



AUCKLAND
GRAMMAR SCHOOL

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

YEAR ENDED DECEMBER 2023



Index to the 2023 Annual Report

	PAGE
Auckland Grammar School Board	1
Directory	2
Statement of Responsibility	3
Headmaster's Report	4 - 16
Mission Statement	17
General Objectives	18
Annual Variance Report	19 - 46
Statement of Comprehensive Revenue	48
Statement of Net Assets/Equity	49
Statement of Financial Position	50
Statement of Cash Flows	51
Reconciliation of Net Cash Flows from Operating Activities to Net Surplus	52
Notes to the Financial Statements	53 - 70
2023 Academic Results	71 - 81
Statement of Resources	82 - 85
Auckland Grammar School Board	86
Audit Report	87 - 89



Auckland Grammar School Board

Designation	Name	Qualification
Chair:	G.M Sandelin	BA, LLB
Deputy Chair:	M.R Malpass	MBA, BE (Hons), NZCE (mech)
Board Members:	G.R Graham	BCom, ACA
	S. Holdaway	BA (Hons), MA, PhD
	J. King	BA, BCom
	K. Russell-Smith	CA, BCom, DipGrad
	G.A Trethewey	LLB (Hons), BRP
	N.N Wang	MCom
	D.W Wong	LLB (Hons), BCA
Headmaster:	T.M O'Connor	BEd
Staff Member on Board:	F.L Hay-Mackenzie	MA (Hons), LLB
Student Representative	None in 2023	



Directory

Ministry Number	54
Chair:	G M Sandelin BA LLB
Headmaster:	T M O'Connor BEd
Board Secretary:	D.R Puklowski CMIInstD
Auditors:	Crowe New Zealand Audit Partnership PO Box 158, Shortland Street, Auckland 1140
Solicitors:	Simpson Grierson Private Bag 92518 Auckland 1141
Bankers:	ASB Bank Ltd PO Box 1961 Auckland Bank of New Zealand Ltd 80 Queen Street Auckland
Location:	Auckland Grammar School 55-85 Mountain Road Epsom
Postal Address:	Private Bag 99 930 Newmarket 1149
Telephone:	+64 9 623 5400
Facsimile:	+64 9 623 5401
Website:	www.ags.school.nz
Email address:	admin@ags.school.nz



Statement of Responsibility for the year ended 31 December 2023

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 2023.

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 2023 fairly reflect the financial position and operations of the School.

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

Mark Sandelin

BOARD CHAIR

Date: 31/05/2024

Timothy Martin O'Connor

HEADMASTER

Date: 31/05/2024



Headmaster's Report

I ROLL

The School roll on 1 March 2023 was 2605 students, including 97 International students. The School managed the roll throughout the year to maintain a stable School environment.

The form level totals at 1 March were as follows:

Year	Domestic	International	Total:
Form 3	494	5	499
Form 4	541	26	567
Form 5	548	26	574
Form 6	505	25	530
Form 7	420	15	435
TOTAL:	2508	97	2605

II STAFFING

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

Name	Qualification	Subject
Jason Bell	BA (Hons)	Technology
Mark Charlesworth	BA	English
Joseph Gibbons	BA	Mathematics
Brendan Lee	MFA	Art
Oliver Mann	BSc	Physics
Mellisa Pennington	BEd (Hons)	Accounting
Monique Towler	BSc	Biology

At the beginning of the year we welcomed the following Trainee Teachers:

Name	Qualification	Subject
Elizabeth Grace	BA MEd	English
Hugo Lam	BEcon & Fin MA ARM	Commerce

At the start of Term 2 we welcomed back the following teacher from leave:

Name	Qualification	Subject
Natalie Waring	BA (Hons)	English

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

Name	Qualification	Position
Lee Lim	BA	International Student Liaison
Lili Wang	BBus	Payroll & Accounts Payable Administrator

The following teachers held long-term relieving positions throughout the year:

Name	Qualification	Subject
Sophie Behan	MSc	Mathematics
Alex Bing	BA	Mathematics
Phillip Darragh	BMus (Hons)	Music
Taylor Edwards	CAP	Technology
Kim Etty	BA CELTA	English
Elizabeth Grace	BA MEd	English
Harjit Kler	BA	English
Deborah McCutcheon	TTC	Mathematics
Ryoko Oshima	MA (Hons) BA	Chemistry
Antony Thomas	BSc MBA	Science

During the year we welcomed the following teachers:

Name	Qualification	Subject
Lindsey Carswell	BSBS	Biology
Jeroen de Haas	MEd	Physics
Mariette Dodd	BA BAS (Psychology) BSc (Hons)	English
Homelia Fernandez	BEd BA	ESOL
James Floerchinger	MMIB	Business Studies
Graeme Martin	MBA	ESOL
Bryan Megson	BA	Commerce
Pahlavi Timoteo	BSc	Mathematics
Maryori van Oort	BA DipTEFL	English

During the year we welcomed the following Support Staff:

Name	Qualification	Position
Rebecca Baker		Teacher Aide
Amy Calway		Events Manager
Oliver Draper-Griffiths		Teacher Aide
Tina Fong	BCom CA	Finance Manager
Joanne Galbraith		Enrolment Administrator
Daniella Hulme	RN	School Nurse
Rebecca Jones		ICT Support Specialist
Devlin Porter		Teacher Aide
Dauniika Puklowski		Board Secretary
Anna Rickards	BA Dip Com	Teacher Aide
Diana Stevens	BCom	Accounts Payable & Payroll Officer
Richard Swain	BCom CA	Finance Manager
Sarah Tan	RN	Head of Health Centre
Libby Thorp	BHSc (Nursing)	School Nurse
Mark Vella	MA (Hons)	Heritage Academic Officer
Luka Woods		Teacher Aide

Masters who left during the year included:

Name	Qualification	Subject
Julian Brosnahan	BA (Hons)	History
Laura Cleaver-Sage	BCoun	Art/Counsellor
Richard Daniel	MA BSc	Mathematics
Dinesh Fonseca	BCom CPA	Business Studies
Eddie Hare	BMus	Music
Thomas Horrocks	BEcon LLB	Economics
Michael Jervis	BSc MBA	Technology
Diego Mercier	BE	Physics
Rebecca Teague	MA (Hons)	ESOL
Annette van Heerden	BSc (Hons)	Mathematics
James Whelan	BA	English
Louise White	MA (Hons)	ESOL

Support Staff who left during the year:

Name	Position
Elizabeth Bolt	Academic & Student Administrator
Tayla Curry	Development Office Admin & Events Assistant
Ben Goodwin	Teacher Aide
Helen Hall Reidy	Board Secretary
Gemma Knights	Events & Public Relations Manager
Gina Mortimer	School Nurse
Lisa Nepia	Enrolment Administrator
James Nguyen	Maintenance Assistant - Physics
Awhina Tibble	Teacher Aide
Anna van den Berg	Teacher Aide
Lili Wang	Payroll & Accounts Payable Administrator



Elke Wright Teacher Aide
Lisa Young Head of Health Centre

Staff on leave of absence:

Name	Position
Stiofan Hunter	Science (Term 3-4)
Sandy Liu	Chemistry (Term 3-4)
Rachel Taylor	History (Term 1-4)
Shaunna Woollard	Science (Term 3-4)

Teachers awarded Sabbaticals in 2023:

James Knightly	Term 2
Graham Edwards	Term 3
Laura Gilbert	Term 3
Jayce Pillay	Term 4

Masters leaving at the end of year:

Sue Haywood has been a teacher of Latin and Classical Studies from January 2011. She is an experienced teacher who has taught across the dual qualification pathway and two subject domains. For the past three years Mrs Haywood has worked in a part-time capacity and has provided the School with nearly 12 years' loyal service.

Mrs Haywood has accepted additional responsibilities assisting with the organisation of the annual prizegiving from 2012 - 2022. She was also responsible for leading the Headmaster's Heritage Committee from its introduction in 2017 - 2020.

In an extracurricular sense, Mrs Haywood initially assisted with the film society, managing a squash team and moved into coaching debating teams and supporting the symphony orchestra as a manager on camps and away performances.

Mrs Haywood leaves Auckland Grammar School for semi-retirement as she will no doubt spend more time reading, but will continue as the School's NZQA Centre Manager for external examinations in 2024.

Ashik Malani joined the Auckland Grammar School staff in a long-term relieving role, teaching English in January 2020. After a year's service his role was made permanent and he taught across the dual qualification pathway as well as Pre-Q English.

Mr Malani accepted additional responsibilities within the English Department in 2022 overseeing Level 3 NCEA and university literacy. In 2023, he accepted responsibility for Level 1 NCEA English and the student leadership and community service role. He has also enjoyed leading the Headmaster's Heritage Committee since 2021.

In an extracurricular sense he has coached junior football and senior cricket. He has also readily supported the Tuakana Teina programme.

Mr Malani leaves Auckland Grammar School to teach English at Macleans College in 2024.

Lauren Potocky-Pacay began teaching at Auckland Grammar School in January 2016. She is an experienced teacher of English who has taught across the dual qualification pathway and Form 5 Pre-Q English.

Ms Potocky-Pacay has accepted a range of responsibilities during her eight years' service. These have included junior English for 2 years, NCEA Level 1 for 3 years, Pre-Q English since its establishment and this year added AS Literature. Ms Potocky-Pacay has also held roles as the Form 5 Discipline Assistant, the Form 4 Associate Dean before being Form 5 Dean from 2019 - 2020.

Outside of the classroom Ms Potocky-Pacay has supported Form 4 outdoor education camps and the Duke of Edinburgh programme.

Ms Potocky-Pacay leaves Auckland Grammar School to teach at St Cuthbert's College in 2024.

David Wadams is an experienced teacher who has taught Geography and Social Studies at Auckland Grammar School from August 2010. Employed initially in a long-term relieving role, this soon became permanent. He has since taught across the dual qualification pathway and supported the development of Geography at the School. Over the last two years Mr Wadams has worked in a part-time capacity and has provided over 13 years' faithful service to the School.

Mr Wadams accepted curriculum related responsibilities, overseeing NCEA Geography from 2011 - 2014. Throughout his tenure he has also been actively engaged with subject related tours to Switzerland, Canada, China and Japan. He has been one of two Specialist Classroom teachers at the School since 2014, mentoring colleagues and supporting the application of effective teaching pedagogy.

Mr Wadams has been a contributor to the extracurricular life of the School. This has included coaching and managing a Junior A grade cricket team for two years. He started the Interact Group at the School and was its Master in Charge from 2014 - 2021 and has continued to support the group. He also assisted with the management of swimming for two years before becoming its Master in Charge from 2015 - 2021.

Mr Wadams leaves Auckland Grammar School after some 13 years' service to enjoy a well-deserved semi-retirement travelling, fishing and spending time with family. We wish him well.

25-Year Master:

Stuart Blackwell has been a master at Auckland Grammar School from the beginning of Term 4, 1998. He was appointed to teach Physical Education. Since that time, he has taught the subject from Form 3 to Form 7, including University Bursary and the later introduction of NCEA.

Mr Blackwell has accepted additional academic responsibilities throughout his tenure. He was Master in Charge of Bursary Physical Education from 1999 and in the same era, was a member of the Sixth Form Certificate Marking Panel. This role transitioned into the Master in Charge of NCEA Physical Education from 2006, and he specialised in NCEA Level 3 from 2008 - 2019.

Alongside his course and assessment responsibilities, Mr Blackwell was appointed as the Health Education Coordinator from July 2002, a role that later became Head of Health.

Outside the classroom, Mr Blackwell was the Form 5 Discipline Assistant from 2013 - 2015 and Senior Discipline Assistant from 2015 - 2017.

In a sporting sense, Mr Blackwell coached rugby from 1999 - 2007 and squash from 2008. He was Master in Charge of Athletics from 2017 - 2021, overseeing considerable student successes across the programme. From a coaching perspective, his areas of speciality have continued to be the sprints, hurdles and relays.

Mr Blackwell is an experienced teacher of Physical Education and Health who has contributed to the wider life of the School. Auckland Grammar School thanks him for his long-service.

Employment

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

The School's policies and procedures are applicable to all School employees, teaching and support staff (full-time, part-time, long term relieving).



ers, fixed term or casual), on individual or collective employment agreements.

III ACADEMIC ACHIEVEMENTS

A 2022 CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION (CAIE) RESULTS

Results from the 2022 Cambridge examinations were outstanding. While there were no extended school closures, COVID-19 again made its impact felt, causing periods of absence for students and staff, and in this context, the results were remarkable. These results are testament to the resilience and commitment of students and staff in 2022.

In 2022, A Level and AS Level performances far exceeded international grade averages, and were among the strongest in recent years at both levels.

At A Level, the percentage of A* and A grades was the highest ever, at 45.6%. The A*-C pass rate was the second-highest ever, at 86.2%. This represents an exceptionally strong performance in what is arguably the world's most academically demanding secondary school qualification, in a most challenging year.

The 2022 AS Level results represent some of the best performances ever at this level. The percentage of A grades was the second-highest ever, at 36.4%, and the A-C pass rate was the highest ever, at 73.1%. The A-E pass rate was also the highest ever, at 94.2%. Not only did our students perform at very high levels compared with previous Grammar cohorts, but they also outperformed their peers in New Zealand and around the world.

Auckland Grammar School students performed well in the 2022 Cambridge examinations, gaining 27 awards for performance at the highest level in specific Cambridge subjects. Their achievements were to be recognised at the Outstanding Cambridge Learner Awards Ceremony on 16 February. The awards included:

- 7 Top in the World Awards
- 12 Top in New Zealand Awards
- 7 High Achievement Awards (Top in the World but in subjects with limited entries)
- 1 Top in NZ across 3 AL subjects (Top Scholar in NZ and Winner of the John Morris Scholarship)

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

Year	A	A - C	Pass Rate
2022	36.4	73.1	94.2
2021	37.5	72.6	93.8
2020	34.3	71.3	93.6
2019	23.6	63.9	91.4
2018	24.9	67.1	92.5
2017	23.5	64.5	92.3

The 2022 AS Level results represent some of the best performances ever at this level. Aside from the data presented above, the following results are also noteworthy, in comparison with previous years. The percentage of A grades was the second-highest ever, at 36.4%. The A-C pass rate was the highest ever, at 73.1%, and the A-E pass rate was the highest ever, at 94.2%. There were fewer E grades (pass) (papers scoring <40%, 7.6% n = 120), fewer U grades (fail) than ever before (papers scoring <30%, 5.8% n = 92), and the equal-lowest number of subject qualifications not awarded (0.3%, n = 4 subjects).

Grammar students performed well by world standards, exceeding the percentage of A-C grades achieved by the global cohort in almost all subjects. Comparisons between the School's AS results

to Cumulative World Totals for the November 2022 Examination Series illustrate how well our students achieved overall. Of all the School's History grades, 87.5% were A-C, compared with 33.9% worldwide. The School's Business Studies A-C grades were 86.7% compared to 36.6% worldwide. The School's Accounting A-C grades are 76.9% compared to 37.6% worldwide. The School's English A-C grades are 81.1% compared to 53.7% worldwide.

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

Year	A*/A	A* - C	Pass Rate
2022	45.6	86.2	98.9
2021	42.9	85.7	99.3
2020	46.4	87.7	99.6
2019	42.7	85.6	99.6
2018	42.1	85.9	99.3
2017	35.5	84.0	99.0

A Level performance was strong by all measures in 2022. Overall, student achievement for the A Level qualification was down, due to a higher-than-usual number of U grades (10 Us in 2022, up from an average of 6 in recent years). By other measures, however, the 2022 results were among the best ever.

This represents exceptionally strong performance in what is arguably the world's most academically demanding secondary school qualification, in a most challenging year. The number and proportion of A* and A grades was the highest ever, at 45.6% and the A*-C pass rate was the second-highest ever, at 86.2%.

Clearly, the impact of COVID-19 around the world means that all comparisons must be treated with caution, however it is important to note again that, in 2022, Grammar students appear to have been relatively less affected by the extended school closures than students elsewhere. Cambridge adjusted their global results down slightly in 2022 (and they will do so again in 2023), so it would have been reasonable to expect that our results would be depressed slightly, compared with the previous two years. In fact, our students performed better than ever by some measures. Indeed, Grammar students appear to have been relatively less affected by the impact of COVID-19. There was always the possibility that Grammar students would lose focus, fail to prepare appropriately or fail to attend examinations, but these results are testament to students' and teachers' commitment. We have grown accustomed to the expectation that Grammar students will perform at exceptional levels, but acknowledgement of the significance of these achievements is nonetheless important.

It is at A Level where a comparison of the School's results to World Cumulative Totals is most telling. It is important to remember how challenging A Level is internationally, how strongly our students perform against a global cohort, how well the Cambridge pathway sets up our students for entry to tertiary study, and of the value of an examinations-based assessment system, which encourages our students to perform at their best. A comparative analysis of A*/A grade percentages is as follows:

Subject	AGS A*-C %		CAIE World A*-C
	n=	%	
Accounting A Level	21	100	42.6
Geography A Level	33	93.9	43.6
History A Level	44	95.5	47.6
Business Studies A Level	40	92.5	45.2
Classical Studies A Level	9	100	58.3
English A Level	94	92.6	51.9
Physical Education A Level	13	100	60.2
Economics A Level	66	92.4	58.3
Chemistry A Level	113	91.2	58.7
Physics A Level	148	87.2	60.4
Mathematics A Level	171	87.7	63.2



B 2022 NCEA RESULTS

Our students continued to perform well on the NCEA pathway, with 78% of Form 7 NCEA students gaining NCEA Level 3. Our Form 6 NCEA students pass rate for NCEA Level 2 of 77% was in line with the achievements of previous cohorts. Furthermore, 15% of Level 3 students achieved Level 3 Endorsed with Merit, as did 11% of NCEA Level 2 students.

University Entrance figures are also extremely strong. 64% of NCEA Level 3 students gained University Entrance, 98% of the Cambridge Form 7 cohort gained University Entrance, and this meant that, of the entire Form 7 cohort totalling 458 students, 84% gained UE.

Overall the 2022 NCEA results reflect a solid performance given that our students study predominantly rigorous, academic subjects and standards which lead to comparatively high University Entrance rates for the NCEA cohort. In fact, the Form 7 NCEA cohort University Entrance pass rate of 64% is pleasing, and it is above national averages as shown in the NCEA Level 3 and University Entrance table below.

NCEA Level 1 (Form 5)

In 2022 59 students (primarily from 5P, 5Q and 5R) studied a full NCEA Level 1 programme. 34 students gained NCEA Level 1 (over 80 credits), and 96.2% (58 students) gained at least 20 credits (the maximum number of credits which can be carried forward towards an NCEA Level 2 certificate).

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

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

NCEA Level 2 (Form 6)

Year	Level 2	L2 Merit
2022	77	11
2021	80	19
2020	79	12
2019	69	13
2018	77	16
2017	81	22

The 2022 NCEA Level 2 results are satisfactory. The percentage of students who gained NCEA Level 2 certificates (77%; 181 students) was in line with previous years. Overall:

- 15.1% of all NCEA Level 2 standards were achieved with Merit
- 4% of all NCEA Level 2 Standards were achieved with Excellence

The percentage of students being awarded certificates Endorsed with Merit (11%; 19 students) was in line with the previous lowest performance. This is slightly disappointing, but given the disruptions that occurred in 2022 had a disproportionate effect on the School's programme of internal assessments, it is not entirely surprising.

NCEA Level 3 and University Entrance (Form 7)

NCEA Level 3 results are good overall with 78% of students gaining NCEA Level 3 and 64% gaining University Entrance. This reflects the high aspirations of many of the NCEA cohort and the nature of the majority of NCEA courses at the School, which are, in the main, comprised of academically challenging Achievement Standards, which contribute towards University Entrance.

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

It is worth noting that while national NCEA rates remain high, University Entrance it is concerning that less than 50% of boys in New Zealand are able to enter university upon leaving school and even in 8 – 10 decile schools, only just over half of boys gain UE.

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

Year	Level 3	L3 Merit	UE
2022	78	15	64
2021	86	17	73
2020	77	18	62
2019	71	12	61
2018	74	14	59
2017	70	19	60

Comparisons with national averages are revealing:

	NCEA Level 3 Achieved	University Entrance
AGS NCEA Level 3 Cohort 2022	78	64*
National Boys in Decile 8 – 10 Schools	73.3	57.9
National Girls in Decile 8 – 10 Schools	83	72.6
National all students in Decile 8 – 10 Schools	78.3	65.5
National All Boys	64.5	42.7
National All Girls	69.7	53.3
National All Students	67.2	48.2

**Note that at most schools in NZ all students do NCEA, whereas at Grammar around 60% of Form 7 students study a Cambridge programme and are thus excluded from NZQA's official statistics. 98% of Form 7 Cambridge students gained University Entrance in 2022. Of the entire Form 7 cohort totalling 458 students, 84.2% (386 students) gained UE.*

Points to Note on NCEA Results:

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

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

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



4. Many schools offer highly differentiated curricula. Low ability students may be offered versions of academic subjects and most students are free to choose from a variety of non-academic courses (vocational, life skills, sporting and cultural etc). This boosts NCEA pass rates. Quite simply, it is easier to accumulate credits in these Unit Standards-based courses than it is in traditional, academic subjects assessed through Achievement Standards. By contrast, at Auckland Grammar School, only two non-academic courses are offered, Construction and Trades and Career Studies. Furthermore, these are the only two subjects offered which are not University-approved subjects (see point 7 below).

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

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 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 point 4 above) makes NCEA Level 2 significantly more difficult to achieve at Auckland Grammar School than in other NZ schools.

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

C 2022 NZQA NATIONAL SCHOLARSHIP RESULTS

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

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

In 2022, 78 Grammar students gained a total of 152 NZQA Scholarships (including 26 at Outstanding Level). This total ensures that the School maintains its place in the top three schools in New Zealand for NZQA Scholarship, as it has for the past ten years.

Ryaan Sidhu, Michael Yao, and Daniel Johnston were named Premier Scholars, three of only 11 students nationally. To be named a Premier Scholar, students need to have gained at least four New Zealand subject Scholarships, including three or more at Outstanding level.

Michael Yao gained nine scholarships, including Outstanding Scholarships in English, Geography, Health and Physical Education, History, and Physics, and Scholarships in Art History, Calculus, Chemistry, and Earth and Space Science. He was also named Top Scholar in History and Health and Physical Education. Michael was also the recipient of the Prime Minister's Award for Academic Excellence, which was presented by the Prime Minister, at a ceremony at Parliament in May 2023. This award recognises the top NZ Scholarship student. The recipient each year has the highest overall academic excellence in Scholarship examinations of all the Premier Award winners.

Ryaan Sidhu gained ten scholarships in total: Outstanding Scholarships in Calculus, Chemistry, Physics, Statistics, as well as Scholarships in Biology, Earth and Space Science, English, Geography, Health and Physical Education, and History. Ryaan was top of the Honours Board in Form 6

in 2022, Dux of the School in 2022, and given his Cambridge Outstanding Learner Awards (Top in NZ in A Level Chemistry, Top in NZ in A Level Biology, Top in the World in A Level Physics, and Top in NZ Across Three A Levels), this caps an absolutely exceptional academic performance in his final year of schooling. Ryaan Sidhu is rightly recognised by again being placed at the head of the University Entrance Honours' Board in 2023.

Daniel Johnston achieved Outstanding Scholarship in Economics, English, History, Statistics, and he also achieved Scholarship in Calculus. Daniel was also Top Scholar in Economics. Daniel was named Proxime Accessit in 2022.

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

Individual Scholarships	152	157	140	168	186	166	151	161	160	152
Premier Award	1	2	1	1	-	1	-	1	2	3
Outstanding Scholar Award	7	1	6	2	3	2	3	3	3	4
Scholarship Award	14	22	19	28	24	18	19	6	13	10
Top Subject Award	2	2	2	3	1	1	-	2	3	4

NZQA Scholarships were gained in the following subjects:

	Outstanding	Scholarship	TOTALS
Accounting		2	2
Agriculture & Horticulture		1	1
Art History		1	1
Biology	1	3	4
Calculus	1	16	17
Chemistry	5	13	18
Classical Studies		4	4
Earth & Space Science		5	5
Economics	1	3	4
English	5	25	30
French		1	1
Geography	3	9	12
Health & PE	1	3	4
History	3	4	7
Japanese		1	1
Media Studies		2	2
Physics	4	16	20
Religious Studies		2	2
Statistics	2	15	17
TOTALS	26	126	152

In total, 78 students gained at least one NZQA Scholarship. Several students were also awarded special NZQA awards:

- 3 students received Premier Scholarship Awards (worth \$10,000 a year for 3 years)
- 4 students received Outstanding Scholarship Awards (worth \$5,000 a year for 3 years)
- 4 students were awarded Top in Subject awards
- 10 students received Scholarship Awards (worth \$2,000 a year for 3 years)

D ACADEMIC COMPETITIONS

1. MATHEMATICS

Auckland Grammar School's top Mathematicians enjoyed competing and succeeding in the various Mathematics competitions this year.

Australian Mathematics Competition

163 Mathematic students took part in this distinguished competition



which is a highlight of the Mathematics calendar.

Auckland Grammar School students achieved the following awards:

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

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

- C. Pan (6A) (100th percentile)
- X. Zhou (4A) (100th percentile)

International Mathematics Olympiad Competition

Two exceptional achievements were the selection of B. Dai and H. Wang, both of 5A, to represent New Zealand in the International Mathematics Olympiad held in Chiba, Japan. As young members of this team, they both performed very well to earn 'Honourable Mentions' at this prestigious event.

Mathex Casio Auckland Competition

Each year the Auckland Mathematics Association runs a competition for Form 3 and Form 4 students at the ASB Stadium. With 116 other teams competing from 65 Auckland secondary schools, the quiz is competitive, as each team is required to solve 20 problems in 30 minutes.

Auckland Grammar School entered two 3rd form and two 4th form teams. In the 3rd Form competition the Grammar team, of S. Cao (3A), Y.M. Lu (3A), W. Lin (3A) and B. Zhang (3A) finished 4th.

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

Special thanks to Head Mentors, B. Zhang (7B) and J.C.K. You (7A), and their team of mentors for preparing our teams very well.

2. SCIENCE

Brain Bee

S. Zhang (6A) placed second at the International Brain Bee Competition 2023, winning the neuro-anatomy and neuro-histology components, and tied for 1st place in the live judging session.

Mention is made of students who finished in the top 10 of the Brain Bee North Island Finals at the University of Auckland School of Neurosciences; L. Hao (5B) finished a creditable 4th equal, closely followed by A. Maganlal (5A) and H. Wang (5A).

International Chemistry Olympiad – IChO

From the middle of the Term 2 holidays through to week two of Term 3, the 55th International Chemistry Olympiad was held in Switzerland. O.J. Gunson and J.K.D. Kumar, both from 7A, were selected as two of four students to represent New Zealand in the competition. As part of the Olympiad, they were introduced to different aspects of chemistry at the leading edge between scholarship and industry. Furthermore, competitors from 90 countries sat two examinations: a practical and a theoretical 5-hour.

Gunson placed 1st in New Zealand in the theoretical examination and 2nd in the country for the practical examination, achieving an overall placing of 100th out of the 348 competitors earning him a silver medal. Kumar placed 2nd in New Zealand in the theoretical examination and 1st in the country for the practical examination to achieve an overall placing of 135th, earning him a bronze medal.

International Young Physicists' Tournament - Online

R. Madhusudhan (7A) was selected to represent New Zealand in the Online International Young Physicists' Tournament held early August 2023. Countries from around the world debated their solutions to the 17 IYPT problems using "Zoom" like videoconferencing. The competition started

at 10pm NZ time. After a tough draw against 3 of the top teams in the 5-round competition, the New Zealand team ended up 12th overall.

New Zealand Biology Olympiad - NZIBO

In April 2023, S. Zhang (6A) and H. Hu (6A) were recipients of the Silver Award in the New Zealand International Biology Olympiad. In August 2023, 19 students achieved Bronze Awards and entry into the 2024 competition. This is pleasing since it is the largest number of entries for several years.

New Zealand Engineering Science Competition

In August 2023 the New Zealand Engineering Science competition set by the University of Auckland posed the question "How much electrical power will be required due to New Zealanders adopting the use of generative AI?" Two Auckland Grammar School teams worked throughout the day.

New Zealand Physics and Mathematics Competition

In 2023, 28 students from Auckland Grammar School entered the New Zealand Physics and Mathematics competition. Round 1 took place via an online set of questions in May. The top scoring students were invited to Round 2 held at Auckland University in July.

Auckland Grammar students once again performed well and claimed 4 of the top 8 places in the Junior NZPMC competition (J.Y. Chu (5A) in 5th place, H. Wang (5A) in 7th place and 8th place = Z. Shan (3A) and Z. Mei (4A)). In the Senior NZPMC competition C.C.P McCulley (7A) was awarded 9th place.

New Zealand Young Physicists' Tournament 2023 – NZYPT

Auckland Grammar School won The New Zealand Young Physicists' Tournament (NZYPT) 2023 for the third year running. NZYPT is New Zealand's premier national Physics tournament for secondary school students. The competition requires teams of three students to debate their research findings to a range of open-ended physics problems.

Team 1, consisting of Z. Song (7A), R. Madhusudhan (7A), and T. Gong (6A) gained 1st place, with Team 2, M.C McKee (6A), G.S Gong (6B) and S.A Golla (6A) were in 2nd place.

Science Bowl 2023

This year the New Zealand North Island Science Bowl Competition (NZNISBC), hosted at Auckland Grammar School in August, saw increased competition, featuring 23 teams – each team consisted of 4 members - from 6 different schools. 2 Junior and 2 Senior teams from Grammar also participated. In the Junior section, AGS 1 (consisted of Y.J Chu, D.Y Grant, Y. Xue, A. Mohammad, all from 5A) won, with Y.J Chu receiving individual top-scorer prize; AGS 2 (consisted of H. Wang, A. Maganlal, C.S. Cassidy, S. Renderson, all from 5A) was runner-up. In the Senior section, AGS 1 (N.R. Evans (6A), S.S.S Saheb (6B), A.S. Verma (6B), A.W. Ha (6A)) was one of the semi-finalists, with Mount Albert Grammar winning the pool.

3. ECONOMICS

Australasian Economics Olympiad

During the July holidays, 5 students represented New Zealand at the inaugural Australasian Economics Olympiad in Sydney. The team comprised of Yvonne Wang (ACG Parnell College), Mandy Jing (Macleans College), Angus Baker (Auckland Grammar School), Aubery Rong (Kristin School) and Hugo Dixon (King's College).

The competition consisted of an individual component (an Economics Theory examination) and team component (addressing a 'real-life' economic problem). The competition was hosted by the University of New South Wales.

A.K Baker (7A) was awarded silver in the individual competition and the team earned silver for their strong performance in the team event. The team put together a cohesive and convincing package of policies, supported by data from studies conducted around the world.



R.A Butler Prize

The R.A Butler Prize competition is open to students in Form 6.

The prize is jointly organised by Trinity College Cambridge and Cambridge University's Department of Politics and International Studies.

It was established in memory of the former Master of Trinity College, Lord Butler, who most famously served as Home Secretary and Chancellor of the Exchequer, and who was responsible for the introduction of free secondary education for all students in the UK.

S. Tong (7B) entered the competition this year, writing a 3000-word essay on "Do we now live in an era of de-globalisation?"

RBNZ Monetary Policy Challenge

This year the RBNZ Monetary Policy Challenge was run entirely online. In a change from previous iterations, instead of just choosing an OCR setting, teams were asked by the RBNZ:

"When do you think the Official Cash Rate (OCR) will move from 5.5%? In which direction do you think it will move and why?"

This year the team of 5 students from Auckland Grammar School comprised Z. Song (7A), A.K Baker (7A), D.J Wilson (7B), L.Z.L Green (7B), D.W.Y Wong (7B).

The team had to justify their prediction for the next change in the OCR with a 7-minute presentation.

The competition took place during an examination series. The team did not make the final round this year, but can be pleased with the quality of their work and the feedback they received.

University of Auckland New Zealand Economics Competition

In 2023, approximately 2000 students from over 50 schools throughout New Zealand entered the competition. Auckland Grammar School entered 37 students across Division 1 (studying at Form 7) and Division 2 (studying at Form 6) and earned 18 High Distinction (top 5%), 12 Distinction (next 15%) and 4 Credit (next 20%) awards.

Most notably, Angus Baker (7A) placed 1st in New Zealand in the Form 7 Division.

Wharton Global High School Investment Competition

The Wharton Global High School Investment Competition is a free, online investment simulation for high school students and teachers.

This year, a team of 5 students from Forms 5 and 6 entered this competition, which remains on-going at the time of writing. The team comprises M.J O'Brien (5E), Leader, J. Manning (6G), M.A.G Galloway (6G), A. Maganlal (5A), P. Zhai (6D).

E TERTIARY SCHOLARSHIP WINNERS 2023

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 2024.

Lincoln University

Sports Scholarship – Hockey

Y.R Khushal

University of Auckland

Faculty of Science High Achiever Undergraduate Entry Scholarship

A. Sun

H.F Yu

Top Achiever Scholarship

J.K.D Kumar

C.C.P McCulley

E.J Moy

S.S Wheeler

University of Canterbury

Engineering Top Achievers Scholarship

C.S Beagley

Q.R Gardiner-Hall

Go Waitaha Canterbury Scholarship

C.S Beagley

Q.R Gardiner-Hall

J.R Mather

K.R Sawyer

Hiranga Scholarship

H.C Aspinall

C.S Beagley

A.T Bell

D.K Brooks

L.R Christensen

E.P Craddock

J.P Dew

Q.R Gardiner-Hall

N.G Hays

A.J Hoult

L.F.J Houtman

J.R Mather

R.J McElwee

J.T O'Leary

H.R Oram

R.D Owen

L.J Robinson

K.R Sawyer

H.A Scott

M.W Tyler

A.W Young

Leigh and Judith Pownall Scholarship (Geography)

D.K Brooks

Mathematics and Statistics High Achievers Award

J.P Dew

Takere Scholarship

K.R Sawyer

University of Otago

Leaders of Tomorrow Entrance Scholarship

P.N Dodangoda

L.J Williams

Māori Entrance Scholarship

D.P Kernan

C.F.T.W Kumeroa

New Frontiers Excellence Entrance Scholarship

J.A Barker

L.M Cooke

J.P Dew

M.J Hutchison

S.J McCourtie

L.J Robinson

B.F.J Smith

New Frontiers Sustained Excellence Entrance Scholarship

D.J Wilson

Pacific Peoples' Entrance Scholarship

R.H Libeau



Victoria University of Wellington

Tangiwai School Leaver Scholarship for Academic Excellence
A.B Mitchell

IV EXTRACURRICULAR

A SPORT

The 2023 year saw an increase in participation as well as outstanding results, both regionally and nationally, across multiple codes including 8 national titles.

The support and engagement from staff to work with our students was again highlighted through a high level of involvement. The outside-of-the-classroom relationships formed through sport continue to be invaluable and a clear strength at Auckland Grammar School.

National Champions – Badminton

The Premier Badminton team played defending champions Westlake Boys' High School in the national final. The team played superbly to win 5-1.

National Champions – Cycling

Two riders claimed national individual honours; J. Kwon (5D) in the U16 Points Race and C.P Wagener (5B) in the U17 Points Race. In the marquee event, the Team Time Trial, the Senior team, consisting of J.A.J Barclay (6H), Z.F Wyllie (6H), C.P Wagener, B.C Pawson (6E) and F.A Malpass (7A and Captain) rode a perfect ride to defend their national title and win the Sir Bernard Fergusson Trophy.

National Champions – Disc Ultimate

The School continued its dominance in recent years to again be named national champions. Under the experienced guidance of Mr Buckingham, the team successfully defended their national title.

National Champions – Sailing

The School's sailors performed well nationally. Team success came with the crew of J.W.M Buckland-Blair (7G), G.J.B Pilkington (7G1), S.W Kensington (6A), R.J Kensington (7C and Captain) and T.G.E Pilkington (4L) winning the Harken Secondary Schools Keelboat National Championships.

National Champions – Table Tennis

The Premier Table Tennis team successfully defended their title to again be named national team champions. The team produced dominant wins in the lead-up to a repeat final against Westlake Boys' High School. An intense final finished well winning 4-2. In the Individual Championships, J.H.T Choi (5E) won the national U19 title and the U15 title was won by P. Jajal (5K), beating our own H.X Jiang (3E) in the final.

Other sporting highlights

The Athletics team performed well at the Central Western Zone and Auckland and North Island Championships. A notable mention this year goes to J.A. Mora (7E) for winning gold at Auckland Championships in the Senior 1500m in a record time of 3:56.06 along with winning the National Road Race at the School Nationals. In the intermediate grade, C.P Wagener (5B) continued to impress across a number of endurance codes including winning the Auckland U17 1500m, U17 3000m and record holder, U17 Cross Country, U17 Road Race, 1st in the Auckland Duathlon, 2nd in the Auckland Triathlon and 1st in the U16 Orienteering: Rogaine.

The Premier Basketball team finished 3rd in the Auckland Secondary School Premier grade before finishing 6th at the nationals tournament. The Junior A also had an outstanding season, winning the Auckland Championship along with the Northern Championships, progressing throughout the season unbeaten.

The Premier Chess team finished a creditable 3rd at nationals. The depth of young players in the programme is strong and looks positive for years to come.

The 1st XI Cricket team performed well in their traditional fixtures, bea-

ing Palmerston North Boys' High School and New Plymouth Boys' High School and narrowly losing to Christchurch Boys' High School. H.D.F Waite (5H) took a six-wicket bag in each of the three fixtures. Captain T.C Jones (6C) scored 143 against New Plymouth Boys' High School.

The Junior Colts also successfully defended the junior national championship in March.

The 1st XI Hockey team won the Auckland Championship as the top Auckland school and went one better in 2023 to win the SuperCity Competition, defeating Westlake Boys' High School 2 – 0 in an excellent final. Their success continued as they secured 3rd and the bronze medal at the national tournament, Rankin Cup.

The 1st XV Rugby team returned to the Auckland Secondary Schools 1A semi-finals playing soundly to finish 3rd. In the traditional fixture against King's College, played at home, the team won 40-23.

The Premier Squash team won the Auckland title and then finished 4th at the New Zealand Secondary School Championship. Captain, N.Z Thomas (7C) was named the Auckland Individual Champion.

Swimmers, J.J Kennard (7G) and H.P Klouwens (6C), have continued to produce outstanding performances, both going on to represent New Zealand. With the opening of the new School pool, the School's swimming sports returned to the campus which has assisted in the growth of the sport.

Congratulations to those that have reached higher honours in their given codes and those who have been awarded Colours through achievement both in their given sport and in the classroom. 26 represented the country, with more named to compete in the near future.

New Zealand Representatives:

Air Pistol	Y. Qin	4A
Archery	A.T.M Norman-Hewlett	5J
Athletics and Cross Country	J.A Mora	7E
Baseball	T.N Anderson	7E1
Baseball	B.J Sinclair	6C
Basketball	R.S Hunt	6C1
Cricket	T.C Jones	6C
Cross Country	C.P Wagener	5B
Disc Ultimate	E.P Craddock	7C
Disc Ultimate	T.H Craddock	5K
Disc Ultimate	N.G Hays	7E
Disc Ultimate	M.J Hutchison	7E
Disc Ultimate	M.W Tyler	7A
Disc Ultimate	J.M Woodward	7D
Hockey	Y.R Khushal	7C1
Orienteering	S.C Randerson	5A
Sailing	R.J Kensington	7C
Sailing	S.W Kensington	6A
Squash	N.Z Thomas	7C
Swimming	J.J Kennard	7G
Swimming	H.P Klouwens	6C
Table Tennis	J.H.T Choi	5E
Taekwondo	A. Tavakoli	7G1
Touch Rugby	K.J Williamson-Yates	7G1
Water Polo	L.K Dodunski	6F
Water Polo	M.M Duder	7D1

2023 College Sport Young Sports Person of the Year Awards

Auckland Grammar School has 16 finalists for the Young Sports Person of the Year Awards, which is being held late November at Eden Park.

B DRAMA

This year, Auckland Grammar School supported St Cuthbert's College's 2023 annual senior production, The Addams Family.

Auditions began in early Term 1, and rehearsals started shortly after.



These ran through until the opening show in June of Term 2. The students performed at four sold-out shows and were incredibly grateful to those who supported them.

Congratulations to T.J Sawyer (7C), who received the Best Male Lead award for his role as Gomez Addams at the Auckland Live Showdown competition.

TheatreSports

C.J O'Brien (6G) and P. Darbandsari (5B) attended a series of TheatreSports Youth Programme workshops focussing on student leadership and honing improvisational skills, bringing valuable feedback. The School was able to host multiple buddy and player nights in turn, attended friendly competitions at Botany Downs High School and Avondale College. In the final Festival Night held at Auckland Grammar School, the Senior A team, captained by J.E.M Park (7G) and featuring H.P.L Wilkinson (5C), C.J Davidson-Ladd (5D) and J.R Lewis (5D), represented the School well.

C MUSIC

The Music Department has continued to thrive and students experienced considerable success.

Auckland Philharmonia Orchestra Partnership Programme

Selected Cambridge music students participated in two invaluable composition workshops with the APO. Students had the opportunity to create their own original compositions for a quintet of trumpet, French horn, percussion, violin, and cello, with the assistance of APO musicians and had the chance to record their work.

Senior students benefited from composition mentoring by Camryn Nel, the 2023 APO Young Composer-in-Residence, who provided insightful feedback and guidance in their creative endeavours.

Big Band and Jazz Combo

In April, the Big Band and Jazz Combo competed in the 45th National Youth Jazz Competition, which ran in conjunction with the National Jazz Festival, celebrating its 60th year. Both groups received Gold Awards. The Big Band were named the country's Best Big Band and received the New Orleans Trophy. Ranu Ediriweera Wijesuriya (7H1) received the Lauren Ellis Trophy for Best Big Band Drummer.

At the Auckland Jazz Competition, organised by the Auckland Jazz and Blues Club, the Big Band earned a Gold Award, and the Jazz Combo achieved a Platinum Award. Ranu Ediriweera (7H1) received an outstanding soloist award.

Form 3 Piano Cup Competition

This year's competition was held in October in the Centennial Theatre and was adjudicated by Rachel Fuller, a Professional Teaching Fellow at the University of Auckland.

Form 3 Piano Cup Winner was B. Zou (3C) playing *Fantasia-Improptu, Op.66 Allegro Agitato*, by F. Chopin. Y. Li (3B) was also a finalist.

Grammar Voices and Grammarphonics

In June, the regionals for the Big Sing Choral Festival took place in the Auckland Town Hall. Grammar Voices, the all-comers School choir, secured a place in Cadenza and also achieved the highest prize for their well-delivered and energetic programme – the Tui Award. Grammarphonics, the auditioned chamber choir, reached the finale for the second year in a row. They won the Youth Ambassador Award (given to the choir demonstrating outstanding engagement with all elements of the Finale) plus a Bronze award for their challenging, unconduted programme.

Minister's Plate Competitions

The Junior and Senior divisions of the Minister's Plate competitions were held in September in the Centennial Theatre. The School welcomed previous winner of the Minister's Plate, Ben Hoadley '90, an acclaimed bassoonist and composer, to adjudicate the competition. The standard of this year's finalists was impressive.

Junior Minister's Plate Winner was S. Xu (3A) playing the alto saxophone, performed *Fantaisie* by J. Demersseman. The finalists were J.A Chang (4C), J.A Chang (4E), M. Ma (4A) and J. Xin (4B).

Minister's Plate Winner was T. Yi (7D), playing the alto saxophone, performed *San Felio* by V. Neselovskyi. The finalists were J.B Brown (7G), R.R Ediriweera Wijesuriya (7H1), T. Gong (6A), W. Lee (6F) and H.F Yu (7A).

New Zealand Chamber Music

75 Chamber Music Groups participated in the Auckland rounds of the 2023 National Chamber Music Competition, sponsored by the New Zealand Community Trust, which was held in the Raye Freedman Arts Centre in June. The adjudicators were Marcus Norman and Justin DeHart.

The School's musicians were well-represented, with 23 individual students performing across nine groups. The diversity of Grammar groups was notable, including a classical guitar trio and quartets ranging from percussion to flutes. H.J Fan (5A) and D.Y Grant (5A), in collaboration with a student from Diocesan School, were selected for the final, and they presented *Contrasts* for clarinet, violin and piano by B Bartók.

Performance Day

During May and July, over 150 Grammar music students travelled to Remuera Intermediate, Auckland Normal Intermediate, Parnell District School, Kohia Terrace School, and Kowhai Intermediate School to present an hour-long performance at each school. The performances featured the Symphony Orchestra, Grammar Virtuosi, Grammarphonics, Premier Concert Band, Wind Band, Big Band and Pipe Band.

Pipe Band

The Pipe Band won the Alexander Family Cup (U19 category) at the Auckland Centre Contest held at Waikaraka Park in February. They also competed at: the annual Mini Pipe Band Contest in Drury, multiple Auckland University Graduation Ceremonies and played for the first time at the Hamilton Gardens Contest.

Premier Concert Band and Wind Band

At the New Zealand Concert Band Association Festival held at Westlake Girls' High School in August, the Premier Concert Band was awarded Gold Awards.

At the KBB Music Festival, the Premier Concert Band received a Silver Award and the Wind Band received a Commended Award.

Symphony Orchestra, Grammar Virtuosi Chamber Orchestra and Concertante String Ensemble

The Symphony Orchestra and Grammar Virtuosi both had successful years, performing at School assemblies, and at local intermediate schools. At the KBB Music Festival, they received Silver Awards and were considered special awards for Best Performance of a New Zealand Work and Best Performance of a Classical Work.

The new ensemble, Concertante Junior Strings, debuted with Gabriel's Oboe and "*When You Wish Upon A Star*" at the Winter Concert.

Winter Concerts I & II

The first Winter Concert featured the Jazz Combo, the Big Band, Grammar Virtuosi, a Guitar Trio and the School's choirs; Grammarphonics and Grammar Voices. The second Winter Concert included the Pipe Band, the Premier Concert Band, the Wind Band, the Symphony and Concertante String Orchestras, a Percussion Quartet, and a Vocal Sextet. The Concertante, a junior string ensemble, debuted with renditions of "*Gabriel's Oboe*" and "*When You Wish Upon A Star*."

D DEBATING

Six Junior (Forms 3 and 4), five Senior (Forms 5 and 6), and one Advanced (Form 7) teams were entered into the inter-school Open grades. Two teams broke into the final rounds of the Senior competition, each losing its quarter-final.



The School's premier debaters represented the School well in traditional fixtures: seasonal and regional championships, the Hamilton Exchange, and Impromptu Cup. The top team placed second at Regionals and S.S.S Saheb (6B) was selected as traveling reserve for the Auckland squad. Both Senior and Junior teams defeated Hamilton Boys' High School in the exchange. The Premier Juniors won the Auckland-wide Junior Championship weekend competition.

Four teams were entered into the inter-school Premier grades. The Premier Advanced 1 team, captained by J.K.D Kumar (7A), won five from seven in their regular season and advanced to the quarter-final, which they lost to Rangitoto College. The two Premier Junior teams won five from seven in their regular season and each won its quarter- and semi-final, resulting in a Grammar vs Grammar final. This debate, held in the Old Boys' Pavilion, resulted in victory for the Premier Junior 2 team.

V SCHOOL INFRASTRUCTURE

The following major improvements were completed during 2023:

Buildings

- O Zone redevelopment – Weights Rooms
- Exterior and/or interior painting
- Cyclical Maintenance:
 - Lower Pavilion
 - O Zone relocatable buildings
 - Main Block hall floor
 - Tennis Courts
 - Music/Theatre/Heritage Room exterior
 - Tibbs House Junior Block exterior

150th Project

- Pool construction and commissioning of the facility
- Te Ara construction and commissioning of the facility
- Forecourt reinstatement construction commenced

Vehicles

- New 12-seater School van
- New rowing trailer

Health & Safety

- Flood response works including the re-carpeting of Specialist ground floor classrooms, Learning Support and Sports Centre

VI INFORMATION SERVICES

Classroom Resources

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

Information Services Infrastructure

With the implementation of Te Ara Mātauranga, the Information Services Department has commissioned the digital services for this facility. These include automation in the breakout spaces and setting up the new computer suite. The building has also been wired to allow for future use of audio visual and digital video systems.

VII DEVELOPMENT OFFICE

The Development Office supports the School and the Auckland Grammar School Foundation Trust with fundraising activities for major gifts and bequests, fundraising events and sponsorship management, on-line and print communications in support of the Academic Endowment Fund (AEF) and when required, capital campaigns such as the recent 150th Capital Project – Te Ara Mātauranga.

150th Capital Project - Pool Opening

This function was held in the Lower Pavilion with 108 guests in attendance. MP for Epsom, David Seymour '97 officially opened the pool on behalf of the School.

150th Capital Project - Te Ara Mātauranga Dawn Blessing/Karakia

The dawn blessing/karakia for Te Ara Mātauranga was held at 6am on Tuesday 10 October. The blessing was carried out by kaumatua of Ngāti Whātua Ōrākei and enabled the new library to be operational, before its official opening in February, 2024.

ANZAC Day

This year's ANZAC Day service took place in the Great Hall on the morning of 25 April. Old Boy and current parent, Scotty Stevenson '90 was the guest speaker for the event, delivering a poignant message about sacrifice and commitment, the impact of war and the responsibility we have to honour, through our actions, to those who died as a result of war. Wreaths were laid by Deputy Head Prefect J.A Mora (7E) and E.J.S Stevenson (4I) on behalf of the School, and by Roger Hill '63 and his grandson Finn Hill (4C) on behalf of the Old Boys.

Auckland Grammar School Foundation Trust

The 2023 Annual Appeal was sent to a cross section of the School's community in September. The appeal focused on the Hardship Fund, which enables the Foundation Trust to continue providing financial support to families, ensuring every student has full access to the opportunities Grammar provides.

The Augusta Fellowship Luncheon was held on 12 October with 50 attendees. At the luncheon four new Augusta Fellows were inducted – Peter Vial '75, Trevor Hay '61, Neville Darrow '51 and former master Alex Bing.

The Friends of the School function was held on 28 October as a thank you for all of the School's volunteers, donors and sponsors.

The annual Staff Awards were held on 29 November with over 59 teachers/support staff members recognised for their expertise and dedication to the School and its young men during the year. Six new awards were established this year by generous donors:

- The Gardner Family Award, established by parent Kent Gardner
- The L.F.J Houtman Award, for Geography, established by parents Matthew and Katie Houtman
- The Merrilees Family Award, for Biology, established by brothers David '87 and Stephen Merrilees '88
- The Milne Family Award, established by Jonathan Milne '66 and his wife Juliette Milne
- The Service Award, established by parents and Culum Manson '88 and Kristen Manson
- The Stafford King Award, for Social Sciences, established through a gift from grandparent Stafford King and his daughter Jodie King

Combined Trusts Event

The Combined Trusts event was held on 2 August with current and former members of the Board, Headmaster's Council, Old Boys' Association and Foundation Trust invited. The event was held in Te Ara.

Current Student and Parent Engagement

The School once again hosted the annual Form 3, Form 4 and a combined Form 5, 6 and 7 Parents' Welcome events in the Old Boys' Pavilion. These events provided an opportunity for parents to familiarise themselves with their son's Form Masters, make new acquaintances, strengthen existing connections and to socialise.

The Mother, Grandmother and Son Breakfasts were held on 4 and 5 May. The guest speaker for these breakfasts was celebrity chef and Grammar parent, Josh Emmett.

The Grandfather, Father and Son Breakfasts were held on 1 and 2 June.



There were two guest speakers for the breakfasts with NZ Rugby CEO and Grammar parent, Mark Robinson speaking at one and former New Zealand Blackcap, Dion Nash '85, the speaker at the other.

The Leavers' Dinner was held on 30 November at Eden Park. Guest speaker for the event was Darren Shand, past All Blacks Manager.

Gala Dinner

The Gala Dinner took place on Saturday 20 May with 450 Old Boys, parents and members of the Grammar community in attendance. The dinner raised \$200,000 for the Foundation Trust's Academic Endowment Fund in support of the School's staff.

Grammar vs King's College 1st XV Fixture

This year's event was held at the School on Saturday 10 June, with 150 guests hosted in the Old Boys' Pavilion for the game. 650 guests were hosted in the Great Hall for the after match, where Sir Graham Henry was the guest speaker and senior prefect, Angus Baker (7A) was Master of Ceremonies.

Old Boy Activities

The Tauranga reunion was held on 23 March and was kindly sponsored and hosted by Cooney Lees Morgan, thanks to Campbell Izzard '90.

The Australian reunions, in Sydney and Melbourne, have not been held since 2018 and their return was well-received with strong attendance.

The Vintage Reunion was held on Thursday 13 July with 70 Old Boys in attendance for a tour of the School and lunch in the Old Boys' Pavilion with speeches by the Old Boys' Association President and the Headmaster.

The combined 30, 40, 50 Year Reunion was held on 18 August with 200 Old Boys from the cohorts of 72, 73, 82, 83, 92 and 93 and 15 former staff in attendance in the Old Boys' Pavilion.

The 60 Year Reunion was held on 24 August with 40 Old Boys from the 62 and 63 cohorts in attendance.

The UK Friends AGM and reunion was held on Tuesday 12 September with 35 Old Boys and friends of the School in attendance.

The US Friends of Auckland Grammar School reunion was held on 20 September at Old Boy Tim Cameron's ('84) New York apartment with 21 Old Boys and partners in attendance.

The monthly Club 70 Old Boys' coffee club meetings at the Berkeley Theatre in Mission Bay continued this year with attendance ranging between 40 and 60 Old Boys.

The Old Boys' Association Augusta Awards evening was held on 2 November in Te Ara Mātauranga. This year the function's format was changed from its usual dinner to a cocktail function and award ceremony. The awardees on the night were Dr Bruce Hadden '55, Uluomato'otua Aiono '68, Professor Philip Hill '81 and Aaron Gate '04 was the recipient of the Lion Award.

VIII COMMENTARY

The 2023 School year could be characterised or defined by the easily recalled shared experiences, including the Auckland weather events that wreaked havoc causing significant flooding or the cyclones that soon followed in February, or the impact strike action had on schooling. They have all been topics of conversation as they have affected us all in some way throughout the year.

However, my preference is to share with you the conversations that haven't been had. This is largely because they are observations that are less obvious and more intangible.

I want to share these observations, because we are sharing a moment in

time in the School's history, its not the first, and hopefully it won't be the last. But what has become clear to me, is it has been impactful. These relate to the 150th legacy facilities: the new pool on the lower field and Te Ara Mātauranga, that have both moved from capital projects on paper, to reality.

The observations and associated comments that I wish to share are not about the bricks and mortar, but about the symbolism associated with their completion. That is, the value of a united community, who have a shared understanding about the ongoing provision of quality education. That includes the very concept of giving back and/or of feeding forward that has become a hallmark of Auckland Grammar School.

And this is not a first, as the guardians of Grammar, who have been before us have led the way, starting with, J.W Tibbs our 4th Headmaster (1893 - 1922) who called upon the Grammar community to fund and build an Honours Board for the new School to be built on Mountain Road. That community left us with the magnificent centre panel on the stage that dominates the Great Hall. That community set the tone for celebrating student academic achievement, that remains in place today.

This report is not focusing on or delving into the multitude of buildings that the Grammar community have self-funded through time, but about the commonalities between then and now, in retaining a high-quality education in New Zealand. Rather than Auckland Grammar School being an outlier in the Ministry of Education's eyes, and an outlier in New Zealand society, this may be a lesson in the effectiveness of community-based education, and the very best modelling of self-governance.

Sir Ron Carter '48, reminded me earlier this year that, *"Education is a unifying factor upon which communities can be, and should be, built. Communities should be proud of their local school, and they should be part of its structure."*

More so, he said, *"Education is the most fundamental element in the creation of a successful society. The quality of that education, the scope of that education to prepare a student for their future role as a citizen, the need to become a part of a community where each member can respect the knowledge of others and contribute in a cooperative manner cannot be taken for granted."*

You may ask, how does this relate to the pool and Te Ara becoming a reality. Sir Ron's conversation with me took place mid-year, when the funds were secure and construction was well into its second year. He was effectively telling me to look up, and see the unity and the support that had been garnered through the various phases of the project. Early fundraising in 2018 and 2019 through the 150th celebrations looked like an impossible task and what followed, was every disruption possible including a global pandemic and a cost of living crisis, but did not, for the record, include a plague of locusts.

What followed has been simply remarkable, the understanding of the educational benefits, the generosity of time and donations for the good of future generations of Grammar boys. Another line had been drawn in the sand emphasising:

- Auckland Grammar School remains a proud state school
- The impact a community can have when there is belief in the style of education provided
- The power of Belonging

We are fortunate to have had guardians before us, who have made courageous decisions that have protected and supported our style of education. It is the job of the current Grammar community to be those guardians today. And stand up, the community has.

Throughout this year I have shared segments of Owen Eastwood's book, *Belonging*, with the School and it is relevant here again. He said,

"I have come to understand whakapapa this way: Each of us are part of an unbreakable chain of people going back and forward in time. Each of us in this chain of people have our arms interlocked with those on either side



of us. We are unbreakable.

The sun shone in the east and shone on our first ancestor. Here is the origin of our story. Each of us will have our time in the sun. But the sun is always moving. When the sun shines on us we are alive, we are strong. For we have had passed down to us a culture that immerses us in deep belonging."

The concept of a Grammar education is most visible in our archives.

In 1954 the eighth Headmaster, Sir Henry Cooper spoke of the School's responsibilities and boys' responsibilities like this:

"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 that 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."

The Grammar Way.

In 1986, the ninth Headmaster, Sir John Graham said:

"The School is ultimately a place for boys. A place where they can learn worthwhile, demanding subjects and experience the pleasures of involvement in sport, music, drama and other club activities. A place where they can learn social skills in a secure environment and moral and ethical values that will equip them to face any challenges in the community. A place where boys learn personal assurance and confidence to come to grips with their strengths and weaknesses. A place where lasting friendships are made and where pride in self, pride in nation and in the School is nurtured. A place where respect for others, whatever their background, and compassion for all people is seen as crucial for their future lives."

The Grammar Way.

In 2023, I add this:

We ask young men to be contributors to their School. It is in their responses to this request where we gain insight and see potential – it might be their turn of phrase, the quality of their response when most challenged, quietly volunteering, or having the ability to recognise others successes. Contributing also means winning with humility or having the grace to lose with dignity.

It is through contributions of this nature that our young men learn respect, including of our past and they can begin to understand the part they are playing in creating both the very essence of Grammar today, and the legacy for our community tomorrow.

The mystique of The Grammar Way is woven into the fabric of this transition – starting from the moment a young man understands that he belongs, and that what he belongs to is far greater than himself. Then he begins to learn of the responsibilities and sacrifices required to be the man he can be.

The Grammar Way is what supports and endorses our unbreakable chain.

And that brings me back to symbolism associated with Te Ara Mātauranga and the pool. Not just new facilities for future generations, but the symbols of a united community endorsing who we are and what we do – The Grammar Way.

IX APPRECIATION

Highly effective Grammar masters are respected by the boys because they are demanding of them. They work hard for the boys and are involved outside the classroom, and are loyal to the School. Thank you to

our staff members for their extensive contributions throughout 2023. It is these contributions that help to set the tone on a daily basis and in turn reinforce the School's ethos, vision, mission and values.

One such master was Mr Aliaga '93, who passed away at the end of Term 3 after his courageous battle with serious illness. He was a loyal, respected and dedicated teacher of Chemistry at Auckland Grammar School, who joined the teaching staff in January 2020. He had a passion for football, coaching several teams, including assisting with the 1st XI this year. As an avid competitor in the Staff vs Prefects Football match, it's appropriate that future fixtures will play for the Aliaga Boot.

The School is fortunate to have a number of support groups who continue to volunteer their time to advance the quality of education we can provide. The Headmaster's Council chaired by Ms Phillipa Muir, the Old Boys' Association led by President Mr Murray McKinnon '59 and the Foundation Trust chaired by Mr Jack Porus. The School Board, as the governing body is also critical to the School's success. It is ably chaired by Mr Mark Sandelin '75 who has given significant service to the School. These groups and leaders provide us with unparalleled support, objective feedback and hold us accountable for the quality of a Grammar education.

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

Thanks to outgoing Board member, Mr Grant Graham '75. Mr Graham has chaired the Finance Committee since Term 2, 2015. His extensive service as both an Old Boy and a parent along with his financial expertise have aided the School's development through our 150th year and the 150th Projects. Thank you.

Mr Mark Sandelin, Chairman of the Board, continues to provide stable, considered and independent leadership of the School Board. His status as an Old Boy of '75, and contributions on the board since Term 2, 2009 have been influential through qualification, experience, institutional knowledge, a dose of good sense and good humour. His leadership, commitment and unwavering focus on excellence has competently drawn together a skilled board whose combined expertise have advanced the School's development.

All members of the Leadership Team have been critical to the successful operation of the School in 2023.

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

Mr Sam McNaughton has once again ably led the School's operations, and the associated communications to staff, students and parents. Mr McNaughton also accepted the role of Acting Headmaster during my absence in Term 3. I thank him for his professionalism and the able support he continues to provide me and the School. Mr Askew, Deputy Headmaster Junior School stepped into the role of Associate Headmaster during Term 3 and likewise, his contributions were immense allowing the School to continue operating in seamless fashion. Special thanks to Mrs Adrienne Birtwistle who joined the Leadership team as Acting Deputy Headmaster – Junior School for the same period of time. Her professionalism and work ethic impressed staff which reinforced the respect she has well-earned with colleagues. Thanks also to Mr Lobb for his contributions as Deputy Headmaster – Senior School to Mr John Blyth, Deputy Headmaster HR and Mrs Joanne Guildford - CFO.



There many other staff members whose specialist skills ensure the smooth functioning of the School and permit teaching and learning to be our primary focus. They include:

Mr Frank Haszard, Director of Boarding, Mr Cameron Watt, Director of Information Services, Mrs Rachel Fenton, Director of International Students, Mr Villy Kotze, Director Property Services, Mr Dave Mackay, Director of Sports Development, Mr Daniel Reddish, Director of Advancement and Mrs Debbie Watson, my EA.

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

I commend students who have led in a variety of roles this year. They specifically include the Head Prefect, Quinlan Te Tamaki and Deputy Head Prefect, Jamie Mora, who combined well to lead the student body.

Along with Senior Prefects Angus Baker, Robbie Reidy, Monty Parkinson and Preston Morunga we saw strong personalities to the fore, leadership through example and a preparedness to have some fun along the way. As a group they had the opportunity to understand, from close range, the operational nuances that continue to protect the School's standards and traditions.

My genuine thanks are also extended to parents who have not only supported their sons' Grammar education but have supported the School's educational philosophies and the application of these whether personally favourable or not.

Finally, to the leaving cohort, the class of 2019, the third form of our 150th year. You started in a magical year celebrating our past, and you have rightly accepted the challenges and opportunities presented and have begun to make your own way, much of which was clear for all to see during the prizegiving ceremony on 1 December, 2023.

The Owen Eastwood quote I shared earlier finishes with:

"We share beliefs and a sense of identity with those around us and this anchors us. We share a purpose with them. We share a vision of the future. Rituals and traditions tie us together. The experiences and the wisdom of those who walked in the light before our time are passed on to us. You will not be judged by your money or celebrity or sense of self pride... you will be judged by what you did for our tribe."

While relevant to us all, today the sun shines on the class of 2019. The closing lines of my toast to the School in our 150th year ring true today: It is in the process of cultivating the Grammar Way that we may teach our young men to stand at the level of our eyes, in the hope that they will see further than we can, and do better than we have ever done before.

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

Per Angusta, Ad Augusta.

Tim O'Connor
Headmaster



Mission Statement

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

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

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



General Objectives

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



VARIANCE REPORTS

2023

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

Key words:

- Deferred
- Completed
- Not Completed

VARIANCE REPORT 2023

1. <u>ACADEMIC</u>		
Objectives	Target	Results
<p>Student Achievement</p> <ul style="list-style-type: none"> To maximise student achievement by continuing to improve and develop the School's educational programmes and their delivery. 	<ul style="list-style-type: none"> 75% of AS results are C or better. 95% of A Level results are graded as passes. 95% of Level 1 students achieve the maximum 20 credits to carry forward to Level 2. 75% of NCEA Level 2 students achieve Level 2. 85% of all senior students achieve NCEA Level 2 (or equivalent for Cambridge students). 75% of NCEA Level 3 students achieve Level 3. 85% of Form 7 students achieve University Entrance. For Māori and Pasifika students University Entrance achievement rates to be above comparable national averages for decile 8-10 schools. At least 180 individual NZQA scholarships are earned. 	<ul style="list-style-type: none"> Not completed – 66.3% of results were A-C. Completed – 100% of results were passes. Completed – 98% achieved 20 credits or more. Not completed – 72% achieved Level 2. Completed – 89.5% achieved Level 2 or Cambridge equivalent. Completed – 76% achieved Level 3. Completed – 88.5% achieved University Entrance. Not completed – UE attained by 56% of Māori students achieved UE (above national averages; below average for our EQI) and 44% of Pasifika students (below national and EQI averages). Completed – 217 Scholarships were won.

<ul style="list-style-type: none"> ● To improve the use of assessment data to track and monitor student achievement for individuals and cohorts. ● To maximise student achievement by continuing to improve and develop Pre-Q, Cambridge International and NCEA courses and course delivery. 	<ul style="list-style-type: none"> ● To embed achievement monitoring and support processes with Academic Deans by the end of Term 1. ● To review entrance testing data and its uses by the end of Term 1. ● To review reporting processes by the end of Term 3. ● To provide curriculum evaluation materials and support for use by HODs by the end of Term 1. 	<ul style="list-style-type: none"> ● Completed – monitoring and support processes implemented, Terms 1-4. ● Completed – review completed in Term 1. Plans in place for 2024. ● Completed – review completed in Term 3. ● Completed – curriculum evaluation materials provided to HODs.
<p>Curriculum Development and Maintenance</p> <ul style="list-style-type: none"> ● To ensure that the School’s curricula are designed and maintained to the highest possible standard. ● To review and refine the Pre-Q curriculum and assessment system for Form 5. ● To further develop a professional climate conducive to effective management of the curriculum. 	<ul style="list-style-type: none"> ● To monitor NCEA Change package materials and NZC “Refresh” materials. ● To review Pre-Q and NCEA Level 1 courses and assessments by the end of Term 1. ● To update Form 5 course content and assessments ready for Term 1, 2024. ● To provide support for HODs engaged in curriculum design processes. 	<ul style="list-style-type: none"> ● Completed – HODs kept informed of NZC and NCEA changes. ● Completed – Pre-Q Review completed as/if information became available. ● Completed – course preparation completed in Terms 3-4. ● Completed – HODs offered Professional Development (PD), support and time for curriculum design work.

<p><u>Curriculum Delivery</u></p> <ul style="list-style-type: none"> ● To ensure excellence in curriculum delivery, on-campus and online. ● To evaluate curriculum delivery. ● To provide appropriate online instructional PD and support for staff. 	<ul style="list-style-type: none"> ● To review processes for student in-class device use by the end of Term 2. ● To work with HODs to maximise the value of 4-minute walk-throughs. ● To review and refine end-of-year examinations processes. ● To embed the use of the Great Teaching Toolkit (GTT) for PD purposes. ● To provide PD Forum opportunities twice termly, Terms 1-3. ● To embed the use of video for PD, reflection and appraisal purposes. 	<ul style="list-style-type: none"> ● Completed – processes reviewed during Term 2. Updated processes to be designed and implemented during Term 3. ● Deferred. ● Completed – processes reviewed and improved. ● Completed – GTT available to all teachers and embedded in PD programmes. ● Completed – PD Forum series completed. ● Completed – Video Project embedded for PD, reflection and appraisal purposes.
<p><u>Māori and Pasifika</u></p> <ul style="list-style-type: none"> ● To improve achievement outcomes for Māori and Pasifika students. ● To promote the knowledge and use of the Te Reo Māori and Tikanga Māori by staff and students. ● To strengthen bi-cultural and multicultural perspectives in Forms 3-7 programmes. 	<ul style="list-style-type: none"> ● To review and refine the operation of the Tuakana-Teina mentoring programme. ● To encourage participation in PD in Te Reo Māori for staff. ● To review Mātauranga Māori curriculum content in Form 5 programmes. 	<ul style="list-style-type: none"> ● Completed – review completed in Term 1. ● Completed – several opportunities offered. ● Completed – review completed as part of the Pre-Q Review.

VARIANCE REPORT 2023

2. <u>PERSONNEL</u>		
Objectives	Target	Results
<p><u>Appointments</u></p> <ul style="list-style-type: none"> To attract, appoint and retain quality teachers and support staff members who are dedicated to excellence to ensure the achievement of the School's objectives and aspirations. To maintain and enhance human resource processes and protocols. 	<ul style="list-style-type: none"> Throughout 2023 replace leaving teachers with quality specialists. To incorporate new Support Staff in School's Collective grades and steps by the end of Term 2. 	<ul style="list-style-type: none"> Completed. Completed.
<p><u>Human Resources</u></p> <ul style="list-style-type: none"> Review the human resources processes and protocols ensuring the School is compliant with regard to contractual obligations. To apply 'best practice' protocols and all employment processes. 	<ul style="list-style-type: none"> To review and update employment policies by end of Term 1. To research registration options for relievers and develop a process which incorporates the Teaching Council guidelines. To research sector collective agreements for non-administration Support Staff, eg; Nurses, throughout the year. To pilot the use of relief software throughout the year. 	<ul style="list-style-type: none"> Completed. Completed. Completed. Deferred.

<p><u>Professional Development</u></p> <ul style="list-style-type: none"> ● To set clear PD goals for School-wide, department/team based and individual. ● To ensure PD systems are in place for staff to support their on-going development. ● To encourage self-review systems and use outcomes to affect PD provisions for staff. 	<ul style="list-style-type: none"> ● School-wide goals to be communicated to all staff at the start of Term 1. ● To deliver a full programme of PD Forums for all staff in Terms 1-3. Completed by the end of Term 3. ● To embed the use of video technology for PD and appraisal purposes. To be completed by the end of term 4. ● To investigate teaching and HOD self-review tools. 	<ul style="list-style-type: none"> ● Completed. ● Completed. ● Completed. ● Completed – incorporated into annual appraisal cycle.
<p><u>Leadership</u></p> <ul style="list-style-type: none"> ● To identify high performing staff with leadership potential and provide them with pathways, processes and PD to advance their ability to contribute at middle and senior management level. ● To promote leadership pathways within the School. 	<ul style="list-style-type: none"> ● To complete the Staff Leadership Programme by the end of Term 4. ● To investigate how support for HODs and middle leaders can be improved by end of Term 4. 	<ul style="list-style-type: none"> ● Not completed – Leadership Programme underway but not completed by the end of Term 4. ● Not completed – investigation and discussions have occurred but not implemented.
<p><u>Performance Management</u></p> <ul style="list-style-type: none"> ● To maintain an effective annual performance review whereby staff members are appraised against goals that align with the School's strategies. 	<ul style="list-style-type: none"> ● To review and refine HOD and HOF questionnaire for 2023 appraisal process. ● To review and refine Support Staff appraisal. ● To embed an 'opt-in' appraisal process using the video project by the end of Term 4. 	<ul style="list-style-type: none"> ● Completed. ● Completed. ● Completed.

<p><u>Communication</u></p> <ul style="list-style-type: none"> To ensure effective communication systems are put in place so staff are aware and can support the School's direction. 	<ul style="list-style-type: none"> Staff input into the 2024 Annual Plan sought at the end of Term 4. 	<ul style="list-style-type: none"> Completed.
<p><u>Health and Safety</u></p> <ul style="list-style-type: none"> To maintain and develop the Health and Safety framework including the Health & Safety Leadership Forum. Ensure there are best practices at School, which are best practice in relation to legislation. To assess staff and governance capacity and offer appropriate training for staff/trustees to meet requirements of Health and Safety legislation. 	<ul style="list-style-type: none"> To ensure staff are aware of the School's Health & Safety Policies and Procedures at the start of the year. To ensure all staff are inducted on health and safety systems throughout the year. To improve the use and accuracy of the Health & Safety reporting system when informing the School of potential issues. To provide training opportunities throughout the year. 	<ul style="list-style-type: none"> Completed – expectations for Health & Safety outlined at Staff Only Day. All Health & Safety procedures are available in the Staff Handbook and on GrammarNet. Completed. Completed. Completed – included First Aid courses, Lifeguard training and Chemical HSWA training.
<p><u>Staff Wellbeing</u></p> <ul style="list-style-type: none"> To conduct a bi-annual staff culture survey and to utilise feedback to inform and renew systems and practices. To develop, maintain and review structures and procedures that support staff wellbeing. 	<ul style="list-style-type: none"> To utilise feedback from the 2022 Staff Culture Survey to set staff-wide and departmental targets by the end of Term 1. To refine and implement the 2023 wellbeing programme by the end of Term 2. 	<ul style="list-style-type: none"> Completed – Staff-wide initiatives have been set, led by the Staff Culture Working group. Completed – new wellbeing provider (Clearhead) in place from 1 June 2023.

VARIANCE REPORT 2023

3. <u>PASTORAL</u>		
Objectives	Target	Results
<p>Special Character</p> <ul style="list-style-type: none"> To promote the School's vision, mission and values in every day School life for the wider Grammar community to buy into 'The Grammar Way'. To review the place of character education, community service and leadership programmes to enhance the School's vision and mission. 	<ul style="list-style-type: none"> To complete an audit of the current community service initiatives the School is engaged in by the end of Term 1. To complete an audit of all current areas (within the School) where student leadership is being identified, developed or explicitly taught. This will be completed by Term 2. 	<ul style="list-style-type: none"> Completed – report completed by Head of Student Leadership and presented to Leadership Team. Completed – report completed by Head of Student Leadership and presented to Leadership Team.
<p>Student Services</p> <ul style="list-style-type: none"> To regularly review policies and procedures pertinent to the pastoral care of students. To continually develop the Deans' network to allow the prompt and practical follow up of School expectations, academic performance, study habits, attendance, uniform, grooming, School values and behaviour. 	<ul style="list-style-type: none"> To ensure the Student Services team build capacity and consistency in the application of the School's Inclusiveness and Anti-bully policies, by the end of Term 4. To embed the new Deans' network roles and induct the new staff by the end of Term 1. 	<ul style="list-style-type: none"> Completed – regular PD and meetings have provided context and exemplars for application of procedures. Completed – the Academic Dean and Form 6 and Form 7 Associate Deans have been inducted and supported by Pastoral and Academic Leadership Team members.

<p><u>Careers</u></p> <ul style="list-style-type: none"> ● To establish timely dialogue with intending school leavers and provide them with support and advice while monitoring their progress and maintaining quality records of these interactions. 	<ul style="list-style-type: none"> ● To embed and promote processes for students to identify course pre-requisites and track their progress towards them by the end of Term 1. 	<ul style="list-style-type: none"> ● Completed – Student Services staff have implemented a teaching component to upskill School leavers in the academic counselling meetings.
<p><u>Communications</u></p> <ul style="list-style-type: none"> ● To develop and review systems which provide for student feedback on the School's procedures and practices. 	<ul style="list-style-type: none"> ● To implement a snapshot survey, completed by students and administered by Student Services staff, that provides regular data on the School's current environment, including perspectives on the level of inclusive practices, by the start of Term 4. 	<ul style="list-style-type: none"> ● Completed – Term 1 survey built and administered in 2023. Terms 2,3 and 4 to be administered in 2024.
<p><u>Māori & Pasifika</u></p> <ul style="list-style-type: none"> ● To continue exploring ways to improve Māori/Pasifika achievement through pastoral care systems and the development of positive working relationships with young men and their parents. 	<ul style="list-style-type: none"> ● To review and refine the operation of the Tuakana-Teina mentoring programme. 	<ul style="list-style-type: none"> ● Completed – Deputy Headmaster – Pastoral Junior School and Specialist Classroom Teacher refined processes for improved delivery.
<p><u>Personnel</u></p> <ul style="list-style-type: none"> ● To meet regularly with those involved with student pastoral care to review systems and procedures to ensure they are current and effective. 	<ul style="list-style-type: none"> ● By the end of Term 4, produce a handbook for the Deans network, detailing key operational information. ● To develop Deans and Associate Deans procedures and execution of key tasks by the end of Term 1. 	<ul style="list-style-type: none"> ● Not completed – student alerts updated process is completed. Option selection procedures and yearly start up procedures for Deans is in progress. ● Completed – training and development occurred through Term 1 and 2 with a focus on investigation processes, formal disciplinary meetings and grooming/detentions. Training and support remain ongoing.

<p><u>Systems</u></p> <ul style="list-style-type: none"> ● To ensure the School has functional systems that allow staff the ability to log, monitor and follow up pastoral matters promptly. 	<ul style="list-style-type: none"> ● To ensure members of the Deans network are regularly recording, monitoring and actioning pastoral matters through to the end of Term 4. 	<ul style="list-style-type: none"> ● Completed – regular monitoring of the Behavioural Notes function in PC Schools and refinement of Detention recording and procedures have occurred.
<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"> ● To engage with external organisations to review and provide purposeful steps to further promote an inclusive environment. ● To ensure students receive regular communications regarding safe device use in an online environment. ● To ensure parents receive communications outlining the School’s position on acceptable device use. 	<ul style="list-style-type: none"> ● Completed – Pride Pledge continue to review the School’s approaches and provide specialist support and advice. ● Completed. ● Completed.

VARIANCE REPORT 2023

4. EXTRACURRICULAR		
Objectives	Target	Results
<p>Performing Arts</p> <ul style="list-style-type: none"> To refine and monitor the Performing Arts programmes provided to students. To review core Performing Arts programmes to focus on high-level development. 	<ul style="list-style-type: none"> To produce a report on School Productions with findings and recommendations by end of Term 2. To implement a standard operation of all Performing Arts events by end of Term 2. 	<ul style="list-style-type: none"> Completed – report completed by the Head of Performing Arts with a review of all aspects of Performing Arts recommendations. Deferred – working with the Property team to finalise details
<p>Sports Development</p> <ul style="list-style-type: none"> To refine mentoring programmes for coaches of Premier and Pathway teams/groups. To review core Grammar sports to focus on high-level development and achievement. To review Premier and Pathway team programmes for students and staff members. 	<ul style="list-style-type: none"> To refine mentoring programmes established for Premier Coaches and identified pathway coaches by end of Term 1. To further develop a culture of review in our Premier teams to ensure our approach meets best practice by the start of each session. To review the current athlete development programme in Cricket, Football, Hockey and Rowing and to ensure the sport is fostering positive development and student improvement by the end of Term 2 for Cricket and Rowing and the end of Term 4 for Football and Hockey. 	<ul style="list-style-type: none"> Completed – Head of Coaching Development has refined and implemented the Coach Performance Plan. Completed – Director of Sport Development (DOSD) has worked alongside Head Coaches to encourage a culture of constant review, including but not limited to, the inclusion of mid-season reviews. Completed – Cricket and Rowing. Cricket has a new coaching structure in the 1st XI and Rowing have worked with the advisory group to advance student expectations. Hockey and Football review completed. Coaching structures in 1st XI Hockey remain stable for 2024. Football to be revised for 2024.

<ul style="list-style-type: none"> ● To develop a strength and conditioning facility. ● To utilise the pool development to promote best practice in assisting sporting performance. 	<ul style="list-style-type: none"> ● To examine how the new weights facility can best support tagged Premier codes by end of Term 2. ● Ensure the pool facility is utilised to support the Water Polo and Swimming programmes, with clear usage systems and guidelines in place by the end of Term 1. 	<ul style="list-style-type: none"> ● Deferred – to 2024. User rules and guidelines document completed. ● Completed – a full usage schedule for Swimming and Water Polo was implemented in Terms 1 and 4, with additional Learn to Swim and squad swimming in Term 2. Additional use has been established for Premier Sport recovery sessions in Cricket, Rugby and Hockey. Staff completed pool lifeguarding certification in Terms 2 and 4. Finalised operational guidelines currently under review.
<p>Personnel</p> <ul style="list-style-type: none"> ● To recruit and retain teachers as quality coaches/managers for Sport and the Performing Arts. ● To review and monitor extracurricular requirements across Sport, Performing Arts and other School groups with regard to staffing. ● To refine, communicate and reinforce the School’s expectations and processes for all coaches/managers/MICs. ● To develop succession plans for Premier and Pathway team coaching positions and teachers involved with Premier Performing 	<ul style="list-style-type: none"> ● To retain all 2022 coaches (who remain on staff) going into subsequent 2023 seasons. ● To refine staffing structure of the following Premier teams: 1st XI Cricket, 1st XI Football, 1st XI Hockey, and Premier Water Polo, by the start of each respective season. ● To update staff reporting systems within PC School to ensure accurate summary reports by the end of Term 1. ● To support MICs and Premier Managers to improve their budget tracking and ensure best use of financial resources by the start of each respective season. ● To proactively work with staff tutoring/managing Performing Arts groups to build their capabilities and potential for 	<ul style="list-style-type: none"> ● Not completed. ● Completed. ● Not completed – alternative solution confirmed to ensure reporting is accurate. ● Not completed. ● Completed – new appointments for Kapa Haka and Choirs.

<p>Arts groups to ensure continuity of standards and processes.</p>	<p>opportunities at higher levels by the end of Term 4.</p>	
<p>Competition</p> <ul style="list-style-type: none"> ● To increase opportunities for student participation (of all ability levels) in Sport and physical activity and the Performing Arts. ● To further develop communication links with the Grammar community. ● To develop systems to cater for Grammar sports/activities/programmes in the School. 	<ul style="list-style-type: none"> ● To increase student participation rates in competitive sport to 65%. ● To ensure student numbers in individual sports are maintained or increased through start of season registration period. ● To improve promotion of sport at Grammar, both internationally and externally by the end of Term 1. ● To utilise the pool facility as a Water Polo competition venue to create a competitive advantage for Grammar teams by the start of the season. ● To utilise the pool for School sports in Term 1. 	<ul style="list-style-type: none"> ● Not completed – student participation rate of 64% achieved in 2023, increased from 62% in 2022. ● Not completed – total participation rates have increased, on average, ‘traditional’ sports experienced a decrease. ● Completed. ● Completed – hosted first Premier competition game in March. Regular College Sport competition targeted for 2024. ● Completed.
<p>Pastoral Care</p> <ul style="list-style-type: none"> ● To develop and implement wellness networks within existing structures to support the School’s Premier sportsman and Performing Arts students. 	<ul style="list-style-type: none"> ● To establish and implement a new support model across all Premier teams by the end of Term 1. ● To establish a code-specific wellness monitoring programme for all tagged sports by the end of Term 2. 	<ul style="list-style-type: none"> ● Deferred. ● Completed – in conjunction with Student Services, code-specific sport mentoring is now available for our Premier sportsmen.

<p><u>School Standards</u></p> <ul style="list-style-type: none"> ● To reinforce a consistent uniform and grooming code for all Premier teams/groups for all situations – match, travel, interschool fixtures, regional and national tournaments. 	<ul style="list-style-type: none"> ● For all new personnel involved in Premier sport to understand and apply School standards effectively by start of each season. ● For all personnel involved with Performing Arts groups to understand and apply School standards effectively throughout the year. 	<ul style="list-style-type: none"> ● Completed – standards require constant monitoring. ● Completed.
<p><u>Leadership</u></p> <ul style="list-style-type: none"> ● To refine PD opportunities for the Premier sports/ Performing Arts leaders to enhance leadership skills. ● To implement and refine leadership programmes available to students. 	<ul style="list-style-type: none"> ● To provide and encourage staff who work with Premier teams to attend at least one PD opportunity by the end of Term 4. ● To further develop the leadership development model available to Premier captains and identified future leaders by end of Term 3. 	<ul style="list-style-type: none"> ● Completed. ● Not completed – greater collaboration required with Head of Student Leadership and Premier Coaches.
<p><u>Outdoor Education</u></p> <ul style="list-style-type: none"> ● To provide students with opportunities to experience the outdoors. ● To recruit teachers into Outdoor Education opportunities and retain them. 	<ul style="list-style-type: none"> ● To promote and recruit junior students to the Duke of Edinburgh (DOE) programme by the end of Term 4. ● To implement and review strategies that aim to engage staff interest in Form 4 Camps by end of Term 2. 	<ul style="list-style-type: none"> ● Completed – in addition, 40 students have progressed to Silver or Bronze in the Senior School. ● Completed.
<p><u>Health and Safety</u></p> <ul style="list-style-type: none"> ● To monitor best practice for all EOTC situations and keep staff informed of expectations and standards when taking a group away from the School. 	<ul style="list-style-type: none"> ● To provide staff involved in EOTC activities with a clear understanding and to be well-informed of the School's EOTC processes and best practices. 	<ul style="list-style-type: none"> ● Completed.

<p><u>Relationships</u></p> <ul style="list-style-type: none"> ● To develop relationships with senior students, Old Boys and the wider community to benefit opportunities for young men to play Sport or be involved with Music/Performing Arts. 	<ul style="list-style-type: none"> ● To actively recruit members of the community and Old Boys to contribute to extracurricular activities by the start of each season. 	<ul style="list-style-type: none"> ● Completed – Old Boys recruited as coaches in Cycling, Football, Rugby, Rowing, Touch, Water Polo and Volleyball, in addition to parent coaches/managers/volunteers in a number of codes as required.
--	--	--

VARIANCE REPORT 2023

5. <u>BOARDING HOUSE</u>		
Objectives	Target	Results
<p>Pastoral Care</p> <ul style="list-style-type: none"> To articulate clear standards and expectations, thus maintaining a safe boarding environment and a positive culture. To develop and regularly review the wellbeing and leadership programmes provided to all boarders. To enhance the 'feedback' system from boarders and staff so that current practices can be reviewed in an ongoing manner. 	<ul style="list-style-type: none"> All boarders to receive regular, consistent and specific reminders of standards and behaviour. To deliver the Form 7 Boarder Wellbeing programme by the end of Term 4. To embed a software programme to facilitate boarder feedback by the end of Term 2. 	<ul style="list-style-type: none"> Completed. Completed. Completed – initial boarder engagement is high.
<p>Personnel</p> <ul style="list-style-type: none"> To provide appropriate PD opportunities for all staff. 	<ul style="list-style-type: none"> To provide best practice targeted PD for all Boarding Masters by the end of Term 4. 	<ul style="list-style-type: none"> Completed.
<p>Facilities</p> <ul style="list-style-type: none"> To review and implement additional security measures to further protect the staff, boarders and facilities. To conduct an analysis which considers the facility needs of boarders and staff. 	<ul style="list-style-type: none"> To initiate an independent review of the hostel's security profile, including current CCTV coverage restrictions, by the end of Term 2. To complete the proposed 25-year Master Plan for Tibbs House by the end of Term 2. 	<ul style="list-style-type: none"> Completed. Completed.

<p><u>Communications</u></p> <ul style="list-style-type: none"> ● To review effective external/media communication in promoting Tibbs House as a boarding option for Auckland Grammar School. ● To support a positive and proactive Parent Support Committee to aid the success of Tibbs House. 	<ul style="list-style-type: none"> ● To implement an online promotional and educational tour of Tibbs House by the end of Term 1. ● To strengthen the Parent Support Committee with greater engagement from parents by the end of Term 2. 	<ul style="list-style-type: none"> ● Completed. ● Completed.
<p><u>Boarding Licence</u></p> <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"> ● To have relevant staff complete visits to other boarding hostels to review their current practices. 	<ul style="list-style-type: none"> ● Completed – St Paul’s Collegiate and Dilworth School.
<p><u>Finances</u></p> <ul style="list-style-type: none"> ● To ensure Tibbs House remains financially viable and generates returns on capital to the Board. 	<ul style="list-style-type: none"> ● To regularly monitor and track expenses and income streams through to the end of Term 4. 	<ul style="list-style-type: none"> ● Completed.
<p><u>Services and Contracts</u></p> <ul style="list-style-type: none"> ● To review the quality of services provided at Tibbs House, including catering, cleaning and laundry. 	<ul style="list-style-type: none"> ● To review the KPIs with Montana Catering Services throughout 2023. ● To monitor the physical property and identify areas needing remedial work in a timely fashion. 	<ul style="list-style-type: none"> ● Completed. ● Completed.

VARIANCE REPORT 2023

6. ENROLMENT		
Objectives	Target	Results
<p><u>Roll Analysis</u></p> <ul style="list-style-type: none"> To monitor and manage Out of Zone enrolments. To collate and analyse In Zone enrolment data. 	<ul style="list-style-type: none"> To collate 2023 Out of Zone enrolment numbers at Form 3, 4 and 5 and review data by the end of Term 1. To collate 2023 Form 3 enrolment data analysing locations, contributing School and date of enrolment by the end of Term 2. 	<ul style="list-style-type: none"> Completed 2023 Form 3:145 (2022:134) 2023 Form 4:0 (2022:0) 2023 Form 5:2 (2022:0) Completed 2023 Top 3:ANI 99, RI 79, SKC Prep 71 2022 Top 3:ANI 120, RI 117, King's Prep 36
<p><u>Boarding</u></p> <ul style="list-style-type: none"> To manage the relationship with InZone Educational Foundation Trust ensuring alignment between the School and Owens Road Hostel. 	<ul style="list-style-type: none"> To further the School's liaison with the InZone CEO and Board in Term 1. To further enhance the enrolment processes in Term 1 and Term 2. 	<ul style="list-style-type: none"> Completed – Deputy Headmaster engaged regularly with InZone CEO. Completed.
<p><u>Legislation</u></p> <ul style="list-style-type: none"> To provide a campus that meets Ministry of Education Health and Safety obligations. 	<ul style="list-style-type: none"> For the duration of the year, maintain a safe campus for all enrolled students. 	<ul style="list-style-type: none"> Completed – The School's health and safety systems have been applied and reported to/monitored by the Health & Safety Committee.
<p><u>International</u></p> <ul style="list-style-type: none"> To consider the impact of International Students in managing the School roll. 	<ul style="list-style-type: none"> To achieve a roll of 97 FTE International Students by the end of 2023. 	<ul style="list-style-type: none"> Completed.

VARIANCE REPORT 2023

7. <u>PROPERTY</u>		
Objectives	Target	Results
<p>10 Year Property Plan</p> <ul style="list-style-type: none"> To manage the delivery of the agreed plan. 	<ul style="list-style-type: none"> To complete project planning by end of Term 2 for the remainder of the 10YPP programme. Reroofing of English, Student Services and Old Gym buildings and toilet upgrade 80% completed by the end of Term 4. To complete design and consent for the Main Block window and roof repairs by the end of Term 4. 	<ul style="list-style-type: none"> Completed. Deferred – completion planned for 2024. Deferred – completion planned for 2024.
<p>Capital Projects</p> <ul style="list-style-type: none"> To ensure capital projects are delivered to budget in a timely manner. 	<ul style="list-style-type: none"> Monthly reporting is provided on Capital expenditure. POOL: <ul style="list-style-type: none"> Complete and implement Pool Operational Procedures and guidelines by the start of Term 1. Complete landscaping by the end of Term 1. TE ARA: <ul style="list-style-type: none"> FF&E procurement completed by the end of Term 2. Landscape design, costing and delivery programme completed by the end of Term 1. Building construction completed by end of Term 4 followed by landscape scope delivery. 	<ul style="list-style-type: none"> Completed. Completed. Completed. Completed. Completed. Not completed – landscaping construction in progress.

	<ul style="list-style-type: none"> ● To monitor Te Ara and Pool Risk Management Plan. ● To deliver School funded capital budget contributions for Te Ara and the new Pool. ● To complete the Tibbs House renovation by the start of Term 1. ● To progress the Venture Lodge Master Plan and ensuring landscaping progress and Stage 2 scope and cost is completed by the end of Term 3. ● To complete O Zone project by the end of Term 2. ● To complete the Weights Room/Classroom conversion by the end of Term 3. 	<ul style="list-style-type: none"> ● Completed. ● Completed. ● Completed. ● Completed. ● Completed. ● Completed.
<p><u>Health & Safety</u></p> <ul style="list-style-type: none"> ● To ensure compliance with the Health & Safety at Work Act 2015 and MOE guidelines. ● To ensure the Health & Safety policy is implemented and understood by staff. ● To address and review site-specific Health & Safety policies for contractors on site. 	<ul style="list-style-type: none"> ● To complete the review of the Risk Register by the end of Term 2. ● To ensure H&S Representative training is completed by the start of Term 2. ● To monitor and review the Incident Register and H&S Query Form via PC School to identify trends and develop improvement plan. ● To review and monitor the major risks identified by departments and ensure staff are aware of control plans to mitigate risks throughout the year. ● To communicate to all staff their responsibilities at Staff Only Day. ● To ensure all staff, volunteers and contractors are compliant with the School's Health & Safety and related procedures throughout 2023. 	<ul style="list-style-type: none"> ● Completed. ● Deferred – Term 1, 2024. ● Completed. ● Completed. ● Completed. ● Completed. ● Completed. ● Completed.

<p>Off-Campus Facilities</p> <ul style="list-style-type: none"> ● To maintain Venturelodge, Clive Road and Tibbs House properties. 	<ul style="list-style-type: none"> ● VENTURE LODGE: <ul style="list-style-type: none"> ○ To continue working with Outdoor Education Working Group to ensure the delivery of the Master Plan. ○ Develop Operational Site Procedures. ○ To ensure all staff, volunteers and contractors are compliant with the School's Health & Safety and related procedures throughout 2023. ● RESIDENTIAL HOUSES: <ul style="list-style-type: none"> ○ To complete the healthy homes standards by the end of June. ● TIBBS HOUSE: <ul style="list-style-type: none"> ○ To complete site survey and provide summary report by the end of Term 1. ○ To commence the Master Plan Development by Term 3. 	<ul style="list-style-type: none"> ● Not completed – ongoing. ● Deferred – 2024. ● Completed. ● Not completed – 50% completed, remainder deferred to 2024. ● Completed. ● Deferred – 2024. Fire management improvements will be completed first.
--	---	--

VARIANCE REPORT 2023

8. FINANCE		
Objectives	Target	Results
<p><u>Financial Independence</u></p> <ul style="list-style-type: none"> ● Increase revenue from locally raised funds. ● To explore opportunities to raise additional income. 	<ul style="list-style-type: none"> ● To achieve 70% of the School donation by year end. ● To increase revenue from other sources throughout the year. 	<ul style="list-style-type: none"> ● Completed – YTD 31 December 2023 69.61% of the School donation has been received totalling \$2,837,068 (98.47% of full budget). ● Completed.
<p><u>Financial Monitoring</u></p> <ul style="list-style-type: none"> ● To set rigorous budgets that support quality educational outcomes. ● To reduce superfluous expenditure. ● To supply timely and accurate reports. 	<ul style="list-style-type: none"> ● To present budget for adoption to November meeting of the Board of Trustees. ● To monitor budgets and discuss essential expenditure against non-essential with budget holders throughout Term 1. ● To avoid unnecessary expenditure throughout 2023 year. ● To provide HOFs with ready access to budgets on a live basis from start of year. ● To work with HOFs to ensure monthly reporting to budget holders in Term 1. 	<ul style="list-style-type: none"> ● Completed. ● Completed. ● Completed. ● Completed. ● Not completed.
<p><u>Financial Structure</u></p> <ul style="list-style-type: none"> ● To achieve budgeted operating surpluses while meeting strategic goals. 	<ul style="list-style-type: none"> ● To achieve budgeted operating surplus by year-end. 	<ul style="list-style-type: none"> ● Completed.

<p><u>Personnel</u></p> <ul style="list-style-type: none"> ● Ensure financial staff have access to PD. ● To upskill budget holders understanding of their own budget areas. 	<ul style="list-style-type: none"> ● To monitor PD plans for staff and begin implementing by beginning of Term 2. ● By end of Term 1, PD to be provided to budget holders on the use of the School's online financial reporting systems. 	<ul style="list-style-type: none"> ● Completed. ● Not completed.
<p><u>Property Investments</u></p> <ul style="list-style-type: none"> ● To review housing rents annually. 	<ul style="list-style-type: none"> ● To review house rents in June 2023. 	<ul style="list-style-type: none"> ● Completed.
<p><u>Capital Programme</u></p> <ul style="list-style-type: none"> ● Monitor master capital programme to ensure projects are delivered to budget within set time frame. 	<ul style="list-style-type: none"> ● Monthly reporting is provided on Capital Expenditure. ● To monitor Information Services capital expenditure at end of January for approved expenditure. 	<ul style="list-style-type: none"> ● Completed. ● Completed.
<p><u>Information Services</u></p> <ul style="list-style-type: none"> ● Research opportunities to enhance School services and teaching resources. 	<ul style="list-style-type: none"> ● To review and confirm the preferred finance platform by end of September. ● To begin implementation of finance platform in the second half of 2023. 	<ul style="list-style-type: none"> ● Completed. ● Completed.

VARIANCE REPORT 2023

9. DEVELOPMENT & ADVANCEMENT		
Objectives	Target	Results
<p><u>Fund Management</u></p> <ul style="list-style-type: none"> To review the fundraising needs of the School and develop a future fundraising strategy. 	<ul style="list-style-type: none"> To identify the areas of the School which require fundraising support with buy in from the Headmaster's Council and Foundation Trust, by the Board Strategy Day in March. To develop a formal future fundraising strategy document and begin its implementation by the end of the year. 	<ul style="list-style-type: none"> Completed. Completed.
<p><u>Events</u></p> <ul style="list-style-type: none"> To ensure the events calendar enhances the School's fundraising and friend raising programmes. 	<ul style="list-style-type: none"> To put in place a calendar for 2023 fundraising, friend raising, and School related events by the start of the year. To ensure events are conducted within budget throughout the year. To strive to increase attendance numbers year on year. To host events to celebrate the opening of the new pool and library facilities. 	<ul style="list-style-type: none"> Completed. Completed – overseas events on budget. Completed – majority of events on par with 2022 or increased. Deferred – Library opening February 2024 with the dawn blessing held in 2023.
<p><u>International Development</u></p> <ul style="list-style-type: none"> To grow the School's presence in Australia, USA, the UK and Asia. 	<ul style="list-style-type: none"> UK representative to provide engagement reports every two months and meet with the Advancement Manager every quarter to monitor progress and move prospects towards donations. Keep international Old Boys up to date with current School events. 	<ul style="list-style-type: none"> Completed. Completed.

<p><u>Communication & Marketing</u></p> <ul style="list-style-type: none"> ● To manage relevant and timely communications to stakeholder groups. 	<ul style="list-style-type: none"> ● A full schedule of all communications to stakeholder groups to be in place by the start of each term. ● To increase the number of followers across the various social media platforms throughout 2023. ● To increase engagement with the Grammar community with the content generated and published. To be measured in shares and impressions. 	<ul style="list-style-type: none"> ● Completed. ● Completed – Facebook (School) + 1392; Facebook (AGSOBA) + 166; Twitter + 27; Instagram + 605; LinkedIn 7995 followers. ● Not completed – overall results currently down on 2022’s comparable statistics.
<p><u>Sponsorship Management</u></p> <ul style="list-style-type: none"> ● To identify sponsors that align with key School events and programmes and secure support. ● To build partnerships with businesses in order to secure ongoing sponsorship. 	<ul style="list-style-type: none"> ● To secure sponsorship for all appropriate events throughout the year, enabling them to be cost neutral. ● To secure at least one multi-year sponsorship for each key event by the end of 2023. 	<ul style="list-style-type: none"> ● Not completed. ● Not completed.

VARIANCE REPORT 2023

10. <u>INTERNATIONALISATION</u>		
Objectives	Target	Results
<p><u>Internationalisation</u></p> <ul style="list-style-type: none"> ● To promote the School's reputation of academic and extracurricular excellence to international markets. ● To create links with like-minded boys' schools worldwide. 	<ul style="list-style-type: none"> ● To review and renew agency agreements progressively by Term 3. ● To identify and foster school-to-school partnership opportunities by Term 4. 	<ul style="list-style-type: none"> ● Completed – 14 existing relationships affirmed and renewed, and 16 new agent relationships established. ● Completed – potential and existing partner schools' relationships strengthened.
<p><u>Marketing</u></p> <ul style="list-style-type: none"> ● To develop and implement the Marketing and Recruitment Strategy and promote internationally recognised learning programmes designed to attract academically capable International Students from diverse markets. ● To create and maintain close links with New Zealand and international industry partners, organisations and agencies (including Education New Zealand, ISANA NZ, INZ, Study Auckland and SIEBA). ● To promote the School by producing and distributing quality marketing material and maintaining a high-quality digital presence. 	<ul style="list-style-type: none"> ● To undertake international travel and student recruitment activities in key source markets by Term 4. ● To identify and facilitate opportunity for students to participate in ambassador opportunities and online exchange programmes. ● To create digital content including infographics and video to distribute via agent networks and social media throughout 2023. 	<ul style="list-style-type: none"> ● Completed – Director of International & International Relationship Manager completed marketing and recruitment trips in Thailand, Vietnam, South Korea, Malaysia, Taiwan, Hong Kong and Japan. ● Completed – 8 students have represented the School and supported the hosting of agents and visiting groups, as needed. Online events fewer than expected. ● Completed – new video and photoshoot material captured and contributed to digital content of Development Office and School magazines.

<p><u>International Enrolments</u></p> <ul style="list-style-type: none"> ● To ensure the admission criteria are market appropriate and set policy to manage enrolment levels. ● To plan for, and manage, targeted roll levels 2023-2027. 	<ul style="list-style-type: none"> ● To prepare staff for rolling enrolments from Term 1, 2023. ● To meet budget target enrolments by Term 3, 2023. 	<ul style="list-style-type: none"> ● Completed – students were successfully enrolled in Term 1. ● Completed – FTE target exceeded. Term 4 total FTE 101.5 / Headcount 104.
<p><u>Student Welfare and Wellbeing</u></p> <ul style="list-style-type: none"> ● To ensure the School meets best practice and compliance to the Education (Pastoral Care of International Students) Code of Practice. ● To continue to develop systems for the pastoral support of International Students. ● To enhance homestay offerings, monitoring and self-review systems. ● To enhance and encourage cross-cultural interaction and understanding amongst international and domestic students. 	<ul style="list-style-type: none"> ● To implement progressive improvements as part of the annual self-review attestation under the Code of Practice guidelines. ● To disseminate timely, tailored content to International Students via GrammarNet and year level weekly meetings. ● To develop an online resource hub for new students. ● To complete all homestay visits as per termly schedule and record in PC School International Module. ● To promote, recruit, assign and monitor domestic students for the International Student Buddy Network Programme by the end of Term 1. 	<ul style="list-style-type: none"> ● Completed – Enrolment and Homestay agreements, including 2024 fees information, have been reviewed and updated. ● Completed – weekly cohort meetings continue, and one-to-one meetings with IS as required. ● Completed. ● Completed – 10 new homestay families recruited for 2024. ● Completed.
<p><u>Academic Programmes</u></p> <ul style="list-style-type: none"> ● To enhance language support for International Students with the aim of providing access to mainstream academic programmes. 	<ul style="list-style-type: none"> ● To ensure ESOL Department staffing is well resourced. 	<ul style="list-style-type: none"> ● Completed – smooth orientation, testing and transition into classes.

<p><u>Personnel</u></p> <ul style="list-style-type: none"> ● To maintain a staffing structure that provides quality support to International Students appropriate to roll numbers, which promotes the School globally. 	<ul style="list-style-type: none"> ● To ensure International Department staff undertake PD and are up-to-date on current priorities and processes. 	<ul style="list-style-type: none"> ● Completed – International Department attends relevant industry conferences.
<p><u>Financial Independence</u></p> <ul style="list-style-type: none"> ● To implement an effective marketing plan, admission policy and support structure to ensure the continued enrolment of International Students. ● To sustain a high rate of student retention. 	<ul style="list-style-type: none"> ● To monitor and adjust admission, recruitment and marketing strategies to meet enrolment targets by end of 2023. ● To plan and undertake a marketing activity schedule and continue to develop diverse source markets. ● To sustain retention rates above 75% through welfare and communication activities by the end of 2023. 	<ul style="list-style-type: none"> ● Completed – recruitment and marketing strategies have been modified successfully. ● Completed. ● Completed – target retention rates will be achieved.
<p><u>Communications</u></p> <ul style="list-style-type: none"> ● To ensure reporting and communication systems to parents/agents and homestays are regular and effective, and share positive information about International Students within the School 	<ul style="list-style-type: none"> ● To tailor School communication for International parents. ● To maintain regular WeChat communications with parents throughout the year. 	<ul style="list-style-type: none"> ● Completed – various communication channels are used, as appropriate. ● Completed.



AUCKLAND GRAMMAR SCHOOL

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

Auckland Grammar School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants	2	30,632,457	29,433,937	29,301,244	30,632,457	29,433,937	29,301,244
Locally Raised Funds	3	10,775,017	8,918,208	17,656,628	10,743,627	8,907,551	17,541,690
Interest		350,986	150,000	112,493	425,655	209,504	171,997
Gain on Sale of Property, Plant and Equipment		26,957	-	-	26,957	-	-
Hostel	4	2,015,870	2,010,152	1,791,707	2,015,870	2,010,152	1,791,707
Other Revenue		-	-	-	-	-	-
Total Revenue		43,801,285	40,512,297	48,862,072	43,844,564	40,561,144	48,806,638
Locally Raised Funds	3	4,071,594	3,612,057	3,615,528	4,071,594	3,612,057	3,615,528
Hostel	4	1,634,404	1,606,416	1,474,911	1,634,404	1,606,416	1,474,911
Learning Resources	5	21,757,105	20,972,377	20,479,396	21,757,105	20,972,377	20,479,396
Administration	6	2,109,913	1,935,375	1,726,874	2,163,377	1,999,755	1,791,253
Interest		14,244	15,000	-	14,244	15,000	-
Property	7	11,709,924	12,366,661	12,371,121	11,709,924	12,366,661	12,371,123
Total expense		41,297,184	40,507,886	39,694,376	41,350,648	40,572,266	39,758,757
Net Surplus / (Deficit) for the year		2,504,101	4,411	9,167,696	2,493,916	(11,122)	9,047,881
Other Comprehensive Revenue and Expense							
Gain on equity investment revaluations		-	-	-	56,992	(104,281)	-
Total other comprehensive revenue and expense		-	-	-	56,992	(104,281)	-
Total Comprehensive Revenue and Expense for the Year		2,504,101	4,411	9,167,696	2,550,908	(115,403)	9,047,881

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

Auckland Grammar School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

Notes	2023	School	2022	2023	Group	2022
	Actual	2023 Budget (Unaudited)	Actual	Actual	2023 Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Equity at 1 January	34,598,258	34,598,263	25,430,562	36,433,871	36,553,688	27,385,990
Total comprehensive revenue and expense for the year	2,504,101	4,411	9,167,696	2,550,908	(115,403)	9,047,881
Contribution - Furniture and Equipment Grant	114,661	-	-	114,661	-	-
Equity at 31 December	37,217,020	34,602,674	34,598,258	39,099,440	36,438,285	36,433,871
Accumulated comprehensive revenue and expense	37,217,020	34,602,674	34,598,258	39,042,448	36,542,566	36,433,871
Reserves	-	-	-	56,992	(104,281)	-
Equity at 31 December	37,217,020	34,602,674	34,598,258	39,099,440	36,438,285	36,433,871
Reserve Movements Analysis						
Accumulated comprehensive revenue and expense						
Balance at 1 January	34,598,258	34,598,263	25,430,562	36,433,871	36,553,688	27,385,990
Furniture & Equipment grant	114,661	-	-	114,661	-	-
Surplus/(deficit) for the year	2,504,101	4,411	9,167,696	2,493,916	(11,122)	9,047,881
Balance 31 December	37,217,020	34,602,674	34,598,258	39,042,448	36,542,566	36,433,871
Equity investment revaluation reserves						
Balance at 1 January	-	-	-	-	-	-
Net change in fair value	-	-	-	56,992	(104,281)	-
Balance 31 December	-	-	-	56,992	(104,281)	-
Total equity	37,217,020	34,602,674	34,598,258	39,099,440	36,438,285	36,433,871

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

Auckland Grammar School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets							
Cash and Cash Equivalents	8	4,399,927	8,041,522	8,543,969	4,619,142	8,124,173	8,626,620
Accounts Receivable	9	1,668,710	1,500,000	1,514,378	1,592,663	1,500,416	1,472,140
GST Receivable		301,635	457,481	457,481	301,635	457,481	457,481
Prepayments		552,103	200,000	195,305	552,103	200,000	195,305
Inventories	10	485,367	500,000	532,901	485,367	500,000	532,901
Investments	11	1,655,000	850,000	850,000	1,655,000	1,020,000	1,020,000
Funds receivable for Capital Works Projects	20	361,440	150,000	168,964	361,440	150,000	168,963
		<u>9,424,181</u>	<u>11,699,003</u>	<u>12,262,999</u>	<u>9,567,349</u>	<u>11,952,070</u>	<u>12,473,410</u>
Current Liabilities							
Accounts Payable	14	3,473,412	4,500,000	4,481,033	3,497,345	4,553,466	4,491,842
Borrowings	15	375,000	-	-	375,000	-	-
Revenue Received in Advance	16	2,930,715	2,000,000	2,113,917	2,930,715	2,000,000	2,113,917
Provision for Cyclical Maintenance	17	285,768	900,000	672,029	285,768	900,000	672,029
Finance Lease Liability	18	82,027	80,000	79,898	82,027	80,000	79,898
Funds held in Trust	19	977,186	700,000	734,637	977,186	700,000	734,637
Funds held for Capital Works Projects	20	92,103	-	9,153	92,103	-	9,153
		<u>8,216,211</u>	<u>8,180,000</u>	<u>8,090,668</u>	<u>8,240,144</u>	<u>8,233,466</u>	<u>8,101,477</u>
Working Capital Surplus		<u>1,207,970</u>	<u>3,519,003</u>	<u>4,172,331</u>	<u>1,327,205</u>	<u>3,718,604</u>	<u>4,371,934</u>
Non-current Assets							
Investments	11	100,000	-	-	1,863,184	1,636,010	1,636,010
Property, Plant and Equipment	12	38,276,346	32,283,671	31,868,046	38,276,346	32,283,671	31,868,046
Intangible Assets	13	-	-	-	-	-	-
		<u>38,376,346</u>	<u>32,283,671</u>	<u>31,868,046</u>	<u>40,139,530</u>	<u>33,919,681</u>	<u>33,504,056</u>
Non-current Liabilities							
Borrowings	15	750,000	-	-	750,000	-	-
Provision for Cyclical Maintenance	17	1,590,985	1,100,000	1,344,041	1,590,985	1,100,000	1,344,041
Finance Lease Liability	18	26,311	100,000	98,078	26,311	100,000	98,078
		<u>2,367,296</u>	<u>1,200,000</u>	<u>1,442,119</u>	<u>2,367,296</u>	<u>1,200,000</u>	<u>1,442,118</u>
Net Assets		<u>37,217,020</u>	<u>34,602,674</u>	<u>34,598,258</u>	<u>39,099,439</u>	<u>36,438,285</u>	<u>36,433,871</u>
Equity:							
Accumulated comprehensive revenue and expense		37,217,020	34,602,674	34,598,258	39,042,447	36,542,566	36,433,871
Equity investment revaluation reserves		-	-	-	56,992	(104,281)	-
Total equity		<u>37,217,020</u>	<u>34,602,674</u>	<u>34,598,258</u>	<u>39,099,439</u>	<u>36,438,285</u>	<u>36,433,871</u>

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

Auckland Grammar School
Statement of Cash Flows
For the year ended 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities							
Government Grants		6,266,004	5,237,997	5,203,614	6,266,004	5,237,992	5,203,614
Locally Raised Funds		8,442,277	6,698,460	15,299,378	8,486,934	6,687,803	15,313,146
Hostel		2,015,870	2,010,152	1,833,330	2,015,870	2,010,152	1,833,330
International Students		3,004,950	2,078,349	2,035,648	3,004,950	2,078,349	2,035,648
Goods and Services Tax (net)		155,846	-	(22,298)	155,846	-	(22,298)
Payments to Employees		(5,470,079)	(5,178,551)	(5,043,620)	(5,470,079)	(5,178,551)	(5,043,618)
Payments to Suppliers		(10,896,198)	(8,968,568)	(7,615,526)	(10,975,415)	(9,032,701)	(7,678,293)
Interest Paid		(14,244)	(15,000)	-	(14,244)	(15,000)	-
Interest Received		361,849	170,765	99,402	436,937	230,269	158,653
Net cash from the Operating Activities		3,866,275	2,033,603	11,789,928	3,906,803	2,018,312	11,800,182
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		26,956	-	-	26,956	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(8,422,866)	(2,423,248)	(9,716,359)	(8,422,866)	(2,423,248)	(9,716,359)
Purchase of Investments		(905,000)	-	-	(808,965)	-	(4,916)
Proceeds from Sale of Investments		-	-	2,133,262	-	15,291	2,133,262
Net cash to the Investing Activities		(9,300,910)	(2,423,248)	(7,583,097)	(9,204,875)	(2,407,957)	(7,588,013)
Cash flows from Financing Activities							
Furniture and Equipment Grant		114,661	-	-	114,661	-	-
Finance Lease Payments		(82,091)	(87,976)	(77,946)	(82,091)	(87,976)	(77,946)
Loans Received		1,500,000	-	-	1,500,000	-	-
Repayment of Loans		(375,000)	-	-	(375,000)	-	-
Funds Administered on Behalf of Other Parties		133,024	(24,826)	211,016	133,024	(24,826)	211,016
Net cash from / (to) Financing Activities		1,290,593	(112,802)	133,070	1,290,593	(112,802)	133,070
Net increase/(decrease) in cash and cash equivalents		(4,144,042)	(502,447)	4,339,901	(4,007,479)	(502,447)	4,345,239
Cash and cash equivalents at the beginning of the year	8	8,543,969	8,543,969	4,204,068	8,626,621	8,626,620	4,281,382
Cash and cash equivalents at the end of the year	8	4,399,927	8,041,522	8,543,969	4,619,142	8,124,173	8,626,621

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

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

Auckland Grammar School
Reconciliation of net surplus/(deficit) to net cash flows from operating activities
For the year ended 31 December 2023

	2023 Actual	School 2023 Budget (Unaudited)	2022 Actual	2023 Actual	Group 2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$	\$	\$	\$
Net Surplus for the year	2,504,101	4,411	9,167,695	2,550,908	(115,403)	9,047,881
	2,504,101	4,411	9,167,695	2,550,908	(115,403)	9,047,881
Add Non-Cash Items:						
Depreciation	2,027,022	2,097,625	1,782,207	2,027,022	2,097,625	1,782,207
Unrealised Investment Losses	-	-	-	(53,209)	104,528	104,281
Non-Cash Movement in Cyclical Maintenance Provision	175,000	175,000	375,000	175,000	175,000	375,000
	4,706,123	2,277,036	11,324,902	4,699,721	2,261,750	11,309,369
Add/(Less) Movements in other working capital items:						
(Increase)/Decrease in Accounts Receivable including prepayments	(511,128)	9,684	111,397	(434,662)	9,684	111,143
(Increase)/Decrease in Inventories	47,535	32,902	18,234	47,535	32,902	18,233
Increase/(Decrease) in Accounts Payable	(1,007,442)	18,967	991,116	(1,036,978)	18,962	1,017,157
Increase/(Decrease) in Net GST	155,846	-	(22,298)	155,846	-	(22,298)
Increase/(Decrease) in Revenue in Advance	816,799	(113,916)	(317,673)	746,352	(113,916)	(317,674)
Increase/(Decrease) in Administered Funds on behalf of the bodies	-	-	64,859	-	-	64,859
Increase/(Decrease) in Cyclical Maintenance Provision	(314,317)	(191,070)	(380,609)	(314,317)	(191,070)	(380,609)
	(812,707)	(243,433)	465,027	(836,224)	(243,438)	490,812
Add(less) Items classified as Investing Activities:						
Net gain on sale of fixed assets	(26,957)	-	-	(26,957)	-	-
	(26,957)	-	-	(26,957)	-	-
Net Cash Flow from Operating activities	3,866,459	2,033,603	11,789,928	3,836,541	2,018,312	11,800,182

The above Reconciliation of net surplus/(deficit) to net cash flows from operating activities should be read in conjunction with the accompanying notes which form part of these financial statements.

Auckland Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Auckland Grammar School is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Auckland Grammar School (the 'Group') consists of Auckland Grammar School and its subsidiary trust. The Auckland Grammar Combined Trust is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

The School's subsidiary is incorporated and domiciled in New Zealand.

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

b) Basis of Preparation

Reporting Period

The consolidated financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The consolidated 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 2023, and were authorised for issue by the presiding member of the Board and the Headmaster on the date specified in the Statement of Responsibility.

Basis of Consolidation

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

Subsidiaries

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

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

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying all Public Sector Public Benefit Entity (PBE) Standards as the Group is a Tier 1 entity as has had expenditure greater than \$30million over the past two years.

The Group is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Disclosure Regime

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

Auckland Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

Measurement Base

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

Presentation Currency

These consolidated 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 consolidated financial statements are set out below.

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 17.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group 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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 18. Future operating lease commitments are disclosed in note 26.

Recognition of grants

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

Consolidation of entities

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

Auckland Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

c) Revenue Recognition

Government Grants

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group and are paid directly to teachers by the Ministry of Education.

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned. Interest revenue is accrued using the effective interest method.

d) 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.

e) 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.

f) Accounts Receivable

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

Auckland Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

g) Inventories

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

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

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

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

i) Property, Plant and Equipment

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

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

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

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 Consolidated Statement of Comprehensive Revenue and Expense.

Finance Leases

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

Auckland Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	17–55 years
Board Owned Buildings	17–55 years
Furniture and equipment	8–30 years
Information and communication technology	2–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Intangible Assets

Software costs

Computer software acquired by the Group are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Consolidated 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 nonexchange 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.

Fees to access the supplier's application software in a SaaS arrangement:

Where the Software as a Service (SaaS) contract only gives the school the right to receive access to the supplier's application software, costs associated with the licence would be expensed when incurred due to a lack of control over an identified asset. When the Group receives rights beyond right of access, this could indicate that the Group has an intangible asset, if the definition and recognition criteria under PBE IPSAS 31 are satisfied.

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

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

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

Non cash generating assets

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

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

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

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

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

Auckland Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the Group prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international and hostel students and grants received where there are unfulfilled obligations for the Group to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The Group holds sufficient funds to enable the refund of unearned fees in relation to international students, should the Group be unable to provide the services to which they relate.

o) Funds Held in Trust

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Comprehensive Revenue and Expense.

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

p) Funds held for Capital works

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

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

q) 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 Group sites in a state of good order and repair.

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

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

Auckland Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

r) Financial Instruments

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

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

Investments held under the name of Auckland Grammar School Combined Trust are in Bonds and Securities. These investments are made in accordance with the investment policy established by the Board of Trustees for investing Combined Trusts Funds.

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

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. 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 balance date.

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

The budget figures are extracted from the Group budget that was approved by the Board.

v) Services received in-kind

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

w) Foreign Currency Transactions

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

x) 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 remeasured 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 Group Financial Statements
For the year ended 31 December 2023

2. Government Grants

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	6,102,050	5,208,570	5,203,614	6,102,050	5,208,570	5,203,614
Teachers' Salaries Grants	15,625,374	14,412,991	14,315,254	15,625,374	14,412,991	14,315,254
Use of Land and Buildings Grants	8,810,948	9,782,376	9,782,376	8,810,948	9,782,376	9,782,376
Other Government Grants	94,085	30,000	-	94,085	30,000	-
	30,632,457	29,433,937	29,301,244	30,632,457	29,433,937	29,301,244

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Revenue						
Donations and Bequests	4,243,971	2,946,788	11,673,561	4,250,971	2,973,788	11,700,561
Fundraising & Community Grants	209,143	208,000	275,630	209,143	208,000	275,630
Curriculum related activities - Purchase of goods and services	951,639	885,598	-	951,639	885,598	-
Other Revenue	217,094	125,000	1,015,149	178,704	87,343	873,211
Trading	2,102,973	2,192,397	2,131,873	2,102,973	2,192,397	2,131,873
Fees for Extra Curricular Activities	803,070	454,322	659,708	803,070	454,322	659,708
International Student Fees	2,247,126	2,106,104	1,900,706	2,247,126	2,106,104	1,900,706
	10,775,017	8,918,208	17,656,628	10,743,627	8,907,551	17,541,690
Expenses						
Extra Curricular Activities Costs	1,486,806	1,087,723	1,248,100	1,486,806	1,087,723	1,248,100
Trading	1,550,635	1,509,696	1,490,937	1,550,635	1,509,696	1,490,937
Fundraising and Community Grant Costs	156,998	182,500	170,201	156,998	182,500	170,201
Other Locally Raised Funds Expenditure	-	-	-	-	-	-
International Student - Student Recruitment	230,977	255,000	198,681	230,977	255,000	198,681
International Student - Employee Benefit - Salaries	471,601	381,962	430,504	471,601	381,962	430,504
International Student - Other Expenses	174,578	195,176	77,103	174,578	195,176	77,103
	4,071,594	3,612,057	3,615,528	4,071,594	3,612,057	3,615,528
	6,703,422	5,306,152	14,041,100	6,672,032	5,295,495	13,926,162

Surplus/ (Deficit) for the year Locally Raised Funds

Other Donations and interest earned include \$1,287,836 (2022: \$8,882,001) received in relation to "Te Ara" - a new Board owned building and Pool where construction was completed during the year.

During the year the School hosted 102 International students (2022:90)

During the year ended 31 December 2023 there were no overseas tours undertaken (2022: Nil).

During the year ended 31 December 2023 the Director of International Students and International Relationship Manager travelled to Malaysia, Taiwan, Korea, Hong Kong, Singapore, Thailand, Vietnam and Japan at cost of \$47,705 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue. (2022: there were no overseas trips undertaken by the Director of International Students and International Relationship Manager).

During the year ended 31 December 2023, the Headmaster and the Board Chairperson travelled to Australia, the USA and United Kingdom. The associated travel costs of \$94,683 were funded through locally raised funds. The purpose of the trip was to speak at various school events, including interviews and alumni meetings. As well as for professional development for the Headmaster to attend a course at Harvard University. Notably, this trip also served as a sabbatical, the first taken in 10 years, deviating from the typical schedule of one every five years outlined in the employment contract. (2022: there were no overseas trips undertaken by the Headmaster or any member of the Board).

4. Hostel Revenue and Expenses

	2023 Actual Number	School 2023 Budget (Unaudited) Number	2022 Actual Number	2023 Actual Number	Group 2023 Budget (Unaudited) Number	2022 Actual Number
Hostel Financial Performance						
Hostel Full Boarders	121	123	117	121	123	117

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Revenue						
Hostel Fees	1,842,634	1,878,456	1,701,326	1,842,634	1,878,456	1,701,326
Other Revenue	173,236	131,696	90,381	173,236	131,696	90,381
	2,015,870	2,010,152	1,791,707	2,015,870	2,010,152	1,791,707
Expenses						
Other Hostel Expenses	764,153	741,260	657,728	764,153	741,260	657,728
Administration	117,951	114,968	253,583	117,951	114,968	253,583
Property	237,804	253,812	73,932	237,804	253,812	73,932
Depreciation	220,868	208,728	213,001	220,868	208,728	213,001
Employee Benefit - Salaries	293,627	287,647	276,667	293,627	287,647	276,667
	1,634,404	1,606,416	1,474,911	1,634,404	1,606,416	1,474,911
	381,466	403,736	316,796	381,466	403,736	316,796

Surplus/ (Deficit) for the year Hostel

Auckland Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

5. Learning Resources

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	1,440,572	1,402,842	1,373,870	1,440,572	1,402,842	1,373,870
Equipment Repairs	99,222	103,445	85,211	99,222	103,445	85,211
Information and Communication Technology	393,991	388,820	363,836	393,991	388,820	363,836
Library Resources	22,537	26,003	26,155	22,537	26,003	26,155
Employee Benefits - Salaries	17,848,799	17,046,495	16,963,059	17,848,799	17,046,495	16,963,059
Staff Development	145,831	115,875	98,060	145,831	115,875	98,060
Depreciation	1,806,153	1,888,897	1,569,205	1,806,153	1,888,897	1,569,205
	<u>21,757,105</u>	<u>20,972,377</u>	<u>20,479,396</u>	<u>21,757,105</u>	<u>20,972,377</u>	<u>20,479,396</u>

6. Administration

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	23,000	23,000	22,577	32,855	27,945	27,522
Board Fees	8,000	8,000	6,957	8,000	8,000	6,957
Board Expenses	-	-	15,425	-	-	15,425
Communication	14,746	22,000	17,069	14,746	22,000	17,069
Consumables	40,089	(3,000)	22,530	40,089	(3,000)	22,530
Legal Fees	15,696	15,000	-	26,511	15,000	-
Other	392,231	345,500	234,131	425,025	404,935	293,564
Employee Benefits - Salaries	1,517,418	1,429,121	1,329,270	1,517,418	1,429,121	1,329,270
Insurance	98,733	95,755	78,916	98,733	95,755	78,916
	<u>2,109,913</u>	<u>1,935,375</u>	<u>1,726,874</u>	<u>2,163,377</u>	<u>1,999,755</u>	<u>1,791,253</u>

Audit fees are those fees which have been previously agreed for the annual audit of the financial statements. No other services have been performed during the reporting period.

7. Property

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	628,213	531,806	515,322	628,213	531,806	515,322
Consultancy and Contract Services	425,477	410,000	-	425,477	410,000	-
Cyclical Maintenance Provision	175,000	175,000	375,000	175,000	175,000	375,000
Grounds	78,062	61,000	70,298	78,062	61,000	70,298
Heat, Light and Water	409,606	395,000	330,558	409,606	395,000	330,558
Repairs and Maintenance	570,460	480,300	452,566	570,460	480,300	452,566
Use of Land and Buildings	8,810,948	9,782,376	9,782,376	8,810,948	9,782,376	9,782,376
Security	88,919	70,000	-	88,919	70,000	-
Employee Benefits - Salaries	523,238	461,179	845,001	523,238	461,179	845,001
	<u>11,709,924</u>	<u>12,366,661</u>	<u>12,371,121</u>	<u>11,709,924</u>	<u>12,366,661</u>	<u>12,371,123</u>

The use of land and buildings figure represents 5% 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.

8. Cash and Cash Equivalents

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	4,414,893	8,041,522	8,543,969	4,634,108	8,124,173	8,626,620
Bank Overdraft	(14,966)	-	-	(14,966)	-	-
Cash equivalents and cash equivalents for Consolidated Statement of Cash Flows	<u>4,399,927</u>	<u>8,041,522</u>	<u>8,543,969</u>	<u>4,619,142</u>	<u>8,124,173</u>	<u>8,626,620</u>

Of the \$4,399,927 Cash and Cash Equivalents, \$114,661 is held by the Group on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned Group buildings.

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

Auckland Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

9. Accounts Receivable

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	325,984	240,000	231,842	249,937	240,000	189,184
Loss on Uncollectable Accounts Receivable	(39,326)	-	(19,326)	(39,326)	-	(19,326)
Interest Receivable	9,902	-	20,765	9,902	419	21,184
Banking Staffing Underuse	27,828	-	-	27,828	-	-
Teacher Salaries Grant Receivable	1,344,322	1,260,000	1,281,098	1,344,322	1,260,000	1,281,098
	<u>1,668,710</u>	<u>1,500,000</u>	<u>1,514,379</u>	<u>1,592,663</u>	<u>1,500,419</u>	<u>1,472,140</u>
Receivables from Exchange Transactions	296,559	240,000	212,516	210,611	240,000	169,859
Receivables from Non-Exchange Transactions	1,372,150	1,260,000	1,301,863	1,382,052	1,260,419	1,302,281
	<u>1,668,710</u>	<u>1,500,000</u>	<u>1,514,379</u>	<u>1,592,663</u>	<u>1,500,419</u>	<u>1,472,140</u>

10. Inventories

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	480,313	495,500	528,231	480,313	495,500	528,231
Canteen	5,054	4,500	4,671	5,054	4,500	4,671
	<u>485,367</u>	<u>500,000</u>	<u>532,901</u>	<u>485,367</u>	<u>500,000</u>	<u>532,901</u>

Inventories recognised as an expense during the year amounted to \$568,551 (2022: \$637,763). Writedowns of inventories to net realisable value amounted to Nil (2022: \$34,709).

11. Investments

The Group and School's investments are classified as follows:

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset						
Short-term Bank Deposits, Bonds and Securities	1,655,000	850,000	850,000	1,655,000	1,020,000	1,020,000
Non-current Asset						
Long-term Bank Deposits, Bonds and Securities	100,000	-	-	1,863,184	1,636,010	1,636,010
Total Investments	<u>1,755,000</u>	<u>850,000</u>	<u>850,000</u>	<u>3,518,184</u>	<u>2,656,010</u>	<u>2,656,010</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.

12. Property, Plant and Equipment

	Opening Balance (Net Book Value) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Land	4,597,787	-	-	-	-	4,597,787
Buildings	11,365,042	15,575,397	-	-	(691,611)	26,248,828
Capital Work in Progress	11,171,665	2,123,549	(11,171,665)	-	-	2,123,549
Hostel	2,283,765	182,686	-	-	(220,868)	2,245,583
Furniture and Equipment	1,011,073	722,284	-	-	(299,246)	1,434,112
Information and Communication Technology	849,310	768,394	-	-	(569,138)	1,048,566
Motor Vehicles	132,040	120,853	-	-	(67,708)	185,184
Textbooks	91,214	66,384	-	-	(68,213)	89,384
Leased Assets	173,168	12,453	-	-	(83,296)	102,326
Library Resources	192,984	34,985	-	-	(26,940)	201,029
Balance at 31 December 2023	<u>31,868,048</u>	<u>19,606,986</u>	<u>(11,171,665)</u>	<u>-</u>	<u>(2,027,022)</u>	<u>38,276,346</u>

Auckland Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

GROUP	2023	2023	2023	2022	2022	2022
	Cost or	Accumulated	Net Book Value	Cost or	Accumulated	Net Book
	Valuation	Depreciation		Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Land	4,597,787	-	4,597,787	4,597,787	-	4,597,787
Buildings	34,498,870	(8,250,043)	26,248,826	18,923,475	(7,558,433)	11,365,042
Capital Work in Progress	2,123,549	-	2,123,549	11,171,665	-	11,171,665
Hostel	5,388,406	(3,179,023)	2,209,384	5,241,919	(2,958,154)	2,283,765
Furniture and Equipment	8,314,031	(6,879,920)	1,434,112	7,591,747	(6,580,674)	1,011,073
Information and Communication Technology	7,199,498	(6,114,734)	1,084,764	6,394,905	(5,545,595)	849,310
Motor Vehicles	835,609	(650,425)	185,183	763,273	(631,233)	132,040
Textbooks	2,118,342	(2,028,956)	89,386	2,051,957	(1,960,743)	91,214
Leased Assets	721,040	(618,714)	102,326	708,587	(535,419)	173,168
Library Resources	643,233	(442,204)	201,030	608,247	(415,263)	192,984
Balance at 31 December	66,440,364	(28,164,018)	38,276,346	58,053,556	(26,185,514)	31,868,046

SCHOOL	Opening					
	Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2023						
Land	4,597,787	-	-	-	-	4,597,787
Buildings	11,365,042	15,575,397	-	-	(691,611)	26,248,828
Capital Work in Progress	11,171,665	2,123,549	(11,171,665)	-	-	2,123,549
Hostel	2,283,765	182,686	-	-	(220,868)	2,245,583
Furniture and Equipment	1,011,073	722,284	-	-	(299,246)	1,434,112
Information and Communication Technology	849,310	768,394	-	-	(569,138)	1,048,566
Motor Vehicles	132,040	120,853	-	-	(67,708)	185,184
Textbooks	91,214	66,384	-	-	(68,213)	89,384
Leased Assets	173,168	12,453	-	-	(83,296)	102,326
Library Resources	192,984	34,985	-	-	(26,940)	201,029
Balance at 31 December 2023	31,868,048	19,606,986	(11,171,665)	-	(2,027,022)	38,276,346

SCHOOL	2023	2023	2023	2022	2022	2022
	Cost or	Accumulated	Net Book Value	Cost or	Accumulated	Net Book
	Valuation	Depreciation		Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Land	4,597,787	-	4,597,787	4,597,787	-	4,597,787
Buildings	34,498,870	(8,250,043)	26,248,826	18,923,475	(7,558,433)	11,365,042
Capital Work in Progress	2,123,549	-	2,123,549	11,171,665	-	11,171,665
Hostel	5,388,406	(3,179,023)	2,209,384	5,241,919	(2,958,154)	2,283,765
Furniture and Equipment	8,314,031	(6,879,920)	1,434,112	7,591,747	(6,580,674)	1,011,073
Information and Communication Technology	7,199,498	(6,114,734)	1,084,764	6,394,905	(5,545,595)	849,310
Motor Vehicles	835,609	(650,425)	185,183	763,273	(631,233)	132,040
Textbooks	2,118,342	(2,028,956)	89,386	2,051,957	(1,960,743)	91,214
Leased Assets	721,040	(618,714)	102,326	708,587	(535,419)	173,168
Library Resources	643,233	(442,204)	201,030	608,247	(415,263)	192,984
Balance at 31 December	66,440,364	(28,164,018)	38,276,346	58,053,556	(26,185,514)	31,868,046

The net carrying value of furniture and equipment held under a finance lease is \$102,326 (2022: \$173,168)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases and heritage assets (as outlined in note 24), there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

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

	2023		2022	
	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, OBA Pavilion, Sports Turf Centennial Theatre Complex, Swimming Pool Changing Rooms, Tractor Shed, Tennis Courts, Te Ara Library, Clive Rd and Barnett Cres Residential properties.

Auckland Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

13. Intangible Assets

The Group and School's Intangible Assets are made up of acquired computer software.

	School			Group		
	Acquired software	Internally generated software	Total \$	Acquired software	Internally generated software	Total \$
Cost						
Balance at 1 January 2022	58,750	-	58,750	58,750	-	58,750
Balance at 31 December 2022 / 1 January 2023	58,750	-	58,750	58,750	-	58,750
Balance at 31 December 2023	58,750	-	58,750	58,750	-	58,750
Accumulated Amortisation and impairment losses						
Balance at 1 January 2022	19,951	-	19,951	19,951	-	19,951
Balance at 31 December 2022 / 1 January 2023	19,951	-	19,951	19,951	-	19,951
Disposals	31,087	-	31,087	31,087	-	31,087
Balance at 31 December 2023	51,038	-	51,038	51,038	-	51,038
Carrying amounts						
At 1 January 2022	38,799	-	38,799	38,799	-	38,799
At 31 December 2022 / 1 January 2023	38,799	-	-	38,799	-	38,799
At 31 December 2023	7,712	-	-	7,712	-	7,712

Restrictions

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

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2022: \$nil)

14. Accounts Payable

	School		2022	2023	Group	
	2023	2023			2023	2022
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Creditors	1,289,022	1,980,000	1,954,015	1,312,955	2,033,466	1,959,824
Accruals	27,871	20,000	20,203	27,871	20,000	25,203
Banking Staffing Overuse	-	-	578	-	-	578
Employee Entitlements - Salaries	1,711,073	2,150,000	2,153,801	1,711,073	2,150,000	2,153,801
Employee Entitlements - Leave Accrual	445,446	350,000	352,435	445,446	350,000	352,435
	3,473,412	4,500,000	4,481,033	3,497,345	4,553,466	4,491,842
Payables for Exchange Transactions	3,473,412	4,500,000	4,481,033	3,497,345	4,553,466	4,491,842
	3,473,412	4,500,000	4,481,033	3,497,345	4,553,466	4,491,842

The carrying value of payables approximates their fair value.

15. Borrowings

	School		2022	2023	Group	
	2023	2023			2023	2022
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Loans due in one year	375,000	-	-	375,000	-	-
Loans due after one year	750,000	-	-	750,000	-	-
	1,125,000	-	-	1,125,000	-	-

The Group has borrowings at 31 December 2023 of \$1,125,000 (31 December 2022 \$0). This loan is for the purpose of constructing the Te Ara and Pool Project. The loan is unsecured, interest free and the loan is payable in equal annual instalments of \$375,000.

16. Revenue Received in Advance

	School		2022	2023	Group	
	2023	2023			2023	2022
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Grants in Advance - Ministry of Education	70,447	-	-	70,447	-	-
International Student Fees in Advance	2,385,579	1,600,000	1,627,755	2,385,579	1,600,000	1,627,755
Other revenue in Advance	474,689	400,000	486,161	474,689	400,000	486,161
	2,930,715	2,000,000	2,113,917	2,930,715	2,000,000	2,113,917

Auckland Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

17. Provision for Cyclical Maintenance

	School and Group		
	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	2,016,070	2,000,000	2,021,679
Increase to the Provision During the Year	175,000	175,000	375,000
Use of the Provision During the Year	(314,317)	(175,000)	(380,609)
Other Adjustments	-	-	-
Provision at the End of the Year	<u>1,876,753</u>	<u>2,000,000</u>	<u>2,016,070</u>
Cyclical Maintenance - Current	285,768	900,000	672,029
Cyclical Maintenance - Non current	1,590,985	1,100,000	1,344,041
	<u>1,876,753</u>	<u>2,000,000</u>	<u>2,016,070</u>

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

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

18. Finance Lease Liability

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

	2023	School	2022	2023	Group	2022
	Actual	2023	Actual	Actual	2023	Actual
	\$	Budget (Unaudited)	\$	\$	Budget (Unaudited)	\$
No Later than One Year	88,537	93,500	92,468	88,537	93,500	92,468
Later than One Year and no Later than Five Years	27,242	105,000	104,307	27,242	105,000	104,307
Total minimum lease payments	<u>115,779</u>	<u>198,500</u>	<u>196,775</u>	<u>115,779</u>	<u>198,500</u>	<u>196,775</u>
Future Finance Charges	(7,442)	(18,500)	(18,799)	(7,442)	(18,500)	(18,799)
Present value of minimum lease payments	<u>108,337</u>	<u>180,000</u>	<u>177,976</u>	<u>108,337</u>	<u>180,000</u>	<u>177,976</u>
Represented by						
Finance lease liability - Current	82,026	80,000	79,898	82,026	80,000	79,898
Finance lease liability - Non-current	26,311	100,000	98,078	26,311	100,000	98,078
	<u>108,337</u>	<u>180,000</u>	<u>177,976</u>	<u>108,337</u>	<u>180,000</u>	<u>177,976</u>

The fair value of finance leases is \$115,779 (2022: \$196,775). Fair value has been determined using contracted cashflows discounted using a rate based on market borrowing rates at balance date, 6.5% (2022: 6.5%).

19. Funds held in Trust

	2023	School	2022	2023	Group	2022
	Actual	2023	Actual	Actual	2023	Actual
	\$	Budget (Unaudited)	\$	\$	Budget (Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	977,186	700,000	734,637	977,186	700,000	734,637
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-	-	-	-
	<u>977,186</u>	<u>700,000</u>	<u>734,637</u>	<u>977,186</u>	<u>700,000</u>	<u>734,637</u>

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

Auckland Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

20. Funds Held for Capital Works Projects

During the year the School and Group received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents per note 9.

School and Group

	2023	Opening Balances	Receipts from MOE	Payments	Board Contribution	Closing Balances
		\$	\$	\$		\$
Art Co-ordinators Project		9,153	-	-	-	9,153
SIP Landscaping -Project number 226398		(154,205)	-	(14,475)	-	(168,680)
Lifecycle Replacement & Refurbishment -Project number 232494		(14,397)	114,750	(176,065)	-	(75,712)
Drainage Repairs -Project number 232495		-	-	(46,273)	-	(46,273)
Seismic Strength Science -Project number 232497		-	43,580	(108,795)	-	(65,215)
Window Repairs -Project number 232501		-	-	(5,560)	-	(5,560)
ILE & DQLS replace Plumbing fittings -Project number 232496		-	82,950	-	-	82,950
Totals		(159,449)	241,280	(351,168)	-	(269,337)

Represented by:

Funds Held on Behalf of the Ministry of Education	92,103
Funds Receivable from the Ministry of Education	(361,440)

	2022	Opening Balances	Receipts from MOE	Payments	Board Contribution	Closing Balances
		\$	\$	\$	\$	\$
Art Co-ordinators Project		13,428	-	4,275	-	9,153
Rockwall - Health & Safety Works		(603,064)	800,826	197,763	-	-
SIP Landscaping		211,747	-	365,952	-	(154,205)
Lifecycle Replacement & Refurbishment		-	-	14,397	-	(14,397)
Main Block Ground Floor Covering Upgrade		7,062	-	7,062	-	-
Totals		(370,827)	800,826	589,449	-	(159,449)

Represented by:

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

21. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

As part of the Group, a body named The Auckland Grammar Schools Combined Trust operates to give stewardship to donated funds and recommendation to the annual awards. It receives donations received from public, previous students of the School and interest and dividends generated through investments. The Trust has the same Board structure as the School and its Trust operations are managed by the Finance Team and the Board and Trust Secretary in the School. During the year, the Combined Trusts paid management fees of \$38,390 (2022: \$37,657) to the School and provided \$26,800 (2022: \$53,650) for awards and prizes.

22. Remuneration

Key management personnel compensation (School)

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

	2023 Actual	2022 Actual
	\$	\$
Board Members		
Remuneration	8,000	6,957
Leadership Team		
Remuneration	3,591,842	3,289,978
Full-time equivalent members	24.00	23.50
Total key management personnel remuneration	3,591,842	3,289,978

There are 11 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. The Board also has Finance (4 members), Property (4 members), Education & International (6 members), Development (4 members), Succession & Remuneration (7 members), Investment Advisory Board (2 members), Digital (3 members), and Tibbs House/Venture Lodge/Inzone (3 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



**Auckland Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023**

Headmaster

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	280-290	270-280
Benefits and Other Emoluments	30-40	30-40

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
210 - 220	1	-
190 - 200	-	1
180 - 190	2	-
170 - 180	2	1
160 - 170	2	2
150 - 160	2	2
140 - 150	-	3
130 - 140	4	-
120 - 130	14	6
110 - 120	26	13
100 - 110	48	25
	101	53

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

School	2023 Actual	2022 Actual
Total	\$12,402	-
Number of People	1	-

24. Heritage Buildings

Auckland Grammar School has four heritage assets that are listed by Historic Places Trust and/or Auckland Council as heritage buildings. Details of the heritage assets are as follows:-

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

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

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

The revenue and expenditure derived from these buildings are recorded in Note 3 under Trading.

25. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement Wash Up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

26. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$152,735 (2022:\$4,447,521) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining
	\$	\$	\$
Computer Equipment	152,735	-	152,735
Total	152,735	-	152,735

Auckland Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

27. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	4,399,927	8,041,522	8,543,969	4,619,142	8,124,173	8,626,620
Receivables	1,668,710	1,500,000	1,514,379	1,592,663	1,500,419	1,472,140
Investments - Term Deposits	1,755,000	850,000	850,000	3,518,184	2,656,010	2,656,010
Total financial assets measured at amortised cost	7,823,637	10,391,522	10,908,348	9,729,989	12,280,602	12,754,770

Financial liabilities measured at amortised cost

Payables	3,473,412	4,500,000	4,481,033	3,497,345	4,553,466	4,491,842
Borrowings - Loans	1,125,000	-	-	1,125,000	-	-
Finance Leases	108,338	180,000	177,976	108,338	180,000	177,976
Total financial liabilities measured at amortised cost	4,706,750	4,680,000	4,659,009	4,730,683	4,733,466	4,669,818

Financial instrument risks

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

Market risk

Price risk

Price risk is the risk that the value of a financial instrument will fluctuate as a result of changes in market prices. The School equity investments are exposed to price risk because they are listed investments. The equity investments are publicly traded. If the share price at 31 December 2023 had fluctuated by plus or minus 0.5%, the effect would have been to increase/decrease other comprehensive revenue and expense by \$8,775 (2022: \$4,250).

Fair value interest rate risk

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

Cash flow interest rate risk

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

Sensitivity analysis

At 31 December 2023, if the 90-day bank bill rate had been 50 basis points higher or lower, with all other variables held constant, the surplus/deficit for the year would have been \$8,775 (2022: \$890) lower/higher. This movement is attributable to increased or decreased interest expense on floating rate loans.

Currency Risk

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

Credit Risk

Credit risk is the risk that a third party will default on its obligation to the School, causing it to incur a loss.

The School is exposed to credit risk from cash and term deposits with banks. The maximum credit exposure is best represented by the carrying amount in the statement of financial position.

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

Risk management

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

Security

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

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

Credit risk exposure by credit risk rating grades, excluding receivables

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

	School		Group	
	2023 \$	2022 \$	2023 \$	2022 \$
Cash at bank and term deposits				
Bank of New Zealand Ltd	139,843	165,351	139,843	165,351
ASB Bank Ltd	4,259,184	8,277,619	4,360,528	8,331,222
Simpson Greerson Trust account	-	100,000	-	100,000
Jarden - Custodian cash account for Combined Trust	-	-	17,871	29,046
Short-term deposits/Notes/Bonds with maturities more than 3 months but less than 12 months	1,655,000	850,000	3,418,184	2,656,010
Total cash at bank and term deposit	6,154,027	9,392,970	7,936,426	11,281,629
Accrued Interest	9,902	20,765	9,902	21,184
	6,163,929	9,413,735	7,946,328	11,302,813

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

At certain points during the year the concentration of credit risk in all banks for the Group was up to \$7,946,328 (2022: \$11,302,813).

The school considers there has not been a significant increase in credit risk for investments in term deposits because the issuer of the investment continues to have low credit risk at balance date. Term deposits are held with banks approved by Treasury that have a long-term AA- investment grade credit rating, which indicates the bank has a very strong capacity to meet its financial commitments. No loss allowance for expected credit losses has been recognised because the estimated 12-month expected loss allowance for credit losses is trivial. The carrying amounts of term deposits with maturities of 12 months or less approximate their fair value. The fair value of term deposits with remaining maturities in excess of 12 months is \$0.1m (2022: nil). The fair values are based on discounted cash flows using market quoted interest rates for term deposits with terms to maturity similar to the relevant investments.

At certain points during the year the concentration of credit risk from Combined Trust investment held in a portfolio of investments managed by Jarden Securities Limited is up to \$1,781,054 (2022: \$1,665,057).

Auckland Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

The maturity periods of the investments are as follows:

	School		Group	
	2023 \$	2022 \$	2023 \$	2022 \$
Within 180 Days	1,755,000	850,000	3,518,184	1,020,000

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

Liquidity risk

Management of liquidity risk

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

Contractual maturity analysis of financial liabilities, excluding derivatives

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

Parent	Carrying Amount	Contractual Cash Flows	Within One Year	More than 1 Year
2023				
Payables (excluding income in advance, taxes payable and grants received subject to conditions)	4,223,412	4,223,412	3,473,412	-
Finance Leases	108,338	108,338	82,026	26,312
Borrowings	375,000	375,000	375,000	750,000
Total	4,706,750	4,706,750	3,930,438	776,312
2022				
Payables (excluding income in advance, taxes payable and grants received subject to conditions)	4,481,033	4,481,033	4,481,033	-
Finance Leases	177,976	177,976	79,898	98,078
Total	4,659,009	4,659,009	4,560,931	98,078
Group				
2023				
Payables (excluding income in advance, taxes payable and grants received subject to conditions)	4,247,345	4,247,345	3,497,345	-
Finance Leases	108,338	108,338	82,026	26,312
Borrowings	375,000	375,000	375,000	750,000
Total	4,730,683	4,730,683	3,954,371	776,312
2022				
Payables (excluding income in advance, taxes payable and grants received subject to conditions)	4,491,842	4,491,842	4,491,842	-
Finance Leases	177,976	177,976	79,898	98,078
Total	4,669,818	4,669,818	4,571,740	98,078

28. Events After Balance Date

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

29. Investment in Subsidiaries

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

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the		Value of investment \$000	
			2023	2022	2023	2022
Auckland Grammar School Combined Trust	To give Stewardship to	Auckland, New Zealand	100%	100%	-	1,836

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are 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 (CC41345). Under its constitution, the Trust is prohibited from paying dividends (or similar distributions) to the School.

30. Comparatives

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

31 New Service Provider

The Group changed its financial service provider in 2023 and, due to this change some prior year figures may not be directly comparable.



Auckland Grammar School Other Information

For the year ended 31 December 2023

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023 the School received a total of Kiwisport funding of \$66,051 (2022: \$64,502). The funding was spent on salaries for Sports staff to support Kiwisport initiatives.

2023 Academic Results

The 2023 academic results were very pleasing.

- Overall pass rates for the A Level qualification were extremely high, and:
 - The number and proportion of A* and A grades was the second highest ever, at 45.4%.
 - The A*-C pass rate was relatively low, by the standards of previous years, at 83.4%.
- The 2023 AS Level results represent some of the best ever at this level:
 - The overall pass rate at AS Level was low, at 91.0%.
 - 26.6% of all AS Level papers sat by Grammar students gained marks of at least 80%. This was a substantially lower performance than in Covid-affected years, but strong compared with previous years.
- The number of Outstanding Learner Awards received by the School's students is pleasing:
 - 2 Top in the World Award
 - 8 Top in New Zealand Awards
 - 5 High Achievement Awards (Top in NZ but in subjects with limited entries)
- Student results at NCEA Level 2 were broadly in line with pre-Covid years:
 - 72% of students gained NCEA Level 2 certificates.
- Student results at NCEA Level 3 were also in line with non-Covid years:
 - 72% of NCEA Level 3 students were awarded NCEA Level 3
- University Entrance figures are also extremely strong:
 - 64% of NCEA Level 3 students gained University Entrance
 - 100% of the Cambridge Form 7 cohort gained University Entrance
 - Of the entire Form 7 cohort totalling 485 students, 87.8% gained UE.
- Our students gained 217 individual subject scholarships, which is the highest total achieved at Grammar so far. 90 students achieved at least one Scholarship, including students in Form 5 and a student in 7C1.
- Several Grammar students were also awarded NZQA Awards:
 - 3 students received Premier Scholarship Awards
 - 9 students received Outstanding Scholarship Awards
 - 4 Top in Subject Awards went to Grammar students.

Thank you again for all the hard work done in 2023 to ensure that students were able to achieve these exam results. Almost all academic targets were achieved last year at school level.

More detailed analysis and commentary follows, in the sections below.

CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION (CAIE) RESULTS:

Cambridge A Level Results

Summary:

Year	A*/A	A* - C	Pass Rate
2023	45.4	83.4	100
2022	45.6	86.2	98.9
2021	42.9	85.7	99.3
2020	46.4	87.7	99.6
2019	42.7	85.6	99.6
2018	42.1	85.9	99.3
2017	35.5	84.0	99.0
2016	41.3	82.4	99.2
2015	40.8	83.8	99.3

Commentary:

A Level performance was pleasing in 2023. Overall, student achievement for the A Level qualification was very good, with a 100% A-E pass rate. This represents an exceptionally strong performance in one of the world's most academically demanding secondary school qualifications.

Cambridge indicated to us in 2022 and 2023 that grades would return to pre-pandemic levels around the world in the November 2023 series, but the 2023 set of results at Grammar are comparable with some of the best results from before 2020. Of particular note are the following points:

- The A-E pass rate was 100%. The worldwide cumulative grade totals in the subjects offered at Grammar averaged 84.6% A*-E.
- In total, 808 papers were attempted, and 208 were graded at A* (25.7%—the highest percentage seen in recent years). The worldwide cumulative grade totals in the subjects offered at Grammar averaged 5.7%.
- The combined A*/A total was 45.4%, which is the third-best performance in recent years, and better than in any non-Covid-affected year. The worldwide cumulative grade totals in the subjects offered at Grammar averaged 15.9% worldwide.
- The A*-C pass rate was lower than in recent years, at 83.4%. The worldwide cumulative grade totals in the subjects offered at Grammar averaged 49.2%.

These figures provide a good reminder of how challenging A Level is internationally, how strongly our students perform against the global cohort of over 270,000 students in 130 countries. The Cambridge AS and A Level pathway sets up our students for entry to tertiary study very well. The examinations-based assessment system encourages our students to perform at their best.

A comparative analysis of A*/A grade percentages is as follows, in order of AGS-CAIE differentials, largest-to-smallest:

Subject	AGS A*-C %		CAIE World A*-C
	n =	%	
Accounting	21	95.5	36.0
Biology	69	87.3	54.8
Business	27	75	32.6
Chemistry	93	93	54.1
Economics	54	84.4	44.7
Geography	21	100	41.2
History	32	88.9	44.5
Literature in English	75	93.8	43.2
Mathematics	124	82.1	58.5
Physical Education	7	87.5	55.0
Physics	117	78.5	55.3

A Level Areas of Improved Performance 2022 - 2023:

The following areas of improvement or weaker performance compared with the previous year are worthy of note.

Subject	A*-C 2022 Performance	A*-C 2023 Performance
*Art	66.7	100
Biology	65.3	87.3
Geography	93.9	100

A Level Areas of Weaker Performance 2022 - 2023:

Subject	A*-C 2022 Performance	A*-C 2023 Performance
Business Studies	92.5	75
Classical Studies	100	37.5
Graphics	88.9	36.4

*Relatively small class sizes, so year-to-year variability in results is to be expected.

Cambridge AS Level Results

Summary:

Year	A	A - C	Pass Rate
2023	26.6	66.3	91.0
2022	36.4	73.1	94.2
2021	37.5	72.6	93.8
2020	34.3	71.3	93.6
2019	23.6	63.9	91.4
2018	24.9	67.1	92.5
2017	23.5	64.5	92.3
2016	24.2	64.4	91.0
2015	25.3	62.6	89.7

Commentary:

The 2023 AS Level results were satisfactory overall and pleasing by some measures. Aside from the data presented above, the following results are also noteworthy, in comparison with previous years:

- The percentage of A grades was the highest in a non-Covid-affected year, at 26.6% (n=468 out of 1,753 AS Levels attempted). The worldwide cumulative grade totals in the subjects offered at Grammar averaged 17.1%.
- The A-C pass rate was the second highest in a non-Covid-affected year, at 66.3%. The worldwide cumulative grade totals in the subjects offered at Grammar averaged 48.1%.
- Compared with Covid-affected years, the 2023 results look weak, but compared with the results from pre-pandemic years, the 2023 results are strong:
 - Second-lowest number of D (n=271) and E (n=162) grades
 - Lowest number of subjects receiving no grades (n=10)
 - There were more pass grades than in any year since 2016 (1,596 grades were awarded at A-E), but the A-E pass rate was the joint-lowest ever, at 91.0%. The worldwide cumulative grade totals in the subjects offered at Grammar averaged 79.2%.

Our students performed well by world standards:

Subject	AGS A-C %		CAIE World A-C
	n =	%	
Accounting AS	53	88.3	44.0
Biology AS	102	69.4	58.7
Business Studies AS	65	63.7	32.7
Chemistry AS	115	77.7	57.8
Classical Studies AS	32	71.1	48.3
Economics AS	85	66.9	48.6
English AS	193	74.8	50.0
French AS	6	75	45.7
Geography AS	62	68.1	48.4
History AS	74	83.1	30.5
Japanese AS	7	77.8	73.7
Physics AS	136	77.3	61.1
Spanish AS	12	66.7	59.1

AS Level Areas of Improved Performance 2022 - 2023:

The following areas of improvement are worthy of note.

Subject	A-C 2022 Performance	A-C 2023 Performance
Accounting AS	76.9	88.3
*Digital Art Design AS	66.7	81.8
*Japanese AS	69.2	77.8

AS Level Areas of Weaker Performance 2022 - 2023:

Subject	A-C 2022 Performance	A-C 2023 Performance
Business Studies AS	86.7	63.7
*Product Design AS	88.9	50
Geography AS	78.8	68.1

*Relatively small class sizes, so year-to-year variability in results is to be expected.

Outstanding Cambridge Learner Awards

Auckland Grammar School students performed well in the 2023 Cambridge examinations, gaining 15 awards for performance at the highest level in specific Cambridge subjects. Their achievements were recognised at the Outstanding Cambridge Learner Awards. The awards include:

- 2 Top in the World Award
- 8 Top in New Zealand Awards
- 5 High Achievement Awards (Top in NZ/the World but in subjects with limited entries)

Cambridge Award	Qualification	Syllabus	Student Name	Series
High Achievement	AS	Economics	Ramanujan Madhusudhan	June 2023
High Achievement	AS	Geography	Samuel Stephen Wheeler	June 2023
High Achievement	AS	History	Maxwell John Vincent Fredrickson	June 2023
High Achievement	AS	French	Stanley Bocheng Zhang	Nov 2023
High Achievement	AL	French	Angus Kernow Baker	Nov 2023
Top in NZ	AS	Accounting	Oliver Jack Gunson	Nov 2023
Top in NZ	AL	Accounting	Roshan Jakob Ter Wal	Nov 2023
Top in NZ	AL	Biology	Jayden Kris Dylan Kumar	Nov 2023
Top in NZ	AL	Chemistry	Oliver Jack Gunson	Nov 2023
Top in NZ	AL	Economics	Ramanujan Madhusudhan	Nov 2023
Top in NZ	AL	History	Shaohang Tong	Nov 2023
Top in NZ	AL	Literature in English	Andi Sun	Nov 2023
Top in NZ	AL	Physics	Yiming Luan	Nov 2023
Top in World	AS	Physical Education	Quinn Gardiner-Hall	Nov 2023
Top in World	AL	Geography	Samuel Stephen Wheeler	Nov 2023

NCEA RESULTS:

Summary:

The School's NCEA cohort also performed well in 2023.

Year	Level 2	L2 Merit	Level 3	L3 Merit	UE
2023	72	24	76	15	67
2022 ¹	77	11	78	15	66
2021 ²	80	19	86	17	73
2020 ³	79	12	77	18	62
2019	69	13	71	12	61
2018	77	16	74	14	59
2017	81	22	70	19	60
2016	82	15	72	18	58
2015	77	11	74	18	57

NCEA Level 1 Commentary:

In 2017, a pilot programme began for 22 students with weak prior attainment. These students pursued a full NCEA Level 1 programme. Three of them gained NCEA Level 1 in 2017. Since 2019, the majority of Form 5 students have followed a Pre-Q programme.

In 2023 51 students (primarily from 5P, 5Q and 5R) studied a full NCEA Level 1 programme. All of them gained at least 20 credits, which represents a pleasing improvement on the 96.2% (58 students) who achieved the same benchmark in 2022. With the end of the 20-credit carry-over, however, this will not be a useful target for the future. Of the 51 NCEA Level 1 students, 21 (41%) gained NCEA Level 1 (over 80 credits).

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

NCEA Level 2 Commentary:

The 2023 NCEA Level 2 results are satisfactory. The percentage of students who gained NCEA Level 2 certificates (72%; 140 students) was lower than in most previous years. The number of students who saw their certificates endorsed with Merit (24) was the highest in recent years.

A change to the way NCEA works in 2024 is that students cannot gain a certificate at any level if they do not also attain the co-requisite Literacy and Numeracy awards. As of January 2024, and as an outcome of the 2023 results, only 2 students do not have their Literacy co-requisite; 12 students do not yet have the Numeracy co-requisite. We have plans in place to ensure that these students have the opportunity to gain these co-requisites during the course of 2024.

¹ For 2022, NZQA introduced LRCs to acknowledge the impact of national lockdowns and again made alterations to the thresholds for certificates and awards. A summary of the 2022 changes is [here](#).

² For 2021, NZQA introduced LRCs to acknowledge the impact of national lockdowns and again made alterations to the thresholds for certificates and awards. A summary of the 2021 changes is [here](#).

³ For 2020, NZQA made alterations to NCEA qualification boundaries and introduced Learner Recognition credits to acknowledge the 13 days of classroom teaching time lost due to National lockdowns. A summary of the 2020 changes is [here](#).

NCEA Level 3 Commentary:

NCEA Level 3 results are good overall with 76% of students gaining NCEA Level 3, only 1-2% behind the Covid-affected 2020 and 2022 results. It is worth noting that this 76% pass rate represents the third-best performance in recent years, and the best performance in a non-Covid-affected year. Whereas the national Level 3 pass rate for all students was 1.1% lower in 2023 than it was in 2019, at our School the pass rate was 5% higher in 2023 than it was in 2019.

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

University Entrance

Comparisons with national averages are revealing:

	NCEA Level 3 Achieved	University Entrance
AGS NCEA Level 3 Cohort 2023	76	67
National Boys in our Equity Index Band	74.5	63.4
National Girls in our Equity Index Band	87.2	79.7
National all students in our Equity Index Band	80.6	71.3
National All Boys	63.2	41.5
National All Girls	68.9	54.2
National All Students	66.2	47.2

*Note that at most schools in NZ, all students do NCEA. At Grammar, 60% of Form 7 students study CAIE and are thus excluded from NZQA's official statistics. 100% of Form 7 CAIE students gained UE in 2023. Of the Form 7 cohort totalling 417 students, 86.1% (359 students) gained UE.

N.B. National statistics for all groups have fallen since 2019 (Covid-adjusted results notwithstanding), but the results of students in our Equity Index Band have risen. The achievement gap appears to be widening.

	National figures for all students		All students in schools in our EIB	
	NCEA LEVEL 3	UE	NCEA LEVEL 3	UE
2019	67.3	49.3	78.7	70.4
2020	72.1	53.4	82.7	75.7
2021	70.5	51.9	83.7	77.1
2022	68.2	50.3	82.3	74.6
2023	66.2	47.2	80.6	71.3

The School's 86.1% UE pass rate reflects the high aspirations of our students. The fact that 67% of our NCEA Level 3 cohort achieve UE is testament to their commitment to academia and to the nature of the majority of NCEA courses at the School, which are, in the main, comprised of academically challenging Achievement Standards, which contribute towards University Entrance.

It is worth noting, however, that 76% of our NCEA cohort achieved NCEA Level 3, compared with a national figure 10% below that. Our NCEA Level 3 cohort's UE achievement rate is 20%

above the national figure. The full Form 7 cohort's UE achievement rate sits at almost 40% higher than the national figure.

It is concerning that 41.5% of boys in New Zealand are able to enter university upon leaving school and even in schools with the fewest socio-economic barriers to attainment (as indicated by the Equity Index system), just 63.4% boys gain UE.

UE for Māori and Pasifika Students

Once again, our Māori and Pasifika students performed very well in their 2023 external examinations compared with historical national trends, however there was an overall drop in the UE pass rates for these students, compared with 2022.

	CAIE			NZQA			Total		
	n =	UE	UE rate	n =	UE	UE rate	n =	UE	UE rate
Māori	17	17	100%	31	10	32%	48	27	56%
Pasifika	6	6	100%	21	6	29%	27	12	44%

Our CAIE Māori and Pasifika students performed in line with the rest of the Cambridge cohort, with every candidate who entered gaining UE.

Our NZQA Māori and Pasifika students' performances were not in line with the rest of the NCEA cohort. The Māori student cohort UE rate was 35% lower than the whole NCEA cohort; the Pasifika student cohort was 38% lower than the rest of the NCEA cohort.

For all students, taking into account results from both CAIE and NZQA pathways, the Māori UE pass rate was 30% below the School figure; the Pasifika students' UE pass rate was 42% below the School figure.

The combined UE pass rate (52%) for our Māori and Pasifika students combined across both qualification pathways still far exceeds not only the 2023 National UE rates for Māori and Pasifika achievement (29% and 27% respectively for male and female students) but it also betters the National UE rates for male and female students at all schools (47.2%). Nonetheless, our aspiration is for all our students to achieve as highly as possible and the foregoing analysis highlights areas of concern.

NCEA Explanatory Notes:

1. NZQA's reporting of NCEA results is roll-based, that is, the percentage of students achieving NCEA Levels 1, 2 and 3 and University Entrance is calculated by considering the number of students who achieve via NCEA only as a percentage of the entire cohort. Students who study Cambridge are not considered to have gained University Entrance in their calculations, however, they are counted as part of the cohort. Therefore, according to NZQA's published results, only 23.4% of our Form 7 students gained University Entrance in 2023. This is misleading at best and deliberately antagonistic at worst towards schools which offer qualifications other than NCEA. This matter has been raised with NZQA and the response was that there was that the Minister of Education would not consider reporting any other way and that schools had been consulted on this.
2. Year-on-year, national NCEA achievement rates have increased. From 2014 to 2015 the Level 1 Literacy rate for NZ Males jumped 10%, to give just one example. Over the same period the performance of NZ students in internationally benchmarked assessments such as PISA has slipped. This apparent paradox has been commented upon by a number of more astute commentators.
3. Nationally, nearly 75% of all NCEA standards (both Achievement standards and Unit Standards) are internally assessed. This balance of external and internal is common. Nationally, pass rates for internally-assessed Achievement Standards are significantly higher than for externally-assessed Achievement Standards. Unlike many schools, the Auckland Grammar School curriculum is based on traditional, academic subjects which are assessed almost exclusively through Achievement Standards. This also means that (apart from a handful of subjects including Career Studies, Technology, Graphics, and Physical Education) at least 50% of NCEA assessment faced by Grammar students is external (for example, Level 2 Physics has 7 credits which are internally-assessed and 16 credits which are externally-assessed).
4. Many schools offer highly differentiated curricula. Low ability students may be offered "dumbed down" versions of academic subjects and most students are free to choose from a variety of non-academic courses (vocational, life skills, sporting and cultural etc). This boosts NCEA pass rates. Quite simply, it is easier to accumulate credits in these Unit Standards-based courses than it is in traditional, academic subjects assessed through Achievement Standards. By contrast, at Auckland Grammar School, only two non-academic courses are offered, Construction and Trades and Career Studies. Furthermore, these are the only two subjects offered which are not University-approved subjects (see point 6 below).
5. The one set of Grammar achievement data that does not compare favourably to national achievement rates is that for Form 6. This is not a coincidence. There are two main contributing factors, namely:
 - 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 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 point 4 above) makes NCEA Level 2 significantly more difficult to achieve at Auckland Grammar School than in other NZ schools.
6. At Auckland Grammar School we offer predominantly academic, UE-approved subjects. This high UE rate provides the vast majority of our students with the opportunity to attend university, and it is pleasing that for what is considered by many to be our less able

academic cohort, 76% of students leave Auckland Grammar School with NCEA Level 3, which is a high level of secondary school attainment.

NZQA SCHOLARSHIP

This is an examination in which the top 2-3 percent of students in New Zealand studying a particular subject will be awarded Scholarship in that subject. As our most able scholars study Cambridge and the NZQA Scholarship examinations are based on the NCEA Level 3 syllabi, it is a major task for our students to achieve well in these examinations. In addition, our students are not realistically able to sit NZQA Scholarship in Accounting, Biology, Graphics, Technology and the three Visual Art subjects as there are vast differences between the Cambridge and NCEA Level 3 syllabi. Furthermore, the primary focus for our Cambridge students must be on their Cambridge examinations, as they (not NZQA Scholarship) determine University Entrance and entry to restricted tertiary courses.

In 2023, the School achieved its best ever Scholarship results, by all measures. In total, 90 Grammar students gained a total of 217 NZQA Scholarships (including 37 at Outstanding Level). This total ensures that the School maintains its place in the top three schools in New Zealand for NZQA Scholarship, as it has for the past ten years.

NZQA Scholarships were again gained in an impressive range of subjects, including: Accounting, Agriculture & Horticulture, Biology, Calculus, Chemistry, Classical Studies, Drama, Earth & Space Science, Economics, English, French, Geography, Health & Physical Education, History, Latin, Media Studies, Physics, Religious Studies, and Statistics.

It is worth noting the lengths that some schools (particularly Rangitoto College and Westlake Boys' High School) are now going to in order to gain NZQA Scholarships in terms of modifying their teaching programmes. One specific measure adopted is to have more able students sit NCEA Level 3 externals in Year 12 and the remaining NCEA Level 3 internals by the middle of Year 13, leaving no NCEA Level 3 external examinations and the remainder of the year to prepare solely for NZQA Scholarship examinations. A specific example is Westlake Boys' High School's Year 13 Extension English Programme *"with the assessment focus being the scholarship exam... The course will occupy four of the six periods in the single option line with students selecting an additional scholarship option paper (one of Physical Education, Media Studies, Classics or Art History) for the remaining two periods."* In 2023, Westlake Boys' were awarded 254 Scholarships, and Rangitoto College gained 203 Scholarships.

Auckland Grammar School could easily gain significantly more NZQA Scholarships with a similar mechanism, but this would do a disservice to our students in terms of their ability to gain the best Cambridge marks possible (and thus their best possible school leaver qualification), and such an approach is not part of our academic plan. The School has several measures in place to encourage more of our most able students to do Scholarship examinations, however, the Board of Trustees must note that gaining NZQA Scholarships is not the School's primary academic focus.

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Total	105	152	157	140	168	186	166	151	161	160	152	217
Premier Award	1	1	2	1	1	-	1	-	1	2	3	3
Outstanding Scholar Award	3	7	1	6	2	3	2	3	3	3	4	9
Scholarship Award	11	14	22	19	28	24	18	19	6	13	10	31
Top Subject Award	1	2	2	2	3	1	1	-	2	3	4	4

To be named a Premier Scholar, students need to have gained at least four New Zealand subject Scholarships, including three or more at Outstanding level. In 2023, 3 students received Premier Scholarship Awards (worth \$10,000 a year for 3 years; 10 students nationally received this award):

- Nicholas Clarke (5 Scholarships, including 3 at Outstanding level)
- Jayden Kumar (7 Scholarships, including 4 at Outstanding level, and 1 as Top Scholar in the country)
- Oliver Gunson (7 Scholarships, including 4 at Outstanding level, and 2 as Top Scholar in the country) were all named as Premier Scholars, three of only 10 students nationally.

To be named an Outstanding Scholar, students must receive:

- a minimum of 3 Scholarships with 2 at 'Outstanding' level
- a minimum of 5 Scholarships with 1 at 'Outstanding' level, or
- a minimum of 4 Scholarships with 1 at 'Outstanding' level including a Top Subject Scholar Award.

In 2023, Outstanding Scholarship Awards (worth \$5,000 a year for 3 years; 60 students nationally received this award) went to: Ethan Chuang, Omesh Gupta, Emmanuel Hernandez, Ramanujan Madhusudhan, Cole McCulley, Atharv Shinde, Maxmilian Sobr, Arsh Verma, and Samuel Wheeler.

Four students were awarded Top in Subject prizes: Oliver Gunson in Accounting and Physics, Jayden Kumar in Geography, and Alistair Ha in English. These awards are worth \$2,000 a year for three years; 37 students nationally received this award.

Thirty-one Grammar students in total also gained a Scholarship Award (gaining three or more subject Scholarships).

AUCKLAND GRAMMAR SCHOOL

Founded 1869

BOARD

Chairman: G.M SANDELIN BA LLB
M.R MALPASS BE (Hons) MBA NZCE (Mech)

G.R GRAHAM BCom ACA
S. HOLDAWAY BA (Hons) MA PhD
J. KING BA BCom
T.M O'CONNOR BEd (Headmaster)

K. RUSSELL-SMITH CA BCom DipGrad
G.A TRETHERWEY LLB (Hons) BRP
N.N WANG MCom
D.W WONG LLB (Hons) BCA

F.L HAY-MACKENZIE MA (Hons) LLB (Staff Representative)
D.R PUKLOWSKI (Board Secretary)

LEADERSHIP TEAM

Headmaster: T.M O'CONNOR BEd

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

FACULTY HEADS

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

DIRECTORS

Director of Advancement: D.I REDDISH BCA
Director of Boarding: F. HASZARD BA BCom
Director of Enrolments: N.G.M DONOGHUE BA
Director of Information Services: C.A WATT MCSA
Director of International: R.A FENTON BBS
Director of Library Services: A.M KEOGH PhD MLIS
Director of Property Services: V. KOTZE
Director of Sports Development: D.J MACKAY BSR

TEACHING STAFF

S. ADAM BCom MTchgLn
S.H ADIL BOptom (Hons)
D. ALIAGA BSc BVSc (Term 1 - 3)
R. ANDERSON BEd
T. ANTONI BS MA
* S. BAYLEY TTC [Learning Support]
S. BEHAN MSc (Term 3 - 4)
J. BELL BA (Hons)
F.F BEN BSc
S. BIDET MA
I.S BILLCLIFF BPE
A. BING BA (Term 1 - 2)
A.B BIRTWISTLE BA [# Deputy Headmaster
Pastoral - Junior School (Term 3)]
* S.G BLACKWELL BEd [Health]
J.C.M BOROUGHS BFA
F.A BROADBENT BA
J. BROSNAHAN BA (Hons) (Term 1)
* T.E CAIN BSc [Japanese]
R.G CARR BSc (Hons) PhD
L. CARSWELL BSBS GradDip (Term 3 - 4)
C. CARTER BAS
M. CHARLESWORTH BA
W. CHEN MSc (Hons)
L.R CORRAY BSc
P. COXHEAD MSc
+ A. CROOK BSR
* M. CROOK BSc [Technology] [Outdoor Education]
J.O CROOKS BPE
M.D CUMING BSc [Form 3 Dean]
R. DANIEL MA BSc (Term 1 - 3)
P. DARRAGH BMus (Hons) (Term 3 - 4)
A. DAS MSc
+ M.C DA SILVA BA DipTESOL
J. DE HAAS MEd (Term 3 - 4)
T. DE JAGER BA
M. DODD BA PGDip BAS BSc (Hons) (Term 2 - 4)
M.Z-Y DONG BA
J.J.C DOOLAN DipBus BEd PGDGC (Counsellor)
J. DYER-CAUSTON BA (Hons)
* P. EASINGWOOD BA [Dean of International Students]
[Geography]
T. EDWARDS CAP (Term 3 - 4)
G.T.S ELISE BA
K. ETTY BA CELTA (Term 1 - 2)
M.J FERGUSON BSc
T.A FERGUSON BA
H. FERNANDEZ BEd BA (Term 2 - 4)
J. FLOERCHINGER MMIB (Term 3 - 4)
D. FONSECA BCom CPA (Term 1 - 2)
C. FORSTER BA LLB (Hons)
J. FRY BSc BEd
* M. GASPAR MA [French]
J. GIBBONS BA
L. GILBERT BA (Hons)
+ E. GRACE BA MEd
R.C GREENSLADE BDes (Hons)
J. GUNSON BA [Form 4 Dean (Term 1 - 2)]
[Form 7 Dean (Term 3 - 4)]
* C. HAHM BMus PGDipMusEd [Music]
E. HARE BMus (Term 1 - 3)
J.B HASLER BA (Hons)
* F.L HAY-MACKENZIE LLB MA (Hons) [Classical Studies]
+ S. HAYWOOD MA (Hons)
D.Y HELLEUR BA
B. HOANG BSc
T. HORROCKS BEcon LLB (Term 1 - 3)
S.J HUNTER BSc [Form 7 Dean (Term 1 - 2)]
I. ITRIYEVA MA
* G.C.D JENNINGS BSc (Hons) [Physics]
M. JERVIS BSc MBA (Term 1 - 2)
D. JES BE MBA
A.V JOHNSON MA
T. KENSINGTON BA [Form 5 Dean]
* S. KESHWARA BSc (Hons) [Chemistry]
S.W KING BA HDE
Z. KING BHS BPhEd
H. KLER BA (Term 1)
J.C KNIGHTLY BSc
R.D KNIGHTS BA
V. KOSNA MSc
V.W LAL BCom DipBus
S.A LASSCHE BSc (Hons)
Y.B LAZARUS BEd
B. LEE MFA
C.C LEE BSc (Hons)
M.R LEE BSc (Hons)
N. LEISEDER MA
S. LIU BSc (Term 1 - 3)
R. LORY BA
C.R.D LOWE BPE
G.J MAGUIRE MSc (Hons)
A. MALANI BA MEd
O. MANN BSc
D.J MARTIN BA BCom
G.R MARTIN MBA (Term 2 - 3)
Counsellor (Term 4)
L. McCLELLAND MSc
G.P McCULLOUGH BE (Hons)
D McCUTCHEON TTC (Term 3)
D. McENTEE BSc
* M.E McNEILL MA (Hons) [Spanish]
B.K MEGSON BA (Term 2 - 4)
D.I MERCIER BE (Term 1 - 2)
T.E MOORE MA
* D.B NEWTON BA (Hons) [Business Studies]
+ C.A OATES BEd (Hons)
J. O'NEILL-FULLER BSc
R. OSHIMA MA (Hons) BA (Term 3)
T. OVERBURY BSc (Hons) BSpEx
[Form 4 Dean (Term 3 - 4)]
S.Y PASUPATI BBS
* C. PATERSON BSc MEd [Biology]
M. PENNINGTON BEd (Hons) PGDipMgmt
N.K PILLAY BA
G. POPE BA
J. POTAKA BSc
L. POTOCKY-PACAY BA (Hons)
B.J PROCTOR BA
L.W QUELCH BA
A. RAZJOU BSc
J.J.S REHU BSc
* B.D RICHARDSON BPhEd(Hons) [Sport]
W. RICKARDS BSpEx
J.P ROBERTS BPE
I. ROWE MA
L. SAGE-CLEAVER BCoun (Counsellor) (Term 1 - 2)
J.J SAMY BCom CA [Accounting]
* N. SAVERY BA MEd (Hons) [ESOL (Term 2 - 4)]
J. SIMA BEXSc
R.L SIMENTO MSc
C. SOLOMONS BCom
A.M SPARKS MA
B. SWANEY MEd MSc
L. SWEENEY BSc
R. TEAGUE MA (Hons) (Term 1 - 3)
A. THOMAS BSc MBA (Term 2 - 4)
P. TIMOTEO BSc (Term 2 - 4)
M. TOWLER BSc
A. VAN DEN HEUVEL BA MSc
W. VAN DER LINDE BEd
A. VAN HEERDEN BSc (Hons) (Term 1 - 2)
+ M. VAN OORT BA DipTEFL (Term 3 - 4)
+ D.R WADAMS MEd Mgt (Hons)
K. WAIT BPE
N. WARING BA (Hons) (Term 2 - 4)
B. WASSON BMus
J.J WHELAN BA (Term 1)
* L. WHITE MA (Hons) [ESOL] (Term 1)
N. WOLFKAMP BVís
C. WOOD BA
S. WOOLLARD MSc (Hons) (Term 1 - 2)
R. WRIGHT LLM BA
S. WRIGHT BE (Hons)
J.S-J YEY BA [Form 6 Dean]
J. ZHU MSc
*Department Head +Part time #Long Term Reliever

ADMINISTRATION

Executive Assistant: D.M WATSON. Finance Manager (Acting): R.L.C SWAIN BCom CA. Finance Manager: T. FONG BCom CA (Term 3 - 4). Accountant: S. KENESHEVA PGDip. Senior Accounts Assistant: S. LOUKINE. Accounts Assistant: L. WANG BBus (Term 1 - 4). Accounts Payable and Payroll Officer: D. STEVENS BA (Term 4). Finance Assistant: R. KHAN. Leadership Team Secretary: J.C SADLER MSc (Hons). Culture & Engagement Manager: H.L FLEURY BA PGDip. Counsellor: E. PEACOCK BA, Librarians: A.V McLEAN BBS MLIS, K.E NICHOLAS MLIS. Head Laboratory Technician: Y. ZHU BSc MPS. Laboratory Technicians: J.M.D NGUYEN, H. QIAO, J.M SUMNER BSc (Hons), N. WATSON BA. Technology Technicians: I. BENIPAL, A.J LOUCKS, D. SHI, E.P WALTERS. Student Services Office Manager: S.L VAN DEVENTER ECCE. Administrators: S.A CURRY (Resources), C.M DOWDEN (SAC Examinations Administrator), C.H JOHNSTON BA ATCL (Social Sciences & Relief), J. MACKENZIE (Music), D. METAHYSA BS (Library/Art), L.A NEPIA (Enrolments) (Term 1), J. GALBRAITH (Enrolments) (Term 3 - 4), K. OSBORNE (Gateway Coordinator). Events & Public Relations Manager: G.L KNIGHTS BA (Hons) (Term 1), Events Manager: A. CALWAY (Term 4). Events & Public Relations Manager (Acting) (Term 2), Events Assistant Administrator (Term 1 - 3): T.A CURRY BCom. Database & Direct Mail Manager: K. DAVIDSON MSc. Communications Manager: A.J BOOTH BCS. Publications Manager: J. DOBSON RN. SMS Manager: B.L CRAW. Academic & Student Administrator: E.R BOLT (Term 1 - 4). Academic Services Administrator (Term 1 - 3) Academic & Student Administrator (Term 4): C.R EVANS. Heritage and Academic Officer: M.P VELLA MA (Hons) (Term 3 - 4). Student Office Administrator: H.M.R HANKS BA. Student Office Assistant: A.E IRVINE. Systems and Support Manager: G.L WELLS BA MCSA. Support Specialist IT: C. JOHNSON BSc, R. JONES. Teacher Aides: R.N.M BAKER BSpHPE, O. DRAPER-GRIFFITHS BSc (Term 2 - 4), B.L GOODWIN (Term 1 - 3), M.L GRIFFITHS, T.L OLSEN, D. PORTER, A. RICKARDS BA DipCom, A. TIBBLE BHSc (OT) DipBus, A.VAN DEN BERG BA (Hons) (Term 1), I.M WOLFKAMP, L. WOODS (Term 4), E.M WRIGHT BA (Term 1 - 2). French Assistant: L. MORIZOT. Spanish Assistant: D.S MUNOZ. International Relationship Manager: L.R LIM BA. International Student Welfare Manager: S.B BOROUGHS. International Student Administrator: S. SASAGAWA BBus. Archivist: P.J.D STANES BSc BE (Hons). Head of Health Centre: S.M TAN RN (Term 3 - 4), L. YOUNG BHSc (Nursing) (Term 1). Nurses: S. COTTON RN, D.A HULME RN (Term 3 - 4), G.M MORTIMER RN (Term 1 - 2), M. O'CARROLL RN, A. THOMPSON, E.J THORP BHSc (Nursing) (Term 2). Relief Nurses: Z. PEGMAN RN, L. WILSON RN. Retail Brand Manager: C. FERGUSON (Term 1). School Shop Manager: S. GALUVAO BCS. School Shop Assistant Manager: A. MILES, School Shop Assistant: N. WATSON BA. Director of Football: K.W BRIGHT. Director of Cricket (Term 1) Cricket Coach (Term 4): I. TROTT. Head Rowing Coach: T. RUDKIN BSc (Hons). Venturelodge Manager: K. LAUGHTON. Hostel Matrons: S. BAILEY, D. KENNEDY, A. OLIVER, B.A SHERSON (Relief), I.L VAN RENSBURG (Relief). Property Assistant: R. BOONEKAMP DTFB DBM. Maintenance Supervisor: A. ELLIOT (BID BBus (Innovation & Entrepreneurship). Maintenance Assistants: N. GRIBBON, M. GRIFFITHS (Term 1 - 3), K. SAMESHIMA (Term 2 - 3), T. TAPARA. Manager Staff Cafeteria: D.A LYDIARD (Term 1).



Statement of Resources

Non-Teaching Support Staff

The Board of Trustees employs 55.28 full time equivalent staff to undertake administrative, financial, teacher support and property maintenance aspects of the School.

Community Support

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

Computers

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

Extracurricular Resources

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

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



Statement of Resources

Property Resources

The Auckland Grammar School Board of Trustees has a property occupancy agreement with the Ministry of Education for the Mountain Road, Epsom site of 15.16 hectares of land, 103 teaching spaces, Great Hall, sports gymnasium, sport centre, auditorium, three pavilions, Artificial sports fields (inclusive of tennis courts, cricket nets), 2 x grass sports fields, new library, student services, outdoor heated swimming pool, weights training facility 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 to provide some teaching staff with accommodation.

Textbooks and Library Books

Every class at every level is adequately supplied with textbooks where they are required. The Library contains around 20,000 print books. It also has 36 Chromebooks to supplement the 34 PCs available for student use in the Library. Three research databases in addition to those provided by the Ministry of Education are also subscribed to by the library and a fourth one, Massolit, is purchased in conjunction with four other departments.

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

Trading Resources

- The Sport centre and Gymnasium which are primarily hired out for basketball, badminton, and fencing.
- 2 x pavilions (Old Boys Pavilion and Hockey Pavilion)
- A boarding establishment (Tibbs House) accommodating approximately 120 boys. It includes a dining room and study centre; 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.
- Outdoor heated swimming pool (Term 1, 3 and 4 only)



Statement of Resources

Roll

The roll in 2023 (at 1 March) was 2605

The roll in 2022 (at 1 March) was 2597

The roll in 2021 (at 1 March) was 2634

The roll in 2020 (at 1 March) was 2620

The roll in 2019 (at 1 March) was 2576

The roll in 2018 (at 1 March) was 2494

The roll in 2017 (at 1 March) was 2503

The roll in 2016 (at 1 March) was 2532

The roll in 2015 (at 1 March) was 2532

The roll in 2014 (at 1 March) was 2572

The roll in 2013 (at 1 March) was 2555

The roll in 2012 (at 1 March) was 2432

The roll in 2011 (at 1 March) was 2390

The roll in 2010 (at 1 March) was 2417

The roll in 2009 (at 1 March) was 2368

The roll in 2008 (at 1 March) was 2298

The roll in 2007 (at 1 March) was 2358

The roll in 2006 (at 1 March) was 2443

The roll in 2005 (at 1 March) was 2482

The roll in 2004 (at 1 March) was 2447

The roll in 2003 (at 1 March) was 2367

The roll in 2002 (at 1 March) was 2202

The roll in 2001 (at 1 March) was 2045

The roll in 2000 (at 1 March) was 1977

Days Open

The School was open for 372 half days in 2023 (2022 - 376 half days).



Board Members

The following were members of the Board as at 31 December 2023:

Name	Occupation	Term of Appointment Expires	Appointed By
G.R Graham	Partner Restructuring	Resigned December 2023	Headmaster's Council
F.L Hay-Mackenzie	Teacher	August 2025	Staff Member on the Board
S.J Holdaway	Associate Deputy Vice-Chancellor Research	August 2025	University of Auckland
J. King	Chief People Officer	August 2025	Parents
M.R Malpass	Chief Executive Officer	August 2025	Parents
T.M O'Connor	Headmaster	August 2025	Headmaster
K. Russell-Smith	Company Director	August 2025	Parents
G.M Sandelin	Barrister	August 2025	Parents
G.A Trethewey	Company Director	August 2025	Old Boys' Association
N.N Wang	CEO & Managing Director	August 2025	Parents
D.W Wong	Lawyer	August 2025	Parents

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF AUCKLAND GRAMMAR SCHOOL'S
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Auckland Grammar School ('the Parent') and its controlled entity (collectively referred to as 'the Group'). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the Parent and Group on his behalf.

Opinion

We have audited the financial statements of the Parent and Group on pages 48 to 69, that comprise the statements of financial position as at 31 December 2023, 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 2023; 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 7 June 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

The title 'Partner' conveys that the person is a senior member within their respective division and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd. Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

© 2024 Findex (Aust) Pty Ltd

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the Parent and Group for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 4 to 46 and pages 70 to 86, but does not include the financial statements, and our auditor's report thereon.

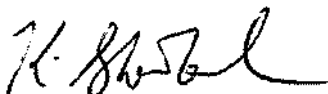
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

Other than the audit, we have no relationship with or interests in the Parent or its controlled entity.



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

Auckland Grammar School
Private Bag 99930, Newmarket
Auckland 1149, New Zealand

ags.school.nz

Stay Connected. Follow Grammar.

