



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	1253
Principal:	Dorothy Bigwood
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Accountant / Service Provider:	Canterbury Education Services (CES)

COCKLE BAY

Annual Report - For the year ended 31 December 2023

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Kiwipark School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expires
Jared Dinneen	Presiding Member	Elected	May 2025
Victoria Fenner	Parent Representative	Elected	May 2025
Nicole McHardy	Parent Representative	Elected	May 2025
Rachel Irving	Parent Representative	Elected	May 2025
Alistair Van Schalkwyk	Parent Representative	Elected	May 2025
Dorothy Bigwood	Principal	Ex officio	
Kimberley Rivett	Deputy Principal		

Cockle Bay

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Jared Dinneen
Full Name of Presiding Member


Signature of Presiding Member

4 June 2024
Date:

Dorothy Bigwood
Full Name of Principal


Signature of Principal

4 June 2024
Date:

Cockle Bay

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	6,476,463	5,529,654	6,252,169
Locally Raised Funds	3	724,454	357,450	419,946
Interest		81,549	40,000	31,723
Total Revenue		7,282,586	5,928,104	6,704,981
Expense				
Locally Raised Funds	3	176,170	30,050	124,177
Learning Resources	4	5,106,666	4,336,539	4,739,347
Administration	5	394,304	359,978	376,188
Interest		3,951	5,200	2,093
Property	6	1,388,667	1,217,090	1,247,889
Loss on Disposal of Property, Plant and Equipment		21,827	-	10,864
Total Expense		7,091,585	5,948,857	6,500,558
Net Surplus / (Deficit) for the year		191,001	(20,753)	204,423
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		191,001	(20,753)	204,423

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

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		3,042,550	3,042,550	2,838,127
Total comprehensive revenue and expense for the year		191,001	(20,753)	204,423
Contribution - Furniture and Equipment Grant		21,340	-	-
Equity at 31 December		3,254,891	3,021,797	3,042,550
Accumulated comprehensive revenue and expense		3,254,891	3,021,797	3,042,550
Equity at 31 December		3,254,891	3,021,797	3,042,550

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

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	113,251	511,393	422,738
Accounts Receivable	8	436,772	473,362	473,362
GST Receivable		66,607	55,853	55,853
Prepayments		21,288	29,320	29,320
Investments	9	1,049,721	902,419	902,419
Funds Receivable for Capital Works Projects	16	215,816	-	316,164
		<u>1,903,455</u>	<u>1,972,347</u>	<u>2,199,857</u>
Current Liabilities				
Accounts Payable	11	574,437	573,057	599,574
Revenue Received in Advance	12	167,176	48,752	48,752
Provision for Cyclical Maintenance	13	63,165	27,856	25,385
Finance Lease Liability	14	22,134	20,459	9,371
Funds held in Trust	15	2,874	3,708	3,708
Funds held for Capital Works Projects	16	30,419	-	36,219
		<u>860,205</u>	<u>673,832</u>	<u>723,009</u>
Working Capital Surplus		1,043,250	1,298,515	1,476,848
Non-current Assets				
Property, Plant and Equipment	10	2,403,562	1,883,288	1,699,206
		<u>2,403,562</u>	<u>1,883,288</u>	<u>1,699,206</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	163,463	137,221	130,941
Finance Lease Liability	14	28,458	22,785	2,563
		<u>191,921</u>	<u>160,006</u>	<u>133,504</u>
Net Assets		<u>3,254,891</u>	<u>3,021,797</u>	<u>3,042,550</u>
Equity		<u>3,254,891</u>	<u>3,021,797</u>	<u>3,042,550</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

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,705,617	1,288,652	1,347,196
Locally Raised Funds		561,471	353,929	379,772
International Students		209,375	4,248	5,354
Goods and Services Tax (net)		(10,754)	-	(43,930)
Payments to Employees		(945,918)	(787,746)	(636,131)
Payments to Suppliers		(917,207)	(657,199)	(597,558)
Interest Paid		(3,951)	(5,200)	(2,093)
Interest Received		79,666	40,439	29,759
Net cash from Operating Activities		678,299	237,123	482,369
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		120	(44,734)	
Purchase of Property Plant & Equipment		(932,491)	(495,571)	(187,040)
Purchase of Investments		(147,302)	-	(311,501)
Net cash (to) Investing Activities		(1,079,673)	(540,305)	(498,541)
Cash flows from Financing Activities				
Furniture and Equipment Grant		21,340	-	
Finance Lease Payments		(23,167)	111,892	(27,549)
Funds Administered on Behalf of Other Parties		93,714	279,945	(368,509)
Net cash from/(to) Financing Activities		91,887	391,837	(396,058)
Net increase/(decrease) in cash and cash equivalents		(309,487)	88,655	(412,230)
Cash and cash equivalents at the beginning of the year	7	422,738	422,738	834,968
Cash and cash equivalents at the end of the year	7	113,251	511,393	422,738

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Cockle Bay

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 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 expense 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 best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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 material.

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

i) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on comparison to recent market transaction.

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

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

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 Comprehensive Revenue and Expense.

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

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

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

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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 and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

q) 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.

t) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,587,975	1,308,000	1,491,469
Teachers' Salaries Grants	3,992,824	3,366,502	3,837,921
Use of Land and Buildings Grants	895,664	855,152	922,779
	<u>6,476,463</u>	<u>5,529,654</u>	<u>6,252,169</u>

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	308,743	241,500	180,030
Fees for Extra Curricular Activities	142,678	3,600	112,893
Trading	70,905	42,750	50,263
Fundraising & Community Grants	114,360	56,600	68,915
International Student Fees	87,768	13,000	7,845
	<u>724,454</u>	<u>357,450</u>	<u>419,946</u>
Expense			
Extra Curricular Activities Costs	120,828	750	98,499
Trading	2,614	3,300	3,152
Fundraising and Community Grant Costs	44,269	26,000	22,173
International Student - Other Expenses	8,459	-	353
	<u>176,170</u>	<u>30,050</u>	<u>124,177</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>548,284</u>	<u>327,400</u>	<u>295,769</u>

During the year, the School hosted 45 International students (2022:5)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	93,941	102,405	90,530
Information and Communication Technology	98,882	106,118	102,481
Library Resources	380	600	302
Employee Benefits - Salaries	4,605,105	3,815,775	4,250,581
Staff Development	40,225	35,000	35,752
Depreciation	268,133	276,641	259,701
	<u>5,106,666</u>	<u>4,336,539</u>	<u>4,739,347</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fees	10,355	8,100	9,862
Board Fees	4,958	5,000	3,955
Board Expenses	20,774	2,800	22,579
Communication	9,081	7,000	9,442
Consumables	20,481	9,400	11,912
Legal Fees	536	-	-
Other	53,756	28,110	41,144
Postage	129	200	-
Employee Benefits - Salaries	238,483	260,668	241,214
Insurance	20,301	21,700	20,960
Service Providers, Contractors and Consultancy	15,450	17,000	15,120
	<u>394,304</u>	<u>359,978</u>	<u>376,188</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	24,340	14,400	23,998
Consultancy and Contract Services	67,607	68,000	65,200
Cyclical Maintenance	119,433	34,136	(29,735)
Grounds	60,499	47,500	44,503
Heat, Light and Water	50,325	44,000	53,268
Repairs and Maintenance	54,641	59,000	75,536
Use of Land and Buildings	895,664	855,152	922,779
Security	27,795	17,536	12,098
Employee Benefits - Salaries	88,363	77,366	80,242
	<u>1,388,667</u>	<u>1,217,090</u>	<u>1,247,889</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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Accounts	113,251	511,393	422,738
Cash and cash equivalents for Statement of Cash Flows	<u>113,251</u>	<u>511,393</u>	<u>422,738</u>

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

Of the \$113,251 Cash and Cash Equivalents, \$30,419 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 2024 on Crown owned school buildings.

Of the \$113,251 Cash and Cash Equivalents, \$2,874 is held by the School for bonds and pastoral care. This funding is subject to conditions which specify how the funds are required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	67,770	11,828	12,555
Receivables from the Ministry of Education	24,821	145,000	144,273
Interest Receivable	4,322	2,000	2,439
Teacher Salaries Grant Receivable	339,859	314,534	314,095
	<u>436,772</u>	<u>473,362</u>	<u>473,362</u>
Receivables from Exchange Transactions	72,092	13,828	14,994
Receivables from Non-Exchange Transactions	364,680	459,534	458,368
	<u>436,772</u>	<u>473,362</u>	<u>473,362</u>

9. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	1,049,721	902,419	902,419
	<u>1,049,721</u>	<u>902,419</u>	<u>902,419</u>
Total Investments	<u>1,049,721</u>	<u>902,419</u>	<u>902,419</u>

10. Property, Plant and Equipment

2023	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	944,398	681,855	-	-	(82,564)	1,543,689
Furniture and Equipment	409,489	37,528	(1,505)	-	(89,865)	355,647
Information and Communication Technology	223,329	67,677	(20,871)	-	(65,542)	204,593
Motor Vehicles	6,656	-	-	-	(1,664)	4,992
Leased Assets	11,400	61,826	-	-	(23,726)	49,500
Library Resources	33,886	5,321	(1,034)	-	(4,772)	33,401
Admin Building Upgrade - in progres	70,048	141,692	-	-	-	211,740
Balance at 31 December 2023	<u>1,699,206</u>	<u>995,899</u>	<u>(23,410)</u>	<u>-</u>	<u>(268,133)</u>	<u>2,403,562</u>

The net carrying value of information & communication technology equipment held under a finance lease is \$49,500 (2022: \$11,400)

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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	2,088,953	(545,264)	1,543,689	1,409,860	(465,462)	944,398
Furniture and Equipment	1,325,091	(969,444)	355,647	1,316,474	(906,985)	409,489
Information and Communication Technology	631,736	(427,143)	204,593	710,778	(487,449)	223,329
Motor Vehicles	52,390	(47,398)	4,992	52,390	(45,734)	6,656
Leased Assets	142,407	(92,907)	49,500	80,582	(69,182)	11,400
Library Resources	114,825	(81,424)	33,401	112,950	(79,064)	33,886
Admin Building Upgrade - in progress	211,740	-	211,740	70,048	-	70,048
Balance at 31 December 2023	4,567,142	(2,163,580)	2,403,562	3,753,082	(2,053,876)	1,699,206

11. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	185,733	211,609	211,609
Accruals	8,283	-	7,890
Banking Staffing Overuse	5,074	-	18,627
Employee Entitlements - Salaries	339,859	331,344	331,344
Employee Entitlements - Leave Accrual	35,488	30,104	30,104
	574,437	573,057	599,574
Payables for Exchange Transactions	574,437	573,057	599,574
	574,437	573,057	599,574

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	16,817	-	-
International Student Fees in Advance	130,359	-	8,752
Other revenue in Advance	20,000	48,752	40,000
	167,176	48,752	48,752

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	156,326	156,326	186,061
Increase to the Provision During the Year	40,817	34,136	-
Use of the Provision During the Year	(37,827)	(25,385)	(12,600)
Other Adjustments	67,312	-	(17,135)
Provision at the End of the Year	<u>226,628</u>	<u>165,077</u>	<u>156,326</u>
Cyclical Maintenance - Current	63,165	27,856	25,385
Cyclical Maintenance - Non current	163,463	137,221	130,941
	<u>226,628</u>	<u>165,077</u>	<u>156,326</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2024. This plan is based on the School's 10 Year Property plan

14. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	24,891	21,000	9,929
Later than One Year and no Later than Five Years	29,795	26,244	2,818
Future Finance Charges	(4,094)	(4,000)	(813)
	<u>50,592</u>	<u>43,244</u>	<u>11,934</u>
Represented by			
Finance lease liability - Current	22,134	20,459	9,371
Finance lease liability - Non current	28,458	22,785	2,563
	<u>50,592</u>	<u>43,244</u>	<u>11,934</u>

15. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	2,874	3,708	3,708
	<u>2,874</u>	<u>3,708</u>	<u>3,708</u>

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

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Room 5/6 Refurbishment	(269,032)	-	(27,837)	296,869	-
Fire Security	(5,960)	-	(351)	-	(6,311)
Toilet Upgrade	(21,366)	250,000	(405,486)	-	(176,852)
Communication System Upgrade	36,219	-	(5,800)	-	30,419
Playground Upgrade	(15,000)	-	(167)	15,167	-
Electrical Upgrade	(4,806)	-	-	-	(4,806)
Fire Damage Rebuild	-	295,268	(312,061)	-	(16,793)
Staff Toilet Installation Room 28	-	-	(11,054)	-	(11,054)
Totals	<u>(279,945)</u>	<u>545,268</u>	<u>(762,756)</u>	<u>312,036</u>	<u>(185,397)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

30,419
(215,816)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Room 5/6 Refurbishment	-	305,455	(574,487)	-	(269,032)
Fire Security	(5,960)	-	-	-	(5,960)
Toilet Upgrade	(16,963)	31,794	(36,198)	-	(21,366)
Communication System Upgrade	40,359	-	(4,140)	-	36,219
Playground Upgrade	-	-	(15,000)	-	(15,000)
Electrical Upgrade	-	49,700	(54,506)	-	(4,806)
Totals	17,436	386,949	(684,331)	-	(279,945)

Represented by:

Funds Held on Behalf of the Ministry of Education	36,219
Funds Receivable from the Ministry of Education	(316,164)

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,958	3,955
<i>Leadership Team</i>		
Remuneration	524,081	475,471
Full-time equivalent members	4	3
Total key management personnel remuneration	529,039	479,426

There are six members of the Board excluding the Principal. The Board has held nine full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member 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:

	2023	2022
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	170 - 180
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	2023	2022
\$000	FTE Number	FTE Number
100 - 110	8	5
110 - 120	2	2
120 - 130	3	-
130 - 140	1	-
	<u>14</u>	<u>7</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 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:

	2023	2022
	Actual	Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay equity settlement wash-up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

21. Capital Commitments

Room 5/6 Refurbishment

The Room 5/6 Refurbishment project was expanded to include work on a toilet project. The School will need to contribute a further \$106,493 due to variation costs, unforeseen asbestos removal and ceiling works. The School may be able to recover some of these costs once the expanded project is approved. The extent that the School may be able to recover some of these additional costs is unknown at this stage.

At 31 December 2023, the Board had capital commitments of \$162,955 as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Fire Security	6,311	6,311	-
Toilet Upgrade	507,000	460,916	46,084
Communication System Upgrade	62,365	31,946	62,365
Electrical Upgrade	54,506	54,506	54,506
Admin Upgrade	200,436	200,436	-
Fire Damage Rebuild	347,504	347,504	-
Staff Toilet Installation Room 28	11,054	11,054	-
Total	1,189,176	1,112,673	162,955

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	113,251	511,393	422,738
Receivables	436,772	473,362	473,362
Investments - Term Deposits	1,049,721	902,419	902,419
Total financial assets measured at amortised cost	<u>1,599,744</u>	<u>1,887,174</u>	<u>1,798,519</u>

Financial liabilities measured at amortised cost

Payables	574,437	573,057	599,574
Finance Leases	50,592	43,244	11,934
Total financial liabilities measured at amortised cost	<u>625,029</u>	<u>616,301</u>	<u>611,508</u>

23. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF COCKLE BAY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Cockle Bay (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 20, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 4 June 2024, This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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

Cockle Bay School Target and Analysis of Variance - Mathematics 2023



CBS 2023 Mathematics Target

Strategic Aim	Design and implement our local curriculum that is broad, authentic and upholds Te Tiriti o Waitangi, with a focus on high expectations, students’ progress and achievement, diversity and agency. Set high expectations for the progress and achievement of all students, with a focus on Reading, Writing and Mathematics.	
School Name:	Cockle Bay School	School Number: 1253
Annual Aim:	Use our mathematics PLD inquiry to ensure quality, sustainable shifts in teacher practice and evidence of equitable access for all learners.	
Target 2023:	<p>Use our mathematics PLD inquiry to ensure quality, sustainable shifts in teacher practice and evidence of equitable access for all learners:</p> <ul style="list-style-type: none"> ● 80% of all students in Yrs 4-6 will make improvement of the following scale points in the Maths Progressive Achievement tests (PATs): Year 4 - 6 points, Year 5 - 3 points, Year 6 - 3 points ● Teachers across the school will use Progress And Consistency Tool (PACT) as a checkpoint early in Term 2 and Term 4 ● 80% of all Māori students will make improvement in self-efficacy and move at least one stage in Global Strategy Stage (GLoSS) in one area, either addition/ subtraction, Multiplication/division, proportions/ ratios. ● 80% of girls in Year 6 will be achieving at/above in mathematics by the end of the year, 2022 data highlighted this as an area for improvement. ● 80% of all target students will make significant progress, moving at least one stage in GLoSS in at least one area. 	
Baseline Data:	<p>Our 2022 End of Year data gave us the following information:</p> <p>Analysis of Overall Teacher Judgement</p> <p>Overall 86% of students across the school were achieving ‘At or Above’ in mathematics. In Year 5 82% of students across the school were achieving ‘At or Above’ in mathematics. In Year 4 86% of students across the school were achieving ‘At or Above’ in mathematics. In Year 3 81% of students across the school were achieving ‘At or Above’ in mathematics.</p>	



Tātaritanga raraunga

Strategic Aim	<p>Design and implement our local curriculum that is broad, authentic and upholds Te Tiriti o Waitangi, with a focus on high expectations, students’ progress and achievement, diversity and agency.</p> <p>Set high expectations for the progress and achievement of all students, with a focus on Reading, Writing and Mathematics.</p>	
School Name:	Cockle Bay School	School Number: 1253
	<p>In Year 2 89% of students across the school were achieving ‘At or Above’ in mathematics. In Year 1 90% of students across the school were achieving ‘At or Above’ in mathematics.</p> <p>Analysis of Overall Teacher Judgement by ethnicity</p> <p>Māori students - 60% of students across the school achieving ‘At or Above’ in mathematics. Asian students - 93% of students across the school achieving ‘At or Above’ in mathematics. Pasifika students - 100% of students across the school achieving ‘At or Above’ in mathematics. NZ European students - 83% of students across the school achieving ‘At or Above’ in mathematics.</p> <p>Analysis of Progressive Achievement Test (P.A.T) results in Mathematics</p> <p>Year 4: 95% of students achieving Stanine 4- Stanine 9: Year 5: 93% of students achieving Stanine 4- Stanine 9 Year 6: 90% of students achieving Stanine 4- Stanine 9 National reference group: 77% of students achieving Stanine 4- Stanine 9</p>	



Tātaritanga raraunga

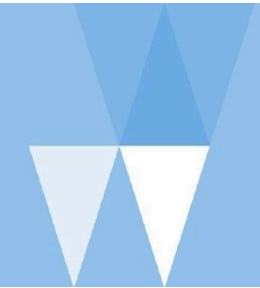
<p>Strategic Aim</p>	<p>Design and implement our local curriculum that is broad, authentic and upholds Te Tiriti o Waitangi, with a focus on high expectations, students’ progress and achievement, diversity and agency. Set high expectations for the progress and achievement of all students, with a focus on Reading, Writing and Mathematics.</p>	
<p>School Name:</p>	<p>Cockle Bay School</p>	<p>School Number: 1253</p>
<p>Summary of end of year data 2023:</p>	<p>Target: 80% of all target students will make significant progress, moving at least one stage in GLoSS in at least one area. 91% of all Target students made at least 1 sub-level of progress. 78% of all Target students made 1 or 2 Sublevel progress in Addition/ subtraction 72% of all Target students made 1 or 2 Sublevel progress in Multiplication/ Division 82% of all Target students made 1 or 2 Sublevel progress in Fractions/ Decimals/ Percentages</p> <p>Target: 80% of all students in Yrs 4-6 will make improvement of the following scale points in the Maths Progressive Achievement tests (PATS): Year 4 - 6 points, Year 5 - 3 points, Year 6 - 3 points 65% of all Year 4 students made progress of 6 points 68% of all Year 5 students made progress of 3 points 68% of all Year 6 students made progress of 3 points It is worth noting that a significant number of students in Year 4-6 made 15 points or more progress.</p> <p>Target: Teachers across the school will use PAcT tools as checkpoint early in Term 2 and Term 4 All teachers in Year 3-6 were able to access and use the PAcTool in 2023 to record mid and end of year judgements in mathematics.</p> <p>Target: 80% of all Māori students in will make improvement in efficacy and move at least one stage in GLoSS in one area 97% of all Māori students made at last 1 sub-level of progress.</p>	



Tātaritanga raraunga

Strategic Aim	Design and implement our local curriculum that is broad, authentic and upholds Te Tiriti o Waitangi, with a focus on high expectations, students' progress and achievement, diversity and agency. Set high expectations for the progress and achievement of all students, with a focus on Reading, Writing and Mathematics.	
School Name:	Cockle Bay School	School Number: 1253
	82% of all Māori students made 1 or 2 Sublevel progress in Addition/ subtraction 70% of all Māori students made 1 or 2 Sublevel progress in Multiplication/ Division 82% of all Māori students made 1 or 2 Sublevel progress in Fractions/ Decimals/ Percentages Target: 80% of girls in Year 6 will be achieving at/above in Mathematics by the end of the year 77% of students in Year 6 finished the year achieving 'At/ Above' in Mathematics.	

Actions <i>What did 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>Track target students/groups closely to identify and support accelerated progress in mathematics</p>	<p>We identified a specific group of students in Year 4 and Year 6 that in 2022 were identified as Below. We had hoped for 80% of these students to make progress in Gloss and by the end of the year 91% had shown progress using the GloSS assessment tool.</p> <p>91% of all Target students made at least 1 sub-level of progress.</p> <p>78% of all Target students made 1 or 2 Sublevel progress in Addition/ subtraction</p> <p>72% of all Target students made 1 or 2 Sublevel progress in Multiplication/ Division</p> <p>82% of all Target students made 1 or 2 Sublevel progress in Fractions/ Decimals/ Percentages</p>	<p>We supported teachers in Year 3-6 with PLD from an outside facilitator which included modelling, observation and co-teaching of best practice strategies in mathematics.</p> <p>Many students were given additional support from LSAs who worked with small groups of target students to give them extra practice and support</p> <p>During team meetings staff shared successful approaches, and tasks to support students who were struggling to meet expected curriculum levels.</p>	<p>We will continue to identify target students and then track and monitor their progress.</p> <p>We will continue to make time for teachers to evaluate success of interventions and plan to give additional support for target students. We will continue Team collaborative inquiries to this end.</p> <p>We will plan for PLD to support LSA so they are even more able to support target students in the classroom.</p> <p>We will extend this across all students in 2024 eg. Year 1-6</p>
<p>Identify and track the achievement of our Māori students</p>	<p>We were able to identify all Māori who attend Cockle Bay School and then at Mid and End of year we recorded their progress using the Gloss.</p> <p>97% of all Māori students made at last 1</p>	<p>Classroom teachers have all had PLD from an external facilitator to learn and model best practice and this has enabled our Maori</p>	<p>We will continue to monitor the progress and achievement of all our Māori students.</p>



Tātaritanga raraunga

	<p>sub-level of progress. 82% of all Māori students made 1 or 2 Sublevel progress in Addition/ subtraction 70% of all Māori students made 1 or 2 Sublevel progress in Multiplication/ Division 82% of all Māori students made 1 or 2 Sublevel progress in Fractions/ Decimals/ Percentages</p> <p>We also had class teachers interview and get to know their Māori students.</p> <p>We hosted 2 very successful Māori Whanau Hui to meet and share our goals with the parents and teachers of our Māori students.</p> <p>We exceeded our target and celebrated success with 97% of Māori students making at least 1 sublevel of progress using the GloSS tool. This is good mahi, however we have only 64% of our Māori</p>	<p>students to make progress in Mathematics. We continue to review and refine our maths programme and suite of assessment tools to improve learning.</p> <p>The connections with Māori whānau were successful.</p>	<p>We will utilise expert facilitators to grow our knowledge of how to best support our Maori learners.</p> <p>We will continue to engage with Māori whānau and seek ways to connect more specifically with whānau about mathematics.</p>
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	students achieving 'At/ Above' expectation schoolwide.		
Build teacher capability in the area of assessment in Mathematics.	<p>All teachers in Year 3-6 engaged with the Learning Progression Framework (LPF) and PAcTool to record mid and end of year progress.</p> <p>LPF were used by classroom teachers to strengthen teacher understanding of next steps and to inform Team collaborative planning. This was supported by an external facilitator and by lead teachers within teams.</p> <p>PAT is used to assess students' achievement across the maths curriculum. We achieved positive progress in Mathematics across the senior school.</p> <p>65% of all Year 4 students made progress of 6 points</p> <p>68% of all Year 5 students made progress of 3 points</p> <p>68% of all Year 4 students made progress</p>	<p>Our work with the external facilitator gives time and expertise to class teachers to unpack the LFP and build an understanding of what students need to learn as their next steps.</p> <p>Most Year group teams make time for collaborative planning within their team meetings which support and grow maths content knowledge and show teachers how to use the LPF and PACTool efficiently.</p> <p>The PAT gives teachers and leaders a broad picture of achievement and gaps to teach. This is a norm referenced tool and helps to show progress in</p>	<p>Continue to use a facilitator to build understanding in how to effectively use LPF and PACtool.</p> <p>Provide PLD for classroom teachers and leaders in how to use assessment data from PAT to inform teaching. This is a tool that we use to measure progress and achievement for both target and Maori students.</p> <p>Provide PLD on Assessment for Learning (AFL) so that teachers can use observe AFL in a maths setting.</p>



Tātaritanga raraunga

	of 3 points	mathematics compared to other students in New Zealand.	
Continue to build and develop teacher pedagogical knowledge in the area of mathematics	<p>Schoolwide PLD from maths facilitator with a focus on curriculum refresh, Common practice model in mathematics, LPF and PAcTool, what a maths programme looks like at Cockle bay (number talks, collaborative maths task, individual workshops, evaluation).</p> <p>Parents were invited to 2 maths parent meetings and 1 open morning to see the maths programme in action.</p> <p>All teachers in Year 3-6 were involved in a teacher inquiry which focused on an area of mathematics.</p> <p>Schoolwide PLD on Assessment for Learning (AfL) with a focus on Learning Intentions, Success Criteria, Feedback.</p>	<p>Schoolwide PLD has created a shift in teacher practice. There is greater consistency across the school in terms of programme and approach. PLD has been available to new teachers to ensure a sustainable approach to Mathematics.</p> <p>The maths parent meetings were well attended.</p> <p>By involving teachers in a maths inquiry teachers were able to personalise their learning and grow their own maths pedagogy and content knowledge. This was effective in achieving the aims of our schoolwide maths focus</p>	<p>Continue with schoolwide PLD in mathematics, particularly to support the Maths curriculum refresh and understanding of Common Practice Model.</p> <p>Develop a tool to measure shifts on teacher practice.</p> <p>Offer multiple opportunities for parents to connect with the school about mathematics through open mornings and parent meetings.</p> <p>Plan for maths to be the focus of teacher inquiry. Extend this to all Year groups schoolwide.</p>



Tātaritanga raraunga

	<p>Collaborative planning in teams.</p> <p>Lead teachers attended local cluster meetings and 'Just in Time' PLD. They formed part of the Maths Curriculum team that had an action plan and reported on their actions to Senior Leadership Team.</p>	<p>(developed alongside ERO partner).</p> <p>Collaborative team planning builds confidence and knowledge and provides opportunity for lead teachers to be observed.</p> <p>Providing PLD for Lead teachers in maths ensures sustainability of initiatives in Mathematics and enables us to achieve more depth in our goals in maths (developed with ERO partner).</p>	<p>Provide PLD on AfL in a mathematics context.</p> <p>Strengthen collaborative planning across the school.</p> <p>Ensure that Lead teachers have access to PLD and find opportunity for Lead teachers to participate at a Leadership level in planning, assessment and ERO goals schoolwide.</p>
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Planning for next year 2024:

Growth noticed in 2023: Noticeably more collaborative planning and mixed ability collaborative maths session in class. Teachers understand and have 'buy-in' to this way of teaching. Teachers are more confident in noticing what students are doing in class and responding to student needs. Using LPF in planning has strengthened planning across the school.

Focus for 2024:

Curriculum refresh - making links to what we are already doing, making changes to support the new curriculum requirements eg. 1 hour of maths a day. unpacking and implementing the common practice model

Tātaritanga raraunga

Teacher pedagogy: Using Learning Progression Framework, AfL, coaching, modelling and observation to support and grow teachers confidence and understanding in teaching mathematics.

Embedding PAcT (LPF and assessment tool) across the school.

Using assessment data effectively

Assessment for learning, particularly in the area of student agency.

Creating sustainability by growing leadership in mathematics e.g. Lead teacher, maths curriculum team



COCKLE BAY
SCHOOL
STRIVE ON

End of Year Data 2023



COLLABORATION
WORKING TOGETHER



CARING
FOR OURSELVES, OTHERS AND THE ENVIRONMENT



CONTINUOUS IMPROVEMENT
AIMING TO BE THE BEST WE CAN



CELEBRATION
BEING PROUD OF OUR ACHIEVEMENTS

Collecting and Sharing data to inform next actions

- At each checkpoint (beginning, mid and end of year) we collect, analyse and share 2 sets of data.
- Set 1
 - Shows school-wide data from our Student Management System. This data gives us a broad picture of academic achievement at CBS and helps to identify areas of priority, trends across groups, gender, ethnicities etc.
 - It represents an overall teacher judgement for every student in reading, writing and maths
 - The data is organised by year group, male and female, and ethnicity
- Set 2
 - Data collected from specific students and includes OTJ and other assessments
 - These students are selected by classroom teachers at the beginning of the year
 - Focussing on these students we are hoping to be able to measure smaller steps in achievement
 - Curriculum leaders have identified goals for this group of students and classroom teachers have identified a personal inquiry based around the needs of these students
 - *Some students may feature in both sets of data, others may only feature in one set of data*

Example of a Year 5 class X= Set 1 data X= Set 2 data X= All other students

OTJ	Well Below	Below	At	Above
Students in class	X X	X X X	XXXXXXXXXXXXXXXXXX XXXXXXXXXX	XX

Collecting and Sharing data to inform next actions

<p>Category description</p>	<p><u>Set 1 data</u> School wide OTJs Target students as defined by 'well below' or 'below' judgement</p>	<p><u>Set 2 data</u> OTJ and other assessments Students selected by teachers and linked to teacher inquiry</p>
<p>Intervention or support</p>	<ul style="list-style-type: none"> ❑ All 'well below' or 'below' students are identified as individuals by name in the data ❑ At mid and end of year, Year Group Teams discuss all students identified as 'well below' or 'below' and record success and next steps ❑ All 'well below' students have an IEP/behaviour plan/external support/internal programmes in place, and parents, teacher, SENCo and DP meet to discuss challenges, successes and next steps ❑ Teachers support students through scaffolding the learning, grouping students and selecting resources that are appropriate to a student's academic level 	<ul style="list-style-type: none"> ❑ Targeted teaching time ❑ PLD to support teachers ❑ Research-based interventions based on needs of this group of students ❑ Teachers' inquiries measure impact of targeted intervention on these students ❑ Teachers support students through scaffolding the learning, grouping students and selecting resources that are appropriate to a student's academic level

Impacts on Data +/-

There are multiple factors to consider, both positive and negative, when summarising and commenting on data. These include (but are not limited to):

- New students to the school
- ELLs students, new students to the country who have no English language
- Students with complex needs
- Students with behaviours that impact their ability to learn
- Students who are still impacted by Covid factors (time lost from learning, difficulty separating from a parent, change in family situations etc.)
- Transitions from another school or part of the country
- Changes in teacher
- Change in curriculum level (e.g. from year 2-3, from year 4-5)



Writing - End of Year Data

Well below expectation	Below expectation	At Expectation	Above/Well Above Expectation	TOTAL NUMBER + % of students
4% (33)	18% (142)	64% (512)	15% (118)	805 students
22% of students are below or well below		78% of students are at/above/well above		

END OF YEAR RESULTS

- End of 2023: 79% of students are achieving at/above expectation
- Includes 15% of all students achieving above/well above
- Of note is the 20% of Year 5 and 19% of Year 6 who are achieving above/well above in writing

MIDYEAR DATA (comparison)

- Mid year progress showed 80% (n=588/741) of students achieving at/above in writing
- This included 11% of all students achieving above/well above expectation (n=80/741)
- Of note is the Year 6 cohort, who are tracking with 19% of the cohort achieving above/well above in writing (n=27/144)

Writing Progress by Year level

	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	0% (0)	13% (5)	88% (35)	0%	5% (40)
Y1	1% (1)	18% (24)	67% (88)	14% (19)	16% (132)
Y2	5% (6)	13% (15)	69% (78)	12% (14)	14% (113)
Y3	2% (3)	22% (30)	66% (89)	9% (12)	17% (134)
Y4	6% (7)	14% (16)	63% (72)	17% (20)	14% (115)
Y5	5% (6)	19% (24)	56% (71)	20% (25)	16% (126)
Y6	7% (10)	19% (28)	54% (79)	19% (28)	18% (145)
Total pupils	4% (33)	18% (142)	64% (512)	15% (118)	(805)

Year 0 EOY	Year 1 EOY	Year 2 EOY	Year 3 EOY	Year 4 EOY	Year 5 EOY	Year 6 EOY
88% n=35/40	81% n=107/132	81% n=92/113	75% n=101/134	80% n=92/115	76% n=96/126	74% n=107/145
Year 0 Midyear	Year 1 Midyear	Year 2 Midyear	Year 3 Midyear	Year 4 Midyear	Year 5 Midyear	Year 6 Midyear
n/a	85% n=97/115	78% n=86/109	80% n=108/135	76% n=85/112	82% n=103/126	76% n=109/144

Writing - End of Year Data

All students Years 1 - 6		Well Below		Below		At		Above		Well Above		Total
		No	%	No	%	No	%	No	%	No	%	No
All	Male	22	5.3%	96	23.1%	256	61.7%	40	9.6%	1	0.2%	415
	Female	11	2.8%	46	11.8%	256	65.6%	72	18.5%	5	1.3%	390
	Total	33	4.1%	142	17.6%	512	63.6%	112	13.9%	6	0.7%	805
Maori	Male	3	13.0%	9	39.1%	11	47.8%	0	0%	0	0%	23
	Female	0	0%	5	31.3%	11	68.8%	0	0%	0	0%	16
	Total	3	7.7%	14	35.9%	22	56.4%	0	0%	0	0%	39
Pasifika	Male	0	0%	2	28.6%	5	71.4%	0	0%	0	0%	7
	Female	0	0%	1	12.5%	4	50.0%	2	25.0%	1	12.5%	8
	Total	0	0%	3	20.0%	9	60.0%	2	13.3%	1	6.7%	15
Asian	Male	11	6.0%	32	17.5%	118	64.5%	21	11.5%	1	0.5%	183
	Female	6	3.4%	19	10.9%	111	63.8%	37	21.3%	1	0.6%	174
	Total	17	4.8%	51	14.3%	229	64.1%	58	16.2%	2	0.6%	357
MELAA	Male	0	0%	4	26.7%	10	66.7%	1	6.7%	0	0%	15
	Female	0	0%	0	0%	5	83.3%	1	16.7%	0	0%	6
	Total	0	0%	4	19.0%	15	71.4%	2	9.5%	0	0%	21
Other	Male	1	11.1%	2	22.2%	5	55.6%	1	11.1%	0	0%	9
	Female	0	0%	5	62.5%	2	25.0%	1	12.5%	0	0%	8
	Total	1	5.9%	7	41.2%	7	41.2%	2	11.8%	0	0%	17
NZ/European	Male	7	3.9%	47	26.4%	107	60.1%	17	9.6%	0	0%	178
	Female	5	2.8%	16	9.0%	123	69.1%	31	17.4%	3	1.7%	178
	Total	12	3.4%	63	17.7%	230	64.6%	48	13.5%	3	0.8%	356

Ethnicity	At/Above
Māori	56% n=22/39
NZ European	79% n=281/356
Pasifika*	80% n=12/15
Asian	81% n=289/357
MELAA/ Other	68% n=26/38

- Important to note, our student management system only recognises a child's first chosen ethnicity
- However, 39/805 students identify as Māori on our roll making 56% (n=22/39) achieving At/Above in writing
- Of note is the high achievement of our Pasifika learners with 80% (n=12/15) achieving at/above in writing

Writing Comparison by Gender

Result	Num pupils	Boys	Girls	Boys%	Girls%
Well Above Standard	6	1	5	0.2%	1.3%
Above Standard	112	40	72	9.6%	18.5%
At Standard	512	256	256	61.7%	65.6%
Below Standard	142	96	46	23.1%	11.8%
Well Below Standard	33	22	11	5.3%	2.8%

END OF YEAR ACHIEVEMENT

Overall, girls have 85% (n= 333/390) achieving at/above with boys at 72% (n= 297/415)

- 20% of girls are above/well above expectation (n=77/390)
- 10% of boys are above/well above expectation (n=41/415)
- Almost double the number of boys are below compared to girls

Writing OTJs: Comparison of E.O.Y. data over time

	2017	2018	2019	2020	2023
Well Below	17/742 - 2.3%	14/707 - 2%	27/709 - 3.8%	21/719 - 2.9 %	33/805 - 4%
Below	79/742 - 10.6%	92/707 - 13%	89/709 -12.6%	118/719 - 16.4%	142/805 - 18%
At	427/742 - 57.5%	400/707 - 57%	448/709 - 63.2%	475/719 - 66.1%	512/805 - 63%
Above	219/742 - 29.5%	201/707 - 28%	145/709 - 20.5%	105/719 - 14.6%	118/805 - 15%

Writing Summary

- At end of year 2023, 78% of students are achieving At/Above for writing
- All cohorts have achieved well - of note are the Year 2 & Year 4 cohorts
- The Learning Progression Framework has continued to be used by all teachers in writing, which supports student learning and identifies their next teaching steps
- Teachers continue to use LPFs to guide and strengthen their planning (next steps) and overall teacher judgements
- Writing moderation has supported rigorous examination of student progress and informed OTJs
- BSLA in the Year 0,1,2 classes have helped to build strong foundational literacy skills, and strengthening teacher practice across the team
- 'The Code' adds to this foundation throughout the school
- The reintroduction of AfL (Assessment for Learning) will further strengthen tier 1 teaching across the school
- Reading Recovery and Tier 2/3 Literacy Support are an additional support for students with identified needs. Learning Support/Teacher Aides continue to support students and teachers in their daily programmes, along with English Language support

Writing Summary continued (2)

- The school has continued to manage some extremely challenging student behaviours
- We notice progress for these learners, but these behaviours impact directly on all student learning
- A range of interventions and continuous classroom support has helped these students across the school

Next Steps:

- We have identified target groups of students who will benefit from further support to the extent our current staffing allows
- BSLA is embedded in the Yr 0-2 teaching teams and new staff will be part of the training in 2023
- LSAs will be trained in Tier 2 support for BSLA
- We continue to provide professional development to all teachers on AfL and Culturally Responsive pedagogies in order to raise student achievement



Reading - End of Year Data

Well below expectation	Below expectation	At Expectation	Above/Well Above Expectation	TOTAL NUMBER + % of students
6% (41)	13% (107)	54% (438)	27% (215)	805 students
19% of students are below or well below		81% of students are at/above/well above		

END OF YEAR RESULTS

- EOY achievement showed 81% (n=653/805) of all students achieving at/above in Reading
- Of significant note, 27% of all students are achieving above/well above in reading (215 students)

MIDYEAR RESULTS

- 79% (n=585/741) of all students achieving at/above in Reading
- Almost a quarter of students across the school are achieving above/well above in Reading

	Well Below Standard	Below Standard	At Standard	Above Standard	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0		10% (4)	90% (36)		0%	10% (4)	90% (36)	0%	5% (40)
Y1		24% (32)	55% (72)	21% (28)	0%	24% (32)	55% (72)	21% (28)	16% (132)
Y2	12% (14)	12% (14)	52% (59)	23% (26)	12% (14)	12% (14)	52% (59)	23% (26)	14% (113)
Y3	3% (4)	11% (15)	56% (75)	30% (40)	3% (4)	11% (15)	56% (75)	30% (40)	17% (134)
Y4	7% (8)	6% (7)	57% (65)	30% (35)	7% (8)	6% (7)	57% (65)	30% (35)	14% (115)
Y5	6% (8)	14% (18)	48% (60)	32% (40)	6% (8)	14% (18)	48% (60)	32% (40)	16% (126)
Y6	8% (11)	12% (17)	49% (71)	32% (46)	8% (11)	12% (17)	49% (71)	32% (46)	18% (145)
Total pupils	6 % (45)	13 % (107)	54 % (438)	27 % (215)	6% (45)	13% (107)	54% (438)	27% (215)	(805)

Reading Comparison By Year Level

Year 0 EOY	Year 1 EOY	Year 2 EOY	Year 3 EOY	Year 4 EOY	Year 5 EOY	Year 6 EOY
90% n=36/40	76% n=100/132	74% n=85/113	86% n=115/134	87% n=100/115	79% n=100/126	81% n=117/145
Year 0 Midyear	Year 1 Midyear	Year 2 Midyear	Year 3 Midyear	Year 4 Midyear	Year 5 Midyear	Year 6 Midyear
n/a	76% n=87/115	69% n=75/109	79% n=107/135	84% n=94/112	83% n=104/126	79% n=116/144

End of Year Progress by Ethnicity

All students Years 1 - 6		Well Below		Below		At		Above		Well Above		Total
		No	%	No	%	No	%	No	%	No	%	No
All	Male	24	5.8%	67	16.1%	224	54.0%	96	23.1%	4	1.0%	415
	Female	21	5.4%	40	10.3%	214	54.9%	107	27.4%	8	2.1%	390
	Total	45	5.6%	107	13.3%	438	54.4%	203	25.2%	12	1.5%	805
Maori	Male	4	17.4%	5	21.7%	12	52.2%	2	8.7%	0		23
	Female	2	12.5%	4	25.0%	9	56.3%	1	6.3%	0		16
	Total	6	15.4%	9	23.1%	21	53.8%	3	7.7%	0		39
Pasifika	Male	0	0.0%	3	42.9%	4	57.1%	0	0.0%	0		7
	Female	0	0.0%	2	25.0%	4	50.0%	1	12.5%	1	12.5%	8
	Total	0	0.0%	5	33.3%	8	53.3%	1	6.7%	1	6.7%	15
Asian	Male	11	6.0%	26	14.2%	103	56.3%	40	21.9%	3	1.6%	183
	Female	8	4.6%	19	10.9%	96	55.2%	47	27.0%	4	2.3%	174
	Total	19	5.3%	45	12.6%	199	55.7%	87	24.4%	7	2.0%	357
MELAA	Male	1	6.7%	4	26.7%	7	46.7%	3	20.0%	0	0.0%	15
	Female	0	0.0%	0	0.0%	4	66.7%	2	33.3%	0	0.0%	6
	Total	1	4.8%	4	19.0%	11	52.4%	5	23.8%	0	0.0%	21
Other	Male	1	11.1%	2	22.2%	2	22.2%	4	44.4%	0	0.0%	9
	Female	1	12.5%	4	50.0%	2	25.0%	1	12.5%	0	0.0%	8
	Total	2	11.8%	6	35.3%	4	23.5%	5	29.4%	0	0.0%	17
NZ/European	Male	7	3.9%	27	15.2%	96	53.9%	47	26.4%	1	0.6%	178
	Female	10	5.6%	11	6.2%	99	55.6%	55	30.9%	3	1.7%	178
	Total	17	4.8%	38	10.7%	195	54.8%	102	28.7%	4	1.1%	356

Ethnicity	At/Above
Māori	61% n=24/39
European	85% n=301/356
Pasifika	67% n=10/15
Asian	82% n= 293/357
Other/- MELAA	66% n=25/38

- Again, as our student management system only recognises a child's first chosen ethnicity overall, Māori students are achieving at/above/well above at 61% (n= 24/40)
- 62% of Pasifika students are achieving at/above in reading(n=10/15), however of note are the 2 Pasifika students achieving above/well above
- NZ European students track well with 106 students achieving above or well above expectation

Reading Comparison by Gender

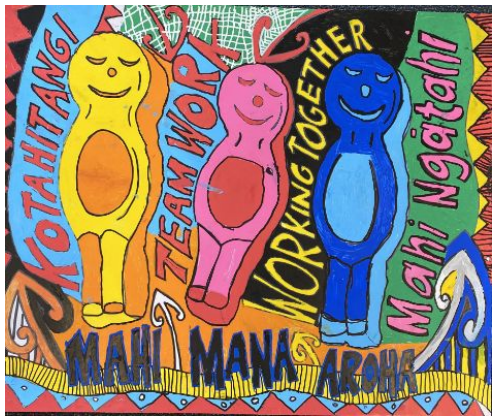
All students Years 1 - 6		Well Below		Below		At		Above		Well Above		Total
		No	%	No	%	No	%	No	%	No	%	No
All	Male	24	5.8%	67	16.1%	224	54.0%	96	23.1%	4	1.0%	<u>415</u>
	Female	21	5.4%	40	10.3%	214	54.9%	107	27.4%	8	2.1%	<u>390</u>
	Total	45	5.6%	107	13.3%	438	54.4%	203	25.2%	12	1.5%	<u>805</u>

END OF YEAR RESULTS

- Overall girls have 82% (n=299/367) achieving at/above with boys at 76% (n=284/374)
- There are 30% of girls (n=115) achieving above or well above compared to 24% of boys (n=100)
- More boys (n=24) are well below in reading than girls (n=21)

END OF YEAR RESULTS

- Midyear 2023: girls continue to have a higher number of students in the above and well above categories, with 82% of girls compared to 76% of boys
- Overall, girls have 82% (n=299/367) achieving at/above with boys at 76% (n=284/374)
- There are 26% of girls achieving above or well above compared to 23% of boys
- More girls (n=17) are well below than boys (n=12)



Reading OTJs: Comparison of E.O.Y. data over time

	2017	2018	2019	2020	2023
Well Below	19/742 - 2.6%	15/707 - 2%	31/709 - 4%	24/719 - 3.3%	8/805 - 1.1%
Below	67/742 - 9%	73/707 - 10%	73/709 - 10%	125/719 - 17.4%	17/805 - 12%
At	277/742 - 37%	369/707 - 38%	303/709 - 43%	356/719 - 49.5%	238/805 - 54%
Above	379/742 - 51.1%	350/707 - 50%	302/709 - 43%	214/719 - 29.8%	215/805 - 27%

Reading Summary

- End of year schoolwide data 2023 continues to track positively
- Of note are the Year 2, 3, 4 & 6 cohorts who have made good gains
- Teachers continue to moderate reading OTJs within and across teams, and utilise a range of resources to support their decisions

SUPPORTS IN PLACE

- Reading Recovery (tier 3) intervention, LSAs in the junior school team to support literacy
- BSLA (focusing on phonics, oral language and vocabulary)
- use of LPF and PACT all support effective practice across the school
- The reintroduction of AfL practices will build on existing best practice
- BSLA has also included parent/whānau meeting and huge commitment development for the year 0-2 staff



Reading Summary continued (2)

- Most cohorts have stayed close to their progress outcomes in 2022, but there have also been a number of new students across all teams which impacts the data

FACTORS FOR ACCELERATED PROGRESS:

- Increased time of direct teaching, home support, increased self esteem and efficacy
- Consistency of reading daily, increased focus, teachers intentional about engagement in literacy
- Support groups/reading recovery
- BSLA framework as base for junior literacy (Deliberate Acts Of Teaching, shared philosophy and approach)
- LSA support in the classroom and/or in groups

NEXT STEPS:

- We have new staff enrolled to undertake BSLA training
- LSA training for Tier 2 intervention/support for Years 1-3
- Unpacking and planning using Te Mātaiaho (NZC Refresh)
- We have identified target groups of students who will benefit from further support to the extent our current staffing allows
- Professional development for all teachers on AfL and Culturally Responsive pedagogies in order to raise student achievement

Mathematics - End of Year Data

Well below expectation	Below expectation	At Expectation	Above/Well Above Expectation	TOTAL NUMBER + % of students
3% (21)	11% (85)	60% (483)	27% (216)	805 students
13% (106/805) are below or well below		87% (n=699/805) are at/ above/ well above		

END OF YEAR RESULTS

- **EOY 2023**: 87% (n=699/805) at/above expectation across the school
- Of note, 27% (n=216/805) students achieving above/well above expectation

MID YEAR DATA (For comparison)

- **MY 2023**: 87% (n=642/741) of all students achieving at/above/well above in mathematics

Mathematics End of Year Data

	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	0% (0)	0% (0)	100% (40)	0%	5% (40)
Y1	0%	15% (20)	67% (88)	18% (24)	16% (132)
Y2	2% (2)	12% (13)	65% (74)	21% (24)	14% (113)
Y3	3% (4)	13% (17)	63% (84)	22% (29)	17% (134)
Y4	1% (1)	10% (11)	50% (58)	39% (45)	14% (115)
Y5	5% (6)	9% (11)	52% (66)	34% (43)	16% (126)
Y6	6% (8)	9% (13)	50% (73)	35% (51)	18% (145)
Total pupils	3% (21)	11% (85)	60% (483)	27% (216)	(805)

Year 0 EOY	Year 1 EOY	Year 2 EOY	Year 3 EOY	Year 4 EOY	Year 5 EOY	Year 6 EOY
100% n=40/40	85% n=112/132	87% n=98/113	84% n=113/134	90% n=103/115	87% n=109/126	86% n=124/145
Year 0 Midyear	Year 1 Midyear	Year 2 Midyear	Year 3 Midyear	Year 4 Midyear	Year 5 Midyear	Year 6 Midyear
n/a	90% n=103/115	86% n=89/109	87% n=117/135	85% n=95/112	89% n=112/126	87% n=121/144

Mathematics – End of Year Progress by Ethnicity

All students Years 1 - 6		Well Below		Below		At		Above		Well Above		Total
		No	%	No	%	No	%	No	%	No	%	No
All	Male	9	2.2%	36	8.7%	231	55.7%	121	29.2%	18	4.3%	<u>415</u>
	Female	12	3.1%	49	12.6%	253	64.9%	65	16.7%	11	2.8%	<u>390</u>
	Total	21	2.6%	85	10.6%	484	60.1%	186	23.1%	29	3.6%	<u>805</u>
Maori	Male	3	13.0%	4	17.4%	12	52.2%	4	17.4%	0		<u>23</u>
	Female	0		7	43.8%	8	50.0%	1	6.3%	0		<u>16</u>
	Total	3	7.7%	11	28.2%	20	51.3%	5	12.8%	0		<u>39</u>
Pasifika	Male	0		0		6	85.7%	1	14.3%	0		<u>7</u>
	Female	0		2	25.0%	4	50.0%	1	12.5%	1	12.5%	<u>8</u>
	Total	0		2	13.3%	10	66.7%	2	13.3%	1	6.7%	<u>15</u>
Asian	Male	1	0.5%	13	7.1%	90	49.2%	64	35.0%	15	8.2%	<u>183</u>
	Female	3	1.7%	11	6.3%	109	62.6%	44	25.3%	7	4.0%	<u>174</u>
	Total	4	1.1%	24	6.7%	199	55.7%	108	30.3%	22	6.2%	<u>357</u>
MELAA	Male	1	6.7%	1	6.7%	11	73.3%	2	13.3%	0		<u>15</u>
	Female	0		0		5	83.3%	1	16.7%	0		<u>6</u>
	Total	1	4.8%	1	4.8%	16	76.2%	3	14.3%	0		<u>21</u>
Other	Male	0		3	33.3%	2	22.2%	4	44.4%	0		<u>9</u>
	Female	0		2	25.0%	5	62.5%	1	12.5%	0		<u>8</u>
	Total	0		5	29.4%	7	41.2%	5	29.4%	0		<u>17</u>
NZ/European	Male	4	2.2%	15	8.4%	110	61.8%	46	25.8%	3	1.7%	<u>178</u>
	Female	9	5.1%	27	15.2%	122	68.5%	17	9.6%	3	1.7%	<u>178</u>
	Total	13	3.7%	42	11.8%	232	65.2%	63	17.7%	6	1.7%	<u>356</u>

Ethnicity	At/Above/ well above
Māori	64% n=25/39
European	85% n=301/356
*Pasifika	87=% n=13/15
Asian	92% n=329/357
Other	82% n=31/39

- Māori students are tracking at 66% at/ above/ well above (n= 25/39). This is below the overall students population who are achieving 87% at/ above/ well above.
- Our Asian students are achieving about the overall student population 92% compared with 87%
- Pasifika students are achieving great success in maths with 87% of them at/above in maths (n=13/15).

Comparison of results by gender

	Needs Extra Support (wellbelow)			Needs Support (below)			On Track (at)			Exceeding (above)			Total Pupils
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Y0							50% (20)	50% (20)	100% (40)				<u>40</u>
Y1				8% (11)	7% (9)	15% (20)	34% (45)	33% (43)	67% (88)	12% (16)	6% (8)	18% (24)	<u>132</u>
Y2	1% (1)	1% (1)	2% (2)	5% (6)	6% (7)	12% (13)	33% (37)	33% (37)	65% (74)	15% (17)	6% (7)	21% (24)	<u>113</u>
Y3	1% (1)	2% (3)	3% (4)	5% (7)	7% (10)	13% (17)	27% (36)	36% (48)	63% (84)	16% (22)	5% (7)	22% (29)	<u>134</u>
Y4	1% (1)		1% (1)	3% (4)	6% (7)	10% (11)	27% (31)	23% (27)	50% (58)	24% (28)	15% (17)	39% (45)	<u>115</u>
Y5	2% (3)	2% (3)	5% (6)	6% (7)	3% (4)	9% (11)	23% (29)	30% (38)	53% (67)	18% (23)	15% (19)	33% (42)	<u>126</u>
Y6	2% (3)	3% (5)	6% (8)	1% (1)	8% (12)	9% (13)	23% (33)	28% (40)	50% (73)	23% (33)	12% (18)	35% (51)	<u>145</u>
Total	<u>9</u>	<u>12</u>	<u>21</u>	<u>36</u>	<u>49</u>	<u>85</u>	<u>231</u>	<u>253</u>	<u>484</u>	<u>139</u>	<u>76</u>	<u>215</u>	(805)

- Boys have a higher number of students in the above categories with 64% of boys in this category (139 boys compared to 76 girls)
- In the remaining categories boys and girls tend to be more evenly spread with a few sporadic areas - Year 3 'at expectation' girls outperform the boys and Year 6 and Year 4 have more boys in the 'below expectation' group
- In previous years we have seen significantly higher results in both the at and above categories for boys compared to girls. We will continue to ensure that gender is a factor to consider when selecting math extension groups



Mathematics OTJs: Comparison of E.O.Y. data over time

	2017	2018	2019	2020	2023
Well Below	6/698: 1%	11/725: 1.5%	5/742: 0.6%	9/707: 1.3%	85/805 - 3%
Below	60/698: 9%	63/725: 8.7%	57/742: 8%	87/707: 12.3%	85/805 - 11%
At	323/698: 46%	341/725: 47%	385/742: 52%	340/707: 48.1%	483/805 - 60%
Above	309/698: 44%	310/725: 42.8%	295/742: 40%	271/707: 38.3%	216/805 - 27%

Mathematics Summary (1)

It is pleasing to note that 87% (n=642/741) of all students are achieving At, Above and Well Above in mathematics. This is particularly positive and shows a strong continuation of our maths programmes. Maths pedagogies have been strongly prioritised and invested in throughout the past two years, both in time and resourcing.

Māori students as a group have less students in the At and Above categories, compared with all other ethnicities (Maori 64% compared to 84% Euro, 87% Pasifika, 92% Asian, 71% other). Particularly pleasing is the Pasifika progress as 87% (n=13/15) of these students are achieving at/above in mathematics.

The Learning Progression Framework

This has been utilised by teachers for planning and assessment in mathematics. The illustrations and key ideas give clarity to teachers and supports their pedagogy, along with identifying the students' next learning steps.

Factors for why students may have made accelerated progress include:

- PLD for teachers in the areas of mathematics for past 3 years is building sustainable practice and planning
- Focus on Assessment for Learning (PLD, coaching and observation by expert and Team Leaders)
- Improved attendance - Covid has had less impact on attendance than previous 4 years

Mathematics Summary continued (2)

What we have been doing:

We have been working alongside expert (Sue Pine) for PLD which has focused on:
Pedagogy of teaching mathematics at CBS

Collaborative problem solving approach with mixed ability groups

Developing teachers' knowledge of how to use formative assessment to accelerate learning.

Using Learning Progression Framework, supported by PaCTool and schoolwide overview
Sue has modelled and co-taught with all of the PCTs and new staff to onboard them with the approach.

Next Steps:

- Unpacking and planning using the new Te Mātaiaho (NZC Refresh)
- Continuation of teacher inquiry (collaborative) throughout the year to examine best practice and continue to build teacher and learner efficacy, student engagement and improved outcomes
- We have 1 more year of working with Sue Pine to ensure that we can be sustainable in our approach to mathematics
- We have applied for 4 Accelerated Learning in mathematics (ALiM) contracts for 2024 which will deliver PLD and inquiry to 4 teachers to lift achievement of students achieving below or well below expectations
- We anticipate some changes due to a change of government and will pivot to ensure we stay ahead of the game



TARGET: 80% of all target students (all below students in years 4 and 6) will make significant progress, moving at least one stage in GLoSS in one area

	Moved back 1 sub-level	Stayed the same	Made 1 sub-level improvement	Made 2 sub-levels improvement
Addition/ Subtraction	EOY - 14% MOY - 28%	EOY - 9% MOY - 25%	EOY - 64% MOY - 47%	EOY - 14% MOY - 0%
Multiplication/ Division	EOY - 14% MOY - 19%	EOY - 14% MOY - 44%	EOY - 54% MOY - 28%	EOY - 18% MOY - 9%
Fractions/ Decimals/ Percentages	EOY - 4% MOY - 25%	EOY - 14% MOY - 31%	EOY - 68% MOY - 9%	EOY - 14% MOY - 25%

Number of students who have made at least 1 sub-level of progress in at least 1 area: 91% (20 students)

A really positive shift with a large number of students making 1 or more levels progress: 78% addition/ Subtraction, 72% in multiplication/ Division, 82% decimals/ fractions.



TARGET: 80% of all Māori students in Years 4 (5/6 learners), Year 5 (7/9), and Year 6 (7/9 learners) will make improvement in efficacy and move at least one stage in GLoSS in one area

	Moved back 1 sub-level	Stayed the same	Made 1 sub-level improvement	Made 2 sub-levels improvement
Addition/ Subtraction	EOY - 3% MOY - 18%	EOY - 15% MOY - 27%	EOY - 76% MOY - 55%	EOY - 6% MOY - 0%
Multiplication/ Division	EOY - 9% MOY - 14%	EOY - 21% MOY - 45%	EOY - 55% MOY - 36%	EOY - 15% MOY - 4%
Fractions/ Decimals/ Percentages	EOY - 9% MOY - 19%	EOY - 9% MOY - 33%	EOY - 58% MOY - 33%	EOY - 24% MOY - 14%

Number of students who have made at least 1 sub-level of progress: 97% (32 students)

This is a pleasing increase as Mid year data which had only 67% of students making at least 1 level of progress in at least 1 area.

We are really pleased with the group of students who have moved 1 or 2 sub-levels as this is significant learning.



TARGET: 80% of girls in Year 6 will be achieving at/above in mathematics by the end of the year (currently 21/70 girls are below or well below in maths data from EOY 2022)

	No data	Well Below/ Below	At/ Above/ Well Above
End of 2022	11%	23%	66%
Mid-year data	3%	23%	74%
End of year	-	23%	77%

A positive shift of students achieving at/ above/ well above expectation (66% compared to 77%)

An OTJ is a broad measure so it is harder to see small gains



TARGET: 80% of all students in Years 4-6 will make improvement of the following scale points in the Maths Progressive Achievement tests (P.A.T.): Year 4 - 6 points, Year 5 - 3 points, Year 6 - 3 points

	Students that made the above number of points or more
Year 4	65% of students made progress of 6 points
Year 5	68% of students made progress of 3 points
Year 6	68% of students made progress of 3 points

A number of students made significant progress of 15 or more points however this cannot be seen in the data as it only records the number of students who made at least 6 (Year 4) or 3 (Year 5 & 6) points.

We need to consider that we have a number of students with special needs in this data and that in future we may be better to select a more specific group to measure rather than across a cohort of students.



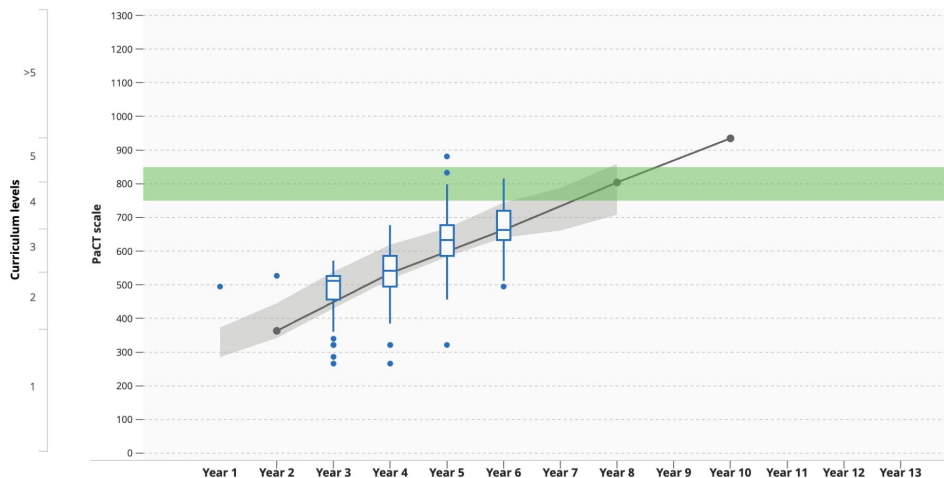
TARGET: Teachers across the school will use PAcT tools as checkpoint early in Term 2 and Term 4

All teachers in Year 3-6 have used PacTool to record students learning at end of year.

Achievement report (school view) - Mathematics

Cockle Bay School

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



● Base data series: Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time period: Latest

● Expected curriculum progress at year end ● Typical student progress at year end ■ Readiness for NCEA co-requisite



Report on how Cockle Bay School has given effect to Te Tiriti o Waitangi

March 2024

Cockle Bay School has given effect to Te Tiriti o Waitangi in the following ways:

STRATEGIC GOALS AND ACTIONS

- Māori Achievement Collaborative (M.A.C.) participation in second year, including
 - Board professional development: All board members attended a two hour session led by our M.A.C. facilitator.
 - Regular Staff Hui each term led by our M.A.C. facilitator. Topics include Te Tiriti o Waitangi, Māori Achieving Success as Māori, Aotearoa Histories Curriculum, culturally sustaining practices within our school that focus on Māori students and for the benefit of all students, building staff capabilities, confidence and knowledge in tikanga such as karakia, pepeha, mihimihi and waiata.
 - Worked with leadership teams to develop Cockle Bay School's strategic direction, introduced key Māori documents including Ka Hikitia, Tātaiako and the Hikairo Schema, supported leadership team to develop curriculum design which includes Kaupapa Maori
 - Lead staff members attended M.A.C. conference.
- Waipaparoa Kāhui Ako focus on building connections mana whenua and on building cultural competency among staff
- Worked with PCTs to cover topics such as Ka Hikitia and the Hikairo Schema
- Teaching staff engaged for 2024 with Te Wānanga through staff hui, enriching understanding of Te Tiriti, te ao, te reo and tikanga

CURRICULUM

- Curriculum overview provides opportunity for students to learn tikanga Māori in local contexts. Team visits to Owairoa Marae, Edgewater Marae
- Waipaparoa Kahui Ako leaders visited significant local historical sites of importance historically to mana whenua Ngai Tai Ki Tāmaki
- Cockle Bay School karakia embedded into assemblies/school culture
- Individual pepeha developed
- Mihi Whakatau common practice established to welcome new students, whanau and staff

- Kapa Haka - senior and junior groups, supported by Owairoa Marae and including a Saturday performance there.

CONNECTIONS

- Ūmupuiea Marae - seven senior staff members accepted an invitation to attend a full professional development day in a school break, in order to start developing relationships with mana whenua Ngai Tai Ki Tāmaki and begin to understand their history
- Agenda for Māori Whanau Hui for parents of Māori students developed and well attended 22 June 2023 and 7 November 2023

BUILDING STAFF CAPACITY

- Culturally responsive practice professional development for all teachers based on Teaching to the North East - external facilitator The Education Group
- He Papa Tikanga - almost all teachers currently enrolled in N.C.E.A. Level Three Te Wānanga o Aotearoa professional development
- Niho Taniwha Professional Development 8 staff
- Individual staff members pursued professional development in Te Reo Māori: Poutawa Reo (principal), Te Reo Level 1, Te Wānanga (deputy principal)

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>A primary objective of Cockle Bay School is to ensure that our school is both a physically and emotionally safe space for our staff and students, as required by the Education and Training Act 2020.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Our EEO policy (SchoolDocs) outlines how we ensure that all applicants for employment, along with existing employees, are treated based on their own skills, attributes, abilities and qualifications, free from bias or discrimination. We, along with all schools of Aotearoa, are required to be good employers; to:</i> <ul style="list-style-type: none"> ● Maintain and comply with the school's EEO policy, and ● Include in the annual report a summary of the year's compliance
How do you practise impartial selection of suitably qualified persons for appointment?	<i>As a school, we consider all applicants, based on their own experience, strengths, suitability for a position and needs of the school as identified and confirmed through their referees.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<i>We work closely with Māori Achievement Collaborative to identify ways that we can recognise and support the aspirations of Māori staff at our school, and how to involve our community in strengthening language, culture and identity for our Māori ākonga, which benefits all of the learners at our school. We offer professional learning opportunities, such as Te Wānanga, to support our staff in upskilling themselves and developing a greater understanding of tikanga.</i>
How have you enhanced the abilities of individual employees?	<i>We have allocated funds within the PD budget to support and provide professional learning opportunities which align with our strategic goals. We also proactively encourage staff to seek out professional development i.e. to identify their own areas of growth or to further enhance a strength, e.g. BetterStart Literacy for Teacher Aides.</i>
How are you recognising the employment requirements of women?	<i>We are primarily a staff of women so we recognise the employment requirements of women through:</i> <ul style="list-style-type: none"> ● Sick leave provisions for family ● Personal amenities for women's sanitary items ● Maternity leave provisions

How are you recognising the employment requirements of persons with disabilities?	<p><i>In 2023, we had only staff member who required support for an ongoing back injury, who we purchased an ergonomic chair for with back support. However, we also have:</i></p> <ul style="list-style-type: none"> ● A lift for access to upstairs amenities ● Disabled toilets ● Disabled parking spaces ● Wheelchair access through the school, e.g. ramps
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

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?	✓	

Completed by Kimberley Rivett, EEO Delegate Cockle Bay School, 20.3.24

Kiwisport Statement

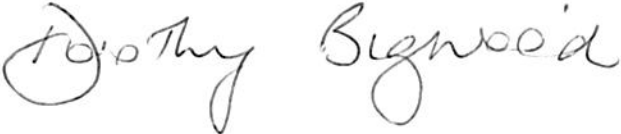
For the year ended 31 December 2023

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received Kiwisport funding of \$11,837.20 (excluding GST).

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

The funding was also spent on new shot puts, mini basketball hoops and table tennis equipment, plus additional sports equipment for our Physical Education programme.

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



Dorothy Bigwood
PRINCIPAL