

GLENFIELD COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 30

Principal: Paul McKinley (Acting Principal, Michelle Cleaver from February 2024).

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	Deceased February 2024
Michelle Cleaver	Acting Principal	Appointed 28 February 2024	Acting Principal	May-24
Donna Kahaki	Presiding Member	Re-elected September 2022	IT Manager	2025
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
Neil Crooks	Parent	Co-opted March 2024	Builder	2025
Karen Kingon	Staff	Elected February 2022	Teacher	2025
Teina Andersson	Student	Elected September 2022	Student	2024

GLENFIELD COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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Glenfield College

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Donna KAHAKI

Full Name of Presiding Member

Michelle Cleaver

Full Name of Acting Principal



Signature of Presiding Member



Signature of Principal

26/6/24

Date:

26.6.24

Date:

Glenfield College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	8,363,565	7,339,932	7,030,376
Locally Raised Funds	3	579,920	524,717	399,727
Interest		68,274	30,000	25,433
Gain on Sale of Property, Plant and Equipment		-	-	3,000
Total Revenue		9,011,759	7,894,649	7,458,536
Expense				
Locally Raised Funds	3	359,881	296,618	262,155
Learning Resources	4	5,357,002	4,687,722	4,392,773
Administration	5	950,927	849,144	760,803
Property	6	2,411,405	2,203,044	2,071,896
Loss on Disposal of Property, Plant and Equipment		1,017	-	555
Total Expense		9,080,232	8,036,528	7,488,182
Net Surplus / (Deficit) for the year		(68,473)	(141,879)	(29,646)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(68,473)	(141,879)	(29,646)

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		2,756,861	2,786,555	2,786,507
Total comprehensive revenue and expense for the year		(68,473)	(141,879)	(29,646)
Equity at 31 December		2,688,388	2,644,676	2,756,861
Accumulated comprehensive revenue and expense		2,688,388	2,644,676	2,756,861
Equity at 31 December		2,688,388	2,644,676	2,756,861

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,360,307	116,748	1,016,347
Accounts Receivable	8	391,829	290,000	343,739
GST Receivable		25,618	10,000	26,068
Prepayments	20	130,287	10,000	19,161
Inventories	9	12,250	10,000	11,800
Investments		973,172	1,428,500	732,522
Funds Receivable for Capital Works Projects	16	87,419	665,472	5,650
		<u>2,980,882</u>	<u>2,530,720</u>	<u>2,155,287</u>
Current Liabilities				
Accounts Payable	12	649,830	407,000	444,124
Revenue Received in Advance	13	205,324	124,450	165,007
Provision for Cyclical Maintenance	14	348,927	69,768	247,588
Finance Lease Liability	15	37,573	20,000	32,370
Funds held for Capital Works Projects	16	637,446	645,472	117,170
		<u>1,879,100</u>	<u>1,266,690</u>	<u>1,006,259</u>
Working Capital Surplus		1,101,782	1,264,030	1,149,028
Non-current Assets				
Property, Plant and Equipment	11	2,038,797	2,002,254	2,089,599
		<u>2,038,797</u>	<u>2,002,254</u>	<u>2,089,599</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	416,550	561,608	416,238
Finance Lease Liability	15	35,641	60,000	65,528
		<u>452,191</u>	<u>621,608</u>	<u>481,766</u>
Net Assets		<u>2,688,388</u>	<u>2,644,676</u>	<u>2,756,861</u>
Equity		<u>2,688,388</u>	<u>2,644,676</u>	<u>2,756,861</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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		2,336,990	2,128,369	1,925,350
Locally Raised Funds		397,325	303,772	340,885
International Students		235,079	198,733	152,169
Goods and Services Tax (net)		434	16,065	(20,012)
Payments to Employees		(1,330,525)	(1,196,455)	(1,071,227)
Payments to Suppliers		(1,320,626)	(1,380,789)	(998,336)
Interest Received		59,378	28,755	20,516
Net cash from/(to) Operating Activities		378,055	98,450	349,345
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		-	(15,130)	3,000
Purchase of Property Plant & Equipment		(201,996)	(143,436)	(308,354)
Sale/(Purchase) of Investments		(240,650)	(695,978)	200,000
Net cash from/(to) Investing Activities		(442,646)	(854,544)	(105,354)
Cash flows from Financing Activities				
Finance Lease Payments		(29,967)	(11,987)	35,190
Funds Held for Capital Works Projects		438,518	(131,518)	177,829
Net cash from/(to) Financing Activities		408,551	(143,505)	213,019
Net increase/(decrease) in cash and cash equivalents		343,960	(899,599)	457,010
Cash and cash equivalents at the beginning of the year	7	1,016,347	1,016,347	559,337
Cash and cash equivalents at the end of the year	7	1,360,307	116,748	1,016,347

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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 2023

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 2023 to 31 December 2023 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.

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

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
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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 surplus or deficit.

The reversal of an impairment loss is recognised in 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 and annual leave earned, by non teaching staff, 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 and hostel students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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 Comprehensive 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, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

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

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	2,323,829	2,090,088	1,979,422
Teachers' Salaries Grants	4,323,906	3,700,000	3,549,574
Use of Land and Buildings Grants	1,715,830	1,549,844	1,501,380
	<u>8,363,565</u>	<u>7,339,932</u>	<u>7,030,376</u>

The school has opted in to the donations scheme for this year. Total amount received was \$85,228 (2022: \$72,300).

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Fees for Extra Curricular Activities	140,685	116,000	127,966
Trading	110,014	116,000	118,169
Fundraising & Community Grants	120,703	40,000	44,970
Other Revenue	37,407	30,000	45,671
International Student Fees	171,111	222,717	62,951
	<u>579,920</u>	<u>524,717</u>	<u>399,727</u>
Expense			
Extra Curricular Activities Costs	180,632	86,000	151,959
Trading	10,863	12,000	13,690
Fundraising and Community Grant Costs	10,698	15,000	9,206
Other Locally Raised Funds Expenditure	-	-	16,357
International Student - Student Recruitment	312	3,000	-
International Students - Marketing Trips	30,029	20,000	-
International Student - Employee Benefits - Salaries	77,621	112,000	48,449
International Student - Other Expenses	49,726	48,618	22,494
	<u>359,881</u>	<u>296,618</u>	<u>262,155</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>220,039</u>	<u>228,099</u>	<u>137,572</u>

During the year, the School hosted 25 International students (2022: 3).

There were 3 international marketing trips in the year. The Principal attended an international student conference in Perth and visited schools and presented to Educational Agencies in Shanghai. A Deputy Principal attended an international conference in Beijing. The purpose of all 3 trips was to attract international students to Glenfield College, which is demonstrated by the large increase in student numbers this year post COVID-19. All 3 marketing trips were funded by international student fees.

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	237,623	311,122	196,656
Information and Communication Technology	60,838	57,000	50,122
Library Resources	56,889	42,000	37,724
Employee Benefits - Salaries	4,690,463	3,968,000	3,852,067
Staff Development	54,123	69,600	29,841
Depreciation	257,066	240,000	226,363
	<u>5,357,002</u>	<u>4,687,722</u>	<u>4,392,773</u>

Included within staff development were costs totalling \$9,930 associated with the Principal attending the Harvard Leadership Programme in Sydney in January 2023.

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	13,157	13,152	12,774
Board Fees	3,935	4,500	3,515
Board Expenses	11,073	9,500	7,264
Communication	23,988	22,000	19,378
Consumables	2,531	11,000	6,094
Operating Leases	8,861	8,000	6,694
Legal Fees	1,350	25,000	18,500
Other	68,442	80,992	39,550
Employee Benefits - Salaries	782,392	661,500	621,183
Insurance	17,698	8,500	13,051
Service Providers, Contractors and Consultancy	17,500	5,000	12,800
	<u>950,927</u>	<u>849,144</u>	<u>760,803</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	23,658	28,000	22,927
Consultancy and Contract Services	134,812	133,380	133,770
Cyclical Maintenance	164,931	100,000	103,428
Grounds	37,040	38,700	55,759
Heat, Light and Water	144,821	138,000	117,782
Rates	61	120	123
Repairs and Maintenance	64,666	49,000	41,204
Use of Land and Buildings	1,715,830	1,549,844	1,501,380
Security	3,386	2,000	1,287
Employee Benefits - Salaries	122,200	164,000	94,236
	<u>2,411,405</u>	<u>2,203,044</u>	<u>2,071,896</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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Bank Accounts	\$ 259,403	\$ 950	\$ 407,347
Short-term Bank Deposits	1,100,904	115,798	609,000
Cash and cash equivalents for Statement of Cash Flows	<u>1,360,307</u>	<u>116,748</u>	<u>1,016,347</u>

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

Of the \$1,360,307 Cash and Cash Equivalents, \$637,466 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 2024 on Crown owned school buildings.

Of the \$1,360,307 Cash and Cash Equivalents, \$4,526 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Receivables	\$ 6,652	\$ 5,000	\$ 3,001
Interest Receivable	17,653	10,000	8,755
Banking Staffing Underuse	-	-	28,979
Teacher Salaries Grant Receivable	367,524	275,000	303,004
	<u>391,829</u>	<u>290,000</u>	<u>343,739</u>
Receivables from Exchange Transactions	24,305	15,000	11,756
Receivables from Non-Exchange Transactions	367,524	275,000	331,983
	<u>391,829</u>	<u>290,000</u>	<u>343,739</u>

9. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
School Uniforms	\$ 12,250	\$ 10,000	\$ 11,800
	<u>12,250</u>	<u>10,000</u>	<u>11,800</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	973,172	1,428,500	732,522
Total Investments	<u>973,172</u>	<u>1,428,500</u>	<u>732,522</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	1,313,440	-	-	-	(82,847)	1,230,593
Building Improvements	149,299	2,219	-	-	(5,896)	145,622
Furniture and Equipment	265,262	73,379	(863)	-	(44,194)	293,584
Information and Communication Technology	143,461	118,017	(154)	-	(71,107)	190,217
Motor Vehicles	112,683	-	-	-	(19,603)	93,080
Leased Assets	77,865	8,661	-	-	(29,872)	56,654
Library Resources	27,589	5,005	-	-	(3,547)	29,047
Balance at 31 December 2023	2,089,599	207,281	(1,017)	-	(257,066)	2,038,797

The net carrying value of motor vehicles held under a finance lease is \$7,485 (2022: \$12,768).

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	2,709,592	(1,478,999)	1,230,593	2,709,592	(1,396,152)	1,313,440
Building Improvements	203,642	(58,021)	145,621	201,424	(52,125)	149,299
Furniture and Equipment	1,576,933	(1,283,348)	293,585	1,522,149	(1,256,887)	265,262
Information and Communication Technology	980,676	(790,459)	190,217	898,896	(755,435)	143,461
Motor Vehicles	221,927	(128,847)	93,080	221,927	(109,244)	112,683
Leased Assets	112,143	(55,489)	56,654	106,860	(28,995)	77,865
Library Resources	167,868	(138,821)	29,047	167,082	(139,493)	27,589
Balance at 31 December 2023	5,972,781	(3,933,984)	2,038,797	5,827,930	(3,738,331)	2,089,599

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	212,495	82,000	93,783
Accruals	29,611	19,000	25,382
Employee Entitlements - Salaries	367,524	275,000	303,004
Employee Entitlements - Leave Accrual	40,200	31,000	21,955
	<u>649,830</u>	<u>407,000</u>	<u>444,124</u>
Payables for Exchange Transactions	649,830	407,000	444,124
Payables for Non-exchange Transactions - Other	-	-	-
	<u>649,830</u>	<u>407,000</u>	<u>444,124</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	4,526	-	20,344
International Student Fees in Advance	143,565	60,000	98,522
Homestay Fees in Advance	45,587	41,200	26,662
Other revenue in Advance	11,646	23,250	19,479
	<u>205,324</u>	<u>124,450</u>	<u>165,007</u>

14. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	663,826	663,826	561,608
Increase to the Provision During the Year	164,931	100,000	103,428
Use of the Provision During the Year	(63,280)	(132,450)	(1,210)
Provision at the End of the Year	<u>765,477</u>	<u>631,376</u>	<u>663,826</u>
Cyclical Maintenance - Current	348,927	69,768	247,588
Cyclical Maintenance - Non current	416,550	561,608	416,238
	<u>765,477</u>	<u>631,376</u>	<u>663,826</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	37,573	20,000	32,370
Later than One Year and no Later than Five Years	35,641	60,000	65,528
Later than Five Years	-	-	-
	<u>73,214</u>	<u>80,000</u>	<u>97,898</u>
Represented by			
Finance lease liability - Current	37,573	20,000	32,370
Finance lease liability - Non current	35,641	60,000	65,528
	<u>73,214</u>	<u>80,000</u>	<u>97,898</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.

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Staffroom Changing Rooms	<i>Completed</i>	8,021	23,433	(31,444)	(10)	-
2021/22 Roofing project	<i>In Progress</i>	106,169	-	(43,210)	-	62,959
SIP - Library Landscaping	<i>Completed</i>	2,980	9,151	(12,131)	-	-
Library Reclad	<i>In Progress</i>	(5,650)	728,232	(162,515)	-	560,067
Gymnasium Refurbishment	<i>In Progress</i>	-	-	(24,710)	-	(24,710)
B-Block Upgrade	<i>In Progress</i>	-	-	(38,684)	-	(38,684)
C-Block Carpet and wall coverings	<i>In Progress</i>	-	48,876	(34,456)	-	14,420
D-Block Rationalisation	<i>In Progress</i>	-	-	(2,119)	-	(2,119)
P2 Rationalisation	<i>In Progress</i>	-	-	(534)	-	(534)
Flooding claim	<i>Completed</i>	-	-	(21,372)	-	(21,372)
Totals		<u>111,520</u>	<u>809,692</u>	<u>(371,175)</u>	<u>(10)</u>	<u>550,027</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	637,446
Funds Receivable from the Ministry of Education	(87,419)

	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		<u>(66,311)</u>	<u>776,990</u>	<u>(599,159)</u>	<u>-</u>	<u>111,520</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	117,170
Funds Receivable from the Ministry of Education	(5,650)



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.

	2023 Actual \$	2022 Actual \$
Board Members Remuneration	3,935	3,515
Leadership Team Remuneration Full-time equivalent members	611,495 4	528,093 4
Total key management personnel remuneration	615,430	531,608

There are 8 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (2 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member 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 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	170 - 180
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	2023 FTE Number	2022 FTE Number
100 - 110	9.00	6.00
110 - 120	8.00	1.00
120 - 130	4.00	3.00
130 - 140	1.00	0.00
	22.00	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:

	2023 Actual	2022 Actual
Total	-	\$18,500
Number of People	-	1

20. Contingencies

An employee had work hours reduced in 2020 as a direct result of COVID-19. The school followed all correct procedures and protocols and the employee later resigned. The employee took legal action against the school and a hearing was held in September 2022. During the year ended 31 December 2023, a determination was made by the Employment Court of New Zealand and the school was ordered to pay \$87,490. The Board of Trustees have challenged this decision and paid the funds into a holding account at the Employment Court of New Zealand. The amount of \$87,490 has been included in the year end financial statements within prepayments. The case is expected to be finalised late 2024. (2022: As at 31 December 2022, in regard to the legal action by an employee referred, above the school's position was that they are confident they will win, however the school estimates that there would potentially be up to \$25,000 of costs that the school incurs in order to settle the dispute which has been included in the 2023 budget.)

Additional funding wash up payment:

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' 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 2023. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is [confirmed/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 2024

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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$514,247 (2022:\$52,975) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining
	\$	\$	\$
Library re clad	555,556	168,165	387,391
Gym refurbishment	91,610	24,710	66,900
B-Block	98,640	38,684	59,956
Total	745,806	231,559	514,247

22. Financial Instruments

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,360,307	116,748	1,016,347
Receivables	391,829	290,000	343,739
Investments - Term Deposits	973,172	1,428,500	732,522
Total financial assets measured at amortised cost	<u>2,725,308</u>	<u>1,835,248</u>	<u>2,092,608</u>
Financial liabilities measured at amortised cost			
Payables	649,830	407,000	444,124
Finance Leases	73,214	80,000	97,898
Total financial liabilities measured at amortised cost	<u>723,044</u>	<u>487,000</u>	<u>542,022</u>

23. Events After Balance Date

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

(2022: 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).

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 REPORTMain +64 9 303 4586
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www.crowe.nz**TO THE READERS OF GLENFIELD COLLEGE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Glenfield College. 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 19, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 2 July 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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 arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Strategic Goals for 2023 and Analysis of Variance, Statement of Compliance with Employment Policy, and Kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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



STRATEGIC GOALS
FOR 2023

ANALYSIS OF VARIANCE

belong strive succeed

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
Academic Goal 1: Improvement in academic achievement at all levels				
Y13 L3 achievement will be 95% with 25% endorsement.	<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%. National rate is 41.2% and D4-7 32.98%.</i></p>	<p>Year level achievement was 83.1% - This was down from the previous year, 92.9%.</p> <p>National rate was 66.2% and EQI group rate was 68.3%.</p> <p><i>The endorsement rate was 33.8% in 2023, up from 23.1%. National rate is 39.7% and EQI band 34.4%.</i></p>	<p>Level 3 performance decreased by 9.8% to 83.1%. This below our goal by 11.9%.</p> <p>This performance was 16.9% above National statistics and 14.8% better than similar EQI band schools.</p> <p>Endorsement rates increased by 10.7% and are below National rates by 5.9% and below EQI band rates by 0.6%.</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 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 attainment was 46.1%. This was down from 47.1% in 2022, compared to 46.6% for our EQI band and 47.2% nationally.</p>	<p>UE performance decreased by 1.0%.</p> <p>This performance was 1.1% below National statistics and 0.5% below our EQI band.</p>	<p>UE is a constant work-on goal for our community and the college.</p>
Leavers Achievement (equivalent) achievement will be 85% L2 [and non NQF equivalent]	<p><i>88.2% saw a decrease of 5.1%</i></p>	<p><i>84.4% saw a decrease of 3.8%</i></p>	<p>A decrease of 3.8% to miss our goal by 0.6%. 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>

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
Y12 L2 (equivalent) achievement will be 95% with 45% endorsement	<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>82.3% achievement rate up from 82.2%.</p> <p>National rate was 72.2% and EQI band rate was 76.5%.</p> <p>Endorsement rate of 24.3% a fall from 33.0%. National rate is 38.6%, EQI band schools is 32.4%.</p>	<p>Level 2 performance increased by 0.1% to 82.3%. This was below our goal by 12.7%.</p> <p>This performance was 10.1% above National statistics and 5.8% above the EQI band schools.</p> <p>Endorsement rates decreased by 8.7%, below our target by 20.7%. They are below National rate by 14.3% and below the EQI band by 8.1%.</p>	<p>While not reaching our goal, these are strong results comparative to EQI & National rates.</p>
Y11 L1 (equivalent) achievement will be 88% with 50% endorsement	<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>72.3% achievement rate down from 81.9%.</p> <p>National rate 60.0%, EQI band rate 64.7%.</p> <p>Endorsement rate at 45.3% - down from 47.4%. National rate is 48.9%, EQI band rate of 43.4%.</p>	<p>Level 1 performance decreased 9.6% to 72.3%. This was below our goal by 15.7%.</p> <p>This performance was 12.3% above National statistics and 7.6% better than EQI band schools.</p> <p>Endorsement rates decreased by 2.1% and are below National rates by 3.6% but above EQI band rates by 1.9%. Endorsement rates are below our target by 4.7%.</p>	<p>Level 1 appears to have been most impacted in the last three years..</p> <p>Endorsements are a concern and lack of engagement due to wellbeing will be a focus in 2023.</p> <p>The first year of non-derived grades had an impact on all results.</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>

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
<p>Level 2</p> <p>Māori – 92%</p> <p>Pasifika – 95%</p>	<p>Level 2</p> <p>Maori 89.5% National rate 68.3%, D4-7 rate 78.9%</p> <p>Pacific Peoples 73.3% National rate 65.9%, D4-7 rate 64.9%</p>	<p>Maori 86.7% National rate 63.3%, EQI band rate 68.2%.</p> <p>Pacific Peoples 81.8% National rate 63.0%, EQI band rate 67.7%.</p>	<p>Maori result was below our goal by 5.3%. However, this result was 23.4% above National performance and was 18.5% above EQI band.</p> <p>Pacific Peoples result was below our goal by 13.2%. Our result was 18.8% above National performance and was 14.1% above EQI band.</p>	<p>A Maori Achievement Plan is being revised for 2024..</p> <p>Excellent academic tracking and mentoring is leading to good outcomes.</p>
<p>Level 3</p> <p>Māori – 90%</p> <p>Pasifika – 90%</p>	<p>Level 3</p> <p>Maori 100% National rate 55.1%, D4-7 rate 55.0%</p> <p>Pacific Peoples 81.8% National rate 58.7%, D4-7 rate 54.3%</p>	<p>Maori 90.9% National rate 54.8%, EQI band rate 58.2%</p> <p>Pacific Peoples 72.7% National rate 58.1%, EQI band rate 58.6%.</p>	<p>Maori result was above our goal by 0.9%. Our result was 36.1% above National performance and was 32.7% above EQI band.</p> <p>Pacific Peoples result was below our goal by 17.3%. Our result was 14.6% above National performance and was 14.1% above EQI band.</p>	<p>Glenfield College is progressing well in meeting the needs of our community.</p>

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
<i>Māori Literacy Year 11: 95% achievement.</i>	<p>Level 1 Māori Literacy: 85.0%.</p> <p>National Māori Literacy: 73.7%.</p>	<p>Level 1 Māori Literacy: 72.7%.</p> <p>National Māori Literacy: 75.3%.</p>	Maori L1 Literacy result was below our goal by 22.3% and was below the National achievement result by 2.6%	Further work is need ed in this area. Literacy is an ongoing school-wide focus.
<i>Pacific Peoples Literacy Year 11: 95% achievement.</i>	<p>Level 1 Pacific Peoples Literacy: 92.3%.</p> <p>National Pacific Peoples Literacy: 79.4%.</p>	<p>Level 1 Pacific Peoples Literacy: 73.7%.</p> <p>National Pacific Peoples Literacy: 80.1%.</p>	Pacific Peoples L1 Numeracy – was below our goal by 21.3% and was below the National literacy rates by 6.4%.	Further work is need ed in this area. Literacy is an ongoing school-wide focus
<i>Māori Numeracy Year 11: 94% achievement.</i>	<p>Level 1 Māori Numeracy: 85.0%.</p> <p>National Māori Numeracy: 70.0%.</p>	<p>Level 1 Māori Numeracy: 59.1%.</p> <p>National Māori Numeracy: 70.8%.</p>	Maori L1 Numeracy – below by 34.9% and was below the National achievement by 11.7%	Reading Plus and Writers’ Toolbox PD – school-wide programme in 2024
<i>Pacific Peoples Numeracy Year 11: 92% achievement</i>	<p>Level 1 Pacific Peoples Numeracy: 92.3%.</p> <p>National Pacific Peoples Numeracy: 76.9%.</p>	<p>Level 1 Pacific Peoples Numeracy: 68.4%.</p> <p>National Pacific Peoples Numeracy: 78.0%.</p>	Pacific Peoples L1 Numeracy – below our goal by 23.6% (there was only 14 students) and below National achievement by 9.6%.	Targeted interventions and individualised assistance will be an ongoing issue
<i>Māori UE (Year 13): 50%.</i>	<p>Māori UE: 50%</p> <p>National Māori UE: 29.9%.</p> <p>Decile 4-7 Māori UE: 30.1%</p>	<p>Māori UE: 45.5%</p> <p>National Māori UE: 28.5%.</p> <p>EQI band Māori UE: 30.5%</p>	Maori UE– below our goal by 4.5% but were significantly above National and EQI band results by 17.0 % and 15% respectively.	Pleasing results from the cohort.

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
<p><i>Pacific Peoples UE (Year 13):</i> 50%.</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: 36.4%</p> <p>National Pacific Peoples UE: 32.9%.</p> <p>EQI band Pacific Peoples UE: 25.7%.</p>	<p>Pacific Peoples UE – below the goal by 13.6%. Our result was better than National results by 3.5% and better than EQI band by 10.7%</p>	<p>Pleasing results from the cohort.</p>

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
Literacy Goal 2				
<i>To improve the proportion of students gaining NCEA L1 Literacy at 95% in Year 11</i>	Achievement in 2022 increased to 90.5%. National 81.5% Decile 4-7 86.3	Achievement in 2023 decreased to 84.9%. National 82.4% EQI band 87.1	Below goal by 10.1% but bettered National achievement by 2.5%.	An ongoing focus for the college.
Numeracy Goal 2				
<i>To lift the proportion of students gaining NCEA L1 Numeracy to 95%.</i>	Achievement in 2022 rose to 93.1%. National 80.5% and Decile 4-7 was 84.4%	Achievement in 2022 fell to 81.5%. National 81.5% and EQI band was 85.3%	Below goal by 13.5% but equalled National achievement.	Numeracy and literacy continue to provide challenges for all schools.

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
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Co-curricular Activity Goal 1				
<p>Maintain and fine tune every aspect of sport that has worked well in 2023. Increase opportunity to a wide range of not just sport, but active recreation.</p>	<p>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.</p>	<p>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.</p>	<p>Numbers and engagement of students were better than expected. A small number of students had issues with commitment which is something the college needs to work on, not just within sport.</p>	<p>There are many positives to take from 2023, hopefully those positives will be a constant and we can work on other issues to raise the standard of GC sport.</p>

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
Co-curricular Activity Goal 2				
<p><i>To have one public performance Drama per term</i></p>	<p>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.</p>	<p>With the return of Senior Drama, we were able to host our first full play production since 2019. We received positive feedback from this performance with the Play write attending night one of the performance. We did start up drama club which was a success and had a large number of students regularly attending.</p>	<p>Drama club remained 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. The positive engagement from students meant that I was able to hand over leadership of this group to two year 11 students, Jess Dickson and Kobe Puketapu.</p>	<p>Drama Club has grown and developed over its short 2 year life. Under the leadership of Kobe and Jess I would like to see it develop into something more than a theatre sports group. With the addition of Jen Spencer-Bates to the Drama department we are looking at taking some of the Drama Club students to compete at Sheilah Winn Shakespeare Competition.</p> <p>I would also like to arrange for the senior Drama students to do a workshop at Windyridge Primary school during term 2.</p> <p>Having 2 senior Drama Classes also gives us the opportunity to engage with the Kaipātiki Kahui Ako and will invite a primary school to a matinee performance of the level 1 Drama Performance. The senior Drama will be a little too mature for a primary school audience.</p>

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
<p><i>To have one public performance in Dance per term.</i></p>	<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 had less of an impact on our school year in 2023 which gave us more opportunities to actively engage in cocurricular dance. The highlight of the year was definitely having our first Dance Showcase since 2019. Both nights of Dance Showcase were highly attended and we hosted a matinee performance for our year 10 students as well as some students from Windy Ridge Primary.</p>	<p>2023 seemed to feel like there was some sort of normality back. It was pleasing to see Makayla Claffey embrace her role as dance leader working with Vienna Lind to choreograph and teach both the junior school and the Wilson School dance troupe. The relationship built with the Wilson School and our dance community has been so nice to see and I look forward to seeing what our Karly and Jess can offer these students. Jazz Troupe, Lyrical Troupe, Hip Hop Crew and Wilson School all competed at National Dance Challenge, all troupes achieving high results especially when considering most the students in the other school's troupes are clearly trained dancers.</p>	<p>Reminder that we need to continue engaging with the Kaipātiki Kahui Ako and will invite Windyridge and potentially Manuka back again this year for another matinee performance.</p> <p>I would also like to arrange for the senior Dance students to do a workshop at Windyridge Primary school during term 2.</p>

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
<ul style="list-style-type: none"> • <i>To have 40 students involve in itinerant Music.</i> • <i>2-3 Assembly performances per week.</i> • <i>2 Concerts at Music assessment evening.</i> • <i>Concerts at Music Prize-giving.</i> • <i>Concerts at local retirement village.</i> <i>Concerts for local intermediate schools</i> 	<ul style="list-style-type: none"> • 38 students involved in itinerant music programme • 4 assembly performances throughout the year (mostly terms 1-2) • NCEA assessment concerts during school time without an audience • Music showcase (term 3) • Open day performance (term 3) • Arts & Senior prize giving • Kaipatiki Sounds show (term 3) • Glenfield library performance (term 2) Concerts for local intermediate schools (term 3) 	<ul style="list-style-type: none"> • 36 students were involved in the itinerant music programme • A frequency of assembly performances was maintained usually 2 per term • NCEA performance assessment concerts were held during school time to reduce stress of performing publicly • Music showcase held in term 3 • Open day performance (term 3) • Arts & Senior prize giving • Kaipatiki Sounds show (term 3) • Glenfield library performance (term 2) • Concerts for local intermediate schools (term 3) 	<ul style="list-style-type: none"> • Music tuition – not very popular amongst Yr9 students, some tend to quit after a few lessons, little interest in the wind/brass instruments (too hard) • Choir singing abandoned in 2023 due to lack of student leadership and overall interest in group singing • Senior music classes successful – students motivated and committed to school and community music • Kaipatiki Sounds show a great vehicle to showcase GC music talents • High level of participation in the school music showcase • Lack of music skills and interest in long-term music learning in Yr9 cohort • Little impact/involvement of international students 	<ul style="list-style-type: none"> • Music tuition likely to grow due to increase in the school population • Choir/group singing to be reactivated in 2024 – support from the Filipino community expected • The school and community performance programme to be maintained in 2024 • Focus on new L1 AS to build confidence and skills to achieve success • Positive outcomes from external exams reflect successful and effective learning of Music • A need to re-develop junior curriculum to cater for greater diversification of skills and interests

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
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Co-curricular Activity Goal 3				
<i>To have groups enter cultural events and move towards gaining awards.</i>	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.			Whaea Awhina Mikaere joined the school in 2023. She will contribute to this analysis in 2024.

2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
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Sustainability Goal 1

<p>Extend our projects this year and have junior students on board.</p> <p>Provide students with more leadership opportunities</p> <p>Reintroduce Water testing project.</p> <p>Link Sustainability-recycling with Business, art and Fashion, food production and to help people in our community.</p> <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>Our senior team played an important role in encouraging and helping junior students to be engaged and take the lead.</p> <p>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.</p> <p>A Junior team has been established and run by passionate juniors from year 9.</p> <p>Three seniors got accepted and participated at the Young Leaders Programme for Sustainability</p> <p>New members from different levels got involved with junior numbers increasing from 20% last year to 80% by the end of this year.</p> <p>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</p>	<p>The teacher with responsibility for Sustainability left at the beginning of 2023 therefore the programme was discontinued until a new lead teacher can be found.</p>		
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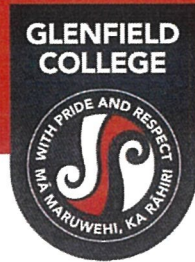
2023 TARGET	BACKGROUND (2022)	OUTCOME	ANALYSIS	COMMENT
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Enrolment Goal				
2023: 110 Year 9	2022: 92 Year 9	2023: 134 Year 9	It is pleasing that the enrolments are increasing year upon year.	The close relationship developed between the CoL is reaping benefits with students from local school choosing the local college.

Statement of Compliance with Employment Policy

For the Year Ended 31 December 2023, the Glenfield College Board:

- a) Developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of
- b) Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and
- c) Is a good employer and complies with the conditions in the employment contracts of all staff employed by the Board.
- d) Ensures all employees and applicants for employment are treated in accordance to their skills, qualifications and abilities, without bias
- e) Meets all Equal Employment Opportunities requirements.



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 2023 Volleyball was again the most popular sport with our students, and the same pattern was followed with Badminton our second most popular. Football came back into the top five with the addition of the option for our junior students. Netball and Basketball finishing 2023 in fourth and fifth.

Sports such as, Archery, Fencing, Tennis, Touch, Cheerleading and Table Tennis continue to build momentum and interest.

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

	2020		2021		2022		2023	
No. 1	Volleyball	52	Football	49	Volleyball	80	Volleyball	69
No. 2	Football	42	Badminton	49	Badminton	52	Badminton	59
No. 3	Basketball	40	Volleyball	47	Netball	45	Football	39
No. 4	Badminton	38	Netball	39	Basketball	39	Netball	35
No. 5	Netball	37	Basketball	30	Hockey	34	Basketball	34

	2020	2021	2022	2023
Teachers	28%	17%	41%	22%
Support Staff	19%	16%	18%	44%

As we can see from the information above, 2023 was another year with minimal disruption which led to increased participation across the school. Support staff were a big part of Sport at GC in 2023.

2023 was a success with new options for sport added and another step in the right direction, this was made possible by receiving \$14,820.00 for sport from the ministry.