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List of Trustees

Designation	Name	
Chairman :	Mr A J Blackburn	BCom LLB
Deputy Chairman :	Mr G M Sandelin	BA LLB
Members :	Prof. G Aitken	MA (Hons), Dip Tchg, EdD (from July 2017)
	Mr T Bassett	BE (Hons), ME, MBA
	Mr R J Chisholm	BCom (AGR)
	Ms A Cleland	MBA (resigned June 2017)
	Mr G R Graham	BCom, ACA
	Mr R D Hamilton	BCom, BSc
	Ms G Jayaram	BCA, MBA
	Mr S J Lobb	BCom CA
	Mr K T Lotu-liga	BCom LLB
	Mr M R Malpass	MBA, BE (Hons), NZCE (mech)
Headmaster:	Mr T M O'Connor	BEd
Staff Representative:	Mrs F L Hay-McKenzie	MA (Hons) LLB
Student Representative:	J Lerner (Terms 1-3)	
	Z Zhu (Term 4)	



Directory

Chairman :	Mr A J Blackburn BCom LLB
Headmaster :	Mr T M O'Connor BEd
Board Secretary :	Mr P J Gargiulo BSc (Hons)
Auditors :	Crowe Horwath New Zealand Audit Partnership PO Box 158 Auckland 1140
Solicitors :	Simpson Grierson Private Bag 92518 Auckland 1141
Bankers :	Bank of New Zealand Ltd 80 Queen Street Auckland ASB Bank Ltd PO Box 1961 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
Website :	www.ag.school.nz
E-mail Address :	admin@ag.school.nz



Statement of Responsibility for the year ended 31 December 2017

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 2017.

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 2017 fairly reflect the financial position and operations of the School.

The School's 2017 financial statements are authorised for issue by the Board Chairperson and Headmaster.

Andrew Jeffrey Blackburn

CHAIRMAN OF TRUSTEES

Date: 30.5.2018

Timothy Martin O'Connor

HEADMASTER

Date: 30.5.2018



Headmasters Report

I ROLL

The School roll on 1 March 2017 was 2503 students, including 145 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:
Year 9	465	9	474
Year 10	497	26	523
Year 11	476	36	512
Year 12	476	48	524
Year 13	444	26	470
TOTAL:	2358	145	2503

II STAFFING

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

Name	Qualification	Subject
Miss Sarah Bluett	BDes (Hons)	HOD Art
Miss Melissa Dyer- Causton	Dip Fine Arts	Art
Miss Elisabeth Hyde- Hills	MEd	ART (LTR Terms 1&2)
Mr Fraser Wilson	BSc	Biology
Mr Frank Ben	BSc	Biology
Mr Rowan Dickson	BSc (Hons)	Biology
Mr Ben Richardson	BPE (Hons)	Biology/Physical Education
Ms Joyce Samy	BCom CA	Business Studies/Accounting
Mr Dinesh Fonseca	BCom CPA	Business Studies
Mr Daniel Hill	BA (HONS)	English
Mr Thomas Kensington	BA	English
Mr Paul Easingwood	BA	Geography (LTR)
Mrs Annette van Heerden	MSc (Hons)	Mathematics
Mr Stephen King	BE	Mathematics
Mr Phillip Davies	BSc (Hons)	Mathematics
Mr James Hantz	BE	HOD Physical Education
Dr Alistair Bargery	MESci PhD	Physics
Mr Shane Jordan	BA	Physics
Miss Thomaïda Antoni	MA	Spanish
Mr Kevin Jacobs	HDE	Technology/Graphics

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

Mr Dave Mackay	BSR	Head of Sport
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During the academic year we welcomed the following teachers:

Name	Qualification	Subject
Miss Natalie Thacker	BA (Hons)	English
Mr Brian Nguyen	MSc	Chemistry (Term 2)
Mrs Barbara Moore	BSc	Mathematics LTR (Terms 2 – 4)
Mr Mark Calverley	BE (Hons)	Physical Education (Terms 1 – 3)
Mr Andrew Deigham	BSc (Hons)	Chemistry (Terms 3 & 4)

Ms Eloise Hay	BSc (Hons)	Mathematics (Terms 3 & 4)
Mr Wayne Moore	BSc	Study Centre Supervisor LTR (Term 4)
Mrs Harjet Kler	BA	Part-time ESOL

During the academic year we welcomed the following support staff:

Name	Qualification	Position
Mr Sylvian Bidet	MA	Teacher Aide
Mr Guy Kilmister	-	GAP Tutor, Tibbs House
Mrs Lisa Nepia	-	Enrolment Administrator
Mrs Felicity Rosenberg		150th Co-ordinator
Mr Peter Stanes	BSc BE (Hons)	Archivist
Mrs Julie Zhu	BSc	Laboratory Technician
Mrs Hannah Taito	BA	Part-time Counsellor
Mrs Julie Cates	-	Matron
Mr Kiarash Shabani	-	Carpenter

Teachers who left during the year included:

Mr Bob Grover	Mathematics	Retired
Mr Phil Davies	Mathematics	Retired
Mr Robin Sinclair	English	Overseas
Mr Dint Rice	English	Retired
Mr Dale Johnson	English/ Spanish	Retired
Mr Matthew Bennett	HOF Technology/Art	
Mrs Gillys Miller	Vocational Studies	Deputy Principal – Avondale College

Support Staff who left during the year included:

Mrs Pip Bullock	Laboratory Technician
Mrs Susan Moar	Matron, Tibbs House
Mr Paul Paton	Archivist
Mrs Lisa Sutcliffe	Student Management System Manager
Mrs Lynette Zander	Matron, Tibbs House

Staff on Leave of Absence:

Mr Max Thomson	HOD Biology
Mr Mark Vella	Associate Headmaster

Teachers awarded sabbaticals in 2017:

Term 1	Mr Lesley Corray, Mr Barry Schmidt (MOE)
Term 2	Mr Paul Blomeley
Term 3	Mr Stephen Wright
Term 4	Mr Michael Poulsen

Mr Jonathan Smith was awarded a TeachNZ Scholarship for the 2017 academic year.

Teachers leaving at the end of the year:

Mr Paul Blomeley	Physics	Retiring
Mr Rowan Dickson	Biology	Overseas
Mr James Donaldson	HOD Music	Director Nelson School of Music



Dr Gerry Gillard	Chemistry	Retiring
Mrs Alex Green	Counsellor	Pakuranga College
Mr Warren Lincoln	History & Study Centre	Retiring
Mr Terry McKain	HOF Student Services	Retiring
Mr Jonathan Smith	Geography	HOD Geography, Avondale College

Teachers leaving at the end of the year:

Mr Rowan Dickson started teaching at Auckland Grammar School in January 2017. He has taught both junior Science and senior IGCSE and NCEA Level 3. He has been an engaging teacher. Outside of the classroom, Mr Dickson has been involved with the Writers' Group. Mr Dickson leaves to travel and teach overseas.

Mr James Donaldson was appointed the Head of Music in January 2015, and has led the music curriculum and extracurricular music for three years.

He has been a passionate teacher of music and led the development of music as a core and option subject at the School. He has made extensive contributions to extracurricular music as Master in Charge and Director of the Symphony Orchestra who earned a Gold Award at KBB Music festival this year, Grammar Virtuosi, Grammar Concertante, Co-ordinator and coach of Chamber Music (2015-2017) and had earlier involvement with Grammar Voices (2016), the Jazz Combo (2015), and the Stage Band's 2015 tour of Southland.

He leaves Auckland Grammar School to begin his new role as Director at the Nelson School of Music.

Mrs Alex Green was appointed as a Chemistry and Science teacher at Auckland Grammar School in July 2009. Mrs Green has taught Chemistry in the dual pathways and junior Science. She has been a highly effective and engaging teacher who won the respect of the students in her care and her expertise as a Chemistry teacher have been evident in the role she played as a Cambridge examiner.

Mrs Green accepted additional responsibility late in 2014 as the Specialist Classroom Teacher, a position she held for 18 months. In 2016 Mrs Green was awarded a TeachNZ Scholarship to train as a Counsellor and returned to become an integral part of our Student Services team of counsellors.

Mrs Green has been an active contributor to the extracurricular life of the School, from her passion for the Travellers Programme and responsibility for GrammAccoustix to her involvement with the Duke of Edinburgh programme, The Rock and School cycling, where she had management responsibilities.

Her quiet and purposeful approach in and out of the classroom, alongside her significant teaching experience and collegiality will be hallmarks of her eight years at Auckland Grammar School.

Mrs Green is leaving to begin a guidance counselling role at Pakuranga College.

Mr Jonathan Smith joined the teaching staff at the beginning of Term 2, 2012. He is an experienced Geography teacher who has contributed to the School in and out of the classroom.

Mr Smith has taught Social Studies and Geography within the dual

pathway for five years. He has extensive knowledge of both NCEA and Cambridge programmes at all levels and has been a respected teacher for his knowledge and interactions with students.

Mr Smith has embraced the extracurricular life of the School by being involved across varied activities, including the Western Heritage Tour, sporting codes and Outdoor Education via Form 4 Camps at Venturelodge.

He has been actively involved with coaching sporting teams including age grade football teams and volleyball teams.

Mr Smith accepted additional responsibility, outside of the classroom as Master in Charge of Volleyball and Master in Charge of Cycling throughout 2015 and 2016. A highlight of 2015 was the Cycling team winning the Sir Bernard Fergusson trophy at National Secondary School Championships.

Mr Smith was awarded a TeachNZ Scholarship in 2017 to further his professional studies and research, and leaves Auckland Grammar School on promotion to Avondale College as Head of Geography.

A number of masters have left this year having given more than 15 years' service. They include:

Mr Paul Blomeley started at Auckland Grammar in 1999 as a teacher of Science and Physics. He taught at all levels of the School, and throughout his 15 years' service to the School has established himself as a practical, experienced and respected master.

Mr Blomeley left Grammar at the end of 2001, returning in Term 2, 2005. He has since developed a real interest in teaching boys requiring additional learning support, and has been effective working in this capacity.

Mr Blomeley has been the Master in Charge of Form 4 Science for 10 years, developing and reviewing the science programme and associated resources. He is also respected as a physicist having written Cambridge AS and A2 Physics work books with the aim of stimulating students to expand their knowledge and understanding through regular homework.

Mr Blomeley has been involved in extracurricular programmes, largely sport, where he has coached hockey, football, cricket and tennis teams. As many young men who arrive on campus early would know, Mr Blomeley has also encouraged many in the weights room.

Mr Blomeley has been a collegial teacher who has been an effective contributor within the Science Faculty and extracurricular areas. We wish Mr Blomeley well as he begins semi-retirement in Katikati, alongside his intention to continue with some part-time teaching.

Dr Gerry Gillard joined the staff in 1998 to teach Chemistry and Science. He has taught Junior Science and Cambridge Chemistry from IGCSE to A2, and prior to its introduction taught the curriculum associated with School Certificate to University Bursary examinations. Dr Gillard has taught at Auckland Grammar School for a period of 20 years.

Dr Gillard was Master in Charge of Form 3 Science from 2001 – 2009 and Acting Head of Chemistry in 2003, and has enjoyed tutoring and supporting students entering the NZQA Scholarship Chemistry examination.



Dr Gillard has enjoyed and been committed to the extracurricular life of the School. He coached or managed football teams for much of his tenure as well as coaching morning grade cricket teams in the summer. Away from sport Dr Gillard has supported the annual school musical through his interest in the set construction of some 16 shows. He has also supported Outdoor Education by attending Form 4 camps at Ohakune.

Dr Gillard's expertise in Chemistry and his passion for teaching was recognised by being awarded a Woolf Fisher Fellowship in 2003. His capability as a Chemistry practitioner and his knowledge of secondary curriculum and assessment frameworks is evident in the additional academic roles he has been appointed to including the Bursary and Sixth Form Certificate marking panels.

Dr Gillard has been an effective and engaging teacher of Chemistry who we wish well for his retirement after 20 years' service to Auckland Grammar School.

Mr Dale Johnson started teaching at Auckland Grammar School as an Assistant teacher of English in 1993 and finished his career at Grammar at the end of Term 1. He provided the School with 22 years' service. Mr Johnson had leave from the School to teach in Monterey, California from 1998 to 2000.

Mr Johnson is an experienced English teacher, who also taught Spanish from 2001. In 2003 he accepted additional curriculum responsibilities for Form 4 & Form 7 English. He has been an innovative teacher who was part of the School's Information Technology committee in the 1990s and he initiated the Writers' Group in 2004.

Outside of the classroom Mr Johnson followed his passion for the outdoors having been committed to Grammar's Tramping Club from 1995 until the present day. He was proactive in introducing competitive skiing to the School in 1994, and was Master in Charge of the sport for 18 years, winning five North Island Championships in that time.

Mr Johnson also supported Baseball at the School by accepting Master in Charge responsibilities for two years. Of considerable extracurricular significance is the integral role he played in Grammar Cycling over a 14-year period, (six of which he was Master in Charge). The Cycling squad experienced considerable success in this time, having been crowned national champions six times. Alongside his support of competitive cycling, his love of the sport is evident through his active participation in two School cycling tours through France.

The School thanks Mr Johnson for his extensive service. Mr Johnson retired from Auckland Grammar School at the end of Term 1, 2017.

Mr Warren Lincoln was appointed to Auckland Grammar School in 1998 initially in a long-term relieving role, as an English teacher. By 1999 he was teaching in his area of specialty, History and Social Sciences. Over his twenty years at the School Mr Lincoln has taught at all levels with the Social Sciences Faculty including NCEA and Cambridge.

Mr Lincoln was Head of History from 1999 -2013 and was also Head of Faculty, Social Sciences in 2002 & 2003. In the last two years he has combined his love of teaching history, with the oversight of the Study Centre.

Mr Lincoln has been committed to the extracurricular life of Grammar, believing in what it stands for and for the need for every teacher to contribute outside the classroom. He coached Rugby 3A/U85kg from

1999-2012, winning 10 championships in those 12 years. He also coached Intermediate A1 Tennis, winning three championships.

Mr Lincoln's commitment to the teaching of history was recognised by the School when he was awarded the Headmaster's Council Staff Scholarship in 2005 and he was awarded a Woolf Fisher Fellowship to travel and study overseas in 2013. A fellowship of this nature recognises that the recipient exhibits qualities of integrity, leadership, exceptional zeal, keenness and capacity for work, all of which are a fitting descriptions of Mr Lincoln's contributions to Grammar.

Mr Lincoln has also contributed to the School's governance as the staff representative on the Board of Trustees from 2001 to 2013. He was Chair of the Education Committee for six years, and was a well-respected board member. The School wishes Mr Lincoln well in his retirement.

Mr Dint Rice started teaching at Grammar in 1998 as an Assistant teacher of English. He has continued to be an active member of the English Department for 19 consecutive years until his retirement at the end of Term 1.

The responsibilities he accepted throughout his tenure reflect his capability and expertise as a master teacher. He has been Master in Charge of English programmes for different cohorts, including Form 6 from 2002, Form 3 from 2006 and more recently, the entire junior school programme.

Mr Rice has lived the School values, contributing to the extracurricular life of Auckland Grammar School. Of significance, he has been a member of the Chronicle editorial team from 2002, and accepted sole responsibility as editor, from 2003 to 2014. He has continued to support the production of the School magazine over the last two years.

Mr Rice's skills extend to the theatre where he produced *The Crucible* in 1998 and *Les Misérables* in 2005. He also directed four plays and one musical through his tenure including *To Kill a Mockingbird* and *The Importance of Being Earnest*. Mr Rice has run Theatre Sports programmes at the School and organised the Martin Sullivan and Victor Macky public speaking competitions for ten years. He has also managed tennis teams and a debating team at various stages of his teaching career at Grammar.

Mr Rice was recognised as an outstanding contributor of the Auckland Grammar School teaching staff in 2007 by being awarded the Headmaster's Council Staff Scholarship. We thank him for his extended service and wish him well in retirement.

Long serving masters leaving the School include:

Mr Robert Grover joined the Auckland Grammar School teaching staff from Tauranga Girls' College in Term 2, 1980 and is recognised as a 25-year Grammar master. When he first joined the staff, he was quickly given responsibility for Applied Mathematics, which formed the majority of his teaching with talented senior classes.

Mr Grover accepted additional responsibility in the 1980's for computing, including the management of Old Boy and School databases, Sixth Form Certificate and the Combined Schools' Examination, as well as writing programs for timetabling, and the School's first computer generated reports.

Prior to leaving the School on promotion to King's College as Head of Mathematics and Computing, Mr Grover also coached successful



Mathex teams as well as assisting with soccer and cricket teams.

Mr Grover rejoined the staff in 1997 largely teaching Pure Mathematics, and leading School Chess. He has continued to drive the sport of Chess in the School, supporting many talented players throughout his teaching career. The School has won numerous Auckland, North Island and New Zealand Secondary School titles. He has also been very supportive of Bridge in the School, encouraging many able young men to take up what he would describe as the most demanding of card games.

Mr Grover is a master teacher in Mathematics, who has provided Auckland Grammar School with 28 outstanding years' service. His contributions have been extensive, and his experience in Mathematics has been shared with young men over four decades. Passion and humour has been evident in his teaching.

We thank Mr Grover for his twenty-eight years of loyal service to Auckland Grammar School.

Mr Terry McKain started teaching at Grammar in 1988, arriving from Wairarapa College, where he was HOD Social Studies and History. He taught History and Social Studies and was appointed Dean of Form 4 in 1990, then Dean of Form 6 and Director of Guidance in 1994. As he concludes his tenure he has provided Auckland Grammar School with 30 years of loyal service.

Mr McKain's teaching expertise and commitment to Grammar were recognised with the Headmaster's Council Staff Scholarship in 1991. He was also awarded a Ministry of Education Scholarship to complete his Post Graduate Diploma in Counselling in 1999 and as a result became the School's first full-time Guidance Counsellor

As a counsellor he continued his commitment to the extracurricular life of the School and has coached football, cricket and lawn bowls. He coached cricket teams from Senior A to 6B and football teams from the 3rd XI to 15A, 14A, 13A and the last 2 years, 13B5.

As Master in Charge of Lawn Bowls Mr McKain has grown the popularity of the sport. Over the last 10 years the School has won over 10 Auckland Championships and two bronze medals at Nationals.

Mr McKain was the Staff representative on the Board of Trustees from 1995 – 1997 giving service to the governance of the School.

Mr McKain has been effective in advocating for initiatives that promote student and staff well-being. A number of programmes such as Travellers have been introduced in his role as Director of Guidance.

In the last two years Mr McKain has accepted additional responsibilities as Head of Faculty – Student Services. He has overseen the introduction of the School's new approach to counselling and career services, which has had a whole person focus, with increased capacity to provide personalised guidance and support across a wide variety of functions including academic, pastoral, career and personal well-being.

Mr McKain has consistently put students first, and supported teachers in the important role they play in educating young men. As a Counsellor and Head of Faculty he has lived The Grammar Way by example. His supportive approach has guided thousands of young men through a myriad of issues in a changing educational landscape and society.

We thank Mr McKain for his 30 years' service and for the role he has played advising the School, our staff and young men through that

time. We wish Mr McKain a long and well-deserved retirement.

III ACADEMIC ACHIEVEMENTS

A 2016 CAMBRIDGE INTERNATIONAL EXAMINATIONS (CAIE) RESULTS

Achievement rates in Cambridge examinations remain strong, with results at all levels demonstrating that our students are performing at a high level both nationally and internationally. At the highest level of achievement, Grammar students were presented with 20 awards at this year's Outstanding Cambridge Learner Awards Ceremony, including 3 Top of the World Subject Awards, 15 Top of New Zealand Subject Awards, and both the Best across 5 IGCSE Subjects in the Country Award and the Best across 4 AS-Level Subjects in the Country Award.

These results demonstrate that a number of our young men are truly excelling on the world stage and it is particularly pleasing to note that they are doing so in a range of levels and subjects, with awards being gained in Biology, Chemistry, Classical Studies, Economics, History, Latin, Mathematics, Music, Physics and Spanish.

IGCSE (Form 5)

	A*	A	B	C	D	E	F	G	U
2016	22	22	22	19	7	4	2	1	0.3
2015	24	23	21	18	7	4	2	1	1
2014	26	21	20	18	7	3	2	1	0.5
2013	26	21	19	15	8	5	3	1	1
2012	29	22	21	14	6	4	2	0.7	0.7
2011	26	22	19	16	7	5	2	1	1

NB: These percentage figures have been rounded so will not always total exactly 100%.

NB: 4A/4B/4C did not do IGCSE Combined Science in 2016 (these 3 classes added 87 A*s or As to the 2015 total).

2016 was the sixth year the entire cohort from 5A through to 5O sat Cambridge examinations. The majority of Form 5 students sat CIE examinations in all subjects, however, a small number of students had a blended programme of CIE and NCEA and students in 5P did a full NCEA Level 1 programme.

Given this broad range of abilities, the School was very pleased with the results gained: 22 percent of all grades were A* (over 90 percent) and a further 22 percent were awarded A grades (80 – 89 percent). Overall, 85 percent of all grades were graded A* to C, which is an excellent level of achievement.

Advanced Subsidiary (AS)-Level (Forms 6 & 7)

	A	B	C	D	E	U	X
2016	24	20	20	16	10	9	1
2015	25	18	19	14	13	10	1
2014	33	21	20	13	7	5	1
2013	32	20	20	14	7	7	1
2012	29	18	21	15	9	8	1
2011	30	17	19	15	9	9	1

NB: These percentage figures have been rounded so will not always total exactly 100%.

While the percentage of A grades awarded was once again not as high as they were prior to 2015, it is pleasing to note that the percentage of papers graded A to C rose from 62 percent in 2015 to 64 percent in 2016 and the percentage of papers graded E to X fell from 24 percent in 2015 to 20 percent in 2016.



Advanced (A)-Level (Form 7)

	A*	A	B	C	D	E	U
2016	20	21	23	19	13	4	1
2016	17	24	24	19	12	4	1
2014	19	22	24	22	10	2	
2013	19	22	22	20	11	4	1
2012	19	20	26	21	11	4	
2011	22	26	22	17	8	2	1

NB: These percentage figures have been rounded so will not always total exactly 100%.

Young men at this level performed very well: 83 percent of all grades were graded C or above, with 41 percent graded A* or A. It was particularly pleasing to note that the percentage of students gaining A* rose to 20 percent and these results reflect very favourably on the quality of teaching of subjects at this level and the work ethic and ability of the cohort.

B 2016 NCEA RESULTS

Level 1 (Form 5) *

In 2016 the number of students doing a full NCEA Level 1 course increased with all 22 students in 5P doing an NCEA programme. The percentage of eligible students achieving NCEA Level 1 increased from 25 percent in 2015 to 55% in 2016.

Tertiary institutions use conversion and points tables to establish equivalence between NCEA and Cambridge qualifications and to determine Numeracy and Literacy achievement. When the 2016 Cambridge results are given NCEA equivalence, the following adjusted percentages can be calculated:

Year	% Numeracy	% Literacy
2010	99	93
2011	94	92
2012	96	90
2013	95	94
2014	95	92
2015	97	92
2016	97	93

Level 2 (Form 6)

Year	% Level 2 Certificat
2010	67
2011	76
2012	76
2013	76
2014	73
2015	77
2016	82

Level 3 (Form 7)

Year	% UE	% Level 3 Certificat
2010	71	69
2011	70	65
2012	71	65
2013	55	66
2014	60	73
2015	57	74
2016	55	71

Since 2009, NZQA has reported percentages of participating candidates achieving NCEA Levels 1, 2 and 3 and University Entrance,

broken down by secondary year levels 11, 12 and 13. Participating candidates are defined as those who have entered sufficient credits to achieve a National Qualifications Framework (NQF)-based qualification by the end of a given year.

NCEA Level 1

- Percentage of eligible students achieving Level 1 NCEA: 55% [2015: 25%]
- Percentage of eligible students achieving Level 1 Numeracy: 74% [2015: 94%]
- Percentage of eligible students achieving Level 1 Literacy 82% [2015: 86%]

NCEA Level 2

- Percentage of eligible students achieving Level 2 NCEA: 82% [2015: 77 %]

NCEA Level 3

- Percentage of eligible students achieving Level 3 NCEA: 71% [2015: 77%]
- Percentage of eligible students achieving University Entrance: 55% [2015: 57%]

Points to Note on Results:

The participation-based reports provide an accurate measure of the performance of our students in NCEA. However, it is important to bear in mind that in 2016:

1. Only students in 5P and a very small number of students who were repeating Form 5 were eligible to achieve NCEA Level 1 (the majority of students did IGCSE subjects and thus had less than the required 80 credits on offer to make them eligible to achieve Level 1 NCEA).
2. All students from 5J-5P (198 students) studied Level 1 English and were eligible to achieve Level 1 Literacy. 175 students in this cohort were eligible to achieve Level 1 Numeracy (the remainder studied IGCSE Extended Mathematics).
3. Nearly all of the Form 5 cohort and 65% of the Form 6 and 7 cohort sat CIE Examinations. This means that only 24% of our Forms 5-7 senior cohort was eligible to achieve NCEA certificates

Adjusted Percentages

When the 2016 CIE results are given NCEA equivalence, the following adjusted percentages can be calculated:

- % achieving L1 Numeracy: 97% [2015: AGS 97%; 2016 Decile 8-10 NZ 94%; NZ 90%]
- % achieving L1 Literacy: 93% [2015: AGS 92%; 2016 Decile 8-10 NZ 95%; NZ 91%]
- % achieving L1 NCEA: 87% [2015: AGS 91%; 2016 Decile 8-10 NZ 91%; NZ 85%]
- % achieving L2 NCEA: 82% [2015: AGS 85%; 2016 Decile 8-10 NZ 93%; NZ 90%]
- % achieving L3 NCEA: 89% [2015: AGS 91%; 2016 Decile 8-10 NZ 82%]
- % achieving UE: 83% [2015: AGS 86%; 2016 Decile 8-10 NZ 75%; NZ 61%]

Note that the UE rate across New Zealand declined from 2015 to 2016. 2016 comparative data is as follows: NZ Decile 8-10 students 75%; NZ all students 61%; NZ Male 55%; NZ Decile 8-10 Male 68%

This profile compares favourably with the national averages for males in Decile 8-10 schools, particularly when consideration is given to the points below.

Additional Points:

1. Year-on-year, national NCEA achievement rates (with the excep-



tion UE over the last two years) 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 on by ERO and a number of more astute commentators.

2. 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 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).

3. Many schools offer highly differentiated curricula. Low ability students are 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 course differentiation is limited to English and Mathematics and only two non-academic courses are offered, Tech Furniture (Levels 2 and 3 only) and Career Studies (one class at each NCEA level). Furthermore, these are the only two subjects offered which are not University-approved subjects (see point 10 below).

4. Another practice used by schools to boost NCEA pass rates is to withdraw students from standards which they fail, or will almost certainly fail, to the point that they are entered in courses generating fewer credits than are needed for the award of an NCEA certificate (making them non-eligible to achieve NCEA certificates). This means that these students are not included by NZQA when they calculate participation-based pass rates. This practice does not occur at Auckland Grammar School.

5. Because nearly all our Form 5 students study an IGCSE-based course, significant numbers of Form 6 NCEA students and a small number of Form 7 NCEA students achieve sufficient credits in their Form 6 or 7 year to gain a Level 1 Certificate. Similarly, some Form 7 NCEA students, who failed to gain a Level 2 Certificate in Form 6, achieve sufficient credits in their Form 7 year to gain a Level 2 Certificate.

6. While the ability to gain credits cumulatively leading to the awarding of Level 1 and 2 certificates is a positive feature of NCEA, the fact that students who narrowly miss achieving Level 2 in Form 6 will inevitably achieve the Level 2 qualification early in their Form 7 year is a disincentive for some to apply themselves and to achieve to their full potential.

7. The overall pass rate for Form 6 students achieving NCEA Level 2 was up from 77% in 2015 to 81.9% in 2016 which is pleasing. This is partly due to the flow on effect of the Form 6 NCEA cohort in 2015 but is also hopefully an indication that, with more students starting to opt to do NCEA in Form 6, students are selecting the pathway which best suits them and will give them greater likelihood of success.

8. Given the above concerns over the Form 6 cohort of 2015, it is perhaps not surprising that the pass rate for Form 7 students achieving NCEA Level 3 was down from 77% to 71.1% in 2016, however, hopefully, the stronger Form 6 NCEA Level 2 cohort of 2016 will gain more positive results as a Form 7 NCEA Level 3 cohort in 2017.

9. 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:

- i. 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 effectively fail their AS year of study, who would almost certainly have passed a Level 2 course if they had done NCEA instead.
- ii. The combination of maximum external assessment, challenging and academic courses and no manipulation of results (see points 3 and 4 above) makes NCEA Level 2 significantly more difficult to achieve at Auckland Grammar School than in other NZ schools.

10. In 2017, with 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), we expect 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.

11. The difference between the Level 3 pass rate and the UE pass rate for the NCEA cohort is worthy of note. While 71.1% achieved a Level 3 Certificate, only 54.8% achieved UE; this despite the fact that both Level 3 and UE require students to achieve 60 Level 3 credits. The significant difference is that whereas the 60 credits for a Level 3 Certificate can come from any number of subjects or assessment domains, to gain UE a student must achieve 14+ credits in at least three Level 3 UE-approved subject, which are generally traditional, academic subjects. Clearly a number of our NCEA students are relatively strong in two subjects (and are able to gain the 60+ credits required for a Level 3 certificate across their five subjects) but they are too weak in three of their five subjects to achieve UE.

12. However, the reason our UE pass rate (for CIE and NCEA combined) remained high at 83% in 2016 while it is falling at many schools (for example, 68% for NZ males in Decile 8-10 schools), is in large part due to the fact that 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 our less able academic cohort, 71.1% of students leave Auckland Grammar School with NCEA Level 3, which is considered by many to be a high level of secondary school attainment.

C 2016 NZQA NATIONAL SCHOLARSHIP RESULTS

This is an examination intended for the top 3 percent of scholars in New Zealand. 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, Physical Education, Technology and the three Visual Art subjects as there are vast differences between the Cambridge and NCEA Level 3 syllabi.

Taking this into account, our results in National Scholarship in 2016 were outstanding. Grammar students gained 168 individual subject Scholarships, which was the most in the School's history and the most gained by any school in New Zealand in 2016.



It is worth recognising the efforts and success of the School's Scholarship Group, 'Proceres Grammatici' (Grammar Scholars), who, under the tutelage of Mr Keith Simento and Dr John Etty, meet regularly to listen to guest academic speakers, discuss what scholarship really means and ensure that our most able students are motivated to do well in these challenging examinations.

Results from the 2016 National Scholarship Examinations:

	2009	2010	2011	2012	2013	2014	2015	2016
Individual Scholarships	64	100	108	105	152	157	140	168
Premier Award	-	1	1	1	1	2	1	1
Outstanding Scholar Award	3	4	2	3	7	1	6	2
Scholarship Award	4	8	16	11	14	22	19	28
Top Subject Award	1	1	3	1	2	2	2	3

C. Aguilera Cortes did superbly well, gaining Outstanding Scholarships in English, Spanish, Chemistry and Physics, and Scholarships in French and Geography. His marks in English and Spanish saw him gain Top in Subject Awards and he met the criteria for a Premier Award, making him one of the top 10 students in the country in these examinations.

Outstanding Scholar Awards are awarded to the next best 60 students in the Scholarship examinations and these were awarded to B.H. Cho and S. Kim. J.J. Lerner also earned a Top in Subject Award for French and 28 students gained a Scholarship Award for achieving Scholarships in at least three subject examinations.

These exceptional NZQA Scholarship results, together with continued strong Cambridge and NCEA results, reflect not only the dedication of our young men at all ability levels, but also the expertise and commitment of their teachers.

D ACADEMIC COMPETITIONS

1. MATHEMATICS

(a) Otago Junior Mathematics Competition

This prestigious Mathematics competition attracted entries from over 6000 students, representing 153 secondary schools across New Zealand.

Of the 213 students who entered this competition in Term 1, a significant number gained recognition for their efforts:

- 17 gained Merits
- 33 were placed in the top 200
- 19 were placed in the top 100

Ten students performed exceptionally well and were placed in the top 30 for their respective year levels. These students received monetary prizes.

The Top 30 Prize Award winners were:

3A	S.E. Blyth
4A	L. Y.E. Bao
	N.J. Chen
	Q. Luo
	I.H.E. Yuan
4B	D.H. Gong

5A	L.A. Wong
	O. Sun
	Y. Zhu
5C	T. Chi

The competition highlight was the excellent result from M. He of 4A - he proved his outstanding mathematical talent in this competition by gaining a third place in New Zealand in his age group.

(b) Australian Mathematics Competition

This year 337 of our top Mathematics students entered this competition - an annual highlight for Mathematics in the South Pacific region. Over 80% of our students gained an award.

Auckland Grammar School students achieved the following awards:

- 140 Credit Awards
- 112 Distinctions
- 16 High Distinctions (High Distinctions are awarded to students for being placed in the top 2% for their year group)

The highlight was having five of our students receive a financial award for their efforts. Monetary prizes are awarded to the top 1% of participants from New Zealand.

Our monetary prize winners for 2017 were:

3A	J.F. Mo (Top results in AGS)
3A	C. Lin
4A	L.Y.F. Bao
4D	Z. Zhou
7A	M.V.B. Ratnayake

2. SCIENCE

(a) New Zealand Young Physicists' Tournament 2017 - NZYPT

The NZYPT competition in 2017 saw schools from around the country taking part in three regional tournaments. The Auckland regional tournament was a celebration of Physics research with over 20 teams entering. The two Auckland Grammar School teams were placed 2nd and 3rd behind ACG Parnell. The top Auckland Grammar team qualified for the NZYPT final hosted by the University of Canterbury in Christchurch. In this national final they placed 3rd. The team consisted of Captain A. Gao, Y. Yang, Z. Sun.

Three students, A. Gao, Y. Yang and J.H.J. Chan from Grammar were nominated by judges to be part of the New Zealand IYPT 2017 training squad of eight students. After further selection processes J.H.J. Chan was successful and he represented New Zealand in the International Young Physicists' Tournament held in Singapore, where the New Zealand team were unbeaten in five rounds of competition and the team score saw them gain silver medals.

By continuing his research from IYPT on 'Leidenfrost Stars' J.H.J. Chan was entered for the 2017 NIWA Auckland Science & Technology Fair. He won the Senior Science Prize, the University of Auckland's Physics Department's Award for Excellence in Physics Investigations and the Best Overall Exhibit with his research winning the NIWA Premier Platinum Award.

This research has been entered for the Prime Minister's Future Scientist Prize panel for their consideration and we are still awaiting the outcome of their decision.

(b) New Zealand Biology Olympiad - NZIBO

At the end of last year 14 students signed up for the NZIBO initial examination. These students were mostly Form 5 students who had



never applied for the NZIBO before. Of that group one student T.O.H. Endo made it into the top 25 students and attended the training camp. He did not make the NZIBO team however. This is common as students will usually attend the camp in both their Form 6 and Form 7 years before being selected for the team.

A mixed group of Form 6 and Form 5 students, including T.O.H. Endo, have applied for the initial online test to be held early in 2018. Endo will go straight through to the camp without having to sit the examinations.

(c) International Chemistry Olympiad 2017 – IChO

This year 12 students made it through to the training group programme for the annual International Chemistry Olympiad which was to be held in Bangkok, Thailand. These students spent Term 1 completing various assignments and additional tutorials in order to prepare for a rigorous selection exam. Three students, A. Gao, S. Ma and M.V.B. Ratnayake were selected for entry into the Olympiad camp group where they spent a week during the Term 1 holidays, gaining further tutorials and expertise in both practical and theoretical knowledge.

A lot of this was beyond the Cambridge requirements, similar to the studies undertaken by graduate students. Following a series of tough examinations, M.V.B. Ratnayake was selected to represent the New Zealand team in Bangkok. The team secured three bronze medals and a silver, to come in 25th place out of 76 countries that took part. This is a tremendous achievement for such a small nation and everyone involved in the training of these students needs to be commended for their hard work and expertise.

(d) International Competitions and Assessments for Schools Science Competition

The ICAS examinations are held annually and have been running for over 30 years. Over one million students from 6,300 schools in Australia and New Zealand take ICAS examinations on a wide variety of subjects every year. In addition, students from over 20 countries including Hong Kong, India, Malaysia, Singapore, South Africa and the USA also participate in ICAS each year. In 2017, 292 students at Auckland Grammar School sat the examination.

Grammar attained 12 high distinctions, 86 attained distinction, 35 merit, 128 credit and 41 participation awards. Z.Y. Qi earned a UNSW gold medal as he attained the top score in New Zealand for his age group.

3. ECONOMICS

a) Reserve Bank Monetary Policy Challenge

In July, Auckland Grammar entered a five-person team in the Reserve Bank Monetary Policy Challenge. The team comprised: J.J. Lerner 7A, G.P. Jensen 7A, T.D. Fraser 7B and Z. Zhu 6A.

The Monetary Policy Challenge provides students with the rare opportunity to assume the role of a central banker, to analyse data, conduct research and evaluate the impacts of monetary policy on the New Zealand economy. The Reserve Bank reviews the Official Cash Rate eight times a year and issues a Monetary Policy Statement four times a year. Students taking part in the Monetary Policy Challenge consider the same information as Reserve Bank economists, and recommend whether the Official Cash Rate should go up, down, or stay the same.

The team initially presented their Monetary Policy Analysis to the Reserve Bank judges via videoconference and though they missed out on selection as one of six finalists, they were commended by the

judges for the quality of their work and received certificates of credit.

b) New Zealand Economics Competition

Auckland Grammar School entered 35 students across the Year 13 and Year 12 divisions in the annual New Zealand Economics Competition. This 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. This year 2526 entries were received from students across 84 schools nationwide. Auckland Grammar students performed extremely well overall, with seventeen gaining High Distinction (top 5%) and thirteen gaining Distinction (next 15%). Special mention should be made of K. Lin 7A, who achieved 5th place in New Zealand in the Year 12 division.

c) The Marshall Society Essay Competition

The Marshall Society is the Economics Society of the University of Cambridge, established in 1927. The Society has since upheld the tradition of its distinguished founders in furthering the discussion of economics by promoting the debate and discussion of current economic issues along with an annual essay competition. M.A. Derevianko 6A entered this competition and his essay 'Does China provide a feasible framework for other emerging economies to follow' was Highly Commended.

E. TERTIARY SCHOLARSHIP WINNERS 2017

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 2017.

UNIVERSITY OF AUCKLAND

Top Achievers Scholarship

F.J. Doherty-Eagles
C.G. Fraser
A. Gao
G.P. Jensen
A. Khanna

Academic Potential Scholarship

M.V.B. Ratnayake

Faculty of Business and Economics Entry Level Undergraduate Scholarship

K.C. Ho

UNIVERSITY OF OTAGO

Academic Excellence Entrance Scholarship

S.A. Flint

Leaders of Tomorrow Entrance Scholarship

A.B. Cleland
B.Y. Haidermota
W.J.M. Hayes
A.I. Hettiaratchi

Performance Entrance Scholarship

C. Chen

Maori and Pacific Peoples' Entrance Scholarship

J.H. Murray
N.K.T.R. Reti-Beazley

New Frontiers Excellence Entrance Scholarship

A.V. Burgess
N.S. Daniels



VICTORIA UNIVERSITY OF WELLINGTON

Excellence Scholarship

S.J. Bell

M.G.H. Brown

Achiever Scholarship

E.A.F.F. Tuala

PwC Accelerate Programme Awardee

G.P. Jensen

Kelliher Charitable Trust Grant

G.P. Jensen

UNIVERSITY OF CANTERBURY

Go Canterbury Scholarship

M.D.H.S. Abeyratne

L.J. Colville

L.W. Everett

Leigh and Judith Pownall Scholarship

C. Chen

UC Engineering High Achievers Award

S.J. Corder

J.H.S. Roberts

UC Emerging Leaders

J.H.S. Roberts

IV EXTRACURRICULAR

1. SPORT

2017 has been another memorable year. Grammar Sport has continued to be well supported by staff and the wider Grammar community and the contribution from the students continues to place Grammar at the forefront of boys' Secondary Schools Sport.

The School celebrated a number of National Secondary Schools titles this year.

National Champions - Chess

The Premier team had a defining win in the final over Westlake Boys' High School, last year's national champions, to seal the title for 2017, securing 11 national titles in the last 16 years. The team performed extremely well throughout the tournament going undefeated through all nine games.

National Champions – Cycling

The National Cycling Road Championships celebrated its 50th year as the pinnacle event for Secondary Schools Cycling. All eyes were on the coveted Sir Bernard Fergusson trophy on Saturday afternoon as our Senior A team took their starting positions in the Team Time Trial event. The Senior A team produced a stunning performance setting a course record 21:13.10 under the new Cycling New Zealand Schools gearing restrictions to win the event and thus have brought 'Bernie back' to Auckland Grammar School.

National Champions – Disc Ultimate

The Premier 1 team never looked like losing a game as they proved to be far more superior in skill and fitness than their opposition. Adding to this achievement, six of our students earned selection into the New Zealand team.

National Champions – U15 Quad Rowing

The team demonstrated maturity and dedication toward their race plan and executed this plan with perfection. The crew started behind, with Hamilton Boys' High School quickly putting clear water between them and the Grammar crew. The crew did not let this unsettle them and they held their composure to move through into 1st place during the second half of the race. The crew then extended their lead to cross the line five seconds in front. The time recorded was the second fastest U15 Quad in the history of the NZ Secondary Schools' Nationals.

National Champions – Swimming

The Senior Boys' Freestyle Relay team was the last event on the programme and as always is regarded as the blue ribbon event. The team, all in Form 7, were swimming in their last ever competition race for Grammar. Despite none of them being ranked in the top 15 freestyle swimmers individually, they pulled out a supreme effort with all four swimming faster than their individual times, to win the event by 9/100's of a second. It was a truly remarkable win and a real tribute to the Grammar spirit.

National Champions – Yachting

Our best sailors led from start to finish to win back the New Zealand Secondary Schools Teams Racing Regatta they had lost in 2016. They showed real grit and calmness under pressure after two disastrous races in the third round threatened to disrupt them. They held their nerve and won the next eight races in a row to seal victory.

Other sporting highlights included:

The School Athletics day in February set the tone with a number of records broken. The stand out performer was D.T.C. Overend. He cruised to victories in the hurdles and long jump and then demolished the U16 sprint records. He ran an impressive 10.99s in the 100m and then followed this with an electronic mark of 22.75s in the 200m. The intermediate high jump saw National U16 champion T.J. Moloney smash the old record of 1.80m with a superb clearance of 1.87m. O.T. Parkinson ran the Senior 110m High Hurdles crossing the tape in a record 14.61s.

The Premier Badminton team won the Auckland Senior Doubles and the 6-man Team Championship.

The Premier Basketball team finished the regular season in 1st place and were disappointed to drop their semi-final match in the Auckland Championship in a tough away from home fixture. They did regroup to put in some excellent performances to finish 3rd in the Regional Championships and earned a commendable 6th place finish at Nationals.

The 1st XI Cricket team drew their traditional three-day match against New Plymouth Boys' High School in a rain affected match. They had an outright win over Christchurch Boys' High School, and an away draw with Palmerston North Boys' High School. The 1st XI were 5th in the Auckland Secondary Schools One Day competition. The U15 Colts Team finished 3rd at the National U15 Tournament

The School Fencing team impressed again at the National Championships finishing with a silver medal in both the Sabre and Foil team categories. In the individual weapon competition, C.N. Ng won the Gold medal in the Foil competition for a record 5th year in a row.

The 1st XI Football team placed 3rd in the Auckland Premier competition and 12th at Nationals.

The 1st XI Hockey team won the Auckland Secondary Schools



Championship and the Super City Competition with an excellent performance in the final against a talented Rosmini College side. Unfortunately they lost a crucial knockout game at Nationals, and struggled to find their best Hockey to finish 15th at Rankin Cu

The 1st XV Rugby team won all of their traditional matches this year including wins over Hamilton Boys' High School and King's College. The team were semi-finalists in the Auckland 1A competition.

The Premier Waterpolo team lost a number of experienced players from last year's squad but improved significantly over the course of the season to finish 4th at the North Island Championships and 5th at Nationals.

At the New Zealand Secondary Schools Weightlifting Championships A.J. Farmiloe placed 3rd in the U85kg category and N.C. Ewens placed 2nd in the U50kg category. At the Oceania and Commonwealth Championships B.L.H. Kumeroa broke NZ records eight times to set three NZ Youth records, winning two gold medals and being recognised as the best youth lifter at the championships.

Our congratulations are extended to:

New Zealand Representatives

E.C. Lau	New Zealand Under 19 Badminton Team
R.J. Yang	New Zealand Under 19 Badminton Team
A.G. Wyllie	New Zealand Under 19 Cycling Team
M. Kim	New Zealand Under 15 Baseball Team
J.P.M. Tuigamala-Tutini	New Zealand Under 18 Lacrosse Team
T.W. Currie	New Zealand Under 18 Lacrosse Team
B.A. Deeley	New Zealand Under 17 Football Team
B.L.H. Kumeroa	New Zealand Youth Division Weightlifting Team
J.C. Nepia	New Zealand Under 18 Baseball Team
L.G.P. Dickson	New Zealand Under 17 Cycling Team
M.J. Alderson	New Zealand Yachting Optimist Team
E.Z. Thomas	New Zealand Secondary Schools Under 15 Squash Team
B.W. Tomlinson	New Zealand Secondary Schools Under 15 Squash Team
G.T.A. Angus	New Zealand Youth Match Racing Yachting Team
O.F.A. Williams	New Zealand Open Men's Surf Lifesaving Team
M.T. McCormack	New Zealand Secondary Schools Team
A.J. Farmiloe	New Zealand Youth Division Weightlifting Team
A.J.D. Risetto	New Zealand Under 17 Basketball Team
T.M. Higgins	New Zealand Under 18 Basketball Team
N.J. Whitlock	New Zealand Under 20 Disc Ultimate Team
A. Fitzpatrick-Cockram	New Zealand Under 20 Disc Ultimate Team
R.L.J. Burns	New Zealand Under 20 Disc Ultimate Team
S.D. McKeown	New Zealand Under 20 Disc Ultimate Team
L.H. Mercer	New Zealand Under 20 Disc Ultimate Team
J.L. Driscoll	New Zealand Under 20 Disc Ultimate Team

National Secondary School Titles

Y.Z. Wu	Under 17 Epee Fencing Champion
C.N. Ng	Under 19 Foil Fencing Champion
R.O.C. Williams	Under 15 54kg Youth Wrestling

Champion

Senior Boys' Table Tennis Champion

2. DRAMA

This year the Centennial Theatre was the setting for the joint musical production Sugar 'Some Like it Hot' between Auckland Grammar School and Epsom Girls' Grammar School.

The show's Opening Night was Friday 12 May with the season running until Saturday 20 May.

The show had a cast of 34 members – some taking the stage for the very first time – and a crew of 95 and an orchestra totalling 14

Special mention must go to our departing Form 7 students who once again put on amazing performances to cement this tradition of drama excellence – C.A. MacKenzie (Osgood), R.J. Copeland (Knuckles), R.L.J. Burns, J.H.S. Roberts, C.A. Schmidt, I.H.J. Morris and M.N. Wilson to name but just a few of the talented students.

Many thanks must also go to all the staff who put their hands up to help especially Ms Leeson, Mr Brinsley, Mrs McLean, Musical Director Mr Sinclair, Mr Knights and the Art Department, with special thanks going to Director Janine Donnell who again took the show to new heights.

This year's annual Student Run Production of '2b or nt 2b', written by award-winning New Zealand playwright Sarah Delahunty, was a resounding success.

Senior students from Auckland Grammar School and Epsom Girls' Grammar School combined to create the show under the leadership of the Directors: Remy Copeland and Abby Lyons, Producers: Wilson and Natalya Mandich, Morris and Hannah Lynch. The show combined important societal problems such as teen suicide and teenage relationships, both with each other and technology, along with humour and an original song written by Campbell McKenzie.

'2b or nt 2b' allowed the directors to make poignant statements within the play which was ultimately the pivotal reason as to why this play was chosen. Student Run gives our students the opportunity to showcase their talents in a wide variety of areas and it also highlights the importance theatre can have in the school environment due to its ability to create and ignite relevant discussions within society. The concept of a student-led production is something quite unique to Grammar because as the name suggests, senior students are able to put on their own show with minimal teacher involvement and is something rarely present in other secondary schools.

Many thanks must go to Ms Anna Richardson and the Drama Department at Epsom Girls' Grammar School for their support with this year's production and for the opportunity of housing it in the Raye Freedman Arts Centre.

3. MUSIC

Grammar Voices

Working under new Director, Mr David Hamilton, Grammar Voices gave public appearances at Newmarket School, a lunchtime concert at Epsom Girls' Grammar School, an invitation performance at the Pakuranga Choral Society's concert in May and two school assemblies. The choir also participated in workshops with multiple platinum-award-winning Director, Mr Rowan Johnston and NZ Secondary Students Choir Director Mr Andrew Withington. The choir returned to the highly competitive Auckland Regional Big Sing Competition in June, for the first time since 2009.



Premier Concert Band

The annual Band camp at Carey Park in March began another year for our Premier Concert Band. At the NZCBA Festival, the Band were awarded a gold award, one of only three high school concert bands who attained this award. They followed this up at the KBB festival earning the award of Best NZ piece performed by a Concert Band, for their performance of *Jalan Pekeliling* composed by Mr David Hamilton, our resident composer, and a Silver award overall.

Wind Band

For the first-time ever, the Grammar Wind Band joined the Premier Concert Band at camp, working with guest tutor Miss B Cuizon, Mr J Donaldson and senior students. Their competition repertoire included the haunting traditional *Highland Cathedral* with the Grammar Pipe Band. The band earned a bronze award at the KBB festival.

Symphony Orchestra

The Orchestra broke the seven year old 'Silver Award Curse', earning a Gold Award and 'Best Performance of a Classical Work' at the KBB Festival. Their grade of 93% placed them only one percentage point behind the highest mark awarded in this category. Workshops with Mr John Rimmer and Old Boy Mat Fieldes '89 helped inspire the group as they tackled some staggering technical challenges.

Grammar Virtuosi Chamber Orchestra

This year's Grammar Virtuosi earned a Silver award at the annual KBB music competition. Their repertoire for 2017 included Mr Ryan Youens' Foray, a piece commissioned by the School to commemorate staff and students who fought and fell in World War 1.

Big Band

Big Band had a tremendous year, earning Gold Awards at both the KBB Festival and the Auckland Schools Jazz Festival, and a Silver award at the National Jazz Festival in Tauranga.

The Combo also earned a Gold award at the National Festival and students R. Baek, L. Huysmans and E.T. Wilson were further recognised with individual awards.

Their competition repertoire included: Queen's *Crazy Little Thing Called Love* featuring vocalist C.A. MacKenzie.

The band rounded up 2017 for the Department with a new event, 'Jam in the OBP' on 23 November.

Pipe Band

This year marks the 20th-anniversary of the Auckland Grammar Pipe Band. Director Mr Anton Hodson was initially employed in 1997 to manage a small pipe band consisting of two pipers and two drummers. This year with over 20 members the band is the biggest and strongest it has ever been.

The band have had an extremely busy and varied year. In addition to regular, annual appearances at the four Auckland University Graduation parades, Music Performance Day I and Winter Concert II, the band have performed at the following events: KBB Music Festival (with the Grammar Wind Band); with Epsom Girls' Grammar School's Gaelic Dancers at their 'Fia Fia' and 100-year Celebration nights; Clan Donald's 20-year Anniversary Dinner; Christmas Concert at Howick house and various private functions.

Battle of the Bands

A fantastic night of diverse music in the Centennial Theatre on Friday 23 June saw a record nine bands compete for the Cameron Wilson award. The evening was supported by a large number of family,

friends, staff and students. Each band celebrated unique qualities ranging from rock and pop to alternative and hip hop.

Adjudicators Gray Bartlett and Ben Hoadley, both Grammar Old Boys, awarded:

First place to 'Vinyl' (C.M. MacKenzie, F.J. Doherty-Eagles, A. Hettiaratchi and L.R.E. Grant).

Second place to 'Haphazard' (B.L. Lerner, E.M.A. Wilson, H.N. Doyle, R. Baek & L. Huysmans).

Third place to 'Close to Eden' (C.M. MacKenzie, S. Fukumura).

R. Baek, guitarist of Haphazard, also received a 'Best Guitarist' award and was invited by Mr Bartlett to meet guitar legend Tommy Emmanuel at his concert later in the year.

Songwriting

C.A. MacKenzie has been named as one of the 19 National Finalists in the 2017 "Who Loves Who" Songwriting Competition run by the Play It Strange Foundation. MacKenzie is no stranger to this award having also earned finalist places during in his Form 3, 4 and 5 years at Grammar.

Performance Days

The annual Performance Days on 24 March and 28 July gave the four directed ensembles a chance to perform pieces from their competition programs to receptive audiences at the following feeder schools: Remuera Intermediate, Auckland Normal Intermediate, King's School, Kohia Terrace School and Parnell District School.

Winter Concert I & II

The annual Winter Concert series began on the Tuesday 8 August at Holy Trinity Cathedral with a historic Showcase Concert shared with groups from Epsom Girls' Grammar School – the first concert collaboration between the schools since the inception of the Winter Concert series. In total three concert bands and two symphony orchestras performed their competition programs to a warm reception from the audience.

Winter Concert II was held in the Centennial Theatre two days later, featuring an exciting range of performers including the Minister's Plate finalists, Grammar Virtuosi, Wind Band, Pipe Band, Grammar Voices and ending with the Big Band.

Minister's Plate

The 2017 Minister's Plate Music Competition heats were held for Juniors and Seniors on 30 May and the 1 June, respectively. Finals were held at Winter Concert I on 8 August with cellist Ashley Brown, class of '89, as adjudicator.

The Junior Minister's Plate finalists for 2017 were D.L. Fleming 3A on cello, J. Xu 3A playing Piano and L. Zhuyan 4D, Violin. The Junior Minister's Plate was awarded to Fleming, for his performance of Brahms' *Hungarian Dance No.5*.

The Senior Minister's Plate finalist for 2017 were B. Yue 6C (Clarinet), W. Wang 7A (Violin) and C. Chen 7B (Piano). Pianist E.T. Wilson 7H was highly commended. The Senior Minister's Plate was awarded to Chen, for his performance of Liszt's first *Mephisto Waltz*.

Rönisch Piano Competition

Competing against the cream of Auckland's high-school pianists on 22 October, C. Chen 7B delivered a breath-taking performance, becoming the first Grammar student to win the prestigious Rönisch Auckland Secondary Schools Piano Competition.



Itinerant Music lessons

Mr E Hare's new Contemporary Music courses were a particular success this year with his students well represented in this year's Battle of the Bands. Special thanks to new itinerant Music teachers Mrs R. Celebuski, Mr S. Logan, Mrs R. Brinkman and Miss A. Austin.

Special mention should be made of C. Chen, 7A, who was awarded a national Scholarship in Music at the end of 2016, while he was in his Sixth Form year. Maximillian Langenkamp '16 was also awarded Highly Commended in his AS Music course, recognising his placing as first in the country for this syllabus

4. DEBATING

Grammar entered four teams at Junior Open level. Two teams made the finals, one of which (Junior Open 1) maintained a flawless record to win the competition. I.J. Mellis-Glynn was named best speaker in the competition, J.J. Sandelin 10th.

The four teams entered into the Senior Open grade and the two teams entered into the Advanced Open grade achieved mixed success but gained valuable experience. The Advanced Open 2 team progressed as far as the octo-finals

Two teams were entered at Premier Junior level. The Premier Junior 2 team had a good development year. The Premier Junior 1 team made it through the preliminary rounds but lost their quarter-final in a close contest. S.K. Verryt was named fifth best speaker

The School's Premier Advanced team continued to prove itself in the most competitive grade, narrowly missing out on a place in the quarter-finals. Members of the top teams also represented the School admirably in the Seasonal, Regional, and Impromptu Cup competitions. Z. Zhu continues to stand out: he was named 9th best speaker at Seasonals, was awarded most promising speaker at Regionals, and was made travelling reserve for the Auckland team, an exceptional achievement for a Sixth Former.

V SCHOOL INFRASTRUCTURE

Classrooms

M1, M2 and staff office have received new carpet. The music office has been reconfigured to a more collaborative space

Tibbs House

The new bunk configurations within the junior dorm rooms have been well received and all junior rooms have now been upgraded. A major upgrade of the third form toilet facility was also completed. One of the teacher's flats has been converted to a two student flat.

Clive Road Properties

Refurbishment of 11 Clive Road was completed which included ducted heating, new kitchen, painting, wiring, lighting, flooring and bathroom.

No 8 Clive Road received a landscaping upgrade at the rear of the property.

Venturelodge

Three roofs have been replaced with long run colour steel replacing the shingled roofing tiles removing any potential asbestos risk.

Advertising Venturelodge on third party accommodation search engines has commenced.

Grounds

A major project involving the replacement of the top field sand carpet and irrigation was completed. The Grass cover has changed from rye

grass to an aggressive species of couch.

Significant landscaping improvements across the campus have been executed this year to include the No 3 rugby field, Carpark 1, Science Block courtyard and Sports Centre planter.

The outdoor artificial basketball turf has been replaced and the design changed to exclude volleyball markings and include a short sprint track and futsal court.

The climbing rock walls have been temporarily closed for Health and Safety reasons. Investigative work is underway to explore options for risk management and mitigation.

School Infrastructure

The Main Block toilets have received a significant and overdue upgrade, modernising and increasing capacity by 100%.

Seismic strengthening works have been scoped and documents have been released for tender with commencement scheduled for December and completion early 2018.

A van shed has been completed on land in Barnett Crescent. All vans are now secured and located off the School site.

The Sports Centre staff toilets have been removed and relocated downstairs. The upstairs area has been converted into an office space for the Sports Department.

English block lower rooms all had air conditioning installed. All rooms in English block now have air conditioning.

Stage two of the water main replacement was completed and all accessible steel main water pipes underground have been replaced.

INFORMATION SERVICES

Computer Labs

The Department has undertaken numerous hardware upgrade projects this year. The most significant projects were the total up-grade of the IT Computer Labs along with replacement of computers in the Music Department, Learning Support and ESOL.

IT Infrastructure

In 2017 further investment in the School's IT infrastructure was made including beginning replacement of the School's internal network switching, implementing the Schoolbox LMS Platform. Further work has been completed on upgrading the Tibbs House network and expanding the Closed Circuit Security Camera System. Work has continued on streamlining systems and reviewing suitability of current infrastructure services.

The School continues to benefit from an industrious Information Services team led by Mr Cameron Watt. Their often unseen contribution is valued.

VI DEVELOPMENT OFFICE

The Development Office supports the School and the Auckland Grammar School Foundation Trust (in particular the Academic Endowment Fund AEF) with fundraising, events and sponsorship management, and online and print communications.

Old Boy Engagement

In March the annual 60 year reunion for Old Boys of 1957 was held. Led by Deputy Head Prefect of that year, Gary Craig and 60 of his cohort they enjoyed dinner in the Old Boys' Pavilion. The next morning, a group attended Assembly and joined in with the Friday morning



singing followed by a tour of the School with a number of the School prefects. In April the School hosted 112 Vintage Old Boys – those who were at the School greater than 60 years ago - for a School tour and lunch.

The annual Grandfather/Grandson breakfast was hosted with a full house. Adventurer and mountaineer Mike Allsop spoke to the values, dedication and team work, and strength of the mind required to set ambitious goals.

In July during the British & Irish Lions Tour, Old Boy sports commentator James Gemmell '94 gave a special viewing of his document 'Beneath the Black' to Old Boys. Filmed at Grammar and King's the previous year, the documentary for bSkyb spoke to how New Zealand produces the leading sports team in the world – the All Blacks. A similar viewing was held for UK based Old Boys in the Google HQ in London.

During September, events and AGMs were held in New York with the US Friends and London with the UK Friends. Old Boys used the opportunity to reconnect with the School and to build networks.

While in the UK, UK Friends Trustee and Old Boy, Professor Mark Warner '65 hosted lunch at Cambridge College Corpus Christi for old boys and Augusta Award recipients, Professor Murray Meikle '52 and Professor Eugene Paykel '47 with guests.

At the end of the year, the annual Christmas Get together for Old Boys was held. A lively crowd enjoyed some pre-Christmas cheer and an update on the School's activities.

Current Student and Parent Engagement

In February and March, the School hosted the annual Form 3 Parents' Welcome and the Forms 4, 5 and 6 Parents' Welcome Back networking events in the OBP. These events are extremely well supported, and provide an opportunity for parents to engage with teachers, Deans and other parents.

Premier Sports Dinners and the Prefects' Dinner were held for young men and their families.

As part of the bi-annual Grammar vs King's College game held at Grammar, the School hosted the Father/Son and Old Boy Breakfast at Eden Park. The guest speaker, Olympian and Chef d'Mission for the Olympic Games in Tokyo, Rob Waddell, held the audience well with his stories and insights to leadership.

This year's Leavers' Lunch was an excellent event hosted at Eden Park for a crowd of 200 now newly ordained Old Boys of 2013. The guest speaker for the lunch was Tom Rapson '09. At only 22 years of age, Tom is a Research and Development Engineer at Nanosonics, Australia's 3rd largest and fastest-growing medical devices company, developing new products for infection prevention. Concurrently, Tom is completing his Bachelor of Engineering (Biomedical) degree at the University of Sydney, where he is a holder of the Outstanding Achievement Scholarship and Sydney Industrial Placement Project Scholarship.

Communications

Two editions of Ad Augusta were published with strong lead stories about our students and the October edition a reflection of the life and work of Sir John Graham.

In terms of our Social Media platforms, there is significant year-on-year growth. The School is represented to current parents, students and Old Boys not just through the website, but also Facebook (with

special sites for our US and UK based Old Boys), LinkedIn where the School posts stories of our Old Boys, Instagram and Twitter.

Fundraising and Recognition activities

The School is well supported by our Grammar community. This year's Annual Appeal invited current parents, existing donors and a selected group of Old Boys to support the Academic Endowment Fund or donate for a Hall Form plaque. Donors contributed \$143,000 towards the recruitment, retention and rewarding of our very top teachers.

The volunteer parent committee once again ably led by Mrs Gretchen Hawkesby with support from the Events Team hosted a stellar evening on Saturday 27 May in the Great Hall. The committee raised an unprecedented sum of \$255,000 for the Academic Endowment Fund. Thank you to our many sponsors and to the auction item providers who created some unique experiences for our successful bidders.

This year's Augusta Fellowship luncheon was extremely well attended with 100 guests including some eight new bequestors and their wives who have joined the Fellowship. To help build the networks and engagement, Mary Farrell, widow of bequestor and master Michael Farrell hosted morning tea for the wives and widows this year, and Old Boy Max Brown '51 hosts a monthly coffee and fellowship session at Mission Bay.

The annual Friends of School event was hosted in the Old Boys' Pavilion on 1 November with 250 guests including donors, sponsors and volunteers.

Database

This year saw a significant Customer Relationship Management (CRM) implementation project undertaken. The system allows the School to track and record all engagements with parents and Old Boys.

150th Project

Towards 150 events were hosted this year in Tauranga, Wellington and Christchurch.

We are very humbled by the financial and in-kind support provided by suppliers and supporters of Grammar to the 150th celebrations.

The capital project also began to take form and a draft case-for-support was created to test with Old Boys and potential donors. The building itself is now well defined and able to meet the growing demands of young men and their learning needs.

There was also significant work completed with Archives, with the implementation of the Future Pic online archive system. All copies of the School Lists and Chronicles, some dating back to the School's inception have been digitised and are now being uploaded onto this platform in time for the 150th. Along with the continuing oral history recordings, these online resources will be great research material for the School and Grammar families.

VII COMMENTARY

As 2017 concluded, the Prizegiving ceremony was a celebration of the achievements of young men and an opportunity for our community to respect talent, endorse the value of perseverance and acknowledge the achievements of others.

I also want to acknowledge each young man who contributed to making the School a better place this year; those who exhibited the best of human qualities. We respect those who showed empathy to others, who worked tirelessly to improve, who committed to a team or



group, and thought of others before themselves, or those who looked at a new challenge with positivity, and had the courage to be themselves. These young men added to the tone, culture and standards of Auckland Grammar School.

The American author, the late Robert Heinlein, best known for his Science fiction works and controversial writings published, *The Notebooks of Lazarus Long* in 1978. One of his aphorisms, challenged my thinking. He said;

"A human being should be able to change a diaper, plan an invasion, butcher a hog, steer a ship, design a building, write a sonnet, balance accounts, build a wall, set a bone, comfort the dying, take orders, give orders, co-operate, act alone, solve equations, analyse a new problem, pitch manure, program a computer, cook a tasty meal, fight efficiently, die gallantly. Specialisation, is for insects."

With a direct interest in education, and a bias towards what works for young men, I initially questioned its relevance in 2017. But, there is some alignment, and while this viewpoint was written in 1978, it draws together a number of threads that are vital to education in a different century to when it was written.

Whether or not we have developed all these skills, or even deem them fundamental to our lives, we are all at some point given the opportunity to accept challenges. Irrelevant of their nature, widening a person's experiences in a changing world builds courage and resiliency.

As a parent and teacher, I was reminded of the immense responsibility I have to opening the eyes of young men to a myriad of experiences, to challenges, opportunities and the reality of life today, here at school, at home, on holiday, with family or with friends.

Today's educational climate is competitive. Because of this we can sometimes fall into the trap of directing students to focus their attention solely on the things they are good at, or in areas that may lead to positive outcomes. In secondary school sport, for example, many able sportsmen are being encouraged in some codes to specialise very early, and train all year, rather than playing multiple sports. This is in the hope and with a veiled promise of regional or national representation. It happens because it is demanded of them, because others are doing it. However, by joining in, he loses other opportunities to really grow as a young teenager.

Playing numerous sports, a musical instrument and other activities is not only refreshing, but provides an opportunity to form relationships with different people and learn new skills. The creep of specialisation in a secondary environment is unfortunately not about what is best for the student, rather, it is what is best for the organisation, as each wants the biggest portion of the talent pool.

Early specialisation happens in the academic realm too, starting with option selections that can hamstring students into certain tertiary pathways at the cost of restricting their all roundedness. As a large secondary school, we see this in multiple forms, most visibly through language numbers dropping rapidly in the senior school, closely followed by music and the arts. Yet we know the cognitive benefits of learning a second language or playing a musical instrument or taking the time to paint with a master like Mr Boroughs.

While we want to prioritise growing athletes with the skill-set to perform skills precisely, we don't want to do this at any cost. We want to enrich young men academically, so that they have the ability to think critically, problem solve, and actively engage in learning. But,

we also want to grow well-rounded young men; human beings who can think laterally and for themselves, who have empathy, tolerance, resilience, and a sense of purpose and identity. So, I simply pose the question to parents and teachers; do we step back long enough to look at the bigger picture for your sons and your students? In that moment have you first challenged him to be a better man, rather than primarily thinking of outcomes?

Almost 40 years on, if you were to write your own statement about what a human being should be able to do in the 21st Century, what would be retained from Heinlein's list, and what would be discarded?

In the privileged digital age, I would exclude the use of a device, because there is no skill in it. We know teenagers use them intuitively. In fact, we know the negative impact ready access to the internet has, no matter the device. It is a new age problem that is developing rapidly. We teach boys about the harms of pornography today, because of the ready access to it. Maree Crabb's research tells us that pornography has become mainstream, with more than 90% of boys having seen online porn and 60% of girls, while 47% of 15-19 year old boys use pornography daily.

In October, The Guardian reported the findings from a survey of 5000 students at independent and state schools in the UK, showing young people's views about social media. 57% had received abusive comments online, 56% admitted to being on the edge of addiction, and 52% said social media made them less confident about how they look, or how interesting their life is. There is simply nowhere to hide for many young people in a 24/7 digital world.

It would be no surprise to the School that I would suggest adding, 'sit an exam', or 'sit thirty', to the list, (on paper), because they show you what you know and what you need to learn. Examinations are seen as archaic in some modern educational environments, because there is a degree of discomfort, in preparing and thinking about what might be asked. So perhaps I'd just add 'create moments of discomfort'. That's called learning.

I would also add 'accept accountability' and 'develop a growth mindset' to my list. A report produced in September this year by McKinsey & Company researched how student educational outcomes could be improved in Maths, Reading and Science. One of its conclusions was that, *"Several mind-sets emerged as highly predictive of performance. Top of the list was the ability to identify what motivation looks like in day-to-day life. Students who can recognise that motivated students prepare for class, do more than expected and work to perfection outperform those who do not by between 12 and 15%."*

Why is it that entering Form 3 is perhaps the toughest year at Grammar? Because for many it is difficult. It is difficult for some to adjust to learning large chunks of content, to complete regular homework, regular assessment and to be accountable for their learning. The truth is, that like the contents of Heinlein's list, learning is and should be difficult. This requires the guidance of specialist teachers, the diligence of repeated practice, and sustained effort, in order to achieve. If you learn that as a third former, then you have a foundation on which to learn readily in subsequent years. So, yes, I'd add 'attend Grammar' to my list.

Let me back that up, with some numbers. In the 2015 PISA survey 64% of Auckland Grammar School students said they expected to gain a degree as their minimum qualification, opposed to 42% nationwide, and I think they sold themselves short. Our 2016 Ministry of Education Leavers' data shows 82.6% left with a minimum of University Entrance, against 47.7 % of boys' nationally and 60.3% of girls.



It is our job to teach young men that they must firstly focus on acquiring knowledge, then the skills, because knowledge comes before complex cognition or understanding. Perhaps in the 21st Century we can rename this the 'teaching of educational resilience', but it is just learning.

Marco de Jong is a primary example of what can be achieved in this regard. As a student he made his way through the D and E streams, leaving from Form 7 in 2012. He followed a passion for History, gained from masters at the School, at the University of Auckland, and recalled the work ethic required to succeed. He has experienced considerable success with his Masters, to next year becoming the School's 26th Rhodes Scholar who will study towards a doctorate in Philosophy at Oxford University. If you have aspirations, and a growth mind-set, the future is yours.

In our changing world where the rights of an individual are beginning to outweigh the rights of a group, and where freedom of expression is surpassing freedom of responsibility we need young men with the emotional intelligence to think of others, not just themselves. The online environment and the world of social media can't be wished away, so if we are to retain the essence of our School culture, we need to teach more about performance and behavioural character, so they have the tools to act with integrity, in a virtual or real world.

In 1954, Sir Henry Cooper, the School's eighth Headmaster reported that, *"The School seeks to graduate boys with valuable gifts of temperament and character, who have received an enormous amount of education, incidental as it were, from the general life of the School. They have not been narrowed or brought up to believe they are finished products, but they have developed a healthy attitude to life, and they go out into the world anxious to roll up their sleeves and learn all the extra things they need to know for their particular job. They may not rise to eminent positions, but it is on their efficient work and loyalty and their appreciation of their obligations as citizens that the well-being of their country depends."*

His words are relevant to today, and can be applied to any context. So, final y I would add to my list, 'learn about your past, and use the knowledge well'.

The Maori proverb, "Ka Mua, Ka Muri" describes an image of a person walking backwards into the future – our past is clearly visible, but our future isn't. We should look back for clues to support our way forward, or our future and the only unchanging thing is change.

This year we paid tribute to Sir John Graham, the School's ninth Headmaster, as he passed away. His contributions over 21 years of the School's history were defining, and he built on the foundation left for him by Sir Henry Cooper.

Many of us were privileged to attend his funeral at St Mary's, and while many of our young men hadn't met Sir John, they soon learned about the man, and the legacy he had left us.

Our decision to walk the entire School to the cathedral, to sing and perform the School haka, was out of respect, and to offer each young man a connection to our past, understanding a little more that they are part of something bigger than themselves.

And the respect they displayed did the name of Auckland Grammar School proud, and they did so, because they wanted to, and we all, staff and students, learnt a lot about Grammar that day. Sir John called it 'better never stops', we now call it 'The Grammar Way', and that was the case at his funeral. The School set themselves a new

benchmark and in his passing we all learned a little more about being human, and about life.

2500 young men, with or without ponchos, was a visible example of what happens when discipline turns to self-discipline and when respect for our past and our people teaches us that we are part of something far greater than ourselves.

That is education at its best. I thank Lady Shiela and family for allowing us the privilege to celebrate Sir John's life, because we all got better that day, by being with you.

VIII APPRECIATION

I once again commend our teachers on their commitment to the School's standards and philosophy.

We have a dedicated staff, academic and non-teaching who have a belief in our School and they have a passion to maintain the best of our past with the most relevant best practice that advances learning and helps develop our philosophy and ethos.

My sincere thanks are extended to each staff member for their contributions to making Grammar a better place in 2017. Better never stops!

There are many structures that support our School and our teachers. These structures incorporate the Headmaster's Council ably chaired by Dr Rob Kirkpatrick, the Old Boys' Association, in particular, President David Dickinson, the Foundation Trust chaired by Mr Jack Porus and the Board of Trustees chaired by Mr Jeff Blackburn. These groups and leaders extend enormous goodwill to our School.

Our Board of Trustees is a professional group who have willingly donated their time and expertise to the School. They have specialist skills and experience combining to provide unconditional support to all that Auckland Grammar School stands for.

Mr Jeff Blackburn, Chairman of the Board, has continued to lead the Board in selfless fashion. As an Old Boy '67, he demonstrates the School's values, as they are his values. In particular I publicly acknowledge the humility of this man, who gives an extensive amount of his time outside of our meetings to build our community. He believes in and is passionate about the quality of education we deliver, the positive working relationships we form and the outcomes realised, in academia, the performing arts and sport. He has my sincere thanks for the support he gives me, the thought he puts into our strategic direction and the time he has dedicated to our sesquicentenary preparations.

My thanks also to Mr Scott Milne who continues to lead our 150th planning, which will begin in May 2019. The 150th will be launched a year out, in May 2018, and we'll leave announcing details of the celebrations, acknowledgement of the School's heritage, and a fitting capital project until then.

The Leadership Team has worked tirelessly to implement the Annual Plan and have delivered deliberate and well-considered initiatives, alongside the complex daily logistics required to run a School with the aspirations we have for 2500 young men and 220 staff members. My thanks.

In particular, special thanks to Mr Skeen and Heads of Faculties who have spent some 18 months creating the Character Education Framework that will be tested in some areas in 2018 and fully implemented in 2019. Sincere thanks also to Mr Watson who has driven forward



the School's academic programme in dual pathways, and Mr Morton who has led our ever-developing Education Outside the Classroom protocols, and his leadership of the inclusivity and diversity audits we feel are important as our School embraces a changing society.

To other senior staff, especially Head of Faculties and Departments, Directors and the wider student support network thank you for your positive, professional approach. The School has an exciting future with the quality of people we have in academic and pastoral advisory roles. I wish to pay particular tribute to Mr Dunn, as Director of E-learning. He has led the changing direction of eLearning at Grammar and we are excited by the introduction of the new Learning Management Platform at Form 5 and 6 next year. To Mr McKain, who has given 30 years dedicated service to the School as our first qualified counsellor. He has grown the service we provide young men, staff and families and has done this with empathy and understanding.

My special thanks to my PA, Christina Wilkinson, for her support, institutional knowledge and genuine interest in all that Grammar stands for.

We continue to respect young men who have participated, competed and striven to do their very best. Contributing in some way, outside the classroom is essential if a young man is to get the best out of a Grammar education.

I commend students who have led in a variety of roles this year. The Prefects' again led exceptionally well and were active in all areas, and while a competitive group they struggled on the odd occasion such as the loss to the Staff in the annual rugby fixture.

My congratulations to Head Prefect, Lachlan Grant and Deputy Head Prefect, Jacob Lerner who worked as a team, managed their time, added their presence to a variety of School activities and contributed in exemplary fashion this year. I commend them both for maintaining their academic studies, alongside their significant leadership responsibilities so as they conclude their time in important roles, they enter tertiary programmes at a level commensurate with their considerable abilities.

My thanks to parents who have supported their son's Grammar education and our School's ethos once again this year. We do rely on and appreciate your support.

To our leavers, as you walk out under the arches one last time, consider what Ralph Waldo Emerson said, "What lies behind us and what lies before us are tiny matters compared to what lies within us." You have been given clear guidance and instruction throughout your time at Grammar, and as you face new challenges know that you have the skills, the values and the attributes to stand out from the crowd, and to make a difference.

I wish each of you every success as a Grammar man.

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'Connnor
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.

2017 ANNUAL PLAN – END-YEAR ANALYSIS OF VARIANCE

Objectives	Target	Result
1. Academic		
Curriculum <ul style="list-style-type: none"> Further differentiate the senior curriculum to cater for increased student diversity. 	<ul style="list-style-type: none"> Review the Form 3 Te Reo Maori course by the end of Term 1. Plan and prepare for the implementation of Form 5 Te Reo Maori option course in 2018 by the end of Term 3. Complete review of 2016 planning and implementation of 2017 six-subject Form 5 option structure, student option selection process and timetable by the end of Term 1. Proposal for further differentiation of the course structure and subject options within the Dual Pathway (CIE & NCEA) for lower Form 5 & 6 students to be presented to the Leadership Team by the end of Term 1 and decision made by the Senior Management Team by the end of Term 2. 	<ul style="list-style-type: none"> Completed- offered as a full-year minor core subject option for 2018 and selected by 42 students. Completed- offered as subject option for 2018 and selected by 15 students. Completed- major review finding was issues with fully “open” options so option selection for 2018 was done on a more “fixed” option basis with subjects in predetermined option lines. Completed- 2017 pilot programme of full NCEA Level 1 course for 22 5P students expanded to up to 60 selected students doing full NCEA course with more option choices for 2018 (predominantly from 2017 4O & 4P).

<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • Develop systems for whole - staff pedagogical professional development. • Provide appropriate E-learning Professional Development for staff. • Redevelop the School's Learning Management System. • Develop policies, procedures and systems for E-Learning. 	<ul style="list-style-type: none"> • Implement whole-staff professional development programme in Terms 1 – 4 2017. • E-learning Mentors to complete Mind Lab course on digital and collaborative learning by the end of Term 2 and present this to their Departments during Term 4 professional development sessions. • E-learning Committee to facilitate 15-minute forums during Terms 1 – 4, and run whole-staff professional development options in Terms 1 – 3. • Director of E-learning and Director of Teaching & Learning to initiate trial of Schoolbox (new Learning Management System) by the end of Term 1. • E-learning Committee to facilitate Schoolbox training during whole-staff professional development sessions in Terms 1 – 3 and within their Departments in Term 4. • Director of E-learning to present report to the Senior Management Team to consider parameters regarding the use of Schoolbox by the end of Term 2. • E-learning Committee to investigate and report on device usage models in comparative school environments and present report and recommendations to the Leadership Team by the end of Term 3. 	<ul style="list-style-type: none"> • Completed- PD forums will continue in 2018 with expanded range of topics for staff. • Completed. • Completed. • Completed. • Completed. • Completed- phased implementation of Schoolbox ready for start of 2018. • Deferred- investigation ongoing but lesser priority than staff E-learning PD and implementation of Schoolbox LMS as above.
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<p><u>Maori & Pasifika</u></p> <ul style="list-style-type: none"> • Strengthen bi-cultural and multi-cultural perspectives in Form 3 – 7 programmes. • Promote the knowledge and use of Te Reo Maori and Tikanga Maori by staff and students. • Improve outcomes for Maori & Pasifika students. 	<ul style="list-style-type: none"> • Successfully deliver a new Form 4 Te Reo Maori/Tikanga Maori option course from the beginning of 2017. • Professional developments sessions on biculturalism are offered to staff in Terms 1 – 3. • Relevant sections (tataiko) of the Professional Teaching Criteria on Interlead Appraisal Connector are completed by all teaching staff by the end of Term 4. • Maori & Pasifika students' results in Form 6 & 7 exceed National Averages in comparable student cohort (boys in decile 8 – 10 schools). 	<ul style="list-style-type: none"> • Completed. • Completed. • Completed - all teaching staff completed tataiko sections on Interlead and have had this signed off by their appraiser. • Completed.
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<p><u>Academic Results</u></p> <ul style="list-style-type: none"> • Maximise student achievement in general, and in external examinations in particular. 	<ul style="list-style-type: none"> • 85 % of IGCSE results are C or better. • 65% of AS results are C or better. • 95% of A Level results are graded as passes. • 75% of Level 2 students achieve NCEA Level 2. • 85% of all senior students achieve NCEA Level 2 (or equivalence for CIE students). • 70% of Level 3 students achieve NCEA Level 3. • 85% of Form 7 students achieve University Entrance. • At least 170 individual NZQA scholarships are earned. 	<ul style="list-style-type: none"> • Not achieved- 83% • Achieved- 65% • Achieved- 99% • Achieved- 81% • Achieved- 92% • Achieved- 70% • Not achieved- 83% (2016=83%) • Achieved - 185 • NB: The NCEA/UE percentages are likely to increase as further Internal Assessment grades are entered in February following students completing Te Kura assessments and Grade Reconsideration applications.
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Objectives	Target	Results
2. Personnel		
<u>Appointments</u> <ul style="list-style-type: none"> Appoint staff who share the School's vision and values and who are prepared to contribute to achieving the School's aspirations and strategic goals. 	<ul style="list-style-type: none"> Review new staff induction processes. Initiate a staff culture survey by end of Term 2 to assist the School's shared vision and values. 	<ul style="list-style-type: none"> Completed - reviewed and consultation occurred. Completed - process completed in full by end of Term 4.
<u>Compliance</u> <ul style="list-style-type: none"> Review Human Resource processes and protocols. Ensure the School is compliant with regard to contractual obligations. 	<ul style="list-style-type: none"> Review all Support Staff contracts and align with the 2017 Support Staff Collective Agreement by the end of Term 2. Review Support Staff Annual Leave procedures and processes by end of Term 1. 	<ul style="list-style-type: none"> Completed - documentation has been updated to include new Support Staff Collective contract. Completed - review has been completed. New processes implemented.

<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • To set clear professional development goals; school wide, departmental/team based and individual. • To encourage self-review systems and use outcomes to affect professional development provisions for staff. 	<ul style="list-style-type: none"> • Implement e-learning professional development programme throughout 2017. • Refine and develop Teacher Inquiry and Student Voice requirements by end of Term 2. • School Goals communicated to staff mid Term 1. 	<ul style="list-style-type: none"> • Completed: <ul style="list-style-type: none"> - Overview of programme provided at Staff Only Day. - Trial group has been formed for School Box. - PD Forums include E-learning sessions. - Department PD run in Week 3 of Term 4. • Completed: <ul style="list-style-type: none"> - Defined Teacher Enquiry and outlined expectations. - Reinforced in PD Forums. • Completed.
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<p><u>Leadership</u></p> <ul style="list-style-type: none"> To promote leadership pathways within the School. 	<ul style="list-style-type: none"> By end of Term 2 have developed an HOD manual of induction processes and best practice. 	<ul style="list-style-type: none"> Deferred to 2018.
<p><u>Performance Management</u></p> <ul style="list-style-type: none"> To implement an effective performance review process annually whereby staff members are appraised against goals and align with School strategies. 	<ul style="list-style-type: none"> Ensure ongoing review of Education Council requirements throughout the year. Ensure staff are aware of the School's appraisal policies and procedures by April. 	<ul style="list-style-type: none"> Completed. New Professional Teaching Standards and Values have been incorporated into 2018 documentation. Completed.
<p><u>Communication</u></p> <ul style="list-style-type: none"> 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"> Senior Management Team to discuss Circle Education. Discovery process by end of Term 1. 	<ul style="list-style-type: none"> Completed – meetings held. Framework in finalised form.

<p><u>Health & Safety</u></p> <ul style="list-style-type: none"> • Ensure there are practices at the School which are best practice in relation to legislation. • Ensure compliance with the Health and Safety at Work Act. • To maintain and develop the Health and Safety Leadership Forum to comply with the Health and Safety at Work Act 2015. 	<ul style="list-style-type: none"> • Early in Term 1 consult with Heads of Departments to ensure staff members clearly understand Health and Safety expectations. • Hold twice yearly meetings of Health and Safety Forum. • To familiarise all new staff with Health and Safety procedures. • Implement changes of School exempt Laboratories once confirmed. • By end of Term 2 ensure there is a streamlined Hazard Register. 	<ul style="list-style-type: none"> • Completed – expectations for Health & Safety outlined. • Completed - first meeting held in June, second meeting November. • Completed - all new staff were briefed on Health and Safety procedures as part of their induction process. • Completed – changes have been implemented. There will be further changes required in 2018. • Completed – New Hazard Register implemented after consultation process.
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Objectives	Target	Results
<p>3. <u>Pastoral</u></p>		
<p><u>Special Character</u></p> <ul style="list-style-type: none"> For the place of character education, community service and leadership programmes to be reviewed so as to enhance the School's vision and mission. 	<ul style="list-style-type: none"> By the end of Term 4, to have determined the 'Graduate Outcomes', 'Desirable Values and Performance Characteristics' and the 'Key Competencies (Teaching)' sections of the Character Education framework. 	<ul style="list-style-type: none"> Completed - a pilot scheme has been prepared to trial the framework in 2018.
<p><u>Guidance</u></p> <ul style="list-style-type: none"> To continually develop the Dean's network to allow the prompt and practical follow up of School expectations, academic performance, study habits, attendance, uniform, grooming, School values and behaviour. To enhance the new structure of counselling at the School promoting a 'whole person' approach. 	<ul style="list-style-type: none"> By the end of Term 1, to have implemented an online system, within the Student Management System, to highlight individual student uniform irregularities for the Deans Network to follow up on. By the end of Term 4, to have reviewed the second year of the new approach, in particular the division of roles within the Student Services network. 	<ul style="list-style-type: none"> Completed - an alert now allows staff to register irregularities for the Deans to follow up. Completed - a full review was completed, and designated roles have been determined within the Student Services team for 2018.

<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. 	<ul style="list-style-type: none"> • By the end of Term 1, produce an outline of the expectations for School Leavers applying for University Entry and Scholarships, both domestically and internationally. 	<ul style="list-style-type: none"> • Completed - educating students and parents of these expectations will be a focus in 2018.
<p><u>Communications</u></p> <ul style="list-style-type: none"> • To provide effective formal written and verbal reports to parents on their son's progress and development. 	<ul style="list-style-type: none"> • By the end of Term 4, to review the rationale, structure and effectiveness of the current formal written reporting process. 	<ul style="list-style-type: none"> • Completed - report formats modified to reflect the time of the year and level of detail required.
<p><u>Maori & 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 Maori and Pasifika students. 	<ul style="list-style-type: none"> • By the end of Term 4, to have reviewed the effectiveness of the Tuakana-Teina programme. 	<ul style="list-style-type: none"> • Completed - findings conclude it is a popular and effective programme for students, with a generous contribution made by staff to guide the process.
<p><u>Systems</u></p> <ul style="list-style-type: none"> • To ensure the School has functional user friendly systems in place that allow staff the ability to log, monitor and follow up pastoral matters promptly. 	<ul style="list-style-type: none"> • By the end of Term 2, to have reviewed the method and effectiveness of staff inputting pastoral notes into the Student Management System. 	<ul style="list-style-type: none"> • Deferred - key focus for 2018.

<p><u>Relating to Others</u></p> <ul style="list-style-type: none"> • To further develop the School's policies, procedures and practices to promote an inclusive environment for all students and staff. • To regularly communicate expectations to the School community regarding the appropriate use of digital platforms. 	<ul style="list-style-type: none"> • By the end of Term 4, to have reviewed the ongoing partnership with the Rainbow Tick organisation. • By the end of Term 3, to consider a partnership with the Institute for Courageous Conversations About Race (ICCAR). • By the end of Term 3, to ensure all current Form 3-5 have received a presentation from the NZ Police Electronic Crime Lab on Digital Citizenship. 	<ul style="list-style-type: none"> • Completed - pilot Professional Development held with the Leadership Team & Student Services Faculty in 2017, with a confirmed plan for 2018 PD opportunities for the whole staff. • Completed - two SMT members attended an ICCAR 2 day conference, followed by an optional onsite staff PD course, attended by 70 staff. Further opportunities arranged for 2018. • Deferred - internal presentations in each Junior School classroom; high quality external expert booked to speak in 2018 to Forms 3-5.
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Objectives	Target	Results
<p>4. <u>Extracurricular</u></p>		
<p><u>Sport</u></p> <ul style="list-style-type: none"> Review Premier and Pathway team programmes for students. Develop mentoring programmes for coaches of Premier and Pathway teams. Review core 'Grammar activities' to focus on high level development. Develop a Talent, Leadership & Character Programme in sport. Begin research and viability for a strength and conditioning facility. 	<ul style="list-style-type: none"> By end of Term 2 implement for identified activities. By end of Term 2 implement for identified activities. By end of year have defined core Grammar activities. During Term 1 implement next stage in TLC programme working with students. By the end of 2017 have a proposal for Leadership Team discussion. 	<ul style="list-style-type: none"> Completed – recommendations given based on reviews, including staffing, pathway structure. Completed – pilot trialed. Amendments made for 2018. Completed – tagged six activities (Cricket, Rowing, Football, Rugby, Basketball, Hockey). Completed – workshop with 90 student sporting leaders. TLC is now used as an external resource to support internal programmes. Completed – research undertaken. Recommendation not to progress. Resourcing into upgrade of current Weights Room to be priority.
<p><u>Personnel</u></p> <ul style="list-style-type: none"> Develop succession plans for Premier and Pathway team coaching positions in targeted 'Grammar activities' to ensure continuity of coaching standards and processes. 	<ul style="list-style-type: none"> By end of Term 3 have a draft 2 year plan to Leadership Team on the Coaching of Premier Teams. 	<ul style="list-style-type: none"> Completed – system developed within tagged sports to identify and mentor future coaches.

<ul style="list-style-type: none"> To further develop and document the School's expectations and processes of all coaches/managers, whether employees, volunteers, or parents. 	<ul style="list-style-type: none"> By end of Term 3 ready for distribution beginning 2018. 	<ul style="list-style-type: none"> Completed – online format accessible to parents via School website.
<p><u>Competition</u></p> <ul style="list-style-type: none"> Create priority pathway teams for 'core Grammar sports' – assign best coaches and resource accordingly to provide every chance for regional and national success. Monitor student participation rates in Sport and the Performing Arts and report on these. Further communication links with the Grammar community. 	<ul style="list-style-type: none"> By end of Term 3 have a plan in place for priority pathway teams. By December have NZSSSC census verified. Oversee sporting events being posted on the School Schedule each term. 	<ul style="list-style-type: none"> Completed. Completed. Completed – direct link between Head of Sport and Digital Communications Manager to ensure information is current.
<p><u>Pastoral Care</u></p> <ul style="list-style-type: none"> Develop a mentoring programme for our Premier and Pathway teams. 	<ul style="list-style-type: none"> By end of Term 2 implement for identified activities. 	<ul style="list-style-type: none"> Completed – support readily available and tailored to individuals and sports.
<p><u>School Standards</u></p> <ul style="list-style-type: none"> Refine and reinforce a consistent corporate uniform and grooming code for all Premier and Pathway teams for all situations – 	<ul style="list-style-type: none"> By the beginning of the year have communications ready for distribution. Monitor and communicate expectations 	<ul style="list-style-type: none"> Completed. Completed.

match, travel, regional and national tournaments.	to Managers and Coaches.	
<u>Leadership</u> <ul style="list-style-type: none"> Develop professional development opportunities for the Premier sports captains/group leaders so they will represent the School in a consistent manner. Premier Sports captains/group leaders to be mentored by the Headmaster or Director of Sports Development. 	<ul style="list-style-type: none"> By end of Term 1 have a calendar in place for opportunities. Begin to deliver these opportunities throughout the year. Director of Sports Development to meet and mentor captains/leaders on a regular basis. 	<ul style="list-style-type: none"> Completed – workshops run with Sports Leaderships and follow ups conducted. Completed –different levels of engagement based on support within their team. ‘Coach Collaboration Group’ initiated for the purpose of connecting coaches to share best practice and innovative pedagogy. Completed - ‘Baseline’ tracking system operating (pilot groups tracked in 2017).
<u>Outdoor Education</u> <ul style="list-style-type: none"> Recruit teachers into Outdoor Education and retain them. 	<ul style="list-style-type: none"> Oversee the staffing of Outdoor Education activities. 	<ul style="list-style-type: none"> Completed - All Outdoor Education activities have MIC/Contact Teachers (13 activities)

<p><u>Health and Safety</u></p> <ul style="list-style-type: none"> • Monitor best practice for all EOTC situations and keep staff informed of expectations and standards when taking a group away from school. • Ensure the School's Health and Safety policies and obligations are well articulated to all involved with extracurricular activities. 	<ul style="list-style-type: none"> • By end of Term 2 begin process into external audit of current EOTC practices. • Staff understanding of expectations and procedures. 	<ul style="list-style-type: none"> • Completed – Harrison Tew reviewed documents. Audit/live experience with camp and cycling incidents 2017. • Completed – PD for staff specific and ongoing.
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Objectives	Target	Results
5. <u>Boarding House</u>		
<u>Pastoral Care</u>	<ul style="list-style-type: none"> Throughout 2017 conduct regular meetings with Prefect group, Student Council and the Parents Support Group to evaluate the boarding environment/culture from a student perspective. 	<ul style="list-style-type: none"> Completed - Four Parent Support Group meetings, regular contact Prefect Group and boarders affecting hostel life/routines.
<u>Personnel</u>	<ul style="list-style-type: none"> By the end of Term 4 have completed an induction process for the four new Housemasters. By the end of Term 4, to have implemented and reviewed the new Appraisal system. By the end of Term 4, to ensure all staff have attended two professional development opportunities focused on student well-being. By the end of Term 3, send a delegation 	<ul style="list-style-type: none"> Completed - the four new staff were offered and completed specific professional development. Completed – full participation in the process, with improvements made for 2018. Completed – professional development opportunities provided and attended. Completed - learnings and observations shared with hostel staff.

	to NZBS Conference (in Hamilton).	
<u>Facilities</u> <ul style="list-style-type: none"> To review staff accommodation so as to attract quality applicants for the role of Master/Director of Boarding. To conduct an analysis which considers the facility needs of boarders and staff. 	<ul style="list-style-type: none"> By the end of Term 1, present a report on future staff accommodation options to Board of Trustees sub-committee. By the end of Term 2, present a proposal to the Leadership Team for a preferred capital project. 	<ul style="list-style-type: none"> Deferred - initial concept brief prepared. Deferred - initial concept brief prepared.
<u>Communications</u> <ul style="list-style-type: none"> To work with the School over the on-going development of the Auckland Grammar School website, to ensure Tibbs House is well presented. To regularly review communication systems so that parental communications are encouraged. 	<ul style="list-style-type: none"> By the end of Term 2, have conducted a full review of Tibbs House section of the School website. By the end of Term 3, have completed a random sample of parent feedback. 	<ul style="list-style-type: none"> Completed - a more functional and visually appealing interface has been developed and well received. Completed – feedback used to inform review of communication systems.
<u>Boarding Licence</u> <ul style="list-style-type: none"> To review all areas of compliance regularly to ensure Tibbs House operations are based on 'best practice'. 	<ul style="list-style-type: none"> By the end of Term 3, have completed visits to other Boarding Hostels (NZ and Australia) to review current practices. 	<ul style="list-style-type: none"> Completed - a variety of hostels were visited with a number of best practices taken onboard.

<p><u>Finances</u></p> <ul style="list-style-type: none"> • To ensure budgets are reviewed annually. • To review fee collection process to ensure the School maintains a 'business approach', while communicating regularly and effectively about the payment of boarding fees. 	<ul style="list-style-type: none"> • By the end of Term 2, undertake a review of budget spends from previous years to identify areas of improvement. • By the end of Term 2, undertake a review of Tibbs House fee collection process in comparison to other boarding hostels practices. 	<ul style="list-style-type: none"> • Completed. • Completed - analysis shared with the Tibbs House BOT Committee at the October meeting.
<p><u>Services and Contracts</u></p> <ul style="list-style-type: none"> • Regularly review contracts with suppliers and ensure the process is competitive and transparent. 	<ul style="list-style-type: none"> • By the end of Term 4, review current catering contract in preparation for tendering process. 	<ul style="list-style-type: none"> • Completed – new catering supplier contracted as part of the campus-wide RFP process.

Objectives	Target	Results
6. Enrolment		
<u>Roll Analysis</u> <ul style="list-style-type: none"> In determining optimal roll size, assess the external influences and communicate related issues to the Ministry of Education, government agencies and government. 	<ul style="list-style-type: none"> By Term 2 have finalised the KPMG report and begun discussions with government agencies and ministers. 	<ul style="list-style-type: none"> Completed - KPMG Report received. Epsom Electorate Housing Development Report received. Early ballot numbers accepted to assist with stability of roll.
<u>Boarding</u> <ul style="list-style-type: none"> Manage the relationships with InZone Education Foundation. 	<ul style="list-style-type: none"> Ensure communication structures are enhanced throughout 2017. 	<ul style="list-style-type: none"> Completed - communication systems have been enhanced and are monitored by Deputy Headmaster, Junior School.
<u>Legislation</u> <ul style="list-style-type: none"> To identify viable alternatives to the Enrolment Scheme and present these to the Ministry or government. 	<ul style="list-style-type: none"> Respond to Education (Update) Amendment Bill, post select committee proposals, using their published time lines. 	<ul style="list-style-type: none"> Completed - Education (Update) Amendment Bill submission made. Discussions extended with MOE on Enrolment guidelines and will continue in 2018.

	<ul style="list-style-type: none"> Communicate potential concerns to the Ministry of Education. 	<ul style="list-style-type: none"> Completed – Submission presented to MOE on out of zone donations. Request made to MOE on Enrolment Scheme Guidelines.
<u>Property Development</u> <ul style="list-style-type: none"> To be fully informed of the potential impact of the Auckland Unitary Plan. 	<ul style="list-style-type: none"> Monitor the Unitary Plan throughout 2017. 	<ul style="list-style-type: none"> Completed - School zone continues to be monitored with particular focus on new apartment block developments.
<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"> By the end of Term 2, have reviewed targeted International Student numbers over the next 3 year period. 	<ul style="list-style-type: none"> Completed - targeted numbers have been agreed to with staggered increase.

Objectives	Target	Results
7. <u>Property</u>		
<u>Quality Facilities</u>		
<ul style="list-style-type: none"> Maintain and develop buildings, facilities and grounds consistent with the School Charter. 	<ul style="list-style-type: none"> Commission sand carpet on Top Field by early Term 1. Review No 3 Café as a viable business and secure Ministry approval for that activity. Progress 150th Project planning throughout 2017. 	<ul style="list-style-type: none"> Completed - related issues ongoing. Completed – Montana Catering in place. Completed - Draft Concept designs presented to Strategic meeting of the Board.
<u>10 Year Property Plan</u>		
<ul style="list-style-type: none"> Focus the funding of the 10 Year Property Plan on priority projects to deliver a healthy environment which reflects the needs of the School. 	<ul style="list-style-type: none"> Implement priority projects approved under 2015 5YA <ul style="list-style-type: none"> toilet block by end of Term 3 stage 2 replacement of water main by end Term 1 Plan to address seismic issues in Main Block and Heritage Room throughout 2017. Upgrade lighting, switches and outlets in Art, Old Gym and Study Centre by end of Term 1. 	<ul style="list-style-type: none"> Completed. Completed – plan in place with work commencing December for Heritage Room & April 2018 for Main Block. Completed.

<p><u>Capital Projects</u></p> <ul style="list-style-type: none"> • Monitor the capital projects approved by the Board. 	<ul style="list-style-type: none"> • Implement Capital Expenditure Tracker to ensure close monitoring of all capex spends. 	<ul style="list-style-type: none"> • Completed – system fully implemented.
<p><u>Personnel</u></p> <ul style="list-style-type: none"> • Develop relationships with quality contractors. • Maximise productivity while meeting compliance requirements. • Recruit and retain reliable staff for vacancies 	<ul style="list-style-type: none"> • Identify service delivery needs for contractual delivery. • Review Turftech contract re: renewal • Increase focus on property related compliance processes to meet required standards. • Expand advertising and candidate pool by end of Term 1. 	<ul style="list-style-type: none"> • Completed. • Completed – (Ongoing discussions being held with Turftech.) • Completed - monitoring processes in place. • Completed – staffing requirements met.

<p><u>Tibbs House</u></p> <ul style="list-style-type: none"> • Maintain Tibbs House. • Review Stormwater as per the 10YPP. • Create a Master Property Plan for Tibbs House. 	<ul style="list-style-type: none"> • Implement Board approved capital expenditure. • Report with recommendations and costings by end of Term 3. • By end of Term 4. 	<ul style="list-style-type: none"> • Completed. • Deferred to 2018. • Deferred – to be developed & form part of the Board's 25-year Master Campus Plan.
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<p><u>Health and Safety</u></p> <ul style="list-style-type: none"> • Ensure compliance with the Health and Safety at Work Act. • Site specific Health and Safety policies for contractors on site reviewed. 	<ul style="list-style-type: none"> • Review Hazard Register by end of Term 2. • Review seismic strengthening work by end of Term 2. • Set targets for Serious Accident/Injuries on School sites. • Strengthen all aspects of Health and Safety around contractors being onsite by end of Term 2. 	<ul style="list-style-type: none"> • Completed. • Completed – construction phase has begun. • Completed. • Completed.
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<p><u>Off Campus Facilities</u></p> <ul style="list-style-type: none"> • Maintain Venture Lodge and Clive Road properties. 	<ul style="list-style-type: none"> • Install Roofing Project for Venture Lodge by end of Term 1. • Review marketing strategy and process in order to maximise facility use by end of Term 3. 	<ul style="list-style-type: none"> • Completed and Code of Compliance obtained. • Completed.
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Objectives	Target	Results
<p>8 Finance</p>		
<p><u>Financial Independence</u></p> <ul style="list-style-type: none"> • Increase revenue from locally raised funds. 	<ul style="list-style-type: none"> • Achieve a level of Locally Raised Funds in 2017 which is 3% higher than 2016. 	<ul style="list-style-type: none"> • Achieved – 18.5% realised – introduction of No 3 Artificial turf has increased revenue streams.
<p><u>Financial Monitoring</u></p> <ul style="list-style-type: none"> • Set rigorous budgets that also allow for quality outcomes. 	<ul style="list-style-type: none"> • Present budget for adoption to November meeting of the Board of Trustees. 	<ul style="list-style-type: none"> • Completed– the new budget process is bedded in and the final 2018 budget was presented and approved by the Board in November.
<p><u>Financial Structure</u></p> <ul style="list-style-type: none"> • Achieve budgeted operating surpluses while meeting strategic goals. 	<ul style="list-style-type: none"> • Achieve budgeted operating surplus by year end. • Develop Long Term Financial Analysis model to assess ability to fund capital assets or other assets providing an income stream. 	<ul style="list-style-type: none"> • Achieved – the 2017 annual numbers are not yet finalised, the indicative numbers support the achievement of budget. • Completed – Long Term Financial Analysis Model was refined during the year to better forecast long term funding.

<p><u>Personnel</u></p> <ul style="list-style-type: none"> • Ensure financial staff have access to professional development. 	<ul style="list-style-type: none"> • Monitor professional development plans for all staff. 	<ul style="list-style-type: none"> • Completed.
<p><u>Sponsorship</u></p> <ul style="list-style-type: none"> • Coordinate the approach to sponsorship throughout the School. 	<ul style="list-style-type: none"> • Identify potential new sponsors by end of Term 2 and make contact by end of Term 3. Discuss these with key support groups including AGSOBA. • Document negotiated arrangements. 	<ul style="list-style-type: none"> • Completed – six new sponsors for sesqui-centenary in place. • Completed – sponsorship documentation confirmed.
<p><u>Property Investments</u></p> <ul style="list-style-type: none"> • Review housing rents regularly. • Build assets to generate income. 	<ul style="list-style-type: none"> • Review house rents in April 2017. • Ensure compliance with legislation for tenancies. • Review ratecard at Centennial Theatre and level of bookings to seek increase in profitability. 	<ul style="list-style-type: none"> • Completed. • Completed - smoke detectors installed in all houses and insulation installed as renovations takes place. • Deferred to Term 1 2018.

<p><u>Trust Investments</u></p> <ul style="list-style-type: none"> • Ensure trusts are operated in compliance with the SIPO. 	<ul style="list-style-type: none"> • Ensure no surprise breaches of the SIPO. • Ensure service delivery of accounting reports including forecasts. • Ensure process for timely receipt of funding for specific prizes is in place. 	<ul style="list-style-type: none"> • Completed. • Completed. • Completed.
<p><u>Capital Expenditure Budget</u></p> <ul style="list-style-type: none"> • Monitor the annual capital budget to ensure projects are delivered to budget in the set timeframe. 	<ul style="list-style-type: none"> • Work with Property team to ensure Capital Expenditure Tracker is in place and capex spend is within budget. 	<ul style="list-style-type: none"> • Completed – tracker is in place and acting as a key monitoring tool.
<p><u>Procurement</u></p> <ul style="list-style-type: none"> • Monitor procurement channels to ensure quality services and optimal places are obtained. 	<ul style="list-style-type: none"> • Review procurement of all School stationery and art supplies including adoption of All of Government pricing. • Review overseas tour providers to assess best value offering. 	<ul style="list-style-type: none"> • Completed. • Completed – discussions held over range of international tour offerings.

<p><u>Asset Management</u></p> <ul style="list-style-type: none"> Promote energy efficient and support of projects reducing consumption. 	<ul style="list-style-type: none"> Further develop programmes to progress efficient use of water and electricity. 	<ul style="list-style-type: none"> Completed – future initiatives will require capital investment.
<p><u>IT</u></p> <ul style="list-style-type: none"> Research opportunities to enhance teaching resources. 	<ul style="list-style-type: none"> Further develop the implementation and use of PC Schools. Implement IT capex and monitor its implementation. Implement School Box software. 	<ul style="list-style-type: none"> Completed – enrolment sections has been updated. Completed. Completed – ready for implementation at Form 5 & 6 in 2018.

Objectives	Target	Results
9. <u>Development Office</u>		
<u>Personnel</u>		
<ul style="list-style-type: none"> To review 150th staffing needs for 2019. 	<ul style="list-style-type: none"> By July have drafted a proposed staffing structure to meet the 150th project. 	<ul style="list-style-type: none"> Completed – 150th Coordinator appointed.
<u>Sponsorship Management</u>		
<ul style="list-style-type: none"> Develop a sponsorship policy & framework for the School. Proactively seek high level sponsors. 	<ul style="list-style-type: none"> Sponsorship policy written by end of Term II and presented to Board in Term III. To seek two additional sponsors for the 150th project by end of Term III. To identify 150th activities to present to sponsors for their consideration by end of 2017. To identify additional sources of funding from granting bodies. 	<ul style="list-style-type: none"> Completed. Completed - six achieved. Completed - draft events plan established. Completed – heritage granting bodies identified and applied where appropriate.

<p><u>Event Delivery</u></p> <ul style="list-style-type: none"> To deliver the School's fundraising and friend-raising events programme with key focus on raising funds for agreed projects and AEF. 	<p>Deliver the following major fundraising event for AEF:</p> <ul style="list-style-type: none"> May - Gala Dinner. Deliver the agreed 2017 engagement events. Draft outline for a potential event in Hong Kong in September/October. 	<ul style="list-style-type: none"> Completed. Completed. Deferred to 2018.
<p><u>Communication & Marketing</u></p> <ul style="list-style-type: none"> Provide relevant and timely communications to the stakeholder groups for Grammar ensuring strong advocacy and awareness of the School's activities and to support the fundraising strategy. 	<ul style="list-style-type: none"> Present fresh material on various social media platforms throughout 2017 to ensure maximum engagement. Increase the number of visitors to the School's website and length of time of visit. 	<ul style="list-style-type: none"> Completed – New and re-purposed content is ensuring fresh and relevant content and attracting new followers. Completed – visitor numbers up 1.5%.

<p><u>The School's 150th</u></p> <ul style="list-style-type: none"> • Administer donor stewardship to build awareness and interest in the lead up to the 150th project. 	<ul style="list-style-type: none"> • Work with the Leadership Team and major gift donors to set the 150th fundraising goal by April. • Work with the major donors to build support for 150th capital project. • Continue to provide advice and leadership to the 150th steering committee, and support 150th initiatives. • Host Towards 150th events in regions. 	<ul style="list-style-type: none"> • Completed. • Completed – will continue in 2018. • Completed. • Completed.
<p><u>Funds</u></p> <ul style="list-style-type: none"> • To encourage more widespread bequesting across the Grammar community. • Manage 20:2020 plan and assess direction in light of 150th celebrations. • To encourage annual appeal response from Grammar community. 	<ul style="list-style-type: none"> • Develop bequest targets for New Zealand by Term 1. • By August have assessed the current 20:2020 Plan. • Execute a targeted appeal from May to October. 	<ul style="list-style-type: none"> • Completed – eight new bequestors. New initiatives in place to build engagement. • Deferred – discussion with Foundation Trust to take place in 2018. • Completed – target exceeded.

<p><u>International Development</u></p> <ul style="list-style-type: none"> • Develop Asian Engagement Strategy (NZ based). • Continue with Australian /US and UK visits. • Prepare & develop framework for US gifting to AEF 	<ul style="list-style-type: none"> • Operationalise the 2017 Asian Engagement Strategy as outlined in separate paper by end of Term 2. • Develop bequest targets for Australian Old Boys by end of Term 2. • Develop targets for UK and US Development Managers by end of Term 3. 	<ul style="list-style-type: none"> • Completed – two parent events hosted, Headmaster’s Asian Advisory Board established, and unofficial WeChat platform established. • Deferred – Australian event postponed. • Deferred – US target not set. Developed & in place for 2018. • Deferred – however, new staff member appointed as UK Development Manager.
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Objectives	Target	Results
10. <u>Internationalisation</u>		
<u>Internationalisation</u> <ul style="list-style-type: none"> To promote the School's reputation of academic and sporting excellence to international markets. 	<ul style="list-style-type: none"> Continue to develop collaborative partnerships that aid in advancing the position of Auckland Grammar as an education leader. 	<ul style="list-style-type: none"> Completed- joint marketing occurred. Signed MOU agreement with Kaplan English School and Letter of Understanding with Varjiravadh College in Thailand.
<u>Marketing</u> <ul style="list-style-type: none"> To develop the Marketing & Recruitment Strategy to attract academically capable International Students from diverse markets. 	<ul style="list-style-type: none"> Integrate a digital suite of marketing tools; such as video, blog and infographics for student conversion by end of Term 3. Undertake a comprehensive review of recruitment agents and their performance, and update the agency agreement contracts, by Term 4 2017. 	<ul style="list-style-type: none"> Completed- produced two student testimonial videos and infographic for international audience. Completed- the Agency Agreement was reviewed and updated, and a new procedure around agent management has been added to the International Student Policy.
<u>Student Welfare</u> <ul style="list-style-type: none"> Ensure the School exceeds best practice and compliance to the Code of Practice for the Pastoral Care of International students. 	<ul style="list-style-type: none"> Ensure on-going review of international operations against the Code of Practice guidelines, and complete the self-attestation according to NZQA instructions. 	<ul style="list-style-type: none"> Completed- Self-review was undertaken and the Attestation Form was submitted to NZQA.

	<ul style="list-style-type: none"> Regularly monitor the homestays, caregivers and give advice and support to parents of international students living in Auckland. 	<ul style="list-style-type: none"> Completed- homestay auditing processes to be refined for 2018.
<u>International Cohort</u> <ul style="list-style-type: none"> Ensure the admission criteria is market appropriate and set policy to manage the enrolment level. 	<ul style="list-style-type: none"> Leverage partnerships with local intermediate schools in Auckland in Term 1 & 2. Continue to manage and train recruitment agents around Grammar values and the students most suitable for Grammar. Undertake the annual Immigration NZ external audit and adjust processes immediately where necessary. Consider implementing the pathway visa programme from Term 4. 	<ul style="list-style-type: none"> Completed- 15 applications from intermediate schools for 2018 enrolment. Completed. Not Applicable- material was prepared, but no INZ audit was requested.

<p><u>Personnel</u></p> <ul style="list-style-type: none"> Develop a staffing structure that provides quality support to students and promotes the School globally. 	<ul style="list-style-type: none"> Ensure staff undertake continuous professional development and are up-to-date on current international education themes and priorities at a national level. 	<ul style="list-style-type: none"> Completed.
<p><u>International Educational Programme</u></p> <ul style="list-style-type: none"> Enhance and encourage cross-border exchanges for students and staff. 	<ul style="list-style-type: none"> Ensure the student exchange agreement attestation is completed by the HOD, and submitted to MOE for compliance. 	<ul style="list-style-type: none"> Not Applicable- French exchange programme did not occur and is under review by HOD French and Deputy Headmaster in charge of EOTC.
<p><u>Financial Independence</u></p> <ul style="list-style-type: none"> Deliver an effective marketing plan and admission policy to ensure the stable enrolment of international students. 	<ul style="list-style-type: none"> Ensure the execution of admission, recruitment and marketing strategies are aligned to international student enrolments targets for 2018 and beyond. Plan and undertake a marketing activities schedule to continue to develop diverse markets. 	<ul style="list-style-type: none"> Completed. Completed.

<p><u>Communications</u></p> <ul style="list-style-type: none"> • 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"> • Update templates in PC Schools for the Offer Management process. • Develop a welfare activities/communication plan by late January 2017. 	<ul style="list-style-type: none"> • Deferred - PC School platform being developed, but not yet fully functional. • Completed.
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Auckland Grammar School
Statement of Comprehensive Revenue And Expense
For the Year Ended 31 December 2017

	Notes	2017 Actual Parent \$	2017 Actual Group \$	2017 Budget Parent \$ Unaudited	2017 Budget Group \$ Unaudited	2016 Actual Parent \$	2016 Actual Group \$
Revenue							
Government Grants	1	28,905,933	28,905,933	23,709,240	23,709,240	26,975,693	26,975,693
Interest Earned	2	65,850	154,863	69,995	163,439	106,601	200,044
Locally Raised Funds	3	5,173,146	5,137,932	4,856,152	4,824,736	5,539,454	5,508,038
Hostel	4	1,605,285	1,605,285	1,593,631	1,593,631	1,546,566	1,546,566
Fair Value Gain	22	1,187	1,187	-	-	0	0
International Students	5	2,892,040	2,892,040	2,573,921	2,573,921	2,669,162	2,669,162
Learning Resources	8	1,209,897	1,209,897	21,500	21,500	1,246,038	1,246,038
Gain on sale of property, plant and equipment		-	-	-	-	18,261	18,261
Total Revenue		39,853,338	39,907,137	32,824,439	32,886,467	38,101,775	38,163,802
Expenses							
Locally Raised Funds	3	2,022,024	2,022,024	1,671,780	1,671,780	1,910,442	1,910,442
Hostel	4	1,099,127	1,099,127	1,054,297	1,054,297	1,006,908	1,006,908
International Students	5	819,347	819,347	947,882	947,882	874,597	874,597
Learning Resources	8	17,022,715	17,022,715	16,083,438	16,083,438	16,973,783	16,973,783
Administration	7	1,794,757	1,846,738	1,714,030	1,770,477	1,726,275	1,782,722
Property	8	14,690,988	14,650,988	9,347,928	9,347,928	12,855,244	12,855,244
Depreciation	9	1,809,591	1,809,591	1,691,646	1,691,646	1,587,813	1,587,813
Amortisation of Intangible Assets	18	20,264	20,264	-	-	23,752	23,752
Fair Value Loss	22	-	-	-	-	32,675	32,675
Loss on disposal of Property, Plant and Equipment		23,533	23,533	5,000	5,000	21,642	21,642
Impairment loss on Accounts Receivable		12,742	12,742	-	-	9,370	9,370
Finance Cost		1,215	1,215	11,148	11,148	24,201	24,201
Total Expenses		39,316,303	39,366,286	32,527,149	32,583,596	37,046,704	37,103,152
Net Surplus / (Deficit)		537,035	538,852	297,290	302,871	1,055,071	1,060,652
Total Comprehensive Revenue and Expense for the year		537,035	538,852	297,290	302,871	1,055,071	1,060,652

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Auckland Grammar School
Statement Of Changes In Net Assets/Equity
For the Year Ended 31 December 2017

Note	2017 Actual Parent \$	2017 Actual Group \$	2017 Budget Parent \$ Unaudited	2017 Budget Group \$ Unaudited	2016 Actual Parent \$	2016 Actual Group \$
Balance at 1 January	18,315,304	20,246,691	17,221,425	19,192,139	17,290,234	19,188,340
Total comprehensive revenue and expense for the year	537,035	538,852	297,290	302,871	1,055,071	1,060,652
Equity at 31 December	18,852,339	20,785,543	17,518,715	19,495,011	18,315,305	20,246,691
Retained Earnings	18,852,339	20,785,543	17,518,715	19,495,011	18,315,304	19,711,431
Reserves	-	-	-	-	-	535,261
Equity at 31 December	18,852,339	20,785,543	17,518,715	19,495,011	18,315,304	20,246,691

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Auckland Grammar School
Statement Of Financial Position
As At 31 December 2017

As at 31 December 2017							
	Notes	2017 Actual Parent \$	2017 Actual Group \$	2017 Budget Parent \$ Unaudited	2017 Budget Group \$ Unaudited	2016 Actual Parent \$	2016 Actual Group \$
Current Assets							
Cash and Cash Equivalents	10	1,037,097	1,287,544	4,515,958	4,654,281	820,249	958,572
Investments held in Short-term Deposits	13	1,500,000	1,657,816	-	423,113	2,008,689	2,431,802
Derivative Financial Instruments	22	1,187	1,187	-	-	-	-
Accounts Receivable	11	1,312,163	1,285,317	1,400,000	1,413,008	1,562,074	1,530,170
Prepayments	11	243,742	243,742	200,000	200,000	161,706	181,708
Inventories	12	664,423	664,423	322,000	322,000	502,711	502,711
GST Receivable		-	-	-	-	12,171	12,171
Total current assets		4,758,612	5,120,029	6,437,958	7,012,402	5,067,602	5,587,133
Less Current Liabilities							
Accounts Payable	14	2,140,132	2,153,738	2,432,500	2,440,786	2,195,082	2,203,368
Funds Held in Trust	14	1,035,959	1,036,431	967,500	967,500	1,227,322	1,227,322
Income Received in Advance	15	2,396,242	2,392,632	2,140,000	2,140,000	2,765,242	2,765,242
Funds Held on Behalf of the Ministry of Education	16	151,984	151,984	60,000	60,000	40,773	40,773
Derivative Financial Instruments	22	-	-	-	-	32,676	32,676
Provision for Cyclical Maintenance	18	153,455	153,455	200,000	200,000	185,168	185,168
Finance Lease - current portion	30	79,673	79,673	-	-	67,317	87,317
Mortgage - current portion	21	-	-	80,769	80,769	80,769	80,769
GST payable		83,089	83,089	60,000	60,000	-	-
Total current liabilities		6,040,534	6,051,002	5,940,769	5,949,055	6,595,348	6,603,635
Working Capital Surplus / (Loss)		(1,281,922)	(930,973)	497,189	1,063,347	(1,527,746)	(1,006,502)
Non-Current Assets							
Investments held by the Combined Trusts	13	-	1,582,252	-	1,410,139	-	1,410,139
Property Plant and Equipment	17	21,257,115	21,257,115	18,532,074	18,532,074	21,398,348	21,398,349
Intangible Assets	18	3,304	3,304	-	-	23,568	23,568
		21,260,419	22,842,671	18,532,074	19,942,213	21,421,917	22,832,056
Non-Current liabilities							
Mortgage - term portion	21	-	-	238,043	238,043	318,812	318,812
Finance Lease - term portion	30	21,279	21,279	-	-	93,882	93,882
Provision for Cyclical Maintenance	19	1,104,876	1,104,876	1,272,506	1,272,506	1,166,170	1,166,170
Total non-current liabilities		1,126,155	1,126,155	1,510,549	1,510,549	1,578,863	1,578,863
Net Assets		18,852,339	20,785,543	17,518,716	19,495,011	18,315,304	20,246,691
Equity (schedule 7)							
		18,852,339	20,785,543	17,518,716	19,495,011	18,315,304	20,246,691


Chairman of Trustees


Headmaster

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Auckland Grammar School
Statement Of Cashflows
For the Year Ended 31 December 2017

Schedule	2017 Actual Parent \$	2017 Actual Group \$	2017 Budget Parent \$ Unaudited	2017 Budget Group \$ Unaudited	2016 Actual Parent \$	2016 Actual Group \$
CASH FLOWS FROM OPERATING ACTIVITIES						
Government and Other Grants	4,278,215	4,278,215	4,170,032	4,230,032	4,048,707	4,048,707
Locally raised funds	5,068,144	5,073,360	5,231,477	5,231,477	5,374,420	5,343,004
Hostel	1,605,285	1,606,285	1,593,831	1,593,831	1,100,144	1,096,586
International Students	2,879,298	2,879,298	2,573,921	2,573,921	3,093,186	3,093,186
Interest and Dividends	65,850	147,480	83,003	150,431	129,730	225,215
	<u>13,916,792</u>	<u>13,884,238</u>	<u>13,652,064</u>	<u>13,779,492</u>	<u>13,746,186</u>	<u>13,806,697</u>
Payments to Suppliers including Combined Trust	(8,002,205)	(8,336,008)	(7,464,864)	(7,783,055)	(7,519,536)	(7,525,789)
Payments to Employees	(4,186,375)	(4,186,375)	(4,333,986)	(4,333,986)	(4,481,597)	(4,481,597)
GST	95,260	95,260	60,000	60,000	49,708	49,708
	<u>(12,093,320)</u>	<u>(12,427,123)</u>	<u>(11,738,850)</u>	<u>(12,057,041)</u>	<u>(11,951,425)</u>	<u>(11,957,678)</u>
Net Cash from/to the operating activities	10	1,823,432	1,813,115	1,741,841	1,794,761	1,849,019
CASH FLOWS FROM INVESTING ACTIVITIES						
Purchase of property, plant and equipment	(23,533)	(23,533)	(5,000)	(5,000)	(3,382)	(3,382)
Deposit maturities	-	-	-	-	798,325	798,325
Fundraising for Augusta Classroom Block	-	-	-	-	111,050	111,050
	<u>(23,533)</u>	<u>(23,533)</u>	<u>(5,000)</u>	<u>(5,000)</u>	<u>903,993</u>	<u>903,993</u>
Combined Trust Investments	-	93,184	-	109,149	-	109,149
Fixed Asset Purchases incl. Work in progress	(1,688,622)	(1,688,622)	(1,191,646)	(1,191,646)	(4,630,811)	(4,459,073)
	<u>(1,688,622)</u>	<u>(1,595,438)</u>	<u>(1,191,646)</u>	<u>(1,082,497)</u>	<u>(4,630,811)</u>	<u>(4,349,924)</u>
Net cash from/to the investing activities	(1,712,154)	(1,518,970)	(1,196,646)	(1,087,497)	(3,726,818)	(3,445,931)
CASH FLOWS FROM FINANCING ACTIVITIES						
Government Future Grants	-	-	-	-	-	(260,544)
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(260,544)</u>
ASB Loan Principal Repayments	(399,581)	(399,581)	(80,769)	(80,769)	(80,769)	(80,769)
Ministry and BOT Funded Projects	(3,517)	(3,518)	-	-	7,214	7,214
	<u>(403,098)</u>	<u>(403,099)</u>	<u>(80,769)</u>	<u>(80,769)</u>	<u>(73,555)</u>	<u>(73,555)</u>
Net cash from/to the financing activities	(403,098)	(403,099)	(80,769)	(80,769)	(73,555)	(334,099)
Net increase/(decrease) in cash and cash equivalents	(291,841)	(485,015)	635,699	573,575	(2,005,613)	(1,931,022)
Cash, cash equivalents at the start of the year	2,828,938	3,390,374	2,751,992	3,201,992	4,834,551	5,321,396
Cash, cash equivalents at the end of the year	2,537,097	2,905,359	3,387,691	3,775,567	2,828,938	3,390,374

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 Cash Flow Statement should be read in conjunction with the accompanying notes.

Auckland Grammar School
Reconciliation of Net Cash Flows from Operating Activities to Net Surplus
From Operating Activities to Net Surplus
As At 31 December 2017
Schedule

	2017 Actual Parent \$	2017 Actual Group \$	2017 Budget Parent \$ Unaudited	2017 Budget Group \$ Unaudited	2016 Actual Parent \$	2016 Actual Group \$
Net Surplus for the year:	517,035	538,852	257,290	302,871	1,065,071	1,060,652
	517,035	538,852	257,290	302,871	1,065,071	1,060,652
Add Non-Cash Items:						
Depreciation	1,809,591	1,809,591	1,691,648	1,691,648	1,587,813	1,587,813
Amortisation	20,254	20,254	0	0	23,752	23,752
Fair Value Loss	1,187	1,187	-	-	32,076	32,076
Non-Cash Movement in Cyclical Maintenance Provision	134,000	134,000	134,000	134,000	134,000	134,000
	2,502,078	2,503,894	2,122,938	2,128,517	2,833,311	2,838,892
Add/(Less) Movements in other working capital items:						
(Increase)/Decrease in Accounts Receivable including prepayments	108,550	101,452	(53,086)	(54,614)	(53,086)	(54,614)
(Increase)/Decrease in Stock	(161,712)	(161,712)	(140,000)	(140,000)	(122,351)	(122,351)
Increase/(Decrease) in Accounts Payable	(113,877)	(112,085)	0	0	(385,758)	(383,118)
Increase/(Decrease) in Net GST	95,250	95,250	48,708	48,708	48,708	48,708
Increase/(Decrease) in Revenue in Advance and Funds on behalf of MOE	257,789	261,399	260,000	260,000	269,614	269,614
Increase/(Decrease) in Administered Funds on behalf of the bodies	(191,364)	(190,892)	(175,000)	(175,000)	(158,988)	(158,988)
Increase/(Decrease) in Cyclical Maintenance Provision	(228,006)	(228,006)	(200,000)	(200,000)	(186,168)	(186,168)
	(235,360)	(234,644)	(253,388)	(259,806)	(587,077)	(586,862)
Add/(Less) Items classified as investing activities:						
Fundraising relating to investing	(419,771)	(688,761)	63,566	(121,771)	(464,852)	(407,300)
Increase/(Decrease) in Accounts Payable relating to investing	-	-	-	-	-	-
Net gain on sale of fixed assets	-	-	-	-	(18,261)	(18,261)
Net loss on disposal of fixed assets	(23,533)	(23,533)	(5,000)	(5,000)	21,542	21,542
	(443,304)	(712,294)	48,566	(126,771)	(461,471)	(403,928)
Net Cash Flow from Operating activities	9	1,823,412	1,567,055	1,913,114	1,794,761	1,849,029

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

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 Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period **1 January 2017 to 31 December 2017** and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period. The financial statements are for the year ended 31 December 2017, and were authorised for issue by the Board Chairperson and the Headmaster on the date specified in the Statement of Responsibility (Schedule 2).

Comparatives

The comparative financial period is 12 months. Comparatives have been reclassified from that reported in the 31 December 2016 financial statements where appropriate to ensure consistency with the presentation of the current year's position and performance.

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) as appropriate to public benefit entities that qualify for Tier 1 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards 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.

New standards and interpretations issued not yet adopted

A number of new standards and interpretations have been issued but not yet effective as of the date of the financial statements. For the year ended 31 December 2017, these are:

- 2016 Omnibus Amendments to PBE Standards, effective for periods beginning on or after 1 January 2018
- Approved Budget (amendments to PBE IPSAS 1), effective for periods beginning on or after 1 January 2018
- PBE Standards on Interests in Other Entities (PBE IPSASs 34 through 38), effective for periods beginning on or after 1 January 2019
- Impairment of Revalued Assets (Amendments to PBE IPSASs 21 and 26), effective for periods beginning on or after 1 January 2019
- PBE IPSAS 39 – Employee Benefits, effective for periods beginning on or after 1 January 2019
- PBE FRS 48 – Service Performance Reporting, effective for periods beginning on or after 1 January 2021
- PBE IFRS 9 – Financial Instruments, effective for periods beginning on or after 1 January 2021

The Group has not yet assessed the impact of these new standards and interpretations. The Trustees expect to adopt the above Standards in the period in which they become mandatory. With the exception of PBE FRS 48 whose relevance is currently being assessed by the MOE, the Trustees anticipate that the above Standards are not expected to have a material impact on the financial statements in the period of initial application, however a detailed assessment of the impact has yet to be performed.

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

Consolidation Policy

The group financial statements comprise of the financial statements of the School together with its 100% controlled entity - Auckland Grammar School Combined Trusts. Both entities have 31 December as their balance date and upon consolidation, all inter-entity transactions and balances are eliminated.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, 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.

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 are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 17.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance Leases are disclosed at note 30.

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.

c) Revenue Recognition

Government Grants Schools

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

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

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) 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.

f) 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.

g) 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.

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for, but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of Accounts Receivable is established where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt. This impairment loss is the difference between the carrying amount of the receivable and the present value of the amounts expected to be collected and has been included under Other Expenditure in the Statement of Comprehensive Revenue and Expense, if not otherwise shown separately.

i) 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.

j) Investments

Investment are held with registered trading banks and are classified as current assets with maturities between three months to one year. Those investments with maturities greater than one year after the balance date are classified as non-current assets.

After initial recognition, these investments are measured at amortised cost using the effective interest method less impairment. At balance date the School assesses whether there is any objective

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

evidence that an investment is impaired. Any impairment losses are recorded in the Statement of Comprehensive Income.

The School has met the requirements under Schedule 6 section 28 of the Education Act 1989 in relation to the acquisition of securities.

Investments held under the name of Auckland Grammar School Combined Trust are in Bonds & Securities and are reflected at their fair value. The Trust follows IPSAS 29 to amortise any discount or premium on acquisition of investments over the period to maturity. These investments are made in accordance with the investment policy established by the Board of Trustees for investing Combined Trusts Funds.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document. Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, Plant 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, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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	17-55 years	Motor vehicles	5 years
Furniture and fittings	8-10 years	Tractors	5 years
Plant and Equipment	8 years	Electronic Equipment	4 years
Hockey Turf	8 years	Sports Equipment	5 years
Sports Turf and Tennis Courts	10 years	Textbooks	3 years
Sand Carpet	8-10 years	Library resources	12.5% DV
Land and Artworks are not depreciated.			

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

l) 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.

m) 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.

n) 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.

o) Employee Entitlements*Short-term employee entitlements*

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

p) 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.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

s) Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

t) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

u) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

The budget figures are extracted from the School Budget that was approved on 22nd November 2016 by the Board of Trustees.

w) 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.

x) 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 2017

	2017 Actual Parent \$	2017 Actual Group \$	2017 Budget Parent \$ Unaudited	2017 Budget Group \$ Unaudited	2016 Actual Parent \$	2016 Actual Group \$
1) Government Grants						
Operational Grants	3,778,769	3,778,769	3,782,658	3,782,658	3,809,538	3,809,538
Teacher Salaries Grants	11,827,272	11,827,272	11,873,300	11,873,300	11,876,694	11,878,694
Use of Land and Buildings Grants	12,700,446	12,700,446	7,565,908	7,566,908	11,090,018	11,090,018
Secondary Tertiary Alignment Resource Funding Grants	225,944	225,944	272,374	272,374	236,390	236,390
Resource teachers Learning and Behaviour Grants	13,913	13,913	15,000	15,000	-	-
Other Government Grants	259,589	259,589	100,000	100,000	163,053	163,053
	28,805,933	28,805,933	23,709,240	23,709,240	26,975,693	26,975,693
2) Interest						
Interest earned	65,850	65,849	69,995	69,995	106,601	106,600
Interest earned - Combined Trust	-	89,014	-	93,444	-	93,444
	65,850	154,863	69,995	163,439	106,601	200,044
3) Locally Raised Funds						
Local funds raised within the School's community are made up of:						
Revenue						
Trading	2,165,183	2,165,183	2,205,841	2,206,841	2,007,317	2,007,317
Fundraising	361,543	361,543	358,000	358,000	250,387	250,387
Other Revenue	80,194	40,480	69,435	30,019	88,973	29,557
Other Donations	111,240	111,240	55,000	55,000	766,409	766,409
Combined Trust Donations	-	4,500	-	8,000	-	8,000
Trustees Donations	1,181	1,181	-	-	5,000	5,000
Parent Donations	2,089,728	2,089,728	2,165,876	2,166,876	2,098,024	2,098,024
Curricular Recoveries	51,285	51,285	-	-	29,808	29,608
Extra Curricular Recoveries	302,812	302,812	-	-	313,536	313,536
	5,173,146	5,137,932	4,859,152	4,824,736	5,539,454	5,508,038
Expenses						
Trading	1,404,091	1,404,091	1,358,714	1,358,714	1,340,959	1,340,959
Fundraising	276,956	276,956	313,066	313,066	244,004	244,004
Curricular Expenses	77,219	77,219	-	-	42,518	42,518
Extra Curricular Expenses	263,759	263,759	-	-	282,960	282,960
	2,022,024	2,022,024	1,671,780	1,671,780	1,910,442	1,910,442
Surplus for the year Locally Raised Funds	3,151,122	3,115,908	3,184,373	3,152,957	3,629,012	3,597,596
4) Hostel Revenue and Expenses						
	Actual Nos	Actual Nos	Budget Nos	Budget Nos	Actual Nos	Actual Nos
Full boarders	123	123	121	121	121	121
Hostel financial performance						
Revenue						
Boarding fees, scholarships and bursaries	1,413,143	1,413,143	1,432,327	1,432,327	1,381,690	1,381,690
Trading	83,104	83,104	75,000	75,000	68,521	68,521
Other External Hire	54,980	54,980	50,000	50,000	57,428	57,428
Miscellaneous	54,059	54,059	36,304	36,304	38,927	38,927
	1,605,286	1,605,286	1,593,631	1,593,631	1,546,566	1,546,566
Expenses						
Kitchen Outsourcing	458,813	458,813	454,465	454,465	419,585	419,585
Laundry	43,024	43,024	38,792	38,792	39,993	39,993
Boarder Recreation	13,397	13,397	8,000	8,000	12,320	12,320
Housemasters and Matrons Supervision	224,550	224,550	220,562	220,562	206,334	206,334
Maintenance	41,790	41,790	50,000	50,000	56,405	56,405
Consumables	18,207	18,207	9,000	9,000	13,733	13,733
Trading	42,264	42,264	47,500	47,500	23,500	23,500
Administration	257,082	257,082	225,977	225,977	235,038	235,038
	1,099,127	1,099,127	1,054,297	1,054,297	1,006,908	1,006,908
Surplus for the year Hostel	506,158	506,158	539,333	539,333	539,657	539,657

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

5) International Student Revenue and Expenses

	Actual Nos 143	Actual Nos 143	Budget Nos 128	Budget Nos 128	Actual Nos 128	Actual Nos 128
Students						
Revenue						
International Student Fees	2,701,571	2,701,571	2,420,884	2,420,884	2,455,076	2,455,076
Application Fees	92,786	92,786	78,696	78,696	91,150	91,150
Home Stay Revenue	44,434	44,434	23,381	23,381	24,087	24,087
Insurance	51,028	51,028	51,000	51,000	56,642	56,642
Other Revenue	2,210	2,210	-	-	22,207	22,207
Special Projects	-	-	-	-	20,000	20,000
	<u>2,892,040</u>	<u>2,892,040</u>	<u>2,573,921</u>	<u>2,573,921</u>	<u>2,669,162</u>	<u>2,669,162</u>
Expenses						
Advertising	27,989	27,989	45,000	45,000	34,531	34,531
Commissions	234,421	234,421	261,770	261,770	205,830	205,830
International Student Levy	54,694	54,694	51,881	51,881	51,518	51,518
Staff	337,879	337,879	382,234	382,234	329,867	329,867
International Travel	23,508	23,508	55,000	55,000	48,860	48,860
Other Expenses	140,856	140,856	162,017	162,017	203,891	203,891
	<u>819,347</u>	<u>819,347</u>	<u>947,882</u>	<u>947,882</u>	<u>874,597</u>	<u>874,597</u>
Surplus for the year International Student	<u>2,072,693</u>	<u>2,072,693</u>	<u>1,626,039</u>	<u>1,626,039</u>	<u>1,794,565</u>	<u>1,794,565</u>

6) Learning Resources

Revenue						
Curricular	884,540	884,540	4,000	4,000	881,595	881,595
Library Resources	403	403	-	-	348	348
Information and communication Technology	29,125	29,125	7,000	7,000	17,519	17,519
Extra Curricular Activities	295,829	295,829	10,500	10,500	236,575	236,575
	<u>1,209,897</u>	<u>1,209,897</u>	<u>21,500</u>	<u>21,500</u>	<u>1,246,038</u>	<u>1,246,038</u>
Expenses						
Curricular	1,460,428	1,460,428	1,106,948	1,106,948	1,723,371	1,723,371
Information and communication Technology	251,870	251,870	311,083	311,083	226,000	226,000
Library Resources	21,830	21,830	25,500	25,500	21,409	21,409
Professional Development	187,825	187,825	212,915	212,915	178,411	178,411
Equipment Repairs	59,514	59,514	-	-	67,181	67,181
Extra Curricular Activities	789,419	789,419	471,484	471,484	722,448	722,448
Employee Benefits - Salaries	14,271,829	14,271,829	13,955,507	13,955,507	14,034,966	14,034,966
	<u>17,022,715</u>	<u>17,022,715</u>	<u>16,083,438</u>	<u>16,083,438</u>	<u>16,973,783</u>	<u>16,973,783</u>
Deficit for the year Learning Resources	<u>15,812,818</u>	<u>15,812,818</u>	<u>16,061,938</u>	<u>16,061,938</u>	<u>15,727,745</u>	<u>15,727,745</u>

7)**a) Administration**

BOT Fees and Election Expenses	5,000	5,000	5,000	5,000	20,277	20,277
Audit Fees	11,849	11,849	13,770	13,770	13,635	13,635
Audit Fees - Combined Trust	-	9,585	-	5,210	-	5,210
Communication Expenses	18,779	18,779	16,304	16,304	23,560	23,560
Postage	15,835	15,835	16,000	16,000	13,025	13,025
Consumables	78,200	78,200	(36,041)	(36,041)	38,125	38,125
Employee Benefits - Salaries	804,316	804,316	795,004	795,004	785,197	785,197
Insurance	48,678	48,678	61,181	61,181	46,745	46,745
General admin other than Finance Cost and Impairment	237,492	237,492	241,270	241,270	183,422	183,422
General Expenses - Combined Trust	-	5,171	-	3,691	-	3,691
Development Office	574,509	574,509	601,542	601,542	622,388	622,388
Distribution - Combined Trust	-	37,225	-	47,548	-	47,548
	<u>1,794,757</u>	<u>1,846,738</u>	<u>1,714,030</u>	<u>1,770,477</u>	<u>1,726,275</u>	<u>1,782,722</u>

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

8) Property

Caretaking & Cleaning contract services	372,631	372,631	352,128	352,128	349,540	349,540
Cyclical Maintenance	134,000	134,000	134,000	134,000	134,000	134,000
Grounds	42,201	42,201	25,500	25,500	29,555	29,555
Heat Light & Water	323,281	323,281	261,000	261,000	321,006	321,006
Repairs & Maintenance	376,363	376,363	340,500	340,500	242,992	242,992
Use of Land and Buildings	12,700,446	12,700,446	7,565,908	7,565,908	11,080,018	11,080,018
Employee Benefits - Salaries	742,066	742,066	668,892	668,892	688,133	688,133
	<u>14,690,988</u>	<u>14,690,988</u>	<u>8,347,928</u>	<u>8,347,928</u>	<u>12,855,244</u>	<u>12,855,244</u>

The use of land and buildings figure represents 8% of the school'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.

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9) Depreciation of Property, Plant and Equipment

Buildings	535,806	535,806	481,528	481,528	481,098	481,098
Electronic Equipment	437,929	437,929	427,538	427,538	464,685	464,685
Furniture & Fixings	142,221	142,221	146,004	146,004	132,768	132,768
Plant & Equipment	194,350	194,350	205,627	206,827	198,447	198,447
Sports Equipment	49,095	49,095	49,865	49,865	43,291	43,291
Library resources	23,049	23,049	24,623	24,623	23,555	23,555
Motor Vehicles & Tractors	39,718	39,718	36,568	36,568	33,026	33,026
Text Books	103,017	103,017	109,761	108,761	117,083	117,083
Hockey Turf	58,420	58,420	58,419	58,419	58,420	58,420
Sports Turf and Tennis Court	62,125	62,125	122,935	122,935	11,301	11,301
Sand Carpet	63,864	63,864	29,778	28,778	23,816	23,816
Tennis Courts	-	-	-	-	323	323
Leased Assets	99,998	99,998				
	1,809,591	1,809,591	1,691,646	1,691,546	1,587,813	1,587,813

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Notes To The Financial Statements
For the Year Ended 31 December 2017

	2017 Actual Parent	2017 Actual Group	2017 Budget Parent Unaudited	2017 Budget Group Unaudited	2016 Actual Parent	2016 Actual Group
10) Cash and Cash Equivalents						
Cash on Hand	730	730	700	700	700	700
Current Accounts	1,036,367	1,036,367	4,616,268	4,615,268	819,549	819,549
Current Accounts of Combined Trust	-	64,821	-	6,721	-	6,721
Cash account - FNZC Custodian of Combined Trust	-	185,526	-	131,801	-	131,801
	<u>1,037,097</u>	<u>1,267,544</u>	<u>4,615,958</u>	<u>4,654,281</u>	<u>820,249</u>	<u>958,572</u>

Of the \$1,037,097 Cash and Cash Equivalents, there is no unspent grant funding held by the School. This type of funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

11) Accounts Receivable						
Debtors	647,042	600,603	500,000	500,000	864,001	819,088
Impairment of debtors	(12,742)	(12,742)	-	-	(9,370)	(9,370)
	<u>634,299</u>	<u>587,861</u>	<u>500,000</u>	<u>500,000</u>	<u>854,630</u>	<u>809,718</u>
Accrued Interest:	8,659	8,659	-	-	7,861	7,861
Accrued Interest of Combined Trust	-	19,593	-	13,008	-	13,008
Teacher Salaries Grant Receivable	669,205	669,205	900,000	900,000	838,257	838,257
Debtor Ministry of Education	-	-	-	-	61,326	61,326
	<u>1,312,164</u>	<u>1,285,317</u>	<u>1,400,000</u>	<u>1,413,008</u>	<u>1,562,074</u>	<u>1,530,170</u>
Prepayments	243,742	243,742	200,000	200,000	181,708	181,708
	<u>1,555,907</u>	<u>1,529,060</u>	<u>1,600,000</u>	<u>1,613,008</u>	<u>1,723,782</u>	<u>1,691,877</u>
Receivables from Exchange Transactions	634,299	587,861	500,000	513,008	854,830	809,718
Receivables from Non-Exchange Transactions	677,864	687,457	900,000	900,000	707,443	720,451
	<u>1,312,164</u>	<u>1,285,317</u>	<u>1,400,000</u>	<u>1,413,008</u>	<u>1,562,074</u>	<u>1,530,170</u>

A provision for impairment of \$12,742 has been directly recognised against the carrying value of debtors. The carrying value of receivables approximates their value which had been determined at time of incurring the loss. The Impairment Loss has been identified as a Non-Cash Generated. The impairment loss is not material and has been included under Other Revenue and Expense in the Statement of Comprehensive Revenue and Expense.

The ageing profile of receivables at year end is detailed below:

	2017 Actual			2016 Actual		
	Gross	Impairment	Net	Gross	Impairment	Net
Not past due	913,200	-	913,200	1,155,567	-	1,155,567
Past due 1 - 30 days	363,532	-	363,532	154,512	-	154,512
Past due 31 - 60 days	-	-	-	50,135	-	50,135
Past due 61 - 90 days	16,021	-	16,021	148,519	-	148,519
Past due over 90 days	19,411	(12,742)	6,669	21,437	(9,370)	12,067
Total	<u>1,312,164</u>	<u>(12,742)</u>	<u>1,299,422</u>	<u>1,530,170</u>	<u>(9,370)</u>	<u>1,520,800</u>

12) Inventories						
Stationery and Uniforms	623,028	623,028	270,000	270,000	433,685	433,685
IT Consumables	1,115	1,115	2,000	2,000	779	779
School Blazers (mainly Music and Sports)	25,280	25,280	40,000	40,000	58,237	58,237
Other - Cleaning and maintenance consumables	15,000	15,000	10,000	10,000	10,000	10,000
	<u>664,423</u>	<u>664,423</u>	<u>322,000</u>	<u>322,000</u>	<u>502,711</u>	<u>502,711</u>

13) Investments
The School's investment activities are classified as follows:

	2017 Actual Parent	2017 Actual Group	2017 Budget Parent Unaudited	2017 Budget Group Unaudited	2016 Actual Parent	2016 Actual Group
Current Asset						
Short-term deposits	1,500,000	1,500,000	-	-	2,008,689	2,008,689
Short-term deposits of Combined Trust	-	157,818	-	423,113	-	423,113
	<u>1,500,000</u>	<u>1,657,818</u>	<u>-</u>	<u>423,113</u>	<u>2,008,689</u>	<u>2,431,802</u>
Non-Current Asset						
Bonds & Securities held by Combined Trust	-	1,562,252	-	1,410,139	-	1,410,139
	<u>1,500,000</u>	<u>3,240,068</u>	<u>-</u>	<u>1,833,252</u>	<u>2,008,689</u>	<u>3,841,941</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
Notes To The Financial Statements
For the Year Ended 31 December 2017

14)

a) Accounts Payable

	2017 Actual Parent	2017 Actual Group	2017 Budget Parent Unaudited	2017 Budget Group Unaudited	2016 Actual Parent	2016 Actual Group
Creditors and accruals	1,009,451	1,012,979	1,488,100	1,488,100	950,525	950,525
Creditors and accruals of Combined Trust	-	10,078	-	8,286	-	8,286
Interest Payable	-	-	7,500	7,500	1,796	1,796
Audit Fees	13,286	13,286	11,800	11,800	14,535	14,535
Teacher Salaries accrual	837,705	837,705	900,000	900,000	982,026	982,026
Banking Staffing Overuse/(Underuse)	3,528	3,528	25,000	25,000	35,295	35,295
Employee Benefits - Leave Accrual	278,162	278,162	-	-	230,906	230,906
	<u>2,140,132</u>	<u>2,153,738</u>	<u>2,432,500</u>	<u>2,440,786</u>	<u>2,195,062</u>	<u>2,203,368</u>
Payables for Exchange Transactions	1,861,608	1,875,214	2,432,500	2,440,786	1,962,449	1,970,735
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	2,362	2,362	-	-	1,728	1,728
Payables for Non-exchange Transactions - Other	278,162	278,162	-	-	230,906	230,906
	<u>2,140,132</u>	<u>2,153,738</u>	<u>2,432,500</u>	<u>2,440,786</u>	<u>2,195,062</u>	<u>2,203,368</u>

The carrying value of payables approximates their fair value.

b) Funds Held in Trust

Funds held in trust - Homestay fees	831,123	831,123	320,000	320,000	923,002	923,002
Funds Administered on behalf of associated groups eg travel groups and other student bodies	204,636	205,308	647,500	647,500	304,320	304,320
	<u>1,035,959</u>	<u>1,036,431</u>	<u>967,500</u>	<u>967,500</u>	<u>1,227,322</u>	<u>1,227,322</u>

15) Revenue Received in Advance

School Donations	194,930	194,930	1,540,000	1,540,000	178,071	178,071
International Students Fees	2,073,936	2,073,936	500,000	500,000	2,404,007	2,404,007
General	127,377	123,767	100,000	100,000	183,164	183,164
	<u>2,396,242</u>	<u>2,392,632</u>	<u>2,140,000</u>	<u>2,140,000</u>	<u>2,765,242</u>	<u>2,765,242</u>

16) Funds Held on Behalf of the Ministry of Education

For Projects (also see Note 23)	37,256	37,256	60,000	60,000	40,773	40,773
Funds held on behalf of MOE and Tertiary Commission	114,729	114,728	-	-	-	-
	<u>151,984</u>	<u>151,984</u>	<u>60,000</u>	<u>60,000</u>	<u>40,773</u>	<u>40,773</u>

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

17) Property Plant and Equipment
Parent and Group
2017

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Disposal	Total (NBV)
	\$	\$	\$	\$	\$	\$	\$
Artworks	5,542	-	-	-	-	-	5,542
Land - School	4,597,787	-	-	-	-	-	4,597,787
Buildings - School	12,064,485	428,412	-	-	535,808	-	12,965,090
Plant & Equipment	804,910	155,013	-	-	194,350	-	765,573
Furniture & Fittings	617,020	138,128	-	-	142,221	-	612,928
Motor Vehicles/Tractors	98,677	18,900	-	-	39,718	-	75,859
Electronic Equipment	888,850	411,778	-	-	437,929	-	662,499
Sports Equipment	108,721	24,755	-	-	48,095	-	84,380
Library	165,572	38,555	22,501	-	23,049	-	158,577
Hockey Turf	88,509	-	-	-	98,420	-	30,190
Sports Turf	607,226	-	-	-	62,125	-	545,101
Text Books	160,705	75,351	-	-	103,017	-	133,039
Tennis Courts	2	-	-	-	-	-	2
Sand Carpet	32,750	427,055	-	-	63,864	-	395,942
Laptop Lease	155,853	38,358	922	-	99,998	-	93,290
Capital Work in Progress	203,840	216,098	278,622	-	-	-	141,317
	21,398,349	1,970,402	302,045	-	1,809,591	-	21,257,115

2017

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
Artworks	5,542	-	5,542
Land	4,597,787	-	4,597,787
Buildings	18,338,576	5,383,485	12,955,091
Plant & Equipment	3,806,921	3,041,348	765,572
Furniture & Fittings	3,081,805	2,468,678	612,927
Motor Vehicles/Tractors	506,430	432,571	75,859
Electronic Equipment	3,832,817	3,270,418	662,499
Sports Equipment	592,848	508,268	84,380
Library	483,314	324,738	158,577
Hockey Turf	1,234,567	1,204,377	30,190
Sports Turf	952,194	407,093	545,101
Text Books	1,717,436	1,584,397	133,039
Tennis Courts	64,680	64,678	2
Sand Carpet	685,219	289,278	395,941
Laptop Lease	245,193	151,903	93,290
Capital Work in Progress	141,316	-	141,316
	40,368,344	19,111,230	21,257,115

2016 Parent and Group	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Disposal	Total (NBV)
	\$	\$	\$	\$	\$	\$	\$
Artworks	5,542	-	-	-	-	-	5,542
Land - School	4,597,787	-	-	-	-	-	4,597,787
Buildings - School	10,905,908	2,850,188	10,710	-	481,098	198	13,064,485
Plant & Equipment	795,445	218,953	31,876	-	188,447	22,836	804,810
Furniture & Fittings	550,757	201,911	19,684	-	132,788	16,804	617,020
Motor Vehicles/Tractors	77,468	52,237	49,898	-	33,028	49,898	98,677
Electronic Equipment	808,560	292,871	-	-	412,780	-	688,650
Sports Equipment	118,104	33,908	-	-	43,291	-	108,721
Library	172,175	92,845	37,212	-	23,555	21,519	165,572
Hockey Turf	147,020	-	-	-	58,420	-	88,609
Sports Turf	34,427	584,100	-	-	11,301	-	607,226
Text Books	163,209	115,101	2,098	-	117,083	1,576	160,705
Tennis Courts	325	-	-	-	323	-	2
Sand Carpet	56,557	-	-	-	23,816	-	32,750
Laptop Lease	-	207,757	-	-	51,905	-	155,853
Capital Work in Progress	357,705	-	153,865	-	-	-	203,840
	18,791,084	4,387,879	305,343	-	1,587,813	112,830	21,398,349

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

2016	Cost/Value	Accumulated Depreciation	Book Value
	\$	\$	\$
Artworks	5,542	-	5,542
Land	4,597,787	-	4,597,787
Buildings	17,912,163	4,847,679	13,064,485
Plant & Equipment	3,652,034	2,847,126	804,909
Furniture & Fittings	2,943,612	2,326,481	617,020
Motor Vehicles/Tractors	489,630	392,863	96,777
Electronic Equipment	3,523,523	2,834,864	688,658
Sports Equipment	587,892	459,172	108,720
Library	465,928	300,356	165,573
Hockey Turf	1,234,567	1,145,957	88,610
Sports Turf	952,194	344,971	607,223
Text Books	1,642,083	1,481,378	160,704
Tennis Courts	64,680	64,680	-
Sand Carpet	238,167	205,417	32,749
Laptop Lease	207,757	51,905	155,853
Capital Work in Progress	203,840	-	203,840
	38,701,200	17,302,848	21,398,349

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

	2017		2016	
	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 ORA Pavilion, Sports Turf Centennial Theatre Complex, Swimming Pool Changing Rooms, Trolley Shed, Tennis Courts, Clive Rd and Barnett Cres Residential properties.

18) Intangible Asset

The School's intangible assets are made up of acquired computer software.

2017	Opening	Additions	Disposals	Impairment	Closing
	\$	\$	\$	\$	\$
Cost					
Intangible Assets (Cost)	203,421	-	-	-	203,421
Balance at 31 December 2017	203,421	-	-	-	203,421
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	179,853	20,264	-	-	200,117
Closing Balance at 31 December 2017	179,853	20,264	-	-	200,117
Net Book Value at 31 December 2017	23,568	(20,264)	-	-	3,304

2016	Opening	Additions	Disposals	Impairment	Closing
	\$	\$	\$	\$	\$
Cost					
Intangible Assets (Cost)	203,421	-	-	-	203,421
Balance at 31 December 2016	203,421	-	-	-	203,421
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	156,101	23,752	-	-	179,853
Closing Balance at 31 December 2016	156,101	23,752	-	-	179,853
Net Book Value at 31 December 2016	47,320	(23,752)	-	-	23,568

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

19) Provision for Cyclical Maintenance

	2017	2018
	Parent/Group	Parent/Group
	\$	\$
Provision at the start of the year	1,352,338	1,404,506
Increase in the provision during the year	134,000	134,000
Less use of the provision during the year	(228,006)	(185,168)
Provision at the end of the year	1,258,331	1,352,338
Cyclical Maintenance - Current	153,455	185,168
Cyclical Maintenance - Term	1,104,876	1,165,170
	1,258,331	1,352,338

The School has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at the reporting date. The provision has not been adjusted for inflation and the effect of the time value of money.

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

20) Financial Instruments

Details of financial instruments are presented in notes 10, 13 and 22.
 Further information is as follows:

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

	2017 Actual Parent \$	2017 Actual Group \$	2017 Budget Parent \$ Unaudited	2017 Budget Group \$ Unaudited	2016 Actual Parent \$	2016 Actual Group \$
Loans, receivables and derivatives						
Derivative Financial instrument assets	1,187	1,187	-	-	-	-
Derivative Financial instrument liabilities	-	-	-	-	(32,675)	(32,675)
Cash and Cash Equivalents	1,037,097	1,267,544	4,515,958	4,654,281	820,249	958,572
Receivables	1,312,164	1,285,317	1,400,000	1,413,008	1,582,074	1,530,170
Investments - Term Deposits	1,500,000	3,240,068	-	1,833,252	2,008,689	3,841,941
Total Financial Assets	3,850,448	5,794,117	5,915,958	7,900,541	4,358,337	6,298,007
Financial liabilities measured at amortised cost						
Payables	2,140,132	2,153,738	2,432,500	2,440,786	2,195,082	2,203,358
Mortgage	-	-	274,316	274,316	399,581	399,581
Finance Leases	100,952	100,852	-	-	161,199	161,199
Total Financial Liabilities Measured at Amortised Cost	2,241,083	2,254,689	2,706,816	2,715,102	2,755,862	2,764,148

Fair Value

The fair value of financial instruments is the carrying value. See notes 10, 13 and 23 for the fair value of deposits and 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 Act 1989 all surplus moneys are invested with registered banks.

The following cash and deposit balances, including trust balances, represent concentrations of credit risk.

	2017 \$ Parent	2017 \$ Group	2016 \$ Parent	2016 \$ Group
Bank of New Zealand Ltd	47,292	50,089	212,321	217,093
ASB Bank Ltd	988,108	1,050,102	606,206	608,078
Westpac	86	86	86	86
FNZC - Custodian cash account for Combined Trust	-	165,528	-	131,601
Rabobank	1,811	1,740	1,635	1,802
Short-term deposits with maturities more than 3 months	1,500,000	3,240,068	2,008,689	3,841,941
	2,537,097	4,507,612	2,828,938	4,800,513
Accrued interest	8,659	28,252	7,861	20,868
	2,545,756	4,535,864	2,836,799	4,821,381

At certain points during the year the concentration of credit risk in all banks for the Group was up to \$2,925,361. (2016: \$3,390,374)

At certain points during the year the concentration of credit risk from Combined Trust investment held in First New Zealand Capital is up to \$1,582,252. (2016: \$1,410,139)

Interest Rate Risk

The Board's treasury policy objectives are to:

- a) ensure there is sufficient liquidity to meet operational commitments;
- b) invest in risk free or near risk free investments;
- c) purchase investments with a range of maturity dates.

The maturity periods of the investments are as follows:

	2017 \$ Parent/Group	2016 \$ Parent/Group
Within 180 Days	851,957	851,957
Linked to repayment of ASB Mortgage (see note 21)	-	500,000

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

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

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.

Parent	Carrying Amount	Contractual Cash Flows	Within One Year	More than 1 Year
2017				
Payables (excluding income in advance, taxes payable and grants received subject to conditions)	2,140,132	2,140,132	2,140,132	-
Finance Leases	100,952	100,952	79,673	21,279
Secured Loans	-	-	-	-
	2,241,083	2,241,083	2,219,804	21,279
2016				
Payables (excluding income in advance, taxes payable and grants received subject to conditions)	2,195,082	2,195,082	2,195,082	-
Finance Leases	161,199	161,199	67,317	93,882
Secured Loans	399,581	399,581	80,769	318,812
	2,755,862	2,755,862	2,343,168	412,694

Fair Value Hierarchy

For those instruments recognised at fair value in the statement of financial position, fair values are determined according to the following hierarchy:

- Quoted market prices (level 1) - Financial instruments with quoted prices for identical instruments in active markets.
- Valuation techniques using observable inputs (level 2) - Financial instruments with quoted prices for similar instruments in active markets or similar instruments in inactive markets and financial instruments valued models where all significant inputs are observable.
- Valuation techniques with significant non-observable inputs (level 3) - Financial instruments valued using models where one or more significant inputs are not observable.

The following table analysis the basis of the valuation of classes of financial instruments measured at fair value in the statement of financial position.

	Valuation Technique	
	Cost	Quoted market price
2017	\$	\$
Financial Liabilities		
Forward GBP Contracts	189,036	189,036
2016		
Financial Liabilities		
Forward GBP Contracts	478,388	478,388

Auckland Grammar School
Notes To The Financial Statements
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21) Mortgage

ASB Bank Limited is owed \$Nil (2016: \$399,581).

As at 31 December 2017, the analysis of the loan was:

Repayments falling due within 12 months

After 12 months

2017	2016
-	80,769
-	318,812
-	399,581

22) Derivative Financial Instruments

2017	2016
(1,187)	32,675

The derivative financial instruments relate to the difference between the stated value of the foreign exchange forward cover at value date and the reporting date.

The notional principal amounts of outstanding forward foreign exchange contracts in NZ\$ were:

2017	2016
189,036	478,388

The foreign currency principal amounts were GBP (£)

2017	2016
100,000	250,000

The value of forward foreign exchange contracts have been determined using spot rate as at Balance Date, the unrealised gain/(loss) is reflected in the statement of comprehensive revenue and expenses.

23) Funds Held on Behalf of Ministry and Tertiary Commission for Projects

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

2017

Particulars

Gateway Initiative with Tertiary Education Commission

Funds held on behalf of MOE and Tertiary Commission (Note 16)

Art Co-ordinators Project

2016-19.5 YA funded projects as listed below

Water Main Upgrade 1

Water Main Upgrade 2

Electrical Upgrade - Art

cctv

Seismic Strengthening

Main Block Toilet Upgrade

Main Block Ground Floor Covering Upgrade

Opening Balance	Receipts/ Invoiced	Payments/ Reversals	Closing Balance
40,773	51,938	55,455	37,256
-	-	-	37,256
18,958	7,580	6,100	20,438
(41,398)	5,430	-	(35,968)
(38,885)	93,800	54,915	-
-	38,500	38,500	-
-	19,115	19,115	-
-	100,000	40,962	59,048
-	85,728	96,364	(9,636)
-	80,847	-	80,847
(80,283)	424,420	249,846	94,291
(61,325)	-	-	114,729

Funds held on behalf of MOE and Tertiary Commission (Note 16)

2016

Particulars

Gateway Initiative with Tertiary Education Commission

Funds held on behalf of MOE and Tertiary Commission (Note 16)

Art Co-ordinators Project

New Classroom Block Project

2017-2017.5 YA funded projects as listed below

Electrical Upgrade

Water Main Upgrade 1

Water Main Upgrade 2

Stormwater Upgrade 1

Opening Balance	Receipts/ Invoiced	Payments/ Reversals	Closing Balance
33,559	50,267	43,053	40,773
-	-	-	40,773
8,201	11,502	1,745	18,958
-	-	-	-
53,540	5,580	59,600	-
28,977	51,793	120,168	(41,398)
-	-	38,885	(38,885)
46,846	(26,741)	20,105	-
127,463	31,012	238,768	(80,283)
(136,664)	-	-	(61,325)

Funds held on behalf of MOE and Tertiary Commission (Note 11)

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

24) 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 of Trustees 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 \$39,714 (2016: \$39,416) to the School and provided \$37,226 (2016: \$47,846) for awards and prizes.

The Proprietor of the School (Ministry of Education) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred has been disclosed appropriately.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current year is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

Monies are fundraised for the benefit of the school by a separately registered incorporated society, Auckland Grammar School Headmaster's Council (Inc).

During the year, the Council reimbursed \$6000 (2016: \$6000) towards school prize giving and is included in the year end accounts receivable.

The year end balance is \$24,832 (2016: \$35,777).

During the year, the Council have donated \$60,000 (2016: \$50,000) for the Augusta Fundraising Campaign for the new classroom block.

Monies are also fundraised for the benefit of the school by a separately registered Charitable Trust, Auckland Grammar School Foundation Trust. Transactions during the year represent normal business expenditure. The Trust approved a donation of \$120,000 (2016: \$120,000) for School's ongoing capital expenditure and development office cost contribution.

Amount receivable at year end is \$46,261 (2016: \$315,381) and amount payable at year end is \$4,143.61 (2016: \$107,003).

Capital contribution collected on behalf of Auckland Grammar School by the Trust for the Augusta Fundraising Campaign during the year amount to \$61,200 (2016: \$111,050).

The Outdoor Education Trust charges an annual rent of \$20,000 (2016: \$20,000) for the use of the Venture Lodge and that exact amount is included in Accounts payable. It is payable as a normal business expense. A replacement roof for the Venture Lodge has been funded by the School.

The year end balance is -\$124,762 (2016: -\$22,264).

The Auckland Grammar School Old Boy's Association (AGSOBS) contributes to a variety of services provided by the School including the AD Augusta magazine. The payments during the year is \$13,270 (2016: \$28,980).

The Headmaster resides in one of the School owned houses for which he pays an market-related arm's length rent.

Remuneration**25) Key Management personnel compensation**

Key management personnel of the School include all Board of Trustees, Headmaster, Associate Headmasters, Deputy Headmasters, Director of Finance and Infrastructure, Support Service Directors, and Heads of Faculty.

	2017	2016
Salaries and other short-term employee benefits	2,376,752	2,287,864
Post-employment benefits	-	-
Other long-term benefits	-	-
Termination benefits	-	-
	2,376,752	2,287,864

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	2017 Actual	2016 Actual
Total	32,135	-
Number of People	1	-

Committee members remuneration**26)**

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.

	2017 Actual	2017 Budget	2016 Actual
	\$	\$	\$
Total value	Nil	Nil	Nil

Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017

27) Board of trustees 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 of trustees 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.

	2017 Actual FTE	2017 Actual 6	2017 Budget \$ Unaudited	2016 Actual 6
Total value		0.67	5,000	5,000

28) Headmaster and Senior Staff Remuneration**Headmaster:**

Total remuneration and benefits paid to the Headmaster in 2017

	2017 Actual \$000	2016 Actual \$000
Annual remuneration	260,270	260,280

Senior Staff

There were twelve employees (nine in 2016) whose individual salaries are \$100,000 per annum or above and are reported in brackets of \$10,000 as under:

	2017	2016
Number of employees in \$100,000 - \$110,000	4	2
Number of employees in \$110,000 - \$120,000	-	-
Number of employees in \$120,000 - \$130,000	3	3
Number of employees in \$130,000 - \$140,000	1	3
Number of employees in \$140,000 - \$150,000	3	-
Number of employees in \$150,000 - \$160,000	-	1
Number of employees in \$160,000 - \$170,000	-	-
Number of employees in \$170,000 - \$180,000	1	-
Total value of remuneration	\$ 1,516,867	\$ 1,148,908

29) 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	80%	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 derive 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 2017

30) Leases

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

Finance Lease	2017 Actual Parent/Group \$	2016 Actual Parent/Group \$
No later than one year	79,673	67,317
Later than one year and no later than five years	21,279	93,882
	<u>100,952</u>	<u>161,199</u>

31) Commitments**Capital Commitments**

The School had the following commitments that existed at balance date other than the normal capital expenditure reflected through Work-in-progress and Ministry project notes 17 and 25 respectively.

	2017 Actual Parent/Group \$	2016 Actual Parent/Group \$
NZ Uniform Consignment Stock	235,881	520,965
Computer Equipment	157,604	310,666
Wireless and Networking Upgrade	184,281	-
Hockey turf replacement	285,000	-

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.

**Auckland Grammar School
Notes To The Financial Statements
For the Year Ended 31 December 2017**

32) Managing Capital

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

33) Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017.
(Contingent liabilities and assets at 31 December 2016: nil).

34) Events After Balance Date

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

35) 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	Proportion of ownership interest and voting power held by the		Value of investment \$000	
			2017	2016	2017	2016
Auckland Grammar School Combined Trust	To give Stewardship to donated funds and recommendation to the Annual Awards.	Auckland, New Zealand	100%	100%	1,933	1,931

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

The Trust is a registered charity, (CC41301).

BOARD OF TRUSTEES

A J BLACKBURN BCom LLB (Chairman)

G AITKEN MA (Hons)
T BASSETT BE (Hons) ME MBA
R J CHISHOLM BCom (AGR)
A CLELAND (Mrs) MBA (Terms 1&2)
G GRAHAM BCom ACA
R HAMILTON BCom BSc

G JAYARAM (Mrs) BCA MBA
S LOBB BCom CA
K LOTU-I'IGA BCom LLB
M R MALPASS BE (Hons) MBA NZCE (Mech)
T M O'CONNOR BEd (Headmaster)
G M SANDELIN BA LLB (Deputy Chairman)

Staff Representative: F L (Mrs) HAY-MACKENZIE
MA (Hons) LLB
Student Representative: J LERNER (Terms 1 - 3)
Z ZHU (Term 4)
Board Secretary: P J GARGIULO BSc (Hons)

LEADERSHIP TEAM

Headmaster: T M O'CONNOR BEd

Associate Headmaster-Senior School: D A J WATSON BA (Hons); Associate Headmaster-Junior School: B D SKEEN BA BCom

Deputy Headmaster-Senior School: K F SIMENTO (MSc); Deputy Headmaster-Junior School: P D MORTON BPE;

Deputy Headmaster-Human Resources: J M BLYTH BCom; Director of Finance & Infrastructure: I PALFREY MCom (Hons) CA; Director of Advancement: A J STANES BA, CFRE

FACULTY HEADS

Arts and Technology: M P BENNETT BA (Hons) (Terms 1 - 3)
S BLUETT (Miss) BDes (Hons) (Term 4) [Art]
Commerce: J H H WILSON BA [Economics]
English: C LAING MA
Languages: W T BUCKINGHAM MA (Hons) LLB [Latin]
Mathematics: G P LEEUW BSc
Physical and Outdoor Education: D M R ASKEW BPE
Science: B A McGOWAN (Ms) BSc BA (Hons)
Social Science: J S ETTY MA PhD [History]
Vocational & Assisted Learning: G J EDWARDS

DIRECTORS

Director of Boarding: D M ORAM BA
Director of E-Learning: C DUNN BA
Director of Enrolment: V BERRY (Mrs) LLB
Director of Guidance & Career Development: C T McKAIN MA (Hons) MEd (Hons)
Director of Information Services: C WATT MCSA
Director of International: R FENTON (Ms) BBS (Terms 1 & 4) Mr D I REDDISH BCA (Terms 2 & 3)
Director of Library Services: J WARNER BA
Director of Property Services: D HUNT
Director of Sports Development: D M R ASKEW BPE
Director of Teaching & Learning Services: B A McGOWAN (Ms) BA (Hons) BSc

TEACHING STAFF

T ANTONI (Ms) BS MA
B B BAHLMANN BA MEd
A S BARGERY MESci PhD
F F BEN BSc
I S BILLCLIFF BPE
A B BIRTWISTLE (Mrs) BA [SCT]
* S G BLACKWELL BEd [Health] [Discipline Assistant Form 5]
P A BLOMELEY MSc
* S BLUETT (Miss) BDes (Hons) [Art]
* J K BLYTH (Mrs) MA (Hons) [Learning Support]
J E BONNYWELL BSc (Hons) [Form 5 Dean]
* J W BORICH BCom/LLB [Accounting]
J C M BOROUGHS BFA
N S BOTHERWAY (Miss) BDes (Hons)
C D BOYD BSc
J BOYD (Mrs) MA (Hons)
* M J BURGESS BSc [Physics]
* T E CAIN BSc [Japanese]
M CALVERLEY BEd (Hons) (Terms 1 - 3)
R G CARR BSc (Hons) PhD
C CHATEAU (Mrs) BA (Hons)
R A CLARKSON BCom CA
R B COOK BSc [Dean of International Students]
L R CORRAY BSc
* M CROOK BSc [EOTC] [Technology] (Term 4)
J O CROOKS BPE
A DAS MSc (Mrs)
P J DAVIES BSc (Hons) (Terms 1 & 2)
A P DEIGHAN BSc (Hons) (Terms 3 & 4)
R C DICKSON BSc (Hons)
* J DONALDSON MMus [Music]
M Z-Y DONG BA
+ S M DRAPER BSc
M E DYER-CAUSTON Ms Dip Fine Arts
P EASINGWOOD BA
G J EDWARDS ATC
G T S ELISE BA
* J S ETTY MA PhD [History]
M J FERGUSON BSc
R A FERGUSON (Mrs) BA
D FONSECA BCom CPA
C FORSTER (Miss) BA LLB (Hons)
J M FRISBY BEd (Hons)
M R GARD BA
J M GEBBETT BSc (Hons) [Associate Dean Form 4 Terms 1 -3] [Dean Form 3 Term 4]
L G GILBERT (Mrs) BA (Hons)
+ G C GILLARD BSc PhD
R J GORDON BCom

N L GOULD (Mrs) BSc
A C GREEN (Mrs) BSc (Hons) (Counsellor)
R C GREENSLADE (Mrs) BDes (Hons) (Terms 3 & 4)
R A GROVER BA (Term 1)
J C GUNSON BA
* J L HANTZ BEd [PE]
E HARE BMus [Discipline Assistant Form 6]
J B HASLER BA (Hons)
F HASZARD BA BCom (Form 7 Dean)
E J HAY (Ms) BSc (Hons) (Terms 3 & 4)
* F L HAY-MACKENZIE (Mrs) MA (Hons) LLB [Classics]
S HAYWOOD (Ms) MA (Hons) [SCT]
+ D Y HELLEUR BA
D T HILL BA (Hons)
+ M-E HINTON (Mrs) BFA
G HODGES BSc
L HODGES (Mrs) BSc
G G HOLLIER BSc
S J HUNTER BSc [Associate Dean Senior School]
E HYDE-HILLS (Mrs) MEd (Terms 1 & 2)
K JACOBS HDE
* G C D JENNINGS BSc (Hons) [Junior Science]
B D JOHN BA [Form 3 Dean] (Terms 1 -3)
[Form 6 Dean (Term 4)]
D L JOHNSON MA (Hons) (Term 1)
E O JONES BEd (Hons)
S C JORDAN BA
T W KENSINGTON BA
D KESHWARA (Mrs) BBS
* S KESHWARA BSc (Hons) [Chemistry]
S W KING BA HDE
H K KLER (Mrs) BA
R D KNIGHTS BA
M LANGDON BSc
S A LASSCHE BSc (Hons)
Y B LAZARUS (Mrs) BEd
M R LEE BSc (Hons)
S M LEE BSc
W R LINCOLN MA (Hons)
* N L LOBB BA [Te Reo Maori]
R LORY (Mrs) BA
C R D LOWE BPE [Associate Dean Form 3]
G J MAGUIRE MSc (Hons)
W W MALING BSR
D J MARTIN BA BCom
G R MARTIN MBA (Counsellor)
G P McCULLOUGH BEng (Hons)
+ D McCUTCHEON (Mrs) TTC
* M E McNEILL (Ms) MA (Hons) [Spanish]
D H MELLOR BA

+ G MILLER (Mrs) MBA (Term 1)
B C MOORE (Mrs) BSc (Terms 2 - 4)
T E MOORE MA
W D MOORE BA BSc (Terms 1 - 4)
* D B NEWTON BA (Hons) [Business Studies]
I NGARA MEd
B NGUYEN MSc (Term 2)
* C A OATES BEd (Hons) [Social Studies]
* M R PATON MA (Hons) [Geography]
F M PIERI LLB
S R PIKE BSc
N K PILLAY BA
L POTOCKY-PACAY (Miss) BA (Hons)
M J F POULSEN BSc
B J PROCTOR (Mrs) BA
L W QUELCH BA
J J S REHU BSc
C RELIS (Ms) MSc
L J RICE BA MEd (Term 1)
B D RICHARDSON BPE (Hons)
J P ROBERTS BPE
+ E C R ROXBURGH (Mrs) BA BMus (Hons)
J J SAMY (Ms) BCom CA
B C SCHMIDT BSc
P J SHORE BSc
R L SIMENTO (Mrs) MSc
R SINCLAIR MA (Term 1)
J E SMITH BSc BCA
* T J SMITH BSc (Hons) [Form 6 Dean] (Terms 1 - 3)
[Biology] (Term 4)
A M SPARKS MA
M TAITO BA (Counsellor)
R K TAYLOR (Miss) BA (Hons)
N THACKER (Miss) BA (Hons) (Term 2 - 4)
R M THOM BA
* M R THOMSON BSc [Biology] (Terms 1 - 3)
W VAN DER LINDE BEd
A VAN HEERDEN (Ms) BSc (Hons)
J VAN NIEKERK BA BEd
D R WADAMS MEd Mgt (Hons) [SCT]
B WASSON BMus
C A WATERS (Miss) BA
* F WATSON (Miss) MA (Hons) [French]
J J WHELAN BA
* L WHITE (Mrs) MA (Hons) [ESOL]
F J WILSON BSc
R C WOLFF (Miss) BSc
N P T T WOLFKAMP BVis Arts
S WOOLLARD (Ms) MSc (Hons)
S WRIGHT BE (Hons)
J S-J YEY BA [Form 4 Dean]
* Department Head + Part time #Long Term Reliever

ADMINISTRATION

Headmaster's Secretary: Mrs C M WILKINSON. Accountant: Ms J LI CA. Assistant Accountant: Mrs K BLANK. Accounts Officer: Mrs S LOUKINE. Accounts Assistant: Mrs E PIKE, Miss L ORTEGA. Payroll: Ms S HATTON. Head of Sport: Mr D J MACKAY BSR. Leadership Team Secretary: Ms J C SADLER MSc (Hons). Head Librarian: Ms J L McCORMICK BSc. Librarians: Mrs A V McLEAN BBS MLIS, Ms K E NICHOLAS MLIS. Laboratory Manager: Ms P M GRANDISON MSc (Hons). Laboratory Assistant: Mrs P BULLOCK (Term 1), Ms E PENAFLOR (Terms 2 & 3), Ms Y ZHU (Term 4). Lab Technician: Mr W T M GRUITJERS PhD. Administrators: Mrs C H JOHNSTON BA ATCL (Soc. Sciences), Ms S DUNCAN (Music). Mrs S CURRY (English/Mathematics). Ms B L CRAW (Enrolments) (Term 1), Mrs L NEPIA (Terms 2 - 4). Mrs D METAHYSA BA (Library/Art). Mrs M RICHARDSON, Ms M NATHOO (Student Services). Mrs H G TAITO (Counsellor) (Term 3). Mrs C M DOWDEN (Transition). Mrs K OSBORNE (Gateway). Advancement Officer: Mr D I REDDISH BCA. Events Manager: Ms M ESPLIN BFA MM. Events & Administrative Co-ordinator: Mrs A-L R GRAHAM. Database Officer: Mrs H EYRES BSc. Publications Manager: Mrs A W HARKNESS BA. 150th Coordinator: Mrs F J ROSENBERG (Term 4). Student Management System Manager: Mrs L M SUTCLIFFE (Term 1), Ms B L CRAW (Terms 2 - 4). Student Assessment & Reporting Assistant: Ms E R BOLT. Attendance Officer: Ms R KHAN. Clerical Assistant: Mrs P J JONES. Helpdesk ICT: Mr G L WELLS BA MCSA, Mr J C SIMONS. Digital Content Producer: Mrs A J BOOTH BComms. Teacher Aides: Mr S BIDET MA, Mr A BLYTH, Mrs M W BRITTON MA, Miss A EVANS, Mrs M GRIFFITHS, Mr B S OLSEN, Mrs M PASCOE BSc, Mr N J PYTHIAN BCom, Mrs D VIRGO. French Assistant: Ms A TREMELO. Spanish Assistant: Ms M HERNANDEZ-VIDAL. International Student Welfare Manager: Mrs S B HESLIN. International Student Assistant: Miss J KWON BA. Archivist: Mr P W PATON BA (Term 1), Mr P J D STANES BSc BE (Hons) (Terms 2 - 4). Nurse: Mrs J M KLAASSEN, Mrs J LITTLE. School Shop: Mrs C FERGUSON, Mrs L J M WATERS, Mrs N WATSON BA. Rowing Coach: Mr M ARMS. Venturelodge Manager: Ms K LAUGHTON. Theatre Manager: Mr W J BRINSLEY. Hostel Matrons: Miss S BAILEY, Ms J CATES (Terms 3 & 4), Mrs A OLIVER, Ms D OTTE. Facilities Manager: Ms M LEESON. Caretaker: Mr D A HUDSON. Maintenance: Mr G MORIN, Mr K SHABANI. Print Room: Mrs L NEPIA (Term 1), Mrs F MAKAPATAMA (Terms 2 - 4).



Statement of Resources

Non-Teaching Support Staff

The Board of Trustees employs 57.6 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 and to boys before and after school. An additional 315 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:

- A new all-weather multi-sport artificial turf
- a fully equipped theatre/auditorium that seats 360
- an excellent music suite
- 1 gymnasium and 1 Cambridge Study Centre
- 15 hectares of land with 3 pavilions
- an external heated swimming pool
- 6 surfaced tennis courts
- 1 artificial all-weather playing surface
- 1 artificial Hockey turf
- 1 Sports Centre
- 1 Old Boys' Pavilion with squash courts
- access to an outdoor education facility at Ohakune, by agreement with the Outdoor Education Trust to pursue outdoor education and geographic field trips.



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, 109.73 teaching spaces, Great Hall, gymnasia, auditorium, three pavilions, 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 in that the land adjoins the School and the School was presented with an opportunity to acquire it for the purposes of future development. Meanwhile, the homes have been renovated and are leased at market rates.

Textbooks and Library Books

Every class at every level is adequately supplied with textbooks where they are required. The Library contains over 12,000 volumes. The Library continued to be upgraded during the year to provide the students with more access to computer aided research facilities. There are 33 PCs available for student use in the Library.

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 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 380 half days in 2017 (2016 - 380 half days)



Board of Trustees

The following were members of the Board of Trustees:

Name	Occupation	Term of Appointment Expires	Appointed By
T Bassett	Civil Engineer	10 June 2019	Parents
G Aitken	Director of Education Initiatives	10 June 2019	University of Auckland
A J Blackburn	Consultant	10 June 2019	Parents
R J Chisholm	Company Director	10 June 2019	Parents
A Cleland *	University	10 June 2019	University of Auckland
G Graham	Accountant	10 June 2019	Old Boys' Association
R Hamilton	C.F.O.	10 June 2019	Parents
F Hay-Mackenzie	Teacher	10 June 2019	Staff Representative
G Jayaram	Consultant	10 June 2019	Co-opted
S Lobb	Chartered Accountant	10 June 2019	Old Boys' Association
K Lotu-liga	General Manager	10 June 2019	Parents
M Malpass	Group Executive	10 June 2019	Headmaster's Council
T O'Connor	Headmaster	10 June 2019	Headmaster
G M Sandelin	Solicitor	10 June 2019	Parents
J Lerner **	Student	October 2017	Student Representative
Z Zhu	Student	October 2018	Student Representative

* Resigned June 2017

** Resigned October 2017

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF AUCKLAND GRAMMAR SCHOOL'S GROUP FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

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 Horwath 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 61 to 86, that comprise the statements of financial position as at 31 December 2017, 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 2017; 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 31 May 2018. 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 of Trustees 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.

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board of Trustees' responsibilities arise from the Education Act 1969.

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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the 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 Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other Information

The Board of Trustees is responsible for the other information. The other information obtained at the date of our report is the Headmaster's Report, the Mission Statement, the General Objectives, the Annual Variance Report and the Statement of Resources, which are attached to the financial statements, but does not include the financial statements, and our auditor's report thereon.

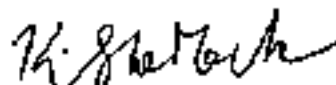
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): *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
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

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