

GLENFIELD COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 30

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

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	Vice-Chair	Re-elected June 2019	Self-Employed Builder	2022
Nicole Maree McNab	Parent	Re-elected June 2019	Client Business Manager	2022
Nicola Maree Primrose	Board Chair	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
Zane Paki	Student	Elected September 2019	Student	2020

Accountant / Service Provider: dcipher Accounts Limited

GLENFIELD COLLEGE

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Glenfield College

Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

DONNA KAHAKI

Full Name of Board Chairperson



Signature of Board Chairperson

Paul McKinley

Full Name of Principal



Signature of Principal

Date: 11.5.2021

Date: 11.5.2021

Glenfield College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	7,032,082	6,402,571	6,174,304
Locally Raised Funds	3	271,629	540,359	514,236
Interest income		37,461	60,000	66,103
Gain on Sale of Property, Plant and Equipment		383	-	4,177
International Students	4	331,529	552,000	486,133
		<u>7,673,084</u>	<u>7,554,930</u>	<u>7,244,953</u>
Expenses				
Locally Raised Funds	3	194,454	411,686	240,987
International Students	4	291,104	315,500	330,864
Learning Resources	5	3,701,870	3,475,342	3,369,824
Administration	6	706,514	676,025	588,958
Property	7	2,671,998	2,724,620	2,642,058
Depreciation	8	228,440	230,000	267,437
Loss on Disposal of Property, Plant and Equipment		8,481	-	5,864
		<u>7,802,861</u>	<u>7,833,173</u>	<u>7,445,992</u>
Net Surplus / (Deficit) for the year		(129,777)	(278,243)	(201,039)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(129,777)</u>	<u>(278,243)</u>	<u>(201,039)</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.

Glenfield College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>2,911,028</u>	<u>2,911,028</u>	<u>3,095,811</u>
Total comprehensive revenue and expense for the year		(129,777)	(278,243)	(201,039)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	16,256
Equity at 31 December	24	<u>2,781,251</u>	<u>2,632,785</u>	<u>2,911,028</u>
Retained Earnings		2,775,190	2,626,534	2,904,777
Reserves	17	6,061	6,251	6,251
Equity at 31 December		<u>2,781,251</u>	<u>2,632,785</u>	<u>2,911,028</u>

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 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	791,555	189,261	355,196
Accounts Receivable	10	277,013	220,000	221,302
GST Receivable		21,278	-	-
Prepayments		7,109	10,000	62,972
Funds held for Capital Works Projects	18	-	85,716	85,716
Investments	11	739,382	1,238,500	1,494,043
		<u>1,836,337</u>	<u>1,743,477</u>	<u>2,219,229</u>
Current Liabilities				
GST Payable		-	1,278	1,279
Accounts Payable	13	387,936	362,500	461,819
Revenue Received in Advance	14	124,389	355,450	392,191
Provision for Cyclical Maintenance	15	324,080	71,791	123,240
Finance Lease Liability - Current Portion	16	17,603	52,205	52,205
Funds held for Capital Works Projects	18	5,920	-	-
		<u>860,088</u>	<u>843,424</u>	<u>1,030,927</u>
Working Capital Surplus		976,249	900,053	1,188,302
Non-current Assets				
Property, Plant and Equipment	12	2,012,341	2,133,309	2,133,310
		<u>2,012,341</u>	<u>2,133,309</u>	<u>2,133,310</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	192,500	382,659	382,659
Finance Lease Liability	16	15,189	18,118	28,118
		<u>207,339</u>	<u>400,577</u>	<u>410,387</u>
Net Assets		<u>2,781,251</u>	<u>2,632,785</u>	<u>2,911,225</u>
Equity	24	<u>2,781,251</u>	<u>2,632,785</u>	<u>2,911,028</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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,723,301	1,420,718	1,374,636
Locally Raised Funds		238,236	499,309	556,270
International Students		85,002	572,091	273,393
Goods and Services Tax (net)		(22,557)	-	20,827
Payments to Employees		(1,059,866)	(936,087)	(1,014,077)
Payments to Suppliers		(1,194,177)	(1,616,001)	(1,439,136)
Cyclical Maintenance Payments in the year		(58,900)	(174,689)	(65,213)
Interest Received		42,121	53,179	74,232
Net cash from/(to) Operating Activities		(246,840)	(181,480)	(219,068)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		383	-	(153)
Purchase of Property Plant & Equipment (and Intangibles)		(110,337)	(229,998)	(291,812)
Proceeds from Sale of Investments		754,661	255,543	301,578
Net cash from/(to) Investing Activities		644,707	25,545	9,613
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	16,256
Finance Lease Payments		(53,145)	(10,000)	(51,848)
Funds Held for Capital Works Projects		91,637	-	190,423
Net cash from/(to) Financing Activities		38,492	(10,000)	154,831
Net increase/(decrease) in cash and cash equivalents		436,359	(165,935)	(54,624)
Cash and cash equivalents at the beginning of the year	9	355,196	355,196	409,820
Cash and cash equivalents at the end of the year	9	791,555	189,261	355,196

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

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



Glenfield College

Notes to the Financial Statements

For the year ended 31 December 2020

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 and Training Act 2020. 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 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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

c) Revenue Recognition

Government Grants

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

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

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

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

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

h) 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.

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.

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	Over the Term of Lease, or 4 years
Library resources	12.5% Diminishing value

j) 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.

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

Long-term employee entitlements

Employee benefits that are 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 and grants where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

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 Instruments

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

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

The School's financial liabilities comprise accounts payable 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.

Borrowings include but are not limited to bank overdrafts, operating leases and, finance leases.

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.

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	880,159	835,475	817,045
Teachers' Salaries Grants	3,203,240	2,900,000	2,798,558
Use of Land and Buildings Grants	2,120,254	2,070,000	1,994,206
Other MoE Grants	828,429	597,096	564,495
	<u>7,032,082</u>	<u>6,402,571</u>	<u>6,174,304</u>

The school has opted in to the donations scheme for this year. Total amount received was \$61,050.

Other MOE Grants total includes additional COVID-19 funding totalling \$5,173 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	52,489	50,000	166,918
Community Education	93,410	138,059	93,734
Activities	49,277	254,300	138,686
Trading	50,848	83,000	72,182
Fundraising	6,171	10,000	10,251
Other Revenue	19,434	5,000	32,464
	<u>271,629</u>	<u>540,359</u>	<u>514,236</u>
Expenses			
Activities	102,809	302,136	151,464
Trading	186	6,000	8,528
Fundraising (Costs of Raising Funds)	6,005	6,000	4,814
Community Education	85,454	97,550	76,181
	<u>194,454</u>	<u>411,686</u>	<u>240,987</u>
Surplus for the year Locally raised funds	<u>77,175</u>	<u>128,673</u>	<u>273,249</u>

4. International Student Revenue and Expenses

	2020	2020	2019
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	24	38	35
	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International Student Fees	300,804	500,000	436,085
Administration Fees	19,765	40,000	36,609
Other International Income	10,960	12,000	13,439
	<u>331,529</u>	<u>552,000</u>	<u>486,133</u>
Expenses			
Advertising and Marketing	944	5,000	3,152
Overseas Travel	4,519	30,000	28,830
Commissions	41,197	50,000	46,731
International Department Salaries	115,215	130,000	137,949
International Student Levy	10,158	15,000	14,471
Teachers Salaries Overuse	112,233	70,000	82,472
Other Expenses	6,838	15,500	17,259
	<u>291,104</u>	<u>315,500</u>	<u>330,864</u>
<i>Surplus for the year International Students</i>	<u>40,425</u>	<u>236,500</u>	<u>155,269</u>

During the year ended December 2020, there was no overseas travel. The expense of \$4,519 incurred was for a trip for the Principal to go to Europe for the international department, which didn't go ahead due to COVID-19.

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	183,168	231,642	258,691
Library Resources	35,453	35,000	34,473
Employee Benefits - Salaries	3,439,741	3,137,000	3,027,257
Staff Development	43,508	71,700	49,403
	<u>3,701,870</u>	<u>3,475,342</u>	<u>3,369,824</u>

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	11,400	11,500	11,359
Board of Trustees Fees	4,505	5,000	4,890
Board of Trustees Expenses	11,960	13,000	11,549
Communication	21,131	21,500	22,660
Consumables	5,185	34,700	17,313
Operating Lease	6,007	7,000	8,976
Legal Fees	600	3,000	974
Other	42,172	50,200	55,500
Employee Benefits - Salaries	544,525	473,500	408,801
Insurance	10,998	13,625	10,555
Service Providers, Contractors and Consultancy	48,031	43,000	36,380
	<u>706,514</u>	<u>676,025</u>	<u>588,958</u>

7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	23,586	28,000	17,305
Consultancy and Contract Services	133,644	133,380	133,380
Cyclical Maintenance Provision	69,581	123,240	161,606
Grounds	21,798	37,400	37,798
Heat, Light and Water	102,632	119,000	98,743
Rates	114	100	96
Repairs and Maintenance	27,815	48,500	38,920
Use of Land and Buildings	2,120,254	2,070,000	1,994,206
Security	1,098	3,000	6,687
Employee Benefits - Salaries	171,476	162,000	153,316
	<u>2,671,998</u>	<u>2,724,620</u>	<u>2,642,058</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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements - Crown	85,099	72,000	83,755
Furniture and Equipment	49,066	70,000	77,127
Information and Communication Technology	54,594	50,000	56,716
Motor Vehicles	4,125	4,000	9,899
Leased Assets	31,560	30,000	35,784
Library Resources	3,996	4,000	4,156
	<u>228,440</u>	<u>230,000</u>	<u>267,437</u>

9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	1,408	1,700	1,148
Bank Current Account	790,135	187,561	354,036
Bank Call Account	12	-	12
Cash and cash equivalents for Statement of Cash Flows	<u>791,555</u>	<u>189,261</u>	<u>355,196</u>

Of the \$791,555 Cash and Cash Equivalents, \$5,920 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$791,555 Cash and Cash Equivalents, \$28,959 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	3,941	5,000	6,099
Receivables from the Ministry of Education	2,438	-	2,875
Interest Receivable	3,519	15,000	8,179
Teacher Salaries Grant Receivable	267,115	200,000	204,149
	<u>277,013</u>	<u>220,000</u>	<u>221,302</u>
Receivables from Exchange Transactions	7,460	20,000	14,278
Receivables from Non-Exchange Transactions	269,553	200,000	207,024
	<u>277,013</u>	<u>220,000</u>	<u>221,302</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	739,382	1,238,500	1,494,043
Total Investments	<u>739,382</u>	<u>1,238,500</u>	<u>1,494,043</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	1,652,168	10,602	(2,890)	-	(85,099)	1,574,781
Furniture and Equipment	265,722	30,881	(5,736)	-	(49,066)	241,801
Information and Communication Technology	99,177	65,609	(2)	-	(54,594)	110,190
Motor Vehicles	4,125	-	-	-	(4,125)	-
Leased Assets	83,028	5,615	-	-	(31,560)	57,083
Library Resources	29,091	3,392	-	-	(3,996)	28,487
Balance at 31 December 2020	2,133,311	116,099	(8,628)	-	(228,440)	2,012,342

The net carrying value of equipment held under a finance lease is \$57,083 (2019: \$83,028).

The net carrying value of motor vehicles held under a finance lease is \$nil (2019: \$4,125).

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	2,851,349	(1,276,568)	1,574,781
Furniture and Equipment	1,572,411	(1,330,610)	241,801
Information and Communication Technology	933,685	(823,495)	110,190
Motor Vehicles	93,375	(93,375)	-
Leased Assets	152,370	(95,288)	57,082
Library Resources	168,520	(140,033)	28,487
Balance at 31 December 2020	5,771,710	(3,759,369)	2,012,341

	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	193,087	151,295	(1,533)	-	(77,127)	265,722
Information and Communication Technology	120,171	35,722	-	-	(56,716)	99,177
Motor Vehicles	14,024	-	-	-	(9,899)	4,125
Leased Assets	72,378	46,434	-	-	(35,784)	83,028
Library Resources	30,369	2,878	-	-	(4,156)	29,091
Balance at 31 December 2019	2,064,034	338,247	(1,533)	-	(267,437)	2,133,310

	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 Technology	981,708	(882,531)	99,177
Motor Vehicles	93,375	(89,250)	4,125
Leased Assets	146,756	(63,728)	83,028
Library Resources	165,643	(136,552)	29,091
Balance at 31 December 2019	5,868,812	(3,735,503)	2,133,310

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	57,736	101,000	203,882
Accruals	19,629	16,500	15,200
Employee Entitlements - Salaries	267,115	200,000	204,149
Employee Entitlements - Leave Accrual	43,456	45,000	38,587
	<u>387,936</u>	<u>362,500</u>	<u>461,819</u>
Payables for Exchange Transactions	387,936	362,500	461,819
	<u>387,936</u>	<u>362,500</u>	<u>461,819</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grants in Advance	28,959	-	11,808
International Student Fees	55,435	200,000	188,696
Homestay Fees	32,197	154,250	145,463
Other	7,798	1,200	46,224
	<u>124,389</u>	<u>355,450</u>	<u>392,191</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	505,899	505,899	409,506
Increase/ (decrease) to the Provision During the Year	69,581	123,240	161,606
Use of the Provision During the Year	(58,900)	(123,240)	(65,213)
Provision at the End of the Year	<u>516,580</u>	<u>505,899</u>	<u>505,899</u>
Cyclical Maintenance - Current	324,080	71,791	123,240
Cyclical Maintenance - Term	192,500	382,659	382,659
	<u>516,580</u>	<u>454,450</u>	<u>505,899</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:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	17,603	52,205	52,205
Later than One Year and no Later than Five Years	15,189	18,118	28,118
Later than Five Years	-	-	-
	<u>32,792</u>	<u>70,323</u>	<u>80,323</u>

17. Funds held in Trust

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Balance at 1 January	6,251	6,251	6,448
Investment Revenue	160	200	193
Payments	(350)	(200)	(390)
Balance at 31 December	<u>6,061</u>	<u>6,251</u>	<u>6,251</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:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Hall Roof	<i>completed</i>	(64,946)	-	-	15,907	(49,039)
Deans Block	<i>completed</i>	(8,344)	-	188	-	(8,156)
C Block	<i>in progress</i>	(12,425)	231,043	(220,339)	(15,907)	(17,628)
G,L,M-HWC and Switchboard	<i>completed</i>	-	28,809	(27,602)	-	1,207
SIP - Library	<i>in progress</i>	-	76,361	(40,418)	-	35,943
SIP - Admin Block	<i>in progress</i>	-	40,122	(3,116)	-	37,006
SIP - A-Block	<i>in progress</i>	-	13,269	(6,681)	-	6,588
Totals		(85,716)	389,604	(297,968)	-	5,920

Represented by:

Funds Held on Behalf of the Ministry of Education	80,744
Funds Due from the Ministry of Education	74,824
	<u>5,920</u>

	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)	-	-
Totals		(276,139)	875,806	(687,283)	1,900	(85,716)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	85,716
	<u>(85,716)</u>

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.

2020: 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 Prefects went on a camp to Taupo. 16 students and 3 staff stayed in Neil Crook's House. The total value of all transactions for the year was \$620 and no amount is outstanding as at balance date. 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.)

(2019: 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 and no amount is outstanding as at balance date. 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.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,505	4,890
Full-time equivalent members	0.42	0.07
<i>Leadership Team</i>		
Remuneration	536,238	449,394
Full-time equivalent members	4	4
Total key management personnel remuneration	540,743	454,284
Total full-time equivalent personnel	4.42	4.07

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 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	130 - 140
Benefits and Other Emoluments	20 - 30	15 - 20

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	5.00	2.00
110 - 120	2.00	0.00
120 - 130	1.00	0.00
	8.00	2.00

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:

	2020 Actual	2019 Actual
Total	\$23,900	\$36,722
Number of People	3	1

22. Contingencies

In addition to the contingent liability noted below, there are two other potential contingent liabilities as at 31 December 2020. Two employees had their hours reduced in 2020 as a direct result of COVID-19. The school followed all correct procedures and protocols and the two employees later resigned. They are both taking legal action against the school, which the school are confident they will win. There would potentially be up \$20,000 of costs that the school incurs in order to settle the dispute.

There are no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

(a) A contract was signed with Fuji Xerox before the year-end for a 5 year photocopying contract commencing 1 February 2021. The value of the contract is \$48,900.

(b) A \$46,643 contract was signed with Project Floors (NZ) Limited to have the new carpet in the Admin block, A-Block corridors and the library. This project is fully funded by the Ministry and is part of a total project value of \$129,752 which has been received and of which \$50,215 has been spent on the project to balance date. The carpet is part of a full refurbishment in the library, including a new desk, shelving and autex, both of which have been paid for before the year-end. This project has been approved by the Ministry.

(Capital commitments at 31 December 2019: \$nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into the any operating leases (2019: 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	791,555	189,261	355,196
Receivables	277,013	220,000	221,302
Investments - Term Deposits	739,382	1,238,500	1,494,043
Total Financial assets measured at amortised cost	<u>1,807,950</u>	<u>1,647,761</u>	<u>2,070,541</u>

Financial liabilities measured at amortised cost

Payables	387,936	362,500	461,819
Finance Leases	32,792	70,323	80,323
Total Financial Liabilities Measured at Amortised Cost	<u>420,728</u>	<u>432,823</u>	<u>542,142</u>

26. Events After Balance Date

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

27. Comparatives

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



INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF GLENFIELD COLLEGE'S
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

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 21, that comprise the statement of financial position as at 31 December 2020, 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 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with *Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime*.

Our audit was completed on 26 May 2021. 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.

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.

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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 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 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 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 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 Analysis of Variance and Kiwisport 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.



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



GLENFIELD COLLEGE



Strategic Goals for 2020 Analysis of Variance

Academic Goal 1: Improvement in academic achievement at all levels

<p>Y13 L3 achievement will be 85% with 20% endorsement.</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>Year level achievement was 88.6% - This was up from the previous year, 85.5%. National rate was 71.4% and D4-7 rate was 72.0%. The endorsement rate was 21.4% in 2020, up from 17.0%. National rate is 44.2% and D4-7 39.0%.</p>	<p>Level 3 performance increased by 3.1% to 88.6%. This exceeded our goal by 0.5%. This performance was 17.2% above National statistics and 16.6% better than Decile 4-7 schools. Endorsement rates increased by 4.4% and are below National and Decile 4-7 rates by 22.8% and 17.6% respectively.</p>	<p>While the overall results are sound, the Merit and Excellence endorsements are a constant work-on. Tight assessment procedures, continued tracking and on-going monitoring of data, student/teacher/home engagement initiatives, inquiry-based teaching and mentoring continue to be a focus.</p>
<p>UE attainment will be 52%</p>	<p>UE attainment was 46.8%. This was down from 52.0% in 2018, compared to 44.2% for D4-7 schools and 46.8% nationally.</p>	<p>UE attainment was 36.7%. This was down from 46.8% in 2019, compared to 49.6% for D4-7 schools and 51.7% nationally.</p>	<p>UE performance reduced by 10.1%. This performance was 15% below National statistics and 12.9% below Decile 4-7 schools.</p>	<p>A disappointing outcome, directly impacted on by Covid-19, student engagement and the small numbers in this year level.</p>
<p>Leavers Achievement (equivalent) achievement will be 85% L2 [and non NQF equivalent]</p>	<p>86.2% saw a decrease of 0.9%</p>	<p>88.9% saw an increase of 2.7%</p>	<p>A small increase of 2.7%. This was 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. 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>

2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
Y12 L2 (equivalent) achievement will be 85% with 20% endorsement	<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>94.7% achieved, a rise of 17.4% from 77.3% in 2019. National rate was 79.1% and D4-7 rate was 82.9%.</p> <p>Endorsement rate of 37.5% greatly up from 14.7%. National rate is 43.0%, D4-7 schools is 37.7%.</p>	<p>Level 2 performance increased by 17.4% to 94.7%. This was above our goal by 9.7%.</p> <p>This performance was 15.6% above National statistics and 11.8% above than Decile 4-7 schools.</p> <p>Endorsement rates increased by 22.8%, well above our target by 17.5%. They are below National rate by 5.5% and similar to the Decile 4-7 rate, only 0.2% below. Endorsement rates are well above our target.</p>	<p>Some outstanding results indicative of a strong cohort and reflective of the last three years of work, lifting their aspirations.</p>
Y11 L1 (equivalent) achievement will be 85% with 10% endorsement	<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%. National rate is 54.8%, D4-7 rate of 48.7%.</p>	<p>82.6% achievement rate up from 73.8%.</p> <p>National rate 70.2%, D4-7 rate 74.9%.</p> <p>Endorsement rate at 47.4% - down from 58.1%. National rate is 53.6%, D4-7 rate of 48.6%.</p>	<p>Level 1 performance increased 8.8% to 82.6%. This was below our goal by 2.4%.</p> <p>This performance was 12.4% above National statistics and 7.7% better than Decile 4-7 schools.</p> <p>Endorsement rates reduced by 10.7% and are below National rates by 6.2% and Decile 4-7 rates by 1.2%. Endorsement rates are well above our target.</p>	<p>Level 1 appears to have been most impacted on by Covid-19 lockdown.</p> <p>Endorsements are a concern and lack of engagement due to Wellbeing will be a focus in 2021.</p>

2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
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Academic Goal 2: To improve the achievement of Priority Learners (Maori and Pasifika students)

<p>Level 1</p> <p>Māori - 80%</p>	<p>Level 1</p> <p><i>Māori</i> 68.8%</p>	<p>Māori 52.9%</p>	<p>Maori goal was not reached by 27.1%. Our result was 14% below National performance and was 10.2% higher than Decile 4-7.</p>	<p>A concerning outcome that will be addressed in 2021 through specific individual and mentoring of Maori students.</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 2021.</p> <p>There is still an acknowledgement that these priority students need further support.</p>
<p>Pacific Peoples 80%</p>	<p><i>Pacific Peoples</i> 40.0%</p>	<p>Pacific Peoples 90.9%</p>	<p>Pacific Peoples outcome was above our goal by 10.9%. Our result was 1.6% below National performance and was 6.8% below 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 2021.</p> <p>There is still an acknowledgement that these priority students need further support.</p>
<p>Level 2</p> <p>Māori – 92%</p>	<p>Level 2</p> <p><i>Maori</i> 90.0%</p>	<p>Maori 77.8%</p>	<p>Maori result was below on our goal by 14.2%. This result was 22.9% below National performance and was 19.8% above Decile 4-7.</p>	<p>There is still an acknowledgement that these priority students need further support.</p>

2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
Pasifika – 92%	<i>Pacific Peoples 90.0%</i>	Pacific Peoples 100%	Pacific Peoples result was above our goal by 8%. Our result was 21.9% above National performance and was 19.2% 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 2021. There is still an acknowledgement that these priority students need further support.
Level 3 Māori – 75%	Level 3 <i>Māori 50.0%</i>	Maori 66.7%	Maori result was below our goal by 8.3%. Our result was 3% below National performance and was 3.4% below 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.
Pasifika – 95%	<i>Pacific Peoples 87.5%</i>	Pacific Peoples 100%	Pacific Peoples result was above our goal by 5%. Our result was 29.4% above National performance and was 30.8% above 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. While these results are excellent, it should be noted that, as stated previously, these low numbers can skew the results.
Māori Literacy Year 11: 95% achievement.	<i>Level 1 Māori Literacy: 92.3%</i> <i>National Māori Literacy: 77.0%</i>	Level 1 Māori Literacy: 82.4%. National Māori Literacy: 82.3%.	Maori L1 Literacy result was below our goal by 12.6% and similar to the National achievement result.	Targeted interventions and individualised assistance saw great success.

2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
Pasifika Literacy Year 11: 95% achievement.	Level 1 Pacific Peoples Literacy: 100%. National Pacific Peoples Literacy: 84.1%.	Level 1 Pacific Peoples Literacy: 100%. National Pacific Peoples Literacy: 86.9%.	Pacific Peoples L1 Numeracy – exceeded our goal and was better than National literacy rates by 13.1%.	Targeted interventions and individualised assistance saw great success.
Māori Numeracy Year 11: 94% achievement.	Level 1 Māori Numeracy: 92.3%. National Māori Numeracy: 74.6%.	Level 1 Māori Numeracy: 76.5%. National Māori Numeracy: 79.1%.	Maori L1 Numeracy – failed to reach our goal by 17.5% and was just short of the National achievement by 2.6%	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.
Pasifika Numeracy Year 11: 92% achievement.	Level 1 Pacific Peoples Numeracy: 100%. National Pacific Peoples Numeracy: 80.9%.	Level 1 Pacific Peoples Numeracy: 100%. National Pacific Peoples Numeracy: 83.7%.	Pacific Peoples L1 Numeracy – exceeded our goal by 8% and surpassed National achievement by 16.3%.	Targeted interventions and individualised assistance saw success.
Māori UE (Year 13): 50%.	Māori UE: 20.0%. National Māori UE: 27.5%.	Māori UE: 33.3%. National Māori UE: 35.2%.	Maori UE – did not meet goal by 16.7% and was just below National results by 1.9%.	A review of the mentoring of Maori students will result in a new initiative in 2021.
Pasifika UE (Year 13): 50%.	Pacific Peoples UE: 62.5%. National Pacific Peoples UE: 27.4%.	Pacific Peoples UE: 37.5%. National Pacific Peoples UE: 33.1%.	Pacific Peoples UE – did not meet the goal by 12.5%. Our result was better than National results by 4.4%.	Another area requiring continued focus and development with a Pasifika Achievement Plan being formulated. An area for development for Pacific Peoples students beginning at Year 9.

2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
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Literacy Goal 2				
To improve the proportion of students gaining NCEA L1 Literacy at 90% in Year 11.	Achievement in 2019 decreased to 86.9%. National 85.3%	Achievement in 2019 increased to 91.3%. National 84.7%	Met goal by 1.3% and bettered National achievement by 6.6%.	Targeted interventions and individualised assistance saw some success.
Numeracy Goal 2				
To lift the proportion of students gaining NCEA L1 Numeracy to 90%.	Achievement in 2019 dropped to 85.7%. National 83.0%	Achievement in 2019 rose to 91.3%. National 83.0%	Above goal by 1.3% and bettered National achievement by 8.3%.	Targeted interventions and individualised assistance saw some success.

2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
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Co-curricular Activity Goal 1

<p>To provide quality experiences and opportunities and support for all students</p> <p>Provide an environment for the students that's inclusive</p> <p>Attract and retain high calibre coaches through the CIS initiative</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>In 2020, 233 students pulled on the Glenfield College Colours, this equates to 117 females and 116 males.</p> <p>20 coaches/managers and officials (school, staff, community and students)</p> <p>48% of students involved in sports</p> <p>61% of females representing the college in sport (192 total)</p> <p>39% of males representing the college in sport (295 total)</p> <p>32% total staff involved in sport</p>	<p>In a tough year for all sports throughout winter, we still had a large majority of students participating in sport. The importance of sport is clearly evident and this has led to an increased awareness in keeping physically and mentally fit (particular at our college & community). We are looking forward to (fingers crossed), a normal year resuming and continuing our success in sport.</p>	<p>While Glenfield College endeavoured to make the best of a challenging year, we hope for more stability in 2021.</p>
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Co-curricular Activity Goal 2

<p>To have one public performance Drama per term.</p>	<p>1 Level 1 Drama performance for a local primary school</p> <p>14 members in TheatreSports Group.</p> <p>2x Drama assembly performances</p>	<p>There were no drama performances during terms 1,2 and 3. Senior play had to be cancelled due to covid19.</p>	<p>Due to Covid-19 there were limited opportunities to do public performances. 2 students (Lex & Zaidyn) were able to perform a sketch during the Arts Awards in term 4.</p>	<p>13+ members in TheatreSports group, strong leadership from Lex Lawler who has continued to develop program & engage a range of different students in the group (from a variety of year levels). In 2021 will try to arrange competitions with local schools (potentially Northcote & Birkenhead). Cannot justify the cost of being a part of TYP, but TYP have said if they have extra funding they will cover the costs.</p> <p>Hopefully during 2021 senior drama students will have the opportunity to perform live theatre (similar to the sketch performed by Lex & Zaidyn).</p>
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2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
<ul style="list-style-type: none"> To have one public performance in Dance per term. 	<ul style="list-style-type: none"> 2x Dance showcase performances Glenfield Has Talent Show. Contemporary Troup performed at Open Evening 3x Dance groups competed at Dance Factor 4x assembly Dance performances 8 members in final Hip Hop Crew (2 previous members pulled out due to other commitments). 7 members in the Contemporary Troupe 8 members in the Jazz Troupe 7 members in the Lyrical troupe 3 members in the Elite Lyrical small trio 	<ul style="list-style-type: none"> No dance performance during Term 1. Term 2 assembly performance Term 3 Performance for intermediate visit (senior dance) Term 3 performance for open evening (open evening dance group) Term 4 3 dances at Arts awards 	<ul style="list-style-type: none"> Due to Covid19 we had to cancel Dance Showcase, which is the biggest event and exhibit for Dance within Glenfield College. Hip Hop crew very well organised by student leader (tammy). 7 members (majority year 13s). Open evening dance group created for open evening. 	<p>Ideally some small performances within assembly in 2021</p> <ul style="list-style-type: none"> Covid 19 had a big impact on Dance in 2020 as it is performance based, and with restrictions we had limited opportunities to perform in front of a crowd. This was disappointing as we had a strong and passionate group of year 13 dancers. Student lead hip hop crew was successful, after a few years of me pushing Tammy to take charge, 2021 encouraging Fredalyn and Sophia to take charge. No junior troupe during 2020, Madi and I will both run junior troupe in 2021.
<ul style="list-style-type: none"> To have 40 students involve in itinerant Music. 2-3 Assembly performances per week. 2 Concerts at Music assessment evening. Concerts at Music Prize-giving. Concerts at local retirement village. Concerts for local intermediate schools. 	<ul style="list-style-type: none"> 36 students enrolled in individual or group music tuition Assembly performances maintained – 2-3 per term Kaipatiki Music festival launched in May – mentoring and evening concert at BC APOPS programme reinstated & APO Discovery concert attended in May 2 APO ensemble visits 2 music assessment concerts with audience held in June and October Open day, GIS and WIS performances 	<ul style="list-style-type: none"> 32 students enrolled in five music tuition classes assembly performances maintained – in term 1 and then between lockdowns 2 music assessment concerts held with no audience Open day – theatre performance Music Showcase in term 4 Arts Awards in term 4 Orchards performance in November Senior and Junior P-Giving performances in term 4 	<ul style="list-style-type: none"> Effective and busy start of the year with a number of assembly performances; students engaged and committed Meetings took place and plans were made for the Kaipatiki Sounds festival in May (then cancelled) Lockdown in terms 1-2 verified the performance plans and educational outcomes A number of senior students struggled to maintain positive mindset and practice routines 	<p>A tendency of junior students lacking interest in school-based music education (free music tuition) continued in 2020.</p> <p>Due to lack of music instruction and opportunities at intermediate levels the Yr9 cohort lacks rudimentary musical skills and shows a casual approach to music studies in Yr9-10. As a result, the student numbers at senior levels continue being small (L1-3 = 12 students).</p> <p>Progress was made, despite Covid disruption, in vocal music and choir activities in particular. It was partially due to a greater involvement of</p>

2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
	<ul style="list-style-type: none"> Jazz Band entered for Auckland jazz competition Rock Band entered for Smokefree Quest Music Showcase in Term 2 Orchards performance in August Arts P-Giving in Term 3 Recording session (Anna & Jazz band) at Depot Devonport in October Senior and Junior P-Giving performances in term 4 	<p>Events cancelled in 2020:</p> <ul style="list-style-type: none"> <i>Kaipatiki Sounds festival</i> <i>APOPS programme</i> <i>APO ensemble visits</i> <i>Music competitions</i> 	<ul style="list-style-type: none"> Greatest impact on group practice and performance; hence flexible assessment times which were held during school hours (no public) Efforts made to push for music showcase in order to revive the music programme and keep positive vibes amongst students End-of-year events successful despite a disappointing clash of personalities (Yr13 students) leading to the programme and personnel change for senior prize-giving Successful choir activities in 2020 - many new students joined the programme, improved vocal quality 	<p>student leaders who took some responsibility to attract new members and maintained effective channels of communication.</p>
Co-curricular Activity Goal 3				
<p>To have groups enter cultural events and move towards gaining awards.</p>	<p>Performers of Kapa Haka attended:</p> <ul style="list-style-type: none"> 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. Inaugural Kaipatiki Matariki Festival. 	<p>Performers of Kapa Haka attended:</p> <ul style="list-style-type: none"> 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. Inaugural Kaipatiki Matariki Festival. Community performance. School performance. Orchard Retirement Village performance 	<p>A significant amount of success through the drive of Whanau Committee and senior students. 2021. Increasing the numbers in the whanau class.</p> <p>Introduction of Te Whare Tapa Wha. Mason Durie Wellbeing model.</p>	<p>An exceptionally successful year in reconnecting with the community and this will be the focus moving forward.</p>

2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
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2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
<p>Sustainability Goal 1</p> <ul style="list-style-type: none"> Extend our projects this year and have junior students on board. Provide students with more leadership opportunities Reintroduce Water testing project. Link Sustainability-recycling with Business, art and Fashion, food production and to help people in our community. 	<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> <ul style="list-style-type: none"> 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. Baking Fundraising event held to raise awareness and money. Money raised donated to Kids Can and to our Gardening project. 	<ul style="list-style-type: none"> More than 26 students got involved at the start of the year- seniors and juniors' students. Young Leadership sustainability programme opportunities were offered and gained by three students. A number of workshops and PD has been attended by myself and a connection has been established with the Kaipatiki Project. Water stream testing trip was planned, organised and attended by myself without students due to bad weather condition and Covid Level 2. A quest speaker -Sam Tu'itahi from our local Kaipatiki project team has been invited and talked to our Year 9 Science classes to raise sustainability awareness. Environment and sustainability concepts have been introduced and taught to year 9 Science classes. 	<ul style="list-style-type: none"> Good connections has been established and maintained with the Kaipatiki Project team and new projects plans are under progress and, to be introduced next year- Tree planting, weeding and flax weaving. New year 10 students have expressed their interest and join our group after our Enviro group presentation at the school assembly. Young Leadership sustainability programme wasn't completed by students due to Covid-19 lockdown. Sustainability awareness has been raised among our juniors, 4 new dedicated year 9 students got involved in maintaining the veg garden (term 4) after our quest speaker visit. 	<ul style="list-style-type: none"> Our team increased in size at the start of the year, however, due to Covid 19 lockdown, the health and safety and the interruption to our students' learning, we couldn't meet all our goals this year, however, good progress has been made during Term 4 and our junior students have been provided with authentic learning opportunities to connect with the community and the environment. A small Junior Team has been established during Term 4 and I am aiming to provide professional training to our Senior Team to lead and expand the Junior Team next year. Maintaining the Veg garden was a big challenge due to the Covid -19 and Level 4 lockdown, however, we were able to maintain and grow some new flowers and Veg by the end of Term 4.

2020 TARGET	BACKGROUND (2019)	OUTCOME	ANALYSIS	COMMENT
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Enrolment Goal				
2020: 115 Year 9	2019: 91 Year 9 (growing to 102)	2020: 104 Year 9	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 2020

Summary from Annual Sports Report Yearbook 2020

Summary Sports and Recreation Report 2020

Sport

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.

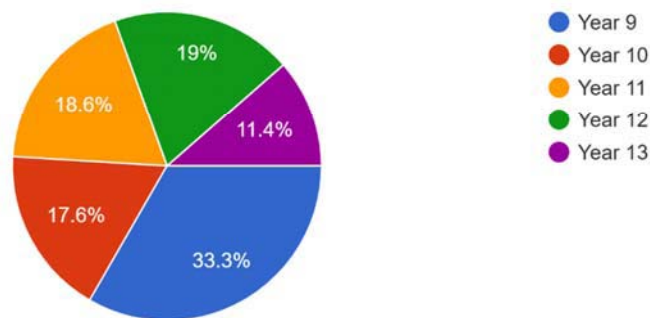
3.3 Implement strategies for the recruitment and retention of experienced and qualified coaches from our local sports community.

Glenfield College Sport has committed to grow and create opportunities for students. Making sure they have a quality and enjoyable sports experience is at the forefront and this has never been more evident working through a pandemic. In a stop-start year for many sports during the winter season, the summer season has been a breath of fresh air with introductions to sports such as Water Polo, Fast 5 Netball, Lawn Bowls and Golf, all of which have seen an increase in the number of students participating.

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.



Year Group
210 responses



Our students confirmed the school values every time they have worn the Glenfield uniform: Resilience, Self- Managing, Aspirational, Integrity, Service & Adventurous underpin our school motto of Pride & Respect and this is best epitomized when representing our school in sport or representing their House in the House competitions. These core values make us special as a school and ensure that throughout our sporting journey at Glenfield College, we not only learn skills on the field, we also learn how to behave and strive for high standards in the classroom and out in the real world. In 2020, this has never been so evident with sport and physical activity playing a huge factor in the wellbeing of New Zealanders. A huge thank you to our staff, coaches and managers. I acknowledge the time and effort you put into your role and I understand the sacrifice and hard work that is involved in order to get a team organized, working

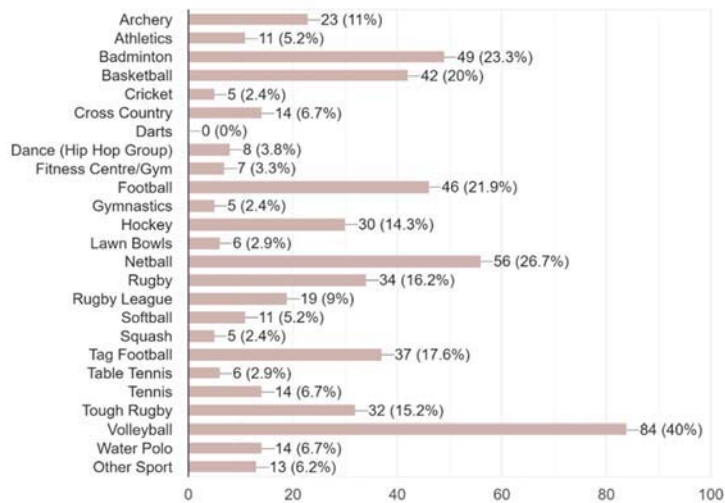
If you want to sum-up a topsy turvy year of sport, the highlight for me would have to be the 3k Isolation Challenge during lockdown. Students & staff united and got involved with 3km isolation runs in order to improve physical activity and well-being in their own respective bubbles. When you talk about the culture of Glenfield College, this couldn't be more evident with some amazing images coming from through on our social media platforms and the high amounts of participation from all year levels.

In 2021 students will 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 2021 with the students leading



Sports

210 responses



I look forward to 2021, which will no doubt be a year to bounce back with National tournaments resuming, competitions restarting and students being able to refocus on their sporting goals.

2020 Results & Achievement's

As we know, 2020 was the year of COVID-19, however there was so much engagement from our students, and wellness was a big focus. Our students really got into the 3km isolation distance competition and excelled! We urged all parents and community members to get involved. The sports department is looking forward to building on these positive outcomes in 2021.

We received a total of \$11,251 toward Kiwi Sport in 2020.



Sport Participation numbers Glenfield College

	2017		2018		2019		2020 (Covid*)	
No. 1 sport	Volleyball	51 students	Basketball	68 students	Volleyball	67 students	Volleyball	52 students
No. 2 sport	Basketball	41 students	Football	50 students	Football	54 students	Football	42 students
No. 3 sport	Badminton	34 students	Volleyball	48 students	Basketball	55 students	Basketball	40 students
No. 4 sport	Netball	34 students	Badminton	41 students	Badminton	50 students	Badminton	38 students
No. 5 sport	Football	24 students	Archery	39 students	Netball	38 students	Netball	37 students

Staff Involvement

Staff Involvement	2017	2018	2019	2020
Teachers	32%	32%	26%	28%
Support Staff	15%	15%	21%	19%

In 2020 we continued to provide 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.

In what was a very difficult year, we still managed to have high participation (even if students only played 2-3 matches)

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 2020, as we turned to wellness to be a big indicator of student success, we used funding in the Gym Fitness space, where kids could have a safe space to train and get fit without having to play a sport.

I look forward to building on 2020's successes, if anything it has taught the community and the college there is a massive space for sport, and particularly in wellness.