



**COCKLE BAY
SCHOOL**
STRIVE ON

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

Ministry Number: 1253

School Address: 28 Sandspit Road
Howick, Auckland 2014
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Howick, Auckland 2014
School Phone: 09 534 8333
School Email: principal@cocklebay.school.nz

School Principal: Dorothy Bigwood

COCKLE BAY SCHOOL

Annual Report - For the year ended 31 December 2021

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Cockle Bay School

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Jack Chi Fai Chiu
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

30 May 2022
Date:

Dorothy Bigwood
Full Name of Principal

[Signature]
Signature of Principal

30 May 2022
Date:

Cockle Bay School

Members of the Board of Trustees

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expires
Jack Chan	Chairperson	Elected May 2019	May 2022
Dorothy Bigwood	Principal	Ex officio	
Jared Dinneen	Parent Representative	Elected May 2019	May 2022
Michael Doeg	Parent Representative	Elected May 2019	May 2022
Nicole McHardy	Parent Representative	Elected May 2019	May 2022
Alistair Van Schalkwyk	Parent Representative	Elected May 2019	May 2022
Marie Todd	Staff Representative	Elected May 2019	May 2022

Cockle Bay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	5,606,228	5,425,391	5,641,396
Locally Raised Funds	3	408,653	265,100	509,355
Interest Income		8,226	8,000	24,817
Gain on Sale of Property, Plant and Equipment		2,730	-	7,014
International Students	4	47,822	24,500	47,406
		<u>6,073,659</u>	<u>5,722,991</u>	<u>6,229,988</u>
Expenses				
Locally Raised Funds	3	111,645	5,500	95,022
International Students	4	2,443	-	2,288
Learning Resources	5	3,940,188	3,831,027	3,856,316
Administration	6	287,962	295,891	296,812
Finance		4,652	5,261	5,465
Property	7	1,191,946	1,537,722	1,478,028
Depreciation	11	274,210	308,132	301,908
Loss on Disposal of Property, Plant and Equipment		5,115	-	1,903
		<u>5,818,161</u>	<u>5,983,533</u>	<u>6,037,742</u>
Net Surplus / (Deficit) for the year		255,498	(260,542)	192,246
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>255,498</u>	<u>(260,542)</u>	<u>192,246</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.

Cockle Bay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		2,582,629	2,582,629	2,374,338
Total comprehensive revenue and expense for the year		255,498	(260,542)	192,246
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	16,045
Equity at 31 December		2,838,127	2,322,087	2,582,629
Retained Earnings		2,838,127	2,322,087	2,582,629
Reserves		-	-	-
Equity at 31 December		2,838,127	2,322,087	2,582,629

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.

Cockle Bay School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	834,968	88,194	229,438
Accounts Receivable	9	323,268	256,377	256,377
GST Receivable		11,923	1,377	1,377
Prepayments		17,029	21,711	21,711
Investments	10	590,918	757,097	1,057,097
Funds held for Capital Works Projects	17	22,923	-	17,411
		<u>1,801,029</u>	<u>1,124,756</u>	<u>1,583,411</u>
Current Liabilities				
Accounts Payable	12	330,508	392,017	388,204
Revenue Received in Advance	13	71,243	60,000	156,797
Provision for Cyclical Maintenance	14	119,500	-	108,640
Finance Lease Liability	15	26,260	26,035	26,252
Funds held in Trust	16	4,788	-	3,813
Funds held for Capital Works Projects	17	40,359	-	1,902
		<u>592,658</u>	<u>478,052</u>	<u>685,608</u>
Working Capital Surplus/(Deficit)		1,208,371	646,704	897,803
Non-current Assets				
Investments		-	-	-
Property, Plant and Equipment	11	1,703,830	1,765,898	1,762,720
		<u>1,703,830</u>	<u>1,765,898</u>	<u>1,762,720</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	66,561	78,510	44,374
Finance Lease Liability	15	7,513	12,005	33,520
		<u>74,074</u>	<u>90,515</u>	<u>77,894</u>
Net Assets		<u><u>2,838,127</u></u>	<u><u>2,322,087</u></u>	<u><u>2,582,629</u></u>
Equity		<u><u>2,838,127</u></u>	<u><u>2,322,087</u></u>	<u><u>2,582,629</u></u>

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

Cockle Bay School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		1,308,738	1,161,373	1,301,897
Locally Raised Funds		396,972	(2,257)	482,280
Hostel		-	-	
International Students		(7,453)	(42,018)	36,017
Goods and Services Tax (net)		(10,546)	-	(6,913)
Payments to Employees		(667,007)	(592,243)	(695,250)
Payments to Suppliers		(674,672)	(633,595)	(608,221)
Interest Paid		(4,652)	(5,261)	(5,465)
Interest Received		10,374	10,148	29,287
Net cash from/(to) Operating Activities		351,754	(103,853)	533,632
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		2,730	-	7,014
Purchase of Property Plant & Equipment (and Intangibles)		(223,054)	(311,310)	(275,752)
Purchase of Investments		-	-	(130,398)
Proceeds from Sale of Investments		466,179	300,000	-
Net cash from/(to) Investing Activities		245,855	(11,310)	(399,136)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	(16,045)	16,045
Finance Lease Payments		(25,999)	(21,732)	(15,100)
Painting contract payments		-	-	
Loans Received/ Repayment of Loans		-	-	
Funds Administered on Behalf of Third Parties		33,920	11,696	(16,120)
Net cash from/(to) Financing Activities		7,921	(26,081)	(15,175)
Net increase/(decrease) in cash and cash equivalents		605,530	(141,244)	119,321
Cash and cash equivalents at the beginning of the year	8	229,438	229,438	110,117
Cash and cash equivalents at the end of the year	8	834,968	88,194	229,438

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Cockle Bay School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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 recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) 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.

h) 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 to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	8–20 years
Furniture and equipment	3–20 years
Information and communication technology	2–5 years
Motor vehicles	25% Diminishing value
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

j) 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.

k) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, 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 twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international students, domestic students and 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 in relation to international students, should the School be unable to provide the services to which they relate.

m) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and 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.

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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

o) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

p) Borrowings

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	1,029,617	914,357	1,000,518
Teachers' Salaries Grants	3,366,502	3,066,600	3,176,234
Use of Land and Buildings Grants	855,152	1,137,627	1,157,332
Other MoE Grants	354,957	306,807	307,312
	<u>5,606,228</u>	<u>5,425,391</u>	<u>5,641,396</u>

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	200,056	221,000	343,369
Fees for Extra Curricular Activities	106,921	-	87,071
Trading	38,434	41,000	30,243
Fundraising & Community Grants	63,163	3,100	48,672
Other Revenue	79	-	-
	<u>408,653</u>	<u>265,100</u>	<u>509,355</u>
Expenses			
Extra Curricular Activities Costs	92,997	2,000	79,419
Trading	2,237	-	766
Fundraising and Community Grant Costs	16,411	3,500	14,837
	<u>111,645</u>	<u>5,500</u>	<u>95,022</u>
	<u>297,008</u>	<u>259,600</u>	<u>414,333</u>

Surplus/ (Deficit) for the year Locally raised funds

4. International Student Revenue and Expenses

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	Number	Number	Number
International Student Roll	4	2	4
	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
International Student Fees	47,822	24,500	47,406
Expenses			
Other Expenses	2,443	-	2,288
	<u>2,443</u>	<u>-</u>	<u>2,288</u>
	<u>45,379</u>	<u>24,500</u>	<u>45,118</u>

Surplus/ (Deficit) for the year International Students

5. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	47,494	82,473	94,197
Information and Communication Technology	99,165	91,941	88,449
Library Resources	780	800	718
Employee Benefits - Salaries	3,772,004	3,623,213	3,653,253
Staff Development	20,745	32,600	19,699
	<u>3,940,188</u>	<u>3,831,027</u>	<u>3,856,316</u>

6. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	5,482	8,023	7,827
Board Fees	5,408	8,610	3,215
Board Expenses	8,647	5,000	8,975
Communication	11,032	9,000	11,675
Consumables	12,839	17,000	18,702
Other	23,420	28,800	29,352
Employee Benefits - Salaries	186,252	186,208	173,742
Insurance	20,586	18,000	3,849
Service Providers, Contractors and Consultancy	14,296	15,250	39,475
	<u>287,962</u>	<u>295,891</u>	<u>296,812</u>

7. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	17,717	22,000	23,951
Consultancy and Contract Services	61,900	63,757	61,900
Cyclical Maintenance Provision	33,047	34,136	9,185
Grounds	40,805	64,000	15,025
Heat, Light and Water	45,726	50,000	39,519
Repairs and Maintenance	43,871	84,100	73,922
Use of Land and Buildings	855,152	1,137,627	1,157,332
Security	8,806	9,000	13,226
Employee Benefits - Salaries	84,922	73,102	83,968
	<u>1,191,946</u>	<u>1,537,722</u>	<u>1,478,028</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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.

8. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	834,968	88,194	229,438
Cash and cash equivalents for Statement of Cash Flows	<u>834,968</u>	<u>88,194</u>	<u>229,438</u>

Of the \$834,968 Cash and Cash Equivalents, \$136,937 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

9. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	701	256,377	13,436
Interest Receivable	-	-	2,148
Banking Staffing Underuse	62,600	-	-
Teacher Salaries Grant Receivable	259,967	-	240,793
	<u>323,268</u>	<u>256,377</u>	<u>256,377</u>
Receivables from Exchange Transactions	701	256,377	15,584
Receivables from Non-Exchange Transactions	322,567	-	240,793
	<u>323,268</u>	<u>256,377</u>	<u>256,377</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	590,918	757,097	1,057,097
	<u>590,918</u>	<u>757,097</u>	<u>1,057,097</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$
Building Improvements	993,731	115,295		(79,258)	1,029,768
Furniture and Equipment	518,057	22,850	(1,517)	(99,820)	439,570
Information and Communication Technology	148,345	79,750	(5,118)	(61,328)	161,649
Motor Vehicles	11,834			(2,958)	8,875
Leased Assets	55,430			(25,923)	29,507
Library Resources	35,323	5,162	(1,101)	(4,923)	34,461
Balance at 31 December 2021	<u>1,762,720</u>	<u>223,057</u>	<u>(7,736)</u>	<u>(274,210)</u>	<u>1,703,830</u>

The net carrying value of equipment held under a finance lease is \$29,507 (2020: \$55,430)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,424,241	(394,473)	1,029,768	1,321,107	(327,376)	993,731
Furniture and Equipment	1,273,986	(834,416)	439,570	1,306,744	(788,687)	518,057
Information and Communication T	606,192	(444,543)	161,649	598,185	(449,840)	148,345
Motor Vehicles	52,390	(43,515)	8,875	52,390	(40,556)	11,834
Leased Assets	74,872	(45,365)	29,507	74,872	(19,442)	55,430
Library Resources	109,663	(75,202)	34,461	107,864	(72,541)	35,323
Balance at 31 December	<u>3,541,344</u>	<u>(1,837,514)</u>	<u>1,703,830</u>	<u>3,461,162</u>	<u>(1,698,442)</u>	<u>1,762,720</u>

12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	32,907	147,411	50,985
Accruals	7,039	-	5,527
Banking Staffing Overuse	-	-	69,973
Employee Entitlements - Salaries	259,967	244,606	241,177
Employee Entitlements - Leave Accrual	30,595	-	20,542
	<u>330,508</u>	<u>392,017</u>	<u>388,204</u>

Payables for Exchange Transactions	330,508	392,017	388,204
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	<u>330,508</u>	<u>392,017</u>	<u>388,204</u>
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The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	5,863
International Student Fees in Advance	11,243	-	66,518
Other revenue in Advance	60,000	60,000	84,416
	<u>71,243</u>	<u>60,000</u>	<u>156,797</u>

14. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	153,014	153,014	143,829
Increase/ (decrease) to the Provision During the Year	33,047	(74,504)	9,185
Provision at the End of the Year	<u>186,061</u>	<u>78,510</u>	<u>153,014</u>
Cyclical Maintenance - Current	119,500	-	108,640
Cyclical Maintenance - Term	66,561	78,510	44,374
	<u>186,061</u>	<u>78,510</u>	<u>153,014</u>

15. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	28,294	26,035	31,014
Later than One Year and no Later than Five Years	7,753	12,005	36,047
Future Finance Charges	(2,275)	-	(7,289)
	<u>33,772</u>	<u>38,040</u>	<u>59,772</u>

Represented by

Finance lease liability - Current	26,260	26,035	26,252
Finance lease liability - Term	7,512	12,005	33,520
	<u>33,772</u>	<u>38,040</u>	<u>59,772</u>

16. Funds held in Trust

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	4,788	-	3,813
	<u>4,788</u>	<u>-</u>	<u>3,813</u>

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

17. 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.

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Field Drainage	(9,753)	-	-	9,753	-
Room 5/6 Refurbishment	1,902	-	(6,449)	4,547	-
Roofing & Heat Pumps	(7,658)	-	-	7,658	-
Property - Fire Security	-	-	(5,960)	-	(5,960)
Property - Toilet Upgrade	-	-	(16,963)	-	(16,963)
Communication System Upgrade	-	62,365	(22,006)	-	40,359
Playground Upgrade	-	400,000	(400,000)	-	-
Totals	<u>(15,509)</u>	<u>462,365</u>	<u>(451,378)</u>	<u>21,958</u>	<u>17,436</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	40,359
Funds Due from the Ministry of Education	(22,923)
	<u>17,436</u>

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Field Drainage	-	-	(9,753)	-	(9,753)
Room 5/6 Refurbishment	4,424	-	(2,522)	-	1,902
Roofing & Heat Pumps	-	619,133	(626,791)	-	(7,658)
Totals	<u>4,424</u>	<u>619,133</u>	<u>(639,066)</u>	<u>-</u>	<u>(15,509)</u>

18. 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.

Nicole McHardy is a Trustee of the Board of Trustees and also owns Launchpad Brand Management. During the year the School contracted Launchpad Brand Management to produce signage around the school. The total value of all transactions was \$976 (\$15,194 in 2020) and no amounts were outstanding as at balance date (2020: nil). Because this amount is less than \$25,000 (excluding GST) for the year the contract does not require Ministry approval under Schedule 23 Clause 10 of the Education and Training Act 2020.

Rachel Doeg is a teacher at Cackle Bay and is related to Michael Doeg (a board member). Rachel Doeg is employed at the school on a professional and arms-length basis.

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	5,408	3,215
<i>Leadership Team</i>		
Remuneration	425,803	410,287
Full-time equivalent members	3	3
Total key management personnel remuneration	431,211	413,502

There are six members of the Board excluding the Principal. The Board had held nine 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 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	20 - 30	20 - 30
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	5.00	1.00
110 - 120	2.00	1.00
	7.00	2.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

(a) a project to upgrade fire security as agent for the Ministry of Education. To date \$5,960 has been spent on the project to balance date; and

(b) Project to upgrade the toilet areas as agent for the Ministry of Education. \$16,963 has been spent on the project to balance date.

(c) Project to upgrade the communication system as agent for the Ministry of Education. \$62,365 has been received of which \$22,006 has been spent on the project to balance date.

(Capital commitments at 31 December 2020: \$15,509)

(b) Operating Commitments

As at 31 December 2021 the Board has no operating commitments.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	834,968	88,194	229,438
Receivables	323,268	256,377	256,377
Investments - Term Deposits	590,918	757,097	1,057,097
Total Financial assets measured at amortised cost	<u>1,749,154</u>	<u>1,101,668</u>	<u>1,542,912</u>

Financial liabilities measured at amortised cost

Payables	330,508	392,017	388,204
Finance Leases	33,773	38,040	59,772
Total Financial Liabilities Measured at Amortised Cost	<u>364,281</u>	<u>430,057</u>	<u>447,976</u>

24. Events After Balance Date

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

25. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.

2021 Cockle Bay School Analysis of Variance

Learning Area of Focus: Mathematics

Mathematics Target 2021

School Name:	Cockle Bay School	School Number:	1253
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Strategic Aim	<p>Strategic Goal One: Learner Profile Driven Curriculum <i>Deliver a future-focussed, CBS Learner Profile-driven curriculum with a focus on student agency</i></p>
Annual Aim:	<p>Student Achievement <u>Set high expectations of progress and achievement for all students</u></p>
Target:	<p>Accelerate the progress of student learning for all students achieving Below their Curriculum level in Mathematics.</p> <p>Success indicators:</p> <ul style="list-style-type: none"> • 50% of all of our 2020 'Below' students (n = 66/131) will show accelerated achievement in Mathematics. This will be measured through progress movement of at least 1 stage in G.I.o.S.S or J.A.M stage. • All target students will show improvement in their attitude towards maths, using easTTle attitudinal scores as a reference point. • 2021 Year 4 cohort will be monitored across all mathematics strands using easTTle, with 50% of students making gains of 22 points* or more. <p><i>* Any point difference of more than 22 points between two students, two classes, or two performances over time for the same student, is statistically significant. Teachers should interpret this as reflecting a change in that individual's or group's performance - easTTle</i></p>

Baseline Data:

FEBRUARY:

Summary of end of 2020 year data:

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			11	12%	55	59.8%	26	28.3%	92
After 2 years at school	1	0.9%	18	15.5%	80	69%	17	14.7%	116
After 3 years at school	1	0.8%	40	31.3%	67	52.3%	20	15.6%	128
End of year 4			26	21.8%	60	50.4%	33	27.7%	119
End of year 5	10	7%	24	16.9%	52	36.6%	56	39.4%	142

2020 November Gloss results for all of the 2020 Year 3 cohort and all Below Expectations students will be the baseline data for our 2021 target measurement of progress.

Actions <i>What will we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Success Indicator: 50% of all of our 2020 'Below' students (n = 66/131) will show accelerated achievement in Mathematics. This will be measured through progress movement of at least 1 stage in G.I.o.S.S or J.A.M stage.</p>	<p>*See table below for more detail. More than 50% of the school target (all 2020 Below students) have achieved at least 1 or more sublevels in GloSS or JAM in Mid-year data. The below data shows the total % of students who have moved up at least 1 sub-level in GloSS/ JAM Year 2: 66% Year 3: 68% Year 4: 48% Year 5: 94% Year 6: 65%</p>	<p>Strong, solid teaching in Terms 1 and 2 supported by PLD. It could be said If we had a consistent year of teaching and learning these results would have been even better. Year 4 results appear lower than other year groups but they have a higher percentage of students achieving 'Below' in OTJs.</p>	<p>In 2022 all, across Years 3-6 will be selected as target students. This is due to disruption to learning over the past 2 years. Continue with a specific target on 2021 Year 4 learners, as data shows there are more 'Below' students at Year 4 than other year groups and Year 4 'Below' target students did not make as much progress on GloSS/ JAM as other target students.</p>
<p>Success Indicator: All target students will show improvement in their attitude</p>	<p>*See table below While not all students were feeling</p>	<p>Our school has prioritized teachers getting to know their students well, with</p>	<p>Continue to use attitude as a success indicator in future targets in order to ?</p>

<p>towards maths, using easTTle attitudinal scores as a reference point.</p>	<p>greater confidence in maths, more than half the students in Year 3, 5 and 6 were feeling greater confidence in mathematics. Across the school 36% of all target students rated themselves against question 2 (I feel <i>more confident</i> in maths than when I started school in February this year) as 'Usually' and 32% of students rated themselves as 'Always' (68% schoolwide are usually or always more confident in maths since the start of the year). It is pleasing to note that a high percentage of students are comfortable asking their teacher for help.</p>	<p>systems in place to facilitate this. Distance learning actually enhanced teachers' knowledge of their students and their whanau.</p>	<p>Consider how we can collect authentic student voice using prepared interview questions with a range of Target students</p>
<p>Success Indicator: 2021 Year 4 cohort will be monitored across all mathematics strands using easTTle, with 50% of students making gains of 22 points* or more.</p>	<p>Regular data for Year 4 students was not collected and analysed in a way that can be used to analyse this success indicator.</p>	<p>This was largely due to the pandemic disrupted year of learning and ability to gather assessment data at certain points in the year.</p>	<p>Continue to monitor the 2022 Year 5 students based on data but look at other ways to collect and record data/ findings.</p>
<p>We have been awarded 200 hours of PLD over the next 2 years and have chosen to work with Sue Pine. Our goal is focussed on student learning and developing teacher pedagogical content knowledge so these two factors together will leverage progress and achievement for all students.</p>	<p>In term 1 our consultant Sue Pine was able to facilitate one Teacher Only Day session, one staff meeting and six in-class sessions that were either modelling or co-teaching sessions. In Term 2 she was able to facilitate one staff meeting and six days in class that were modelling, observation and one-on-one time to support Team Leaders with planning. Most of these sessions were to support teachers in how to use a problem solving approach to the</p>	<p>The PLD in Terms 1 and 2 went ahead as planned but no PLD was able to take place in Term 3 or 4 due to disruptions to learning by Covid-19. The in-class modelling was excellent and teachers found this a good starting point. The Team leaders found the one-on-one sessions very useful and enabled them to better support their team of teachers.</p>	<p>Sue Pine to facilitate another Teacher Only Day at the beginning of 2022 to recap key PLD from 2021. Use modelling to upskill new teachers and Beginning teachers on how to teach mathematics using group roles, collaborative tasks, talk moves and number talks. Plan out PLD for all of Term 4 to ensure dates for our school and ensure that staff meetings and PLD can continue online so that</p>

	teaching of mathematics, which resources to use and how to teach skills like collaboration through group roles and using 'talk moves' to make students' thinking visible.	In the move to online distance learning in Term 3 and 4 teachers were successful in using number talks online on a regular basis but other elements like talk moves, collaborative tasks and group roles were harder to do online.	time is not lost due to Covid-19 restrictions.
We are moving towards a new approach of teaching mathematics which will enable students to build conceptual knowledge in mathematics and feel greater success across mathematics.	All students at CBS were introduced to the new approach to teaching mathematics in Terms 1 and 2, however in Term 3 and 4 most of the learning was moved online and elements like talk moves, collaborative tasks and group roles were harder to do online.	School closures due to Alert Level 3 and 4 changed the way teaching and learning occurred. Many teachers used talk moves with great success during this time.	We will continue with PLD from Sue Pine in 2022. We will also use our Maths Lead Teachers to model and co-teach alongside teachers in their team as additional support for teachers moving towards a conceptual approach to mathematics.
We will use a school overview to plan when each of the maths strands are taught to ensure PLD can be timely and focussed.	A school overview was developed by the maths leadership team.	Due to disruptions to learning caused by alert level school closures this was not closely followed by all teams of teachers due to timing and access to resources. The focus of the PLD was on teachers learning how to teach conceptually using collaborative tasks, talk moves and number talks and this was prioritised over compliance of teaching to the maths overview.	Prior to the start of the year the maths lead teachers will plan a maths overview for Level 1, 2 and 3. This will be shared with team leaders for consultation. All PLD for 2022 will be clearly matched with the overview. A focus of the PLD will be on the Learning Progression Framework which will support a move towards teaching all of the strands each semester, increasing the need for an overview.
Targeted use of online maths tools to support learning.	This year we used Mangahigh and Ludi to support maths online.	These online tools were excellent in supporting distance learning for Year	Use Mangahigh for Year 3-6 and Matific for Year 0-2 as it is easier

	Ludi was well used by students in Year 4-6 both in class and during distance learning. Mangahigh is well used online and inclass but proved difficult for younger students without single log-in to access.	4-6 as they had a log-in with their school email address. This was further supported by the ICT lead teacher who made access to digital programs with log-in and passwords more streamlined and consistent.	for these students to access their own account through Matific. Maths Lead teachers to set up a space where teachers can easily access a wide range of online tools to support maths, both for students and teachers.
Make changes to distance learning in 2021 to ensure that maths continues during any lockdowns.	Changes were made early in 2021 to the school Distance learning overview to ensure a smooth transition between in-class and online learning.	The lockdown in Term 3 & 4 was longer than anticipated and other factors like staff/ student wellbeing and access to digital/ online resources needed to be considered	Review Distance learning overview to ensure that more elements of the maths programme can be managed online. Plan for PLD to continue through lockdowns/ disruptions to learning to support teachers in progressing with new conceptual ways of teaching mathematics.

Planning for 2022:

A clear assessment schedule for 2022 in order to gather student data to inform next teaching steps

Schoolwide Maths overview introduced at Curriculum Level 1, 2, & 3 to enable maths leaders to target PLD, observation and modelling.

Continued PLD to support teachers' development in maths and in cultural capability.

More regular check points to collect both data and student voice from all target students.

Teachers will participate in a teacher inquiry in the area of mathematics, with a focus on Assessment for Learning.

Due to the low achievement of some of our target students in Year 4 in 2021 we will once again target these same 'Below' students again in 2022 when they are Year 5. Year 5 teachers in 2022 will monitor and have in-depth Data Discussions each term to carefully track, monitor and accelerate the progress of all 'Below' students in Year 5.

Continuing to provide PLD and opportunities for maths Lead Teachers to progress school goals in 2022. This could include access to

PLD for local cluster of maths Lead Teachers, evaluation and monitoring of implementation of school maths goals and development of resources for teachers including a bank of online maths tools for both staff and students.

Results from the survey of target students at mid-year will be shared with classroom teachers and used to support changes to classroom programmes in 2022.

Evidence related to success indicator 1: 50% of all of our 2020 'Below' students (n = 66/131) will show accelerated achievement in Mathematics. This will be measured through progress movement of at least 1 stage in G.I.o.S.S or J.A.M stage.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of students whose OTJ has moved from 'Below' to 'At'	9%	78%	21%	38%	44%	15%
% of students who have moved up 1 sub level in 1 area of GloSS/ JAM	27%	11%	10%	16%	44%	35%
% of students who have moved up 1 sub level in 2 or more area of GloSS/ JAM	27%	55%	58%	32%	50%	30%
TOTAL % of students who have moved up at least 1 sub-level in GloSS/ JAM	54%	66%	68%	48%	94%	65%

Evidence related to success Indicator 2: All target students will show improvement in their attitude towards maths, using eastTtle attitudinal scores as a reference point.

Survey Questions Response options: Never, sometimes, usually, always	Year 2	Year 3	Year 4	Year 5	Year 6
I enjoy maths	Usually: 0 Always: 33% TOTAL: 33%	Usually: 29% Always: 28% TOTAL: 57%	Usually: 30% Always: 23% TOTAL: 53%	Usually: 28% Always: 5% TOTAL:33%	Usually: 50% Always: 4% TOTAL: 54%

I feel more confident in maths than when I started school in February this year	Usually:33% Always: 0 TOTAL: 33%	Usually:47% Always: 23% TOTAL: 70%	Usually: 23% Always: 27% TOTAL: 50%	Usually: 9% Always: 19% TOTAL: 28%	Usually: 27% Always: 27% TOTAL: 54%
I prefer to work in a group for maths	Usually: 33% Always: 66 % TOTAL: 100%	Usually: 12% Always: 53% TOTAL: 65%	Usually: 19% Always: 69% TOTAL: 88%	Usually: 24% Always: 48% TOTAL: 72%	Usually: 32% Always: 50% TOTAL: 82%
I feel comfortable asking my teacher for help in maths	Usually: 33% Always: 17% TOTAL: 50%	Usually: 6% Always: 70% TOTAL: 76%	Usually:27% Always: 38% TOTAL: 40%	Usually: 24% Always: 52% TOTAL: 76%	Usually:27% Always: 50% TOTAL:77%



COCKLE BAY SCHOOL

STRIVE ON

Cockle Bay School

Sandspit Road
Howick | Auckland 2014

P: 09 534 8333

www.cocklebay.school.nz

Kiwisport Statement

For the year ended 31 December 2021

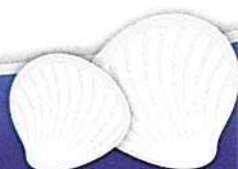
Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received Kiwisport funding of \$11,836.52 (excluding GST).

The funding was spent on new gymnastic programmes, rippa rugby equipment as well as additional sports equipment for netball, rugby, soccer and cricket, as part of our Physical Education programme.

It also assisted us in providing a full-time sports/PE specialist with the aim of both improving skill levels amongst our pupils and increasing the number of pupils actively participating in organised sport.

The whole school was able to participate in organised sports throughout the school year.

Dorothy Bigwood
PRINCIPAL



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF COCKLE BAY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Cockle Bay School (the School). The Auditor-General has appointed me, Junita Sen, using the staff and resources of BDO Auckland, 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 3 to 19, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 as applicable to entities that qualify as Tier 2.

Our audit was completed on 30 May 2022. 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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 information included on pages 20 to 27, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Junita Sen
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand