

GLENFIELD COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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

Members of the Board

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Paul Kenneth McKinley	Principal	Appointed 29 September 2017	Principal	-
Donna Kahaki	Board Chair	Re-elected September 2022	IT Manager	2025
Neil Graham Crooks	Vice-Chair	Re-elected June 2019	Self-Employed Builder	Resigned September 2022
Nicole Maree McNab	Parent	Re-elected September 2022	Client Business Manager	2025
Michelle Webb-Aktinson	Parent	Re-elected September 2022	Programme Manager	2025
Leah Davis	Parent	Elected September 2022	Business Consultant	2025
Jo-Anne Cowell	Parent	Elected September 2022	Office Administrator	2025
Stephen "Skip" Parker	Parent	Elected September 2022	IT Specialist	2025
Karen Kingon	Staff	Elected February 2022	Teacher	2025
Alice Hobbs	Student	Elected September 2022	Student	2023

GLENFIELD COLLEGE

Annual Report - For the year ended 31 December 2022

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Glenfield College

Statement of Responsibility

For the year ended 31 December 2022

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

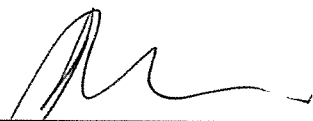
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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

Donna Kshaki

Full Name of Presiding Member



Signature of Presiding Member

31.5.23

Date:

Paul McKinty

Full Name of Principal



Signature of Principal

31.5.23

Date:

Glenfield College

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,016,347	363,940	559,337
Accounts Receivable	8	343,739	290,000	278,712
GST Receivable		26,068	10,000	6,054
Prepayments		19,161	10,000	32,006
Inventories	9	11,800	10,000	8,647
Investments	10	732,522	828,500	932,522
Funds Receivable for Capital Works Projects	16	5,650	-	70,131
		2,155,287	1,512,440	1,887,409
Current Liabilities				
Accounts Payable	12	444,124	406,000	396,264
Revenue Received in Advance	13	165,007	109,450	84,665
Provision for Cyclical Maintenance	14	247,588	161,608	335,851
Finance Lease Liability	15	32,370	25,000	23,053
Funds held for Capital Works Projects	16	117,170	20,000	3,820
		1,006,259	722,058	843,653
Working Capital Surplus/(Deficit)		1,149,028	790,382	1,043,756
Non-current Assets				
Property, Plant and Equipment	11	2,089,599	2,002,252	2,002,252
		2,089,599	2,002,252	2,002,252
Non-current Liabilities				
Provision for Cyclical Maintenance	14	416,238	400,000	225,757
Finance Lease Liability	15	65,528	65,000	33,744
		481,766	465,000	259,501
Net Assets		2,756,861	2,327,634	2,786,507
Equity		2,756,861	2,327,634	2,786,507

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 Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	7,030,376	6,573,706	6,695,882
Locally Raised Funds	3	399,727	435,667	370,041
Interest Income		25,433	15,000	11,832
Gain on Sale of Property, Plant and Equipment		3,000	-	78
Total Revenue		7,458,536	7,024,373	7,077,833
Expenses				
Locally Raised Funds	3	262,155	301,450	269,974
Learning Resources	4	4,392,773	4,235,815	4,094,536
Administration	5	760,803	803,674	714,246
Property	6	2,071,896	2,067,544	1,989,212
Loss on Disposal of Property, Plant and Equipment		555	-	30,797
		7,488,182	7,408,483	7,098,765
Net Surplus / (Deficit) for the year		(29,646)	(384,110)	(20,932)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(29,646)	(384,110)	(20,932)

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,786,507	2,711,744	2,781,251
Total comprehensive revenue and expense for the year		(29,646)	(384,110)	(20,932)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	26,188
Equity at 31 December		2,756,861	2,327,634	2,786,507
Accumulated comprehensive revenue and expense		2,756,861	2,327,634	2,786,507
Reserves		-	-	-
Equity at 31 December		2,756,861	2,327,634	2,786,507

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 Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,925,350	1,551,492	1,782,632
Locally Raised Funds		340,885	388,948	297,443
International Students		152,169	102,834	31,763
Goods and Services Tax (net)		(20,012)	(3,946)	15,175
Payments to Employees		(1,071,227)	(1,047,570)	(1,011,940)
Payments to Suppliers		(998,336)	(1,209,529)	(928,856)
Interest Received		20,516	8,838	11,513
Net cash from/(to) Operating Activities		349,345	(208,933)	197,730
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		3,000	-	78
Purchase of Property Plant & Equipment		(308,354)	(210,000)	(272,330)
Sale/(Purchase) of Investments		200,000	104,022	(187,640)
Net cash from/(to) Investing Activities		(105,354)	(105,978)	(459,892)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	26,188
Finance Lease (Payments)/receipts		35,190	33,203	75,426
Funds Held for Capital Works Projects		177,829	86,311	(72,231)
Net cash from/(to) Financing Activities		213,019	119,514	29,383
Net increase/(decrease) in cash and cash equivalents		457,010	(195,397)	(232,779)
Cash and cash equivalents at the beginning of the year	7	559,337	559,337	792,116
Cash and cash equivalents at the end of the year	7	1,016,347	363,940	559,337

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 2022

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 is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 11.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Library Resources	12.5% Diminishing value
Leased assets held under a Finance Lease	Term of Lease

k) 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

o) Funds held for Capital works

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

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

p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

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

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,979,422	1,673,862	1,788,525
Teachers' Salaries Grants	3,549,574	3,350,000	3,387,902
Use of Land and Buildings Grants	1,501,380	1,549,844	1,519,455
	<u>7,030,376</u>	<u>6,573,706</u>	<u>6,695,882</u>

The school has opted in to the donations scheme for this year. Total amount received was \$72,300.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	2,160	5,000	8,482
Fees for Extra Curricular Activities	127,966	110,000	71,062
Trading	118,169	90,000	59,727
Fundraising & Community Grants	42,810	35,000	64,169
Other Revenue	45,671	158,067	83,172
International Student Fees	62,951	37,600	83,429
	<u>399,727</u>	<u>435,667</u>	<u>370,041</u>
Expenses			
Extra Curricular Activities Costs	151,959	86,000	119,867
Trading	13,690	6,000	2,413
Fundraising and Community Grant Costs	9,206	12,000	1,956
Other Locally Raised Funds Expenditure	16,357	82,300	64,456
International Student - Student Recruitment	-	2,000	-
International Student - Employee Benefit - Salaries	48,449	90,000	64,551
International Student - Other Expenses	22,494	23,150	16,731
	<u>262,155</u>	<u>301,450</u>	<u>269,974</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>137,572</u>	<u>134,217</u>	<u>100,067</u>

During the year the School hosted 3 International students (2021:5)

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	196,656	291,715	170,053
Information and Communication Technology	50,122	51,500	44,032
Library Resources	37,724	41,500	39,402
Employee Benefits - Salaries	3,852,067	3,590,500	3,603,542
Staff Development	29,841	50,600	37,306
Depreciation	226,363	210,000	200,201
	<u>4,392,773</u>	<u>4,235,815</u>	<u>4,094,536</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	12,774	12,774	12,402
Board Fees	3,515	5,000	3,735
Board Expenses	7,264	12,500	12,856
Communication	19,378	22,000	22,134
Consumables	6,094	11,000	6,983
Operating Lease	6,694	7,000	6,209
Legal Fees	18,500	70,000	-
Other	39,550	42,200	30,824
Employee Benefits - Salaries	621,183	599,200	594,121
Insurance	13,051	12,000	10,119
Service Providers, Contractors and Consultancy	12,800	10,000	14,863
	<u>760,803</u>	<u>803,674</u>	<u>714,246</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	22,927	28,000	19,585
Consultancy and Contract Services	133,770	133,380	133,644
Cyclical Maintenance Provision	103,428	30,000	45,028
Grounds	55,759	44,200	20,337
Heat, Light and Water	117,782	117,000	99,325
Rates	123	120	123
Repairs and Maintenance	41,204	41,000	28,458
Use of Land and Buildings	1,501,380	1,549,844	1,519,455
Security	1,287	2,000	540
Employee Benefits - Salaries	94,236	122,000	122,717
	<u>2,071,896</u>	<u>2,067,544</u>	<u>1,989,212</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	712	950	1,533
Short-term Bank Deposits	1,015,635	362,990	557,804
Cash and cash equivalents for Statement of Cash Flows	<u>1,016,347</u>	<u>363,940</u>	<u>559,337</u>

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

Of the \$416,347 Cash and Cash Equivalents, \$111,520 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$416,347 Cash and Cash Equivalents, \$53,481 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	3,001	5,000	9,655
Interest Receivable	8,755	10,000	3,838
Banking Staffing Underuse	28,979	-	-
Teacher Salaries Grant Receivable	303,004	275,000	265,219
	<u>343,739</u>	<u>290,000</u>	<u>278,712</u>
Receivables from Exchange Transactions	11,756	15,000	13,493
Receivables from Non-Exchange Transactions	331,983	275,000	265,219
	<u>343,739</u>	<u>290,000</u>	<u>278,712</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
School Uniforms	11,800	10,000	8,647
	<u>11,800</u>	<u>10,000</u>	<u>8,647</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	732,522	828,500	932,522
Total Investments	<u>732,522</u>	<u>828,500</u>	<u>932,522</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
School Owned Buildings	1,381,180	-	-	-	(67,740)	1,313,440
Building Improvements	109,273	58,570	-	-	(18,544)	149,299
Furniture and Equipment	260,501	44,723	(555)	-	(39,407)	265,262
Information and Communication Technology	117,234	81,715	-	-	(55,488)	143,461
Motor Vehicles	57,428	70,385	-	-	(15,130)	112,683
Leased Assets	49,943	54,580	-	-	(26,659)	77,865
Library Resources	26,693	4,291	-	-	(3,395)	27,589
Balance at 31 December 2022	2,002,252	314,264	(555)	-	(226,363)	2,089,599

The net carrying value of IT equipment, namely laptops, held under a finance lease is \$77,865 (2021: \$49,943).

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
School Owned Buildings	2,709,592	(1,396,152)	1,313,440	2,709,592	(1,328,412)	1,381,180
Building Improvements	201,424	(52,125)	149,299	142,854	(33,581)	109,273
Furniture and Equipment	1,522,149	(1,256,887)	265,262	1,600,408	(1,339,907)	260,501
Information and Communication T	898,896	(755,435)	143,461	907,251	(790,017)	117,234
Motor Vehicles	221,927	(109,244)	112,683	151,542	(94,114)	57,428
Leased Assets	106,860	(28,995)	77,865	100,949	(51,006)	49,943
Library Resources	167,082	(139,493)	27,589	169,013	(142,320)	26,693
Balance at 31 December	5,827,930	(3,738,331)	2,089,599	5,781,609	(3,779,357)	2,002,252

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	93,783	82,000	83,520
Accruals	25,382	18,000	20,655
Employee Entitlements - Salaries	303,004	275,000	263,545
Employee Entitlements - Leave Accrual	21,955	31,000	28,544
	<u>444,124</u>	<u>406,000</u>	<u>396,264</u>
Payables for Exchange Transactions	444,124	406,000	396,264
	<u>444,124</u>	<u>406,000</u>	<u>396,264</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance	20,344	-	26,675
International Student Fees in Advance	98,522	60,000	26,087
Homestay Fees in Advance	26,662	41,200	9,879
Other revenue in Advance	19,479	8,250	22,024
	<u>165,007</u>	<u>109,450</u>	<u>84,665</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	561,608	561,608	516,580
Increase to the Provision During the Year	103,428	30,000	45,028
Use of the Provision During the Year	(1,210)	(30,000)	-
Provision at the End of the Year	<u>663,826</u>	<u>561,608</u>	<u>561,608</u>
Cyclical Maintenance - Current	247,588	161,608	335,851
Cyclical Maintenance - Non current	416,238	400,000	225,757
	<u>663,826</u>	<u>561,608</u>	<u>561,608</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year.

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	32,370	25,000	23,053
Later than One Year and no Later than Five Years	65,528	65,000	33,744
Later than Five Years	-	-	-
	<u>97,898</u>	<u>90,000</u>	<u>56,797</u>
Represented by			
Finance lease liability - Current	32,370	25,000	23,053
Finance lease liability - Non current	65,528	65,000	33,744
	<u>97,898</u>	<u>90,000</u>	<u>56,797</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Hall Roof	<i>Completed</i>	(54,015)	77,253	(23,238)	-	-
SIP - Library	<i>Completed</i>	3,820	-	(3,820)	-	-
SIP - Staffroom upgrade, lighting	<i>Completed</i>	(231)	22,277	(22,046)	-	-
Staffroom Changing Rooms	<i>Completed</i>	(7,330)	204,980	(189,629)	-	8,021
Insurance Claim for Admin carpet	<i>Completed</i>	-	16,325	(16,325)	-	-
Rekey of the school	<i>Completed</i>	-	33,375	(33,375)	-	-
2021/22 Roofing project	<i>In Progress</i>	(3,355)	192,767	(83,243)	-	106,169
SIP - Library Landscaping	<i>Completed</i>	(5,200)	230,013	(221,833)	-	2,980
Library Reclad	<i>In Progress</i>	-	-	(5,650)	-	(5,650)
Totals		(66,311)	776,990	(599,159)	-	111,520

Represented by:

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

117,170
(5,650)

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Hall Roof	<i>completed</i>	(49,039)	-	(153)	(4,823)	(54,015)
Deans Block	<i>completed</i>	(8,156)	21,957	(13,801)	-	-
C Block	<i>completed</i>	(17,628)	15,909	(3,104)	4,823	-
G,L,M-HWC and Switchboard	<i>completed</i>	1,207	1,193	(2,400)	-	-
SIP - Library	<i>completed</i>	36,943	-	(33,123)	-	3,820
SIP - Admin Block	<i>completed</i>	37,006	-	(37,006)	-	-
SIP - A-Block	<i>completed</i>	6,588	338	(6,926)	-	-
SIP - Staffroom upgrade, lighting	<i>In progress</i>	-	111,435	(111,666)	-	(231)
Staffroom Changing Rooms	<i>In progress</i>	-	-	(7,330)	-	(7,330)
2021/22 Roofing project	<i>In progress</i>	-	-	(3,355)	-	(3,355)
SIP - Library Landscaping	<i>in progress</i>	(1,000)	-	(4,200)	-	(5,200)
Totals		5,920	150,832	(223,064)	-	(66,311)

Represented by:

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

3,820
(70,131)

17. Related Party Transactions

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

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



18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,515	3,735
<i>Leadership Team</i>		
Remuneration	528,093	571,441
Full-time equivalent members	4	4
Total key management personnel remuneration	531,608	575,176

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board includes Finance (2 members) and Property (1 members) that meet regularly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	20 - 30	20 - 30

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	6.00	5.00
110 - 120	1.00	3.00
120 - 130	3.00	2.00
	10.00	10.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	\$18,500	-
Number of People	1	-

20. Contingencies

20(a) Contingent Liabilities

One employee had her hours reduced in 2020 as a direct result of COVID-19. The school followed all correct procedures and protocols and the employee later resigned. She has taken legal action against the school and a hearing was held in September 2022 but a final determination is yet to be made. The school are confident they will win, however the school estimates that there would potentially be up \$25,000 of costs that the school incurs in order to settle the dispute which has been included in the 2023 budget.

Holidays Act Compliance – schools payroll

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

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

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

(2021: 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 has been no change since prior year end as result of COVID and hearings being delayed. The school estimates that there would potentially be up \$20,000 of costs that the school incurs in order to settle the dispute.)

20(b) Contingent Assets

Additional funding wash-up payment

In 2022, the Ministry of Education provided additional funding for both the Support Staff in School' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

There are no contingent assets as at 31 December 2022 (Contingent assets at 31 December 2021: nil).

21. Commitments

(a) Capital Commitments

As at 31 December 2022, there are no capital commitments.

(Capital commitments at 31 December 2021:

(a) A \$52,975 contract to rekey the whole school, including the installation of swipes on external doors for each block. The project was completed in February 2022 and \$50,761 of the project was fully funded by the Ministry of Education. \$28,530 has been received of which \$31,254 has been spent on the project to date.



22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	1,016,347	363,940	559,337
Receivables	343,739	290,000	278,712
Investments - Term Deposits	732,522	828,500	932,522
Total Financial assets measured at amortised cost	<u>2,092,608</u>	<u>1,482,440</u>	<u>1,770,571</u>

Financial liabilities measured at amortised cost

Payables	444,124	406,000	396,264
Finance Leases	97,898	90,000	56,797
Total Financial Liabilities Measured at Amortised Cost	<u>542,022</u>	<u>496,000</u>	<u>453,061</u>

23. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Auckland region and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

On Friday 27th January 2023, there was significant flooding across Auckland. Glenfield College suffered damage to the carpet in the admin block which will need to be replaced in full at a cost of \$11,424 (excluding GST). This is covered under the Ministry of Education's insurance scheme.

There were no other significant events after the balance date that impact these financial statements (2021: none).

24. 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 2022**

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 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 1 June 2023. 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 external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. 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 is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise 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 the Mission statement sports, but does not include the financial statements, and our auditor's report thereon.

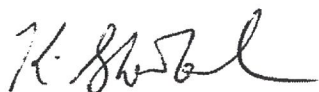
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

A photograph of two students, a young man and a young woman, wearing Glenfield College uniforms. They are both smiling and looking towards the camera. The young man is on the left, and the young woman is on the right. They are wearing dark blue blazers with red diagonal stripes and a Glenfield College crest on the left chest. The background is dark and textured.

STRATEGIC GOALS FOR 2022

ANALYSIS OF VARIANCE

belong strive succeed

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
Academic Goal 1: Improvement in academic achievement at all levels				
Y13 L3 achievement will be 90% with 25% endorsement.	<p>Year level achievement was 92.1% - This was up from the previous year, 88.6%.</p> <p>National rate was 69.8% and D4-7 rate was 71.4%.</p> <p>The endorsement rate was 39.7% in 2021, up from 21.40%.</p> <p>National rate is 43.4% and D4-7 38.8%.</p>	<p>Year level achievement was 92.9% - This was up from the previous year, 92.1%.</p> <p>National rate was 67.6% and D4-7 rate was 66.0%.</p> <p><i>The endorsement rate was 23.1% in 2022, down from 39.7%.</i></p> <p><i>National rate is 41.2% and D4-7 32.98%.</i></p>	<p>Level 3 performance increased by 0.8% to 92.9%. This exceeded our goal by 2.9%.</p> <p>This performance was 25.2% above National statistics and 26.9% better than Decile 4-7 schools.</p> <p>Endorsement rates decreased by 16.6% and are below National rates by 4.0% and above Decile 4-7 rates by 2.5%.</p>	<p>While the overall results are sound, the Merit and Excellence endorsements are a constant work-on.</p> <p>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>
UE attainment will be 50%	<p>UE attainment was 58.7%. This was up from 38.0% in 2020, compared to 49.1% for D4-7 schools and 50.3% nationally.</p>	<p>UE attainment was 47.1%. This was down from 58.7% in 2021, compared to 43.7% for D4-7 schools and 49.1% nationally.</p>	<p>UE performance decreased by 11.6%.</p> <p>This performance was 2.0% below National statistics but 3.4% above Decile 4-7 schools.</p>	<p>A pleasing outcome..</p>
Leavers Achievement (equivalent) achievement will be 90% L2 (and non NQF equivalent)	<p>93.3% saw an increase of 4.4%</p>	<p>88.2% saw a decrease of 5.1%</p>	<p>A decrease of 5.1% to miss our goal by 1.8%. 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.</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>

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
Y12 L2 (equivalent) achievement will be 95% with 40% endorsement	<p>86.7% achieved, a fall of 8.0% from 94.7% in 2020. National rate was 77.2% and D4-7 rate was 80.8%.</p> <p>Endorsement rate of 28.2% a fall from 41.7%. National rate is 41.9%, D4-7 schools is 36.2%.</p>	<p>82.2% achievement rate down from 86.7%.</p> <p>National rate was 74.2% and D4-7 rate was 78.1%.</p> <p>Endorsement rate of 33.0% a rise from 28.2%. National rate is 40.7%, D4-7 schools is 32.8%.</p>	<p>Level 2 performance decreased by 4.4% to 82.2%. This was below our goal by 12.8%.</p> <p>This performance was 8.1% above National statistics and 4.2% above the Decile 4-7 schools.</p> <p>Endorsement rates increased by 4.8%, below our target by 7.0%. They are below National rate by 7.7% but above the Decile 4-7 rate by 0.1%.</p>	<p>These results were expected as the cohort has had two years of interruptions with Covid-19. An ongoing in 2023 will be on helping students achieve L3 and UE.</p>
Y11 L1 (equivalent) achievement will be 88% with 50% endorsement	<p>77.5% achievement rate down from 82.6%.</p> <p>National rate 68.3%, D4-7 rate 74.1%.</p> <p>Endorsement rate at 53.5% - up from 47.4%. National rate is 53.3%, D4-7 rate of 47.4%.</p>	<p>81.9% achievement rate up from 77.5%.</p> <p>National rate 64.0%, D4-7 rate 72.4%.</p> <p>Endorsement rate at 47.4% - down from 53.5%. National rate is 51.4%, D4-7 rate of 44.9%.</p>	<p>Level 1 performance increased 4.4% to 81.9%. This was below our goal by 6.1%.</p> <p>This performance was 17.9 above National statistics and 9.5% better than Decile 4-7 schools.</p> <p>Endorsement rates decreased by 6.1% and are below National rates by 4.0% but above Decile 4-7 rates by 2.5%. Endorsement rates are below our target by 2.6%.</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 2023.</p> <p>This group is the most significant concern across the board and will need a lot of support to make up for loss of learning.</p>

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
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Academic Goal 2: To improve the achievement of Priority Learners (Maori and Pasifika students)				
Level 1 Māori - 80%	Level 1 Māori 56.5%	Māori 60.0% up from 56.5% National rate 52.5%, D4-7 rate 58.6%.	Maori goal was not reached by 20% but increased by 3.5% from 2021. Our result was 7.5% above National performance and was 1.4% higher than Decile 4-7.	A concerning outcome that will be addressed in 2023 through specific individual and mentoring of Maori students. 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 2023. There is still an acknowledgement that these priority students need further support.
Pacific Peoples 95%	Pacific Peoples 62.5%	Pacific Peoples 69.2% National rate 55.0%, D4-7 rate 59.6%.	Pacific Peoples outcome was below our goal by 25.8%. Our result was 14.3% above National performance and was 9.6% above 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 2023. There is still an acknowledgement that these priority students need further support.

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
Level 2 Māori – 92% Pasifika – 95%	Level 2 Maori 70.6% Pacific Peoples 91.7%	Maori 89.5% National rate 68.3%, D4-7 rate 78.9%. Pacific Peoples 73.3% National rate 65.9%, D4-7 rate 64.9%.	<p>Maori result was below our goal by 2.5%. However, this result was 25.6% above National performance and was 19.7% above Decile 4-7.</p> <p>Pacific Peoples result was below our goal by 21.7%. Our result was 7.4% above National performance and was 8.5% above Decile 4-7.</p>	<p>There is still an acknowledgement that these priority students need further support.</p> <p>A Maori Achievement Plan is being implemented and launched this year.</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 2023.</p> <p>There is still an acknowledgement that these priority students need further support.</p>
Level 3 Māori – 90% Pasifika – 90%	Level 3 Maori 80% Pacific Peoples 100%	Maori 100% National rate 55.1%, D4-7 rate 55.0%. Pacific Peoples 81.8% National rate 58.7%, D4-7 rate 54.3%.	<p>Maori result was above our goal by 10%. Our result was 44.9% above National performance and was 45.0% above Decile 4-7.</p> <p>Pacific Peoples result was below our goal by 8.2%. Our result was 23.1% above National performance and was 27.5% above Decile 4-7.</p>	<p>Priority learners were at the heart of, and a focus of all the initiatives outlined above.</p> <p>There is still a need to develop an achievement plan to assist priority students in their outcomes.</p> <p>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.</p>

2022 TARGET	BACKGROUND (2024)	OUTCOME	ANALYSIS	COMMENT
Māori Literacy Year 11: 95% achievement.	Level 1 Māori Literacy: 78.3%. National Māori Literacy: 77.7%.	Level 1 Māori Literacy: 85.0%. National Māori Literacy: 73.7%.	Maori L1 Literacy result was below our goal by 10% and was above the National achievement result by 11.3%	Targeted interventions and individualised assistance will continue to be a driving factor. Maori Achievement Plan should assist in this area.
Pasifika Literacy Year 11: 95% achievement.	Level 1 Pacific Peoples Literacy: 81.3%. National Pacific Peoples Literacy: 82.6%.	Level 1 Pacific Peoples Literacy: 92.3%. National Pacific Peoples Literacy: 79.4%.	Pacific Peoples L1 Numeracy – was below our goal by 2.7% and was above the National literacy rates by 12.7%.	Targeted interventions and individualised assistance will be a focus in 2023.
Māori Numeracy Year 11: 94% achievement.	Level 1 Māori Numeracy: 91.3%. National Māori Numeracy: 74.2%.	Level 1 Māori Numeracy: 85.0%. National Māori Numeracy: 70.0%.	Maori L1 Numeracy – below by 9.0% but was above the National achievement by 15.0%	Priority learners were at the heart of, and a focus of all the initiatives outlined above. Overall, pleasing results but work still needed to provide priority students further support.
Pasifika Numeracy Year 11: 92% achievement.	Level 1 Pacific Peoples Numeracy: 75.0%. National Pacific Peoples Numeracy: 80.2%.	Level 1 Pacific Peoples Numeracy: 92.3%. National Pacific Peoples Numeracy: 76.9%.	Pacific Peoples L1 Numeracy – above our goal by 0.3% (there was only 12 students) and above National achievement by 15.4%.	Targeted interventions and individualised assistance will be an ongoing issue in 2022..
Māori UE (Year 13): 50%.	Māori UE: 80%. National Māori UE: 30.3%. Decile 4-7 Māori UE: 31.3%	Māori UE: 50%. National Māori UE: 29.9%. Decile 4-7 Māori UE: 30.1%	Maori UE– met our goal and was significantly above National and decile 4-7 results by 20.1 % and 19.9% respectively.	The cohort in 2021 were excellent, but challenge will need to be addressed in 2022.

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
Pasifika UE (Year 13): 50%.	<p>Pacific Peoples UE: 100%</p> <p>National Pacific Peoples UE: 31.3%.</p> <p>Decile 4-7 Pacific Peoples UE: 34.4%.</p>	<p>Pacific Peoples UE: 27.3%</p> <p>National Pacific Peoples UE: 27.4%.</p> <p>Decile 4-7 Pacific Peoples UE: 22.7%.</p>	<p>Pacific Peoples UE – below the goal by 22.7%. Our result was worse than National results by 0.1% but better than decile 4-7 by 4.5%</p>	<p>While pleasing outcomes, the small numbers can have a profound effect on the results.</p> <p>An area for development for Pacific Peoples students beginning at Year 9.</p>

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
Literacy Goal 2				
To improve the proportion of students gaining NCEA L1 Literacy at 95% in Year 11.	Achievement in 2021 decreased to 89.2%. National 83.4%	Achievement in 2022 increased to 90.5%. National 81.5% Decile 4-7 86.3	Below goal by 4.5% but bettered National achievement by 9.1%.	The ongoing Covid-19 disruption had a significant impact on the outcome.
Numeracy Goal 2				
To lift the proportion of students gaining NCEA L1 Numeracy to 95% in Year 11.	Achievement in 2021 rose to 87.4%. National 82.1%	Achievement in 2022 rose to 93.1%. National 80.5% and Decile 4-7 was 84.4%	Below goal by 1.9% but bettered National achievement by 12.6%.	While not meeting our target, the results and improvement were pleasing considering the challenges of lockdown.

2022 TARGET	BACKGROUND (2024)	OUTCOME	ANALYSIS	COMMENT
Co-curricular Activity Goal 1				
To provide quality experiences and opportunities and support for all students	School roll size # of female students # of male students # of school rep students # of female students representing school # of male students representing school % of students representing school % of female students representing school % of male students representing school	500 212 288 201 102 99 40% 48% 34%	We were successful in providing opportunities for a variety of sports throughout the year, we maintained and even slightly increased participation in some areas. Staff and community involvement also rose.	There are many positives to take from 2022, hopefully those positives will be a constant and we can work on other issues to raise the standard of GC sport.
Provide an environment for the students that's inclusive Attract and retain high calibre coaches through the CIS initiative	The College was successful in providing an inclusive environment for students to thrive and excel if desired. Knowledgeable volunteer coaches provided good quality training along with game day management.			

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
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Co-curricular Activity Goal 2				
To have one public performance Drama per term.	While we had the Senior Drama performance we did not manage to grow the Theatre Sports Team. Unfortunately it went the opposite way.	There were no senior Drama classes so there were not drama performances throughout the year. We did start up drama club which was a success and had a large number of students regularly attending.	Despite the lack of senior Drama classes, Drama Club became a place for those who enjoy drama to be creative. It was really nice to see students from a range of backgrounds, year levels as well as a range of drama experience getting involved.	With the success of Drama Club, I would love to build this in 2023, ideally getting it more student run but also extending it past improv work. It would be great for a small production to come out of this group. Having the Senior Drama class this year will give us more opportunities to perform (play in Term 2). I would like to look at the possibility of having a matinee performance perhaps for the Orchards or Manuka Primary students.

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
To have one public performance in Dance per term.	Other than the Dance Showcase, the goals were met. Unfortunately we went into lockdown the night before the Showcase.	<p>We did not have a performance during Term 1 as Covid was still very prevalent and affected our ability to complete and clean dances to be performance ready. I also made the decision not to have a full dance show case for the same reason. Instead, we did some lunch time showcases for the staff and students which were very successful, and the theatre was almost full for these.</p> <p>Junior Troupe: Vienna Lind & Lorelei Jull Wilson School Dance Group: Vienna Lind & Lorelei Jull Hip Hop Crew: Sophia Aso & Gemma Page Lyrical Dance Troup: Mrs Ogden</p>	<p>Covid played a big factor in our year for 2022. It was difficult to teach and clean dances to be performance and competition ready. The lyrical dance troupe did compete at NSPA Jazz Awards (a competition for dance studios) and received a High Silver (achieving at the same level as some of the studios, despite our dancers not being "trained" dancers).</p> <p>Vienna and Lorelei really got involved in dance this year taking on 2 dance groups. They choreographed a dance for some students from the Wilson School satellite classes. They competed this dance at National Dance Challenge. They also took charge of the Junior Dance Troupe. This group performed at one of the lunchtime dance showcases. With Fredalyn leaving, Sophia and Gemma took on the role as leaders of hip hop crew. This group did not perform in 2022.</p>	<p>The engagement from audiences at lunchtime performances shows the importance of Dance Showcase. I look forward to running a 2 night Dance Showcase in 2023.</p> <p>Dance Groups I would like to have in 2023: Junior Troupe: Vienna Lind & Makayla Claffey Wilson School Dance Group: Vienna Lind Hip Hop Crew: Caryl Elejan Lyrical Dance Troupe: Mrs Ogden Jazz Dance Troupe: Mrs Ogden</p>

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
<ul style="list-style-type: none"> To maintain students' participation in the itinerant music scheme (approx. 40 students). To maintain school-based performance programme including <ul style="list-style-type: none"> 2 assembly performances per term. 2 NCEA assessment concerts. Music Showcase. Senior and Arts prizegiving performances. To showcase music and represent the school through performing at: <ul style="list-style-type: none"> Kaipatiki Sounds Festival Intermediate schools Other local venues such as: library, shopping malls, retirement villages 	<ul style="list-style-type: none"> 39 students enrolled in five music tuition classes. Regular assembly performances maintained in term 1 and 2. NCEA assessment concerts held in May and October with no audience. Open day – theatre performance. Kaipatiki Sounds mentoring and festival performances in May Orchards performance in July <p>Events cancelled in 2021:</p> <ul style="list-style-type: none"> AOPS programme Music Showcase Senior Prize giving in Term 4 Arts Prize giving in Term 4 	<ul style="list-style-type: none"> 38 students enrolled in itinerant music programme Four assembly performances maintained (mostly in Term 1 and 2) Music showcase (Term 3) NCEA assessment concerts held in May and October with no audience Open day – theatre performance (Term 3) Arts & Senior Prize-giving (Term 4) Kaipatiki Sounds Show in Term 3 Glenfield Library performance (Term 2) Concerts for local schools (Term 3) 	<ul style="list-style-type: none"> No Covid impact on the performance programme – no cancellations Good start of the year with a healthy number of enrolments in the tuition scheme – see further comments re tuition. The choir is smaller than expected, but rehearsal routines maintained. Senior music class comprising mostly piano students – lack of instrumental (skill) diversity. High level of student commitment, eg in-school and a community concerts. Unexpected departures of some key musicians (Ivan, Oliver) balance by new participants (Celia, Raven), hence frequent adjustments to the original performance schedule. Low skill level and lack of interest in Music from Year 10 students; promising Year students 	<p>Positives:</p> <ul style="list-style-type: none"> Promising Year 9 cohort with several musically strong and motivate students – signs of a new trend?? An unexpected addition of two senior students with strong musical skills (Celia – voice, Raven – trumpet) give more options in performance programme. Potential for increased in music tutoring, eg Bass class. High level of students' involvement, positive energy and outcome – eg Kaipatiki Sounds, Music Showcase. <p>Negatives:</p> <ul style="list-style-type: none"> A tendency for a casual, light-hearted approach to music tuition – absences, changing minds, quitting. Lack of interest in orchestral instruments, eg brass & woodwind. Wrong subject choices by many new students, particularly at Year 10 level. Choir on decline due to lack of interest and student leadership.

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
Co-curricular Activity Goal 3				
To have groups enter cultural events and move towards gaining awards.	The Kapa Haka rehearsed throughout the year and performed at school events such as the Anzac Day Ceremony. Lockdowns had an impact on visits in the community, such as to the local retirement village.	The Whānau class learned and performed the school Haka written and taught by Matua Andre. Whānau class started to learn waiata within the Whānau class.	Whānau class numbers have increased with a significant amount of time focussed on strengthening Māori cultural identity. Te Whare Tapa Wha (Mason Durie) was linked to cultural identity	A very challenging year of theory vs praxis from an effective cultural pedagogy context. We missed the mark in effectively connecting waiata and culture to student success.

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
Sustainability Goal 1				
Main target: Further raising sustainability awareness and establish a Junior team Long term Target: Extend our Veg garden project and link sustainability to our Curriculum Key focus targets: Maintain and organise the following : Term 1: Community and wellbeing - Maintaining the Veg garden including planting flowers. - Establish a junior team with leaders and run new project - Flax weaving - year 9 Term 2: Our Environment and Community Service Connect with our community and Kaipatiki project Term 3/4 Future Sustainability Extending our Veg garden and make use of the ground beside the green house	Term 1 Connect with the Kaipatiki community Invite a guest speaker Ross Martin - Auckland Council Sustainability Advisor to talk at our school assembly to further raise sustainability awareness and to support our students to connect with their community. Term 2 Maintain and develop our Veg garden and planting more herbs and vegetables in our 3 beds and make a use of the Green house Participating in House Competition and creating Sustainability Quiz Term 2 school holiday and Term 3 Mentoring three Senior students involved in Young Leadership Programme For Sustainability Term 4 planning to Integrate Maori heritage and cultural Art into year 9 and 10 Science curriculum	Our senior team played an important role in encouraging and helping junior students to be engaged and take the lead. Our guest speaker presentation in our school assembly combined with the Sustainability Quiz made for the House Competition played an important role in motivating new junior students to be enrolled and engaged in our projects. A Junior team has been established and run by passionate juniors from year 9. Three seniors got accepted and participated at the Young Leaders Programme for Sustainability New members from different levels got involved with junior numbers increasing from 20% last year to 80% by the end of this year. Despite the hard start of the year with the absences and sicknesses, our winter/summer Veg garden has been maintained and some produce was donated to our community	Student's attendance was one of the main challenges we faced this year - too many sicknesses and absences throughout the year due to Covid and other factors. Time was another challenge, as the majority of our members were involved in Relay for life Term 1 and/or with sports throughout the year - making commitment to our team a big challenge.	Reflection Despite all the challenges we faced this year a Junior Team has been established and will take the lead for next year. Developing and integrating Sustainability topics as a formal unit for year 9 and 10 has helped in raising the awareness of the recycle/reuse/ reduce concepts , particularly among junior students. I hope we could offer this unit/topic at the start of the year rather than term 4 so students can get inspired and enrol in our team from Term 1. Flax weaving project alongside our successful Veg garden and the Enviro group annual assembly presentation have helped in raising more sustainability awareness and motivate many junior students to be engaged and join our team. What next? Aiming to raise sustainability awareness furthermore, this could be done through: - Integrate sustainability education in more depth into our subject curriculum including Senior Science Curriculum and Assessment.

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
<p>Integrating Sustainability into our Science Curriculum-year 9 ,10 and year 13 Biology.</p> <p>Collaborating with staff members to run possible new projects for next year - Maori and Business</p>	<p>Introducing a new project - Flax weaving run by 2 students from my year 9 science class.</p>	<p>Lots of veggies has been growing particularly during term 4</p>		<p>Collaborating with staff members to run possible projects - Maori and Business.</p> <p>This goal couldn't go as planned this year due to multiple factors.</p>

2022 TARGET	BACKGROUND (2021)	OUTCOME	ANALYSIS	COMMENT
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Enrolment Goal				
2022: 115 Year 9	2021: 89 Year 9	2022: 92 Year 9	Another year where enrolments were impacted by Covid and local schools had their own "borders open" .	The close relationship developed between the CoL is reaping benefits with students from local school choosing the local college.



Mission Statement

Glenfield College will provide sporting opportunities that promote student participation in organised sport and will have a focus on encouraging students that are identified as non-participants to be involved in a Sport

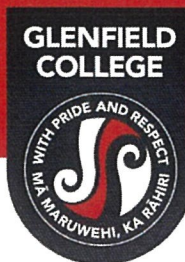
- 1.1 Identify student sporting interests at the start of each year and encourage them to participate in the sports programme as players, coaches, managers and officials.
- 1.2 Survey non-participants in organised sport at the college to identify reasons for non-participation.
- 1.3 Promote and encourage 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 competitions.

The “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 athletes.
- 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 is committed to increasing and maintaining participation across all codes with enjoyment and a positive experience for every student being our main focus.

In 2022 Volleyball was the clearly the most popular sport with our students. Then came Badminton, Netball, Basketball and Hockey. Both Hockey Teams (Boys & Girls) had a strong season in the North Harbour competition, this led to entering a Mixed Team to the North Island Mixed Tournament in Whangarei. Students enjoyed a week away competing against schools from all over the North Island.

Archery and Table Tennis continue to build momentum along with Fencing which has gained a large following. Luckily, we have some great people who work at the school and parents in the community who are passionate and driven to build these sports.

We will continue to offer as many sporting opportunities as possible to keep our students engaged. No matter the size or popularity of a sport, the aim is to always strive to accommodate every young person at GC.

Participation

	2019		2020		2021		2022	
No. 1	Volleyball	67	Volleyball	52	Football	49	Volleyball	80
No. 2	Football	54	Football	42	Badminton	49	Badminton	52
No. 3	Basketball	55	Basketball	40	Volleyball	47	Netball	45
No. 4	Badminton	50	Badminton	38	Netball	39	Basketball	39
No. 5	Netball	38	Netball	37	Basketball	30	Hockey	34

	2019	2020	2021	2022
Teachers	26%	28%	17%	41%
Support Staff	21%	19%	16%	18%

As we can see from the information above, 2022 was a year with minimal disruption which led to increased participation across the school. Teaching staff were also more engaged and involved.

2022 was a massive success and a big step in the right direction, this was made possible by receiving \$12,389.00 for sport from the ministry.

Statement of Compliance with Employment Policy

For the year-ended 31st December 2022, the Glenfield College Board:

- Has development and implements personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Had reviewed its compliance against both its personnel policy and procedures and can report that it meets all its requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.