

# **Auckland Girls' Grammar School**

## **Annual Report for the year ended 31 December 2018**

<b>Ministry Number:</b>	0053
<b>Principal:</b>	Ngaire Ashmore
<b>School Address:</b>	Howe Street, Auckland
<b>School Postal Address:</b>	PO Box 68053, Auckland 1141
<b>School Phone:</b>	09 307 4180
<b>School Email:</b>	admin@aggs.school.nz
<b>Service Provider:</b>	Edtech Financial Services Ltd

## Auckland Girls' Grammar School

# Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How position on Board gained	Occupation	Term expired/expires
Marie Holo	Finance Committee Chair	Co-opted	BNZ Bank Manager	Jun-19
Margaret Cotter	Deputy Chair	Elected	Retired Teacher	Jun-19
Adele Hamilton	Parent Rep	Elected	Health Consultant	Jun-19
Tania Tarawa	Parent Rep	Elected	Strategic Projects Manager	Jun-19
Sao Timaloa	Parent Rep	Elected	Solicitor	Jun-19
Sarah Welch	Board Chair	Elected	Eye Surgeon	Jun-19
Michael Cabral-Tarry	Staff Rep	Elected	Teacher	Jun-19
Gary Bramley	Parent Rep	Co-opted	Ecologist	Jun-19
Ngaire Ashmore	Principal	Principal	Principal	
Sally Dalzell	LSM	LSM	LSM	Nov-18
Lauryn Patea	Student Rep	Elected	Student	Sep-18
Harleen Rangi Singh	Student Rep	Elected	Student	Sep-19

# **Auckland Girls' Grammar School**

## **Annual Report**

For the year ended 31 December 2018

### **Index**

<b>Page</b>	<b>Statement</b>
-------------	------------------

#### **Financial Statements**

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 10	Statement of Accounting Policies
11 - 18	Notes to the Financial Statements

#### **Other Information**

Analysis of Variance

Kiwisport

**Auckland Girls' Grammar School**  
**Statement of Responsibility**  
For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Gary Bramley

---

Full Name of Board Chairperson



---

Signature of Board Chairperson

14<sup>th</sup> May 2019

---

Date:

Ngaire Ashmore

---

Full Name of Principal



---

Signature of Principal

14<sup>th</sup> May 2019

---

Date:

# Auckland Girls' Grammar School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	12,276,486	11,666,184	13,065,917
Locally Raised Funds	3	1,355,419	1,382,479	1,420,981
Interest Earned		94,132	70,000	81,626
International Students	4	335,352	226,000	341,227
Other Revenue		5,000	-	-
		14,066,389	13,344,663	14,909,751
<b>Expenses</b>				
Locally Raised Funds	3	996,812	856,225	1,005,859
International Students	4	164,546	138,529	152,077
Learning Resources	5	7,517,902	7,717,384	8,381,480
Administration	6	685,700	665,260	663,322
Finance Costs		12,000	3,200	18,959
Property	7	4,376,589	3,934,025	4,474,218
Depreciation	8	449,445	450,000	502,492
Loss on Disposal of Property, Plant and Equipment		17,730	-	1,858
		14,220,724	13,764,623	15,200,265
<b>Net Deficit for the year</b>		(154,335)	(419,960)	(290,514)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(154,335)	(419,960)	(290,514)

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



# Auckland Girls' Grammar School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Balance at 1 January</b>	5,446,893	5,446,893	5,737,407
Total comprehensive revenue and expense for the year	(154,335)	(419,960)	(290,514)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	25,786	-	-
<b>Equity at 31 December</b>	5,318,344	5,026,933	5,446,893
Retained Earnings	5,156,099	5,026,933	5,282,325
Reserves	162,245	-	164,568
<b>Equity at 31 December</b>	5,318,344	5,026,933	5,446,893

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



# Auckland Girls' Grammar School

## Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	726,551	699,762	866,273
Accounts Receivable	10	718,120	572,000	543,535
Prepayments		7,186	14,000	14,644
Inventories	11	7,243	89,000	89,310
Investments	12	2,230,812	2,000,000	2,308,252
		<u>3,689,912</u>	<u>3,374,762</u>	<u>3,822,014</u>
<b>Current Liabilities</b>				
GST Payable		4,125	100,000	127,756
Accounts Payable	14	537,598	611,000	630,539
Revenue Received in Advance	15	286,143	242,000	245,673
Provision for Cyclical Maintenance	16	55,000	26,000	50,940
Finance Lease Liability - Current Portion	17	68,983	59,750	109,606
Funds Held in Trust	18	274,646	259,000	259,257
Funds Held for Capital Works Projects	19	14,284	-	54,179
Funds Held for Teen Parent Unit	20	-	21,000	21,065
		<u>1,240,779</u>	<u>1,318,750</u>	<u>1,499,015</u>
<b>Working Capital Surplus/(Deficit)</b>		2,449,133	2,056,012	2,322,999
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	3,406,262	3,492,009	3,656,228
		<u>3,406,262</u>	<u>3,492,009</u>	<u>3,656,228</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	514,788	514,788	466,299
Finance Lease Liability	17	22,263	6,300	66,035
		<u>537,051</u>	<u>521,088</u>	<u>532,334</u>
<b>Net Assets</b>		<u>5,318,344</u>	<u>5,026,933</u>	<u>5,446,893</u>
<b>Equity</b>				
		<u>5,318,344</u>	<u>5,026,933</u>	<u>5,446,893</u>

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



# Auckland Girls' Grammar School

## Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,697,452	2,714,184	2,929,855
Locally Raised Funds		1,304,191	1,320,479	1,348,243
International Students		337,787	216,000	308,644
Goods and Services Tax (net)		(123,631)	(30,000)	137,057
Payments to Employees		(1,806,559)	(1,714,309)	(1,967,415)
Payments to Suppliers		(2,444,582)	(2,749,326)	(2,682,257)
Interest Paid		(12,000)	(3,200)	(18,959)
Interest Received		105,746	70,000	86,096
Net cash from / (to) the Operating Activities		58,404	(176,172)	141,264
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	(3,680)	-
Purchase of PPE (and Intangibles)		(188,118)	(4,638)	(218,916)
Purchase of Investments		-	(400,000)	(508,987)
Proceeds from Sale of Investments		77,440	226,400	-
Net cash from / (to) the Investing Activities		(110,678)	(181,918)	(727,903)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		25,786	-	-
Finance Lease Payments		(88,728)	-	(52,012)
Funds Administered on Behalf of Third Parties		15,389	19,000	15,616
Funds Held for Capital Works Projects		(39,895)	(55,000)	54,179
Net cash from / (to) Financing Activities		(87,448)	(36,000)	17,783
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(139,722)</b>	<b>(394,090)</b>	<b>(568,856)</b>
Cash and cash equivalents at the beginning of the year	9	866,273	1,093,852	1,435,129
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>726,551</b>	<b>699,762</b>	<b>866,273</b>

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 Girls' Grammar School

## Notes to the Financial Statements

For the year ended 31 December 2018

### 1. Statement of Accounting Policies

#### **Reporting Entity**

Auckland Girls' 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.

#### **Basis of Preparation**

##### **Reporting Period**

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

##### **Basis of Preparation**

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

##### **Financial Reporting Standards Applied**

The Education 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) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

##### **PBE Accounting Standards Reduced Disclosure Regime**

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

##### **Specific Accounting Policies**

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

##### **Critical Accounting Estimates And Assumptions**

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

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

##### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.



## Auckland Girls' Grammar School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### ***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 17.

#### ***Recognition of grants***

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

### **Revenue Recognition**

#### ***Government Grants***

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

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

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

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

#### ***Other Grants***

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

#### ***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.

#### ***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.

#### ***Finance Lease Payments***

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



## **Notes to the Financial Statements (cont.)**

For the year ended 31 December 2018

### **Cash and Cash Equivalents**

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

### **Accounts Receivable**

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

### **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. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

### **Investments**

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the School may incur on sale or other disposal.

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

### **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 and equipment acquired with individual values under \$500 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.



## Auckland Girls' Grammar School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### **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:

Buildings - School	18-40 years
Furniture and equipment	10-15 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Textbooks	6 years
Leased assets held under a Finance Lease	Over the term of the lease
Library resources	12.5% Diminishing value
Artworks owned by the school have not been depreciated.	

### **Impairment of property, plant, and equipment**

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 are 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.

### **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.

### **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 to but not yet taken at balance date.



## Auckland Girls' Grammar School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

### **Revenue Received in Advance**

Revenue received in advance relates to fees received from childcare grant in advance 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

### **Funds Held in Trust**

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

### **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).

### **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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

### **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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

### **Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

### **Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## Auckland Girls' Grammar School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 2 Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	2,328,452	2,325,980	2,469,486
Teachers' salaries grants	5,867,094	5,813,000	6,473,427
Use of Land and Buildings grants	3,547,057	3,100,000	3,632,179
Resource teachers learning and behaviour grants	-	13,900	13,913
Other MoE Grants	450,726	329,571	406,125
Other government grants	83,157	83,733	70,787
	<u>12,276,486</u>	<u>11,666,184</u>	<u>13,065,917</u>

## 3 Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	67,821	104,352	48,159
Fundraising	40,732	45,000	46,726
Other Revenue	955,672	875,310	913,331
Trading	153,326	154,145	173,855
Activities	137,868	203,672	238,910
	<u>1,355,419</u>	<u>1,382,479</u>	<u>1,420,981</u>
<b>Expenses</b>			
Activities	45,388	62,000	59,487
Trading	194,722	82,807	174,690
Overseas Travel	35,172	26,000	15,734
Other Expenses	721,530	685,418	755,948
	<u>996,812</u>	<u>856,225</u>	<u>1,005,859</u>
	<u>358,607</u>	<u>526,254</u>	<u>415,122</u>

*Surplus/ (Deficit) for the year Locally Raised Funds*

The overseas travel was for marketing purposes. The international director and principal went on the trip in order to increase the overseas student numbers. Expenditure was for flights, accommodation, agent events, food and transfers. The trip was funded from international students income.

## 4 International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	22	20	25
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
International student fees	335,352	226,000	341,227
<b>Expenses</b>			
Advertising	1,566	1,000	-
Commissions	38,666	29,000	29,163
International student levy	5,108	7,500	14,520
Employee Benefit - Salaries	104,916	96,029	103,490
Other Expenses	14,290	5,000	4,904
	<u>164,546</u>	<u>138,529</u>	<u>152,077</u>
	<u>170,806</u>	<u>87,471</u>	<u>189,150</u>

*Surplus/ (Deficit) for the year International Students*

## Auckland Girls' Grammar School

### Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

#### 5 Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	409,127	583,824	441,627
Information and communication technology	44,020	52,879	50,020
Extra-curricular activities	148,512	215,485	170,719
Library resources	8,556	10,000	4,299
Employee benefits - salaries	6,812,821	6,694,336	7,578,309
Staff development	18,610	50,760	45,913
TPU	76,256	110,100	90,593
	<u>7,517,902</u>	<u>7,717,384</u>	<u>8,381,480</u>

#### 6 Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	9,134	10,000	10,000
Board of Trustees Fees	4,600	7,000	5,115
Board of Trustees Expenses	77,618	75,250	90,415
Communication	18,464	16,500	12,464
Consumables	45,120	46,500	35,094
Legal Fees	-	2,000	-
Other	86,151	62,010	75,908
Employee Benefits - Salaries	381,205	370,000	359,046
Insurance	37,250	50,000	42,126
Service Providers, Contractors and Consultancy	26,158	26,000	33,154
	<u>685,700</u>	<u>665,260</u>	<u>663,322</u>

#### 7 Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	34,319	44,800	36,692
Consultancy and Contract Services	128,781	60,000	103,361
Cyclical Maintenance Expense	52,549	63,000	31,872
Grounds	39,519	44,500	28,031
Heat, Light and Water	125,423	146,000	142,654
Rates	193	-	188
Repairs and Maintenance	81,003	129,781	131,113
Use of Land and Buildings	3,547,057	3,100,000	3,632,179
Security	7,702	6,000	5,679
Employee Benefits - Salaries	360,043	339,944	362,449
	<u>4,376,589</u>	<u>3,934,025</u>	<u>4,474,218</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.





## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 8 Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	158,709	146,475	158,643
Furniture and Equipment	91,326	96,425	93,784
Information and Communication Technology	82,130	88,520	119,025
Motor Vehicles	4,289	3,680	4,000
Textbooks	20,314	30,900	21,402
Leased Assets	87,009	77,335	99,629
Library Resources	5,668	6,665	6,009
	<u>449,445</u>	<u>450,000</u>	<u>502,492</u>

## 9 Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	171	1,500	1,500
Bank Current Account	364,771	328,262	492,652
Bank Call Account	161,609	370,000	372,121
Short-term Bank Deposits	200,000	-	-
Cash and cash equivalents for Cash Flow Statement	<u>726,551</u>	<u>699,762</u>	<u>866,273</u>

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

Of the \$726,551 Cash and Cash Equivalents, \$14,284 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

## 10 Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	195,024	90,000	97,361
Receivables from the Ministry of Education	58,266	55,000	18,379
Interest Receivable	14,293	25,000	25,907
Bank Staffing Underuse	75,773	-	-
Teacher Salaries Grant Receivable	<u>374,764</u>	<u>402,000</u>	<u>401,888</u>
	<u>718,120</u>	<u>572,000</u>	<u>543,535</u>
Receivables from Exchange Transactions	209,317	115,000	123,268
Receivables from Non-Exchange Transactions	<u>508,803</u>	<u>457,000</u>	<u>420,267</u>
	<u>718,120</u>	<u>572,000</u>	<u>543,535</u>

## 11 Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	3,733	5,500	5,276
School Uniforms	2,471	83,000	83,462
Canteen	1,039	500	572
	<u>7,243</u>	<u>89,000</u>	<u>89,310</u>

## 12 Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	2,230,812	2,000,000	2,308,252
	<u>2,230,812</u>	<u>2,000,000</u>	<u>2,308,252</u>



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 13 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Artworks	690,030	-	-	-	-	690,030
Buildings	2,083,660	-	(6,658)	-	(158,709)	1,918,293
Furniture and equipment	476,904	69,668	(5,397)	-	(91,326)	449,849
Information and communication technology	151,995	83,729	(119)	-	(82,130)	153,475
Motor vehicles	7,333	10,000	-	-	(4,289)	13,044
Textbooks	54,465	15,879	-	-	(20,314)	50,030
Leased assets	149,779	29,091	-	-	(87,009)	91,861
Library resources	42,062	8,842	(5,556)	-	(5,668)	39,680
<b>Balance at 31 December 2018</b>	<b>3,656,228</b>	<b>217,209</b>	<b>(17,730)</b>	<b>-</b>	<b>(449,445)</b>	<b>3,406,262</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Artworks	690,030	-	690,030
Buildings	3,876,062	(1,957,769)	1,918,293
Furniture and equipment	2,241,982	(1,792,133)	449,849
Information and communication technology	1,292,304	(1,138,829)	153,475
Motor vehicles	39,333	(26,289)	13,044
Textbooks	478,093	(428,063)	50,030
Leased assets	305,883	(214,022)	91,861
Library resources	156,931	(117,251)	39,680
<b>Balance at 31 December 2018</b>	<b>9,080,618</b>	<b>(5,674,356)</b>	<b>3,406,262</b>

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is \$91,861 (2017: \$149,779).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Artworks	690,030	-	-	-	-	690,030
Buildings	2,213,697	28,606	-	-	(158,643)	2,083,660
Building improvements	-	-	-	-	-	-
Furniture and equipment	497,413	73,931	(656)	-	(93,784)	476,904
Information and communication technology	184,864	86,156	-	-	(119,025)	151,995
Motor vehicles	11,333	-	-	-	(4,000)	7,333
Textbooks	55,452	20,415	-	-	(21,402)	54,465
Leased assets	34,333	215,075	-	-	(99,629)	149,779
Library resources	39,465	9,808	(1,202)	-	(6,009)	42,062
<b>Balance at 31 December 2017</b>	<b>3,726,587</b>	<b>433,991</b>	<b>(1,858)</b>	<b>-</b>	<b>(502,492)</b>	<b>3,656,228</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Artworks	690,030	-	690,030
Buildings	3,892,208	(1,808,548)	2,083,660
Furniture and equipment	2,434,321	(1,957,417)	476,904
Information and communication technology	1,789,283	(1,637,288)	151,995
Motor vehicles	29,333	(22,000)	7,333
Textbooks	462,214	(407,749)	54,465
Leased assets	276,792	(127,013)	149,779
Library resources	170,626	(128,564)	42,062
<b>Balance at 31 December 2017</b>	<b>9,744,807</b>	<b>(6,088,579)</b>	<b>3,656,228</b>



# Auckland Girls' Grammar School

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 14 Accounts Payable

Operating creditors  
Employee Entitlements - salaries  
Employee Entitlements - leave accrual

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
93,540	144,000	144,689
391,105	402,000	420,929
52,953	65,000	64,921
537,598	611,000	630,539
537,598	611,000	630,539
537,598	611,000	630,539

Payables for Exchange Transactions

The carrying value of payables approximates their fair value.

### 15 Revenue Received in Advance

Grants in Advance - Ministry of Education  
International Student Fees  
Other

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
30,413	34,000	33,813
195,939	190,000	193,504
59,791	18,000	18,356
286,143	242,000	245,673
286,143	242,000	245,673

### 16 Provision for Cyclical Maintenance

Provision at the Start of the Year  
Increase to the Provision During the Year  
Use of the Provision During the Year  
Provision at the End of the Year

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
517,239	517,239	504,197
52,549	63,000	31,872
-	(39,451)	(18,830)
569,788	540,788	517,239
55,000	26,000	50,940
514,788	514,788	466,299
569,788	540,788	517,239

Cyclical Maintenance - Current  
Cyclical Maintenance - Term

### 17 Finance Lease Liability

The school has entered into a number of finance lease agreements for computers and photocopiers.  
Minimum lease payments payable (includes interest portion):

No Later than One Year  
Later than One Year and no Later than Five Years

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
73,308	59,750	120,552
24,847	6,300	68,642
98,154	66,050	189,194
98,154	66,050	189,194



# Auckland Girls' Grammar School

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 18 Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	274,646	259,000	259,257
	<u>274,646</u>	<u>259,000</u>	<u>259,257</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

### 19 Funds Held for Capital Works Projects

During the year the school received and applied funding from the Ministry of Education for the following capital works projects:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Rationalisation Cocoa House	<i>Completed</i>	54,179	11,469	65,648	-	-
G Block Gutter Replacement	<i>in progress</i>	-	12,125	-	-	12,125
Block H Carpet Replacement	<i>in progress</i>	-	13,655	13,655	-	-
Boiler Replacement-Flue	<i>in progress</i>	-	17,036	14,877	-	2,159
Gate 4 Drainage	<i>in progress</i>	-	18,233	18,233	-	-
E Block Drainage	<i>in progress</i>	-	8,707	8,707	-	-
Totals		<u>54,179</u>	<u>81,225</u>	<u>121,120</u>	<u>-</u>	<u>14,284</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	(43,982)
Funds Due from the Ministry of Education	58,266
	<u>14,284</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Rationalisation Cocoa House	<i>in progress</i>	-	97,680	43,501	-	54,179
E Block Roof	<i>completed</i>	-	62,489	62,489	-	-
Boiler	<i>completed</i>	-	63,665	63,665	-	-
Totals		<u>-</u>	<u>223,834</u>	<u>169,655</u>	<u>-</u>	<u>54,179</u>

### 20 Funds Held for Teen Parent Unit

The school's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the school's Statement of Revenue and Expense. During the year the funds were spent on employee benefit expenses, administration and property management expenses.

### 21 Related Party Transactions

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

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 22 Remuneration

#### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,600	5,115
Full-time equivalent members	0.26	0.19
<i>Leadership Team</i>		
Remuneration	1,390,630	1,517,821
Full-time equivalent members	14.00	15.00
Total key management personnel remuneration	1,395,230	1,522,936
Total full-time equivalent personnel	14.26	15.19

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

#### Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	180-190
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

#### Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110-120	2	1
100-110	2	1
	4	2

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

### 23 Compensation and Other Benefits Upon Leaving

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

	2018 Actual \$51,000	2017 Actual \$5,500
Total	2	1
Number of People		



# Auckland Girls' Grammar School

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 24 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018.

(Contingent liabilities and assets as at 31 December 2017: nil)

#### Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

### 25 Commitments

#### (a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

(Capital commitments as at 31 December 2017: nil)

### 26 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.

### 27 Financial Instruments

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Loans and Receivables</b>			
Cash and Cash Equivalents	726,551	699,762	866,273
Receivables	718,120	572,000	543,535
Investments - Term Deposits	2,230,812	2,000,000	2,308,252
<b>Total Loans and Receivables</b>	<b>3,675,483</b>	<b>3,271,762</b>	<b>3,718,060</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	537,598	611,000	630,539
Finance Leases	91,246	66,050	175,641
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>628,844</b>	<b>677,050</b>	<b>806,180</b>

### 28 Events After Balance Date

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



**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF AUCKLAND GIRLS' GRAMMAR SCHOOL'S FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Auckland Girls' Grammar School (the School). The Auditor-General has appointed me, Paul Lawrence, using the staff and resources of Crowe Horwath New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2018; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 17 May 2019. 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 School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School'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 School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



However, future events or conditions may cause the School to cease to continue as a going concern.

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

We communicate with the Board 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 comprises the information included on pages 22 to 29, but does not include the financial statements, and our auditor's report thereon.

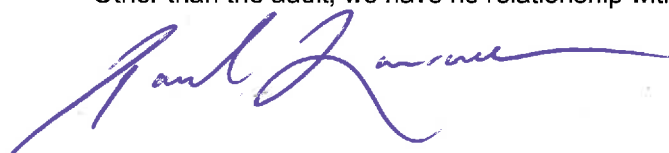
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (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 School.



Paul Lawrence  
Crowe Horwath New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand



## **STATEMENT OF ANALYSIS OF VARIANCE**

### **SCHOOL ACHIEVEMENT TARGETS 2018**

In 2018, AGGS developed the following initiatives to increase the percentage of students achieving an NCEA certificate at Level 1, 2 and 3

- MATES –Mentoring of 12 Level 3 students at risk of not achieving UE
- Tutor Programme that supported students through closer mentoring and academic support
- Deans identifying and supporting students who were 'at risk' of not achieving NCEA levels 1, 2 and 3
- SLT working very closely with the Deans of Year 11, 12 and 13 and with their Faculty Heads

There were also new initiatives implemented to better support all students to achieve.

These included...

- Changed the SMS system to KMAR. This enabled better access to student achievement data by all teachers, led by Faculty Heads and by Year 11, 12 and 13 Deans.
- Vocational Pathways focus on ensuring girls in the Year 13 programmes were entered into enough Level 3 subjects to be eligible to achieve a Level 3 NCEA certificate.
- Establishment of an Extended Leadership Team (ELT) which monitored and tracked student achievement for each of the senior school year levels.
- The role of the Deans was revised to include responsibility for student achievement
- The roles of the SLT changed to enable the SLT to take on a greater partnership role with Faculty Heads in leading teaching and learning across the school
- A cycle of meetings was established that enabled the Faculty Head and the SLT member supporting the faculty to meet and share achievement data, evidence of achievement and updates to support Faculties to deliver and achieve the school targets
- Staff encouraged to make a Teacher as Inquiry (TAI) goal that had to do with using data and linking it to a school-wide goal – Level 1 to Level 3

## 1. NCEA Level 1

**TARGET:** The percentage of Year 11 students achieving NCEA Level 1 will be 90% of students who are eligible to achieve NCEA Level 1

### **RATIONALE:** (reason for this target)

Based on the school data from 2017, the cohort of students moving through into Year 11 and the e-Asttle achievement data it was determined that we should be aiming to increase our NCEA level 1 results from the previous year.

We looked at the achievement percentage of schools that were a similar decile to ours, however in taking in the uniqueness of AGGS including the choices parents and girls' make to attend it was determined that looking at the % achievement from like deciles was limited. So it was decided that the 90% target was achievable, however it would be challenging to achieve.

### **RESULTS:**

Level 1 2018 %		Level 1 2017 %		Level 1 2016 %	
AGGS	84.6	AGGS	86.8	AGGS	78.4
National	70.4	National	74.5	National	75.3
Decile 3	54.8	Decile 3	62.9	Decile 3	63.3

### **ANALYSIS:**

Our provisional results have us 6.4% off our target and 2.2% less than our confirmed 2017 results. We are still tracking significantly higher than the national average and in comparison to our decile.

There are a number of factors to consider when looking at this data. The most significant factor that has impacted our results for 2018 was that NZQA changed the way they were reporting on student achievement – as below:

- NZQA are now only reporting on enrolled students
- Enrolled students are now those students who have been enrolled in our school for 70 days or more

This was quite different than in previous years where MOE gave enrolled figures as well as participation figures.

Participation figures comprised those students who were on the roll as of 1<sup>st</sup> July and who were taking a course that would allow them to achieve NCEA. Enrolled figures were those students who were on the

roll as of 1<sup>st</sup> July (of that year). *Now it is just enrolled students who have been enrolled in the school for 70 days or more.*

#### NEXT STEPS:

- Continue to identify the priority learners so that they are supported to achieve
- Teacher tracking and monitoring achievement. Faculty Heads to have PLD on how best to structure a process so that tracking data is more accessible to them throughout the term and not just at the end of each term and after the assessment has been given.
- Student and tutor teacher tracking and monitoring achievement and ongoing mentoring based around achievement outcomes
- Continue to improve communication and connection with the families so they are better informed of what is happening for their daughters
- In 2019 there will also be targets set around endorsement of NCEA certificates which will be tracked and monitored by Faculty Heads and teachers

## 2. NCEA Level 2

**TARGET 1: The percentage of Year 12 students achieving NCEA Level 2 will be 90%**

#### RATIONALE:

Based on the school data from 2017, the cohort of students moving through into Year 12 and their NCEA results from last year it was determined that we should be aiming to maintain our NCEA level 2 results from the previous year. The level 2 results from 2017 were very good and we wanted to maintain this level of achievement.

We also looked at the national data from 2017 and we looked at the achievement percentage of schools that were a similar decile to ours, however in taking in the uniqueness of AGGS including the choices parents and girls' make to attend it was determined that looking at the % achievement from like deciles was limited. So it was decided that the 90% target was achievable.

#### RESULTS:

Level 2 2018 %		Level 2 2017 %		Level 2 2016 %	
AGGS	93.0	AGGS	91.6	AGGS	83.6
National	76.3	National	78.0	National	78.4
Decile 3	67.2	Decile 3	70.7	Decile	70.7

**ANALYSIS:**

We have met and exceeded this target. AGGS achieved 3.0% above the target we set and the NCEA level 2 results were 1.4% higher than the previous year. Level 2 achievement at AGGS was 16.70% above the national average and 25.8% above Decile 3 schools in 2018.

**NEXT STEPS:**

- A greater emphasis on the use of data within the school needs to continue
- The work of the Deans and the ELT group continues to be a significant forum for achievement discussions across the senior school. This needs to continue with review and further refinement in 2019
- The work of the Deans with the role of tutor teachers will continue to be supported, resourced and monitored to ensure that students are getting the academic mentoring and support to achieve at the same or improved levels in 2019
- Continue to work with the senior course advisor around subject choices for students and ensuring greater coverage and options available for all students
- All year 12 students will set learning and achievement goals and will track and monitor their progress with their tutor teacher to ensure they are on track to achieve these goals.
- In 2018 there will also be targets set around endorsement of NCEA certificates which will be tracked and monitored by Faculty Heads and teachers

### 3. NCEA Level 3

**TARGET:** The percentage of Year 13 students achieving Level 3 will be 85% of all students eligible to achieve NCEA Level 3

#### RATIONALE:

In 2017, AGGS results at Level 3 were 0.4% above the national level. This is a result we hoped to retain in 2018. We expect to achieve above the percentage for Decile 3 schools as many of our students choose AGGS over the school in their local area.

#### RESULTS:

Level 3 2018 %		Level 3 2017 %		Level 3 2016 %	
AGGS	72.8	AGGS	75.9	AGGS	60.5
National	63.8	National	65.2	National	64.0
Decile 3	54.6	Decile 3	55.3	Decile 3	53.7

#### ANALYSIS:

We have not met this target. The AGGS Level 3 achievement in 2018 was 12.2% below the target we had set for ourselves and was 3.1% below our 2017 achievement. However, we are still 9.0% above the national average and the AGGS Level 3 achievement in 2018 compared to the Decile 3 data was 18.2% higher.

#### NEXT STEPS:

- Continue to track and monitor for achievement
- The work of the Deans and the ELT group continues to be a significant forum for achievement discussions across the senior school. This needs to continue with review and further refinement in 2018
- The work of the Deans with the role of tutor teachers needs to be supported, resourced and monitored to ensure that students are getting the academic mentoring and support to achieve at the same or improved levels in 2019
- We have a larger number of students entering NCEA level 3 having achieved NCEA level 2 in 2019 so ensuring they achieve and exceed our target set for 2019 will require all staff to take responsibility for achievement in their areas of expertise

#### 4. UNIVERSITY ENTRANCE

**TARGET:** 60% of all students in Year 13 will achieve the University Entrance qualification.

##### **RATIONALE:**

This was a target that was carried over from 2017 because we had not managed to achieve this target in 2017. The national average for UE in 2017 was 65.2%.

##### **RESULTS:**

This target was not met – 42.6% of AGGS students in Year 13 achieved UE

##### **ANALYSIS:**

We did not achieve our target. We were 17.8% off achieving the target and were 6% below our 2017 result. We are still below the national average for UE but are 17.0% above for our decile. .

##### **NEXT STEPS:**

- We will identify early in term 1 the group of students in the 60% that are potentially likely to achieve the UE qualification
- We have done an extensive analysis of why our UE results went down and did not reach the target we set for ourselves. Some findings were:
  - Only 65% of the students who had five UE subjects achieved UE. All of the girls' in this group were expected to achieve and were not part of our priority students
  - Our internal standards were attempted by all of the girls, whereas the external standards were not attempted at the same rate
- We will identify who is the best person to have oversight of UE and what this responsibility entails.
- Regular feedback and updates to the ELT and the Faculty Board on progress of UE students is needed in 2019
- We will review and ensure that most Year 13 students have a course that will potentially enable them to achieve university entrance
- Now we have the systems and processes in place to closely monitor and track student achievement we will be rolling out these processes for UE.
- The work of the Deans with the role of tutor teachers needs to be supported, resourced and monitored to ensure that students are getting the academic mentoring and support to achieve at the same or improved levels in 2019

## 5. Increase the number of endorsed certificates at NCEA level 1, 2 and 3

<b>TARGET: Merit:</b>	<b>Level 1:</b>	<b>40%</b>	<b>Excellence:</b>	<b>Level 1:</b>	<b>15%</b>
	<b>Level 2:</b>	<b>35%</b>		<b>Level 2:</b>	<b>15%</b>
	<b>Level 3:</b>	<b>28%</b>		<b>Level 3:</b>	<b>11%</b>

### RATIONALE:

To ensure that we were focussed on students who were capable of achieving Merit or Excellence endorsement as well as on achieving NCEA

### RESULTS:

<b>Merit:</b>	<b>Level 1:</b>	<b>40.6%</b>	<b>Excellence:</b>	<b>Level 1:</b>	<b>16.0%</b>
	<b>Level 2:</b>	<b>25.6%</b>		<b>Level 2:</b>	<b>16.4%</b>
	<b>Level 3:</b>	<b>23.0%</b>		<b>Level 3:</b>	<b>7.9%</b>

### ANALYSIS:

At Merit we exceeded our target for Level 1 but did not achieve our targets for Level 2 and 3. At Excellence we exceeded the target for Level 1 and Level 2 but did not achieve our target at Level 3.

Having looked closely at the results we will now focus on our NCEA Levels 2 and 3 students. The Faculty Heads will again lead this work with their students and their teachers.

### NEXT STEPS:

- Ensure that all teachers are aware of the standard for both excellence and merit
- Provide opportunities for discussion with students about what will constitute excellence and merit grades. Ensure that students are familiar and given examples of these
- Monitor and check students' progress
- Where possible provide opportunities for students to gain further opportunities to achieve at these higher levels.
- Tutors to provide summary assessment progress towards achieving the 50 merit and excellence credits required to get endorsed

### KIWI SPORT FUNDING

Kiwi sport is a Government funding initiative to support students' participation in organized sport.

In 2018, the School received total Kiwi Sport funding of \$24,799.82 (excluding GST). The funding was spent on equipment and travel for all sports within the school.