



NELSON COLLEGE FOR GIRLS

Te Kura Tamawāhine o Whakatū

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number:	295
Principal:	Cathy Ewing
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School Postal Address:	P O Box 842, Nelson, 7040
School Phone:	(03) 548 3104
School Email:	admin@ncg.school.nz

BOARD OF TRUSTEES 2022

Name	Position	How position on Board was gained	Term expires	Occupation
Helen Taylor-Young	Presiding Member; Parent Representative	Elected June 2019; Re-elected Aug 2022	2025 (election month to be confirmed by NZSTA)	Stay at home Mum
Ursula O'Donohue	Co-opted Trustee	Co-opted Feb 2021	Feb 2023	Accountant
Mirka Langford	Deputy Presiding Member; Co-opted Trustee; then Selected Parent Representative	Co-opted April 2021; selected as Parent Rep Oct 2021; Re-elected Parent Rep Aug 2022	2025 (election month to be confirmed by NZSTA)	Environmental Advisor
Cathy Ewing	Principal	Appointed Jan 2011	n/a	Principal
David McGibbon	Parent Representative	Elected August 2022	2025 (election month to be confirmed by NZSTA)	Chief Executive Officer
Sarah Johns	Parent Representative	Elected August 2022	2025 (election month to be confirmed by NZSTA)	Teacher
Wendy Hunter	Parent Representative	Elected August 2022	2025 (election month to be confirmed by NZSTA)	Paediatrician
Shelly Hulland	Staff Representative	Elected June 2019, Re-elected August 2022	2025 (election month to be confirmed by NZSTA)	Teacher
Piata Taylor	Student Representative	Elected September 2022	Sep 2023	Student



NELSON COLLEGE FOR GIRLS

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Annual Report - For the year ended 31 December 2022

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Nelson College for Girls

Statement of Responsibility

For the year ended 31 December 2022

The Board accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the group.

The Group's 2022 consolidated financial statements are authorised for issue by the Board.

Helen Taylor - Young
Full Name of Presiding Member

Helen Young
Signature of Presiding Member

26/02/24
Date:

Claire O'Fee
Full Name of Principal

[Signature]
Signature of Principal

26/02/24
Date:

Nelson College for Girls

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	School 2022	2021	2022	Group 2022	2021
	Notes	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
Revenue							
Government Grants	2	10,334,538	10,797,940	10,689,181	10,427,438	10,898,116	10,789,360
Locally Raised Funds	3	958,215	880,574	955,000	1,706,124	1,617,565	1,633,516
Use of Proprietor's Land and Buildings Integrated		-	-	-	-	-	-
Interest Earned		15,577	13,000	7,311	31,394	20,000	15,926
Gain on Sale of Property, Plant and Equipment		6,739	3,500	3,478	6,739	3,500	3,478
Hostel	4	768,286	705,211	816,251	768,286	705,211	816,251
Other Revenue		-	-	-	-	-	-
Total revenue		12,083,355	12,400,225	12,471,221	12,939,982	13,244,392	13,258,531
Expenses							
Locally Raised Funds	3	543,014	573,392	558,105	564,851	590,440	608,198
Hostel	4	950,916	926,510	1,024,657	950,916	926,510	1,024,657
Learning Resources	5	7,204,918	7,275,151	7,933,759	7,819,459	7,881,970	8,499,139
Administration	6	1,491,713	1,204,037	1,263,990	1,628,155	1,329,208	1,342,281
Finance		34,076	23,052	21,670	34,076	23,052	21,670
Property	7	2,053,763	2,844,027	1,907,869	2,144,252	2,931,349	1,949,133
Other Expenses		-	-	-	-	-	-
Loss on Disposal of Property, Plant and Equipment		-	-	-	-	-	-
Total expenses		12,278,401	12,846,168	12,710,051	13,141,709	13,682,530	13,445,079
Net Surplus / (Deficit) for the year		(195,046)	(445,944)	(238,829)	(201,728)	(438,138)	(186,547)
Other Comprehensive Revenue and Expenses							
<i>Item that will not be reclassified to surplus(deficit)</i>							
Gain on equity investment revaluations		-	-	-	-	-	-
Total other comprehensive revenue and expense		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		(195,046)	(445,944)	(238,829)	(201,728)	(438,138)	(186,547)

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

Nelson College for Girls

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	School		Group		
		2022	2022	2021	2022	2021
		Actual	Budget	Actual	Actual	Actual
		\$	(Unaudited)	\$	\$	\$
			\$			
					Budget	
					(Unaudited)	
					\$	\$
Equity at 1 January		4,893,109	5,342,059	5,131,939	6,078,334	6,264,884
Total comprehensive revenue and expense for the year		(195,046)	(445,944)	(238,829)	(201,728)	(186,547)
Contributions from the Ministry of Education						
Contribution - Furniture and Equipment Grant		80,157	1,875	1,875	80,157	1,875
Equity at 31 December		4,778,220	4,897,990	4,894,984	5,956,763	6,080,211
Accumulated comprehensive revenue and expense		4,778,220	4,897,990	4,894,984	5,956,763	6,077,417
Reserves		-	-	-	-	-
Equity at 31 December		4,778,220	4,897,990	4,894,984	5,956,763	6,077,417
Reserve Movements Analysis						
Accumulated comprehensive revenue and expense						
Balance at 1 January		4,893,109	5,342,059	5,131,939	6,078,334	6,264,884
Equity investment revaluation reserve transfer on disposal		-	-	-	-	-
Furniture & Equipment grant		80,157	1,875	1,875	80,157	1,875
Surplus/(deficit) for the year		(195,046)	(445,944)	(238,829)	(201,728)	(186,547)
Balance 31 December		4,778,220	4,897,990	4,894,984	5,956,763	6,077,417
Equity investment revaluation reserves						
Balance at 1 January		475,507	470,985	470,985	475,507	475,018
Net change in fair value		-	-	-	-	-
Transfer to accumulated surplus/deficit on disposal		-	-	-	-	-
Reserves		3,679	4,522	4,522	3,679	489
Balance 31 December		479,185	475,507	475,507	479,185	475,507
Total equity		5,257,405	5,373,497	5,370,491	6,435,948	6,555,718

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Nelson College for Girls Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets							
Cash and Cash Equivalents	8	410,042	457,797	457,797	708,116	692,991	692,991
Accounts Receivable	9	675,211	881,238	882,535	771,416	1,388,457	1,389,754
GST Receivable		15,191	18,712	18,712	15,191	18,712	18,712
Prepayments		113,050	90,299	90,299	114,304	90,299	90,299
Inventories	10	160,255	123,822	123,822	160,255	123,822	123,822
Investments	11	1,047,506	1,133,661	1,133,661	1,604,989	1,680,137	1,680,137
Funds receivable for Capital Works Projects	19	462,193	-	221,140	462,193	-	221,140
		<u>2,883,450</u>	<u>2,705,529</u>	<u>2,927,966</u>	<u>3,836,465</u>	<u>3,994,418</u>	<u>4,216,855</u>
Current Liabilities							
GST Payable		-	-	-	11,631	74,400	74,400
Accounts Payable	13	1,049,974	810,458	815,060	1,123,872	829,843	834,445
Borrowings	14	34,800	23,247	23,247	34,800	23,247	23,247
Revenue Received in Advance	15	511,766	382,715	382,205	806,576	1,008,371	1,007,861
Provision for Cyclical Maintenance	16	45,951	61,298	61,298	45,951	61,298	61,298
Finance Lease Liability	17	56,680	60,286	60,286	59,459	60,286	60,286
Funds held in Trust	18	14,284	6,477	6,477	14,284	6,477	6,477
Funds held for Capital Works Projects	19	96,686	206,857	426,451	96,686	206,857	426,451
Funds Held for Young Parent School	20	269,502	289,663	289,663	269,502	289,663	289,663
		<u>2,079,642</u>	<u>1,841,001</u>	<u>2,064,686</u>	<u>2,462,761</u>	<u>2,560,442</u>	<u>2,784,127</u>
Working Capital Surplus/(Deficit)		803,807	864,528	863,280	1,373,704	1,433,976	1,432,728
Non-current Assets							
Investments	11	-	-	-	-	-	-
Property, Plant and Equipment	12	5,416,094	5,471,835	5,470,077	6,030,278	6,089,414	6,093,454
Intangible Assets		-	-	-	-	-	-
		<u>5,416,094</u>	<u>5,471,835</u>	<u>5,470,077</u>	<u>6,030,278</u>	<u>6,089,414</u>	<u>6,093,454</u>
Non-current Liabilities							
Borrowings	14	556,151	606,857	606,857	556,151	606,857	606,857
Provision for Cyclical Maintenance	16	328,442	272,191	272,191	328,442	272,191	272,191
Finance Lease Liability	17	77,904	83,818	83,818	83,441	91,417	91,417
Funds held in Trust	18	-	-	-	-	-	-
		<u>962,496</u>	<u>962,866</u>	<u>962,866</u>	<u>968,033</u>	<u>970,465</u>	<u>970,465</u>
Net Assets		<u>5,257,405</u>	<u>5,373,497</u>	<u>5,370,491</u>	<u>6,435,949</u>	<u>6,552,925</u>	<u>6,555,717</u>
Equity:							
Accumulated comprehensive revenue and expense		4,778,220	4,897,990	4,894,984	5,956,763	6,077,417	6,080,211
Equity investment revaluation reserves		479,185	475,507	475,507	479,185	475,507	475,507
Total equity		<u>5,257,405</u>	<u>5,373,497</u>	<u>5,370,491</u>	<u>6,435,948</u>	<u>6,552,924</u>	<u>6,555,718</u>

Nelson College for Girls
Statement of Cash Flows
For the year ended 31 December 2022

	Notes	2022	School	2021	2022	Group	2021
		Actual	2022	Actual	Actual	2022	Actual
		\$	Budget (Unaudited) \$	\$	\$	Budget (Unaudited) \$	\$
Cash flows from Operating Activities							
Government Grants		2,885,420	2,688,051	2,761,869	2,981,997	2,919,224	2,862,048
Locally Raised Funds		1,036,386	800,298	531,444	1,229,672	913,829	536,719
Prep Fees							648,863
Hostel		769,505	705,211	556,551	769,505	705,211	556,551
International Students		258,580	82,083	(172,212)	896,331	705,543	(172,211)
Goods and Services Tax (net)		3,521	-	(108,123)	(59,248)	-	(99,331)
Payments to Employees		(2,037,908)	(1,717,625)	(1,666,909)	(2,627,934)	(2,297,946)	(2,190,884)
Payments to Suppliers		(2,157,516)	(2,317,094)	(2,328,770)	(2,329,162)	(2,521,160)	(2,492,250)
Interest Paid		(34,076)	(23,052)	(21,670)	(34,076)	(23,052)	(21,670)
Interest Received		13,547	13,000	7,311	26,405	20,000	15,926
Net cash from / (to) the Operating Activities		737,457	230,872	(440,508)	853,488	421,650	(356,239)
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		6,739	(79,323)	-	6,739	(79,323)	3,257
Purchase of Property Plant & Equipment (and Intangibles)		(324,543)	(153,097)	(104,167)	(367,403)	(343,874)	(155,666)
Purchase of Investments		-	-	(108,044)	-	-	(367,094)
Proceeds from Sale of Investments		86,155	-	-	75,148	-	-
Net cash from / (to) the Investing Activities		(231,649)	(232,419)	(212,211)	(285,516)	(423,197)	(519,503)
Cash flows from Financing Activities							
Furniture and Equipment Grant		78,282	-	-	78,282	-	-
Finance Lease Payments		(9,521)	-	(53,034)	(8,804)	-	(49,743)
Painting contract payments		-	-	-	-	-	-
Loans Received		(50,707)	-	(41,395)	(50,707)	-	(41,395)
Repayment of Loans		11,553	-	-	11,553	-	-
Funds Administered on Behalf of Third Parties		(583,171)	1,547	(196,761)	(583,171)	1,547	(197,036)
Net cash from / (to) Financing Activities		(553,564)	1,547	(291,190)	(552,847)	1,547	(288,174)
Net increase/(decrease) in cash and cash equivalents		(47,755)	(0)	(943,909)	15,125	0	(1,163,916)
Cash and cash equivalents at the beginning of the year		457,797	457,797	1,401,706	692,991	692,991	1,856,907
Cash and cash equivalents at the end of the year	8	410,041	457,797	457,797	708,116	692,991	692,991

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

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

Nelson College for Girls

Notes to the Group Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Nelson College for Girls 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 Nelson College for Girls (the 'Group') consists of Nelson College for Girls and the Preparatory School. The Board of Trustees is of the view the School is a public benefiting entity for financial reporting purposes.

The School's subsidiary is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

The consolidated financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Basis of Consolidation

The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

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



Measurement Base

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

Presentation Currency

These consolidated 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 consolidated 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 16.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group 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 12.

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 17. Future operating lease commitments are disclosed in note 25b.

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.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 28.

c) Revenue Recognition

Government Grants

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group 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. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

Other Grants where conditions exist

Other grants are recorded as revenue when the Group 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. Interest revenue is accrued using the effective interest method.

d) Operating Lease Payments

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

e) 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.

f) 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.

g) 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.

h) Inventories

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

i) Investments

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

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense because they are investments that the group intends to hold for long term strategic purposes. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these consolidated 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 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 Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	1 - 50 years
Board Owned Buildings	1 - 50 years
Furniture and equipment	5 - 10 years
Information and communication technology	2 - 5 years
Motor vehicles	5 - 10 years
Textbooks	13.5% Straight Line
Leased assets held under a Finance Lease	Term of Lease
Library resources	13.5% Straight Line

k) Intangible Assets

Software costs

Computer software acquired by the Group are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Consolidated Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Consolidated Statement of Comprehensive Revenue and Expense.

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the Group 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 group engages an independent valuer to assess market value based on the best available information. The valuation is based on comparison to recent market transactions.

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

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

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the Group 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.

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Revenue and Expense.

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

q) Funds held for Capital works

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

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

r) Shared Funds

Shared Funds are held on behalf of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the Group's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The Group holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

The property from which the Group 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 Group sites in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the Group, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, the groups 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 group 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.

t) Financial Instruments

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

The consolidated 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 consolidated statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	2,839,115	2,320,324	2,422,670	2,932,015	2,420,500	2,522,849
Teachers' Salaries Grants	5,922,435	6,127,233	6,792,893	5,922,435	6,127,233	6,792,893
Use of Land and Buildings Grants	1,503,225	2,287,002	1,398,557	1,503,225	2,287,002	1,398,557
Other Government Grants	69,763	63,381	75,061	69,763	63,381	75,061
	<u>10,334,538</u>	<u>10,797,940</u>	<u>10,689,181</u>	<u>10,427,438</u>	<u>10,898,116</u>	<u>10,789,360</u>

The school has opted in to the donations scheme for this year. Total amount received was \$116,550 as forms part of the Operational Grant.

3. Locally Raised Funds

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Revenue						
Donations and Bequests	25,154	51,830	48,150	25,154	51,830	48,150
Fundraising & Community Grants	89,297	9,840	46,929	89,297	9,840	46,929
Curriculum related activities - Purchase of goods and services	69,867	74,298	119,795	78,691	83,122	119,795
Other Revenue	175,729	106,295	67,467	177,347	108,099	69,263
Trading	114,659	110,250	98,888	114,659	110,250	98,888
Fees for Extra Curricular Activities	353,272	446,488	382,022	452,988	549,391	430,985
International Student Fees	130,238	81,573	191,749	767,989	705,033	819,506
	<u>958,215</u>	<u>880,574</u>	<u>955,000</u>	<u>1,706,124</u>	<u>1,617,565</u>	<u>1,633,516</u>
Expenses						
Extra Curricular Activities costs	390,093	415,310	368,127	411,930	432,358	418,220
Trading	91,468	101,792	110,675	91,468	101,792	110,675
Fundraising and Community Grant Costs	-	-	-	-	-	-
Other Locally Raised Funds Expenditure	-	-	-	-	-	-
International Student - Overseas Travel	6,008	4,750	5,348	6,008	4,750	5,348
International Student - Student Recruitment	31,406	10,632	24,436	31,406	10,632	24,436
International Student - Employee Benefit - Salaries	19,040	36,628	48,038	19,040	36,628	48,038
International Student - Other Expenses	4,999	4,280	1,481	4,999	4,280	1,481
	<u>543,014</u>	<u>573,392</u>	<u>558,105</u>	<u>564,851</u>	<u>590,440</u>	<u>608,198</u>
Surplus for the year Locally raised funds	<u>415,200</u>	<u>307,182</u>	<u>396,895</u>	<u>1,141,273</u>	<u>1,027,125</u>	<u>1,025,318</u>

During the year the School hosted 13 International students (2021:2)

During the year ended December 2022 the Principal travelled to Japan and Korea at a cost of \$6,000 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.

4. Hostel Revenue and Expenses

Hostel Financial Performance

Hostel Full Boarders
Hostel Weekly Boarders

	2022 Actual Number	School 2022 Budget (Unaudited) Number	2021 Actual Number	2022 Actual Number	Group 2022 Budget (Unaudited) Number	2021 Actual Number
Hostel Full Boarders	54	48	50	54	48	50
Hostel Weekly Boarders	5	3	9	5	3	9

Revenue

Hostel Fees
Other Revenue
Student Contributions

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Hostel Fees	665,635	604,559	719,130	665,635	604,559	719,130
Other Revenue	102,651	100,652	97,121	102,651	100,652	97,121
Student Contributions	-	-	-	-	-	-
	768,286	705,211	816,251	768,286	705,211	816,251

Expenses

Other Hostel Expenses
Administration
Property
Depreciation
Employee Benefit - Salaries

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Other Hostel Expenses	440,044	424,491	450,254	440,044	424,491	450,254
Administration	4,802	2,191	2,560	4,802	2,191	2,560
Property	137,827	144,623	116,502	137,827	144,623	116,502
Depreciation	76,677	86,543	86,333	76,677	86,543	86,333
Employee Benefit - Salaries	291,566	268,662	369,009	291,566	268,662	369,009
	950,916	926,510	1,024,657	950,916	926,510	1,024,657

Surplus/ (Deficit) for the year Hostel

	(182,630)	(221,299)	(208,406)	(182,630)	(221,299)	(208,406)
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5. Learning Resources

Curricular
Equipment Repairs
Information and Communication Technology
Library Resources
Employee Benefits - Salaries
Staff Development
Depreciation

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	373,853	304,574	317,808	402,180	327,939	326,380
Equipment Repairs	4,835	15,932	3,295	4,835	15,932	3,295
Information and Communication Technology	100,991	127,615	126,474	100,991	127,615	126,474
Library Resources	1,764	4,084	3,745	11,633	13,735	8,673
Employee Benefits - Salaries	6,385,895	6,486,509	7,168,321	6,927,307	7,023,410	7,692,296
Staff Development	35,730	44,215	17,016	42,179	52,714	17,101
Depreciation	301,849	292,222	297,100	330,332	320,626	324,920
	7,204,918	7,275,151	7,933,759	7,819,459	7,881,970	8,499,139

6. Administration

Audit Fee
Board Fees
Board Expenses
Intervention Costs & Expenses
Communication
Consumables
Operating Lease
Legal Fees
Other
Employee Benefits - Salaries
Insurance
Service Providers, Contractors and Consultancy

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	9,972	9,270	9,738	12,922	12,221	11,043
Board Fees	4,030	3,800	4,840	4,030	3,800	4,840
Board Expenses	7,313	6,484	3,267	7,313	6,484	3,267
Intervention Costs & Expenses	-	-	-	-	-	-
Communication	7,415	13,455	12,418	9,368	21,143	15,013
Consumables	12,941	14,725	16,671	15,506	16,925	18,782
Operating Lease	11,819	(3,900)	27,411	12,040	(3,048)	27,835
Legal Fees	20,692	3,800	239	20,692	3,800	239
Other	65,596	18,599	60,597	117,333	67,272	85,717
Employee Benefits - Salaries	1,246,465	1,053,059	1,039,602	1,304,097	1,096,479	1,078,620
Insurance	89,494	79,995	81,356	108,878	99,383	89,074
Service Providers, Contractors and Consultancy	15,976	4,750	7,851	15,976	4,750	7,851
	1,491,713	1,204,037	1,263,990	1,628,155	1,329,208	1,342,281



7. Property

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	30,441	35,000	29,004	63,675	68,166	43,160
Consultancy and Contract Services	204,914	240,325	226,352	204,914	240,325	226,352
Cyclical Maintenance Provision	87,371	56,000	61,298	87,371	56,000	61,298
Grounds	15,989	17,000	14,286	15,989	17,000	14,796
Heat, Light and Water	125,465	131,000	86,233	139,989	145,522	93,444
Rates	1,122	1,050	11,680	7,322	7,114	15,196
Repairs and Maintenance	54,838	49,650	52,493	67,796	59,650	55,042
Use of Land and Buildings	1,503,225	2,287,002	1,398,557	1,526,797	2,310,572	1,411,879
Security	30,728	27,000	28,036	30,728	27,000	28,036
Employee Benefits - Salaries	(330)	-	(70)	(330)	-	(70)
	<u>2,053,763</u>	<u>2,844,027</u>	<u>1,907,869</u>	<u>2,144,252</u>	<u>2,931,349</u>	<u>1,949,133</u>

The use of land and buildings figure represents 5% of the Group's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	410,042	457,797	457,797	708,116	692,991	692,991
Short-term Bank Deposits	-	-	-	-	-	-
Bank Overdraft	-	-	-	-	-	-
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	<u>410,042</u>	<u>457,797</u>	<u>457,797</u>	<u>708,116</u>	<u>692,991</u>	<u>692,991</u>

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

Of the \$708,116 Cash and Cash Equivalents, \$96,686 is held by the Group on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned Group buildings.

Of the \$708,116 Cash and Cash Equivalents, \$269,502 is held by the Group on behalf of the Young Parents School Service. See note 20 for details of how the funding received for the service has been spent in the year.

9. Accounts Receivable

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	178,390	385,502	386,799	271,636	892,721	894,018
Receivables from the Ministry of Education	23,457	-	-	23,457	-	-
Allowance for impairment of receivables	-	-	-	-	-	-
Interest Receivable	2,031	-	-	4,990	-	-
Banking Staffing Underuse	-	-	-	-	-	-
Teacher Salaries Grant Receivable	471,333	495,737	495,737	471,333	495,737	495,737
	<u>675,211</u>	<u>881,238</u>	<u>882,535</u>	<u>771,416</u>	<u>1,388,457</u>	<u>1,389,754</u>
Receivables from Exchange Transactions	180,421	385,502	386,799	276,625	892,721	894,018
Receivables from Non-Exchange Transactions	494,790	495,737	495,737	494,790	495,737	495,737
	<u>675,211</u>	<u>881,238</u>	<u>882,535</u>	<u>771,416</u>	<u>1,388,457</u>	<u>1,389,754</u>

10. Inventories

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	19,614	5,281	5,281	19,614	5,281	5,281
School Uniforms	140,641	118,541	118,541	140,641	118,541	118,541
Canteen	-	-	-	-	-	-
	<u>160,255</u>	<u>123,822</u>	<u>123,822</u>	<u>160,255</u>	<u>123,822</u>	<u>123,822</u>

Inventories recognised as an expense during the year amount to \$78,987 (2021: \$101,712). Write-downs of inventory to net realisable value amounted to \$2,790 (2021: 7,931). The group reversed nil of previous inventory write-down during the year (2021: nil).



11. Investments

The Group and School's investments are classified as follows:

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset						
Short-term Bank Deposits	1,047,506	1,133,661	1,133,661	1,604,989	1,680,137	1,680,137
	1,047,506	1,133,661	1,133,661	1,604,989	1,680,137	1,680,137
Non-current Asset						
Long-term Bank Deposits	-	-	-	-	-	-
Equity Investments	-	-	-	-	-	-
	-	-	-	-	-	-
Total Investments	1,047,506	1,133,661	1,133,661	1,604,989	1,680,137	1,680,137

12. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Land	-	-	-	-	-	-
Buildings	1,287,931	-	-	-	(33,570)	1,254,361
Building Improvements	-	-	-	-	-	-
Hostel	3,580,439	8,249	-	-	(76,677)	3,512,012
Furniture and Equipment	662,213	143,638	-	-	(91,606)	714,245
Information and Communication Technology	196,309	81,753	-	-	(87,912)	190,150
Motor Vehicles	70,860	43,883	-	-	(16,747)	97,995
Textbooks	-	-	-	-	-	-
Leased Assets	136,780	60,673	-	-	(62,592)	134,861
Library Resources	158,922	5,636	-	-	(37,904)	126,654
Balance at 31 December 2022	6,093,454	343,833	-	-	(407,009)	6,030,278

GROUP

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Land	-	-	-	-	-	-
Buildings	2,022,265	(767,904)	1,254,361	2,022,265	(734,334)	1,287,931
Building Improvements	-	-	-	-	-	-
Hostel	5,641,829	(2,139,594)	3,502,235	5,633,580	(2,053,141)	3,580,439
Furniture and Equipment	2,490,033	(1,768,692)	721,341	2,346,396	(1,684,183)	662,213
Information and Communication Technology	1,403,930	(1,211,124)	192,805	1,337,154	(1,140,845)	196,309
Motor Vehicles	218,715	(120,720)	97,995	273,671	(202,811)	70,860
Textbooks	-	-	-	-	-	-
Leased Assets	235,805	(100,944)	134,861	566,803	(430,023)	136,780
Library Resources	468,868	(342,189)	126,679	463,232	(304,310)	158,922
Balance at 31 December	12,481,445	(6,451,167)	6,030,278	12,643,101	(6,549,647)	6,093,454

SCHOOL

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Land	-	-	-	-	-	-
Buildings	725,067	-	-	-	(20,728)	704,339
Building Improvements	-	-	-	-	-	-
Hostel	3,580,439	8,249	-	-	(76,677)	3,512,012
Furniture and Equipment	626,736	128,218	-	-	(85,958)	668,996
Information and Communication Technology	171,273.00	88,571	-	-	(80,548)	179,296
Motor Vehicles	70,860	43,883	-	-	(16,747)	97,995
Textbooks	-	-	-	-	-	-
Leased Assets	136,780.0	49,986	-	-	(59,963)	126,803
Library Resources	158,922	5,636	-	-	(37,904)	126,654
Balance at 31 December 2022	5,470,077	324,544	-	-	(378,526)	5,416,095

SCHOOL	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Land	-	-	-	-	-	-
Buildings	1,178,617	(474,278)	704,339	1,178,617	(453,550)	725,067
Building Improvements	-	-	-	-	-	-
Hostel	5,641,829	(2,139,594)	3,502,235	5,633,580	(2,053,141)	3,580,439
Furniture and Equipment	2,379,913	(1,703,822)	676,091	2,251,696	(1,624,960)	626,736
Information and Communication Technology	1,288,516	(1,106,564)	181,951	1,199,945	(1,028,672)	171,273
Motor Vehicles	218,715	(120,720)	97,995	273,671	(202,811)	70,860
Textbooks	-	-	-	-	-	-
Leased Assets	225,118	(98,315)	126,803	566,803	(430,023)	136,780
Library Resources	468,868	(342,189)	126,679	463,232	(304,310)	158,922
Balance at 31 December	11,401,576	(5,985,482)	5,416,094	11,567,544	(6,097,467)	5,470,077

The net carrying value of computer equipment held under a finance lease is \$134,861 (2021: \$136,780)

Restrictions

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.

13. Accounts Payable

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	401,628	181,633	186,235	432,639	187,516	192,118
Accruals	137,513	75,882	72,022	171,382	89,384	85,524
Banking Staffing Overuse	-	-	3,860	-	-	3,860
Employee Entitlements - Salaries	471,333	495,737	495,737	471,333	495,737	495,737
Employee Entitlements - Leave Accrual	39,500	57,207	57,207	48,518	57,207	57,207
	1,049,974	810,458	815,060	1,123,872	829,843	834,445
Payables for Exchange Transactions	539,141	257,514	262,116	604,021	276,899	281,501
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-	-	-	-
Payables for Non-exchange Transactions - Other	510,833	552,944	552,944	519,851	552,944	552,944
	1,049,974	810,458	815,060	1,123,872	829,843	834,445

The carrying value of payables approximates their fair value.

14. Borrowings

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Loans due in one year	34,800	23,247	23,247	34,800	23,247	23,247
Loans due after one year	556,151	606,857	606,857	556,151	606,857	606,857
	590,951	630,104	630,104	590,951	630,104	630,104

The Group has borrowings at 31 December 2022 of \$590,951 (31 December 2021 \$630,104). These loans are from the ASB Bank for the purpose of building the levels at the boarding hostel. The loans are unsecured, interest is 7.25% variable per annum and the loans are currently payable with interest in equal instalments of \$3,632.

15. Revenue Received in Advance

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	-	-	-	-	-	-
International Student Fees in Advance	270,070	142,238	141,728	270,070	142,238	141,728
Hostel Fees in Advance	241,696	240,477	240,477	241,696	240,477	240,477
Prep Fees in Advance	-	-	-	294,810	625,656	625,656
	511,766	382,715	382,205	806,576	1,008,371	1,007,861

16. Provision for Cyclical Maintenance

	2022 Actual \$	School and Group 2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	333,489	333,489	272,191
Increase to the Provision During the Year	87,371	61,298	61,298
Use of the Provision During the Year	(46,467)	(61,298)	(0)
Other Adjustments	-	-	-
Provision at the End of the Year	374,393	333,489	333,489
Cyclical Maintenance - Current	45,951	61,298	61,298
Cyclical Maintenance - Non current	328,442	272,191	272,191
	374,393	333,489	333,489

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan / [other source of evidence]

17. Finance Lease Liability

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	56,680	60,286	60,286	59,459	60,286	60,286
Later than One Year and no Later than Five Years	77,904	83,818	83,818	83,441	91,417	91,417
Later than Five Years						
Future Finance Charges						
	134,583	144,104	144,104	142,899	151,703	151,703
Represented by						
Finance lease liability - Current	56,680	60,286	60,286	59,459	60,286	60,286
Finance lease liability - Non-current	77,904	83,818	83,818	83,441	91,417	91,417
	134,583	144,104	144,104	142,899	151,703	151,703

18. Funds held in Trust

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	14,284	6,477	6,477	14,284	6,477	6,477
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-	-	-	-
	14,284	6,477	6,477	14,284	6,477	6,477

These funds relate to arrangements where the school is acting as agent and therefore these are not included in the Consolidated Statement of Comprehensive Revenue and Expense.

19. Funds Held for Capital Works Projects

During the year the School and Group 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 per note 8.

School and GROUP

	2022	Opening Balances	Receipts from MoE	Payments	Board Contribution	Closing Balances
		\$	\$	\$		\$
NCG - Toilet Refurbishment 215501	<i>in progress</i>	(45,970)	-	6,526	-	(52,496.75)
NCG - Rooms Upgrade 5,6,7,8 ILE 215507	<i>in progress</i>	(147,420)	-	134,325	-	(281,744)
NCG - Roof Repairs 215502	<i>completed</i>	33,622	17,238	50,860	-	0
NCG - 5YR Capital Work Misc	<i>in progress</i>	(18,057)	-	(12,813)	-	(5,244)
NCG - Roof Repairs 2019-2020 211330	<i>completed</i>	(3,453)	-	(3,453)	-	(0)
NCG - Replace Heat Pumps (4) Boiler Bricks 215509	<i>in progress</i>	(813)	16,535	2,598	-	13,125
NCG - Landscaping Project	<i>completed</i>	(2,359)	-	(2,359)	-	0
NCG - Furniture Grant Expense	<i>completed</i>	(2,126)	-	(2,126)	-	(0)
MOE - SIP Admin Block Upgrade 221979	<i>in progress</i>	93,957	43,374	156,661	-	(19,330)
MOE - SIP Hall Deck 222131	<i>completed</i>	(942)	8,447	7,505	-	0
MOE - Special Needs Student 2021 227826	<i>in progress</i>	298,871	-	402,249	-	(103,378)
SCF - UNF: A,D,E,F: Roof Leaks 239150	<i>in progress</i>	-	86,404	2,843	-	83,561
Totals		205,310	171,998	742,815	-	(365,507)

Represented by:

Funds Held on Behalf of the Ministry of Education	96,686
Funds Receivable from the Ministry of Education	(462,193)

	2021	Opening Balances	Receipts from MoE	Payments	Board Contribution	Closing Balances
		\$	\$	\$	\$	\$
NCG - Special Needs Students 213385	<i>completed</i>	(68,972)	68,973	1	-	(0)
NCG - Toilet Refurbishment 215501	<i>in progress</i>	195,694	173,000	414,665	-	(45,970)
NCG - Rooms Upgrade 5,6,7,8 ILE 215507	<i>in progress</i>	199,298	500,000	846,718	-	(147,420)
NCG - Roof Repairs 215502	<i>in progress</i>	(8,895)	115,042	72,525	-	33,622
NCG - LED Upgrades 217263	<i>completed</i>	(845)	5,037	220	3,972	0
NCG - Floor Covering blocks A @ G 217264	<i>completed</i>	(38,050)	38,050	-	-	(0)
NCG - 5YR Capital Work Misc	<i>in progress</i>	(18,057)	-	-	-	(18,057)
NCG - Roof Repairs 2019-2020 211330	<i>in progress</i>	(3,453)	-	-	-	(3,453)
NCG - Heating 2021 229353	<i>completed</i>	-	9,153	9,153	-	(0)
NCG - Replace Heat Pumps (4) Boiler Bricks 215509	<i>in progress</i>	-	-	813	-	(813)
NCG - Landscaping Project	<i>in progress</i>	-	-	-	2,359	(2,359)
NCG - Furniture Grant Expense	<i>in progress</i>	-	-	-	2,126	(2,126)
MOE - Internal Refurbish T1-2, C3-6 17,18,25 215505	<i>completed</i>	370	-	-	370	(0)
MOE - LSC Office Conversion 219015	<i>completed</i>	(5,705)	5,464	-	(242)	0
MOE - SIP Admin Block Upgrade 221979	<i>in progress</i>	66,633	42,977	15,653	-	93,957
MOE - SIP Funded Portion of Synthetic Turf 221975	<i>completed</i>	(534)	695	160	-	0
MOE - SIP Hall Deck 222131	<i>closing docs req</i>	86,674	-	107,616	20,000	(942)
MOE - SIP L3 Renovations 222133	<i>completed</i>	(1,896)	2,671	774	-	(0)
MOE - SIP Exterior Pool Steps 221980	<i>completed</i>	(1,363)	1,363	-	-	(0)
MOE - SIP LSC Classroom Upgrade 222345	<i>completed</i>	6,535	-	6,535	-	0
MOE - SIP Sports Court Lighting 221977	<i>completed</i>	(4,840)	5,160	320	-	(0)
MOE - Special Needs Student 2021 227826	<i>in progress</i>	-	339,010	40,139	-	298,871
Totals		402,594	1,306,594	1,515,292	28,585	205,310

Represented by:

Funds Held on Behalf of the Ministry of Education	426,451
Funds Receivable from the Ministry of Education	(221,140)



20. Funds Held for Young Parent School

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Funds Held at Beginning of the Year	289,663	289,663	244,596
Funds Received from MOE	151,590	122,473	164,703
Donations	150	-	450
Interest	-	1,000	3,940
Other	13,883	15,000	-
Total funds received	455,286	428,136	413,689
Expenditure			
Learning Resources	37,821	35,405	29,496
Administration	120,965	48,368	69,437
Property & Vehicles	19,289	73,234	17,601
Depreciation	7,709	14,225	7,493
		8000	
	185,784	179,232	124,026
Funds Held at Year End	269,502	248,904	289,663

The school's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the school's Statement of Revenue and Expense. During the year the funds were spent on employee benefit expenses, administration and property management expenses.

21. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group 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.

Nelson College for Girls Preparatory School is considered to be a related party of the Board as it is effectively under the control of the Nelson College for Girls Board of Trustees. Any services or contributions between the College and the Preparatory School have been disclosed appropriately. These are the payment for services such as accounting and secretarial, principal services, caretaking and cleaning. The total to value of the transactions for the year were \$268,434 (2021 \$213,302). The dollar value of transactions owing at year end as current account was \$21,066 due by the school (2021 \$3,357).

22. Remuneration

Key management personnel compensation (School and Group)

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

	2022 Actual \$	2021 Actual \$
<i>Board Members - School</i>		
Remuneration	4,030	5,885
<i>Leadership Team</i>		
Remuneration	696,678	684,825
Full-time equivalent members	5	5
Total key management personnel remuneration	700,708	690,710

There are 8 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has 2 Finance and 2 Property members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	195-205	190-200
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
120 - 140	3.00	2.00
100 - 120	19.00	13.00
	22.00	15.00

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



23. 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:

School and GROUP	2022 Actual \$200,000	2021 Actual \$105,860
Total	4	2
Number of People		

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

25. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$480,767 contract for Toilet Refurbishment to be completed in 2021, which will be fully funded by the Ministry of Education. \$423,000 has been received of which \$474,949 has been spent on the project to date.

(b) \$1,127,146 contract for ILE Upgrade to be completed in 2021, which will be fully funded by the Ministry of Education. \$819,292 has been received of which \$1,101,036 has been spent on the project to date.

(c) \$21,000 contract for Boiler Refurbishment to be completed in 2022, which will be fully funded by the Ministry of Education. \$16,535 has been received of which \$3,411 has been spent on the project to date.

(d) \$169,925 contract for Admin block upgrade to be completed in 2022, which will be fully funded by the Ministry of Education. \$164,333 has been received of which \$202,790 has been spent on the project to date.

(e) \$411,435 contract for Accessibility modifications to be completed in 2022, which will be fully funded by the Ministry of Education. \$339,010 has been received of which \$442,387 has been spent on the project to date.

(f) \$109,249 contract for Roof Leak Repairs to be completed in 2023, which will be fully funded by the Ministry of Education. \$86,404 has been received of which \$2,843 has been spent on the project to date.

(g) \$529,832 contract for Roof Cladding completed in 2022

(Capital commitments at 31 December 2021: \$1,106,176)

(b) Operating Commitments School and GROUP

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2022 Actual \$	2021 Actual \$
No later than One Year	2,630	2,559
Later than One Year and No Later than Five Years	5,260	7,890
Later than Five Years	-	-
	<u>7,890</u>	<u>10,450</u>

The total lease payments incurred during the period were \$2,559 (2021: \$3,068).

26. 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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	410,042	457,797	457,797	708,116	692,991	692,991
Receivables	675,211	881,238	882,535	771,416	1,388,457	1,389,754
Investments - Term Deposits	1,047,506	1,133,661	1,133,661	1,604,989	1,680,137	1,680,137
Total Financial Assets Measured at Amortised Cost	2,132,759	2,472,696	2,473,993	3,084,521	3,761,585	3,762,882

Financial liabilities measured at amortised cost

Payables	1,049,974	810,458	815,060	1,123,872	829,843	834,445
Borrowings - Loans	590,951	630,104	630,104	590,951	630,104	630,104
Finance Leases	134,583	144,104	144,104	142,899	151,703	151,703
Total Financial Liabilities Measured at Amortised Cost	1,775,508	1,584,666	1,589,268	1,857,722	1,611,650	1,616,252

Financial assets at fair value through other comprehensive revenue and expense

27. Events After Balance Date

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

28. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group		Value of investment \$000	
			2022	2021	2022	2021
NCG Preparatory School	Education	Nelson, New Zealand	100%	100%	-	-

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Preparatory School for financial reporting purposes because, in substance, the school predetermined the objectives of the Preparatory School at establishment and benefits from the Preparatory School's complementary activities.

The Preparatory School is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

Non controlling interests

	2022	2021
Balance at beginning of year	-	-
Share of profit for the year	-	-
Balance at end of year	-	-

29. Comparatives

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

Nelson College for Girls Analysis of Variance 2022: School number - 0295

Annual Objective 1 Inclusivity - Links to Strategic Goal 1

Develop our understanding of Te Tiriti o Waitangi and its impact on our practices; Continue to work proactively on developing culturally responsive practice within NCG; and develop practices to ensure ākongā have a sense of mauri ora; their wellbeing is nurtured and they are able to flourish.

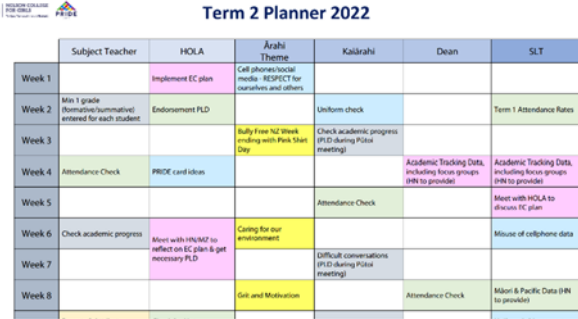
Actions:	What worked - (Why did it work?); (How do we know?)	What did not work - (Why didn't it work?); (How do we know?)	Next Step Action Points for next year:
<p>Undertake professional development to understand Te Tiriti o Waitangi partnership standard for the teaching profession.</p>	<p>Staff have had a presentation outlining the moral and legal responsibilities that we have, to understand the impact Te Tiriti o Waitangi should have in education.</p> <p>Mana ōrite mo te mātauranga Māori: Ron Kelly and Roimata Sam spoke at the Term Two Accord Day about what this means for the curriculum and NCEA changes ahead of us.</p> <p>Staff attended MOE Mana Ōrite mō te Mātauranga Māori Nelson Workshop to gain further insights and to make connections.</p> <p>Many staff attended the Education Symposium 'Kia wetewetea, ko Māui ahau' and gained valuable knowledge from all Te Taihū iwi around their work in the education space.</p> <p>Relationships First: Cognition Education has been engaged to help us work with disengaged learners who identify as Māori. Initial meetings with staff and students were carried out in Weeks 9 and 10 Term 2. Meetings with two further disengaged student groups were completed in Term 3 and a whānau meeting was held in Term 4.</p> <p>All voice has been shared with staff and SLT met with Relationships First staff to outline the next steps.</p>		<p>Momentum is building with the PLD that was held in 2022 and this needs to be further built on in 2023.</p> <p>Relationships First (Cognition Education) have been contracted to work with staff in 2023 – Impact Coaching for HOLAs to inform classroom observations for staff PGCs – relationships based pedagogical focus -Guiding Coalition group to inform the Action Plan and to ensure it is being followed - Small group Professional Learning opportunities provided</p>
<p>All staff visit Whakatū marae to increase their understanding of local histories, te reo and tikanga</p>	<p>This did not happen in 2022.</p>	<p>This again had to be postponed twice in 2022 because of Covid and the August floods.</p>	<p>The marae has been rebooked for the January 2023 SOD and Relationships First will present to staff.</p>
<p>PLD – through Professional Learning group sessions - based on staff need, as part of the</p>	<p>There were a range of PLGs that met which included learning Te Reo, exploring local histories and blended learning</p>		<p>PLGs in 2023 – with input from Te Hurihanganui and Relationships First staff. Consolidate staff</p>

alternate Thursday morning PLD sessions			learning by enhancing the timing of PLG meetings.
Participate in Te Hurihanganui and share this learning. Use the voice of students involved in the Te Hurihanganui programme	<p>Te Hurihanganui: student group has been engaging in blended learning. Their next project is to create a video to promote what Te Hurihanganui is in our kura and community.</p> <p>The art installation has been installed and blessed, and the Te Reo version of the school name for the front gates was installed at the end of the year. These were both carried out with Te Hurihanganui student voice.</p> <p>Matariki: Kaitunaki ran events to raise awareness of Matariki with students and kaiārahi prior to the Matariki holiday.</p> <p>Manu Korero regionals: a senior student was placed in both the prepared speech and impromptu speech, supported by the combined kapa haka group of NCG/NC.</p> <p>Race Unity Speech Awards: two senior students spoke at this event and one was placed second.</p> <p>Kai rescue: free lunches are being provided each Tuesday with the Student Council organising this.</p>	Some planned events had to be postponed because of disruption however a lot of progress was made.	Continue to develop the engagement and momentum of the Kaitaunaki, Student Council and Te Hurihanganui student group.
Increase the numbers of staff undertaking Blended Learning PLD	<p>Poutama Pounamu: staff PLG groups continued with blended learning. This included an SLT group this year.</p> <p>Poutama Pounamu have also worked with HOLAs around the tool for critical consciousness that can be used for planning.</p> <p>Some staff graduated from an intensive Te Reo course run through NMIT.</p>	.	Continue to encourage staff to take part in as many opportunities as possible to further develop their understanding and knowledge of culturally responsive practice.
Undertake the Rongohia te Hau survey and ensure that the results inform future actions.		This did not happen because of covid disruptions and also the need for greater analysis of the previous data to occur before the survey was undertaken again. A meeting was held in December 2022 to deepen the understanding of the data.	The Survey will be conducted in 2023.
Through the ārahi wellbeing programme and mentoring for learning in ārahi and subject classes, ensure that the sense of	Ārahi themes throughout the year covered a range of themes to enhance student well-being eg. Sleep, confidence, whakapapa, understanding empathy, self-awareness, stress/stressors		Continue to create resources for all kaiārahi to ensure consistency amongst staff. Ensure PB4L goals and Te Hurihanganui feedback is included in planning.

mauri ora of all Māori students is enhanced.			
Provide PLD in Year 9/10 programme differentiation – to ensure that the sense of mauri ora of all students is enhanced as they have more meaningful learning opportunities		This did not happen in 2022 due to restraints on PLD time because of covid restrictions.	This should be planned for in 2023.
Investigate what underpins the perception of bullying in the school and implement an education programme and strategies to overcome this.		This did not happen in 2022 due to restraints on PLD time because of covid restrictions.	This should be planned for in 2023.as it is an important piece of work.

Annual Objective 2 Mentoring for Learning - Links to Strategic Goal 1


Support all staff to develop the kete of strategies and tools for mentoring for learning; empower staff to begin to track individuals, differentiate programmes of learning to mentor as kaiārahi.

Actions:	What worked - (Why did it work?); (How do we know?)	What did not work - (Why didn't it work?); (How do we know?)	Next Step Action Points for next year:
Create a shared understanding of the Learning Values across all pūtoi and Learning Areas.	Mentoring for Learning resources have been embedded in the staff Outlook Calendar. Staff can now click on links within the calendar to access the programme. This is to increase the ease of use of resources to develop even greater staff consistency.		Continue the use of Outlook calendar and highlight its use to all staff at regular intervals.
Develop the key learning tools and strategies for focus in 2022.	The Learning to Learn Committee has established schoolwide Learning Values. Posters for display in classrooms have been aligned with the Social Values posters (PRIDE). The Committee is now working on the tools and strategies that can be shared with staff for both subject classes and ārahi. This will be further developed in 2023.	There is still more work to be done to gain the understanding of all staff and then of all students.	The Learning to Learn Committee will continue to produce strategies for learning to share with staff and students.
Produce a calendar of key dates and actions for Kaiārahi, Classroom Teachers, Deans & SLT.	 <p>A calendar of key dates and actions for Kaiārahi, Classroom Teachers, Deans & SLT was provided for Terms 1 – 3. This gave an overview of actions for each foci and provided staff a visual reminder of their responsibilities.</p>	Term 4 Planner provision was problematic due to timing.	This will be continued in 2023. It proved a very helpful way of keeping all of the groups involved in carrying out the action plans on the same page. Planning will be more timely to ensure Term 4 is included.
Offer PLD in Assay and Kamar to find and use data to assist in goal setting & academic progress conversations	PLD in Pūtoi time on Assay and Kamar to assist staff to find and use data to help with goal setting & academic progress discussions with students. PLD was provided on difficult conversations to enhance staff expertise when working with students at ārahi time.		Continue to develop staff skills to further progress the mentoring of students in both ārahi and subject classes.

Continue PLD around having challenging learning conversations with students		This did not happen in 2022 due to PLD constraints caused by covid restrictions and flooding disruption.	This should be scheduled for 2023.
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Annual Objective 3 Evaluative Capability and Digital Fluency- Links to Strategic Goal 2

Utilise tools and strategies to assist Learning Areas to develop greater evaluative capability. Use the matrix of Evaluative Capability Progressions to measure progress of staff in developing these skills.

Actions:	What worked - (Why did it work?); (How do we know?)	What did not work - (Why didn't it work?); (How do we know?)	Next Step Action Points for next year:
Produce Evaluative Capability Matrices for Deans, SLT and Classroom Teacher.	<p>Evaluative Capability Matrices have been finalised and shared with Teachers, Deans, HOD/HOLAs and SLT. Next year these matrices will be used to help guide staff in improving their level of evaluative capability.</p> <p>A range of targeted digital PLD has been provided throughout the year to all kaimahi.</p>	The measurement against the matrices is still not used as effectively as it could be.	Having established the matrices, the work is now to use this to their full effect. That will need to be the main focus in 2023 as part of PGCs for staff.
Produce a calendar of key dates and actions for HOLAs and SLT	 <p>A calendar of key dates and actions for Kaiārahi, Classroom Teachers, Deans & SLT was provided for Terms 1 – 3</p>		Continue to develop and use the planner to maintain focus on the annual objectives and targets.
HOLAs will lead an inquiry, using the skills of evaluative capability, with a focus on developing a key skill in the junior school. The outcomes will be shared with the HOLA group at the end of the year.	<p>Each HOLA is working on an inquiry, using the skills of evaluative capability, with a focus on developing a key skill in the junior school. Meetings are held each term with SLT members to progress this inquiry, discuss data, and feed-forward. HOLAs shared their progress with colleagues at a recent meeting.</p> <p>HOLAs joined an inquiry group as part of a PLD contract for all Top of the South secondary schools. This focused on Literacy and Numeracy and has led to some very valuable work on schoolwide approaches to supporting the new Literacy and Numeracy standards.</p> <p>There is now agreement about literacy approaches that will be used across all Learning Areas and subjects.</p>	<p>The disruptions of the year meant that not all HOLAs made as much progress as was expected in their inquiry but, overall, there was progress made.</p> <p>HOLAs felt that the across school inquiry was not particularly useful overall but it gave the time and impetus for the work.</p>	<p>Ensure that all HOLAs are actively involved in the inquiry work.</p> <p>Continue to work with Te Tau Ihu Secondary Community of Practice to have the time/focus to work on Literacy and Numeracy schoolwide practices.</p> <p>Gain agreement about the across school Numeracy strategies.</p>

<p>Offer PLD in Assay and Kamar to find and use data to assist in identifying needs of students within a class – to inform differentiated learning programmes of work for students</p>	<p>PLD in Pūtoi time on Assay and Kamar to assist staff to find and use data to help with goal setting & academic progress discussions with students. PLD was provided on difficult conversations to enhance staff expertise when working with students at ārahi time.</p>		<p>Continue to further develop skills, particularly around differentiation of programmes now that there is no streaming in the junior school.</p>
<p>Graduate as a full Microsoft showcase school</p>	<p>9 staff are currently MIEEs – Microsoft Innovative Educator Experts (most in any secondary school in NZ) and have been involved in 12 months of PLD opportunities and sharing ideas with other NZ educators. NCG is also a Microsoft Showcase school.</p>		<p>Continue to maintain our status as a Microsoft Showcase school and to further increase the numbers of Innovative Educator Experts. Our numbers of such experts as a school are already high.</p>
<p>80% of teaching staff are engaged with Teams</p>	<p>Digital fluency has been enhanced with all curriculum classes having a Microsoft Team – the majority of teaching staff are engaged with Teams and some support staff.</p> <p>Moving our phone system to Teams has significantly increased the use and understanding of Teams across both teaching and support staff. It has also had a significant financial benefit!</p>		<p>Teams is now being used very well across many aspects of the school. Continuing to develop this schoolwide approach will be important.</p>

Annual Objective 4 Community Partnership - Links to Strategic Goal 3

Begin to utilise the strengths and resources of our local community to enhance our local curriculum; strengthen whānau engagement with school relating to the progress of ākonga..

Actions:	What worked - (Why did it work?); (How do we know?)	What did not work - (Why didn't it work?); (How do we know?)	Next Step Action Points for next year:
Develop our NZ histories curriculum, working alongside local iwi and the kahui ako Across School Team.	The Head of History had a sabbatical in term 3, where she investigated the implementation of the NZ histories curriculum in the junior school. This information will inform the work of the Social Sciences Learning Area going forward.	More time will be needed to see how other curriculum areas can ensure that they are incorporating the NZ Histories curriculum objectives. This did not occur in 2022.	Ensure that other curriculum areas are familiar with the NZ Histories curriculum. Although it is embedded into the Social Sciences curriculum this will assist Learning Areas to ensure that they are incorporating Maturanga Māori into their curriculum revisions.
Continue the development of the Māori Medium project, Te Rumaki Whākatu.	Te Rumaki Whakatū pilot was approved for funding earlier in the year and an MOU with the Ministry was established for this 2 year pilot.		
Appoint a teacher for the Māori medium programme.	After a long search, a kaiako Māori has been appointed. Sela Manu began at the start of Week 5, Term 4, 2022.		Provide time and support to develop the programme within the classroom.
Establish a steering group within NCG for the Te Rumaki Whākatu Project	A steering group was established and some of this group have been very supportive of the new Kaiako and the needs. There have been several attempts to engage with whānau prior to programmes being developed for the Māori medium class but this has not resulted in many whānau attending.	We are yet to find the right way to connect with whānau about this important mahi. These efforts will need to continue in 2022. Towards the end of the year there was some significant kōrero between NCG, NC and local Māori which left a number of future aspects unresolved. Dialogue about this will need to continue in 2023.	Continue the discussions with the wider group even though they are difficult conversations. Both NCG and NC are clear that they need time to get the initial programmes up and running.
Trial 'live' reporting	Real-time ('Live') reporting: more staff have opted in as it provides achievement feedback in a more timely manner. Feedback from whānau is positive. Kamar is now sending an alert to whānau each week if new results or comments have been added to the portal. In term 4 whānau, students and staff are being surveyed for feedback. A plan for 2023 will be put in place based on this feedback. Learning and subject conferences were held online this year with high participation rates and positive feedback from staff and whānau. In term 4 there will be a focus on making these conferences more culturally responsive		Develop a plan to extend this work in 2023. Based on the survey feedback in 2022. Continue to offer the Learning and subject conferences with an online option.

	with resources provided to assist staff. Whānau will be able to attend the Term 4 learning conferences for junior students, in person or online.		
Work within the kahui ako to look at appropriate assessment tools and their ability to track student progress from Years 1-10.		This has not occurred in 2022.	Work with the kahui ako particularly around literacy and numeracy.
Work to develop our own Graduate profile and then link this to the wider Graduate Profile.	This work has begun in a small way with the Curriculum Review Team and the Mentoring for Learning team.	This is a focus of the kahui ako, but it was not widely advanced in 2022.	Accelerate the work on the NCG graduate profile to enable engagement with the kahui ako more fully.

School Name: Nelson College for Girls

School Number: 295

Student Achievement Target 1: Attendance – Monitor all attendance, but focus particularly on Years 9 and 10. Raise overall attendance in Years 9 and 10 to over 90%

Actions:	What worked - Why did it work?; How do we know?	What did not work - Why didn't it work?; How do we know?	Next Step Action Points for next year:
<p>Identify from entry transition information any students in year 9 who are already poor attenders and provide this information to relevant Deans and kaiārahi.</p> <p>Kaiārahi will monitor all year 9 and 10 students using Kamar & Assay data – collate data each term and identify next steps in pūtoi groups.</p> <p>Identify the year 9 and 10 Māori students as one focus group</p> <p>Identify year 10 students with 2021 attendance below 85% overall.</p> <p>Ensure there is contact with whānau of focus students and any others who drop below 85% during the year to improve attendance and enhance relationships</p> <p>Ensure there are regular Deans' attendance checks and that this data is regularly discussed with SLT</p> <p>Deans proactively monitor kaiārahi actions- home contact noted in KAMAR</p> <p>Monitor the progress of each focus group each term and report this to SLT and to individual whānau to celebrate success or alert to problems.</p> <p>Develop a kete of strategies to be used by kaiārahi/ Deans/SLT to</p>	<p>Covid and winter sickness has had a significant effect on attendance. In early June the MOE launched a national strategy aimed at improving school attendance rates which have dropped drastically nationally.</p> <p>In June the average number of students away each week was between 220 and 280. This is over 25% of the school population away at any time. This was at the height of the Omicron outbreak in Nelson. Added to this there was significant staff absence. The combination of these two factors has meant that learning programmes have been significantly affected.</p> <p>While the attendance rates improved in the second half of the year, there remained significant levels of absence. This was further exacerbated by the loss of 7 school days in August as a result of the floods in Nelson and the state of emergency that was declared.</p> <p>As of July 3rd: Yr 9 attendance – 83.5% Yr 10 attendance – 77% As a side note across all yr levels, Māori attendance sat at 68.9% at that time.</p> <p>Attendance rates as of 14 November 2022: Yr 9 attendance – 83.7% Yr 10 attendance – 76.5% (highest % across all year levels of unjustified absences at 6.6%)</p>	<p>The combination of the effects of the pandemic on attendance, the illness of many staff and the impact this had on learning programmes has made this a very difficult target to achieve. The additional loss of learning time in August further impacted on this.</p>	<p>The kahui ako has received funding to enable work to be done to improve attendance across the kahui ako. The fund holder school is Nelson Intermediate and NCG will need to work in with the kahui ako's plans around use of this resource.</p>

<p>engage students to improve attendance</p> <p>Utilise individualised strategies to improve attendance for students who do not meet the target.</p> <p>.Utilise the kete of strategies with individual students</p>			
<p>Overview:</p>	<p>Attendance – Year 9 = 87.3% Year 10 = 76.5%</p>		
<p>Target outcome: .</p>	<p>Not met</p>		

School Name: Nelson College for Girls

School Number: 295

Student Achievement Target 2: That 85% or more of the Year 11 Māori and Pasifika students will gain Level 1 NCEA. And that 100% of year 12 and 13 Māori and Pasifika students will gain Level 1 NCEA

Actions:	What worked - (Why did it work?); (How do we know?)	What did not work - (Why didn't it work?); (How do we know?)	Next Step Action Points for next year:
<p>Identify the at-risk attendance students from the 2021 Year 10 attendance data.</p> <p>Identify the Māori and Pasifika students who are in Year 11. Provide this list to Kaiārahi and Deans.</p> <p>Identify the Māori and Pasifika students who are in Year 12 and 13 are who are yet to attain Level 1 NCEA. Provide this list to Kaiārahi and Deans.</p> <p>Check attendance and use same strategies outlined in Target 1 with all Year 11 Māori and Pasifika students.</p> <p>Use the Term 3 wellbeing checks for Kaiārahi to talk about progress with ākongā and set up goals from there.</p> <p>Use the traffic light system Term 3 to predict progress.</p> <p>Contact with whānau and students ahead of externals and final submission of internals to discuss progress.</p> <p>Final analysis of 2022 results for progress check ahead of exam leave and external results release in 2023.</p>	<p>Aim One: 9 out of the 24 students are below 85% attendance half days. 2 of these students are in IEPs and attend TWH, 1 is on Rock On for truancy, 1 attends health school and won't be returning to NCG. Credits gained towards Level 1 NCEA: steady progress is being made with many gaining between 5 to 10 further credits since May. Level 1 literacy /numeracy: 4 students now have literacy compared to 1 in May. 5 students now have numeracy compared to three in May.</p> <p>Aim Two: 30 out of 36 students have gained L1 NCEA, a shift of one student who gained Level 1 in term 1 this year. Two have attendance issues (49% and 57%); one is a YPS student; one need Numeracy and is doing this via Te Kura now; one is a new student from overseas and has no prior credits; one is a TWH student on an IEP but has 50 credits towards Level 1.</p> <p>Term 4 update:</p> <p>Aim One: 26 students, two who have left or been excluded. Two have not attended for some time but are still enrolled – one is on an IEP. 15/26 students attendance below 85% but this is affected by Covid isolation periods earlier in 2022. There are three students whose attendance is between 50-61% and who are struggling to gain Num/Lit or enough credits. 6/26 students already have L1 NCEA (some with the learning recognition credits added). 6/26 are close to gaining L1 NCEA with credits values in the 60s, plus external results yet to be added in January.</p> <p>Aim Two: 6/36 Year 12 and 13 students who identify as Māori have not gained L1 NCEA. This means 84% have gained it. If we take two</p>	<p>As for all students, the pandemic affected attendance levels for this group of students as well. Lack of attendance meant less academic progress.</p>	<p>The strategies put in place were worthwhile and meant that the students were being monitored well. It will be important to continue to use such strategies going forward.</p>

	<p>students out of the data (one is YPS, one is on an IEP) this means that 30/34 students have gained L1 NCEA. This is 88%</p> <p>Student A: Yr 12 student who has 57/80 credits towards L1 NCEA; does have Literacy and Numeracy; attendance is 61%.</p> <p>Student B: was not entered as on an IEP; 19 years old; has left to do a barista course which is great news for them.</p> <p>Student C: Yr 12 student who has 47/80 credits towards L1 NCEA; has Literacy; Numeracy is 4/0; started at NCG in 2022.</p> <p>Student D: YPS student</p> <p>Student E: very low attendance at 46%; Yr 12 student who has 39/80 credits towards L1 NCEA; Literacy 9/0; Numeracy 4/0.</p> <p>Student F: Yr 12 student has left without gaining Numeracy (despite a massive effort to engage her). She will gain Level 1 and 2 NCEA when Numeracy is completed.</p>		
<p>Overview: 68% of Māori students (17 students) in Year 11 gained NCEA Level 1. 37.5% of Pasifika students (3 students) in Year 11 gained NCEA Level 1.</p> <p>In Year 12, 80% Māori (16 students) gained Level 1 NCEA at the same time they were working towards Level 2 NCEA. 75% Pasifika (6 students) did the same.</p> <p>In Year 13, 93.3% Māori (14 students) gained Level 1 NCEA. 100% Pasifika (2 students) gained NCEA Level 1.</p>			
Target outcome:	Not met.		

School Name: Nelson College for Girls

School Number: 295

Student Achievement Target 3: That 85% or more of all Year 11 students attain Level 1 NCEA..

Actions:	What worked - (Why did it work?); (How do we know?)	What did not work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
<p>Identify the 3 broad groups to monitor – former refugees, Te Whiria students; mainstream students.</p> <p>Track the progress of these groups of students by using academic mentoring tools. This will be at ārahi level and also within subjects. Different strategies will be utilised for each group.</p> <p>Particularly identify students who are missing standards, regardless of whether the outcome is Not Achieved or Not Submitted and work with them to ensure this pattern is not established.</p> <p>Identify Year 11 students who are taking one or more of the following subjects: 11MAI, 11ENL, 11SCC, EAP, within the three groups. Ensure subject teachers, kaiārahi and Deans are aware of this target list.</p> <p>Check the programmes that students are undertaking to ensure that they are better equipped to gain Level 1 Numeracy and Literacy. This may require individualised learning and assessment programmes</p> <p>Mentor students who are falling behind in their achievement.</p> <p>Monitor attendance and use same strategies outlined in Target 1 with all Year 11 target students.</p>	<p>44 students were identified as the target group. A variety of actions were undertaken to support these students as much as possible.</p> <p>November Update on Target 3: Of the 44 identified students, 38 remained at NCG in classes – 4 students attended Health School, 1 student was Excluded and 1 left for Home Schooling Literacy & Numeracy requirements – 30 students have gained Literacy – 79% 28 students have gained Numeracy – 74% 26 students have gained Literacy & Numeracy – 68% and another 5 students may gain this qualification with externally assessed standards (exams) NCEA qualification - 16 students have achieved NCEA Level 1 prior to external exams (42%), a further 7 students are within 10 credits of their goal.</p> <p>15 of the 16 students who have gained NCEA Level 1 had attendance rates over 80%, reflecting the impact of attendance on educational outcomes.</p> <p>After external exams - January: 24/38 students have achieved NCEA Level 1 63% gained Level 1 A further students were 1 credit off Level 1. NCG Level 1 achievement = 77%, National NCEA = 63% - the group performed well in a difficult year.</p> <p>Of the students who did not achieve Literacy/Numeracy or Level 1 – 50% (7 students) are former refugees for whom Level 1 Literacy is a 2 year focus.</p>	<p>For some students their health concerns or their behaviour/lack of attendance acted as barriers to them achieving Level 1 NCEA.</p> <p>Attendance has been an issue for this group of students, exacerbated with the covid conditions throughout the year.</p> <p>As a group, their average rate of attendance was 76%. 21 of the 38 students had an attendance rate over 80%.</p>	<p>Continue to use identification, monitoring and follow-up as tools to help vulnerable students to achieve at NCEA Level 1.</p> <p>The covid restrictions and isolation requirements have not helped this group of students as it has increased mental health issues and disengagement with school.</p> <p>It is to be hoped that most of these challenges are behind us in 2023.</p> <p>The MOE tutoring and teaching funding through the Loss of Learning initiative will be used to target students who will be in Year 12 with significant gaps in their literacy and numeracy learning. They will be targeted in February/March 2023.</p>

Overview: Progress has been made with the target students – 63% gained NCEA Level 1 – below the NCG achievement rate, but equal to the national level of achievement

Target outcome:

Not met . 77% of NCG students gained NCEA Level 1. Below the target set – 85%, but a small increase from 2021 in a year where the national and decile 7 achievement was 5% lower than 2021.

School Name: Nelson College for Girls

School Number: 295

Student Achievement Target 4: Raise the percentage of year 13 students gaining Excellence endorsement to be above 18%.

Actions:	What worked - (Why did it work?); (How do we know?)	What did not work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
<p>Identify all students who gained Level 2 Excellence endorsement and monitor their progress during the year. Ensure all staff who teach these individuals are aware of their potential.</p> <p>Research 2020, 2021 Level 3 endorsement data – ascertain where students are gaining excellences ... or not... internal/external ... subjects</p> <p>Run focus groups of students – those who gained Level 2 Excellence ... note aspirations, motives etc for the current year; Run exam tutorials for students aspiring to Excellence</p> <p>Learning areas to run PLD for their staff specific to endorsement, using the NZQA exemplars, national moderator reports, and online assessor support.</p> <p>Learning Areas to analyse the number of externals sat, and completion of externals, and evaluate the impact of this aspect on endorsement.</p> <p>Create list of potential scholarships available for Year 13 school leavers – and their criteria. Ensure staff are aware of this.</p>	<p>In March, the 26 Yr 13 students who achieved L2 with Excellence in 2021 were surveyed regarding their goals and aspirations for 2022. Of the 22 responses, 20 had the goal of attaining L3 with Excellence. The list of Excellence students was also distributed to HOLAs for their information.</p> <p>November update:</p> <ul style="list-style-type: none"> • 8 of the 26 students have gained 50+ Excellence credits • A further 13 students have the ability to gain Excellence endorsement after sitting external exams • 5 students will not be able to achieve Excellence endorsement, without enrolling in Summer School . 	<p>More analysis could have been carried out by HOLAs to understand the reasons for this area of endorsement being so low in 2021 and well below the national standard. To some extent there is a feeling amongst the students that with all the disruption in 2022 they will be satisfied with Merit rather than Excellence. Given the amount of absence during the year caused by isolation requirements this is understandable.</p>	<p>The outcome for 2022 has increased (up 5.1%) than 2021, however it still sits below the national percentage. With such strong endorsement results at other levels this remains an area for continued more detailed investigation.</p> <p>The Merit endorsements at Level 3 are up by 4% so it is possible that some of the students who were in the focus group opted for this rather than Excellence. However, the low trend in this area predates covid over the past 5 years and so it remains concerning in terms of our high achievers.</p>

Overview

The Level 3 excellence endorsements are up 5.1% on 2021 but remain 4% short of the target. However, Excellence endorsement was lower nationally and in decile 7 schools than 2021.

Target outcome: Not met

NCG – 14.2%, National – 15.4%, Decile 7 schools – 15.5%

**NELSON COLLEGE FOR GIRLS - COLLEGE
KIWISPORT
2022**

Students participated in organised sport. In 2022 the school received Kiwisport funding of \$19,447 (2021 \$18,878). The funding was spent on sports equipment, coaching of teams.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NELSON COLLEGE FOR GIRLS' GROUP FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Nelson College for Girls (the School) and its controlled entities (collectively referred to as 'the Group'). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the Group on his behalf.

Opinion

We have audited the financial statements of the Group on pages 2 to 22, that comprise the statement of financial position as at 31 December 2022, 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 Group:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 26 February 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 Group for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

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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 Group for assessing the Group'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 Group, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the Group'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 Group'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 Group'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 Group 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 obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- 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 other information. The other information comprises the information included in the Analysis of Variance and the Kiwisport 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 Group in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Nelson, New Zealand