



# GLENFIELD COLLEGE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 0030

**Principal:** Paul McKinley

**School Address:** PO Box 40176, Glenfield, Auckland. 0747

**School Postal Address:** 60 Kaipatiki Road, Glenfield, Auckland. 0629.

**School Phone:** (09) 441 9776

**School Email:** [admin@gc.ac.nz](mailto:admin@gc.ac.nz)

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Paul Kenneth McKinley	Principal	Appointed 29 September 2017	Principal	-
Neil Graham Crooks	Parent	Re-elected June 2019	Self-Employed Builder	2022
Nicole Maree McNab	Parent	Re-elected June 2019	Client Business Manager	2022
Nicola Maree Primrose	Parent	Re-elected June 2019	Office Manager	2022
Millie Richardson	Parent	Re-elected June 2019	Homemaker	2022
Mark Anthony Vince	Parent	Re-elected June 2019	NGA Provisioning Manager	2022
Donna Kahaki	Parent	Elected June 2019	IT Manager	2022
Sarah Elizabeth Gray	Staff	Re-elected June 2019	Teacher	2022
Bataa Ganbat	Student	Elected September 2016	Student	2019

**Accountant / Service Provider:** dcipher Accounts Limited

# GLENFIELD COLLEGE

Annual Report - For the year ended 31 December 2019

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# Glenfield College

## Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

*Nicola Primrose*

Nicola Maree Primrose

*Paul K. McKinley*

Paul Kenneth McKinley

*N Primrose*

Signature of Board Chairperson

*[Handwritten Signature]*

Signature of Principal

*25/05/2020*

Date:

*25/05/2020*

Date:

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019



	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	6,174,304	6,283,908	6,059,264
Locally Raised Funds	3	514,236	449,803	351,783
Interest income		66,103	50,000	67,048
Gain on Sale of Property, Plant and Equipment		4,178	-	1,685
International Students	4	486,133	641,000	681,774
		<u>7,244,953</u>	<u>7,424,711</u>	<u>7,161,554</u>
<b>Expenses</b>				
Locally Raised Funds	3	240,987	205,228	272,852
International Students	4	330,864	400,500	170,055
Learning Resources	5	3,351,921	3,418,432	3,221,081
Administration	6	606,861	611,425	556,240
Property	7	2,642,058	2,612,880	2,581,979
Depreciation	8	267,437	260,000	316,157
Loss on Disposal of Property, Plant and Equipment		5,864	-	12,365
		<u>7,445,992</u>	<u>7,508,465</u>	<u>7,130,729</u>
<b>Net Surplus / (Deficit) for the year</b>		(201,039)	(83,754)	30,825
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(201,039)</u>	<u>(83,754)</u>	<u>30,825</u>

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

# Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019



	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		3,095,810	3,095,809	3,064,985
Total comprehensive revenue and expense for the year		(201,039)	(83,754)	30,825
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		16,256	-	-
<b>Equity at 31 December</b>	24	2,911,027	3,012,055	3,095,810
Retained Earnings		2,904,776	3,005,607	3,089,362
Reserves	17	6,251	6,448	6,448
<b>Equity at 31 December</b>		2,911,027	3,012,055	3,095,810

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

# Glenfield College

## Statement of Financial Position

As at 31 December 2019



	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	355,196	221,803	409,820
Accounts Receivable	10	221,302	189,000	198,886
GST Receivable		-	10,000	19,551
Prepayments		62,972	26,000	27,621
Funds Held for Capital Works Projects	18	85,716	-	276,139
Investments	11	1,494,043	1,793,121	1,795,621
		<u>2,219,229</u>	<u>2,239,924</u>	<u>2,727,638</u>
<b>Current Liabilities</b>				
GST Payable		1,279	-	-
Accounts Payable	13	461,820	276,872	652,503
Revenue Received in Advance	14	392,191	546,381	548,117
Provision for Cyclical Maintenance	15	123,240	59,162	59,162
Finance Lease Liability - Current Portion	16	52,205	37,674	48,062
Funds held for Capital Works Projects	18	-	21,469	-
		<u>1,030,735</u>	<u>941,558</u>	<u>1,307,844</u>
<b>Working Capital Surplus/(Deficit)</b>		1,188,494	1,298,365	1,419,794
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	2,133,310	2,064,034	2,064,034
		<u>2,133,310</u>	<u>2,064,034</u>	<u>2,064,034</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	382,659	350,344	350,344
Finance Lease Liability	16	28,118	-	37,674
		<u>410,777</u>	<u>350,344</u>	<u>388,018</u>
<b>Net Assets</b>		<u>2,911,027</u>	<u>3,012,055</u>	<u>3,095,810</u>
<b>Equity</b>	24	<u>2,911,027</u>	<u>3,012,055</u>	<u>3,095,810</u>

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

**Glenfield College**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,374,636	1,354,908	1,454,438
Locally Raised Funds		556,270	452,666	350,325
International Students		273,393	639,403	417,533
Goods and Services Tax (net)		20,829	9,549	(41,040)
Payments to Employees		(1,014,077)	(1,066,000)	(863,672)
Payments to Suppliers		(1,439,136)	(1,560,898)	(884,382)
Cyclical Maintenance Payments in the year		(65,213)	(60,000)	(49,860)
Interest Received		74,232	50,308	60,324
Net cash from Operating Activities		(219,068)	(180,064)	443,666
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(153)	(9,000)	2,108
Purchase of PPE (and Intangibles)		(291,812)	(251,000)	(99,771)
Purchase of Investments		-	2,500	(300,597)
Proceeds from Sale of Investments		301,578	-	-
Net cash from Investing Activities		9,613	(257,500)	(398,260)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		16,256	-	-
Finance Lease Payments		(51,848)	(48,062)	(56,488)
Funds Held for Capital Works Projects		190,423	297,609	(244,577)
Net cash from Financing Activities		154,831	249,547	(301,065)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(54,624)</b>	<b>(188,017)</b>	<b>(255,659)</b>
Cash and cash equivalents at the beginning of the year	9	409,820	409,820	665,479
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>355,196</b>	<b>221,803</b>	<b>409,820</b>

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

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

# Glenfield College

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Glenfield College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

###### **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 Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

###### **Standard early adopted**

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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



### **Critical Accounting Estimates And Assumptions**

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

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

#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

#### *Recognition of grants*

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

## **c) Revenue Recognition**

### **Government Grants**

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. 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.

### **Other Grants**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

#### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

#### **e) 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. 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 credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

#### ***Prior Year Policy***

*Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.*

#### **h) 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.

#### ***Prior Year Policy***

*Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.*



### **i) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	5–20 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	4 years, or over the life of the lease
Library resources	12.5% Diminishing value

### **j) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.



### **k) Accounts Payable**

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

### **l) Employee Entitlements**

#### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

#### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

### **m) Revenue Received in Advance**

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

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

### **n) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

### **o) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

### **p) Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets for accounting purposes in accordance with financial reporting standards.

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



**q) 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.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

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

**r) 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.

**s) Budget Figures**

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

**t) Services received in-kind**

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



## 2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	817,045	832,071	805,668
Teachers' Salaries Grants	2,798,558	2,900,000	2,714,667
Use of Land and Buildings Grants	1,994,206	2,029,000	1,989,439
Other Government Grants	564,495	522,837	549,490
	<u>6,174,304</u>	<u>6,283,908</u>	<u>6,059,264</u>

## 3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	166,918	50,000	65,407
Community Education Activities	93,734	246,186	109,140
Trading	138,686	68,400	91,054
Fundraising	72,182	45,217	48,634
Other Revenue	10,251	10,000	6,960
	32,464	30,000	30,589
	<u>514,236</u>	<u>449,803</u>	<u>351,783</u>
<b>Expenses</b>			
Activities	151,464	98,928	112,547
Trading	8,528	3,000	5,227
Fundraising (Costs of Raising Funds)	4,814	5,000	3,346
Community Education	76,181	98,300	151,732
	<u>240,987</u>	<u>205,228</u>	<u>272,852</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>273,248</u>	<u>244,575</u>	<u>78,931</u>



#### 4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	35	40	49
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
International Student Fees	436,085	580,000	614,540
Administration Fees	36,609	50,000	56,502
Other International income	13,439	11,000	10,732
	<hr/> 486,133	<hr/> 641,000	<hr/> 681,774
<b>Expenses</b>			
Advertising and Marketing	3,152	5,000	3,626
Overseas Travel	28,830	30,000	8,644
Commissions	46,731	75,000	65,672
International Department Salaries	137,949	130,000	55,229
International Student Levy	14,471	20,000	11,985
Teachers Salaries Overuse	82,472	120,000	17,307
Other Expenses	17,259	20,500	7,592
	<hr/> 330,864	<hr/> 400,500	<hr/> 170,055
<i>Surplus/ (Deficit) for the year International Students'</i>	<hr/> <hr/> 155,269	<hr/> <hr/> 240,500	<hr/> <hr/> 511,719

During the year ended December 2019 the director and manager of International Students travelled to France, Italy and Germany at a cost of \$11,222. The Principal and International Director also travelled to Thailand and Vietnam at a cost of \$12,626. The International Director also travelled to South Korea at a cost of \$4,982. The purpose of all the trips were to recruit new students for the school. The travel was funded from the net surplus from international student fees revenue.

#### 5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Extra-Curricular Activities	258,691	198,532	202,723
Library Resources	16,570	18,000	18,166
Employee Benefits - Salaries	3,027,257	3,147,000	2,973,792
Staff Development	49,403	54,900	26,400
	<hr/> 3,351,921	<hr/> 3,418,432	<hr/> 3,221,081



## 6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	11,359	11,500	11,175
Board of Trustees Fees	4,890	5,100	3,475
Board of Trustees Expenses	11,549	15,000	14,920
Communication	22,660	20,500	20,926
Consumables	17,313	32,000	(3,743)
Operating Lease	8,976	11,000	14,285
Legal Fees	974	3,000	7,965
Other	55,500	47,700	38,453
Employee Benefits - Salaries	426,704	407,000	395,877
Insurance	10,555	13,625	9,788
Service Providers, Contractors and Consultancy	36,380	45,000	43,119
	<u>606,861</u>	<u>611,425</u>	<u>556,240</u>

## 7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	150,685	156,380	165,378
Cyclical Maintenance Provision	161,606	60,000	93,027
Grounds	37,798	35,900	37,695
Heat, Light and Water	98,743	118,000	99,837
Rates	96	100	88
Repairs and Maintenance	38,920	48,500	47,250
Use of Land and Buildings	1,994,206	2,029,000	1,989,439
Security	6,687	3,000	3,243
Employee Benefits - Salaries	153,316	162,000	146,022
	<u>2,642,058</u>	<u>2,612,880</u>	<u>2,581,979</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	83,755	70,000	74,702
Furniture and Equipment	77,128	82,000	100,418
Information and Communication Technology	56,716	50,000	60,482
Motor Vehicles	9,899	9,000	9,899
Leased Assets	35,784	45,000	66,317
Library Resources	4,156	4,000	4,339
	<u>267,437</u>	<u>260,000</u>	<u>316,157</u>



## 9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	1,148	890	890
Bank Current Account	354,036	180,555	368,572
Bank Call Account	12	40,358	40,358
Cash and cash equivalents for Cash Flow Statement	<u>355,196</u>	<u>221,803</u>	<u>409,820</u>

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

Of the \$355,196 Cash and Cash Equivalents, \$11,808 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

## 10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	8,974	3,000	6,002
Interest Receivable	8,179	16,000	16,308
Teacher Salaries Grant Receivable	204,149	170,000	176,576
	<u>221,302</u>	<u>189,000</u>	<u>198,886</u>
Receivables from Exchange Transactions	17,153	19,000	22,309
Receivables from Non-Exchange Transactions	204,149	170,000	176,576
	<u>221,302</u>	<u>189,000</u>	<u>198,886</u>

## 11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	1,494,043	1,793,121	1,795,621
Total Investments	<u>1,494,043</u>	<u>1,793,121</u>	<u>1,795,621</u>



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	1,634,005	101,918	-	-	(83,755)	1,652,168
Furniture and Equipment	193,088	151,295	(1,533)	-	(77,128)	265,722
Information and Communication	120,169	35,722	-	-	(56,716)	99,176
Motor Vehicles	14,024	-	-	-	(9,899)	4,125
Leased Assets	72,378	46,434	-	-	(35,784)	83,027
Library Resources	30,370	2,878	-	-	(4,156)	29,091
<b>Balance at 31 December 2019</b>	<b>2,064,034</b>	<b>338,246</b>	<b>(1,533)</b>	<b>-</b>	<b>(267,437)</b>	<b>2,133,310</b>

The net carrying value of equipment held under a finance lease is \$83,027 (2018: \$72,378).

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	2,846,513	(1,194,345)	1,652,168
Furniture and Equipment	1,634,818	(1,369,096)	265,722
Information and Communication	981,708	(882,531)	99,176
Motor Vehicles	93,375	(89,250)	4,125
Leased Assets	146,756	(63,728)	83,027
Library Resources	165,643	(136,552)	29,091
<b>Balance at 31 December 2019</b>	<b>5,868,812</b>	<b>(3,735,503)</b>	<b>2,133,310</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	1,710,067	6,105	(7,465)	-	(74,702)	1,634,005
Furniture and Equipment	255,558	42,319	(4,371)	-	(100,418)	193,088
Information and Communication Technology	133,871	47,472	(692)	-	(60,482)	120,169
Motor Vehicles	23,923	-	-	-	(9,899)	14,024
Leased Assets	138,694	-	-	-	(66,317)	72,378
Library Resources	31,095	3,875	(262)	-	(4,339)	30,370
<b>Balance at 31 December 2018</b>	<b>2,293,208</b>	<b>99,771</b>	<b>(12,790)</b>	<b>-</b>	<b>(316,157)</b>	<b>2,064,034</b>

The net carrying value of equipment held under a finance lease is \$72,378 (2017: \$138,694).

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	2,744,595	(1,110,590)	1,634,005
Furniture and Equipment	1,540,699	(1,347,610)	193,088
Information and Communication Technology	1,035,468	(915,298)	120,169
Motor Vehicles	93,375	(79,351)	14,024
Leased Assets	154,286	(81,908)	72,378
Library Resources	176,654	(146,285)	30,370
<b>Balance at 31 December 2018</b>	<b>5,745,076</b>	<b>(3,681,043)</b>	<b>2,064,034</b>

### 13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	203,882	51,243	422,060
Accruals	15,201	13,393	11,631
Capital Accruals for PPE items	-	-	-
Employee Entitlements - Salaries	204,149	170,000	176,576
Employee Entitlements - Leave Accrual	38,587	42,236	42,236
	<u>461,820</u>	<u>276,872</u>	<u>652,503</u>

Payables for Exchange Transactions	461,820	276,872	652,503
	<u>461,820</u>	<u>276,872</u>	<u>652,503</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Grants in Advance	11,808	-	-
International Student Fees	188,696	285,979	285,979
Homestay Fees	145,463	259,323	260,920
Other	46,224	1,079	1,218
	<u>392,191</u>	<u>546,381</u>	<u>548,117</u>

### 15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	409,506	409,506	366,339
Increase/ (decrease) to the Provision During the Year	161,606	59,162	93,027
Use of the Provision During the Year	(65,213)	(59,162)	(49,860)
Provision at the End of the Year	<u>505,899</u>	<u>409,506</u>	<u>409,506</u>
Cyclical Maintenance - Current	123,240	59,162	59,162
Cyclical Maintenance - Term	382,659	350,344	350,344
	<u>505,899</u>	<u>409,506</u>	<u>409,506</u>



## 16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	52,205	37,674	48,062
Later than One Year and no Later than Five Years	28,118	-	37,674
Later than Five Years	-	-	-
	<u>80,323</u>	<u>37,674</u>	<u>85,736</u>

## 17. Funds held in Reserves

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Balance at 1 January	6,448	6,448	6,592
Investment Revenue	193	200	206
Payments	(390)	(200)	(350)
Balance at 31 December	<u>6,251</u>	<u>6,448</u>	<u>6,448</u>

These funds are held in trust for a special prize at Prizegiving, where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



## 18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
Theatre Seating	<i>Completed</i>	(31,567)	31,567	-	-	-
Hall Roof	<i>In Progress</i>	(268,847)	409,781	(205,880)	-	(64,946)
Deans Block	<i>In Progress</i>	(2,800)	184,500	(190,044)	-	(8,344)
K Block (Art)	<i>In Progress</i>	(10,475)	-	8,575	1,900	-
C Block	<i>In Progress</i>	(3,850)	243,286	(251,861)	-	(12,425)
2018 Boiler Project	<i>Completed</i>	41,400	6,673	(48,073)	-	-
<b>Totals</b>		<b>(276,139)</b>	<b>875,806</b>	<b>(687,283)</b>	<b>1,900</b>	<b>(85,716)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-

85,716

(85,716)

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Heat Pumps	<i>Completed</i>	(18,329)	18,869	(540)	-	-
Boiler	<i>Completed</i>	620	-	-	(620)	-
Field Drainage	<i>Completed</i>	(17,280)	24,860	(7,580)	-	-
Theatre Seating	<i>In progress</i>	(28,917)	-	(2,650)	-	(31,567)
Demolition Block JX	<i>Completed</i>	(4,560)	5,190	(1,800)	1,170	-
Fence Upgrade	<i>Completed</i>	36,903	4,612	(41,515)	-	-
Hall Roof	<i>In progress</i>	-	-	(268,847)	-	(268,847)
Deans Block	<i>In progress</i>	-	-	(2,800)	-	(2,800)
K Block (Art)	<i>In progress</i>	-	-	(10,475)	-	(10,475)
C Block	<i>In progress</i>	-	-	(3,850)	-	(3,850)
2018 Boiler Project	<i>In progress</i>	-	225,000	(183,600)	-	41,400
<b>Totals</b>		<b>(31,563)</b>	<b>278,531</b>	<b>(523,657)</b>	<b>550</b>	<b>(276,139)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

41,400

317,539

(276,139)



## 19. Related Party Transactions

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

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

Neil Crooks is a trustee of the Board and also owns a bach in Taupo under the name A Crooks and G Kelner. During the year, the School Football team entered the North Island School's Tournament. 16 students and 2 coaches stayed in Neil Crook's House. The total value of all transactions for the year was \$2,000 (2018: \$nil) and no amount is outstanding as at balance date (Prior Period: nil). Because this amount is less than \$25,000 for the year the contract does not require Ministry approval under section 103 of the Education Act 1989.

## 20. Remuneration

### Key management personnel compensation

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

	<b>2019 Actual \$</b>	<b>2018 Actual \$</b>
<i>Board Members</i>		
Remuneration	4,890	3,475
Full-time equivalent members	0.07	0.07
<i>Leadership Team</i>		
Remuneration	449,394	406,544
Full-time equivalent members	4	3.75
Total key management personnel remuneration	<u>454,284</u>	<u>410,019</u>
Total full-time equivalent personnel	<u>4.07</u>	<u>3.82</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

### Principal

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

	<b>2019 Actual \$000</b>	<b>2018 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	15 - 20	15 - 20



## 20. Remuneration (cont.)

### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	2.00	3.00
	<u>2.00</u>	<u>3.00</u>

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

## 21. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	\$ 36,722
Number of People	-	1

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

### Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.



## 23. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2018 were as follows:

(a) A contract was signed with Tubman Heating in June 2018 to supply and install 3 new boilers in the school for \$229,500 (excluding GST). Three installments totalling \$183,600 were paid in 2018. The project is approved and fully funded by the Ministry of Education and \$225,000 was received from the Ministry in August 2018.

(b) A contract was signed with Pacific Roofing in November 2018 to repair roofs in C-Block and ARX Block for \$442,487 (excluding GST). The project is fully funded by the Ministry and \$441,348 was received in January 2019 of which \$268,847 has been spent on the project to balance date. This project has been approved by the Ministry.

(c) A contract was signed with Kaipatiki Local Board in June 2018 to upgrade the outdoor netball courts to deliver three netball hard courts to add to the three netball turf courts. This will allow Glenfield College to run a satellite programme to meet the needs of young children between Years 1 to 6 from the Northcote, Birkenhead, BeachHaven & Glenfield areas. The upgrade of the courts were completed by Hardwood Technology in February 2019 at a cost of \$77,685 excluding GST. A grant was received in March 2019 from the Kaipatiki Local Board for \$88,150. An additional \$16,000 was spent on fencing, netball hoops and posts.

### (b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating leases (2018: none).

## 24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 25. 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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	355,196	221,803	409,820
Receivables	221,302	189,000	198,886
Investments - Term Deposits	1,494,043	1,793,121	1,795,621
Total Financial assets measured at amortised cost	<u>2,070,540</u>	<u>2,203,924</u>	<u>2,404,327</u>

### Financial liabilities measured at amortised cost

Payables	461,820	276,872	652,503
Finance Leases	80,322	37,674	85,736
Total Financial Liabilities Measured at Amortised Cost	<u>542,142</u>	<u>314,546</u>	<u>738,239</u>



## 26. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

## 27. Comparatives

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

## 28. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 9 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF GLENFIELD COLLEGE'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Glenfield College (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, 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 2 to 23, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; 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 27 May 2020. This is the date at which our opinion is expressed.

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

**Emphasis of Matter – COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 23 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

**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.

*The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.*

*Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.*

*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

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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 of Trustees for the financial statements**

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees 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 of Trustees are responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance and 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 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.



Kurt Sherlock  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand



# **STRATEGIC GOALS FOR 2019**

## **Analysis of Variance**

# STRATEGIC GOALS FOR 2019

## Analysis of Variance

2019 TARGET	BACKGROUND (2018)	OUTCOME	ANALYSIS	COMMENT
<b>Goal 1: Improvement in academic achievement at all levels:</b>				
Y13 L3 achievement will be 85% with 35% endorsement. Endorsement rate includes Excellence and Merit	<p>Year level achievement was 88.0% - This was up from the previous year, 87.9%. National rate was 66.1% and D4-7 rate was 66.3%. The endorsement rate was 19.7% in 2018, down from 25.9%. National rate is 43.1% and D4-7 38.7%.</p>	<p>Year level achievement was 85.5% - This was down from the previous year, 88.0%. National rate was 65.5% and D4-7 rate was 65.4%. The endorsement rate was 17.0% in 2019, down from 19.7%. National rate is 42.0% and D4-7 37.3%.</p>	<p>Level 3 performance decreased by 2.5% to 85.5%. This <b>exceeded</b> our goal by 3%. This performance was 0.9% <b>above</b> National statistics and 0.6% <b>better</b> than Decile 4-7 schools. Endorsement rates <b>reduced</b> by 2.7% and are below National and Decile 4-7 rates by 25 % and 20.3% respectively.</p>	<p>Results have plateaued while they continue to be a focus. This cohort as a whole were a group we had reservations in relation to reaching their potential. Tight assessment procedures, continued tracking and on-going monitoring of data, student/teacher/home engagement initiatives, inquiry-based teaching and mentoring all contributed to the lifting of student achievement.</p>
UE attainment for those participating will be 60%	<p>UE attainment was 52%. This was down from 60.4% in 2017, compared to 47.2% for D4-7 schools and 48.9% nationally.</p>	<p>UE attainment was 46.8%. This was down from 52.0% in 2017, compared to 44.2% for D4-7 schools and 46.8% nationally.</p>	<p>UE performance <b>reduced</b> by 5.2%. This performance was 2.6% <b>above</b> National statistics and level with Decile 4-7 schools.</p>	<p>Although this result was lower than in the previous year, it is still tracking above the National statistics and level with Decile 4-7. Tight assessment procedures, better tracking and monitoring of data, student/teacher/home engagement initiatives, inquiry-based teaching and mentoring all contribute to assisting student achievement.</p>

2019 TARGET	BACKGROUND (2018)	OUTCOME	ANALYSIS	COMMENT
<p>Leavers Achievement (equivalent) achievement will be 90% L2 [and non NQF equivalent]</p>	<p>For 2018 leavers, this was 87.1%.</p>	<p>86.2% saw a decrease of 0.9%</p>	<p>A decrease of 0.9% was minimal and predicted based on the cohort and knowledge of them.</p>	<p>Achievers Programme aimed to support these students to reduce likelihood of a student leaving Glenfield College without Level 2 and learning centre provides assisted learning for students struggling to access the curriculum.</p> <p>Senior students monitored closely by Deans and SLT. Opportunities provided by Gateway meant most students who signalled they were going to leave were able to achieve Level 2.</p>
<p>Y12 L2 (equivalent) achievement will be 90% with 15% endorsement</p> <p>Endorsement rate includes Excellence and Merit</p>	<p>79.0% achieved, a drop of 8.1% from 87.1% in 2017. National rate was 77.6% and D4-7 rate was 80.1%.</p> <p>Endorsement rate of 17.2% down from 29.7%. National rate is 42.5%, D4-7 schools is 36.4%.</p>	<p>77.3% achieved, a drop of 3.7% from 81.0% in 2018. National rate was 76.1% and D4-7 rate was 78.7%.</p> <p>Endorsement rate of 14.7% down from 17.2%. National rate is 42.6%, D4-7 schools is 36.8%.</p>	<p>Level 2 performance <b>decreased</b> by 3.7% to 77.3%. This was <b>below</b> our goal by 12.7%.</p> <p>This performance was 1.2% <b>above</b> National statistics and 0.6% <b>below</b> than Decile 4-7 schools.</p> <p>Endorsement rates <b>reduced</b> by 2.5%, just short of target by 0.3. They are well <b>below</b> National and Decile 4-7 rates by 25.3% and 19.2% respectively.</p>	<p>Although an aspirational goal of 90% was set, knowledge of this cohort suggests an unrealistic target. However it must be noted that our outcome was above the National rate and marginally lower than the Decile 4-7 rate.</p> <p>Assessment procedures, better tracking and monitoring of data and resultant targeted interventions, student:teacher:home engagement initiatives ('Achievers Programme), inquiry- based teaching and mentoring all contribute to attempt to lift student achievement.</p>

2019 TARGET	BACKGROUND (2018)	OUTCOME	ANALYSIS	COMMENT
<p>Y11 L1 (equivalent) achievement will be 95% with 49% endorsement</p> <p>Endorsement rate includes Excellence and Merit</p>	<p>77.6% achievement rate down from 81.5%.</p> <p>National rate 72.4%, D4-7 rate 75.2%.</p> <p>Endorsement rate at 41.3% - an increase of 1.8% from 39.5%.</p> <p>National rate is 56.3%, D4-7 rate of 50.7%.</p>	<p>73.8% achievement rate down from 77.6%.</p> <p>National rate 68.6%, D4-7 rate 71.5%.</p> <p>Endorsement rate at 58.1% - an increase of 16.8% from 41.3%.</p> <p>National rate is 54.8%, D4-7 rate of 48.7%.</p>	<p>Level 1 performance decreased 3.8% to 73.8%. This was below our goal by 21.2%.</p> <p>This performance was 5.2% above National statistics and 2.3% better than Decile 4-7 schools.</p> <p>Endorsement rates improved by 16.8% and are above National rates by 3.3% and Decile 4-7 rates by 9.4%.</p>	<p>Assessment procedures, tracking and monitoring of data and resultant targeted interventions, student-teacher:home engagement initiatives, inquiry-based teaching and mentoring all contributed to assisting student achievement.</p> <p><b>The strongest indication that the work of the previous two years is recognised in this data.</b></p> <p><b>Endorsements are increases in all areas.</b></p>

2019 TARGET	BACKGROUND	OUTCOME	ANALYSIS	COMMENT
<p><b>Goal 2: To improve the achievement of Priority Learners (Maori and Pasifika students). To increase all measures of Maori and Pasifika achievement but at least 3% where possible. Cohorts previous results have been taken into account</b></p>				
<p>Achieving appropriate year level qualification.</p>	<p>Achievement data appropriate year level qualification (2018 data).</p>			

2019 TARGET	BACKGROUND	OUTCOME	ANALYSIS	COMMENT
<p><b>Level 1</b></p> <p>Māori 90%</p>	<p><b>Level 1</b></p> <p>Māori 53.8%</p>	<p>Māori 68.8%</p>	<p>Maori goal was <b>not reached</b> by 36.2%. Our result was 14% <b>below</b> National performance and was 10.2% <b>higher</b> than Decile 4-7.</p>	<p>While below target, an increase of 10% indicates improvement from the Junior School programme is having an impact.</p> <p>Priority learners were at the heart of, and a focus of all the initiatives outlined above. We are constantly striving to improve student achievement and this will be a goal for 2020.</p> <p>There is still an acknowledgement that these priority students need further support.</p>
<p>Pacific Peoples 95%</p>	<p><i>Pacific Peoples 61.5%</i></p>	<p>Pacific Peoples 40.0%</p>	<p>Pacific Peoples outcome was <b>below</b> our goal by 55%. Our result was 1.6% <b>below</b> National performance and was 6.8% <b>below</b> Decile 4-7.</p>	<p>Priority learners were at the heart of, and a focus of all the initiatives outlined above. We are constantly striving to improve student achievement and this will be a goal for 2020.</p> <p>There is still an acknowledgement that these priority students need further support.</p>
<p><b>Level 2</b></p> <p>Māori 98%</p>	<p><b>Level 2</b></p> <p>Māori 68.8%</p>	<p>Māori 90.0%</p>	<p>Maori result was <b>just below</b> on our goal by 8%. This result was 22.9% <b>below</b> National performance and was 19.8% <b>above</b> Decile 4-7.</p>	<p>An excellent improvement.</p> <p>Priority learners were at the heart of, and a focus of all the initiatives outlined above. We are constantly striving to improve student achievement and this will be a goal for 2020.</p> <p>There is still an acknowledgement that these priority students need further support.</p>

Pacific Peoples 80%	<i>Pacific Peoples 70.0%</i>	Pacific Peoples 90.0%	Pacific Peoples result was <b>above</b> our goal by 10%. Our result was 21.9% <b>above</b> National performance and was <b>19.2%</b> below Decile 4-7.	Priority learners were at the heart of, and a focus of all the initiatives outlined above. We are constantly striving to improve student achievement and this will be a goal for 2020.  There is still an acknowledgement that these priority students need further support.
<b>2019 TARGET</b>	<b>BACKGROUND</b>	<b>OUTCOME</b>	<b>ANALYSIS</b>	<b>COMMENT</b>
<b>Level 3</b>  Māori 90%	<b>Level 3</b>  <i>Māori 88.2%</i>	  Maori 50.0%	Maori result was <b>below</b> our goal by 40%. Our result was 3% <b>below</b> National performance and was 3.4% <b>below</b> Decile 4-7.	Priority learners were at the heart of, and a focus of all the initiatives outlined above.  However, there is still an acknowledgement that these priority students need further support.
Pacific Peoples 90%	<i>Pacific Peoples 87.5%</i>	Pacific Peoples 87.5%	Pacific Peoples result was <b>below</b> our goal by 2.5%. Our result was 29.4% <b>above</b> National performance and was 30.8% <b>above</b> Decile 4-7.	Priority learners were at the heart of, and a focus of all the initiatives outlined above. There is still an acknowledgement that these priority students need further support.
Māori Literacy Year 11: 95% achievement	<i>Level 1 Māori Literacy: 93.8%</i>  <i>National Māori Literacy: 79.3%</i>	Level 1 Māori Literacy: 92.3%.  National Māori Literacy: 77.0%.	Maori L1 Literacy – just short of goal and surpassed National achievement by 15.3%.	Targeted interventions and individualised assistance saw great success.

<p>Pacific Peoples Literacy Year 11: 92% achievement</p>	<p>Level 1 Pacific Peoples Literacy: 95.7%. <i>National Pacific Peoples Literacy: 85.1%.</i></p>	<p>Level 1 Pacific Peoples Literacy: 100%. <i>National Pacific Peoples Literacy: 84.1%.</i></p>	<p>Pacific Peoples L1 Numeracy – exceeded our goal and was better than National literacy rates by 15.9%.</p>	<p>Targeted interventions and individualised assistance saw great success.</p>
<p>Māori Numeracy Year 11: 88% achievement</p>	<p><i>Level 1 Māori Numeracy: 93.8%. National Māori Numeracy: 75.6%.</i></p>	<p>Level 1 Māori Numeracy: 92.3%. <i>National Māori Numeracy: 74.6%.</i></p>	<p>Māori L1 Numeracy – exceeded our goal by 5.3% and surpassed National achievement by 17.7%</p>	<p>Targeted interventions and individualised assistance saw great success.</p>

2019 TARGET	BACKGROUND	OUTCOME	ANALYSIS	COMMENT
Pacific Peoples Numeracy Year 11: 88% achievement.	Level 1 Pacific Peoples Numeracy: 100%. National Pacific Peoples Numeracy: 82.7%.	Level 1 Pacific Peoples Numeracy: 100%. National Pacific Peoples Numeracy: 80.9%.	Pacific Peoples L1 Numeracy – exceeded our goal by 12% and surpassed National achievement by 19.1%.	Targeted interventions and individualised assistance saw great success.
Māori UE (Year 13): 55%.	Māori UE: 23.5% National Māori UE: 29.3%.	Māori UE: 20.0% National Māori UE: 27.5%.	Māori UE – <b>did not meet</b> goal by 35% and was <b>below</b> National results by 7.5%.	Targeted interventions and individualised assistance saw success and will be a focus for 2019.
Pacific Peoples UE (Year 13): 50%.	Pacific Peoples UE: 12.5% National Pacific Peoples UE: 28.6%.	Pacific Peoples UE: 62.5% National Pacific Peoples UE: 27.4%.	Pacific Peoples UE – <b>exceeded the</b> goal by 12.5% and National results were 35% <b>better</b> than National results.	Another area for continued focus and development.  An area for development for Pacific Peoples students beginning at Year 9.
<b>Goal 3: Literacy Goal 2</b>				
To improve the proportion of students gaining NCEA L1 Literacy to 98% in Year 11.	Achievement in 2018 increased to 87.8% National 86.2%	Achievement in 2019 decreased to 86.9% National 85.3%	<b>Did not meet</b> goal by 11.1% and <b>bettered</b> National achievement by 1.6%.	Targeted interventions and individualised assistance saw some success.
<b>Goal 4: Numeracy Goal 2</b>				
To lift the proportion of students gaining NCEA L1 Numeracy to 98%.	Achievement in 2018 87.8% National 84.4%	Achievement in 2019 dropped to 85.7% National 83.0%	<b>Below</b> goal by 12.3% and <b>bettered</b> National achievement by 2.7%.	Targeted interventions and individualised assistance saw some success.

2019 TARGET	BACKGROUND	OUTCOME	ANALYSIS	COMMENT
<b>Goal 5: Co-curricular Activity Goal 1</b>				
<p>To provide quality experiences and opportunities and support for all students.</p> <p>To provide an environment for the student that is inclusive.</p> <p>Attract and retain high calibre coaches through the CIS initiative.</p>	<p>In 2018, 247 (56%) of students represented the school in sport.</p>	<p>In 2019, 277 students pulled on the Glenfield College Colours, this equates to 111 females and 166 males.</p> <p>79 coaches, managers and officials (school, staff, community and students)</p> <p>58% students involved in sport</p> <p>62% of girls involved in sport</p> <p>56% of boys involved in sport</p> <p>29% total staff involved in sport</p>	<p>Goals Met. We provided more opportunities for growth in our junior space and continued to upskill and provide professional coaching to support the demand. This was evident in the large amounts of juniors representing the college in sport through Terms 1-4.</p>	<p>The data below represents student participation with the following sports contributing the highest %</p> <p>Volleyball (67 students)</p> <p>Football (54 students)</p> <p>Basketball (55 students)</p> <p>Badminton (50 students)</p> <p>Netball (38 students)</p> <p>The importance of playing a sport at Glenfield College is really starting to come through, and this is reflected in the large increases of numbers, of each sport.</p>
<b>Goal 6: Co-curricular Activity Goal 2</b>				
<p>To have one public performance Drama</p>	<ul style="list-style-type: none"> <li>• 1 Level 1 Drama performance for a local primary school</li> <li>• 14 members in Theatresports Group.</li> <li>• 5 Theatresports members competed at TYP competition</li> <li>• 2x Drama assembly performances</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Level 1 Drama performance for a local primary school</li> <li>• 14 members in Theatresports Group.</li> <li>• 2x Drama assembly performances</li> </ul>	<p>Exceeded goals in both Drama and Dance.</p>	

2019 TARGET	BACKGROUND	OUTCOME	ANALYSIS	COMMENT
<p>To have one public performance in Dance.</p>	<ul style="list-style-type: none"> <li>• 2x Dance showcase performances</li> <li>• 7 students from Hip Hop Crew performed at local mall (as part of Parris Goebel's book tour).</li> <li>• Contemporary Troup performed at Open Evening</li> <li>• 3x Dance groups competed at Dance Factor (all placing in the top 4 (1<sup>st</sup>, 3<sup>rd</sup> &amp; 4<sup>th</sup>))</li> <li>• 4x assembly Dance performances</li> <li>• 8 members in final Hip Hop Crew (2 previous members pulled out due to other commitments).</li> <li>• 7 members in the Contemporary Troupe</li> <li>• 8 members in the Jazz Troupe</li> <li>• 7 members in the Lyrical troupe</li> </ul> <p>3 members in the Elite Lyrical small trio</p>	<ul style="list-style-type: none"> <li>• 2x Dance showcase performances</li> <li>• Glenfield Has Talent Show.</li> <li>• Contemporary Troup performed at Open Evening</li> <li>• 3x Dance groups competed at Dance Factor</li> <li>• 4x assembly Dance performances</li> <li>• 8 members in final Hip Hop Crew (2 previous members pulled out due to other commitments).</li> <li>• 7 members in the Contemporary Troupe</li> <li>• 8 members in the Jazz Troupe</li> <li>• 7 members in the Lyrical troupe</li> <li>• 3 members in the Elite Lyrical small trio</li> </ul>	<p>Goal met</p>	<p>Progress being achieved, however looking at developing quality and depth across the board</p>

2019 TARGET	BACKGROUND	OUTCOME	ANALYSIS	COMMENT
<ul style="list-style-type: none"> <li>• To have 40 students involved in itinerant music.</li> <li>• Two to three assembly performances per term.</li> <li>• Two concerts at Music assessment evening.</li> <li>• Concerts at Music Prize-giving.</li> <li>• Concerts at local retirement village.</li> <li>• Concerts for local intermediate schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 6 itinerant music tuition classes</li> <li>• 8 students in senior music courses</li> <li>• Vocal ensemble</li> <li>• Jazz band</li> <li>• Junior rock band</li> </ul>	<ul style="list-style-type: none"> <li>• 36 students enrolled in individual or group music tuition</li> <li>• Assembly performances maintained – 2-3 per term</li> <li>• Kaipatiki Music festival launched in May – mentoring and evening concert at BC</li> <li>• APOPS programme reinstated &amp; APO Discovery concert attended in May</li> <li>• 2 APO ensemble visits</li> <li>• 2 music assessment concerts with audience held in June and October</li> <li>• Open day, GIS and WIS performances</li> <li>• Jazz Band entered for Auckland jazz competition</li> <li>• Rock Band entered for Smokefree Quest</li> <li>• Music Showcase in term 2</li> <li>• Orchards performance in August</li> <li>• Arts P-Giving in term 3</li> <li>• Recording session (Anna &amp; jazz band) at Depot Devonport in October</li> <li>• Senior and Junior P-Giving performances in term 4</li> </ul>	<ul style="list-style-type: none"> <li>• It was a very busy year for Music dept and the students – a small but skilled group of students was heavily involved in many school-based events and community performances.</li> <li>• The focus was on participation and contribution - creating a platform for students to get involved and gain experience in music performance</li> <li>• Small numbers than expected in music tuition – lack of interest, lack of prior music education</li> <li>• Small numbers involved in vocal music activities; hence lack of choir participation in major events</li> </ul>	<p>A tendency of low interest and participation in school-based music education (opportunities offered) continued in 2019. The new Yr9 students' musical skills are limited and there is little to build on. This is clearly backed up by the comments the students make themselves describing arts education at intermediate level. Little will change unless art and music education get a higher profile through teaching and creating opportunities at GIS.</p> <p>It was a disappointing year for vocal groups mainly through low participation rate, lack of student leadership and inconsistent attendance (lunchtime rehearsals frequently disrupted by other school activities taking preference over music). It becomes a goal for 2020 to raise profile of vocal music at GC.</p>

2019 TARGET	BACKGROUND	OUTCOME	ANALYSIS	COMMENT
<b>Goal 7: Co-curricular Activity Goal 3</b>				
To have groups enter cultural events and move towards gaining awards.	<p>Performers of Kapa Haka attended three cultural events over 2018.</p> <ol style="list-style-type: none"> <li>1. Term 2 – School Cultural Week</li> <li>2. Term 3 – Public performance for Maori Language week.</li> <li>3. Term 4 – Ahurea Tino Rangatiratanga Competitions 2018</li> </ol>	<p>Performers of Kapa Haka attended:</p> <ul style="list-style-type: none"> <li>• Polyfest 2019 after a three-year absence. The group was tutored by an ex-Deputy Head Student and student-led with three senior students being critical factors in this success.</li> <li>• Inaugural Kaipatiki Matariki Festival.</li> </ul>	A significant amount of success through the drive of Whanau Committee and senior students.	An exceptionally successful year in reconnecting with the community and this will be the focus moving forward.

2019 TARGET	BACKGROUND	OUTCOME	ANALYSIS	COMMENT
<b>Goal 8: Sustainability Goal</b>				
To maintain and further establish the programme so that we are in a position to receive the Silver Award in 2019.	<p>15 students were involved last year including International students</p> <p>A new project – Fair Trade – was introduced to raise awareness and to help people in need.</p> <p>The Sustainability concept has been integrated within our Junior curriculum. For example, a new topic has been introduced to Year 10 Science</p>	<p>25 students from different levels (year 13, 12, 11) and from different backgrounds including International students, have been involved with different projects throughout the year.</p> <p>- The topic- sustainability has been taught at year 10 science for the second year and students are more aware of the impact of human activities on pollution and climate change. Posters have been made by year 10 Science students to raise awareness in class, and within school and communities.</p> <p>- Baking Fundraising event held to raise awareness and money.</p> <p>- Money raised donated to Kids Can and to our Gardening project.</p>	<p>- More members have been involved with passion in 2019 and all projects had been maintained and taken to the next level.</p> <p>- Recycling and sewing have been introduced to a small group of keen students (year 11) and they have been taught sewing after NZQA exams and, baby Christmas Santa hats have been made from recycled fabric to be donated.</p>	<p>- It was a successful year with more students involved.</p> <p>This year 2020 we are aiming to:</p> <ul style="list-style-type: none"> <li>- extend our projects this year and have junior students on board.</li> <li>- Provide students with more leadership opportunities</li> <li>- Reintroduce Water testing project.</li> <li>- Link Sustainability-recycling with Business, art and Fashion, food production and to help people in our community.</li> </ul>
<b>Goal 9: Enrolment Goal</b>				
2019: 100 Year 9	<p>2016: 77 Year 9</p> <p>2017: 84 Year 9</p> <p>2018: 88 Year 9</p>	2019: 91 Year 9 (growing to 102)	30 further students had enrolled, however they were accepted, out-of-zone, to other schools. The number of students enrolled at school was up from what was predicted by the MOE.	The close relationship developed between the CoL is reaping benefits with students from local school choosing the local college.



**Sports Report 2019**

**Summary from Annual Sports Report Yearbook 2019**

**Summary Sports and Recreation Report 2019**

## Sport

Strategic Planning 2020-2024

### Mission Statement

*Glenfield College will provide sporting opportunities that promote student participation in organised sport.*

Glenfield College will provide organised sporting opportunities that will increase student participation, focusing on encouraging students that are identified as non-participants

- 1.1 Identify student sporting interests at the start of each year, and encourage them to participate in the college's sports programme as players, coaches, managers and officials.
- 1.2 Survey non-participants in organised sport at the college, identifying reasons for non-participation.
- 1.3 Promote and encourage student representation at secondary school competitions in the non-core sports.
  - 1.4 Promote student participation in sport and the benefits of involvement in sport via college communications to the whole school community.
  - 1.5 Promote and encourage student participation in organised in-school/house sporting competitions.

Glenfield Way values are taught, practiced and evident across all codes and at all sporting levels

- 2.1 Resilience, Self – Managing, Aspirational, Integrity, Service and Adventurous underpin our school motto of Pride & Respect and this is best epitomized when representing our school in sport.



2.2 As coaches, we are role models and provide an opportunity to develop skills in a friendly positive learning environment. This environment will foster the growth of your athletes by teaching them

2.3 Commitment to their sport and teams

Dealing with adversity and diversity

Self-belief

Cooperation

Perseverance

Ambition, self-discipline and a drive to excel

Glenfield College will develop and sustain meaningful community links that will improve the overall quality of the sports programme.

3.1 Further develop positive partnerships with sports associations to support the sports management team to enhance the delivery of sport in the college.

3.2 Maintain, strengthen and expand links with local sports clubs and regional/national sports associations with the aim of accessing quality coaching and resources to assist in the up-skilling our student and community coaches.

3.3 Implement strategies for the recruitment and retention of experienced and qualified coaches from our local sports community.

Our aim is to provide students with as many sporting opportunities as possible. Through participation in a sport, we hope that students will develop a healthy and active lifestyle, enjoy themselves and be able to reach their potential in their chosen sport.

We are fortunate to have a number of staff, parents, former and current students as well as community members who are involved in coaching and managing our teams. A wide range of stimulating, rewarding and challenging sporting experiences are offered to all students, whether top athletes or beginners. Commitment to their chosen sport is required, as well as academic achievement and truancy before a student can wear a Glenfield College sports uniform.

Students have the opportunity to participate in over 30 different summer and winter sports through weekly interschool competitions. New Zealand Secondary Schools Tournament week (Summer & Winter) and our annual Athletics day are the highlights each year. Kaipataki, Oruamu, Mayfield, Tauhinu are our four houses which students belong and the spirited House



competitions generate a healthy rivalry and pride in many extra-curricular College activities. These will be highlighted more than ever in 2020 with the students leading

Individual, team and group achievements are honored and celebrated at the annual Glenfield College Sports Awards at the end of each year, which was a major success in 2019 with guest speakers Samoan Netball International Seafi-Sapolu and Silver Fern Erikana Pedersen

## 2019 Results & Achievement's

James Horn, a Year 11 student, was selected in the Tournament Team Taupo for Football.

Anja Botes, a Year 12 student, was selected for Under 19 and Under 21 Touch North Harbour. Anja represented her team at Touch New Zealand Junior Nationals where she played in the Under 19 mixed team. Anja played in the New Zealand Youth Nationals where she will play for the Under 21 Women's team in Rotorua.

Glenfield College was well represented at tournament week. Netball Team 1 represented the school at the UNISS Games in Northcote, North Shore with Blessing Kerehoma once again selected into the Tournament Team. Boys 1<sup>st</sup> XI Football represented the school at the Rex Dawkins competition in Taupo. These tournaments were great for the students, coaches, parents and volunteers, who without their help these fantastic experiences are not possible.

We urge all parents and community members to get involved. The sports department is looking forward to building on these positive outcomes in 2020.

We received a total of \$14,845 toward Kiwi Sport in 2019.



# 2019 GLENFIELD COLLEGE SPORT PARTICIPATION SNAPSHOT



**277**



277 Students pulled on the Glenfield College colours in 2019. This equates to 111 females and 166 males.



## PEOPLE MANAGEMENT

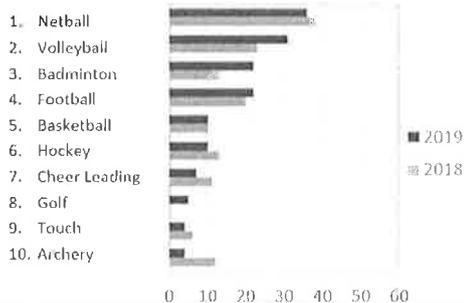
The Sports Department have directly impacted ...

**79**

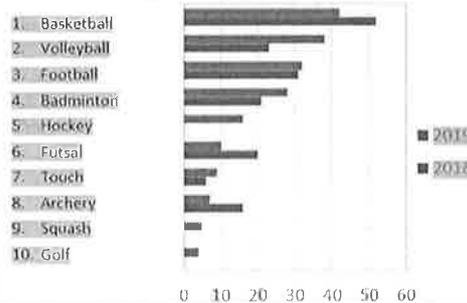
Coaches, managers and officials: (school staff, community and students)



TOP 10 Girls Secondary School Sports



TOP 10 Boys Secondary School Sports



## Sport Participation numbers Glenfield College

	2016		2017		2018		2019	
No. 1 sport	Volleyball	48 students	Basketball	51 students	Basketball	68 students	Volleyball	67 students
No. 2 sport	Basketball	46 students	Volleyball	41 students	Football	50 students	Football	54 students
No. 3 sport	Badminton	38 students	Netball	34 students	Volleyball	48 students	Basketball	55 students
No. 4 sport	Netball	35 students	Badminton	34 students	Badminton	41 students	Badminton	50 students
No. 5 sport	Football	27 students	Football	24 students	Archery	39 students	Netball	38 students



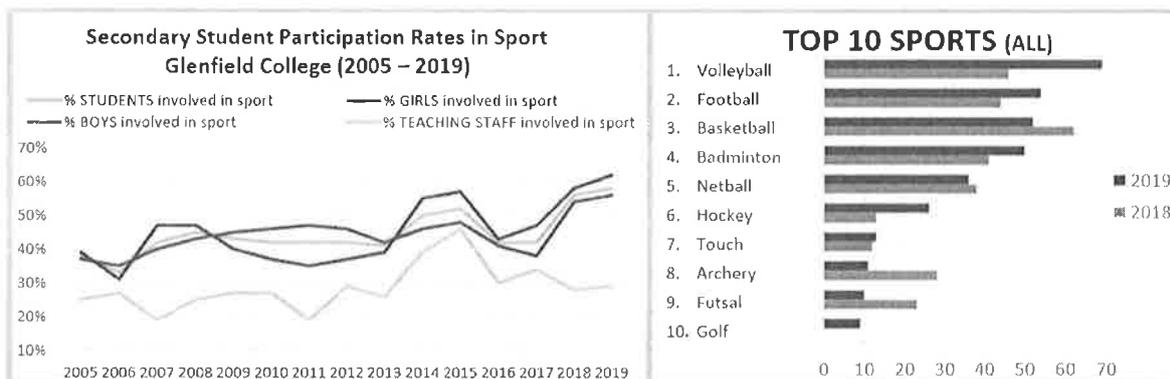
# 2019 GLENFIELD COLLEGE SPORT PARTICIPATION SNAPSHOT



Co-ed School  
School Roll: 474

Principal: Paul McKinley  
Sport Coordinator: Jamie Mason

	% of Students involved in sport	% of Girls involved in sport	% of Boys involved in sport	% of Total Staff involved in sport
Glenfield College	58%	62%	56%	29%
Regional Average				



## Staff Involvement

Staff Involvement	2015	2016	2017	2018	2019
Teachers	63%	29%	32%	26%	29%
Support Staff	18%	19%	15%	21%	22%

In 2019 we provided more opportunities for growth in our junior space and continued to upskill and provide professional coaching to support this. This was evident in the large amounts of juniors representing the college in sport.

Kiwisport has allowed the school to enter different sporting events to enhance new participants to get involved, which has allowed room for growth over the past 3 years. In 2019, Golf was used to help build our International Programme and give our students chances to play a sport they may not have the chance to play. I look forward to building on 2019's sporting foundations, in which will be the start to our new 4 year plan, starting in 2020.