

Nelson College for Girls



PREPARATORY SCHOOL

Nelson College for Girls

Preparatory School Incorporated

Annual Report

For the Year Ended 31 December 2021

Ministry Number: 4121

Principal: Cathy Ewing

School Address: 400 Trafalgar Street South, Nelson 7010

School Postal Address: PO Box 842, Nelson, 7040

School Phone: 64 3 548 2194

School Email: prep@ncg.school.nz

Nelson College for Girls

Preparatory School Incorporated

Financial Statements - For the year ended 31 December 2021

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Nelson College for Girls Preparatory School Inc

Entity Information

For the year ended 31 December 2021

Name of Entity

Nelson College for Girls Preparatory School Incorporated

Type of Entity and Structure

Nelson College for Girls Preparatory School Incorporated (the School) is a private school within the meaning ascribed to that term by the Education and Training Act 2020 and is governed by the Nelson College for Girls Board of Trustees.

Vision

At Nelson College for Girls Preparatory School it is our vision that each girl becomes the best she can, that she is valued for her contribution to our school, and is a happy, confident, independent learner and thinker who will stand out in secondary school education and beyond.

Financial Details

The school receives income from students' families and government grants.

Contact Details

Physical Address:	400 Trafalgar Street South, Nelson 7010
Postal Address:	PO Box 842, Nelson, 7040
Phone:	03 548 2194
Email:	prep@ncg.school.nz

Charities Commission Registration Number: CC39769

Nelson College for Girls Preparatory School Inc

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

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

Helen Taylor-Tosny
Full Name of Presiding Member

Catherine Mary Ewing
Full Name of Principal

Helen Taylor-Tosny
Signature of Presiding Member

Catherine Mary Ewing
Signature of Principal

5/12/22
Date

5/12/22
Date

Nelson College for Girls Preparatory School Inc
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	100,179	100,178	99,063
Locally Raised Funds	3	678,515	672,234	616,779
Interest		8,615	5,000	14,014
		<u>787,309</u>	<u>777,412</u>	<u>729,856</u>
Expenses				
Locally Raised Funds	3	51,087	45,516	15,985
Learning resources	4	536,512	539,842	519,935
Administration	5	76,127	86,239	75,723
Finance		2,498	4,352	3,766
Property	6	41,264	54,656	47,316
Depreciation	11	27,819	25,116	26,324
		<u>735,307</u>	<u>755,721</u>	<u>689,049</u>
Net Surplus / (Deficit) for the year		<u>52,002</u>	<u>21,691</u>	<u>40,807</u>
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the year		<u>52,002</u>	<u>21,691</u>	<u>40,807</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Nelson College for Girls Preparatory School Inc
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Balance at 1 January	<u>1,133,224</u>	<u>1,133,224</u>	<u>1,099,807</u>
Total comprehensive revenue and expense for the year	52,002	21,691	33,417
Ministry capital contribution for equipment	0	0	0
Net movement in reserves (including Trusts) and Bequests	0	0	0
Equity at 31 December	<u>1,185,226</u>	<u>1,154,915</u>	<u>1,133,224</u>
Retained Earnings	1,181,190	1,150,880	1,129,189
Reserves	4,035	4,035	4,035
Equity at 31 December	<u>1,185,226</u>	<u>1,154,915</u>	<u>1,133,224</u>

Reserved Equity

Reserved equity comprises funds that have been received by the School for a specific purpose. The School guarantees to hold sufficient monies to enable the funds to be used for their intended purpose at any time
The re was no change
The school is not required to repay these funds.

	2021	2020	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Reserves			
Opening Balance	4,035	4,035	4,035
Interest less distribution to students	-	-	-
Closing Balance	<u>4,035</u>	<u>4,035</u>	<u>4,035</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Nelson College for Girls Preparatory School Inc
Statement of Financial Position
As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Total Equity		<u>1,185,226</u>	<u>1,154,637</u>	<u>1,133,224</u>
Represented by:				
Current Assets				
Cash and Cash Equivalents	7	235,194	332,664	302,396
Related Party Advance	8	(3,357)	(18,372)	(18,456)
Accounts Receivable	9	507,219	496,217	497,122
Prepayments		0	16,527	16,527
Investments	10	546,476	440,231	440,231
		<u>1,285,532</u>	<u>1,267,268</u>	<u>1,237,820</u>
Current Liabilities				
Accounts payable	12	90,427	107,047	107,153
Revenue Received in Advance	13	625,656	593,655	594,090
Finance Lease Liability - Current Portion	14	2,874	3,071	3,072
		<u>718,958</u>	<u>703,773</u>	<u>704,315</u>
Working Capital Surplus/(Deficit)		566,574	563,495	533,505
Non Current Assets				
Property, plant and equipment	11	623,377	592,380	600,956
		<u>623,377</u>	<u>592,380</u>	<u>600,956</u>
Non Current Liabilities				
Finance Lease Liability	14	4,725	1,237	1,237
		<u>4,725</u>	<u>1,237</u>	<u>1,237</u>
Net Assets		<u>1,185,226</u>	<u>1,154,637</u>	<u>1,133,223</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Nelson College for Girls Preparatory School Inc
Statement of Cash Flows
For the year ended 31 December 2021

	2021	2021	2020
	Actual	Budget	Actual
Notes	\$	(Unaudited) \$	\$
Cash flows from Operating Activities			
Government Grants	100,178	100,178	99,063
Locally Raised Funds	50,758	44,219	18,457
Prep Fees	648,863	628,016	575,131
Goods and Services Tax (net)	8,899	-	8,212
Payments to Employees	(537,037)	(561,177)	(516,031)
Payments to Suppliers	(193,640)	(169,429)	(161,027)
Interest Received	8,615	5,000	14,014
Net cash from / (to) the Operating Activities	<u>86,636</u>	<u>46,807</u>	<u>37,819</u>
Cash flows from Investing Activities			
Purchase of Property Plant & Equipment (and Intangibles)	(43,285)	(16,539)	(33,285)
Purchase of Investments	(106,245)	-	210,255
Net cash from / (to) the Investing Activities	<u>(149,530)</u>	<u>(16,539)</u>	<u>176,970</u>
Cash flows from Financing Activities			
Finance Lease Payments	(4,308)	-	(4,256)
Net cash from Financing Activities	<u>(4,308)</u>	<u>-</u>	<u>(4,256)</u>
Net increase/(decrease) in cash and cash equivalents	<u>(67,202)</u>	<u>30,268</u>	<u>210,532</u>
Cash and cash equivalents at the beginning of the year	302,396	302,396	91,864
Cash and cash equivalents at the end of the year	<u>7</u> <u>235,194</u>	<u>332,664</u>	<u>302,396</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Nelson College for Girls Preparatory School Inc

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2021

a) Reporting Entity

Nelson College for Girls Preparatory School Incorporated is a private school within the meaning ascribed to that term by the Education and Training Act 2020 and is governed by the Nelson College for Girls Board of Trustees. The Board of Trustees is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

The preparation of these 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 period affected.

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Donations

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of Accounts Receivable is established where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt. This impairment loss is the difference between the carrying amount of the receivable and the present value of the amounts expected to be collected and has been included under Other Expenditure in the Statement of Comprehensive Revenue and Expense, if not

g) Investments

Investments are held with registered trading banks and are classified as current assets if they have maturities of between three months and one year.

h) Property, Plant and Equipment

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

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

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

The Preparatory Buildings were valued as at May 1991 by Duke and Cooke registered public valuers. Buildings are valued at their indemnity value as at May 1991. Depreciation has been charged since 1991. The fair value of buildings is considered to be \$460,000 which is their indemnity value as valued by Duke and Cooke as at December 2019.

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	12-50 years
Furniture and equipment	5-20 years
Information and communication technology	2-12 years
Leased assets held under a Finance Lease	3-4 years

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

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

Non cash generating assets

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

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

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

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

j) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

k) Employee Entitlements

Short-term employee entitlements

Employee 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, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

m) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

n) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

o) Budget Figures

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

2. Government Grants

	2021 Actual \$	2021 Budget \$	2020 Actual \$
Operational grants	100,179	100,178	99,063
	<u>100,179</u>	<u>100,178</u>	<u>99,063</u>

3. Locally Raised Funds

	2021 Actual \$	2021 Budget \$	2020 Actual \$
Revenue			
Donations	0	0	310
School Activities	50,758	44,218	18,147
Preparatory School Fees	627,757	628,016	598,322
	<u>678,515</u>	<u>672,234</u>	<u>616,779</u>
Expenses			
School Activities	51,087	45,516	15,984
	<u>51,087</u>	<u>45,516</u>	<u>15,984</u>
<i>Surplus for the year Locally raised funds</i>	<u>627,428</u>	<u>626,718</u>	<u>600,794</u>

4. Learning Resources

	2021 Actual \$	2021 Budget \$	2020 Actual \$
Curricular	7,524	10,103	8,117
Library resources	4,928	4,932	3,394
Employee benefits - salaries	523,975	519,807	504,466
Staff development	85	5,000	3,958
	<u>536,512</u>	<u>539,842</u>	<u>519,935</u>

5. Administration

	2021 Actual \$	2021 Budget \$	2020 Actual \$
Audit fees	1,305	1,308	1,305
Consumables	2,795	6,616	4,433
Marketing & Hospitality	2,026	5,000	2,814
Other	21,896	22,429	21,376
Employee benefits - salaries	39,818	41,370	37,306
Insurance	7,718	7,716	6,984
Service providers, contractors and consultancy	569	1,800	1,505
	<u>76,127</u>	<u>86,239</u>	<u>75,723</u>

6. Property

	2021 Actual \$	2021 Budget \$	2020 Actual \$
Caretaking and cleaning consumables	14,156	12,600	13,017
Grounds Maintenance	510	996	828
Heat, light and water	7,211	7,260	7,262
Other	13,322	11,784	11,786
Rates	3,516	3,516	3,331
Repairs and Maintenance	2,549	18,500	11,093
	<u>41,264</u>	<u>54,656</u>	<u>47,316</u>

7. Cash and Cash Equivalents

	2021 Actual	2021 Budget	2020 Actual
	\$	\$	\$
Bank Current Account	223,889	222,290	192,022
Bank Call Account	11,305	110,374	110,374
Short-term Bank Deposits	-	-	-
Cash equivalents and bank overdraft for Cash Flow Statement	<u>235,194</u>	<u>332,664</u>	<u>302,396</u>

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

8. Related Party Advance

(This is current account with NCG)

	2021 Actual	2021 Budget	2020 Actual
	\$	\$	\$
Current account	(3,357)	(18,372)	(18,456)
	<u>(3,357)</u>	<u>(18,372)</u>	<u>(18,456)</u>

9. Accounts Receivable

	2021 Actual	2021 Budget	2020 Actual
	\$	\$	\$
Receivables	507,219	496,217	497,122
	<u>507,219</u>	<u>496,217</u>	<u>497,122</u>
Receivables from Exchange Transactions	507,219	496,217	497,122
	<u>507,219</u>	<u>496,217</u>	<u>497,122</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget	2020 Actual
	\$	\$	\$
Current Asset Investments	546,476	440,231	440,231
	<u>546,476</u>	<u>440,231</u>	<u>440,231</u>

11. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building improvements	450,224	28,467	-	-	(12,827)	465,863
Land	97,000	-	-	-	-	97,000
Furniture and equipment	39,790	1,015	-	-	(5,327)	35,477
Information and communication technology	13,943	20,759	-	-	(9,665)	25,037
Balance at 31 December 2021	<u>600,957</u>	<u>50,241</u>	<u>-</u>	<u>-</u>	<u>(27,819)</u>	<u>623,377</u>

	Cost \$	Accumulated Depreciation \$	Net Book Value \$
Building improvements	746,648	(280,784)	465,863
Land	97,000	-	97,000
Furniture and equipment	94,700	(59,223)	35,477
Information and communication technology	137,209	(112,173)	25,037
	<u>1,075,557</u>	<u>(452,180)</u>	<u>623,377</u>

12. Accounts Payable

	2021 Actual \$	2021 Budget \$	2020 Actual \$
Operating Creditors	16,027	13,369	15,806
Employee Entitlements - salaries	0	28,177	25,739
GST payable	74,400	65,501	65,608
	<u>90,427</u>	<u>107,047</u>	<u>107,153</u>
Payables for Exchange Transactions	16,027	41,546	41,545
Payables for Non-Exchange Transactions - Taxes payable	74,400	65,501	65,608
	<u>90,427</u>	<u>107,047</u>	<u>107,153</u>

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget \$	2020 Actual \$
Preparatory School Fees	625,656	593,655	594,090
	<u>625,656</u>	<u>593,655</u>	<u>594,090</u>

14. Finance Lease Liability

The school has entered into finance lease agreements for computers and other ICT equipment.

Minimum lease payments payable:

	2021 Actual \$	2021 Budget \$	2020 Actual \$
No Later than One Year	2,874	3,071	3,072
Later than One Year and no Later than Five Years	4,724	1,237	1,237
	<u>7,598</u>	<u>4,309</u>	<u>4,309</u>

15. Related Party Transactions

Nelson College for Girls is considered to be a Related Party as its Board of Trustees effectively has control of the Preparatory School. Transactions between the Preparatory School and College relate to the payment for services such as accounting and secretarial, principal, caretaking and cleaning. The total value of these transactions during the year \$213,302 (2020: \$214,765). The dollar value of transactions owing at year end was \$3,356.89 (2020: \$18,456).

16. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

17. Commitments

There are no capital commitments as at 31 December 2021 (2020: nil)

Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

Finance lease of photocopier and laptop.

	2021 Actual	2020 Actual
No later than one year	1,923	5,029
Later than one year and no later than five years	4,860	9,490
Later than five years	0	0
	<u>6,783</u>	<u>14,518</u>

18. Financial Instruments

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

Cash and Receivables

	2021 Actual \$	2020 Budget \$	2020 Actual \$
Cash and cash equivalents	235,194	332,664	302,396
Receivables	507,219	496,217	497,122
Investments	546,476	440,231	440,231
	<u>1,288,889</u>	<u>1,269,113</u>	<u>1,239,749</u>

Financial Liabilities Measured at Amortised Cost

	2021 Actual \$	2020 Budget \$	2020 Actual \$
Payables	90,427	107,047	107,153
Finance Lease Liabilities	7,599	4,309	4,309
	<u>98,026</u>	<u>111,356</u>	<u>111,462</u>

19. Events After Balance Date

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

NCG Preparatory School Student Achievement Target 1 2021

Strategic goal	<i>To grow the skills and attributes of our students to empower them to succeed in their world. (Goal 3)</i>
Rationale	Initial assessments of the Year 7 intake do not correlate with information given by previous schools according to student's levels of achievement in Reading. On closer analysis of data, 2/3 of the intake need fluency and/or comprehension support.
Target	A) To increase fluency wpm (word per minute rate) by 30 wpm for 13 identified Year 7 students by the end of the year. 10/13 improved by 30 wpm by November. B) To increase the See Reader level of achievement by 4 levels for 16 Year 7 students by the end of the year. 15/16 identified students improved See Reader levels of achievement by 4 or more levels during the year.
Baseline Data <u>Year 7 Target data</u> <u>for Reading 2021</u>	A) In Reading Plus Benchmark 1 results 13 students are reading below 205 wpm (words per minute) the expected rate for students this age. 4 of these students were unable to register a rate during the benchmark assessment. Average gain is 12 wpm a year but with targeted teaching, and time we feel they can improve more than that, hence increasing this average in our target. In November, 10 out of the 13 students improved their wpm rate by 30 or more words. The improvement range was from 35 – 163 wpm. 2 of the students who didn't register an improvement are not test sitters and their rate decreased, however their comprehension improved, and they are reading at 181 and 217 during their weekly reading tasks. 2 of the students who were not able to register a rate in the first benchmark are now reading at 92 and 116 wpm. The remaining student also finds tests situations stressful, however her weekly wpm rate is 257 wpm. B) In Reading Plus Benchmark 1 assessment 38 Year 7 students are reading at level A – E. Expected level by the end of the year is Level H. Overall, from this assessment only 9 students are achieving at or above the expected level. 27 students are assessed as 3 or more years below the expected level. Which means they are assessed at See Reader levels A-C. We've compared these results against e-AsTTle data of a Level 3/4 adaptive test. The selected 16 students' scores were 3A or below in AsTTle and level A-C in the benchmark. The one student who did not reach the target moved 3 See Readers during the year. The remaining student's improvement range was from 4 levels to 8. 12 of these students improved by 6, 7 or 8 levels.

Specific Actions What are we going to do? Assign specific individual assignments in Reading	Responsibility Who will do it? Timeframe When will we do it? Resources What do we need? Reading Plus to begin with all students Term 1.	Outcomes What will be the benefits? With scaffolded approach of the programme we	Monitoring and Reporting Midyear/Term 4/End of year <i>Mid year – Yr 7 average 60 wpm gain and 4 See</i>	Evaluation So what? What did we learn? Next steps? <i>The progress made by all students is evident from the data. Weekly</i>
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<p>Plus based on the Initial placement and screening tests. Monitor results each week and alter assignments accordingly.</p>	<p>Arahi teachers to monitor & alter weekly.</p>	<p>would expect to see a level gained each term by each student.</p>	<p>Reader levels as at end of Term 2.</p>	<p>feedback from the data means feedback is consistently given to the student and whanau on progress and next steps. Continue with the programme in 2022. Consider how staff can update whanau's understanding on the data given more frequently to ensure engagement and motivation remains throughout the year.</p>
<p>Direct teaching of the programmes 3 areas of reading 'instruction', including a focus on the use of reread strategy for comprehension.</p>	<p>Arahi teachers Term 1 onwards. Whole class initially then 1:1 support during each weekly session.</p>	<p>Structured improvement of all 'core' reading skills – comprehension, vocabulary, and fluency.</p>	<p>Mid Year - Reread average for 7FT 46 a week; 7TP 57</p>	<p>Reread average by November; 7FT 103 7TP 109. Tracking this and sharing data weekly with individuals and whole class, ensured the promotion of the reading strategy. Mentioning it across curricular including when reading online, reinforcing this strategy. Share this strategy with whanau more explicitly at workshops, so they can reinforce its' use at home.</p>
<p>Regular communication with students and whanau on successes including wpm and level awards. Updates via learning conferences and emails to whanau. Includes invite to whanau for Parent workshop.</p>	<p>Arahi teachers Term 1 onwards both within the Reading Plus programme (message section) and face to face and emails.</p>		<p>37/48 parents attended workshop and another 2 emailed asking for presentation.</p>	<p>Due to covid learning conferences were not held in Term 3. Need to consider putting explanation sheet for students' 'individual progress reports' seen in students' assessment folders, so they and whanau can revisit information given.</p>
<p>Use the Reading Plus Skills Coaching for direct teaching sessions and independent learning –</p>	<p>Arahi teacher Term 3 and 4 Data from Reading Plus each week.</p>			<p>Data is shared with class at the beginning of each class session. Videos used as a starting point for</p>

<p>based on data from completed assignments. Student's results are found and updated weekly in Skill Group and Skill Summary reports.</p>			<p>strategy consolidation at the beginning of these lessons. How can we use this individual needs-based resource more effectively? Consistently use guided reading groups? How can we record students' completion of these, as the results are not shared with teachers in the programme?</p>
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NCG Preparatory School Student Achievement Target 2 2021

Strategic goal	<p>To grow the skills and attributes of our students to empower them to succeed in their world. (Goal 3)</p>		
Rationale	<p>A number of our incoming year 7 girls have poor Number Basic Facts knowledge and most are achieving well below the expected level by the end of Year 7 - Stage 7, Brick 21</p>		
Target	<p>By the end of 2021 we expect those working at Numeracy Number Knowledge Stage 4, 5 and 6 to improve by 5 basic facts <u>bricks</u> Term 4 46/48 students meet the target of improving by at least 5 bricks (range of improvement was from 5 to 29 bricks). Two students struggled with speed/timing. One student was often absent at music lessons, so testing was inconsistent. Two students did not meet the target of 5 bricks progress but are now achieving at and above expected level.</p>		
Baseline Data	<p>83% (40/48) of the students are currently working well below Stage 4, 5 and 6 (up to Brick 18) which is the achievement level expected by the end of Year 6. Term 4 10% (5/48) of the students are currently working below Stage 5 and 6 (up to Brick 18) which is the achievement level expected by the end of Year 6. Stage 4 – 0 students, Stage 5 – 2 students, Stage 6 – 3 students 90% (43/48) of the students working within or above the stage expected for Year 7/8</p>		

<p>Specific Actions What are we going to do? Assess students' level by completing a Basic Facts Number Knowledge Brick test before identifying next steps for learning.</p>	<p>Responsibility Who will do it? Timeframe When will we do it? Resources What do we need? TP in math's classes during February.</p>	<p>Outcomes What will be the benefits? Current achievement level of all students in a timed test, will allow for individual placement on 'brick wall' so next steps are specific for students.</p>	<p>Monitoring and Reporting Midyear/Term 4/End of year Term 2 = 41/48 students achieving below stage 7 (expected level) Term 4 = 8/48 students achieving below stage 7 (expected level at the end of Year 7)</p>	<p>Evaluation So what? What did we learn? Next steps? Huge need for basic numeracy skills. Continue to incorporate basic facts learning in daily maths programmes. Bricks were successful as they filled the identified gaps in Basic Facts Number Knowledge. In 2022 we need to have weekly across school sessions to ensure progress continues.</p>
<p>Contact home to inform parents where their daughters are at and how they can help at home.</p>	<p>Email and/or newsletter to parents from TP/FT. Resources loaded into One Note prior to this</p>	<p>Engagement and support from and at home, by clear communication from school of current levels of achievement.</p>	<p>Feedback given in Term 2 conferences. During lockdown reminders of 'bricks' in student/parent newsletters</p>	<p>Whanau wanted to know specifics of their daughter in order to support. In 2022 need to have more streamlined communication with whanau about progress and achievements</p>
<p>Invite parents to Workshop to show using Mathematics at home and supporting their daughters needs for Basic Facts (Bricks). Resources available in classrooms, wall displays and on One Note for each stage so parents and</p>	<p>TP/FT Share at Parent workshop in Term 1</p>	<p>Clear communication between home and school of expectations and resources available for supporting students, will give whanau greater confidence to help their daughter.</p>	<p>37/48 parents attended workshop and another 2 emailed asking for presentation.</p>	<p>This needs to be done with all parents at the start of the year. Provide updates on progress through emails to parents about levels of expectations (calendar this) and how 'Bricks' work. A celebrate my 'success' in our Prep Newsletter.</p>

students can use these at home.					
One extra timetabled lesson set aside each week (Friday) for all Year 7 to focus on strategies, practice and speed of recall. Brick Test for those who want to every Friday.	TP/FT to sort tests after girls have signed up by each Wednesday. Results recorded in spreadsheet.	Extra time and teaching in small groups to reinforce strategies will increase progress and improve confidence. Support motivation with success.	Mid-year – we found the same girls would sign up for testing as they were learning them. We needed to make the others accountable.	Term 4 - Compulsory testing for everyone, from the beginning of the programme in 2022. This made a big difference to student progress and no one was able to exclude themselves.	
Retest at the end of Term 2 and send home emails on progress to all target whanau. Repeat end of term 3 and 4.	TP/FT	Reinforcement of progress and next learning with whanau, will maintain engagement and support from home.	Mid – year - progress and next steps discussed in Term 2 conferences. Term 4 emails not sent home Some parents shown resources in One Note.	More accountability for students to practice these at home with parent support. In 2022 our emails will be reminders for this.	
Home contact to request attendance of students at Thursday morning 'Home learning Club' with NCG student tutors.	FT/TP Beginning of Term 2.	Weekly reinforcement of Maths concepts via Maths mate, Mathematics or Bricks basic facts with NCG student support, will encourage progress and improve confidence.	Due to Covid health restrictions Learning Club was cancelled for second half of Term 3 and 4.	No Home learning club end of term 3 and 4, but LIVE Mathematics, Maths Fitness and BRICKS has contributed to daily focus, practice, and improvement in Number Knowledge. Ensure all classes continue this throughout the Year groups. Consistency and success celebrated.	

NCG Preparatory School Student Achievement Target 3 2021

Strategic goal	<i>To grow the skills and attributes of our students to empower them to succeed in their world. (Goal 3)</i>
Rationale	Across all subject areas now and in the future make it easier for students to convey meaning clearly if there is confidence in how to construct a sentence.
Target	By the end of the year, 21 Year 8 identified students will be using conventional sentence structure to assist in conveying meaning clearly. <i>Students will be correctly using full stops, capital letters as sentence markers, conjunctions and punctuation including commas.</i> November monitoring – <i>Of 21 students identified 13 of this group are now using conventional sentence structure.</i> <i>Of the total year cohort 25% remain unable to consistently use conventional sentence structure (44% of the cohort in Term 1). One student who was identified has left Prep to move overseas.</i>
Baseline Data	44% (21 students) of Year 8 are unable to consistently use conventional sentence structure, as seen in expressive writing samples (March 2021). Refer below students specified for targeted teaching.

Specific Actions What are we going to do?	Responsibility Who will do it? Timeframe When will we do it? Resources What do we need?	Outcomes What will be the benefits?	Monitoring and Reporting Midyear/Term 4/End of year	Evaluation So what? What did we learn? Next steps?
Access where students are at by analyzing sentence structure in expressive writing books.	Veronica to look at students' expressive writing books. Completed Term 1.	This will sharpen the focus to identify a specific group of target students whose needs can be addressed.	Week 1 Term 2	Expressive writing books proved a powerful teaching tool to keep the objective in our minds, through its weekly regularity. Continue this for 2022.
Identify target groups and advise them that they are our focus group.	Expressive writing books Anna and Veronica	8PN – C, N, A, E E, T, J, M, R, I, H & K 8VC – M, S, E, E, S, J, R, B, F, S M	Week 1 Term 2	Consistently checking in with these students increased their awareness of next learning steps as well as their successes. Positive and specific feedback impacts on learning. Calendar in planners to ensure this happens.
Deliberate teaching of sentence structure.	Anna and Veronica	Ability to recognise a conventional sentence will be	Ongoing	Regular shared writing and proofreading sheets, according to

	<p>Timetabled weekly lessons.</p> <p>The Writing Book, Sheena Cameron.</p> <p>Sharepoint resources.</p> <p>Anna and Veronica.</p> <p>Regular marking of cross curricular writing, to clearly identify individual needs. Target these students for one-to-one teaching and feedback.</p> <p>Each teacher creates a written checklist to suit, in order to ensure the right students are given the teaching time they require.</p>	<p>increased in their own work and of their peers.</p> <p>Students will use correct punctuation across all learning areas. One to one time will include both teaching and monitoring.</p>	<p>Ongoing</p>	<p>learning needs. Placed in One Note for reinforcement in 2022.</p> <p>Student writing is monitored at a minimum once a week.</p> <p>Teacher dialogue on this target kept the objective at the front of our minds in our weekly planning sessions.</p>
<p>Regular monitoring of student's progress.</p>	<p>Anna and Veronica.</p> <p>At weekly team meetings, create, share and evaluate a variety of learning experiences which target the specific students.</p>	<p>Our teaching and learning programs will have a greater variety of teaching approaches, fed in by each other.</p>	<p>Ongoing</p>	<p>Without exception, a connection made with students on how sentence structure can assist meaning. Some opportunities for this included IWA, shared writing, expressive writing and reading related activities.</p>
<p>Create a variety of learning experiences which target identified students need to encourage consistency of writing behaviours, across different curriculum areas.</p> <p>Share with students the targets and the "Why".</p>	<p>Veronica.</p> <p>Provide examples of pieces of writing where incorrect sentence structure is used. Have students identify how meaning is changed for the audience as a result.</p>	<p>There will be greater motivation in students to drive their own learning if they can see its purpose.</p>	<p>Ongoing</p>	<p>As above. Especially related to Asttle writing samples and the rubrics which students were given guided interpretation in class and 1:1 explanation for greater understanding.</p>

NCG Preparatory School Student Achievement Target 4 2021

Strategic goal	<i>To grow the skills and attributes of our students to empower them to succeed in their world. (Goal 3)</i>
Rationale	The trend of low performance in the Place Value section in IKAN will impact on student performance in other strands of Maths, especially measurement, number operations and algebra. Improved knowledge of Place Value will be an enabler to access new learning concepts. It is a foundation on which to build all Maths learning.
Target	By the end of the year all Year 8 students will be achieving in the IKAN assessment, Place Value section at stage 4, 5 and 6 with 100% accuracy. Accuracy at stage 4 maintained. Significant improvement at Stage 5. A marked increase in accuracy at Stage 6 from Term 1 to Term 2. Were our targets realistic? Knowledge of decimals did improve in Stage 7 with 85% of students achieving 100% accuracy.
Baseline Data	Term 1 IKAN – Stage 4 97.9% accuracy, Stage 5 68.8% of students 100% accuracy, Stage 6 31.2% of students 100% accuracy, Stage 7 47.9% accuracy, Stage 8 27% accuracy. Term 2 IKAN – Stage 4 100% accuracy, Stage 5 40% of students 100% accuracy, Stage 6 64.6% of students 100% accuracy. Term 3 IKAN – Stage 4 100% accuracy, Stage 5 87% of students 100% accuracy, Stage 6 64.4% of students 100% accuracy. By the end of the year the number achieving 100% accuracy at Stage 4, 5, & 6 in the Place Value section rose from 22% at the beginning of the year to 65% at the end of the year. Target group of L, S, H, D, F, M, S, H, K, J, I, U, T, E, N, A. At the end of year assessment of this target group, there were significant gains in those who achieved 100% accuracy in the Place Value section of IKAN. Stage 4 all were correct; Stage 5 72% of the students got all correct (Term 1 7%) and Stage 6 50% of the student target group got all correct (Term 1 13%) Significant improvements were seen in A, T, J, S, L and D.

Specific Actions What are we going to do?	Responsibility Who will do it? Timeframe When will we do it? Resources What do we need?	Outcomes What will be the benefits?	Monitoring and Reporting Midyear/Term 4/End of year	Evaluation So what? What did we learn? Next steps?
Assess where the students are at by completing an IKAN test and specifically looking at the Place Value questions from Stage 4 – 8.	Veronica Coffey Anna Parkinson IKAN test March 2021	Improvement in Place Value will support performance in other strands of Maths, especially measurement, number operations and algebra.	The results were very low. 2021 was their first experience of this test within a time constraint.	Teach strategies and provide opportunities for regular practice. Work towards a shared understanding with parents, at conference times. In daily maths maintenance, teachers have ensured place value has been

<p>Identify target students. 8VC L, S H, D, F, M & S 8PN H, K, J, I, U, T, E, N, A</p>	<p>Veronica Coffey Anna Parkinson IKAN test forms</p>	<p>This will sharpen the focus to identify a specific group of target students whose needs can be addressed.</p>	<p>Some may be knowledgeable related or speed of recall. Each term.</p>	<p>included without exception. Monitoring completion of these tasks has given opportunity for one-to-one targeted teaching. Refer above. Rather than the target students listed here, our focus was driven by ongoing monitoring. As a result, we were confident of those who required further teaching in this area.</p>
<p>Students and teacher identify where they are at and what they need to learn.</p>	<p>Veronica Coffey Anna Parkinson Test papers to analyze and students to file in their assessment folder. Students assess their results and identify areas in which they need to improve on. Specifically looking at Place Value questions within the IKAN test.</p>	<p>Place value questions within Maths starters align directly with identified knowledge targets. Students will be able to recognise their own progress which my assist in motivation.</p>	<p>Mathletics IKAN assessments were a useful resource for this. Use of concrete materials valuable for example meter rulers, cubes, multi-link cubes.</p>	<p>Mathletics IKAN assessments were a useful resource for this. Use of concrete materials valuable for example meter rulers, cubes, multi-link cubes.</p>
<p>Ensure Maths starters in 8PN and 8VC specifically contain questions that target place value.</p>	<p>In the first 10-15mins of each Maths lesson. Projector Students maths books Paper copy of the math's starter questions.</p>	<p>Students are continually being challenged with place value questions, so learning is planned, is regular and specific to learning needs.</p>	<p>Refer above. Further opportunities for teaching of place value arose in Measurement topics, teaching of Decimals, Fractions and Percentages.</p>	<p>Refer above. Further opportunities for teaching of place value arose in Measurement topics, teaching of Decimals, Fractions and Percentages.</p>

Nelson College for Girls Preparatory School Inc
Board Of Trustees 2021

Name	Position	How position on Board was gained	Term expires	Occupation
Natasha Berkett	Parent Representative Board Chair	Elected Jun 2016 Re-elected Board Chair Jun 2019	Resigned Dec 2021	Project Manager
Fiona Lulham	Co-Opted Trustee	Co-opted Dec 2020	Dec 2021	Administrator
Helen Taylor Young	Parent Representative	Elected June 2019	Sept 2022	Stay at home Mum
Richard Brookes	Parent Representative	Elected June 2019	Resigned Sept 2021	Actuary
Stephen Mills	Parent Representative	Elected June 2019	Sept 2022	Accountant
Patricia Anderson	Parent Representative	Elected June 2020	Sept 2022	Arts' Co-ordinator
Ursula O'Donohue	Co-opted Trustee	Co-opted Feb 2021	Feb 2023	Accountant
Mirka Langford	Co-opted Trustee; then Selected Parent Representative	Co-opted April 2021; selected as parent rep Oct 2021	Sept 2022	Environmental Advisor
Cathy Ewing	Principal	Appointed Jan 2011	n/a	Principal
Shelly Hulland	Staff Representative	Elected March 2021	Sept 2022	Teacher
Grier Rollinson	Student Trustee	Elected Nov 2021	Nov 2022	Student
Sophie Mills	Student Trustee	Elected Sept 2020	Oct 2021	Student

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NELSON COLLEGE FOR GIRLS PREPARATORY SCHOOL INC.'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Nelson College for Girls Preparatory School Inc. (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 4 to 15 that comprise the Statement of Financial Position as at 31 December 2021, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 5 December 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



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