



AUCKLAND
GRAMMAR SCHOOL

**ANNUAL REPORT OF THE
SCHOOL BOARD &
ANNUAL FINANCIAL REPORT**

YEAR ENDED DECEMBER 2022



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Auckland Grammar School Board

Designation	Name	Qualification
Chair:	G.M Sandelin	BA, LLB
Deputy Chair:	M.R Malpass	MBA, BE (Hons), NZCE (mech)
Board Members:	B. Dickson	BBS (Completed term August 2022)
	G.R Graham	BCom, ACA
	R.D Hamilton	BCom, BSc (Completed term August 2022)
	S. Holdaway	BA (Hons), MA, PhD (Appointed January 2022)
	G. Jayaram	BCA, MBA (Resigned May 2022)
	J. King	BA, BCom (Appointed January 2022)
	K.T Lotu-liga	BCom, LLB (Completed term August 2022)
	K. Russell-Smith	CA, BCom, DipGrad
	G.A Trethewey	LLB (Hons), BRP (Appointed May 2022)
	N.N Wang	MCom (Appointed January 2022)
	D.W Wong	LLB (Hons), BCA (Appointed September 2022)
Headmaster:	T.M O'Connor	BEd
Staff Member on Board:	F.L Hay-Mackenzie	MA (Hons), LLB
Student Representative	A.J.R. Stevens	(From March - September 2022)



Directory

Ministry Number	54
Chair:	G M Sandelin BA, LLB
Headmaster:	T M O'Connor BEd
Board Secretary:	H M Hall Reidy BEd
Auditors:	Crowe New Zealand Audit Partnership PO Box 158, Shortland Street, Auckland 1140
Solicitors:	Simpson Grierson Private Bag 92518 Auckland 1141
Bankers:	ASB Bank Ltd PO Box 1961 Auckland Bank of New Zealand Ltd 80 Queen Street Auckland
Location:	Auckland Grammar School 55-85 Mountain Road Epsom
Postal Address:	Private Bag 99 930 Newmarket 1149
Telephone:	+64 9 623 5400
Facsimile:	+64 9 623 5401
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Statement of Responsibility for the year ended 31 December 2022

The Board of Trustees has pleasure in presenting the annual report of Auckland Grammar School incorporating the financial statements and the auditor's report, 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 statements.

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

In the opinion of the Board and management, the annual financial statements for the financial year ended December 2022 fairly reflect the financial position and operations of the School.

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

Mark Sandelin

BOARD CHAIRPERSON
Date: 27 November 2023

Timothy Martin O'Connor

HEADMASTER
Date: 27 November 2023



Headmaster's Report

I ROLL

The School roll on 1 March 2022 was 2597 students, including 82 International students. The School managed the roll throughout the year to maintain a stable School environment.

The form level totals at 1 March were as follows:

Year	Domestic	International	Total:
Form 3	520	7	527
Form 4	544	7	551
Form 5	511	16	527
Form 6	511	19	530
Form 7	426	36	462
TOTAL:	2512	85	2597

II STAFFING

At the beginning of the year we welcomed the following new teachers to Auckland Grammar School:

Name	Qualification	Subject
Sam Adam	BCom MTchgLn	Accounting/ Economics
Faith Broadbent	BA	Geography
Christina Hahm	B Mus	Music
Martin Kerr	BA BCom LLB	English
Vijay Kosna	MSc	Biology/Science
Vikashni Lal	BCom Dip Bus	Commerce
Nicola Leiseder	MA	History
Sally Mountfort	BFA MTchgLn	Art
Tom Overbury	BSc (Hons) BSpEx	Physical Education
Josh Potaka	BSc	Biology/Maori
Amir Razjou	BSc	Mathematics
Willie Rickards	BSpEx	Maori/Physical Education
Lauren Sweeney	BSc	Mathematics
James Zhu	MSc	Physics/Science

At the beginning of the year we welcomed back the following teachers from leave:

Name	Qualification	Subject
Irina Itriyeva	MA	English
Rachel Lory	BA	English
Thomas Kensington	BA	English

We welcomed the following new Support Staff members at the beginning of the year:

Name	Qualification	Subject
Tayla Curry	BCom	Events Assistant & Administrator
Theon Ng	BSc PGDipConsTh	Counsellor
Adam Sawyer	BA	Teacher Aide
TeAwhina Tibble	BHSc	Teacher Aide

During the year we welcomed the following teachers:

Name	Qualification	Subject
Ryan Anderson	BE	Commerce
Margaret Beresford	PhD	English
Julian Brosnahan	BA (Hons)	History
Cameron Carter	BAS	Technology
Cristina Da Silva	BA Dip ESOL	Spanish

Emma Grimwood	BSc (Hons)	Chemistry
Daniel Jes	BE MBA	Mathematics
Harjit Kler	BA	English
Deane McEntee	BSc	Biology/Science
Shoruban Pasupati	BBS	Commerce/ Physical Education
Ben Richardson	BPhEd (Hons)	Physical Education/ Head of Sport

During the year we welcomed the following Support Staff:

Name	Qualification	Position
Kirsten Davidson	MSc	Database Officer
Nicky Donoghue	BA	Director Enrolment
Qiao Hao		Laboratory Technician
Annette Keogh	PhD MLIS	Director of Library
Danni Li	MCom CA	Finance Manager
James Nguyen		Maintenance
Tania Pavlenko	BA	Assistant Physics Accounts Payable Administrator
Rachel Pereria	BBus	Property Assistant
Tobias Rudkin	BSc (Hons)	Head Rowing Coach
Justis Whitehead	BPhEd	Teacher Aide
Elke Wright	BA	Teacher Aide
Irma Wolfkamp		Teacher Aide

Masters who left during the year included:

Name	Qualification	Subject
Cristina Da Silva	BA Dio ESOL	Spanish
Martin Kerr	BA BCom LLB	English
Jin Woo Lee	BSc	Chemistry
Daniel Mellor	BA	Technology
Mika Taito	BA	HOF Student Services

Support Staff who left during the year included:

Name	Position
Christie Bakker	Teacher Aide
Val Berry	Director of Enrolment
Tessa Boyd	Teacher Aide
Charlotte Deleporte	Language Assistant
Momo Ding	International Student Administrator
Terry Gruijters	Laboratory Technician
Jina Kim	International Student Liaison
Meena Kumari	Finance Manager
Hasnain Merchant	Accountant
Jackie McCormick	Director of Library
Theon Ng	Counsellor
Misook Rylev	International Relationship Manager
Mercedes Sanchez Martin	Language Assistant
Lulul Shaik	Teacher Aide
Mia Yu	International Student Liaison

Staff on leave of absence:

Name	Position
Rosaria Campbell	Head of French
Mark Paton	Head of Geography
Rachel Taylor	History - Terms 3 and 4



Teachers Awarded Sabbaticals in 2022:
Michael Ferguson Term 4

Masters leaving at the end of year:

Emma Grimwood has been a teacher of Chemistry at Auckland Grammar School since July 2022. Over the past 2 terms Mrs Grimwood has taught junior Science, and Chemistry; Pre-Q, NCEA and Cambridge A Level.

Mrs Grimwood leaves the School to accept the Head of Chemistry role at Northcote College.

Sally Mountford joined the Auckland Grammar School staff as an Art teacher in January this year. She has taught junior Art and has specialised in the teaching of photography in the senior school across the dual qualification pathway.

Miss Mountford has assisted with the management of the U15 Hockey team throughout 2022.

Miss Mountford leaves Auckland Grammar School to move to Wellington where she will teach at St Mary's College.

Scott Wong began teaching Mathematics at Auckland Grammar School in January 2020. He has taught junior Mathematics, Pre-Q in Form 5 and AS Mathematics, within the Cambridge pathway.

He contributed to the extracurricular life of the School by coaching junior football and junior cricket.

Mr Wong leaves Auckland Grammar School to return to the private sector as a Data Analyst, using his background in Mathematics and finance.

Montse Tremoleda started at Auckland Grammar School as a part-time teacher of Spanish in January 2018. Throughout her 5 years she has taught a range of junior Spanish classes, along with NCEA and Cambridge classes.

In an extracurricular sense, Mrs Tremoleda has run the Spanish Film Club and assisted with the most recent curriculum related international tour to Spain.

Mrs Tremoleda leaves Auckland Grammar School to accept a full-time teaching position at Auckland Diocesan School for Girls.

Kevin Jacobs has been a teacher of Technology from the start of 2017. He is an experienced teacher who provided the School with 6 years of loyal service. He has taught Technology in the junior School and is a specialist teacher of graphics in Pre-Q, NCEA and Cambridge pathways.

Mr Jacobs accepted additional responsibility as the Assistant Head of Technology in 2018 and since, has been responsible for Cambridge Product Design and Graphics as well as NCEA Graphics and Industrial Design. He has also chaired the Cambridge Schools Technology Forum.

He has contributed to the wider life of the School through his roles coaching squash and archery throughout his tenure. Mr Jacobs assisted the management of sporting programmes as Master in Charge of Archery in 2018 and Master in Charge of Squash throughout 2022. Mr Jacobs has also assisted with the 6th Form Leadership Camp and Form 4 camps at Venturelodge, Ohakune.

Mr Jacobs leaves Auckland Grammar School to move to Nelson to be

with family. We wish him well.

Emma Roxburgh has taught English and English as a Second Language part-time from 2016 to 2018, before teaching both subjects on a full-time basis from 2019. Ms Roxburgh has taught junior English classes and NCEA programmes.

In an extracurricular sense Ms Roxburgh has been committed to the performing arts, where she has led the development of choral music in the School which has included the Grammar Voices choir. Along with choral music, Ms Roxburgh has supported TheatreSports throughout her tenure. Away from the performing arts, Ms Roxburgh assisted with Form 4 camps at Venturelodge and the Tuakana Teina mentoring programme.

We thank Ms Roxburgh for her service to the School.

Jason Borich started at Auckland Grammar School in January 2016 as Head of Accounting. As an experienced teacher he has taught junior commerce and in the senior school, across the dual qualification pathways. As Head of Department he was responsible for introducing Pre-Q Accounting and has shared his knowledge and expertise with colleagues.

Mr Borich contributed to the wider life of the School through his contributions to coaching tennis across juniors, intermediates and seniors and the management of the code for 12 months Mr Borich also assisted with the sport of badminton.

Mr Borich has provided 7 years' service to the School and we wish him well as he moves to the Waikato where he will teach at St Paul's Collegiate School.

Deborah McCutcheon has been a member of the teaching staff since 2004. She has been a loyal member of the Learning Support Department throughout her tenure, as a specialist teacher of Mathematics. She has been a dedicated Form 3 Master and teacher of numeracy for senior students.

Mrs McCutcheon has worked in the best interests of the students in her care and the School, often accepting additional responsibilities, including periods of time where she was Acting Head of Department.

Mrs McCutcheon has been actively involved outside the classroom managing basketball, chess, tennis and squash teams. She has also been a proud member of the Staff Bridge team

Mrs McCutcheon is a committed teacher who has supported the learning needs of students over 18 years in exemplary fashion. She leaves the School to pursue further travel and retirement.

Michael Poulsen is an experienced and dedicated teacher of Physics, who joined Auckland Grammar School in 2000. He is an experienced specialist teacher of Physics who has taught junior Science, Pre-Q, NCEA Physics and Earth and Space Science and Cambridge from IGCSE to A2. The sharing of his knowledge and expertise has been appreciated by students and colleagues alike.

As an Old Boy, and a long serving staff member, Mr Poulsen has an intimate knowledge of the School, its academic, sporting cultural and behavioural expectations. Mr Poulsen has accepted additional responsibilities throughout his tenure including leading the School's Information Technology team for a short period of time and accepting the role as Staff Representative on the Board of Trustees from 2001 to 2003.



Mr Poulsen has been committed to School life through his support of yachting, rowing, the aviation group, bridge and debating. He coached or managed U15 Basketball, U15 Hockey, 2C Rugby and the 2nd XI Cricket team at various times of his career at Grammar. Mr Poulsen was also Master in Charge of Yachting, until recently, and prior to that Master in Charge of the Pipe Band, and earlier, Rowing.

Mr Poulsen leaves Auckland Grammar School after 23 years' service to enjoy a well-deserved retirement. We wish him well.

Mark Paton started as a master at Auckland Grammar School in May 1988, and with the exception of a sabbatical in 2004 and again in 2022, has taught Geography at all levels of the School, including the dual qualification pathways; Cambridge and NCEA.

Mr Paton has held a number of responsibilities throughout his tenure. These have included Head of Social Studies from 1994 to 2002 then Head of Geography from 2003 until the end of 2021, when he was awarded one year's sabbatical. Mr Paton was the Head of Faculty of Social Sciences for periods of time throughout his service to the School. His responsibilities have included the writing of resources and texts for use in junior school programmes and later, the Pre-Q curriculum.

In the extracurricular life of the School, Mr Paton's contributions over 34 years have included the coaching of cricket and rugby in the early years of his teaching career at the School. He coached cricket to 2nd XI level but his passion was for coaching rugby. From 1990 to 1994 he coached the 2nd XV and from 1995 – 1996 and again from 2006 – 2008 Mr Paton coached the 1st XV. As well as coaching rugby at this level, Mr Paton coached the U15 team in 1997.

Alongside Mr Paton's interest in cricket and rugby, he enjoyed organising and leading field trips to Ohakune. He also organised and led some 16 overseas School tours to enhance the teaching of the curriculum and for students to explore tertiary education pathways.

The Auckland Grammar School community thanks Mr Paton for his 34 years' service to the School and wishes him well in retirement.

25-Year Master:

Grant Maguire started as a master at Auckland Grammar School in 1998 as a teacher of Geography and Biology. While a specialist teacher of Geography, with a Master of Science (Hons), he has maintained his academic interest in both disciplines, by teaching Geography alongside Earth and Space Science in the senior school. Mr Maguire has taught Geography in the dual qualification pathways, including NZQA scholarship.

Mr Maguire has accepted additional academic responsibilities throughout his tenure. From 2003 to 2006 and again from 2018 he has overseen NCEA Geography courses, including internal assessment and moderation processes. From 2017 he has also overseen Cambridge Geography courses. Mr Maguire has also worked proactively to develop an understanding of the School's Learning Management System, GrammarNet. This has included the development of on-line resources and aiding colleagues.

Mr Maguire has assisted with the writing of NCEA Level 2 Geog-

raphy Study Guides and earlier in his tenure was a marker in the Form 6 Combined Schools Examinations and University Bursary examinations.

Outside the classroom, Mr Maguire has led Geography field trips for internal assessments, and assisted with international tours to Switzerland, Iceland and the USA.

In a sporting sense, Mr Maguire has coached tennis and cricket and was Master in Charge of Touch from 1998 to 2000. He has coached school rugby teams including 4A from 2014 to 2017, 2B from 2018 to 2021 and co-coached the 1st XV from 2006 to 2008, with the 2006 team winning the Auckland competition.

Mr Maguire is an experienced teacher of Geography who has contributed to the wider life of the School. The Auckland Grammar School community thanks Mr Maguire for his 25 years' service.

25 Years' Service:

Christine Johnston has been employed at Auckland Grammar School from 1996. She initially started to provide secretarial services to the Social Sciences Faculty, one of the roles she continues with today.

Mrs Johnston worked on a part-time basis providing support as a teacher, teacher aide and departmental secretary from 1996 to 1998, before working in a full-time capacity at the School.

Since this time Mrs Johnston has performed an eclectic range of duties. These have included being the Music Department Secretary for 18 years, overseeing communications, instrument hire, concert and competition organisation, alongside support for Music teaching staff.

Alongside duties supporting Music in the School Mrs Johnston provided support to language departments, including French, German and English as a Second Language. Mrs Johnston has also assisted departments with changes to the School's systems, including cataloguing texts within the Student Management System and implementing changes within the Learning Management System.

From 2015, Mrs Johnston's role has been to provide the Social Sciences Faculty with secretarial services and to assist with the administration duties associated with the day to day organisation of teacher relief. She has worked closely with the teaching staff and the Deputy Headmaster – HR.

Mrs Johnston has shown a genuine interest in the quality of education provided at Auckland Grammar School and has been a loyal and committed member of its staff.

The Auckland Grammar School community thanks Mrs Johnston for her 25 years' service.

Employment:

The School is committed to the equity of opportunity for all employees, and recognises its obligations to act as a good employer. It articulates, makes available to its employees and implements its clearly defined employment policies and procedures. The School regularly reviews and develops its employment policies and procedures, which are sound and fair, and designed to protect students, enhance staff performance and promote harmonious staff relations.

The School's policies and procedures are applicable to all School employees, teaching and support staff (full-time, part-time, long term relievers, fixed term or casual), on individual or collective employment agreements.



III ACADEMIC ACHIEVEMENTS

A 2021 CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION (CAIE) RESULTS

Results from the 2021 Cambridge examinations were outstanding. Given the disruption again caused by Covid-19, in particular the extended periods of school closures imposed as the result of Auckland-wide and national lockdowns, the results were remarkable. In the most challenging of years, School staff, students and community showed tremendous courage and these results are testament to the resilience and commitment of all concerned.

Our students continued to gain exceptional overall results in Cambridge examinations at rates which exceeded international grade averages. Student achievement for the A Level qualification was the second-highest in the last 7 years. The overall A Level examination pass rate of over 99% was maintained. 42.9% of all A Level papers sat by Grammar students gained marks of at least 80%.

The 2021 AS Level results represent the best performance ever at this level, by all measures. The overall pass rate at AS Level was 93.8%. 37.5% of all AS Level papers sat by Grammar students gained marks of at least 80%. In many subject areas, the performance by Grammar students exceeded previous best results for the School, but also for 2021 CAIE global averages.

The strong performances of the Cambridge cohort is reflected in the number of Outstanding Learner Awards received by the School's students:

- 8 Top in the World Award
- 9 Top in New Zealand Awards
- 8 High Achievement Awards (Top in NZ but in subjects with limited entries)
- 1 Top in NZ across 4 AS subjects

Cambridge Advanced Subsidiary (AS) Level (Forms 6 & 7 and 5A/5B Mathematics)

Year	A	A - C	Pass Rate
2021	37.5	72.6	93.8
2020	34.3	71.3	93.6
2019	23.6	63.9	91.4
2018	24.9	67.1	92.5
2017	23.5	64.5	92.3
2016	24.2	64.4	91.0

The 2021 AS Level results represent the best performance ever at this level, by all measures. Aside from the data presented above, the following results are also noteworthy, in comparison with previous years were the fewer U grades (papers scoring <30%, 6.2% n = 66) and the fewer examination papers not sat (0.2%, n = 4 papers) in 2021.

As was noted last year, the evidence from these results and feedback from Heads of Department suggests that Pre-Q has contributed to improving student performance in Cambridge at AS level. It is also important to note that these results suggest that the impact of the extended School closure was mitigated by the approaches taken by the School in 2021. Undoubtedly, the Covid-19 pandemic and the associated Alert level restrictions in New Zealand had a significant impact on students' learning. Relative to the impact on Cambridge students in other New Zealand schools and the rest of the Cambridge cohort worldwide, the effects on Grammar students' attainment in final assessments was negligible. The School invested significant time, energy and resource into implementing best practice online learning for students, as well as the School's first

ever series of online examinations, to ensure continuity and best possible preparation, and these efforts paid dividends.

Grammar students performed well by world standards, exceeding the percentage of A-C grades achieved by the global cohort in almost all subjects. Comparisons between the School's AS results to Cumulative World Totals for the November 2020 Examination Series illustrate how well our students achieved overall. Of all the School's Business Studies grades, 89.7% were A-C, compared with 43.9% worldwide. The School's Classical Studies A-C grades were 100% compared to 46.3% worldwide. The School's History A-C grades are 81.9% compared to 51.9% worldwide. The School's Geography A-C grades are 90.5% compared to 62.9% worldwide.

Cambridge Advanced (A) Level (Form 7 and 6A/6B Mathematics)

Year	A*/A	A* - C	Pass Rate
2021	42.9	85.7	99.3
2020	46.4	87.7	99.6
2019	42.7	85.6	99.6
2018	42.1	85.9	99.3
2017	35.5	84.0	99.0
2016	41.3	82.4	99.2

A Level performance was strong by all measures in 2021. Student achievement for the A Level qualification was the second-highest in the last 7 years. This represents exceptionally strong performance in what is arguably the world's most academically demanding secondary school qualification, in the most challenging of years. Of particular note are the following points:

- The overall A level examination pass rate of over 99% has been maintained.
- The percentage of papers graded A*/A remained high relative to previous years, meaning that 42.9% of all papers sat by Grammar students gained marks of at least 80%.
 - The average Cambridge International A Level Cumulative World Grade Totals in the subjects offered at Grammar for A*/A was 30.4% worldwide in the November 2021 Examination Series. N.B.: The equivalent number was 14% in 2020, and 13.2% in 2019.

Clearly, the impact of COVID-19 around the world means that all comparisons must be treated with caution, however it is important to note that Grammar students appear to have been relatively less affected by the extended school closures than students elsewhere. There was always the possibility that Grammar students would lose focus, fail to prepare appropriately or fail to attend examinations, but these results are testament to students' and teachers' commitment.

It is at A Level where a comparison of the School's results to World Cumulative Totals is most telling. It should be noted that the World Cumulative Totals are significantly higher than in previous years, because examinations could not run in many countries, and this resulted in a distorted grade profile. In 2021, CAIE benchmarked the November 2021 examination results against centres taking the School-Assessed Grades route and equivalent qualifications awarded in England (which also did not run an exams series in 2021). This means that our students scored significantly higher than students around the world who did not sit examinations.

This is a good reminder of how challenging A Level is internationally, how strongly our students perform against a global cohort, how well the Cambridge pathway sets up our students for entry to tertiary study, and of the value of an examinations-based assessment system, which encourages



our students to perform at their best. A comparative analysis of A*/A grade percentages is as follows:

Subject	AGS A-C	CAIE World A-C
	%	%
Accounting AS	53.7	44.7
Business Studies AS	89.7	43.9
Chemistry AS	84.8	69.4
Classical Studies AS	100	46.3
Economics AS	68.7	59.1
English AS	78.1	64.4
French AS	90	78.3
Geography AS	90.5	62.9
History AS	81.9	51.9
Mathematics AS	58.3	67.6
Physical Education AS	59.5	52.7
Physics AS	77.2	69.2
Spanish AS	83.3	81.2

B 2021 NCEA RESULTS

Our students continued to perform well on the NCEA pathway. Student results at NCEA Level 2 were among the strongest in recent years. 80% of students gained NCEA Level 2 certificates and 19% of students were awarded certificates endorsed with Merit. Student results at NCEA Level 3 were among the strongest in recent years. 86.4% of NCEA Level 3 students were awarded NCEA Level 3 and the NCEA Level 3 cohort's results exceed national averages in almost all categories. University Entrance figures are also extremely strong. 72.8% of NCEA Level 3 students gained University Entrance, 99.2% of the Cambridge Form 7 cohort gained University Entrance, and this meant that, of the entire Form 7 cohort totalling 462 students, 87.4% gained UE.

The comparison between the Unexpected Event Grades submitted to NZQA by the School and students' actual achievement is also informative. UEGs were used as substitutes for examination marks by a number of Auckland schools, following the Minister for Education's announcement in October 2021. Students were advised to attend examinations regardless and to treat these final assessments as one last chance to show what they could achieve. At NCEA Level 1, the UEG pass rate was at 50%, while 64% of students actually passed Level 1 after the external examinations were sat. At Level 2, the UEG pass rate was 73%, but the actual pass rate was 79% after the external examinations. At Level 3, the UEG pass rate was 74%, but the actual pass rate after examinations reached 86%. The difference between the UEGs and what students actually achieved are a vindication of the School's approach, a demonstration of the effectiveness of the School's online teaching programmes, and students' preparation during Terms 3 and 4, and evidence of the value of end-of-year examinations for students.

Overall the 2021 NCEA results reflect a solid performance given that our students study predominantly rigorous, academic subjects and standards which lead to comparatively high University Entrance rates for the NCEA cohort. In fact, the Form 7 NCEA cohort University Entrance pass rate of 62% is pleasing, and it is above national averages as shown in the NCEA Level 3 and University Entrance table below.

NCEA Level 1 (Form 5)

In 2021, 53 students (primarily from 5P, 5Q and 5R) studied a full NCEA Level 1 programme. 34 students gained NCEA Level 1 (over 80 credits), 1 student gained NCEA Level endorsed with Merit, and 89% (50 students) gained at least 20 credits (the maximum number of credits which can be carried forward towards an NCEA Level 2 certificate).

These are superb results for the students in this small cohort, a number of whom have significant learning needs and/or are ORS-funded students requiring extensive support.

Note also that students in the lower half of Form 5 did a number of NCEA Level 1 English and Mathematics Achievement Standards so that, should they go on to the NCEA pathway in Form 6, they will be able to take forward 20 credits (the maximum number of credits which can be carried forward towards an NCEA Level 2 certificate). Pleasingly, most students gained these 20 credits and have started NCEA Level 2 requiring only 60 Level 2 credits.

NCEA Level 2 (Form 6)

Year	Level 2	L2 Merit
2021	80	19
2020	79	12
2019	69	13
2018	77	16
2017	81	22
2016	82	15

The 2021 NCEA Level 2 results are very pleasing. The percentage of students who gained NCEA Level 2 certificates (80%), and the students being awarded certificates endorsed with Merit (19%) were among the highest in recent years. Four students were awarded Level 2 certificates endorsed with Excellence, furthermore.

It is worth noting that the introduction of Pre-Q at Form 5 in 2019 was not only to "close the gap" and better prepare students for Cambridge AS Level, it was also designed to incorporate more NCEA-relevant content at Form 5 than Cambridge IGCSE provided. The evidence of results from the past two years (although they were achieved in very unusual circumstances) seems to suggest that the Pre-Q programme has met its aim in this regard.

NCEA Level 3 and University Entrance (Form 7)

NCEA Level 3 results are good overall with 86.4% of students gaining NCEA Level 3 and 72.8% gaining University Entrance. This reflects the high aspirations of many of the NCEA cohort and the nature of the majority of NCEA courses at the School, which are, in the main, comprised of academically challenging Achievement Standards, which contribute towards University Entrance.

The percentage of Form 7 students gaining their NCEA Level 3 Certificate endorsed with Merit fell very slightly, which is a little disappointing.

It is worth noting that while national NCEA rates remain high, it is concerning that less than 50% of boys in New Zealand earned University Entrance (UE) and were able to enter university upon leaving school.

The fact that this School has bucked the national trend and our UE pass rate is so strong is to be celebrated. This provides strong evidence to support the fact that the School's NCEA pathway is robust and offers our students every opportunity for academic success.



Year	Level 3	L3 Merit	UE
2021	86	17	73
2020	77	18	62
2019	71	12	61
2018	74	14	59
2017	70	19	60
2016	72	18	58
2015	74	18	57

Comparisons with national averages are revealing:

	NCEA Level 3 Achieved	University Entrance
AGS NCEA Level 3 Cohort 2021	86.4	72.8*
National Boys in Decile 8 - 10 Schools	75.3	60.9
National all students in Decile 8 - 10 Schools	80.6	68.7
National All Boys	66.6	45.4
National All Students	70.4	51.8

Points to Note on NCEA Results:

1. NZQA's reporting of NCEA results is roll-based, that is, the percentage of students achieving NCEA Levels 1, 2 and 3 and University Entrance is calculated by considering the number of students who achieve via NCEA only as a percentage of the entire cohort. Students who study Cambridge are not considered to have gained University Entrance in their calculations, however, they are counted as part of the cohort. Therefore, according to NZQA's published results, only 32.9% of our Form 7 students gained University Entrance in 2021. This is misleading at best and deliberately antagonistic at worst towards schools which offer qualifications other than NCEA.

2. Year-on-year, national NCEA achievement rates have increased. From 2014 to 2015 the Level 1 Literacy rate for NZ Males jumped 10%, to give just one example. Over the same period the performance of NZ students in internationally benchmarked assessments such as PISA has slipped. This apparent paradox has been commented upon by a number of more astute commentators.

3. Nationally, nearly 75% of all NCEA standards (both Achievement standards and Unit Standards) are internally assessed. This balance of external and internal is common even at Decile 8 – 10 schools. Nationally, pass rates for internally-assessed Achievement Standards are significantly higher than for externally-assessed Achievement Standards. Unlike many schools, the Auckland Grammar School curriculum is based on traditional, academic subjects which are assessed almost exclusively through Achievement Standards. This also means that (apart from a handful of subjects including Career Studies, Technology, Graphics, and Physical Education) at least 50% of NCEA assessment faced by Grammar students is external (for example, Level 2 Physics has 7 credits which are internally-assessed and 16 credits which are externally-assessed).

4. Many schools offer highly differentiated curricula. Low ability students may be offered "dumbed down" versions of academic subjects and most students are free to choose from a variety of non-academic courses (vocational, life skills, sporting and cultural etc). This boosts NCEA pass rates. Quite simply, it is easier to accumulate credits in these Unit Standards-based courses than it is in traditional, academic subjects assessed through Achievement Standards. By contrast, at Auckland Grammar School, only two non-academic courses are offered, Construction and Trades and Career Studies. Furthermore, these are the only two subjects offered which are not University-approved subjects (see point

7 below).

5. The one set of Grammar achievement data that does not compare favourably to national achievement rates is that for Form 6. This is not a coincidence. There are two main contributing factors, namely:

- Grammar makes the demanding Cambridge pathway accessible to students of a relatively wide range of abilities. As a result, there are a number of students who would almost certainly have passed a Level 2 course if they had done NCEA instead.
- The combination of maximum external assessment, challenging and academic courses and no manipulation of results (see point 4 above) makes NCEA Level 2 significantly more difficult to achieve at Auckland Grammar School than in other NZ schools.

6. It is hoped that in 2021, with slightly more Form 6 students electing to switch to the NCEA pathway (that is, those who could do AS subjects but would be at the lower end and thus risk failure), the NCEA Level 2 pass rate will increase. Furthermore, a positive flow-on effect of these challenging Level 2 courses is that Grammar students have a much stronger foundation for Form 7 academic study and this is reflected in the consistently favourable Form 7 achievement rates, and particularly the UE pass rate.

7. At Auckland Grammar School we offer predominantly academic, UE-approved subjects. This high UE rate provides the vast majority of our students with the opportunity to attend university, and it is pleasing that for what is considered by many to be our less able academic cohort, 72.8% of students leave Auckland Grammar School with NCEA Level 3, which is a high level of secondary school attainment.

C 2021 NZQA NATIONAL SCHOLARSHIP RESULTS

This is an examination in which the top 2-3 percent of students in New Zealand studying a particular subject will be awarded Scholarship in that subject.

As our most able scholars study Cambridge and the NZQA Scholarship examinations are based on the NCEA Level 3 syllabi, it is a major task for our students to achieve well in these examinations. In addition, our students are not realistically able to sit NZQA Scholarship in Accounting, Biology, Graphics, Technology and the three Visual Art subjects as there are vast differences between the Cambridge and NCEA Level 3 syllabi. Furthermore, the primary focus for our Cambridge students must be on their Cambridge examinations, as they (not NZQA Scholarship) determine University Entrance and entry to restricted tertiary courses.

In 2021, Grammar students gained a total of 160 NZQA Scholarships (including 24 at Outstanding Level). This total ensures that the School maintains its place in the top three schools in New Zealand for NZQA Scholarship, as it has for the past ten years.

Samuel Blyth and Ryaan Sidhu were named Premier Scholars, two of only 12 students nationally. To be named a Premier Scholar, students need to have gained at least four New Zealand subject Scholarships, including three or more at Outstanding level.

Samuel Blyth gained six scholarships in total: Outstanding Scholarships in Calculus, Chemistry, Earth and Space Science (Top Scholar in NZ), Latin (Top Scholar in NZ) and Physics, and Scholarship in Statistics.

Ryaan Sidhu achieved Outstanding Scholarships in Calculus, Chemistry, Physics and Statistics, and Scholarships in Biology, Geography, Health and Physical Education and History. Given his Cambridge Outstanding Learner Awards (Top in NZ in AS Chemistry and Top in NZ Across Four AS Levels) plus his 98% in A Level Maths, this represents an absolutely



exceptional academic performance.

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Individual Scholarships	105	152	157	140	168	186	166	151	161	160
Premier Award	1	1	2	1	1	-	1	-	1	2
Outstanding Scholar Award	3	7	1	6	2	3	2	3	3	3
Scholarship Award	11	14	22	19	28	24	18	19	6	13
Top Subject Award	1	2	2	2	3	1	1	-	2	3

NZQA Scholarships were gained in the following subjects:

	Outstanding	Scholarship	TOTALS
Accounting		2	2
Agriculture & Horticulture		2	2
Biology		1	1
Calculus	4	19	23
Chemistry	7	14	21
Chinese		1	1
Classical Studies		3	3
Earth & Space Science	1		1
Economics		5	5
English	6	20	26
French		1	1
Geography	1	8	9
Health & PE		3	3
History		10	10
Japanese		1	1
Latin	1	2	3
Media Studies		5	5
Music		2	2
Photography		4	4
Physics	2	20	22
Religious Studies		2	2
Spanish		1	1
Statistics	2	10	12
TOTALS	24	136	160

In total, 77 students gained at least one NZQA Scholarship. Several students were also awarded special NZQA awards:

- 2 students received Premier Scholarship Awards (worth \$10,000 a year for 3 years)
- 3 students received Outstanding Scholarship Awards (worth \$5,000 a year for 3 years)
- 13 students received Scholarship Awards (worth \$2,000 a year for 3 years)

D ACADEMIC COMPETITIONS

1. MATHEMATICS

An academic year free of lockdowns has particularly been well-received by our top Mathematicians who have once again enjoyed competing and succeeding in the various Mathematics competitions.

Australian Mathematics Competition

This year, 162 of our top Mathematics students entered which is a highlight of the Competition Calendar. This year proved to be another successful event.

Auckland Grammar School students achieved the following awards:

- 69 students with Distinctions
- 19 students received High Distinctions (High Distinctions are awarded to students for being placed in the top 2% for their year group)

Two students received monetary prizes (awarded to the top 1% of participants from New Zealand). They were:

- T. Meng (7B) (100th percentile)
- B. Dai (4A) (99th percentile)

Mathex Casio Auckland Competition

Each year the Auckland Mathematics Association runs a competition for Year 9 and 10 students at ASB Stadium. With 110 other teams competing from 65 Auckland Secondary schools, the quiz is competitive as each team is required to solve 20 problems in 30 minutes.

Auckland Grammar School entered two 3rd form and two 4th form teams. In the 4th Form competition the A team of Y.J Chu (4A), B. Dai (4A), Q. Yu (4A) and M. Park (4A) finished 1st.

The remaining three teams each finished in the top 10 of their respective divisions.

Special thanks to Head Mentor, T. Pillay (7B), and his team of mentors for preparing our teams very well.

2. SCIENCE

Brain Bee

S. Zhang (5A), H. Hu (5A), C. Pan (5A), A. Ha (5A), R. Cao (5A), H. Klouwens (5B) attended the North Island finals of the Brain Bee competition at the University of Auckland School of Medicine in June. In the individual competition, to decide the 2022 Brain Bee Champion of the North Island, 1st and 3rd positions were achieved by S. Zhang 5A and C. Pan 5A, respectively.

Zhang, will represent the North Island, and compete against Brain Bee winners from throughout Australia and the South Island in December, in Melbourne.

International Chemistry Olympiad – IChO

This year the Chemistry Olympiad was held online by the host city of Tianjin, China. Students qualified for the training group and of these 9, 3 made the training camp in the Term 1 holidays. They were H. Li (7A), H. Zheng (7B) and R. Sidhu (7A).

At the end of the camp R. Sidhu was named in the 4-person team to represent New Zealand. After a 5-hour examination, he achieved a bronze medal and was in the top 30% of the 400 plus field of candidates who took part from over 80 countries. New Zealand achieved a further 2 bronze medals and one silver medal.

New Zealand Biology Olympiad - NZIBO

In March 2022, R. Feng (6C), H. Mansfield (7B), R. Sidhu (7A), and S. Zhang (7A) were recipients of the Silver Award in the New Zealand International Biology Olympiad. They were eligible to attend the Camp in Dunedin during the Easter recess.

New Zealand Engineering Science Competition

The annual New Zealand Engineering Science competition was held in August 2022. 5 teams of 4 Grammar students worked all day to propose a solution to the problem "What's the largest payload that could be



launched into orbit by slingshot?”. Results were not available when this report was written.

The New Zealand Physics and Mathematics Competition

This nationwide standardised Physics and Mathematics Competition for high school students was held in June 2022. Hundreds of students from Year 9 to Year 13 from across the country participated in 2 online examinations. Several Grammar students made it through this first round into the North Island final held during the Term 2 holiday on 11 July 2022 at The University of Auckland.

Auckland Grammar students earned the top prize in both the Junior and Senior NZPMC divisions.

- North Island Junior Division – 1st Y.J. Chu (4A)
- North Island Senior Division – 1st B.K O’Callahan (7A)

New Zealand Young Physicists’ Tournament 2022 – NZYPT

The NZYPT National Tournament was held on Saturday 28 May 2022 at Ormiston Senior College. It is New Zealand’s premier Physics tournament for secondary school students.

The tournament saw the teams debate solutions to problems and celebrate how physics can be used to explain the workings of the world around us. Auckland Grammar students have a history of success in NZYPT and both teams competing this year were keen to uphold this tradition.

Tournament judges commented that both Grammar teams demonstrated excellent understanding of the Physics topics they had explored and were impressed by the quality of their practical research and final findings.

At the end of the National Competition the final positions were:

- 1st = T. Meng (7B), S. Deng (7B), R. Eldik (7A)
- 3rd = R. Sidhu (7A), W.X Wang (7A), Z. Song (6A)

Science Bowl 2022

Auckland Grammar School again hosted the North Island Secondary School Science Bowl competition in August 2022. A range of schools from across Auckland competed. Science Bowl is a fast-paced, inter-school competition which allows teams of 4 to test their understanding of Biology, Chemistry, Physics, and Maths. Each round consists of 12 questions with teams facing off in a round-robin format. There are both Junior (Forms 3-5) and Senior (Forms 6-7) divisions. Auckland Grammar School won the competition.

The tournament was organised by R. Sidhu (7A), W.X Wang (7A), S. Zhang (7A) and W.Z Xiao (7C), with the endorsement of M.Z Yao (7A), who are to be congratulated on the event going so well.

3. ECONOMICS

RBNZ Monetary Policy Challenge

The Monetary Policy Challenge organised by the RBNZ was conducted online and entered by a team of Form 7 students from Grammar. They worked together and produced a thorough audio-visual presentation to justify their recommendation regarding the setting of the Official Cash Rate. However, though reaching a high standard, they ultimately did not make finals this year.

The Auckland University New Zealand Economics Competition

A number of Form 6 and Form 7 students entered The Auckland University Economics Competition, held in Term 3. Auckland Grammar School has a proud record of success in this competition and 2022 proved no

exception.

The New Zealand Economics Competition has grown in size and reputation since its inception in 1997, becoming the largest and most prestigious competition of its kind for secondary students. It is a 50-minute examination paper containing 40 questions that test classroom theory and general knowledge of current economic issues.

In 2022, approximately 1800 students from over 80 schools throughout New Zealand entered the Competition. Auckland Grammar School entered 31 students across Division 1 (studying at Year 13) and Division 2 (studying at Year 12).

Auckland Grammar School earned 13 High Distinction (top 5%), 13 Distinction (next 15%) and 4 Credit (next 20%) awards. Most notably:

- D.L Johnston (7A) placed 2nd in NZ in Division 1
- Z. Song (6A) placed 2nd in NZ in Division 2

E TERTIARY SCHOLARSHIP WINNERS 2022

Many tertiary and private sector institutions in New Zealand offer scholarships to top achieving students. These scholarships are mainly contestable and this year Auckland Grammar School students have been awarded the following scholarships for tertiary study in 2023.

University of Auckland

Pacific Academic Excellence

E.T. Apineru

Top Achiever Scholarship

B.K. O’Callahan

W.X. Wang

University of Canterbury

Go Waitaha Canterbury Scholarship

M.A. McCauley

UC Hiranga Scholarship

E.T.B. Bennett

T.F. Christensen

O.T.B. Chu

C.A. Cooper

T.A. Dalby

L.J. Leo

M.W. Liggins

J.E. McAnulty

S.J. Rackham

L.J. Sparling

J.M.D. Uy de Baron

B.O. Williams

F.S.T. Wright

UC Horomata Scholarship

S.J. Rackham

Lincoln University

Sports Scholarship - Basketball

J.F. Muggleston

Sports Scholarship - Rugby

E.W. Chaytor

University of Otago

Academic Excellence Entrance Scholarship

D.L. Johnston



New Frontiers Excellence Entrance Scholarship

W.A. Cameron
H.T. Cooper
W.H. Cotter
J.G.C. Drumm
F.H. Maddison
P.C.M. McKee
R.D. McLachlan

New Frontiers Sustained Excellence Entrance Scholarship

O.T.B. Chu
O.C. Worker

Vice-Chancellor's Scholarship

T.F. Christensen
H.C. Mansfield

Vice-Chancellor's Scholarship for International Students

N.Q. Pham

University of Waikato

Vice-Chancellor's Scholarship

F.P.H. Morrison

Ko Te Tangata School Leaver Scholarship

A.J. Norwell

Victoria University of Wellington

Tangiwai School Leaver Scholarship

M.F. Lamont

IV EXTRACURRICULAR

A SPORT

The 2022 School year may have started under the cloud of COVID restrictions, but through hard work and the commitment of many, sports competitions were conducted without interruption. Participation rates continued to be well above the national average and students' desire to play sport was clearly evident from the side-lines.

The support and engagement from staff to work with our students were again highlighted through a high level of involvement. The outside-of-the-classroom relationships formed through sport are invaluable.

National Champions – Cycling

The cycling team continued to lead the way in secondary school cycling. Three riders claimed National individual honours; D. Morton in the U17 Road Race, L.R. Bhimy in the U17 Points Race and C.P. Wagener in the U16 Road Race.

In the marquee events, the Team Time Trial the dominance and depth of the programme were evident. In the U16 division the Junior A team of, J Kwon, R.Y Turnbull, C.P Wagener and J.A.J Barclay, won in a time of 23 minutes 47.57 seconds to secure the national junior boys' title and the Paul Matthews Cup. This was followed up by the U20 division the Senior A team of, L.R Bhimy, F.A Malpass, D. Morton, O.D Scarlett and E.W Pawson, winning in a time of 22 minutes 16.68 seconds to secure the senior boys' national title and the Sir Bernard Fergusson Trophy.

Success continued on the track with the School's Senior Team consisting of L.R Bhimy, F.A Malpass, B.C Pawson and E.W Pawson winning the U20 3000m Team Pursuit.

National Champions – Disc Ultimate

The School continued its dominance in recent years to again be named national champions. Under the experienced guidance of Mr Buckingham and senior students N.G Hays and J.M Woodward the team successfully defended their national title. Mr Buckingham as Head Coach, alongside Hays and Woodward were also named in the NZ Under 20 team that travelled and competed in the World Championships in Poland.

National Champions – Swimming

The young and talented Senior 4 x 50 free relay team consisting of J.J Kennard, D.S. Li, H.P Klouwens, and L.W Hair swam to Gold with an outstanding performance at the Nationals.

National Champions – Table Tennis

The Premier Table Tennis team was named National team champions. The team had dominant wins over both Maclean's College B and Botany Downs College in the quarter-finals and semi-finals, respectively, before playing top seeds, Westlake Boys' High School, in the final. The team performed exceptionally well winning 4-2 to claim the national team title.

In the Individual Championships T. Choi won the National U15 title defeating fellow team member P. Jajal in four sets in the final.

Other sporting highlights

For the first time in many years, the annual school athletics championships were held on the school grounds due to COVID restrictions. The Grammar Athletics team with a blend of exciting juniors and seniors competed well at the Central Western Zone and Auckland and North Island Championships. The National championships are scheduled to take place after School finishes in mid-December.

The 1st XI Cricket team enjoyed a return to a full season except for one traditional fixture. The team was a blend of year levels and while the results were mixed, they showed the ability to be competitive against all opponents, including wins over both finalists.

The Rowing squad travelled south to compete in the 2022 Maadi cup. The squad consisted of many promising young rowers, so the experiences gained will vouch well for the future.

The School's Swimming team performed well at nationals with several young swimmers medalling. Special mention to J. Zhu, bronze in the Junior 200m breaststroke, H.P Klouwens, Gold in the Senior 50m backstroke and J.J. Kennard with Silver in the 100m Individual medley and Gold in the 50m, 100m and 200m breaststroke.

Volleyball continues to increase in popularity and strength, with the Senior team competing in the Premier Competition for the first time in a number of years.

Water Polo finished 7th place at the national tournament. The Water Polo programme will benefit from the opportunities that the new pool will present in 2023.

The winter codes enjoyed full seasons for the first time in two years.

The Premier Badminton team performed consistently with a runner-up performance at the national secondary school championships. Premier Basketball played some excellent basketball to finish runner-up in the Premier grade before finishing 7th at the national secondary school championships.

The Senior A and Junior A Cycling teams once again dominated the



Auckland Team Time Trial Series retaining their top ranking. Several individuals also claimed gold at the North Island championships with the School also winning the overall prize as the top boys' school in the North Island.

The Mountain biking programme continues to grow in size and popularity also. At the national schools' mountain biking championships, T.P. Molison (3J), was 2nd in the U15 Cross Country event.

The Premier Chess team was unable to defend their national title but, finished a creditable 4th. The depth of young players in the programme is strong and looks positive for years to come.

1st XI Football team remained competitive through to the final round of the Premier league, finally finishing 3rd in the Auckland competition.

The 1st XI Hockey team won the Auckland Championship and finished second in the Super City Premier league. They finished 8th in the national secondary school championships – Rankin Cup.

The 1st XV Rugby team fought hard with notable wins, but struggled for consistency throughout the season.

The Premier Squash team had an excellent season, winning the Auckland title and then finishing Runner-up at the New Zealand Championships behind consistently strong performances from Captain, A.S. Fatialofa.

Congratulations to those that have reached higher honours in their given codes and those who have been awarded Colours through achievement both in their given sport and in the classroom. Additionally, 9 students were finalists in the College Sport Young Person of the Year awards and 18 represented the country, with more named to compete in the near future.

New Zealand Representatives:

Baseball	B.J Sinclair	5C	New Zealand U18
Baseball	T.M McGrath	7D	New Zealand U18
Baseball	T.M Anderson	6F1	New Zealand U18
Basketball	W.J Shortt	7F1	New Zealand U17
Basketball	K.K Petzer	6E1	New Zealand U17
Cycling	E.W Pawson	7C	New Zealand Junior Track Cycling team
Disc Ultimate	N.G Hays	6D	New Zealand U20
Disc Ultimate	J.M Woodward	6E	New Zealand U20
Hockey	J.W Pooley	7C1	New Zealand U18
Orienteering	S.C Randerson	4A	New Zealand Schools
Squash	A.S Fatialofa	7D1	New Zealand World Junior Squash team
Table Tennis	J.H.T Choi	4F	New Zealand
Table Tennis	P. Jajal	4K	New Zealand
Touch Rugby	P.J.N Broadhurst	5I	New Zealand U16
Touch Rugby	Q.V.O.K.T Masila	6E1	New Zealand U16
Volleyball	J.M To'o	6E1	New Zealand U18
Volleyball	M.W Tyler	6B	New Zealand U18
Yachting	T.R Howse	6F1	New Zealand

B DRAMA

This year Auckland Grammar School students were due to be involved in planned productions at Epsom Girls Grammar with Chicago, and at St Cuthbert's with Legally Blonde. The rehearsals were to take place over Term 1 with the seasons starting in Term 1 and 2 respectively.

Unfortunately, due to COVID restrictions neither production could take place this year. As an alternative, our students were involved with a Broadway showcase night later in the year with St Cuthbert's College. Both staff and students were grateful to be able to come together and perform for an audience and showcase their talents.

TheatreSports

In its current form, TheatreSports has been running for 10 years at Auckland Grammar School, and provides students with a valuable opportunity to gain performing arts experience.

Mixed teams of junior and senior players competed in Player Nights against other schools throughout Term 3, and the School hosted one of the 2022 Festival nights. As a result of a solid performance the Senior A-Team, of Game Captain B.R.R Graham, Captain R.J Maguire, M.A McCauley, and J.E.M Park were selected to compete at the annual TYP Auckland Regional Finals held at Birkenhead College. The team was placed 1st equal (with St Kentigern College).

Maguire won 'Best Student Leader', and the teams won 'Best use of Character'.

C MUSIC

The Music Department has continued to thrive with considerable success throughout 2022.

Performance Day

On Thursday 28 July, and Wednesday September 7, over 150 Grammar music students travelled to Remuera Intermediate, King's School, Parnell District School and Auckland Normal Intermediate to present an hour-long performance at each school. The performances featured the Symphony Orchestra, Grammar Virtuosi, Grammarphonics, Grammar Voices, Wind Band, Concert Band, Big Band and Pipe Band.

New Zealand Chamber Music

It was a successful year for the chamber music programme, including 7 chamber groups. They participated in NZCT Chamber Contest 2022 at the St Heliers Church and Community Centre, proudly showcasing a diverse range of chamber music. Auckland Grammar School was the only school competing with participants from the same school.

Triosome, J.Z.F Chan (7A), C.J Fraser (7C1), and S. Park (7G) (Aram Khachaturian, *Trio for Clarinet, Violin and Piano – Mvts 2 and 3*), made it through to the Auckland District Final.

Winter Concerts I & II

The first Winter Concert featured the Jazz Combo, the Big Band, the Pipe Band, Arcadia, Rock Band, the School's choirs; Grammarphonics and Grammar Voices. The second Winter Concert included Grammar Virtuosi, the Premier Concert Band, the Wind Band, and the Symphony Orchestra.

Minister's Plate Competitions

The Junior and Senior divisions of the Minister's Plate competitions were held in September in the Heritage Room of the School Library. The School welcomed Old Boy, Justin Bird '96, an acclaimed pianist, teacher and arranger, to adjudicate the competition. The standard of this year's finalists was impressive.

Junior Minister's Plate Winner was D.Y Grant (4A) playing the *Clarinet sonata Op. 167, Mvt IV* by C. Saint-Saëns. The finalists were J.A Chang (3F), M. Ma (3A), H. Qin (4D) and E. Yu (4E).



Minister's Plate Winner was T Yi (6C), playing *Pequeña Czarda* by P. Iturralde. The finalists were J.Z.F Chan (7A), C.J Fraser (7C1) I. Li (7C), S. Park (7G), and M.A Ramassh (5A).

Form 3 Piano Cup Competition

This year's competition was held in October at the Centennial Theatre. Established in 2017 by Old Boy Chenxiao Chen '13, who adjudicated this year's competition and held a workshop for the finalists.

The Form 3 Piano Cup Winner was J. Xin (3B) playing *Sonata No.9 in E major, Op. 14 No. 1*, by L.V. Beethoven. Finalists were M.N Le (3F), Y. Liang (3A), B. Liu (3I), and D.X Wang (3A).

Auckland Philharmonia Orchestra Partnership Programme

Selected Cambridge music students had two invaluable composition workshops. Students composed an original piece for the flute, French horn, marimba, viola and cello APO musicians, received feedback from the APO musicians and recorded their compositions.

Form 4-7 music students attended a concert by Auckland Philharmonic Orchestra *Unwrap Bernstein's Symphonic Dances*.

Grammar Voices and Grammarphonics

Grammarphonics and Grammar Voices competed at the annual The Bing Sing regional competition at the Auckland Town Hall. At the final Gala Performance, the School received two notable awards. Grammarphonics received the award for the Best Performance of the 'Other Styles' pieces for *Canto Del Agua*, and Best Student Accompanist awards for M.A Ramassh (5A).

In August, Grammarphonics competed in the Big Sing National Finale in Christchurch against the other top school choirs in the country. The choir received a Silver Award, which, at their first appearance in the Finale, is a considerable achievement and testament to their hard work and dedication.

Big Band and Jazz Combo

The Big Band and Jazz Combo competed at the 44th annual National Youth Jazz Competition in Tauranga in June. The Big Band and Jazz Combo received Gold Awards, and the Big Band was also awarded the SOUNZ Trophy for Best Performance of a New Zealand composition for their performance of *Just Add Water*, an arrangement of a Dave Dobbyn tune.

S.J Srzich (6D1) was awarded the Tom Bayliss Trophy for Most Outstanding Clarinetist. R.R Ediriweera (6E1) received the Lauren Ellis Trophy for Best Big Band Drummer and George Rawiri Trophy for Most Outstanding Young Musician. The Big Band was also named the National Big Band Champion by being awarded the New Orleans Trophy for Most Outstanding Big Band.

At the Auckland Jazz Competition, the Big Band received a Gold Award with a mark of 86. The Jazz Combo received a Platinum Award with a mark of 91. At the final, 3 individual soloists were selected across all the students competing. R.R Ediriweera (6E1) and M. Ahuja (7B) were awarded 2 of the awards individually.

Grammar Virtuosi Chamber Orchestra

Grammar Virtuosi won the KBB Music Festival Best Performance of a New Zealand Work award by a Chamber Orchestra for their performance of *Concerto Grosso No.2, Prelude* by David Hamilton and received Silber Awards for "excellent and highly musical with vigor", "a very impressive" overall performance.

Symphony Orchestra

The Symphony Orchestra had another successful year, performing at two School assemblies and at local intermediate schools. At the KBB Music Festival, they received Best Performance of a Classical Work for *Egmont Overture* by L.V. Beethoven conducted by the concertmaster C.J Fraser (7C1) and a Silver Award.

Premier Concert band

The band attended the New Zealand Concert Band Association Festival in Hamilton on 6 August, receiving a Gold Award and a further award for the 'Adjudicator's Commendation for a Gold Band'. This was the best result the band had achieved at this festival.

At the KBB Music Festival on 12 August, they received a Silver Award.

Pipe Band

2022 was the Pipe Band's 25th anniversary. Highlights of the year included performing at the School's Cultural Evening in June, two Auckland University Graduation Ceremonies at Spark Arena in August and September, a 4th place finish at the annual Auckland Mini Pipe Band Contest held in Papakura in October, and playing alongside all the Auckland Pipe Bands at the Farmers Santa Parade in November.

Wind Band

The Wind Band entered the KBB Music Festival in a non-compete category with exciting repertoires; *Spania* by David Shaffer, *Looking Past the Shadows* by Richard L. Saucedo, *Mission: Impossible Theme* by Lalo Schiffrin, *The Tempest* by Robert W. Smith and received encouraging comments from the adjudicators. They had a chance to work with a guest conductor and a mass wind band which was an invaluable experience.

The student leaders for 2022 were:

A.M.C Taylor	7B	Pipe Major of the Pipe Band
E.R Ole	7D1	Leader of Grammar Voices and Grammarphonics
S. Park	7G	Leader of the Premier Concert Band
C.J Fraser	7C1	Concertmaster of Symphony Orchestra
J.Z.F Chan	7A	Leader of Grammar Virtuosi
M.F Lamont	7D	Leader of the Big Band and Jazz Combo
G. Eden	7D1	Leader of the Wind Band

D DEBATING

At the beginning of the year debates continued to be carried out in online formats, with some finals rounds and special competitions eventually being held in person.

The Form 3 in-house competition proved beneficial in both offering a "taster" for new students and identifying competitive talent.

Six Junior (Forms 3 and 4), 5 Senior (Forms 5 and 6), and 1 Advanced (Form 7) teams were entered into the inter-school Open grades. 4 teams broke into the finals rounds and the Senior Open 2 team advanced to the grand final, which they lost to Selwyn College.

The School's premier debaters represented the School well in traditional fixtures. In the Auckland Seasonal Championship, they placed 8th and at the Auckland Regional Championship they placed 2nd. M.Z Yao (7A) and E.D Findlow (7A) were selected for Auckland representative teams.

The School entered 5 teams into inter-school Premier grades. The Premier Advanced 1 team, captained by M.Z Yao, won 6 of the 7 debates in their regular season and advanced to the semi-final, which they lost to Diocesan School for Girls.



V SCHOOL INFRASTRUCTURE

The following maintenance and/or improvements were completed during 2022:

Buildings

- CCTV network upgrade including LAN and CLOE upgrade
- Technology cladding replacement and weather tightness remedial works
- Heat pump installation at Student Services
- Campus-wide door servicing and repairs
- Main Block ceiling repair and pendant light replacements
- Painting of Main Block entrance doors
- Network installation for access control doors in Music and Theatre
- Old Gym replacement of lights
- O Zone redevelopment commenced with mobilisation and demolition work complete. Contamination removal and foundation installation to follow
- Construction of Technology outdoor construction area
- Tuckshop upgrade of equipment

150th Project

- Site mobilisation, demolition and construction commencement
- Pool construction scheduled for completion and commissioning 5 December 2022
- Te Ara construction scheduled for completion August 2023

Vehicles

- Purchase of 1 new 12-seater School van with delivery scheduled Term 1 2023
- Replacement of grounds ride-on mower

Tibbs House

- Dining room upgrade
- Kitchen repaint and equipment replacement
- Upstairs study upgrade
- Staining of Cedar Block
- Bathroom refurbishment – G Block

Venturelodge

- Deconstruction of High Rope structure
- Replacement of front fence
- Paddock fence removal and levelling
- Landscaping works as part of site masterplan

School Grounds

- Complete replacement of Clive Road, Normanby Road and Barnett Crescent boundary fence
- Driveway/retaining wall upgrade – lower field
- Field renovations to number 1,2 and lower fields

Painting

- OBP interior
- Tibbs Cedar Block exterior, Junior block interior paint
- Specialist Block
- Lower Pavilion exterior and interior
- Lower Pavilion changing room refurbishment

Health & Safety

- Main Block structural canopy repair
- Auditorium mould treatment, dust management and compliance maintenance
- Servicing of all air-con and heat pump units across the campus
- Drain clearing and soak hole filter replacements

- Servicing of all access control doors campus wide
- Campus-wide fire integration project

Facilities/Venues

- Hockey fence and access gate installation completed
- Hockey carpark extension
- Hockey Pavilion changing room access control install
- Artificial Turf lights replaced
- Sports Centre floor resurface and basketball rigging motor replacement
- Replacement of all basketball hoops at open courts

VI INFORMATION SERVICES

Classroom Resources

The Information Services Department has undertaken numerous hardware upgrade projects this year. The most significant project was the up-grade of the computer labs in Technology and Learning Support. Chromebook Trolleys were established in Business Studies, French and History and an increased number of devices made available in Physical Education.

Information Services Infrastructure

In 2022, continued investment in the School's IT infrastructure included replacing the School's Boarder Security appliance and upgrades to the Wireless. New fibre connections to the Lower Pavilion and the New Pool complex are underway. The staged replacement of the Wireless Infrastructure has also begun.

The School continues to benefit from an industrious Information Services team led by Mr Cameron Watt.

VII DEVELOPMENT OFFICE

Current Student and Parent Engagement

The School hosted the annual Form 3 Parents' Welcome event in the Old Boys' Pavilion. The Form 4 and a combined Form 5, 6 and 7 Parent's functions were cancelled for the year due to COVID-19 restrictions.

The Mother, Grandmother and Son Breakfast was held on 6 May. The guest speaker for the breakfasts was Jude Dobson.

The Grandfather, Father and Son Breakfasts were held on 9 and 10 June. Guest speaker for these breakfasts was former New Zealand Sevens Captain and current 1st XV Assistant Coach, DJ Forbes.

The Leaver's Dinner was held on 6 December at Eden Park. Guest speaker for the event was former Olympian, Professor David Gerrard '58 OBE CNZM.

Gala Dinner

The Gala Dinner took place on Saturday 28 May with 450 Old Boys, parents and members of the Grammar community in attendance. The dinner raised over \$300,000 for the Foundation Trust's Academic Endowment Fund and the School's 150th Capital Project.

Art House Tour

The biennial Art House Tour was held on Saturday 26 November with 8 Grammar houses on the tour. Throughout the homes there were 104 artists on display and over 500 individual artworks. A student art award event was also held on the night of Friday 25 November with the inaugural Art House Tour Scholarship awarded to a student as well as the Faulkner Art Award and the People's Choice Faulkner Art Award.



ANZAC Day

This year's ANZAC Day Service took place in the Great Hall on the morning of 25 April, Right Hon Chris Finlayson KC recorded his speech and it then was made available online. The student address was presented by E.H.S Chignell. Wreaths were laid by the prefects on behalf of the School and by Dr Jock Carnachan '59 and his grandson Sam Paris (4F) on behalf of the Old Boys. Turn out for the event was excellent with the body of the Great Hall almost full.

Old Boys' Activities

Due to the effects of the COVID-19 pandemic meetings and events in the US and Australia did not take place. A number of smaller events were conducted in the UK – a dinner and reunion in September as well as a newly established Grammar versus King's College touch rugby fixture took place followed by a pub gathering to watch a recording of this year's Grammar vs Kings match.

During the Term 2 holidays 77 Old Boys' were hosted at the Vintage Luncheon. The event commenced with a presentation from the Old Boys Association in the Great Hall followed by a tour of the School grounds and a lunch in the Old Boys' Pavilion.

The usual 30, 40 and 50 Year and the 60 Year Reunions were cancelled for 2022 due to COVID restrictions in the early part of the year.

The monthly Club 70 Old Boys' coffee club meetings at the Berkeley Theatre in Mission Bay had another stop/start year with a number of cancellations for the first few months due to the pandemic, however meetings were well-supported once restrictions were removed.

A new AGSOBA Golf Evening event was held at the Remuera Golf Club driving range in July with 25 Old Boys in attendance. The AGSOBA Pub Quiz was held in September at The Horse & Trap pub with 70 in attendance.

The AGSOBA Annual Dinner and Augusta Awards Evening was held on 10 November in the Old Boys' Pavilion. The Augusta awardees were Bob Narev '50, Dr Rob Kirkpatrick '64, Jock Carnachan '59 and the Lion Award was made to Kyle Jamieson '08.

Auckland Grammar School Foundation Trust

The Augusta Fellowship Luncheon was held on 12 October with 64 attendees. At the luncheon one new Augusta Fellow, Greg Cook '62 was inducted. Speakers for the event included Senior Prefect Matthew Griffiths, and Professor David Gerrard OBE CNZM.

The Friends of the School function was held on 3 November as a thank you for all of the School's volunteers, donors and sponsors.

The 2022 Annual Appeal was sent to a cross section of the School's community in November. The appeal has been run targeting donations to the Academic Endowment General Fund to enable the Foundation Trust to continue recognising the incredibly hard-working staff of the School.

The annual Staff Awards were held on 5 December with over 50 teachers and support staff members recognised for their hard work and dedication to the School and its young men during the year. Three new awards were established this year by generous donors:

- The Ash Sharma Technology Award, established by Old Boy Ash Sharma '12
- The Chemistry Award, established through a gift from Old Boy and parent Mark Green '87

- The FM and GH Carter Family Award for Physical Education, established by past parents Amanda Maloney and Mark Carter

Capital campaign - Te Ara

The 2021 annual appeal, which was sent to all members of the School community in September 2021, was officially closed on 31 August this year. The appeal saw a record level of support from the community, with 710 individuals combining to contribute a further \$1.365 million to Te Ara.

The Te Ara project fundraising efforts have been run in earnest in 2022 with the final amount required to reach the fundraising target of \$16.6 million raised. Thanks to the generosity of a large number of the School community, who have collectively contributed just over \$2 million in 2022.

Fundraising for the project has been ably led by Te Ara Fundraising Campaign Chair, Jeff Blackburn '67 and Grant Trethewey '76 and Advancement Manager Daniel Reddish with assistance from the wider Development Office team.

VIII COMMENTARY

Auckland Grammar School: 1869 – 2022. This represents 153 years of education that deserves to be treasured, protected and remembered for the impact it has had on the thousands of lives of its students. That said, it is human nature to forget as we face our own futures and the circumstances of our time.

In times of challenge, including those of wartime, pandemics including influenza, polio and of our time; COVID19, it is easy to forget what needs to be treasured and protected, because of the hardships faced. Let us not forget that in 2019, we celebrated 150 years of a Grammar education – 'a past to remember and a future to embrace'.

Implementing a COVID Protection Framework made for an awkward start to the 2022 academic year, as restrictions prevented our daily assembly from being held in the Great Hall for the entirety of Term 1. We could forget about the impact of a mask mandate and we could pretend we didn't know that some senior boys enjoyed the opportunity to ignore basic facial grooming requirements.

But, 153 years of a Grammar education means we do not forget our past, nor do we forget the essential ingredients and make-up of our School. We use our past and our current experiences to help inform our future.

The most important ingredient is our people. While we started the academic year with uncomfortable restrictions and mandates, there was no comparison to the impact the tragic passing of Josh Hartner had on us all on New Year's Day. This followed with the passing of Levi James '16, a young Old Boy who was killed in a cycling accident, and later in the year, the passing of long serving Grammar master, Mr Rodney Gordon. These were and in spirit are, our people, and their passing impacted on us, as they left us too soon.

Their passing did show us the strength of our community in times of need, and the support that is readily available to any of us when we require it. We should not forget that, and we must not forget Josh Hartner, Levi James or Mr Gordon. They were Grammar men.

What we saw from our young men through the passing of much-loved members of our community was a growing resilience. It was the type of resilience that comes through strong familial support, loyal friendships and the ingredients that challenge any Grammar boy through his tenure.



These are hallmarks of the Grammar community that traverse tragedy, pandemics, and challenges of seemingly insurmountable proportions.

At this year's Old Boys' Dinner and Augusta Awards I summarised some of what our current day students may not realise helps build their character: The resilience that is built by being taught a rigorous curriculum that you otherwise wouldn't trip over on the PlayStation or Google, being assessed each term by examinations, being placed in streamed classes on your performance, being selected for teams and groups based on performance, being held accountable for your attendance and or lateness, for the way you wear your uniform and sit on hall forms and contribute respectfully through silence and stillness in daily assembly.

These are shared experiences Grammar boys have, and they are part of a system that helps young men understand they are part of something bigger than themselves, and they learn via shared experiences how to cope with challenges in order to progress, cope or succeed. Resilience.

Looking to our past, helps us embrace our future. On the Honours Board above our stage are the words that encapsulate this School's purpose, since being founded in 1850, and opened in 1869. They read: *"With characteristic concern for the welfare and educational advancement of all persons of all classes, races who may inhabit this colony"*.

With the exception of an enrolment scheme and zone that has removed the equity of opportunity to attend our School, we work to remain true to providing characteristic concern for students' welfare and their educational advancement. Equity of opportunity to receive a well-rounded education where all students are assessed on attitude, behaviour, effort and a growing aptitude.

We should also look back to compare our School's purpose with the spirit of the Education Act (1877), later described by the Director of Education at the time, Clarence Beeby as: "all persons, whatever their ability, rich or poor, whether they live in town or country, have a right as citizens to a free education of the kind they are best fitted and to the fullest extent of their powers." This too was a vision to provide equal access to quality education for all.

It is no longer a vision that is the reality for many New Zealand children today. Rather the state education readily provided to too many students today stands at odds with our School's purpose, that essentially remains aspirational for our students, should they accept the challenge to be a contributing Grammar boy.

Our national education system is losing its academic rigour year upon year and as excuses continue to be made or standards lowered, resilience amongst its students is not learnt.

The very state education system that we want to believe in, want to be the lighthouse of, and once shared the same aspirations is sadly, in stark contrast to what is currently acceptable nationally - national achievement in literacy and numeracy is now mediocre by international standards and just about every time the results of an international test are published, they show a decline relative to our country's past performance.

The Education Review Office this year reported that regular attendance fell from 70 per cent of students in 2015 to just 58 per cent in 2019 before reaching 64 per cent in 2020 and 60 per cent in 2021. These compared to figures in excess of 80% in UK, Ireland, USA and Canada.

One of the inequalities in New Zealand education that is largely unspoken of is how boys are being disadvantaged. There has been little research to

explore the reasons for it, reflecting the disinterest in finding appropriate resolutions to remedy such abhorrent inequity. The failing of the system is evident in that only 43.9% of boys nationally achieved University Entrance in 2021, compared to girls of 57.7%. Compare those statistics to 87.4% of a cohort of 462 at Auckland Grammar School, and we can see something is awry.

There are systemic failures in our schooling system that are not being addressed and instead are being excused and thus disguised by changing assessment practices and localising the curriculum so that international comparisons are more difficult. The failures nationally are such that the schooling system we have, will not develop the full potential of many groups of disadvantaged students, including males, in a way that aligns with Beeby's vision or ours, without significant change – an educational revolution.

We are happy to share how a meritocratic environment advantages those who attend regularly, are prepared to participate, approach learning disciplinary knowledge with a growth mindset, have their attitude and performance measured through open feedback and being accountable for meeting high standards and expectations.

Because it works. And it has been systematically improved on since 1869. What is undisputed is that through qualified specialist teachers providing a knowledge-rich education, they help our young men learn. We also know that a School environment with clear rules requiring mutually respectful conduct, that are implemented fairly and consistently, helps grow contributing members of society rather than anti-social ones.

The foundational components of a quality education will continue to be ignored while digital click rates determine the news and our thinking about matters that will affect the future of our country. The messages I have shared are not nearly as alluring as allegations of streaming being racist, uniforms or grooming restricting freedoms, or the debate about schoolboy rugby to be televised. It just depends on our national priorities and our desire to provide all children with a high-quality education that will affect their futures.

IX APPRECIATION

Sincere thanks are extended to all members of the School community who have supported the School's educational philosophy, shown commitment to our curricular and extracurricular programmes and understood the structures and communication systems required to support our young men throughout 2022.

Thank you to our academic and non-teaching staff members who have endorsed the School's ethos, vision, mission and values through their actions and words. The School has continued to operate in new ways to meet mandated requirements and provide the best educational opportunities available with changing circumstances in the early part of 2022. We worked to implement routines and systems in consistent fashion so as to promote normalcy in daily School life and therefore advance teaching, learning and the well-being of our young men.

The School is fortunate to have a number of support groups who continue to volunteer their time to advance the quality of education we can provide. The Headmaster's Council has until recently been ably chaired by Dr Rob Kirkpatrick '64. Our thanks to Dr Kirkpatrick for his leadership and ongoing contributions to the School. While Dr Kirkpatrick remains a member of the Council, we welcome Mrs Pip Muir, a past Board member and parent, as Chair of the Headmaster's Council.

Other groups supporting the School include the Old Boys' Association.



Special thanks are extended to outgoing President, Mr Paul Bunbury '90, who has provided the Association and School with 2 years outstanding leadership. The Foundation Trust continues to be chaired by Mr Jack Porus, who has now provided 14 years leadership and direction of the Trust. The 4th group is that of the governing body, the School Board, chaired by Mr Mark Sandelin '75 who has also given significant service to the School. These groups and leaders provide us with unparalleled support, objective feedback and hold us accountable for the quality of a Grammar education.

My specific thanks to the Board. Our School continues to be overseen by a highly professional group who willingly donate their time and expertise to protect, secure and advance our approach to educating and caring for our young men while also monitoring the well-being and professional development of our staff. Their specialist skills and experience has allowed Auckland Grammar School to meet its governance responsibilities and legal obligations, in challenging financial times and an unstable educational climate.

Thanks to outgoing Board members, Deputy Chair, Mr Rob Hamilton, '81, Mr Braden Dickson, '78, Mr Ken Lotu-I'iga, '83 and Mrs Gita Jayaram. We also welcome Mr Nelson Wang '90, Mr Grant Trethewey, '76, Mrs Jodie King and Mr Daniel Wong to the School's Board.

Mr Mark Sandelin, Chairman of the Board, has provided stability to the governance and leadership of the School Board. His status as an Old Boy of '75, and his 14 years' service helps provide the School with stable governance through his qualified experiences and institutional knowledge. His leadership, commitment and unwavering focus on excellence has competently drawn together a skilled board whose combined expertise have advanced the School's development.

All members of the Leadership Team have been critical to the successful operation of the School in a year initially disrupted by operating under the COVID Protection Framework, including outdoor assemblies, mask mandates and limited events.

Thanks to Dr John Etty for his leadership of the curriculum and assessment systems, including responding to numerous national curriculum and assessment reviews. He was ably supported by Mr Oram, Deputy Headmaster – Academic.

Mr Sam McNaughton led the School's operations, health and safety procedures and the associated communications to staff, students and parents. He was well-supported by Mr Neitana Lobb, Deputy Headmaster Senior School, Mr Askew, Deputy Headmaster Junior School and Mr John Blyth, Deputy Headmaster HR.

There are many other staff members who were critical to the School's COVID-19 operational plans and the return to some form of normalcy. My thanks to:

- Mrs Joanne Guilford, Chief Financial Officer has led a team of staff to manage the School's finances in difficult economic times.
- Mr Frank Haszard, Director of Boarding, who has worked effectively with boarders and their parents to react quickly to changing mandates and health and safety protocols.
- Mr Cameron Watt, Director of Information Services, has continued to lead the School's digital service provision in every respect.
- Mrs Rachel Fenton, Director of International Students, worked close-

ly with her team, International Students, their parents and homestay providers to give them the extra support and guidance they needed.

- Mr Villy Kotze, Director Property Services, led his team of staff to advance the health and safety systems on the campus, while leading development projects including the new pool and library, which are part of the 150th capital campaign.
- Mr Dave Mackay, Director of Sports Development, who led the re-introduction of full summer and winter sports seasons, and along with Mr Willie Rickards and Mr Ben Richardson, encouraged high levels of engagement in sport this year
- Mr Daniel Reddish, Advancement Manager, who led the School's 150th Capital campaign to achieve the targeted \$16.6m required to build the new pool and library. He was ably supported by Mr Jeff Blackburn and many volunteers.
- Mrs Debbie Watson, my EA, who has worked in a collegial fashion to support school administration, members of the Leadership Team and the School's successful cycling programme.

Thank you to our senior staff members, including Head of Faculties and Departments, Directors and the wider student support network for their professional leadership this year. Their professionalism, loyalty and leadership have been appreciated.

I commend students who have led in a variety of roles this year. The leadership opportunities presented, were readily accepted, albeit after being presented Prefects badges or captains badges on the Old Boys' Pavilion Terraces in front of an assembly on the top field.

Head Prefect, Louis Eglinton and Deputy Head Prefect, Will Jones, engaged with and supported the student body admirably. I commend them both for their open leadership, desire to advance the School while caring for and cherishing its past and sacrificing time to show genuine care for their peers and staff alike.

My genuine thanks are also extended to parents who have not only supported their son's Grammar education but have supported the School's systems, protocols and communications whether personally favourable or not.

I do also want to thank the student body once more, for the resilience shown this year. Role modelled through hardship this year, I cannot think of better words than those that Form 5 student, Josh Freer shared with the School from the lectern late in Term 3. He said, "Whatever your goal is, you can get there – no matter what is in your way. If I look back at all the things I could have put as much effort into as I am now just to run again, I reckon I'd be pretty famous. Focus on them now, because you don't want to lose a leg to get focused."

I wish the entire Grammar community a safe and relaxing holiday, a Merry Christmas with friends and family and a happy and prosperous new year.

Per Angusta, Ad Augusta.

Tim O'Connor
Headmaster



Mission Statement

Auckland Grammar School will provide young men with a rigorous academic education. Each young man is expected to pursue excellence in acquiring knowledge and skills while embracing and upholding the School's values.

The School will promote all-round excellence in academic, sporting and cultural pursuits, encouraging each young man to recognise and develop his individual potential and gain pride and satisfaction by setting demanding personal goals and striving to attain them.

The School will encourage the development of the whole person in order that it may produce young men ready, willing and able to assume useful roles in society and be responsible citizens.



General Objectives

- a. To inspire in students a love of learning and respect for knowledge in a wide variety of disciplines.
- b. To enable students to master skills required to acquire and apply knowledge.
- c. To teach students the value of hard work and the importance of healthy competition.
- d. To provide a curriculum which in all disciplines will consist of content that is both substantial and rigorous.
- e. To enable students to achieve a standard of literacy and numeracy that exceeds national standards and is comparable to the best international standards.
- f. To encourage students to reach their full potential through competition with their peers and for this purpose to use academic streaming on a form by form basis
- g. To require students in Forms 3 and 4 to study a major core of subjects consisting of English, Mathematics, Social Studies, Science, Languages and a minor core of Physical Education, Music, Art and Technology. No major core subject will consist of a course of less than one year's duration.
- h. To measure student performance by competitive internal examinations each term and external examinations at senior levels.
- i. To encourage participation and interest in cultural activities and pursuits which lead to emotional development, social awareness, physical fitness and good health.
- j. To provide School Rules requiring a high standard of conduct, uniform and grooming from students in the interests of creating and maintaining a well-disciplined learning environment for all.
- k. To develop in students self-discipline, resourcefulness, adaptability, creativity, honesty, courtesy, self-reliance, healthy self-esteem, pride in personal appearance, public spirit and other personal qualities with the aim of using these virtues for the good of the School and of their Community.
- l. To promote attitudes and behaviour reflecting School values and a core set of values supported by the wider Grammar Community, including:
 - the encouragement and reward of effort and achievement
 - the pursuit of excellence in all personal and group endeavours
 - the importance of fulfilling commitments
 - the acceptance of lawful and just authority
 - respect for and participation in the democratic process
 - the balancing of self-interest with concern and tolerance for others, their cultures and beliefs.
- m. To develop in students sensitivity towards and acceptance of the rights of others in our culturally diverse society.
- n. To appoint staff of the highest calibre who are dedicated to excellence in classroom teaching, to continual enhancement of their subject expertise and to full participation in extra-curricular activities.
- o. To provide boarding accommodation for selected students from a wide variety of backgrounds generally outside the Auckland metropolitan area, giving these students the opportunity to study at Auckland Grammar School.
- p. To promote these objectives for mutual benefit through contact and association with organisations in the Community such as the University of Auckland and the Auckland Grammar School Old Boys' Association.



VARIANCE REPORTS

2022

- | | |
|--------------------|--------------------------|
| 1. Academic | 6. Enrolment |
| 2. Personnel | 7. Property |
| 3. Pastoral | 8. Finance |
| 4. Extracurricular | 9. Development Office |
| 5. Boarding House | 10. Internationalisation |

Key words:

Completed
Not Completed
Deferred

VARIANCE REPORT 2022

1. <u>ACADEMIC</u>		
Objectives	Target	Results
Student Achievement <ul style="list-style-type: none"> To maximise student achievement by continuing to improve and develop Pre-Q, Cambridge International and NCEA courses and course delivery. 	<ul style="list-style-type: none"> 75% of AS results are C or better. 95% of A Level results are graded as passes. 95% of Level 1 students achieve the maximum 20 credits to carry forward to Level 2. 75% of NCEA Level 2 students achieve Level 2. 85% of all senior students achieve NCEA Level 2 (or equivalent for Cambridge students). 75% of NCEA Level 3 students achieve Level 3. 85% of Form 7 students achieve University Entrance. For Māori and Pasifika students University Entrance achievement rates to be above comparable national averages for decile 8-10 schools. At least 180 individual NZQA scholarships are earned. To develop monitoring and tracking processes by end of Term 2. Align mentoring processes by end of Term 2. 	<ul style="list-style-type: none"> Not completed – 73.1%. Completed – 98.9%. Completed – 96.2%. Completed – 77%. Completed – 93%. Completed – 78%. Completed – 85% +. Completed – AGS Māori and Pasifika: 59%, Nationally, Māori students in Decile 8-10: 52%, Pasifika students in Decile 8-10: 44%, Nationally, male students in Decile 8-10: 58%. Not completed – 152 Scholarships. Completed – Head of Academic Monitoring and Head of Achievement Data Management appointed, data provision refined and mentoring process planned for 2023.

<p><u>Curriculum Development and Maintenance</u></p> <ul style="list-style-type: none"> ● To ensure that the School's curricula are designed and maintained to the highest possible standard. ● To continue to review the School's curriculum. ● To discuss and share best practice in curriculum design. ● To further develop a professional climate conducive to effective management of the curriculum. 	<ul style="list-style-type: none"> ● To review the implementation of new curricula by Term 4. ● To monitor NCEA Level 2 Review of Achievement Standards (RAS) processes and Phase 2 Materials by end of Term 2. ● To provide mechanisms for curriculum review by end of Term 1. ● To review the effectiveness of Pre-Q by end of Term 1. ● To review the place of Mātauranga Māori in the curriculum by end Term 3. ● To launch "the hidden curriculum" project by end of Term 4. ● To develop curriculum review processes for departments by end of Term 4. ● To share best curriculum and academic leadership practices between HOFs and HODs by end of Term 3. 	<ul style="list-style-type: none"> ● Completed – review in relevant departments completed in Term 4. ● Completed – new materials have been shared with HODs. ● Completed – materials ready for use in 2023. ● Deferred – will be brought into alignment with the preparations for NCEA Level 1 changes in 2024. ● Completed – HODs have reviewed curriculum materials with DHM – Academic. ● Not completed – affected by external provider's availability. ● Completed – materials ready for use in 2023 ● Completed – Academic Bulletins sent regularly through the year.
<p><u>Curriculum Delivery</u></p> <ul style="list-style-type: none"> ● To ensure excellence in curriculum delivery, on-campus and online. 	<ul style="list-style-type: none"> ● To embed the 6 Elements of Effective Teaching as part of the Auckland Grammar Teaching Framework by end of Term 2. ● To monitor the regular and effective use of GrammarNet throughout Term 1-2. ● To provide guidance on best practice in GrammarNet Course design by end of Term 4. ● To provide guidance on best practice in GrammarNet Class Page layout and design by end of Term 1. 	<ul style="list-style-type: none"> ● Completed – supported and extended using various methods, including professional development. ● Completed – system was used well through first half of academic year. ● Completed – internal PD forums used to promote course design. ● Completed – internal PD forums well attended and well-received.

<ul style="list-style-type: none"> ● To evaluate curriculum delivery. ● To provide appropriate online instructional Professional Development and support for staff. 	<ul style="list-style-type: none"> ● To provide HODs and HOFs with tools and data for curriculum evaluation by the end of Term 2. ● To pilot the use of video observation for appraisal purposes by the end of Term 1. 	<ul style="list-style-type: none"> ● Completed – materials ready for use in 2023. ● Completed – process will be ready for wider use in 2023.
<p><u>Māori and Pasifika</u></p> <ul style="list-style-type: none"> ● To improve achievement outcomes for Māori and Pasifika students. ● To extend the knowledge and use of Te Reo Māori and Tikanga Māori by staff and students. 	<ul style="list-style-type: none"> ● For Māori and Pasifika students University Entrance achievement rates to be above comparable national averages for decile 8-10 schools. <ul style="list-style-type: none"> - Māori/Pasifika - All students ● Teachers encouraged and supported to complete long-form professional development in Te Reo Māori by end of Term 3. 	<ul style="list-style-type: none"> ● Completed – AGS Māori and Pasifika: 59%, Nationally, Māori students in Decile 8-10: 52%, Pasifika students in Decile 8-10: 44%, Nationally, male students in Decile 8-10: 58%. ● Completed – 8 teachers have enrolled in PD.

VARIANCE REPORT 2022

2. <u>PERSONNEL</u>			
Objectives	Target	Results	
<u>Appointments</u> <ul style="list-style-type: none"> To attract, appoint and retain quality teachers and support staff members who are dedicated to excellence to ensure the achievement of the School's objectives and aspirations. To maintain and enhance human resource processes and protocols. 	<ul style="list-style-type: none"> Throughout 2022 replace leaving teachers with quality specialists. 	<ul style="list-style-type: none"> Completed – 11 teaching staff were appointed. 	
	<ul style="list-style-type: none"> By the start of year, review application processes to accommodate changing employment law requirements. 	<ul style="list-style-type: none"> Completed – appointment form modified. Employer Accreditation application completed. 	
<u>Human Resources</u> <ul style="list-style-type: none"> Review the human resources processes and protocols ensuring the School is compliant with regard to contractual obligations. To apply 'best practice' protocols and all employment processes. 	<ul style="list-style-type: none"> To review and update employment policies by end of Term 1. 	<ul style="list-style-type: none"> Completed – Employment, Staff Leave, Vaccination, Conflict of Interest and Protected Disclosures policies approved by the Board. 	
	<ul style="list-style-type: none"> By end of Term 2, have transferred all employee records into the School's online HR files. To investigate the implementation of online day relief structure, ready for 2023. 	<ul style="list-style-type: none"> Deferred Completed – training and pilot to occur in 2023. 	

<p><u>Professional Development</u></p> <ul style="list-style-type: none"> ● To set clear Professional Development goals for School-wide, department/team based and individual. ● To ensure Professional Development systems are in place for staff to support their on-going development. ● To encourage self-review systems and use outcomes to affect Professional Development provisions for staff. 	<ul style="list-style-type: none"> ● School-wide goals to be communicated to all staff at the start of Term 1. ● To develop and deliver Teacher Only Day format during Term 1. ● To deliver a full programme of Professional Development Forums for all staff in Terms 1-3. Completed by the end of Term 3. ● To formalise a Lesson Study process involving the use of video technology for professional development and appraisal purposes. To be completed by the end of term 4. ● To investigate teaching and HOD self-review tools. 	<ul style="list-style-type: none"> ● Completed – communicated at Staff Only Day in January and Goals communicated at New Staff Induction Day. ● Completed ● Completed ● Completed – 20 staff participated and used the programme as a professional development tool. Optional for appraisal purposes. ● Completed – implemented and completed in the annual appraisal cycle.
<p><u>Leadership</u></p> <ul style="list-style-type: none"> ● To identify high performing staff with leadership potential and provide them with pathways, processes and Professional Development to advance their ability to contribute at middle and senior management level. ● To promote leadership pathways within the School. 	<ul style="list-style-type: none"> ● To complete the second year of the Staff Leadership Programme pilot by end of Term 1. ● To complete the third year of the staff Leadership programme by the end of Term 4 ● To investigate how support for HODs and middle leaders can be improved by end of Term 4. 	<ul style="list-style-type: none"> ● Completed – first cohort for the Staff Leadership Programme completed in May. ● Completed – Programme commenced in Term 3 and first 3 modules were completed by the end of Term 4. ● Completed – planning has occurred and implementation investigated for 2023.

<p><u>Performance Management</u></p> <ul style="list-style-type: none"> ● To maintain an effective annual performance review whereby staff members are appraised against goals that align with the School's strategies. 	<ul style="list-style-type: none"> ● To review Leadership Team 4-minute walk throughs by end of Term 1. ● To align teacher's self-reflection processes with teaching standards by end of Term 4. ● To align departmental, faculty and School goals by end of Term 1. ● Trial an appraisal process using the Video project by end of Term 4. 	<ul style="list-style-type: none"> ● Completed – new system implemented at the end of Term 1. ● Completed – incorporated into the annual appraisal process. ● Completed – template for HOD and HOF reporting introduced in Term 1. ● Completed – volunteer trial group completed appraisal process.
<p><u>Communication</u></p> <ul style="list-style-type: none"> ● To ensure effective communication systems are put in place so staff are aware and can support the School's direction. ● To ensure there are practices at the School that are communicated, aimed at enhancing and promoting the culture and Grammar Way for staff. 	<ul style="list-style-type: none"> ● Staff input into the 2023 Annual Plan sought at the end of Term 4. ● To develop an HOD Handbook by end of Term 4. 	<ul style="list-style-type: none"> ● Completed ● Completed
<p><u>Health and Safety</u></p> <ul style="list-style-type: none"> ● To maintain and develop the Health and Safety framework including the Health & Safety Leadership Forum. ● Ensure there are best practices at School, which are best practice in relation to legislation. ● To assess staff and governance capacity and offer appropriate training for staff/trustees to meet requirements of Health and Safety legislation. 	<ul style="list-style-type: none"> ● To ensure staff are aware of the School's Health & Safety Policies and Procedures at the start of the year. ● To ensure all staff are inducted on health and safety systems throughout the year. ● To review governance structure of Health & Safety. ● To provide training opportunities throughout the year completed by end of Term 4. 	<ul style="list-style-type: none"> ● Completed ● Completed – via H&S Committee and H&S Tool Box on GrammarNet. ● Completed – with ongoing reviews as a result of updating Health & Safety Committee and Forum functions and duties. ● Completed – First Aid courses were made available to all staff in Term 2 and Term 4. New Science faculty staff completed registration for The Comprehensive Chemical HSWA training. Site Safe and H&S representative training completed.

<p><u>Staff Wellbeing</u></p> <ul style="list-style-type: none"> ● To conduct a bi-annual staff culture survey and to utilise feedback to inform and renew systems and practices. ● To develop, maintain and review structures and procedures that support staff wellbeing. 	<ul style="list-style-type: none"> ● Implement Staff Culture survey by end of Term 3. ● Refine and implement the 2022 wellbeing programme. 	<ul style="list-style-type: none"> ● Completed ● Deferred
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VARIANCE REPORT 2022

3. <u>PASTORAL</u>		
Objectives	Target	Results
<p><u>Special Character</u></p> <ul style="list-style-type: none"> To promote the School's vision, mission and values in every day School life for the wider Grammar community to buy into 'The Grammar Way'. To review the place of character education, community service and leadership programmes to enhance the School's vision and mission. 	<ul style="list-style-type: none"> To implement an on-going community service initiative by end of Term 4. To implement the first stage of the integrated Student Leadership Programme by the end of Term 4. 	<ul style="list-style-type: none"> Deferred – the new Student Leadership position of responsibility will lead this in 2023. Completed – Form 3 and 4 Leadership seminars and Leadership Day completed, Form 5 Leadership Seminars completed, Form 6 Leadership camp completed. Student led leadership initiatives have been supported and completed.
<p><u>Student Services</u></p> <ul style="list-style-type: none"> To regularly review policies and procedures pertinent to the pastoral care of students. 	<ul style="list-style-type: none"> To review, practise and build capacity and consistency across the Student Services Team in relation to the School's pastoral policies, including but not limited to the Child Protection Policy and Crisis Plan, by the end of Term 4. 	<ul style="list-style-type: none"> Completed – Child Protection Policy and Crisis Plan scenario planning with Student Services completed. Inclusiveness and Anti-Bullying Policy work underway.
<p><u>Careers</u></p> <ul style="list-style-type: none"> To establish timely dialogue with intending school leavers and provide them with support and advice while monitoring their progress and maintaining quality records of these interactions. 	<ul style="list-style-type: none"> To create and promote processes for students to identify course pre-requisites and track their progress towards them by the end of Term 2. 	<ul style="list-style-type: none"> Completed – HOF Student Services has designed an introductory task for students' first careers counselling appointment.

<p><u>Communications</u></p> <ul style="list-style-type: none"> ● To develop and review systems which provide for student feedback on the School's procedures and practices. 	<ul style="list-style-type: none"> ● To construct and implement a snapshot survey, completed by students and administered by Student Services staff, that provides regular data on the School's current environment, including perspectives on the level of inclusive practices, by the start of Term 2. 	<ul style="list-style-type: none"> ● Completed – not in place by the start of Term 2 but implemented in Term 3.
<p><u>Māori & Pasifika</u></p> <ul style="list-style-type: none"> ● To further develop the Tuakana-Teina programme to provide leadership opportunities and academic and mentoring support for Māori and Pasifika students. 	<ul style="list-style-type: none"> ● To focus the Tuakana-Teina programme on academic tracking and subject support by start of Term 3. 	<ul style="list-style-type: none"> ● Completed – SCT provided further support and guidance for Tuakana-Teina mentors.
<p><u>Personnel</u></p> <ul style="list-style-type: none"> ● To provide appropriate pastoral professional development to support the School's Pastoral operations. 	<ul style="list-style-type: none"> ● To deliver targeted Professional Development for all Deans and Boarding Masters on framing and leading pastoral conversations with students by the end of Term 3. ● By the end of Term 4, produce a handbook for the Deans network, detailing key operational information to assist Deans with the day-to-day functions of their pastoral roles. 	<ul style="list-style-type: none"> ● Completed ● Not completed – work in progress and annual review added as part of process.

<p><u>Systems</u></p> <ul style="list-style-type: none"> ● To ensure the School has functional systems that allow staff the ability to log, monitor and follow up pastoral matters promptly. ● To implement a system of annual self-review to promote best practice when working with young men. 	<ul style="list-style-type: none"> ● To ensure staff are accurately and appropriately using the behaviour notes functionality of the School's Student Management System by the end of Term 1. ● To embed a staff supervision structure for all members of the Deans network and Tibbs House Boarding Masters by the end of Term 4. 	<ul style="list-style-type: none"> ● Completed ● Completed
<p><u>Relating to Others</u></p> <ul style="list-style-type: none"> ● To provide regular student and parent seminars that support key messages of the Health curriculum and educate the wider community on topical issues confronting adolescents. ● To further develop the School's policies, procedures and practices to promote an inclusive environment for all students and staff. 	<ul style="list-style-type: none"> ● To further the annual programme of external speakers, to engage a provider to present on safe driving practices by the end of Term 2. ● To engage with external organisations to review and provide purposeful steps to further promote an inclusive environment. 	<ul style="list-style-type: none"> ● Completed – Students Against Dangerous Driving group established. External agencies actively engaged with the programme. ● Completed – formal partnership with Pride Pledge. Stocktake completed.

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4. <u>EXTRACURRICULAR</u>			
Objectives	Target	Results	
<u>Performing Arts</u> <ul style="list-style-type: none"> To advance the Performing Arts programmes provided to students. To develop character programmes to support Performing Arts that align with School programmes. 	<ul style="list-style-type: none"> To develop an ethos and philosophy around the culture and standard within Performing Arts groups throughout 2022. To develop a Performing Arts operating procedures handbook by the end of Term 1. 	<ul style="list-style-type: none"> Completed – ongoing work required for handbook requirements to be implemented consistently. Completed – to be implemented in 2023. 	
<u>Sports Development</u> <ul style="list-style-type: none"> To review Premier and Pathway team programmes for students and management. To review core Grammar sports to focus on high-level development and achievement. To develop a strength and conditioning facility. 	<ul style="list-style-type: none"> To further develop the review process so that it identifies areas that require enhancement to maximise performance by end of Term 1. To review the current athlete development programme in Athletics, Rugby, Tennis and Water Polo to ensure the sport is fostering student improvement from Form 3 to Form 7 by end of Term 3. To examine how the new weights facility can best support tagged Premier codes by end of Term 1. 	<ul style="list-style-type: none"> Completed – the inclusion of student ‘focus groups’ was an effective addition to the review process. Completed – end of year reviews conducted in Athletics, Rugby, Tennis and Water Polo. Staffing confirmed for 2023. Models for student development in place. Deferred 	

<p><u>Personnel</u></p> <ul style="list-style-type: none"> ● To recruit and retain teachers as quality coaches/managers for Sport and the Performing Arts. ● To develop and refine succession plans for Premier and Pathway team coaching positions and teachers involved with Premier Performing Arts groups to ensure continuity of standards and processes. ● To review and monitor extracurricular requirements across Sport, Performing Arts and other School groups with regard to staffing. 	<ul style="list-style-type: none"> ● To ensure Premier teams are staffed accordingly to meet the demands of the code by the start of each season. ● To proactively work with staff coaching in emerging teams to build their capabilities and potential for opportunities at higher levels by the end of Term 4. ● To identify where staff support is required within extracurricular programmes by the end of Term 4, in preparation for the new School year. 	<ul style="list-style-type: none"> ● Completed ● Completed – specific support (formal and informal) was provided. The addition of a new Head of Sport and the creation of additional staff, Head of Coach Development has enhanced staff capabilities. ● Completed – MIC Squash, MIC Archery and MIC Productions identified.
<p><u>Competition</u></p> <ul style="list-style-type: none"> ● To increase opportunities for student participation (of all ability levels) in Sport and physical activity and the Performing Arts. ● To monitor student participation rates in Sport and the Performing Arts and report on these. 	<ul style="list-style-type: none"> ● To develop a strategy to attract and increase participation in Athletics as a primary and secondary sport by end of Term 1. ● To collate and report data on participation rates by end of Term 4. 	<ul style="list-style-type: none"> ● Completed – MIC Athletics and HOS analysed participation data in Athletics and Premier Sport identified a group of students for a targeted approach. ● Completed – overall student participation in organised sport was down 3% from 2021 data – 61% (of students representing the School). Auckland Grammar was 10% higher than any boys' school in New Zealand.

<p><u>Pastoral Care</u></p> <ul style="list-style-type: none"> ● To motivate and mentor individuals/ groups so that they remain in their chosen activity at Auckland Grammar and when they leave school. ● To develop and implement wellness networks within existing structures to support the School's Premier sportsman and Performing Arts students. 	<ul style="list-style-type: none"> ● To identify and support Premier sporting individuals/groups who would benefit from, or are in need of, support during respective seasons. ● To implement an approved code-specific wellness monitoring programme for all tagged sports by end of Term 4. 	<ul style="list-style-type: none"> ● Completed – approximately 80 referrals relating to students who play sport, and in need, were provided with additional support. ● Completed – DOSD Masters research paper. Referral monitoring programmed completed. Wellbeing structure to be implemented in 2023.
<p><u>School Standards</u></p> <ul style="list-style-type: none"> ● To implement and reinforce a code of conduct for all players, managers and coaches and communicate this to the Grammar community. 	<ul style="list-style-type: none"> ● For all personnel involved in Premier sport to understand and apply School standards effectively by start of respective seasons. 	<ul style="list-style-type: none"> ● Completed
<p><u>Leadership</u></p> <ul style="list-style-type: none"> ● To refine professional development opportunities for the Premier sports/ Performing Arts leaders to enhance leadership skills. ● To refine leadership programmes available to students. 	<ul style="list-style-type: none"> ● To create opportunities for coaches to share their knowledge and experiences to become better leaders within their chosen sport. ● To create and implement a Leadership Programme in sport, targeting current and future leaders suitable for captaincy, during each respective season. 	<ul style="list-style-type: none"> ● Completed – 2 formal theory-based professional development sessions were delivered in Term 2 and Term 3. ● Completed – 2 'Captains' workshops delivered. 10 'Culture' sessions delivered by the end of Term 2. A further 13 sessions were delivered on 'Culture' across Rowing, Basketball, Hockey and Football.

<p><u>Outdoor Education</u></p> <ul style="list-style-type: none"> ● To provide students with opportunities to experience the outdoors. 	<ul style="list-style-type: none"> ● To review and refine the Form 4 Camp programme to suit the needs of Auckland Grammar students by end of 2022. ● To review facilities and resourcing for Outdoor Education programmes at Venturelodge during 2022. 	<ul style="list-style-type: none"> ● Completed – Hillary Outdoors staff and key Grammar staff held a formal review and the programme has been refined for 2023. ● Completed – brief in place. Delivery programme and funding to be finalised.
<p><u>Health and Safety</u></p> <ul style="list-style-type: none"> ● To review EOTC protocols to ensure best practice is realised for all groups leaving School grounds. ● To ensure the School's Health & Safety and EOTC policies and obligations are well articulated to all involved with extracurricular activities. 	<ul style="list-style-type: none"> ● To review and refine the International Tour procedures for School Tours by the end of Term 3. ● Staff involved in EOTC activities to have a clear understanding of the School's EOTC processes and best practice. ● Early in Term 1 to have implemented COVID vaccination monitoring systems for all students involved with EOTC activities/overnights and/or CSA/SSNZ competitions. 	<ul style="list-style-type: none"> ● Completed – procedures updated on GrammarNet. ● Completed – support was readily made available to all staff including the addition of referral to the HOD Outdoor Education where applicable. ● Completed – monitoring system was developed and implemented.
<p><u>Relationships</u></p> <ul style="list-style-type: none"> ● To develop relationships with senior students, Old Boys and the wider community to benefit opportunities for young men to play Sport or be involved with Music/Performing Arts. 	<ul style="list-style-type: none"> ● To actively recruit members of the community and Old Boys to contribute to extracurricular activities of the School. 	<ul style="list-style-type: none"> ● Completed – Rugby recruited an additional 5 Old Boys, Basketball 1, Water Polo 1, Cycling 1, Touch Rugby 1 and Cricket 1.

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5. <u>BOARDING HOUSE</u>			
Objectives	Target	Results	
<u>Pastoral Care</u> <ul style="list-style-type: none"> To develop and regularly review the wellbeing and leadership programmes provided to all boarders. To review the mechanisms used to provide support, both pastoral and academic, for boarders. 	<ul style="list-style-type: none"> To deliver the Form 6 Boarder Wellbeing programme by the end of Term 4. To construct the Form 7 Boarder Leadership programme by the end of Term 3. To complete a full review of the structure and effectiveness of Prep by the end of Term 2. 	<ul style="list-style-type: none"> Completed – delivered by Form 6 Boarding Master. Deferred – will be completed by the end of Term 1, 2023. Not completed – Boarding Masters feedback has been collated. Student feedback yet to be collected. Implementation of review finding in 2023. 	
<u>Personnel</u> <ul style="list-style-type: none"> To provide appropriate professional development opportunities for all staff. 	<ul style="list-style-type: none"> To provide best practice targeted professional development for all Boarding Masters by the end of Term 4. 	<ul style="list-style-type: none"> Completed – Boarding Conference content shared. School TV Boarding centric PD provided. 	
<u>Communications</u> <ul style="list-style-type: none"> To regularly review communication systems so that parental communications are encouraged. 	<ul style="list-style-type: none"> To ensure COVID-19 communications to parents are timely and contain Tibbs House Health & Safety protocols aligned to current Auckland Health settings and Boarding guidelines. This will occur through to the end of Term 4. 	<ul style="list-style-type: none"> Completed 	
<u>Finances</u> <ul style="list-style-type: none"> To regularly review fee structures and operations to build a 'Tibbs House' fund that may seed future developments at Tibbs House. 	<ul style="list-style-type: none"> To investigate, and potentially trial, approaching alumni of Tibbs House to contribute to specific legacy purchases by the end of Term 3. 	<ul style="list-style-type: none"> Deferred – this will follow confirmation of 25-Year Master Campus plan. 	

<p><u>Facilities</u></p> <ul style="list-style-type: none"> ● To review and implement additional security measures to further protect the staff, boarders and facilities. ● To conduct an analysis which considers the facility needs of boarders and staff. 	<ul style="list-style-type: none"> ● To initiate an independent review of the hostel's security profile, including current CCTV coverage restrictions, by the end of Term 3. ● To complete the proposed 25-year Master Plan for Tibbs House by the end of Term 2. 	<ul style="list-style-type: none"> ● Not completed – incorporated with the site condition survey. ● Not completed – site condition survey in progress and will form the basis of the 25-Year Master Planning.
<p><u>Boarding Licence</u></p> <ul style="list-style-type: none"> ● To ensure the Tibbs House Boarding Licence is current and compliant. 	<ul style="list-style-type: none"> ● To successfully complete the renewal of the Tibbs House Boarding licence by May 2022. 	<ul style="list-style-type: none"> ● Completed – Boarding Licence granted 2022-May 2025.
<p><u>Services and Contracts</u></p> <ul style="list-style-type: none"> ● To review the quality of services provided at Tibbs House, including catering, cleaning and laundry. 	<ul style="list-style-type: none"> ● To review the KPIs with Montana Catering Services throughout 2022. 	<ul style="list-style-type: none"> ● Completed – set new KPIs for 2023.
<p><u>Health & Safety</u></p> <ul style="list-style-type: none"> ● To ensure the Health & Safety policies and procedures are well articulated and shared with staff, boarders and parents. 	<ul style="list-style-type: none"> ● To communicate health and safety expectations with parents and boarders before the Tibbs campus opens for 2022. ● To monitor and refine procedures to align with Auckland's COVID Health Framework. 	<ul style="list-style-type: none"> ● Completed – regularly communicated through the year. ● Completed

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6. <u>ENROLMENT</u>		
Objectives	Target	Results
<u>Roll Analysis</u> <ul style="list-style-type: none"> To monitor and manage Out of Zone Enrolments. 	<ul style="list-style-type: none"> By March 1 have achieved an In Zone and out of Zone balance of enrolments that reaches 2547 domestic students. 	<ul style="list-style-type: none"> Not completed – March 1 Domestic Roll was 2509.
<u>Boarding</u> <ul style="list-style-type: none"> To maintain the Tibbs House enrolment level at approximately 120 boarders. 	<ul style="list-style-type: none"> To maintain 121 boarders for Term 1-3. To attract a Form 3 cohort of 25 boarders by March 1. 	<ul style="list-style-type: none"> Not completed – the School year concluded with 114 boarders in House. Not completed – the School year concluded with 20 Form 3 boarders.
<u>Legislation</u> <ul style="list-style-type: none"> To provide a campus that meets Ministry of Education Health and Safety obligations. 	<ul style="list-style-type: none"> For the duration of the year, maintain a safe campus for all enrolled students. Respond immediately to COVID-19 related health and safety issues. 	<ul style="list-style-type: none"> Completed – the Board met its obligation to maintain a safe campus. The School's new H&S Framework is in place and has aided the monitoring of risks and hazards. Completed – the School responded to MOH CPF settings, and reinforced hygienic practices for staff and boarders.
<u>International</u> <ul style="list-style-type: none"> To consider the impact of International Students in managing the School roll. 	<ul style="list-style-type: none"> To retain 76 international students throughout 2022. To be responsive to international border changes throughout the year. 	<ul style="list-style-type: none"> Completed – the 2022 Year End FTE was 89.80, exceeding budget. Completed – 24 new international students were attracted throughout 2022. 38 new enrolments are in process for 2023, 59 returning enrolments are in process for 2023.

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7. <u>PROPERTY</u>			
Objectives	Target	Results	
10 Year Property Plan <ul style="list-style-type: none"> To identify and address infrastructural needs. 	<ul style="list-style-type: none"> Project planning by end of Term 2 of projects identified via the new 10YPP. Complete projects identified as part of SIP \$400,000 budget by the end of Term 1. 	<ul style="list-style-type: none"> Completed – ongoing review during staged programme delivery. Completed 	
Capital Projects <ul style="list-style-type: none"> To ensure capital projects are delivered to budget in a timely manner. 	<ul style="list-style-type: none"> Monthly reporting is provided on Capital expenditure. Te Ara and new Pool construction 80% completed by end of Term 4. To monitor Te Ara and Pool Risk Management plan. To deliver School funded capital budget contributions for Te Ara and the new Pool. To progress the Te Ara FF&E scope. To complete Tibbs House renovation by start of year. Staged implementation of the Venturelodge master plan. To complete O Zone project by the end of Term 2. 	<ul style="list-style-type: none"> Completed Completed – Pool 80% completed. Te Ara is ongoing, both projects tracking to revised programmes. Completed – in place before pool operates. Completed – remaining delivery ongoing according to programme. Not completed – underway and will be completed in 2023. Completed Completed – phased delivery. Deferred – ground condition resolved with construction in progress. 	

<p><u>Health & Safety</u></p> <ul style="list-style-type: none"> ● To ensure compliance with the Health & Safety at Work Act 2015 and MOE guidelines. ● To ensure the Health & Safety policy is implemented and understood by staff. ● To address and review site-specific Health & Safety policies for contractors on site. 	<ul style="list-style-type: none"> ● To implement new Risk Register by the start of Term 1. ● To implement new incident reporting process by the start of Term 1. ● To monitor and review the Accident and Incident Register on PC School to identify trends and develop improvement plan. ● To review and monitor the major risks identified by departments and ensure staff are aware of control plans to mitigate risks throughout the year. ● To communicate to all staff their responsibilities at Staff Only Day. ● To ensure all staff, volunteers and contractors are compliant with the School's Health & Safety and COVID related procedures throughout 2022. ● To complete the Main Block health and safety roof repairs before the end of Term 2. 	<ul style="list-style-type: none"> ● Completed ● Completed ● Completed – ongoing with introduction of Hazard Identification form. ● Completed – this is an ongoing function overseen by the H&S Committee. ● Completed ● Completed – with continued monitoring. ● Completed
<p><u>Off-Campus Facilities</u></p> <ul style="list-style-type: none"> ● To maintain Venturelodge, Clive Road and Tibbs House properties. 	<ul style="list-style-type: none"> ● To create a development brief for Outdoor Education programmes for Venturelodge by end of Term 1. ● Implementation of the Venturelodge Master Plan. ● To develop a 25-year Master Campus Plan for Tibbs House by end of year. 	<ul style="list-style-type: none"> ● Completed – brief in place, delivery programme to be finalised. ● Completed – incorporating phased delivery. ● Deferred – site condition survey report completed with review underway.

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8. <u>FINANCE</u>		
Objectives	Target	Results
<u>Financial Independence</u> <ul style="list-style-type: none"> ● Increase revenue from locally raised funds. ● To explore opportunities to raise additional income. 	<ul style="list-style-type: none"> ● To achieve 70% of the School donation by year end. ● To increase revenue from other sources throughout the year. 	<ul style="list-style-type: none"> ● Completed – YTD 31 December 2022 70.29% of the full budget was received totalling \$2,690,421. ● Not completed – facility hire affected by School operations under the COVID Protection Framework and programmed construction.
<u>Financial Monitoring</u> <ul style="list-style-type: none"> ● To set rigorous budgets that support quality educational outcomes. ● To reduce superfluous expenditure. ● To supply timely and accurate reports. 	<ul style="list-style-type: none"> ● Present budget for adoption to November meeting of the Board of Trustees. ● Reduce budgets and articulate this to budget holders by start of year. ● To provide HOFs with ready access to budgets on a live basis. ● To work with HOFs to ensure monthly reporting to budget holders. 	<ul style="list-style-type: none"> ● Not completed – to be presented in February 2023. ● Completed ● Completed ● Not completed
<u>Financial Structure</u> <ul style="list-style-type: none"> ● To achieve budgeted operating surpluses while meeting strategic goals. 	<ul style="list-style-type: none"> ● To achieve budgeted operating surplus by year-end. 	<ul style="list-style-type: none"> ● Completed

<p><u>Personnel</u></p> <ul style="list-style-type: none"> ● Ensure financial staff have access to Professional Development. ● To upskill budget holders understanding of their own budget areas. 	<ul style="list-style-type: none"> ● To monitor Professional Development plans for staff and begin implementing by beginning of Term 2. ● By end of Term 1, Professional Development to be provided to budget holders on the use of the School's online financial reporting systems. 	<ul style="list-style-type: none"> ● Completed ● Not completed
<p><u>Property Investments</u></p> <ul style="list-style-type: none"> ● To review housing rents annually. 	<ul style="list-style-type: none"> ● To review house rents in June 2022. 	<ul style="list-style-type: none"> ● Completed
<p><u>Capital Programme</u></p> <ul style="list-style-type: none"> ● Monitor master capital programme to ensure projects are delivered to budget within set time frame. 	<ul style="list-style-type: none"> ● Monthly reporting is provided on Capital Expenditure. ● To monitor Information Services capital expenditure at end of January for approved expenditure. 	<ul style="list-style-type: none"> ● Completed ● Completed – on budget.
<p><u>Information Services</u></p> <ul style="list-style-type: none"> ● Research opportunities to enhance School services and teaching resources. 	<ul style="list-style-type: none"> ● To review the Finance platform by end of September. 	<ul style="list-style-type: none"> ● Completed – ongoing discussions with Finance Committee and Digital Technologies Committee.

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9. <u>DEVELOPMENT OFFICE</u>		
Objectives	Target	Results
<u>Fund Management</u> <ul style="list-style-type: none"> To identify areas of the School that require philanthropic support, including but not limited to the Academic Endowment Fund. To complete fundraising for the Te Ara capital campaign. 	<ul style="list-style-type: none"> By the end of Term 1, identify areas where additional support is warranted and talk to potential donors. To raise the \$1.4million required to complete the fundraising for the Te Ara project by the conclusion of 2022. 	<ul style="list-style-type: none"> Completed – areas identified and draft strategy document completed. 3 new Staff Awards. Completed - \$16 million target reached with fundraising now at \$16.65 million.
<u>Personnel</u> <ul style="list-style-type: none"> To recruit and retain quality Development personnel. 	<ul style="list-style-type: none"> To retain the current Development Office staff, ensuring continuity and the strengthening of key relationships. 	<ul style="list-style-type: none"> Completed – office remains fully staffed.
<u>Events</u> <ul style="list-style-type: none"> To ensure the events calendar enhances the School's fundraising and friend raising programmes. 	<ul style="list-style-type: none"> To put in place an events calendar for 2022 fundraising and friend raising events as well as School related events by the start of 2022. To ensure events are conducted within budget throughout the year. To strive to increase attendance numbers year on year. To host a Te Ara donor's event to coincide with the opening of the new Pool. 	<ul style="list-style-type: none"> Completed Completed Completed – a number of events were sold out and near all other events saw attendance exceed the previous year's numbers. Deferred – due to the later than expected delivery of the project this will occur in 2023.

<p><u>Sponsorship Management</u></p> <ul style="list-style-type: none"> ● To identify sponsors that align with key School events and programmes and secure support. ● To build partnerships with businesses in order to secure ongoing sponsorship. 	<ul style="list-style-type: none"> ● To secure sponsorship for all appropriate events throughout the year, enabling them to be cost neutral. ● To secure at least one multi-year sponsorship for each key event by the end of 2022. 	<ul style="list-style-type: none"> ● Completed – all applicable events were sponsored to offset costs. ● Not completed – unsuccessful negotiations through the year. Work in progress.
<p><u>International Development</u></p> <ul style="list-style-type: none"> ● To maintain the School's presence in Australia, US and UK. 	<ul style="list-style-type: none"> ● US and UK reps to provide engagement reports every two months and meet with the Advancement Manager every third month to monitor progress and move prospects toward donations. ● Keep international Old Boys up to date with current School events. 	<ul style="list-style-type: none"> ● Completed – reporting process in place with UK, US no longer has staff member. ● Completed – Old Boys' newsletters sent each term and two international bulletins sent.
<p><u>Communication & Marketing</u></p> <ul style="list-style-type: none"> ● To manage relevant and timely communications to stakeholder groups. 	<ul style="list-style-type: none"> ● A full schedule of all communications to stakeholder groups to be in place by the start of each term. ● To increase the number of followers across the various social media platforms throughout 2022. ● To increase engagement with the Grammar community with the content generated and published. To be measured in shares and impressions. 	<ul style="list-style-type: none"> ● Completed ● Completed – Facebook (School) +417; Facebook (AGSOBA) +58; Twitter +54%; Instagram +520; LinkedIn +871. ● Completed – there was an overall upward trend in the number of impressions from the School's social media posts, although this varied from post to post.

VARIANCE REPORT 2022

10. <u>INTERNATIONALISATION</u>			
Objectives	Target	Results	
<u>Internationalisation</u> <ul style="list-style-type: none"> To promote the School's reputation of academic and extracurricular excellence to international markets. To create links with like-minded boys' schools worldwide. 	<ul style="list-style-type: none"> To review and renew agency agreements progressively by Term 3. To provide recommendations to Government policy settings. Lead and participate in school cluster initiatives including CASPA, Schools Symposium, Auckland Schools Marketing Group by Term 4. 	<ul style="list-style-type: none"> Completed Completed – continue to contribute to industry via consultative processes with Government agencies. Completed – new collaborative cluster arrangements established and an Auckland Schools marketing cluster for Germany established. 	
<u>Marketing</u> <ul style="list-style-type: none"> To develop and implement the Marketing and Recruitment Strategy and promote internationally recognised learning programmes designed to attract academically capable International Students from diverse markets. To create and maintain close links with New Zealand and international industry partners, organisations and agencies (including Education New Zealand, ISANA NZ, INZ, Study Auckland and SIEBA). To promote the School by producing and distributing quality marketing material and maintaining a high-quality digital presence. 	<ul style="list-style-type: none"> To identify and facilitate opportunity for students to participate in ambassador opportunities and online exchange programmes. To refresh the International Department website pages by Term 1. To create a new Agent Hub for training and resource access by Term 2. Agents insights into eSchool collated. To create digital content including infographics and video to distribute via agent networks and social media throughout 2022. 	<ul style="list-style-type: none"> Completed – looking to extend opportunity to Taiwan and Singapore in 2023. Completed Completed – via virtual forums and in-person workshops on campus. Not completed – International Module in PC School preferred. Completed 	

	<ul style="list-style-type: none"> ● To investigate the streamlining of international students' recruitment from China by Term 2. 	<ul style="list-style-type: none"> ● Completed – the pandemic disrupted channel marketing.
<u>International Enrolments</u> <ul style="list-style-type: none"> ● To ensure the admission criteria are market appropriate and set policy to manage enrolment levels. ● To plan for and manage targeted roll levels 2022-2026. 	<ul style="list-style-type: none"> ● To prepare staff for a potential rolling enrolment of international students in late 2022, if the border opens. ● To work with Information Services for the integration of pre-enrolment eSchool software to PC School and its remote access. ● To improve induction processes by Term 4. ● To meet budget targeted enrolments by Term 3 2022. 	<ul style="list-style-type: none"> ● Completed – 24 new international students started in Term 3 or 4. ● Not completed – eSchool integration was replaced with an alternative. ● Completed ● Completed – exceeded budget enrolment target for 2022.
<u>Student Welfare and Wellbeing</u> <ul style="list-style-type: none"> ● To ensure the School meets best practice and compliance to the Education (Pastoral Care of International Students) Code of Practice. ● To continue to develop systems for the pastoral support of International Students. ● To enhance homestay offerings, monitoring and self-review systems. ● To enhance and encourage cross-cultural interaction and understanding amongst international and domestic students. 	<ul style="list-style-type: none"> ● To implement progressive improvements as part of the annual self-review attestation under the Code of Practice guidelines. ● To enhance support offered to International Students from Term 1. ● To improve orientation processes by Term 4. ● To complete all homestay visits as per termly schedule and record in eSchool. ● To promote, recruit, assign and monitor domestic students for the International Student Buddy Network Programme by the end of Term 1. 	<ul style="list-style-type: none"> ● Completed – Code action plan for 2022 reviewed in April and ERO reviewed May 2022. ● Completed ● Completed – handbook updated. ● Completed ● Completed

	<ul style="list-style-type: none"> To work closely with Student Services on careers and university applications for international students. 	<ul style="list-style-type: none"> Completed
<u>Academic Programmes</u> <ul style="list-style-type: none"> To enhance language support for International Students with the aim of providing access to mainstream academic programmes. 	<ul style="list-style-type: none"> To develop ESOL Department staffing and class allocation flexibility to support International Students arriving throughout the School year. 	<ul style="list-style-type: none"> Completed
<u>Personnel</u> <ul style="list-style-type: none"> To maintain a staffing structure that provides quality support to International Students appropriate to roll numbers, which promotes the School globally. 	<ul style="list-style-type: none"> To ensure International Department staff undertake Professional Development and are up-to-date on current international education priorities and processes. To ensure that staffing structures are appropriate from Term 1. 	<ul style="list-style-type: none"> Completed Completed – new International Relationship Manager was appointed for 2023.
<u>Financial Independence</u> <ul style="list-style-type: none"> To implement an effective marketing plan, admission policy and support structure to ensure the continued enrolment of International Students. To sustain a high rate of student retention. 	<ul style="list-style-type: none"> To monitor and adjust admission, recruitment and marketing strategies to meet enrolment targets by end of 2022. To plan and undertake a marketing activity schedule to continue to develop diverse markets. To sustain retention rates above 75% through welfare and communication activities by the end of 2022. 	<ul style="list-style-type: none"> Completed – exceeded enrolment target for 2022. Completed – a mixture of online and in-person agent and student events completed in 2022. No international travel. Completed
<u>Communications</u> <ul style="list-style-type: none"> To ensure reporting and communication systems to parents/agents and homestays are regular and effective, and share positive information about International Students within the School 	<ul style="list-style-type: none"> To tailor School communication for International parents. To maintain regular WeChat communications with parents throughout the year. 	<ul style="list-style-type: none"> Completed Completed – key notices and reminders were sent to Chinese parents via WeChat.



AUCKLAND GRAMMAR SCHOOL

ANNUAL FINANCIAL REPORT OF THE BOARD

For the year ended 31 December 2022

Auckland Grammar School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual Parent \$	2022 Actual Group \$	2022 Budget Parent \$ Unaudited	2022 Budget Group \$ Unaudited	2021 Actual Parent \$	2021 Actual Group \$
Revenue							
Government Grants	1	29,301,244	29,301,244	32,400,400	32,400,400	28,307,988	28,307,988
Interest Earned	2	112,493	171,997	75,000	128,743	29,178	82,921
Locally Raised Funds	3	8,774,627	8,659,689	8,169,724	8,096,894	8,635,445	8,563,137
Locally Raised Funds - Te Ara 150th Project	3	8,882,001	8,882,001	-	-	4,548,309	4,548,309
Hostel	4	1,791,707	1,791,707	1,915,350	1,915,350	1,342,322	1,342,322
Gain on sale of property, plant and equipment		-	-	-	-	17,391	17,391
Total Revenue		48,862,072	48,806,638	42,560,474	42,541,387	42,880,633	42,862,067
Expenses							
Locally Raised Funds	3	3,615,528	3,615,528	3,337,871	3,337,871	3,636,988	3,636,987
Hostel	4	1,474,911	1,474,911	1,529,634	1,529,634	1,264,007	1,264,007
Learning Resources	5	20,479,396	20,479,396	21,126,709	21,126,709	19,904,921	19,904,921
Administration	6	1,726,874	1,791,254	1,685,932	1,757,205	1,438,551	1,509,824
Property	7	12,371,123	12,371,123	14,875,507	14,875,507	11,597,155	11,597,155
Loss on disposal of Property, Plant and Equipment		-	-	-	-	159,308	159,308
Other Expenses		26,546	26,546	-	-	(4,439)	(4,439)
Total Expenses		39,694,377	39,758,757	42,555,654	42,626,927	37,996,492	38,067,764
Net Surplus / (Deficit) for the year		9,167,695	9,047,881	4,820	(85,540)	4,884,140	4,794,303
Other Comprehensive Revenue and Expenses		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the year		9,167,695	9,047,881	4,820	(85,540)	4,884,140	4,794,303

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

Auckland Grammar School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

Note	2022 Actual Parent \$	2022 Actual Group \$	2022 Budget Parent \$ Unaudited	2022 Budget Group \$ Unaudited	2021 Actual Parent \$	2021 Actual Group \$
Balance at 1 January	25,430,563	27,385,990	25,430,564	27,385,990	20,546,423	22,591,687
Total comprehensive revenue and expense for the year	9,167,695	9,047,881	4,820	-85,540	4,884,140	4,794,303
Equity at 31 December	34,598,258	36,433,871	25,435,384	27,300,450	25,430,563	27,385,990
Accumulated comprehensive revenue and expense	34,598,258	36,433,871	25,435,384	27,300,450	25,430,563	27,385,990
Equity at 31 December	34,598,258	36,433,871	25,435,384	27,300,450	25,430,563	27,385,990

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

Auckland Grammar School
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual Parent \$	2022 Actual Group \$	2022 Budget Parent \$ Unaudited	2022 Budget Group \$ Unaudited	2021 Actual Parent \$	2021 Actual Group \$
Current Assets							
Cash and Cash Equivalents	8	8,543,969	8,626,620	4,200,000	4,277,313	4,204,068	4,281,382
Investments	11	850,000	1,020,000	3,000,000	3,000,000	2,983,262	3,238,262
Accounts Receivable	9	1,514,378	1,472,140	1,620,000	1,620,000	1,621,061	1,602,748
Prepayments		195,305	195,305	200,000	200,000	200,019	200,019
Funds receivable for Capital Works Projects	18	168,964	168,963	300,000	300,000	603,064	603,064
Inventories	10	532,901	532,901	550,000	550,000	551,135	551,135
GST Receivable		457,481	457,481	400,000	400,000	435,183	435,183
		12,262,999	12,473,410	10,270,000	10,347,313	10,597,792	10,911,793
Less Current Liabilities							
Accounts Payable	12a	4,481,033	4,491,842	3,500,000	3,509,197	3,489,914	3,499,111
Funds Held in Trust	12b	734,637	734,637	650,000	650,000	669,778	669,778
Revenue Received in Advance	13	2,113,917	2,113,917	2,200,000	2,200,000	2,431,590	2,431,590
Funds held for Capital Works Projects	18	9,153	9,153	-	-	232,237	232,237
Provision for Cyclical Maintenance	16	672,029	672,029	700,000	700,000	326,841	326,841
Finance Lease Liability	25	79,898	79,898	50,000	50,000	34,974	34,974
		8,090,668	8,101,477	7,100,000	7,109,197	7,185,333	7,194,531
Working Capital Surplus / (Deficit)		4,172,331	4,371,934	3,170,000	3,238,116	3,412,459	3,717,262
Non-current Assets							
Investments held by the Combined Trusts	11	-	1,636,010	-	1,796,950	-	1,650,622
Property Plant and Equipment	14	31,868,046	31,868,046	23,590,384	23,590,384	23,738,137	23,738,137
		31,868,046	33,504,056	23,590,384	25,387,334	23,738,137	25,388,759
Non-current liabilities							
Finance Lease Liability	25	98,078	98,078	25,000	25,000	25,193	25,193
Provision for Cyclical Maintenance	16	1,344,041	1,344,041	1,300,000	1,300,000	1,694,838	1,694,838
		1,442,118	1,442,118	1,325,000	1,325,000	1,720,031	1,720,031
Net Assets		34,598,258	36,433,871	25,435,384	27,300,450	25,430,565	27,385,990
Equity		34,598,258	36,433,871	25,435,384	27,300,450	25,430,563	27,385,990

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

Auckland Grammar School
Statement of Cashflows
For the year ended 31 December 2022

Notes	2022 Actual Parent \$	2022 Actual Group \$	2022 Budget Parent \$ Unaudited	2022 Budget Group \$ Unaudited	2021 Actual Parent \$	2021 Actual Group \$
CASH FLOWS FROM OPERATING ACTIVITIES						
Government and Other Grants	5,203,614	5,203,614	4,767,363	4,767,363	4,858,561	4,858,561
Locally raised funds	15,299,378	15,313,146	6,325,625	6,356,798	13,150,764	13,098,110
Hostel	1,833,330	1,833,330	1,878,659	1,878,659	1,165,777	1,165,777
International Students	2,035,648	2,035,648	1,621,321	1,621,321		
Interest and Dividends	99,402	158,653	82,674	136,583	29,178	82,921
	24,471,372	24,544,392	14,675,642	14,760,724	19,204,280	19,205,369
Payments to Suppliers including Combined Trusts	(7,615,526)	(7,678,293)	(8,150,981)	(8,258,908)	(8,425,236)	(8,451,192)
Payments to Employees	(5,043,620)	(5,043,618)	(4,842,581)	(4,843,584)	(4,988,908)	(4,988,908)
Goods and Services Tax (net)	(22,298)	(22,298)	35,183	35,183	(188,746)	(188,746)
	(12,681,444)	(12,744,210)	(12,958,379)	(13,067,309)	(13,602,889)	(13,628,846)
Net Cash from/(to) the Operating Activities	11,789,928	11,800,181	1,717,263	1,693,415	5,601,391	5,576,523
CASH FLOWS FROM INVESTING ACTIVITIES						
Proceeds from Sale of Investments	2,133,262	2,133,262	-	-	-	-
Combined Trusts Investments	-	-	-	255,000	-	460,000
Proceeds from sale of PPE (and Intangibles)	-	-	-	-	17,391	17,391
	2,133,262	2,133,262	-	255,000	17,391	477,391
Purchase of Investments	-	-	(16,738)	(16,738)	(483,262)	(483,262)
Combined Trusts Investments	-	(4,916)	-	(231,153)	-	(836,431)
Purchase of PPE (and Intangibles)	(9,716,359)	(9,716,359)	(1,740,253)	(1,740,253)	(4,028,409)	(4,028,409)
	(9,716,359)	(9,721,276)	(1,756,991)	(1,988,144)	(4,511,671)	(5,348,102)
Net cash from/(to) the Investing Activities	(7,583,097)	(7,588,014)	(1,756,991)	(1,733,144)	(4,494,280)	(4,870,711)
CASH FLOWS FROM FINANCING ACTIVITIES						
Ministry and Board Funded Projects	211,016	211,016	70,827	70,827	(135,986)	(135,986)
Finance Lease Payments	(77,946)	(77,946)	(35,167)	(35,167)	(46,111)	(46,111)
	133,070	133,070	35,660	35,660	(182,097)	(182,097)
Net cash from/(to) from Financing Activities	133,070	133,070	35,660	35,660	(182,097)	(182,097)
Net increase/(decrease) in cash and cash equivalents	4,339,901	4,345,238	(4,068)	(4,069)	925,013	523,715
Cash, cash equivalents at the start of the year	4,204,068	4,281,382	4,204,068	4,281,382	3,279,055	3,757,667
Cash, cash equivalents at the end of the year	8,543,969	8,626,620	4,200,000	4,277,313	4,204,068	4,281,382

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 omitted.

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

Auckland Grammar School
Reconciliation of Net Cash Flows from Operating Activities to Net Surplus
As at 31 December 2022

	2022 Actual Parent \$	2022 Actual Group \$	2022 Budget Parent \$ Unaudited	2022 Budget Group \$ Unaudited	2021 Actual Parent \$	2021 Actual Group \$
Net Surplus for the year	9,167,695	9,047,881	4,820	(85,540)	4,884,140	4,794,303
	9,167,695	9,047,881	4,820	(85,540)	4,884,140	4,794,303
Add Non-Cash Items:						
Depreciation	1,782,207	1,782,207	1,938,006	1,938,006	1,782,397	1,782,397
Unrealised Investment Losses	-	104,281	-	84,825	-	-
Non-Cash Movement in Cyclical Maintenance Provision	375,000	375,000	75,000	75,000	275,000	275,000
	11,324,902	11,309,369	2,017,826	2,012,291	6,941,537	6,851,700
Add/(Less) Movements in other working capital items:						
(Increase)/Decrease in Accounts Receivable including prepayments	111,397	111,143	1,080	(17,233)	(152,171)	(105,065)
(Increase)/Decrease in Inventories	18,234	18,233	1,135	1,135	(63,759)	(63,759)
Increase/(Decrease) in Accounts Payable	991,116	1,017,157	10,086	10,086	(202,928)	(185,065)
Increase/(Decrease) in Net GST	(22,298)	(22,298)	35,183	35,183	(188,746)	(188,746)
Increase/(Decrease) in Revenue in Advance and Funds on behalf of MOE	(317,673)	(317,674)	(231,590)	(231,590)	(302,241)	(302,241)
Increase/(Decrease) in Administered Funds on behalf of the bodies	64,859	64,859	(19,778)	(19,778)	(159,796)	(159,796)
Increase/(Decrease) in Cyclical Maintenance Provision	(380,609)	(380,609)	(96,679)	(96,679)	(128,588)	(128,588)
	465,027	490,812	(300,563)	(318,876)	(1,198,229)	(1,133,260)
Add(less) Items classified as Investing Activities:						
Fundraising relating to investing	-	-	-	-	-	-
Increase/(Decrease) in Non-Current Investments	-	-	-	-	-	-
Net gain on sale of fixed assets	-	-	-	-	17,391	17,391
Net loss on disposal of fixed assets	-	-	-	-	(159,308)	(159,308)
	-	-	-	-	(141,917)	(141,917)
Net Cash Flow from Operating activities	11,789,928	11,800,181	1,717,263	1,693,415	5,601,391	5,576,523

The above Reconciliation of net cash from Operating Activities to Comprehensive revenue and expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

Statement of Accounting Policies

a) Reporting Entity

Auckland Grammar School (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 Auckland Grammar School (the Group) consists of the School and its subsidiary trust. The subsidiary is a School trust which supports the School by raising funds and making donations for the School.

The school's primary objective is the education of its students. The school does not operate to make a financial return. The school board is of the view that the school is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The consolidated financial reports 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. The financial statements are for the year ended 31 December 2022, and were authorised for issue by the presiding member of the Board and the Headmaster on the date specified in the Statement of Responsibility.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

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 consolidated financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) as appropriate to public benefit entities that qualify for Tier 1 reporting.

The Group 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 Disclosure Regime

The School qualifies for Tier 1 as the school is not publicly accountable and is considered large as it falls within the expenditure threshold of exceeding \$30 million per year.

Basis of Consolidation

The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue and expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

The group financial statements are prepared by adding together like items of assets, liabilities, equity, revenue and expenses, and cash flows of entities in the group on a line-by-line basis.

Measurement Base

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

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

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, revenues 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

The school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

Useful lives of property, plant and equipment

The School reviews the estimate 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 area appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 14.

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 Leases are disclosed in note 25.

Recognition of grants

The School reviews the grant 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 1.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 29.

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

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. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. 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

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. Interest revenue is accrued using the effective interest method.

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 Payment

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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprise 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. Thus the fair value of the inventory is determined based on the cost at time of purchase. The 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.

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

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.

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

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 are recorded at cost, less accumulated depreciation and impairment losses.

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

Property , Plant or Equipment which will provide services for shorter than 12 months acquired with individual values less than \$1,000 or when purchased as a group, with the group values less than \$2,000 and their individual cost is less than \$1,000 are not capitalised and are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

Property, plant and equipment 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	17-55 years	Motor vehicles	5 years
Board Owned Buildings	17-55 years	Tractors	5 years
Furniture and fittings	8-10 years	Electronic Equipment	2-5 years
Plant and Equipment	8-30 years	Sports Equipment	5 years
Hockey Turf	8 years	Textbooks	3 years
Sports Turf and Tennis Courts	10 years	Library resources	12.5% DV
Sand Carpet	8-10 years		

Leased assets held under a Finance Lease: Term of Lease

Land and Artworks are not depreciated.

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

k) Intangible Assets

Software costs

Computer software acquired by the School is capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences that will provide services for shorter than 12 months acquired with individual values less than \$1,000 or when purchased as a group, with the group values less than \$2,000 and their individual cost is less than \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as four years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

Non cash generating assets

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

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information. If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

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

m) 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.

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are 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.

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

o) 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 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.

p) Funds Held in Trust

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

q) 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.

r) 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, the School's best estimate of the cost of painting the School and when the School is to be painted, based on an estimate of the School's condition.

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

s) 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 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 group 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 and finance lease liability, funds held on behalf of the Ministry of Education. 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.

t) Goods and Services Tax (GST)

The consolidated 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.

u) Budget Figures

The budget figures are extracted from the School Budget that was approved on 1 December 2021 by the Board.

v) 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.

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

w) Foreign Currency Transactions

Foreign currency transactions (including those subject to forward foreign exchange contracts) are translated into NZ\$ (the functional currency) using the spot exchange rates at the dates of the transactions. Foreign exchange gains and losses resulting from the settlement of such transactions and from the translation at year-end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in the surplus or deficit.

y) Derivative Financial Instruments

Derivative financial instruments are used to manage exposure to foreign exchange risk arising from the School's operational activities. The School does not hold or issue derivative financial instruments for trading purposes and has not adopted hedge accounting.

Derivatives are initially recognised at fair value on the date a derivative contract is entered into and are subsequently re-measured to their fair value at each balance date with the resulting gain or loss recognised in the surplus or deficit. A forward foreign exchange derivative is classified as current if the contract is due for settlement within 12 months of balance date. Otherwise, the full fair value of forward foreign exchange derivatives are classified as non-current.

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

	2022 Actual Parent \$	2022 Actual Group \$	2022 Budget Parent \$ Unaudited	2022 Budget Group \$ Unaudited	2021 Actual Parent \$	2021 Actual Group \$
1) Government Grants - Ministry of Education						
Teacher Salaries Grants	14,315,254	14,315,254	14,935,096	14,935,096	14,127,836	14,127,836
Use of Land and Buildings Grants	9,782,376	9,782,376	12,697,942	12,697,942	9,321,591	9,321,591
Government Grants – Ministry of Education	5,203,614	5,203,614	4,767,363	4,767,363	4,858,561	4,858,561
	<u>29,301,244</u>	<u>29,301,244</u>	<u>32,400,400</u>	<u>32,400,400</u>	<u>28,307,988</u>	<u>28,307,988</u>

Other Government Grants total includes additional COVID-19 funding totalling \$8,570 for the year ended 31 December 2022 (2021: \$24,000).

2) Interest						
Interest earned	112,493	112,493	75,000	75,000	29,178	29,178
Interest earned - Combined Trust	-	59,504	-	53,743	-	53,743
	<u>112,493</u>	<u>171,997</u>	<u>75,000</u>	<u>128,743</u>	<u>29,178</u>	<u>82,921</u>

3) Locally Raised Funds

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

Revenue

Trading	2,131,873	2,131,873	2,213,685	2,213,685	1,890,058	1,890,058
Fundraising and Community Grants	275,630	275,630	284,758	284,758	264,366	264,366
Other Revenue	1,015,149	873,211	835,376	712,894	942,105	820,145
Other Donations and Interest Earned- Te Ara 150th Proj	8,882,001	8,882,001	-	-	4,548,309	4,548,309
Other Donations & Bequests	45,609	45,609	43,872	43,872	11,983	11,983
Combined Trust Donations & Bequests	-	27,000	-	49,652	-	49,652
Trustees Donations	6,957	6,957	-	-	6,435	6,435
Parent Donations	2,738,994	2,738,994	2,807,173	2,807,173	2,597,726	2,597,726
Fees for Extra Curricular Activities	659,708	659,708	370,725	370,725	305,337	305,337
International Student Fees	1,900,706	1,900,706	1,614,134	1,614,134	2,617,435	2,617,435
	<u>17,656,628</u>	<u>17,541,690</u>	<u>8,169,724</u>	<u>8,096,894</u>	<u>13,183,754</u>	<u>13,111,446</u>

Expenses

Trading	1,490,937	1,490,937	1,438,296	1,438,296	1,585,522	1,585,522
Fundraising and Community Grant Costs	170,201	170,201	196,008	196,008	291,217	291,217
Overseas Tours Expenses	-	-	-	-	(100)	(100)
Extra Curricular Activities Costs	1,248,100	1,248,100	997,320	997,320	931,643	931,643
International Student - Student Recruitment	198,681	198,681	188,000	188,000	204,288	204,288
International Student - Employee Benefit - Salaries	430,504	430,504	429,913	429,913	495,692	495,692
International Student - Other Expenses	77,103	77,103	88,335	88,335	128,726	128,726
	<u>3,615,528</u>	<u>3,615,528</u>	<u>3,337,871</u>	<u>3,337,871</u>	<u>3,636,988</u>	<u>3,636,988</u>

Surplus for the year Locally Raised Funds

	<u>14,041,100</u>	<u>13,926,162</u>	<u>4,831,852</u>	<u>4,759,022</u>	<u>9,546,766</u>	<u>9,474,458</u>
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Other Donations and interest earned include \$8,882,001 (2021: \$4,548,309) received in relation to "Te Ara" - a new Board owned building and Pool currently under construction.

During the year ended 31 December 2022 there were no overseas tours undertaken due to travel restrictions under the Covid-19 pandemic (2021: Nil).

During the year ended 31 December 2022 there were no overseas trips undertaken by the Headmaster or any member of the Board (2021 : Nil).

During the year the School hosted 90 International students (2021:126)

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

	2022 Actual Parent \$	2022 Actual Group \$	2022 Budget Parent \$ Unaudited	2022 Budget Group \$ Unaudited	2021 Actual Parent \$	2021 Actual Group \$
4) Hostel Revenue and Expenses						
	Actual Nos	Actual Nos	Budget Nos	Budget Nos	Actual Nos	Actual Nos
Full boarders	117	117	119	119	123	123
Hostel financial performance						
Revenue						
Boarding fees, scholarships and bursaries	1,701,326	1,701,326	1,732,655	1,732,655	1,259,170	1,259,170
Trading	15,680	15,680	80,000	80,000	19,460	19,460
Other External Hire	16,203	16,203	60,000	60,000	19,389	19,389
Donations	-	-	-	-	-	-
Miscellaneous	58,498	58,498	42,696	42,696	44,303	44,303
	<u>1,791,707</u>	<u>1,791,707</u>	<u>1,915,350</u>	<u>1,915,350</u>	<u>1,342,322</u>	<u>1,342,322</u>
Expenses						
Kitchen Outsourcing	586,862	586,862	352,741	352,741	470,453	470,453
Laundry	40,514	40,514	41,410	41,410	29,072	29,072
Boarder Recreation	11,737	11,737	20,000	20,000	4,774	4,774
Housemasters and Matrons Supervision	276,667	276,667	285,138	285,138	264,300	264,300
Maintenance	54,930	54,930	50,000	50,000	30,488	30,488
Consumables	19,002	19,002	15,000	15,000	13,480	13,480
Trading	18,615	18,615	39,520	39,520	18,588	18,588
Administration	253,583	253,583	552,844	552,844	224,849	224,849
Depreciation	213,001	213,001	172,981	172,981	208,003	208,003
	<u>1,474,911</u>	<u>1,474,911</u>	<u>1,529,634</u>	<u>1,529,634</u>	<u>1,264,007</u>	<u>1,264,007</u>
Surplus for the year Hostel	<u>316,796</u>	<u>316,796</u>	<u>385,716</u>	<u>385,716</u>	<u>78,315</u>	<u>78,315</u>
	2022 Actual Parent \$	2022 Actual Group \$	2022 Budget Parent \$ Unaudited	2022 Budget Group \$ Unaudited	2021 Actual Parent \$	2021 Actual Group \$
5) Learning Resources						
Curricular	1,373,870	1,373,870	1,326,181	1,326,181	1,272,647	1,272,647
Information and Communication Technology	363,836	363,836	331,049	331,049	315,026	315,026
Library Resources	26,155	26,155	25,161	25,161	19,106	19,106
Staff Development	98,060	98,060	117,582	117,582	142,362	142,362
Equipment Repairs	85,211	85,211	87,064	87,064	79,274	79,274
Employee Benefits - Salaries	16,963,059	16,963,059	17,474,648	17,474,648	16,502,111	16,502,111
Depreciation	1,569,205	1,569,205	1,765,025	1,765,025	1,574,394	1,574,394
	<u>20,479,396</u>	<u>20,479,396</u>	<u>21,126,709</u>	<u>21,126,709</u>	<u>19,904,921</u>	<u>19,904,921</u>

During the year ended 31 December 2022 there was nil overseas travel for professional development. (2021: Nil)

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

	2022 Actual Parent \$	2022 Actual Group \$	2022 Budget Parent \$ Unaudited	2022 Budget Group \$ Unaudited	2021 Actual Parent \$	2021 Actual Group \$
6) Administration						
BOT Fees and Election Expenses	22,382	22,382	21,659	21,659	6,435	6,435
Audit Fees	22,577	22,577	19,503	19,503	10,688	10,688
Audit Fees - Combined Trust	-	4,945	-	4,830	-	4,830
Communication Expenses	17,069	17,069	23,500	23,500	22,692	22,692
Postage	8,207	8,207	15,000	15,000	9,107	9,107
Consumables	22,530	22,530	(6,000)	(6,000)	(18,626)	(18,626)
Employee Benefits - Salaries	1,329,270	1,329,270	1,199,940	1,199,940	1,153,078	1,153,078
Insurance	78,916	78,916	91,080	91,080	80,954	80,954
General admin other than Finance Cost and Impairmen	132,875	132,875	175,750	175,750	78,646	78,646
General Expenses - Combined Trust	-	5,783	-	5,843	-	5,843
Development Office	93,049	93,049	145,500	145,500	95,577	95,577
Distribution - Combined Trust	-	53,650	-	60,600	-	60,600
	<u>1,726,874</u>	<u>1,791,253</u>	<u>1,685,932</u>	<u>1,757,205</u>	<u>1,438,551</u>	<u>1,509,824</u>

Audit fees are those fees which have been previously agreed for the annual audit of the financial statements.

7) Property						
Caretaking & Cleaning contract services	515,322	515,322	487,576	487,576	488,596	488,596
Cyclical Maintenance	375,000	375,000	75,000	75,000	275,000	275,000
Grounds	70,298	70,298	44,500	44,500	36,832	36,832
Heat Light & Water	330,558	330,558	357,500	357,500	251,199	251,199
Repairs & Maintenance	452,566	452,566	399,125	399,125	383,128	383,128
Use of Land and Buildings	9,782,376	9,782,376	12,697,942	12,697,942	9,321,591	9,321,591
Employee Benefits - Salaries	845,001	845,001	813,865	813,865	840,808	840,808
	<u>12,371,123</u>	<u>12,371,123</u>	<u>14,875,507</u>	<u>14,875,507</u>	<u>11,597,155</u>	<u>11,597,155</u>

The use of land and buildings figure represents 5% of the Group's total property value. This is used as a 'proxy' for the market rental of the property. 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.

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

	2022 Actual Parent	2022 Actual Group	2022 Budget Parent Unaudited	2022 Budget Group Unaudited	2021 Actual Parent	2021 Actual Group
8) Cash and Cash Equivalents						
Cash on Hand	1,000	1,000	700	700	700	700
Current Accounts	8,542,969	8,542,969	4,199,300	4,199,300	4,203,368	4,203,368
Current Accounts of Combined Trust	-	53,604	-	7,792	-	7,792
Cash account - Jarden Custodian of Combined Trust	-	29,046	-	69,522	-	69,522
	<u>8,543,969</u>	<u>8,626,620</u>	<u>4,200,000</u>	<u>4,277,313</u>	<u>4,204,068</u>	<u>4,281,382</u>

Of the \$8,543,969 Cash and Cash Equivalents, \$2,552,594 is held in relation to Te Ara 150th Project - a new Board owned building and pool project currently under construction. The funds are required to be spent in 2023.

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

9) Accounts Receivable						
Receivables	231,842	189,185	220,000	220,000	224,530	206,051
Allowance for impairment of receivables	(19,326)	(19,326)	-	-	(12,631)	(12,631)
	<u>212,516</u>	<u>169,859</u>	<u>220,000</u>	<u>220,000</u>	<u>211,899</u>	<u>193,420</u>
Interest Receivable	20,765	20,765	-	-	7,674	7,674
Interest Receivable of Combined Trust	-	419	-	-	-	166
Teacher Salaries Grant Receivable	1,281,098	1,281,098	1,400,000	1,400,000	1,401,488	1,401,488
	<u>1,514,378</u>	<u>1,472,140</u>	<u>1,620,000</u>	<u>1,620,000</u>	<u>1,621,061</u>	<u>1,602,748</u>
Receivables from Exchange Transactions	212,516	169,859	220,000	220,000	211,899	193,420
Receivables from Non-Exchange Transactions	<u>1,301,862</u>	<u>1,302,281</u>	<u>1,400,000</u>	<u>1,400,000</u>	<u>1,409,162</u>	<u>1,409,328</u>
	<u>1,514,378</u>	<u>1,472,140</u>	<u>1,620,000</u>	<u>1,620,000</u>	<u>1,621,061</u>	<u>1,602,748</u>

	2022 Actual Parent	2022 Actual Group	2022 Budget Parent Unaudited	2022 Budget Group Unaudited	2021 Actual Parent	2021 Actual Group
10) Inventories						
Stationery and Uniforms	528,231	528,231	543,500	543,500	543,465	543,465
Food Stocks	4,671	4,671	3,000	3,000	3,890	3,890
School Blazers (mainly Music and Sports)	-	-	3,500	3,500	3,780	3,780
	<u>532,901</u>	<u>532,901</u>	<u>550,000</u>	<u>550,000</u>	<u>551,135</u>	<u>551,135</u>

11) Investments						
The Group and School's investments are classified as follows:						
Current Asset	Actual Parent 2022	Actual Group 2022			Actual Parent 2021	Actual Group 2021
Short-term deposits	850,000	850,000	3,000,000	3,000,000	2,983,262	2,983,262
Long-term deposits	-	-	-	-	-	-
Short-term deposits of Combined Trust	-	170,000	-	-	-	255,000
	<u>850,000</u>	<u>1,020,000</u>	<u>3,000,000</u>	<u>3,000,000</u>	<u>2,983,262</u>	<u>3,238,262</u>
Non-Current Asset						
Bonds & Securities held by Combined Trust	-	1,636,010	-	1,796,950	-	1,650,622
	<u>850,000</u>	<u>2,656,010</u>	<u>3,000,000</u>	<u>4,796,950</u>	<u>2,983,262</u>	<u>4,888,884</u>

The investments held by Combined Trust are in fixed term securities such as redeemable bonds or perpetual notes with medium to long term maturity dates.

Auckland Grammar School
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For the year ended 31 December 2022

12)

a) i) Accounts Payable -Current

	2022 Actual Parent	2022 Actual Group	2022 Budget Parent Unaudited	2022 Budget Group Unaudited	2021 Actual Parent	2021 Actual Group
Creditors and accruals	1,954,015	1,954,015	1,330,000	1,330,000	1,331,031	1,331,033
Creditors and accruals of Combined Trust	-	5,809	-	4,197	-	4,195
Audit Fees	20,203	25,203	25,000	30,000	17,306	22,306
Teacher Salaries accrual	2,153,801	2,153,801	1,800,000	1,800,000	1,813,800	1,813,800
Banking Staffing Overuse/(Underuse)	578	578	10,000	10,000	-	-
Employee Benefits - Leave Accrual	352,435	352,435	335,000	335,000	327,777	327,777
	<u>4,481,033</u>	<u>4,491,842</u>	<u>3,500,000</u>	<u>3,509,197</u>	<u>3,489,914</u>	<u>3,499,111</u>
Payables for Exchange Transactions	1,974,218	1,985,028	1,355,000	1,364,197	1,348,337	1,357,534
Payables for Non-exchange Transactions - Other	2,506,814	2,506,814	2,145,000	2,145,000	2,141,577	2,141,577
	<u>4,481,032</u>	<u>4,491,842</u>	<u>3,500,000</u>	<u>3,509,197</u>	<u>3,489,914</u>	<u>3,499,111</u>

The carrying value of payables approximates their fair value.

b) Funds Held in Trust

Funds held in trust - Homestay fees	628,315	628,315	550,000	550,000	586,692	586,692
Funds Administered on behalf of associated groups eg travel groups and other student bodies	106,322	106,322	100,000	100,000	83,086	83,086
	<u>734,637</u>	<u>734,637</u>	<u>650,000</u>	<u>650,000</u>	<u>669,778</u>	<u>669,778</u>

These funds relate to arrangements where the school is acting as agent and therefore these are not included in the Consolidated Statement of Comprehensive Revenue and Expense.

13) Revenue Received in Advance

School Donations	349,500	349,500	350,000	350,000	363,547	363,547
International Student Fees in Advance	1,627,755	1,627,755	1,500,000	1,500,000	1,492,813	1,492,813
Other revenue in Advance	136,661	136,661	350,000	350,000	575,230	575,230
	<u>2,113,917</u>	<u>2,113,917</u>	<u>2,200,000</u>	<u>2,200,000</u>	<u>2,431,590</u>	<u>2,431,590</u>

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14) Property Plant and Equipment
Parent and Group
2022

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Disposal	Total (NBV)
	\$	\$	\$	\$	\$	\$	\$
Artworks	7,760	-	-	-	-	-	7,760
Land - School	4,597,787	-	-	-	-	-	4,597,787
Buildings - School	11,425,679	371,120	-	-	393,380	-	11,403,419
Hostel	1,677,029	159,736	-	-	213,001	-	1,623,764
Plant & Equipment	719,936	176,679	-	-	180,591	-	716,024
Furniture & Fittings	359,527	20,862	-	-	108,932	-	271,457
Motor Vehicles/Tractors	183,638	-	-	-	51,599	-	132,040
Electronic Equipment	903,557	447,070	-	-	501,318	-	849,309
Sports Equipment	22,921	5,996	-	-	13,085	-	15,832
Library Books	186,674	31,670	-	-	25,360	-	192,984
Hockey Turf	239,672	-	-	-	49,138	-	190,533
Sports Turf	298,677	-	-	-	62,794	-	235,883
Text Books	81,461	68,814	-	-	59,061	-	91,213
Sand Carpet	216,187	22,000	-	-	42,981	-	195,207
Laptop Lease	58,379	195,755	-	-	80,967	-	173,168
Capital Work in Progress	2,759,252	8,412,413	-	-	-	-	11,171,665
	23,738,137	9,912,116	-	-	1,782,207	-	31,868,046

The net carrying value of laptops held under a finance lease is \$173,168 (2021: \$58,379)

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.

Parent and Group	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Artworks	7,760	-	7,760	7,760	-	7,760
Land	4,597,787	-	4,597,787	4,597,787	-	4,597,787
Buildings	16,770,411	6,026,991	10,743,420	20,168,580	7,387,869	12,780,711
Hostel	5,241,919	2,958,154	2,283,764	-	-	-
Plant & Equipment	4,243,093	3,527,069	716,024	4,580,220	3,717,364	862,856
Furniture & Fittings	2,791,892	2,520,436	271,455	3,562,353	3,031,152	531,201
Motor Vehicles/Tractors	763,273	631,233	132,039	763,273	579,635	183,638
Electronic Equipment	6,394,905	5,545,595	849,309	5,955,597	5,044,638	910,958
Sports Equipment	549,002	533,169	15,832	543,006	520,085	22,921
Library Books	608,247	415,263	192,984	576,577	389,903	186,674
Hockey Turf	445,128	254,595	190,534	445,128	205,454	239,674
Sports Turf	956,034	720,151	235,883	956,034	657,357	298,677
Text Books	2,051,957	1,960,743	91,214	1,983,143	1,901,682	81,462
Tennis Courts	64,680	64,680	-	64,680	64,680	-
Sand Carpet	687,222	492,016	195,206	665,222	449,035	216,188
Laptop Lease	708,587	535,419	173,168	512,832	454,453	58,378
Capital Work in Progress	11,171,665	-	11,171,665	2,759,252	-	2,759,252
	58,053,556	26,185,514	31,868,046	48,141,443	24,403,306	23,738,137

Auckland Grammar School
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Auckland Grammar School and the Ministry of Education have joint ownership of the following buildings :

	2022		2021	
	Ministry %	School %	Ministry %	School %
Lower Sports Pavilion	30%	70%	30%	70%
Gymnasium	50%	50%	50%	50%
Library Extensions (1999)	42%	58%	42%	58%
Tibbs House Hostel Complex	13%	87%	13%	87%
New Sports Centre	80%	20%	80%	20%
Augusta Classroom Block (2015)	82%	18%	82%	18%

The following buildings are fully owned by the School:
Hockey Pavilion, New OBA Pavilion, Sports Turf Centennial Theatre Complex, Swimming Pool Changing Rooms, Tractor Shed, Tennis Courts, Clive Rd and Barnett Cres Residential properties.

15) Intangible Asset

The School's Intangible assets are made up of acquired computer software. The values below are included in Property Plant and Equipment under Electronic Equipment.

2022	Opening Cost \$	Additions \$	Disposals \$	Accum Amortisation/ Impairment \$	Closing \$
Cost					
Intangible Assets (Cost)	203,421	58,750	-	-	262,171
Balance at 31 December 2022	203,421	58,750	-	-	262,171
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	203,421	-	-	19,951	223,372
Closing Balance at 31 December 2022	203,421	-	-	19,951	223,372
Net Book Value at 31 December 2022	-	58,750	-	19,951	38,799

2021	Opening Cost \$	Additions \$	Disposals \$	Accum Amortisation/ Impairment \$	Closing \$
Cost					
Intangible Assets (Cost)	203,421	-	-	-	203,421
Closing Balance at 31 December 2021	203,421	-	-	-	203,421
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	203,421	-	-	-	203,421
Closing Balance at 31 December 2021	203,421	-	-	-	203,421
Net Book Value at 31 December 2021	-	-	-	-	-

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2021: \$nil)

Intangible assets are included in Property Plant and Equipment under Electronic Equipment.

16) Provision for Cyclical Maintenance

	2022 Parent/Group \$	2021 Parent/Group \$
Provision at the start of the year	2,021,679	1,875,267
Increase in the provision during the year	375,000	275,000
Less use of the provision during the year	(380,609)	(128,588)
Provision at the end of the year	2,016,070	2,021,679
Cyclical Maintenance - Current	672,029	326,841
Cyclical Maintenance - Non - Current	1,344,041	1,694,838
	2,016,070	2,021,679

Per the Cyclical maintenance schedule the School is next expected to undertake painting works during 2023. The plan is based on the School's 10 Year Property Plan. The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated to this annual work will vary dependant on the requirements during the year.

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

17) Financial Instruments

Details of financial instruments are presented in notes 10, 11, 13, and 27.
Further information is as follows:

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 Parent \$	2022 Actual Group \$	2022 Budget Parent \$ Unaudited	2022 Budget Group \$ Unaudited	2021 Actual Parent \$	2021 Actual Group \$
Cash and Cash Equivalents	8,543,969	8,626,620	4,200,000	4,277,313	4,204,068	4,281,382
Receivables	1,514,378	1,472,140	1,620,000	1,620,000	1,621,061	1,602,748
Investments -Term Deposits & Bonds	850,000	2,656,010	3,000,000	4,796,950	2,983,262	4,888,884
Total Financial Assets Measured at Amortised Cost	10,908,348	12,754,770	8,820,000	10,694,263	8,808,391	10,773,014
Financial liabilities measured at amortised cost						
Payables	4,481,033	4,491,842	3,500,000	3,509,197	3,489,914	3,499,111
Finance Leases	177,976	177,976	-	-	60,167	60,167
Total Financial Liabilities Measured at Amortised Cost	4,659,009	4,669,818	3,500,000	3,509,197	3,550,081	3,559,278

Financial instrument risks

The school activities expose it to a variety of financial instrument risks, including market risk, credit risk, and liquidity risk. The School has policies to manage these risks and seeks to minimise exposure from financial instruments. These policies do not allow transactions that are speculative in nature to be entered into.

Market risk

Fair value interest rate risk

Fair value interest rate risk is the risk that the fair value of a financial instrument will fluctuate due to changes in market interest rates. The School's exposure to fair value interest rate risk is limited to its bank deposits that are held at fixed rates of interest. The School does not actively manage its exposure to fair value interest rate risk.

Cash flow interest rate risk

Cash flow interest rate risk is the risk that the cash flows from a financial instrument will fluctuate because of changes in market interest rates. Investments and borrowings issued at variable interest rates expose the School to cash flow interest rate risk.

Sensitivity analysis

At 31 December 2022, if the 90-day bank bill rate had been 50 basis points higher or lower, with all other variables held constant, the surplus/deficit for the year would have been \$890 (2021: \$301) lower/higher. This movement is attributable to increased or decreased interest expense on floating rate loans.

Credit Risk

The maximum exposures to credit risk at 31 December are disclosed in the Statement of Financial Position.

Receivables are grants and funding due from the MoE. No collateral is held to mitigate the risk of loss as a result.

In accordance with section 73 of the Education and Training Act 2020 all surplus moneys are invested with registered banks.

Risk management

Due to the timing of its cash inflows and outflows, the School invests surplus cash with registered banks with a Standard and Poor's credit rating of at least AA- for investments. The School invests funds and enters into derivative financial instruments only with registered banks that have a Standard and Poor's credit rating of at least AA- for short-term investments and A for long-term investments. The Schools investments in term deposits are considered

Security

No collateral or other credit enhancements are held for financial assets that give rise to credit risk.

Impairment Cash and cash equivalents (Note 8), receivables (Note 9), and term deposit investments (Note 11) are subject to the expected credit loss model. The notes for these items provide relevant information on impairment.

Credit risk exposure by credit risk rating grades, excluding receivables

The gross carrying amount of financial assets, excluding receivables, by credit rating is provided below by reference to Standard and Poor's credit ratings.

Auckland Grammar School
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	2022 \$	2022 \$	2021 \$	2021 \$
	Parent	Group	Parent	Group
Cash at bank and term deposits				
Bank of New Zealand Ltd	165,351	165,351	114,047	114,047
ASB Bank Ltd	8,277,619	8,331,222	4,090,021	4,097,813
Westpac	-	-	-	-
Simpson Greerson Trust account	100,000	100,000	-	-
Jarden - Custodian cash account for Combined Trust	-	29,046	-	69,522
Short-term deposits/Notes/Bonds with maturities more than 3 months	850,000	2,656,010	2,983,262	4,888,884
	9,392,970	11,281,629	7,187,330	9,170,265
Accrued Interest	20,765	21,184	7,674	7,840
	9,413,735	11,302,813	7,195,004	9,178,105

All instruments in this table have a loss allowance based on 12-month expected credit losses.

The school considers there has not been a significant increase in credit risk for investments in term deposits because the issuer of the investment continues to have low risk at balance date. Term deposits are held with banks approved by Treasury that have a long-term AA- investment grade credit rating, which indicates the bank has a very strong capacity to meet its financial commitments. No loss allowance for expected credit losses has been recognised because the estimated 12-month expected loss allowance for credit losses is trivial. The carrying amounts of term deposits with maturities of 12 months or less approximate their fair value. The fair value of term deposits with remaining maturities in excess of 12 months is \$0.85m (2021: \$2.98m). The fair values are based on discontinued cash flows using market quoted interest rates for term deposits with terms to maturity similar to the relevant investments.

The maturity periods of the investments are as follows:

	2022 \$	2022 \$	2021 \$	2021 \$
	Parent	Group	Parent	Group
Within 180 Days	850,000	2,656,010	2,983,262	4,888,884

All of the above investments can be readily liquidated, although not necessarily at the amounts recorded above.

Currency Risk

The School has no exposure to currency risk as at reporting date.

Liquidity risk

Management of liquidity risk

Liquidity risk is the risk that the School will encounter difficulty raising liquid funds to meet commitments as they fall due. Prudent liquidity risk management implies maintaining sufficient cash and the ability to close out market positions. The School manages liquidity risk by continuously monitoring forecast and actual cash flow requirements.

Contractual maturity analysis of financial liabilities, excluding derivatives

The table below analyses financial liabilities (excluding derivatives) into relevant maturity groupings based on the remaining period at balance date to the contractual maturity date. Future interest payments on floating rate debt are based on the floating rate of the instrument at balance date. The amounts disclosed are the undiscounted contractual cash flows.

Parent	Carrying Amount	Contractual Cash Flows	Within One Year	More than 1 Year
2022				
Payables (excluding income in advance, taxes payable and grants received subject to conditions)	4,481,033	4,481,033	4,481,033	-
Finance Leases	177,976	177,976	79,898	98,078
	4,659,009	4,659,009	4,560,931	98,078
2021				
Payables (excluding income in advance, taxes payable and grants received subject to conditions)	3,489,914	3,489,914	3,489,914	-
Finance Leases	60,167	60,167	34,974	25,193
	3,550,081	3,550,081	3,524,888	25,193

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

18) Funds Held on Behalf of/(Due from) Ministry for Capital Projects

During the year the School and Group 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 per note 8.

Auckland Grammar School is holding MOE project funding for the following:

2022

Particulars	Opening Balance	Receipts	Payments	Closing Balance
	\$	\$	\$	\$
Art Co-ordinators Project	13,428	-	4,275	9,153

2020-24 5 YA funded projects as listed below

Rockwall - Health & Safety Works	(603,064)	800,826	197,763	-
SIP Landscaping	211,747		365,952	(154,205)
Lifecycle Replacement & Refurbishment	-		14,397	(14,397)
2016-19 5 YA funded projects as listed below				
Main Block Ground Floor Covering Upgrade	7,062	-	7,062	-

Totals	(370,827)	800,826	589,449	(159,449)
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Represented by:

Funds Held on Behalf of the Ministry of Education	9,153
Funds Receivable from the Ministry of Education	(168,602)

2021

Particulars	Opening Balance	Receipts	Payments	Closing Balance
Gateway Initiative with Tertiary Education Commission	-	50,317	50,317	-
Funds held on behalf of MOE and Tertiary Commission	-	50,317	50,317	-
Art Co-ordinators Project	16,678	-	3,250	13,428

2020-24 5 YA funded projects as listed below

Rockwall - Health & Safety Works	(179,607)	639,295	1,062,751	(603,064)
SIP Landscaping	-	225,000	13,253	211,747

2016-19 5 YA funded projects as listed below

Main Block Ground Floor Covering Upgrade	7,062	-	-	7,062
Sci Lab re-development	(313)	-	(313)	-

Totals	(156,181)	864,295	1,078,941	(370,827)
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Represented by:

Funds Held on Behalf of the Ministry of Education	232,237
Funds Receivable from the Ministry of Education	(603,064)

19) Related Parties

The School is an entity controlled by 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 conditions 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.

As part of the Group, a body named The Auckland Grammar Schools Combined Trust operates to give stewardship to donated funds and recommendation to the annual awards. It receives donations received from public, previous students of the School and interest and dividends generated through investments. The Trust has the same Board structure as the School and its Trust operations are managed by the Finance Team and the Board and Trust Secretary in the School. During the year, the Combined Trusts paid management fees of \$37,657 (2021: \$39,478) to the School and provided \$53,650 (2021: \$60,600) for awards and prizes.

The Proprietor of the School (Ministry of Education) is a related party of the Board because the Education Act 1989 gives the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred have been disclosed appropriately.

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20) Remuneration

Key Management personnel compensation

Key management personnel of the School include all Board, Headmaster, Associate Headmasters, Deputy Headmasters, Chief Financial Officer and Infrastructure, Support Service Directors, and Heads of Faculty.

	2022 \$	2021 \$
Salaries and other short-term employee benefits	3,289,978	3,246,252
Post-employment benefits	-	-
Other long-term benefits	-	-
Termination benefits	-	-
	<u>3,289,978</u>	<u>3,246,252</u>
Full-time equivalent personnel	23.5	23.3

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

School and Group	2022 Actual	2021 Actual
Total	-	12,000
Number of People	-	2

21) Committee members remuneration

The total value of the remuneration (other than compensation and other benefits) paid or payable to committee members in their capacity as committee members from the board during this financial year.

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Total value	Nil	Nil	Nil

22) Board remuneration

The total value of the remuneration (other than compensation and other benefits) payable to trustees in their capacity as trustees from the board during this financial year.

The value recorded is a notional value only, as the Board are volunteers and have not taken any remuneration from the school to compensate them for acting in their roles as trustees this financial year.

For disclosure purposes this notional fee is treated as an expense and as a donation back to the school as part of Other Donations in Note 3.

	2022 Actual FTE	2022 Actual \$	2022 Budget \$ Unaudited	2021 Actual \$
Total value	0.57 (2021 FTE : 0.53)	6,957	6,000	6,435

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

There are 8 members of the Board excluding the Principal. The Board had held 10 full meetings in the year. The Board also has Finance (4 members), Property (4 members), Education & International (6 members), Development (4 members), Succession & Remuneration (7 members), Investment Advisory Board (2 members), and Tibbs House/Venture Lodge/Inzone (3 members) that meet regularly or as required. As well as these 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.

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For the year ended 31 December 2022

23) Headmaster and Senior Staff Remuneration

Headmaster:

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

	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	270-280	260-270
Benefits and Other Emoluments	30-40	30-40
Termination Benefits	-	-

Other Employees

There were 53 employees (57 in 2021) whose individual salaries are \$100,000 per annum or above and are reported in brackets of \$10,000 as under:

	2022	2021
Number of employees in \$100,000 - \$110,000	25	31
Number of employees in \$110,000 - \$120,000	13	13
Number of employees in \$120,000 - \$130,000	6	4
Number of employees in \$130,000 - \$140,000	-	3
Number of employees in \$140,000 - \$150,000	3	1
Number of employees in \$150,000 - \$160,000	2	3
Number of employees in \$160,000 - \$170,000	2	1
Number of employees in \$170,000 - \$180,000	1	-
Number of employees in \$180,000 - \$190,000	-	1
Number of employees in \$190,000 - \$200,000	1	-
Total value of remuneration	\$ 6,309,520	\$ 6,595,123

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

24) Heritage Buildings

Auckland Grammar School has four heritage assets that are listed by Historic Places Trust and/or Auckland Council as heritage buildings.

Details of the heritage assets are as follows:-

	Ownership by Ministry	Category	Area protect around asset	Usage of the Buildings
Auckland Grammar School Main School Building	100%	1 (HPT) & A (AC)	30m all sides, 60m NE	Classrooms and Offices
Auckland Grammar School Janitors House - Augusta House	100%	2 (HPT) & A (AC)	None	Offices
Auckland Grammar School War Memorial - Cenotaph	0%	1 (HPT) & A (AC)	30m diameter	Annual ANZAC service
Auckland Grammar School Auditorium, Pool, and heritage room inside the Library	50%	B (AC)	20m all sides	Normal school activities

The value of the heritage buildings that are owned by the Ministry, is utilised in determining the Use of Land and Building Grant from the Ministry in Note 1.

The part-owned heritage buildings by the School being Auditorium, Pool and the Heritage Room inside the Library, are recorded into the Fixed Asset Register at cost and depreciated using the depreciated rate in the Statement of Accounting Policies.

The revenue and expenditure derived from these buildings are recorded in Note 3 as part of the Trading group.

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

25) Leases

The School leases laptops on behalf of the teaching staff from TRL Leasing Limited and Cyclone Finance Limited under the Ministry of Education Laptop scheme. The details of these annual lease commitments are classified as follows:

Finance Lease	2022 Actual Parent/Group \$	2021 Actual Parent/Group \$
Minimum lease payments payable:		
No Later than One Year	92,468	38,388
Later than One Year and no Later than Five Years	104,307	27,036
<i>Total minimum lease payments</i>	<u>196,775</u>	<u>65,425</u>
Future finance charges	(18,799)	(5,258)
<i>Present value of minimum lease payments</i>	<u>177,976</u>	<u>60,167</u>
Present value of minimum lease payments payable:		
No later than one year	79,898	34,974
Later than one year and no later than five years	98,078	25,193
	<u>177,976</u>	<u>60,167</u>

The fair value of finance leases is \$196,775 (2021: \$65,425). Fair value has been determined using contracted cashflows discounted using a rate based on market borrowing rates at balance date, 6.5% (2021: 6.5%).

26) Commitments

(a) Capital Commitments

As at 31st December 2022, the Board has entered into contract agreements for capital works as follows;

- (a) \$3,623,476 for "Te Ara" new Library works to be completed in 2023, which will be fully funded by the Board.
- (b) \$46,266 Balance of swimming pool equipment to be completed in 2023, which will be fully funded by the Board.
- (c) \$214,284 for Electronic Equipment. This will be completed in 2023
- (d) \$159,431 for computer equipment. This will be completed in 2023.
- (e) \$404,064 contract for SIP Landscaping to be completed in 2023, which will be fully funded by the Ministry of Education. \$225,000 has been received of which \$379,205 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$11,745,416)

As at 31st December 2021, the Board has entered into contract agreements for capital works as follows;

- (a) \$357,102 for SIP Landscaping works to be completed in 2022, which will be fully funded by the Ministry of Education. \$225,000 has been received. \$13,253 has been spent on the project to date.
- (b) \$7,848,756 for "Te Ara" new Library works to be completed in 2023, which will be fully funded by the Board.
- (c) \$3,326,141 for new swimming pool works to be completed in 2022, which will be fully funded by the Board.
- (d) \$19,097 for server equipment. This will be completed in 2022.
- (e) \$32,729 for computer equipment. This will be completed in 2022.
- (f) \$161,591 for Electronic equipment. This will be completed in 2022.

(Capital commitments at 31 December 2020: \$810,206)

(b) Operating Commitments

As at 31st December 2022, the Board has entered into the following contract:

(a) Consignment stock	2022 Actual Parent/Group \$	2021 Actual Parent/Group \$
NZ Uniform Consignment Stock	360,164	321,484
Under the terms and condition of the Sponsorship & Supply Contract between the School and NZ Uniforms, any stock held in the NZ Uniform warehouse, that remains unsold for a period of 12 months, will be invoiced for and it would become prepaid stock to the School. The stock will continue to be held in NZ Uniform's warehouse and it will be shipped at no further charge when drawn down by the School.		
(b) Cleaning of Premises and Maintenance of Grounds	2022 Actual \$	2021 Actual \$
No later than One Year	435,324	493,161
Later than One Year and No Later than Five Years	189,728	59,427
	<u>625,052</u>	<u>552,588</u>

Auckland Grammar School
Notes to the Financial Statements
For the year ended 31 December 2022

27) Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022. (Contingent liabilities and assets at 31 December 2021: nil)

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school 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 exist.

28) Investment in Subsidiaries

Details of the Group's material subsidiary at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group		Value of investment \$'000	
			2022	2021	2022	2021
Auckland Grammar School Combined Trusts	To give Stewardship to donated funds and recommendation to the Annual Awards.	Auckland, New Zealand	100%	100%	1,836	1,955

The subsidiary has a 31 December balance date, is 100% owned by the School, and is incorporated and domiciled in New Zealand.

The School controls the Combined Trusts for financial reporting purposes because, in substance, the School predetermined the objectives of the Combined Trust's at establishment and benefits from the Combined Trust's complementary activities.

The Combined Trusts is a registered charity, (CC41345).

29) Events After Balance Date

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

30) Comparatives

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

31) Annual Report Completion

Auckland Grammar School was required under Section 137 of the Education and Training Act 2020 to complete its audited financial statements by 31 May 2023, the board were unable to submit its financial statements by 31 May 2023.

Auckland Grammar School
Other Information
For the year ended 31 December 2022

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022 the School received a total of Kiwisport funding of \$64,502 (2021: \$63,238). The funding was spent on salaries for Sports staff to support Kiwisport initiatives.

AUCKLAND GRAMMAR SCHOOL

Founded 1869

BOARD

Chairman: G.M SANDELIN BA LLB

Deputy Chairman: R.D HAMILTON BCom BSc (Term 1 - 3), M.R MALPASS BE (Hons) MBA NZCE (Mech) (Term 4)

B. DICKSON BBS (Term 1 - 3)
G.R GRAHAM BCom ACA
S. HOLDAWAY BA (Hons) MA PhD
G. JAYARAM BCA MBA (Term 1 - 2)
J. KING BA BCom

K.T LOTU-IIGA BCom LLB (Term 1 - 3)
T.M O'CONNOR BEd (Headmaster)
K. RUSSELL-SMITH CA BCom DipGrad
G.A TRETHEWEY LLB (Hons) BRP (Term 2 - 4)
N. WANG MCom

D.W WONG LLB (Hons) BCA (Term 4)
Staff Representative: F.L HAY-MACKENZIE MA (Hons) LLB
Student Representative: A.J.R. STEVENS
Board Secretary: H.M HALL REIDY BEd

LEADERSHIP TEAM

Headmaster: T.M O'CONNOR BEd

Associate Headmaster (Operations): S.A McNAUGHTON BA PGDipEdLd (Dist) MEDL (1st Hons); Associate Headmaster (Academic): J.S ETTY MA PhD;
Deputy Headmaster (Academic): D. ORAM BA; Deputy Headmaster (Pastoral - Senior School): N.L LOBB BA; Deputy Headmaster (Pastoral - Junior School): D.M.R ASKEW BPE; Deputy Headmaster - Human Resources: J.M BLYTH BCom Dip Ed Mgmt; Chief Financial Officer: J.D GUILFORD CA

FACULTY HEADS

*Arts and Technology: S. BLUETT BDes (Hons) [Art]
*Commerce: J.H.H WILSON BA [Economics]
*English: C. LAING MA [English]
*Languages: W.T BUCKINGHAM MA (Hons) LLB [Latin]
*Mathematics: G.P LEEUW BSc [Mathematics]
*Physical Education & Outdoor Education: J.L HANTZ BEd [PE]
Science: B.A McGOWAN BSc BA (Hons)
*Social Sciences: B. JOHN BA [History]
Student Services: C.A.F PORTEOUS BSc Med
*Vocational & Assisted Learning: G.J EDWARDS ATC [Student Pathways]

DIRECTORS

Director of Boarding: F. HASZARD BA BCom
Director of Enrolments: V. BERRY LLB (Term 1 - 2), N.G.M DONOGHUE BA (Term 3 - 4)
Director of Information Services: C.A WATT MCSA
Director of International: R.A FENTON BBS
Director of Library Services: J.L McCORMICK BSc Dip NZLS (Term 1),
A.M KEOGH PhD MLIS (Term 2 - 4)
Director of Property Services: V. KOTZE
Director of Sports Development: D.J MACKAY BSR

TEACHING STAFF

S. ADAM BCom MTchgLn
S.H ADIL BOptom (Hons)
D. ALIAGA BSc BVSc
R. ANDERSON BEd (Term 4)
T. ANTONI BS MA (Term 1 & Term 4)
* S. BAYLEY TTC [Learning Support]
F.F BEN BSc
M. BERESFORD PhD (# Term 2)
S. BIDET MA
I.S BILLCLIFF BPE
A.B BIRTWISTLE BA
* S.G BLACKWELL BEd [Health]
* J.W BORICH BCom LLB [Accounting]
J.C.M BOROUGHS BFA
F.A BROADBENT BA
J. BROSNAHAN BA (Hons) (Term 3 - 4)
* T.E CAIN BSc [Japanese]
R.G CARR BSc (Hons) PhD
C. CARTER BAS (Term 3 - 4)
W. CHEN MSc (Hons)
L.R CORRAY BSc
P. COXHEAD MSc
+ A. CROOK BSR
* M. CROOK BSc [Technology] [Outdoor Education]
J.O CROOKS BPE
M.D CUMING BSc [Form 3 Dean]
L. DALLASTON BCoun (Counsellor)
R. DANIEL MA BSc
A. DAS MSc
T. DE JAGER BA
C. DE SILVA BA DipTESOL (Term 2 - 3)
M.Z-Y DONG BA
J.J.C DOOLAN BEd DipBus (Counsellor (Term 4))
J. DYER-CAUSTON BA (Hons)
* P. EASINGWOOD BA [Dean of International Students]
[Geography] (Acting)
G.T.S ELISE BA
M.J FERGUSON BSc
T.A FERGUSON BA
D. FONSECA BCom CPA
C. FORSTER BA LLB (Hons)
J. FRY BSc BEd
* M. GASPAR MA [French] (Acting)
L. GILBERT BA (Hons)
R.J GORDON BCom (Term 1)
R.C GREENSLADE BDes (Hons)
E.K GRIMWOOD BSc (Hons) (Term 3 - 4)
J. GUNSON [Form 4 Dean]
* C. HAHM BMus PGDipMusEd [Music (Term 3 - 4)]

E. HARE BMus [Form 5 Dean]
J.B HASLER BA (Hons)
* F.L HAY-MACKENZIE LLB MA (Hons)
[Classical Studies]
+ S. HAYWOOD MA (Hons)
D.Y HELLEUR BA
B. HOANG BSc
T. HORROCKS BEdon LLB
S.J HUNTER BSc [Form 7 Dean]
I. ITRIYEVA MA
K. JACOBS HDE
* G.C.D JENNINGS BSc (Hons) [Physics]
M. JERVIS BSc MBA
D. JES BE MBA (Term 2 - 4)
A.V JOHNSON MA
T. KENSINGTON BA
M. KERR BA BCom LLB (Term 1 - 2)
* S. KESHWARA BSc (Hons) [Chemistry]
S.W KING BA HDE
Z. KING BHS BPhEd
H. KLER BA (Term 3 - 4)
J.C KNIGHTLY BSc
R.D KNIGHTS BA
V. KOSNA MSc
V.W LAL BCom DipBus
S.A LASSCHE BSc (Hons)
Y.B LAZARUS BEd
C.C LEE BSc (Hons)
J.W LEE BSc (Term 1 - 2)
M.R LEE BSc (Hons)
N. LEISEDER MA
S. LIU BSc
R. LORY BA
C.R.D LOWE BPE
G.J MAGUIRE MSc (Hons)
A. MALANI BA Med
D.J MARTIN BA BCom
L. McCLELLAND MSc
G.P McCULLOUGH BE (Hons)
+ D. McCUTCHEON TTC
D. McENTEE BSc (Term 2 - 4)
* M.E McNEILL MA (Hons) [Spanish]
D. MELLOR (Term 1 - 2)
D.I MERCIER BE
B.C MOORE (BSc) (Term 1)
T.E MOORE MA
S. MOUNTFORT BFA MTchgLn
* D.B NEWTON BA (Hons) [Business Studies]
+ C.A OATES BEd (Hons)

J. O'NEILL-FULLER BSc
T. OVERBURY BSc (Hons) BSpEx
S.Y PASUPATI BBS
* C. PATERSON BSc Med [Biology]
E. PEACOCK BA (Counsellor)
N.K PILLAY BA
G. POPE BA
J. POTAKA BSc
L. POTOCKY-PACAY BA (Hons)
+ M.J.F POULSEN BSc
B.J PROCTOR BA
L.W QUELCH BA
A. RAZJOU BSc
J.J.S REHU BSc
* B.D RICHARDSON BPhEd(Hons) [Sport (Term 3 - 4)]
* W. RICKARDS BSpEx [Sport (Term 1 - 2)],
J.P ROBERTS BPE
I. ROWE MA
E.C.R ROXBURGH BA BMus (Hons)
J.J SAMY BCom CA
N. SAVERY BA Med (Hons)
B.C SCHMIDT BSc (Term 1)
J. SIMA BEXSc
R.L SIMENTO MSc
C. SOLOMONS BCom
A.M SPARKS MA
B. SWANEY Med MSc
L. SWEENEY BSc
R.K TAYLOR BA (Hons) (Term 1 - 2)
R. TEAGUE MA (Hons)
+ M.M TREMOLEDA MA
A. VAN DEN HEUVEL BA MSc
W. VAN DER LINDE BEd
A. VAN HEERDEN BSc (Hons)
D.R WADAMS Med Mgt (Hons)
K. WAIT BPE
N. WARING (Term 1)
* B. WASSON BMus [Music] (Term 1 - 2)]
J.J WHELAN BA
* L. WHITE MA (Hons) [ESOL]
N. WOLFKAMP BVis
S. WONG BA (Hons) BCom
C. WOOD BA
S. WOOLLARD MSc (Hons)
R. WRIGHT LLM BA
S. WRIGHT BE (Hons)
J.S-J YEH BA [Form 6 Dean]
J. ZHU MSc

*Department Head +Part time #Long Term Reliever

ADMINISTRATION

Executive Assistant: D.M WATSON. Finance Manager: M. KUMARI CA (Term 1 - 2), D. LI MCom CA (Term 4). Accountants: S. KENESHEVA PGDip, H. MERCHANT MPA BCom (Term 1 - 2). Accounts Officer (Term 1 - 2), Senior Accounts Assistant (Term 3 - 4): S LOUKINE. Accounts Payable Administrator: T. PAVLENKO BA. Finance Assistant: R. KHAN. Leadership Team Secretary: J.C SADLER MSc (Hons). Culture & Engagement Manager: H.L FLEURY BA PGDip. Librarians: A.V McLEAN BBS MLIS, K.E NICHOLAS MLIS. Head Laboratory Technician: Y. ZHU BSc MPS. Laboratory Technicians: J.M.D NGUYEN (Term 2 - 4), H. QIAO (Term 3 - 4), J.M SUMNER BSc (Hons), N. WATSON. Technology Technicians: I. BENIPAL, A.J LOUCKS, D. SHI. Student Services Office Manager: S.L VAN DEVENTER ECCE. Counsellor: T. NG BSc PGDipCounsTh (Term 1 - 3). Administrators: S.A CURRY (Resources), C.M DOWDEN (SAC Examinations Administrator), C.H JOHNSTON BA ATCL (Social Sciences & Relief), J. MACKENZIE (Music), D. METAHYSA BS (Library/Art), L.A NEPIA (Enrolments), K. OSBORNE (Gateway Co-ordinator). Advancement Manager: D.I REDDISH BCA. Events & Public Relations Manager: G.L KNIGHTS BA (Hons). Events Assistant Administrator: T.A CURRY BCom. Database & Direct Mail Manager: K. DAVIDSON MSc. Digital Content Producer (Term 1 - 3), Communications Manager (Term 4): A.J BOOTH BCS. Publications Manager: J. DOBSON RN. SMS Manager: B.L CRAW. Academic & Student Administrator: E.R BOLT. Academic Services Administrator: C.R EVANS. Student Office Administrator: H.M.R HANKS BA. Student Office Assistant: A.E IRVINE. System Administrator IS: G.L WELLS BA MCSA. Helpdesk ICT: B. EASTON BDes, C. JOHNSON BSc. Teacher Aides: C.M BAKKER BCS (Term 1 - 2), B.L GOODWIN, M.L GRIFFITHS, T.L OLSEN, A. SAWYER BA, L. SHAIK BE, J.M STRAFFON, A. TIBBLE BHSc (OT) DipBus, A. VAN DEN BERG BA (Hons), J. WHITEHEAD BPhEd (Term 2 - 4), I.M WOLFKAMP (Term 2 - 4), E.M WRIGHT BA (Term 2 - 4), French Assistant: C. DELEPORTE. Spanish Assistant: M. SANCHEZ MARTIN. International Relationship Manager: M. RYLEV BSc (Term 1 - 3). International Student Welfare Manager: S.B BOROUGHS. International Student Administrator: S. SASAGAWA BBus. Archivist: P.J.D STANES BSc BE (Hons). Head of Health Centre: L. YOUNG BHSc (Nursing). Nurses: G.M MORTIMER RN, M. O'CARROLL RN, A. THOMPSON. Relief Nurses: Z. PEGMAN RN, L. WILSON RN. Retail Brand Manager: C. FERGUSON (Term 1). School Shop Manager: S. GALUVAO BCS. School Shop Assistant Manager: A. MILES, School Shop Assistant: N. WATSON BA. Director of Football: K.W BRIGHT. Director of Cricket: I. TROTT. Head Rowing Coach: M. JENSEN BSc BCom (Term 1 - 3), T. RUDKIN BSc (Hons) (Term 4). Venturelodge Manager: K. LAUGHTON. Hostel Matrons: S. BAILEY, D. KENNEDY, A. OLIVER, M. RICHARDSON (Relief), B.A SHERSON (Term 2 - 4), I.L VAN RENSBERG (Relief). Property Assistant: L. GODFERY BBus (Term 1), A.R.L PEREIRA BBA (Term 2 - 4). R BOONEKAMP DTTF DBM (Term 4). Maintenance Supervisor: A. ELLIOT (BID BBus (Innovation & Entrepreneurship)). Maintenance Assistants: N. GRIBBON, T. TAPARA. Manager Staff Cafeteria: D.A LYDIARD.



Statement of Resources

Non-Teaching Support Staff

The Board of Trustees employs 55.3 full time equivalent staff to undertake administrative, financial, teacher support and property maintenance aspects of the School.

Community Support

The School is well supported by parents; the Auckland Grammar School Old Boys' Association; the Outdoor Education Trust which allows access to their Ohakune Lodge; the Foundation Trust; and the Headmaster's Council. Those organisations tirelessly raise funds for numerous projects and the parents support the School both financially and with generous donations of their time.

Computers

- Two computer laboratories with a total of 82 PCs are available for teaching. An additional 370 PCs are available in the Library, Music, Learning Support, ESOL, Art, Sports Science, Technology and Languages.
- The Physical Education Department uses computer technology to assess fitness and to plan individual exercise programmes for our students.
- All Departments are well equipped with computer and other appropriate technology to assist the teaching process and to prepare the students for university where word processing skills and computer literacy skills are essential.

Extracurricular Resources

The School is fortunate in having a range of facilities to support extracurricular work. These include:

- all-weather multi-sport artificial turf and a separate warm-up area turf
- 1 artificial Hockey turf
- 1 Sports Centre
- 1 Sport gymnasium
- a fully equipped theatre/auditorium that seats 360
- Study Centre
- 15 hectares of land with 3 pavilions
- an external heated swimming pool (construction completed)
- 3 surfaced tennis courts
- 2 exterior basketball courts
- Surfaced cricket nets
- 1 Old Boys' Pavilion with 2 squash courts
- Ohakune Venture lodge to facilitate outdoor education



Statement of Resources

Property Resources

The Auckland Grammar School Board of Trustees has a property occupancy agreement with the Ministry of Education for the Mountain Road, Epsom site of 15.16 hectares of land, 103 teaching spaces, Great Hall, gymnasium, auditorium, three pavilions, artificial turf, library and boarding hostel for 120 students. In January 1995 the School purchased 1.2198 hectare of land in Clive Road/Barnett Crescent and the fifteen homes erected thereon. The purchase was of a strategic nature and are leased to teaching staff.

Textbooks and Library Books

Every class at every level is adequately supplied with textbooks where they are required. The Library contains around 22,000 volumes. It also has 36 Chromebooks to supplement the 32 PCs available for student use in the Library. Four research databases in addition to those provided by the Ministry of Education are also subscribed to by the library and a fifth one, Massolit, is purchased in conjunction with four other departments.

The library subscribes to the Wheelers ePlatform in order to make eBooks and audiobooks available to our Grammar students.

Trading Resources

- An auditorium seating 360 people being a fully equipped theatre.
- The gymnasium which is primarily hired out for basketball and badminton.
- A boarding establishment (Tibbs House) accommodating approximately 120 boys. It has a dining room and study room building; a renovated dormitory and games room block; a senior dormitory and accommodation for 9 Housemasters and 2 Matrons.
- A tuckshop which is operated under contract for the benefit of students.
- A shop which provides stationery, books and uniforms.
- An all-sports complex comprising a multi-sport all-weather playing surface, an all-weather hockey surface and a café/conference centre.



Statement of Resources

Roll

The roll in 2022 (at 1 March) was 2597
The roll in 2021 (at 1 March) was 2634
The roll in 2020 (at 1 March) was 2620
The roll in 2019 (at 1 March) was 2576
The roll in 2018 (at 1 March) was 2494
The roll in 2017 (at 1 March) was 2503
The roll in 2016 (at 1 March) was 2532
The roll in 2015 (at 1 March) was 2532
The roll in 2014 (at 1 March) was 2572
The roll in 2013 (at 1 March) was 2555
The roll in 2012 (at 1 March) was 2432
The roll in 2011 (at 1 March) was 2390
The roll in 2010 (at 1 March) was 2417
The roll in 2009 (at 1 March) was 2368
The roll in 2008 (at 1 March) was 2298
The roll in 2007 (at 1 March) was 2358
The roll in 2006 (at 1 March) was 2443
The roll in 2005 (at 1 March) was 2482
The roll in 2004 (at 1 March) was 2447
The roll in 2003 (at 1 March) was 2367
The roll in 2002 (at 1 March) was 2202
The roll in 2001 (at 1 March) was 2045
The roll in 2000 (at 1 March) was 1977

Days Open

The School was open for 376 half days in 2022 (2021 - 380 half days).



Board Members

The following were members of the Board as at 31 December 2022:

Name	Occupation	Term of Appointment Expires	Appointed By
B. Dickson	Partner Global Markets & Business Development	Completed term August 2022	Old Boys' Association
G.R Graham	Partner Restructuring	August 2025	Headmaster's Council
R.D Hamilton	Director	Completed term August 2022	Parents
F.L Hay-Mackenzie	Teacher	August 2025	Staff Member on the Board
S.J Holdaway	Associate Deputy Vice-Chancellor Research	August 2025	University of Auckland
G. Jayaram	Consultant	Resigned May 2022	Old Boys' Association
J. King	Chief People Officer	August 2025	Parents
K.T Lotu-liga	General Manager	Completed term August 2022	Parents
M.R Malpass	Group Executive Officer	August 2025	Parents
T.M O'Connor	Headmaster	August 2025	Headmaster
K. Russell-Smith	Company Director	August 2025	Parents
G.M Sandelin	Barrister	August 2025	Parents
G.A Trethewey	Company Director	August 2025	Old Boys' Association
N.N Wang	CEO & Managing Director	August 2025	Parents
D.W Wong	Lawyer	August 2025	Parents
A.J.R. Stevens	Student	September 2022	Student Representative

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF AUCKLAND GRAMMAR SCHOOL'S
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Auckland Grammar School ('the Parent') and its controlled entity (collectively referred to as 'the Group'). 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 Parent and Group on his behalf.

Opinion

We have audited the financial statements of the Parent and Group on pages 49 to 74, that comprise the statements of financial position as at 31 December 2022, the statements of comprehensive revenue and expense, statements of changes in net assets/equity and statements 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 Parent and Group:

- present fairly, in all material respects:
 - their financial position as at 31 December 2022; and
 - their 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*.

Our audit was completed on 28 November 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 Parent and Group 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 Parent and Group for assessing the Parent and Group'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 Parent and Group, 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 Parent and Group'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 Parent and Group'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 Parent and Group'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 Parent and Group 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 Headmaster's Report, Mission Statement, General Objectives, Variance Reports, Kiwisport Report, Statement of Resources 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 Group 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 Parent or its controlled entity.



Kurt Sherlock
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On behalf of the Auditor-General
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