 interventions, and data-driven planning. Overall, 2026 aims to consolidate gains, accelerate progress, and align fully with Te Mātaiao while maintaining strong wellbeing and engagement systems.

Footnote

Te Kura o Cobden's actions in 2025 demonstrate clear, deliberate alignment with the National Education and Learning Priorities (NELP) across all key areas of responsibility. The school's work reflects a sustained commitment to equity, cultural responsiveness, high-quality teaching and learning, and strong partnerships with iwi and whānau. This alignment is clearly evidenced throughout the achievement analyses and Statement of Variance tables, which show both the progress made and the targeted, strategic actions undertaken to support the progress, wellbeing, and success of all ākonga.

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 2025

| 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"> <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> |
| <p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p> | <ul style="list-style-type: none"> <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> |
| <p>How do you practise impartial selection of suitably qualified persons for an appointment?</p> | <ul style="list-style-type: none"> <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> |

| | |
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| <p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Māori, and Greater involvement of Māori in the Education service? | <ul style="list-style-type: none"> • <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> • <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> • <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> |
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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"> <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> <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> <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> <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> <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> |

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| <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> |
|--|---|

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

| Reporting on Equal Employment Opportunities (EEO) Programme/Policy | YES | NO |
|--|------------|-----------|
| 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 2025

Kiwi sport, 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 2025, our school received a total Kiwisport funding of \$1617.20, 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.