



# 2017

## Glendowie College Annual Report



**WHĀNAU**  
WE ARE FAMILY



**HARIKOA**  
WE STAY POSITIVE



**KAHA**  
WE KEEP MOVING



**HIRANGA**  
WE GIVE IT HEAPS

## **Our Vision**

To be one of New Zealand's foremost schools.

## **Our Mission**

We will develop and grow young men and women who:

- will enter a dynamic and changing world, globally aware, confident, articulate and resilient; ready to succeed, lead and serve
- enjoy academic success and co-curricular opportunity and success now
  - at school, nationally and globally

We achieve this by:

- providing a rigorous academic education and extensive co-curricular programme in a caring environment that challenges and supports our students



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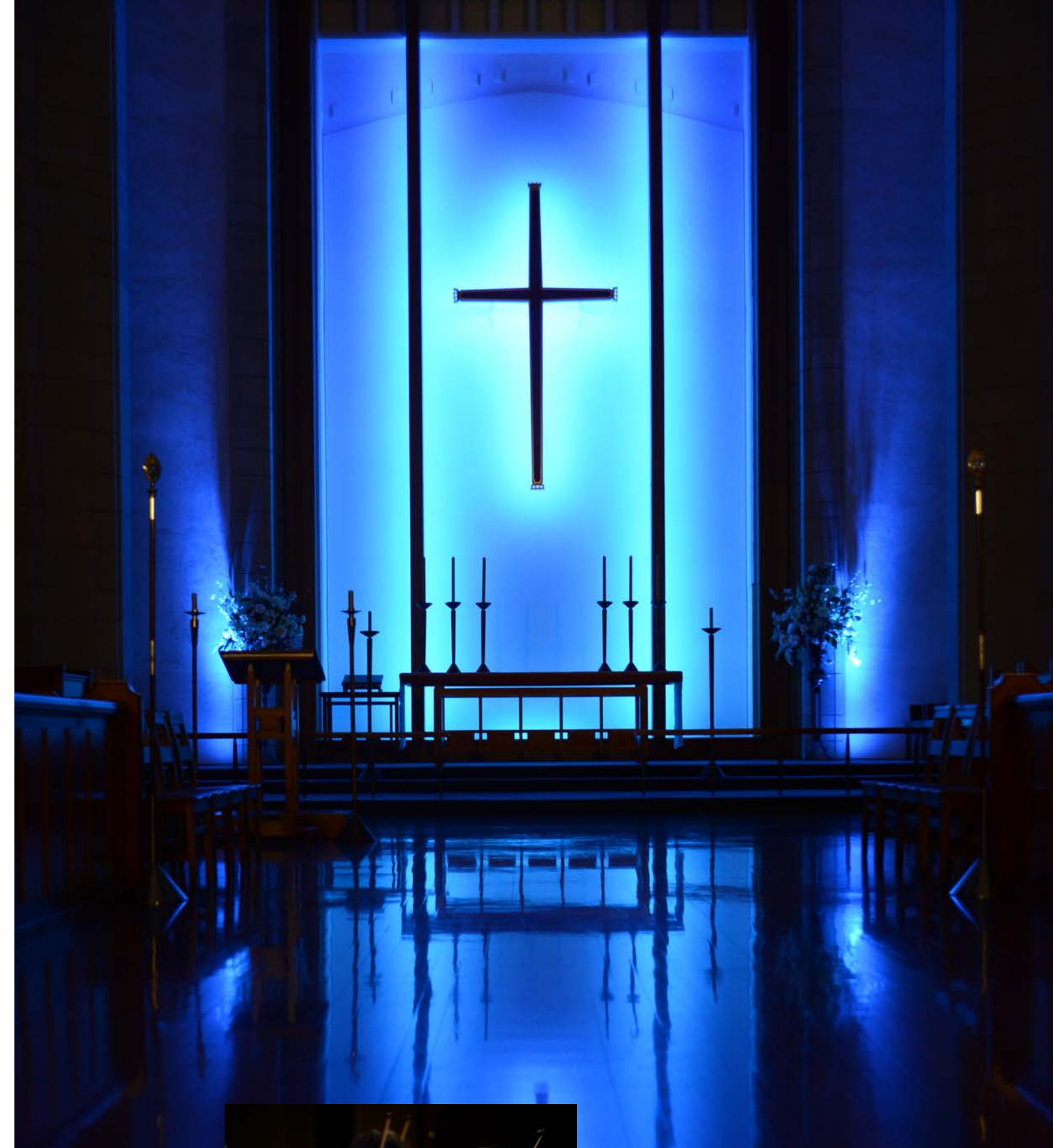
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2017 Spring Gala Concert at Holy Trinity Cathedral

# 1

Glendowie College



Glendowie College is an academically high achieving secondary school with strong sporting and artistic success.

It enjoys high calibre and motivated students who are very well supported by articulate, professional and engaged parents, whānau and staff.





2017 Head Students - Allan McBride and Lauren Calvert



2017 Senior Girls' Hockey



# Our School

In 1961 Glendowie College opened its doors to 125 students. Today 1,250 students, including 95 international students, attend the school with the roll expected to approach 1,420 by 2023.

Glendowie College is located in the east of Auckland's central isthmus where we look to our maunga (mountain) Taurere / Mt Taylor and awa (river) - the Tamaki.

The majority of our students are New Zealand European, followed by Asian, Māori and Pasifika. We welcome diversity and are committed to the Treaty of Waitangi, and providing all learners the opportunity to learn and achieve in an inclusive and supportive environment.

Glendowie College is committed to making the best better ... to see our students stand out on the New Zealand and global stage.

Glendowie College is an academically high achieving secondary school with growing sporting and artistic success. It enjoys high calibre and motivated students who are very well supported by articulate, professional and engaged parents.

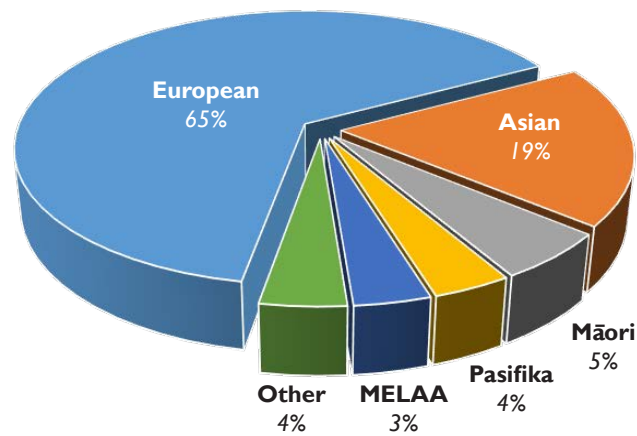
We run an academic curriculum. We also offer a range of vocational courses and work with tertiary providers to connect students to alternative pathways while still at school such as attending day courses at MIT.

A growing majority (80%) of Glendowie College students progress from school to study at university and other tertiary providers.

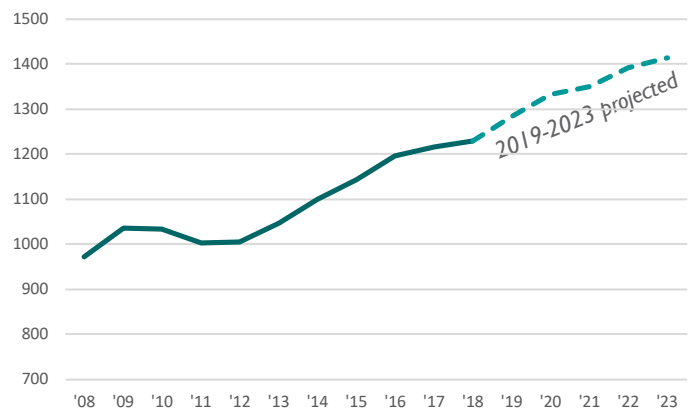
Glendowie College develops students as active citizens and leaders ready and willing to contribute to society, today and tomorrow ... locally and globally.

Beyond the classroom, Glendowie College offers a huge range of opportunities for our young men and women to grow as leaders. Programmes such as the Duke of Edinburgh and school prefects teach our young people to contribute to our community today and tomorrow.

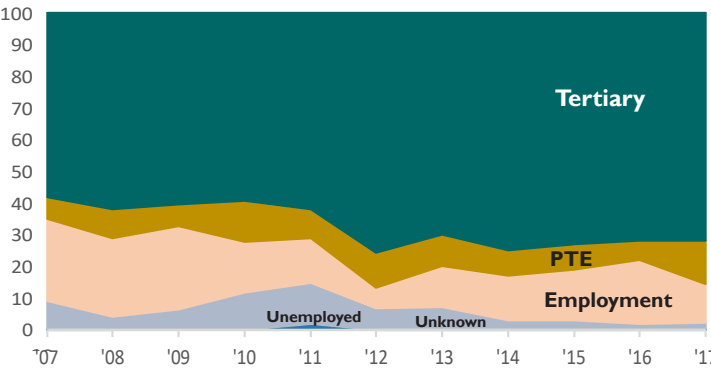
Ethnicity of Students (2018)



School Roll (2008 - 2023)



Destination Data (% of School Leavers)



2017 Junior Girls' Underwater Hockey





# @ GDC ...

## we are family (whānau)

- we look out for each other
- we keep others safe
- we celebrate diversity within our community
- we work together

## we stay positive (hārikoā)

- we talk and find solutions
- we see the good in each other
- we have fun
- we can laugh at ourselves

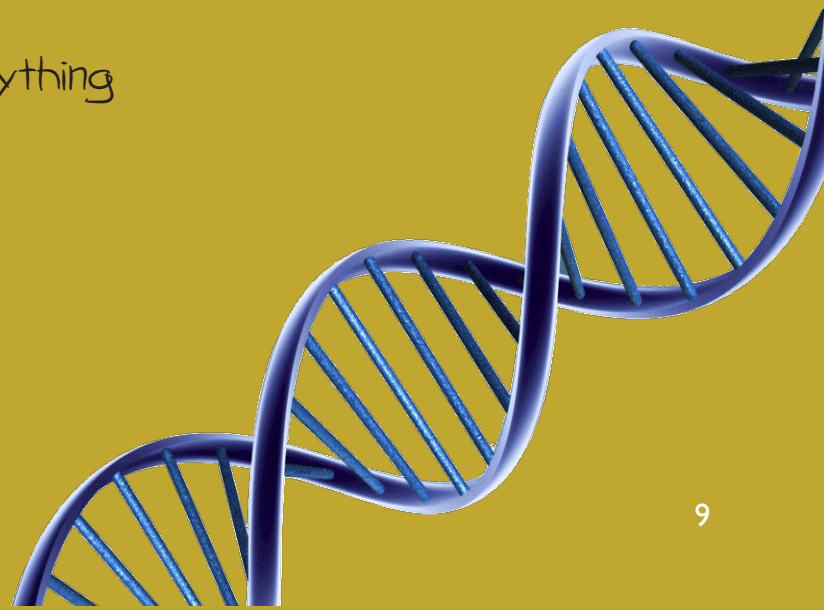
## we keep moving (kaha)

- we give things a try
- we keep looking for ways to improve
- we learn from our mistakes

## we give it heaps (hiranga)

- we work hard
- we aim for our best in everything
- we show integrity
- we don't take short-cuts

# CONZANZA



# Principal's Report

## 2017 Senior Prizegiving Speech

Ladies and gentlemen, parents, whānau, students and guests, welcome to the 2017 Glendowie College senior prize-giving. Nau mai, haere mai ki te kura tuarua o Taurere.

Ngā mihi ki ngā tīpuna. We acknowledge those who have gone before us at Glendowie College, and their contribution to the school. We achieve today because we stand on the shoulders of giants.

Ngā mihi ki ngā akonga rāua ko ngā whānau. Welcome to our students, parents and whanau. Tonight we celebrate you and your success.

Ngā mihi ki ngā tāngata o te poari o tenei kura. Welcome to our board members present tonight who serve the college and its students.

Ngā mihi ki ngā manuhiri. Welcome to our special guests from universities and other schools. Thank you for sharing this night with us.

Glendowie College is an outstanding school, and our students tonight are proof of that. We have articulate, creative, intelligent, confident students. 200 of whom leave this year for the next step in their education. We have highly committed and talented teachers and support staff. We have intelligent and highly supportive parents who care passionately about their child's education and success.

On the Auckland and New Zealand stage Glendowie punches well above its size academically, in the arts, and in sports. It's a school to be proud of.

I want to start by reading a letter from a Syrian refugee, Sam Alkatrib, who wrote to the New Zealand Herald three weeks before the recent general election.

*Dear citizens of New Zealand.*

*I know that you have an election coming up and that New Zealand's refugee intake is an election issue. As you debate my future, let me give you some insight into my world.*

*I am Sam Alkatrib. I am 32 years old, from Salamiyah in Syria, and I am living in a refugee camp on the island of Lesbos, Greece. Before the crisis broke out, I lived a normal life with a girlfriend and a fashion business in Damascus. In 2011, my*

*home town was surrounded by Isis on the east and the Al Qaeda linked Al Nusra on the west. I knew I had to do something so I left my life in Damascus.*

*I took a job with the Syrian Ministry of Defence. In February 2016, I was seconded to a role on the front lines. I have never killed anyone in my life, but knew the role would involve heavy combat. I chose to flee. I did not want the war to turn me into a killer.*

*I want to provide for my future family and live in a place where my children can have healthcare and an education.*

Mr Alkatrib's letter reminds me that as diverse as people are, we have more in common than we are different. Mr Alkatrib has a partner, runs his own business, wants to raise a family. He wants to provide them with good healthcare and education. On the other side of the world and facing war, he is more similar than different to each of us.

In education we live in three time zones:

- we live in the past as we pass on the knowledge and culture of those before us
- we live in the present as we work with young people today in their world and their challenges
- we live in the future as we prepare our students for a future workplace and world

We need to be clear about what we teach, how we teach to make it relevant to today's young people, and instil students with the ability and confidence to apply and adapt old learning to a new and changing world.

Mr Alkatrib's letter highlights two mega-changes facing our students ... globalisation and diversity, and inequity. As a refugee Mr Alkatrib will bring diversity to his adopted home. In Europe where migration has forced governments there to balance responding to a humanitarian crisis, and protecting its citizens, culture and infrastructure.

Migration has brought the world to Auckland. Two weeks ago we celebrated Diwali. In a month we celebrate Christmas. Auckland is the fourth most ethnically diverse city in the world, ahead of cities such as New York, London,





or Singapore. 40% of Aucklanders were born overseas. We have over 220 ethnicities. Visit any food hall or one of the night markets, and you'll quickly appreciate this diversity. Without even leaving Auckland, our students now live in a more and more diverse and globally connected world.

A second element of Mr Alkatrib's letter is the question of equity. Fairness. Migration has fueled economic growth in Auckland and pushed house prices out of reach for our children. It's stretched our infrastructure – roads, healthcare and education. Auckland has also become less equal. Homelessness is a persistent evil. The working poor earn a wage so low that they can't dream of owning their own home or providing what most consider essentials for our children – furniture with no holes in it or regular meals. I believe our students are well placed for these challenges. They are well grounded in academic content and critical thinking, as tonight's awards will attest. They are taught well and they want to make a positive difference in the world. I believe they will.

That's the context of our two major annual goals in 2017 - introducing the IB Middle Years' Programme and the changes to our houses and pastoral systems.

A key tenet of the MYP programme is preparing our young people to be globally connected and to appreciate diversity. MYP is about how we teach. It does not change the content or replace the ALP programme. It is a response to the high ability of our junior students, ensuring a rigorous academic programme that challenges and extends them. It is a response to the world they are growing into. One key element of the MYP is global contexts:

- **identity and relationships**  
how are people (such as Mr Alkatrib) different and similar to each other?
- **orientations in space and time**  
how and what can we learn from others (such as migrants) in different times and places?
- **personal and cultural expression**  
how does culture define and influence us?
- **scientific and technical innovation**  
how has and can science shape our world and lives?
- **globalisation and sustainability**  
why and how do we protect our earth for future generations?
- **fairness and development**  
why and how do we fairly share the earth's resources with everyone?

These concepts are important because the world is more connected than ever before. They're important because Auckland is more global than ever.

Through MYP, our students think independently and critically about culture, globalisation, sustainability and fairness, and the other global contexts. Making the world a fairer place is important at Glendowie College. BeThank you to Deputy Principal, Mrs Sharon Hewetson and the staff who have lead this initiative to introduce this programme into our junior curriculum.

A second element is developing the student leadership programme – prefects, sports and arts captains, interact, duke of Edinburgh. Opportunities for students to grow as servants. To learn about serving others.

I thank Deputy Principal, Mr Robertson and the staff who have done an excellent job to implement changes to our pastoral and house system. Much of this is about how we continue to provide excellent pastoral care to our students as the school grows.

These initiatives hinge on superb staff - teaching and support. Glendowie College is lucky to have great teachers and support staff. However, as a Principal, I am concerned that schools are fighting a rear-guard action to compensate for underinvestment in education by successive governments. Talk in the media of a teacher shortage is real.

We know that a student population bubble is now leaving primary schools and entering high schools, pushing up demand for teachers in that time. Migration in Auckland will exacerbate these numbers. Over the same period the number of teachers is predicted to fall. The percentage of teachers aged over 60 has risen from 6% of the workforce in 2004 to 16% in 2017. As they retire, they will not be fully replaced. Since 2004, the number of students graduating as secondary teachers has fallen by 33%. Of those who do become a teacher, 38% leave within five years. As well, teachers are leaving Auckland unable to afford to buy a house. These statistics add up to a crisis. We are already seeing the first waves of this in subjects such as science and maths. The problem will spread and worsen until the Government acts.

Teaching is an amazing career. Teachers are future builders. We get to work with young and vibrant, intelligent and creative young people. We don't build houses or buildings, we build the people who will do that. We build tomorrow. Just last week we saw 220 12 year olds sit their entrance test, nervous and excited about high school. We will watch them try new things, fail at some, succeed at others. We will see them grow and mature into the amazing adults like those before us tonight.

Teaching is an amazing job, and it's a privilege. It's critical to the future of our country and economy. And it's undervalued. Why are young people choosing not to go teaching? At Glendowie College we are fortunate. In the last two years we have employed 5 quality science graduates, where other schools have been unable to find anyone.

We are fortunate to have a Board that understands this challenge and is proactive to ensure our students have the very best teachers before them. Constrained by Ministry limits on pay and class sizes, the Board has:

- employed up to six extra teachers to keep class sizes below the Ministry guidelines
- tripled the professional learning budget to support our existing teachers and make the college attractive to the best teacher applicants
- established the Lindsay Adams Academic Endowment Fund to recruit and retain top teachers

And they are exploring other options to attract high quality staff for our students. This support, made possible by parent donations, is incredibly valuable and appreciated. Now we look to the new Government. They must acknowledge the crisis. They must confront the elephant in the room and pay teachers what they are worth to parents and their child's future; what they are worth to our economy and country. An Australian beginning teacher earns more than a top of the scale teacher in New Zealand. Good pay is foundational to retaining a quality workforce. They must also acknowledge the workplace concerns that discourage young people from entering and staying in teaching. It's time to invest in education. Let's do this.

Through this, Glendowie College has continued to see our young people enjoy success. Our commitment is to grow creative and articulate who enjoy success at school. To develop confident and resilient people ready to enter a dynamic and changing world ... and make it better.

The year started with the news of our students achieving the highest levels of NCEA success in our history. Glendowie is a top academic college.

- at Level 1, 97% of students achieved, with 74% endorsed with merit or excellence
- at Level 2, 96% of students achieved, with 60% endorsed with merit or excellence
- at Level 3, 93% of students achieved, with 50% endorsed with merit or excellence

At all levels, Glendowie College students achieved well above the New Zealand average and above the average for other Decile 10 schools.

In sports, we have a huge number of teams playing across many sports. Netball. Rugby. Football. Rowing. Basketball. Cricket. And more. We have the highest student participation rate of all Auckland co-educational schools. Our rugby team, coached by Joel Wiggins, won an Auckland championship for the second year in a row in an exciting final over St Kents. We sent five teams to winter tournament where they played excellently, with teams into the semi-finals, and the netball girls playing in the final.

Thank you to Mr James, Mr Adams and Mrs Beattie, and the many staff and volunteers who make this possible.

In the arts, our students excelled. In term 2 we enjoyed Suessical the Musical. We had a music trip to Sydney. We held the Spring Gala Concert at the Holy Trinity Cathedral for the first time. A magnificent venue and concert. We had dance nights, drama performances, wearable arts, Summerfest and more.

Thank you to our teachers involved in the arts for your commitment, time and energy to create high quality opportunities for our students. Our students enjoyed a huge range of opportunities and support – Duke of Edinburgh, overseas trips to China, Africa, Interact, the Diversity Group. Opportunities for our students to get involved, to lead and to serve. These opportunities make Glendowie one of the top schools in New Zealand.

My vision of education is simple ... to grow amazing young people who will build an amazing society. Young people who are creative, articulate, confident, and resilient. Ready to face the challenges of diversity, globalisation, technology and inequality. Those are the students of Glendowie College – one of the top Auckland schools.

As Principal, it's important that I acknowledge the many people who have contributed to our students' success.

Thank you to Steve Collier and the Board of Trustees who are strong supporters of the college and have greatly assisted me in my role. Thank you for your energy, enthusiasm and support of the college and me as Principal.

Thank you to our local MP, Simon O'Connor, who continues to support Glendowie College.

Thank you to the Senior Leadership Team for your leadership of the college and the new initiatives this year.

Thank you to our staff. You create an extraordinary range of opportunities for our students and support them to succeed.

Thank you to our students. You are the reason we are here and you make it a joy to come to Glendowie College each day and help you learn. Thanks to our prefects who do so much in and beyond our school. Especially our Head Prefects – Lauren and Allan, and Deputy Head Prefects – Aldric and Brooke. I have been impressed with your maturity and commitment to serve your fellow students.

Thank you to our volunteers, especially our Parents' Association, who fund-raise and bring our community together. To all of our parents, thank you for the amazing young adults you share with us, and for the interest you take in them and their education. We enjoy working with you, to see them succeed.

Finally I wish the very best of luck to our students in their upcoming exams. These exams and the results you achieve in them are vital for you. Study hard.

To those students who leave the college this year, I wish you well in life beyond school. Your life is now a blank book waiting for you to write your story. I look forward to staying in touch and hearing of your success.

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- KIA HIRANGA ... give it heaps
- KIA KAHA ... try new things and keep moving
- KIA HARIKOA ... stay positive and have fun
- KIA WHĀNAU ... stay connected

**Richard Dykes**  
Principal



# Chairperson's Report

## 2017 Senior Prizegiving Speech

Kia ora tatou, and good evening. It is my pleasure to present the 2017 Board report.

Towards the end of last year we were hearing and reading about the increase in the shortage of teachers for Auckland, both currently and for the future, so it was pleasing, that, at the start of 2017, Glendowie College had a full complement of teacher staff.

While this was positive, the situation has and will continue to be a challenge not only for the college but for Auckland schools as a whole, going forward.

Talking of challenges the board have had a few over the course of the year.

In 2015 the Ministry of Education launched the Community of Learning | Kāhui Ako initiative, this being a group of schools or (community) who work together to focus on raising the learning and achievement standards of our students.

Our Community of Learning (COL) comprises of Glendowie College, Glendowie Primary, Churchill Park and St Helier's Primary.

The challenge for the Board, as well as the boards of the other schools was to work through the process of appointing the COL leader and 4 across school positions as well as preparing, agreeing and submitting the COL's achievement challenges to the Ministry of Education.

This whole process went very well with members of each board involved in both appointment processes and the achievement challenges, and it built on the already well-established co-operation that has existed between the schools prior to the COL initiative being launched.

I would like to thank Mr Dykes for managing these processes on behalf of the COL and contributing schools.

The other challenge facing the Board this year, and one that has not been quite as positive as the setting up of the COL, has been progressing the development of the Science Block.

Following the 'bumps' in the road we experienced last year, we worked with the Ministry to appoint a new architect for the project and things were looking good.

As the Board is learning, nothing is easy with the Ministry and the school is still locked in finalising the final scope and design of the project. The Board and Mr Dykes are continuing to work hard to progress this important project.

A building like this is a legacy project that will be part of the campus for decades, and we need to make sure that what we get in the end is fit for purpose both for now and into the future.

An addition to our Board meetings this year has been a series of presentations from the college faculties. These presentations gave the board a great insight to the faculties, the opportunities and challenges that each faces, and again highlighted the dedication of teaching staff as they work

with our students to have them reach their maximum potential.

The Parents Association ran two great events this year, the 'Big Night Out' and the annual fun run as well as organising the sale of the 2017 Entertainment books.

With key members of the Parents Association stepping down at the end of last year, carrying on the legacy of these events would have been a challenge but one that the team rose to. On behalf of the Board thank you very much for all the hard work all the members of the association have put in through the year.

The college has had another busy year with activities outside of school from overseas and local trips to sports tournaments and concerts.

All these events would not be possible without the dedication of the teaching and support staff; one of the Board's responsibilities is to sign off on the overseas trips and we see the huge amount of preparatory work that has to be put in before we can do so. I would like to thank staff for the hard work making these trips a reality for our students.

These events are actively supported by parents, caregivers and volunteers who spend many hours organising, fund raising and coaching, alongside the work of staff. Your commitment to our students and support of our teaching and support staff is greatly appreciated.

Attending the arts awards I was again reminded of the huge amount of talent we have at the college, and at the Sports awards Mr Adams mentioned that we had a participant rate of around 60%. The achievements for our students at both awards evenings was phenomenal, particularly taking into account that students participate in their chosen activities over and above completing a fully study programme.

To the year 13's, looking back over the last five years I am sure you have seen yourselves grow in ways that you may not have expected back on that first day in year 9. I'm sure Mr Keshav has seen this cohort develop into a great group of young adults.

In conclusion, to all our students, your achievements, academically, on the sports field and in the arts make Glendowie the high achieving college that it is. Thank you.

Before we know it, the exams will be finished and Christmas will be upon us. On behalf of the Board I would like to wish you all the best for the holiday period.

No reira tēnā tātou katoa.

**Steve Collier**

Chairperson, Board of Trustees

# Board of Trustees



**Steve Collier**

*Chairperson*

Steve has been a parent trustee on the Board since 2014 and the Board Chair since 2016.

He has enjoyed his time on the board, which started with appointing a new principal.

Steve works at the Youth Hostel Association as a manager of the Auckland hostel, and with oversight of other hostels around the upper North Island. This work has enabled him to bring valuable professional advice to the Board.

Steve and his wife moved back to New Zealand ten years ago, after working overseas for a while.

They have three children who attend the college. His daughter is in year 12 and his twin boys are in year 10 at Glendowie College.

He looks forward to being able to continue to contribute to the development of the college, its students and the community.



**Garry Ivill**

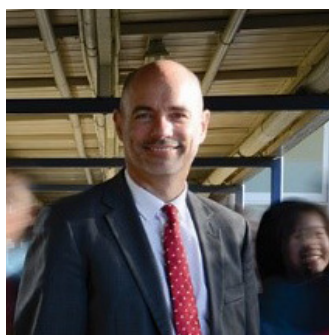
*Deputy Chairperson*

Garry was elected as a parent trustee in 2016. He was previously on the St Heliers School Board where he was Chairperson for six years.

Garry is the General Manager of Metrix, an importer and distributor of high-end European bathroom brands. He is a past chairperson of the Plumbing Industry Charitable Trust, an industry initiative that raised money for organisations involved in helping Youth at Risk. Recently he was appointed as a director of a company that provides innovative apprenticeship training in the plumbing sector.

Garry has two children at Glendowie College in years 10 and Year 13. He is a keen cricketer and co-coaches the GDC Junior A cricket team. He is working with a group of like-minded parents and teachers to improve the standard of boys and girls cricket at GDC in the future.

Garry strongly believes that improving student achievement, experiences and opportunities through the GDC environment will benefit our wider communities in the future.



**Richard Dykes**

*Principal*

Richard has been a member of the board since the start of 2015, when he joined the college as Principal.

Richard started teaching in 1998 at Burnside High School in Christchurch, where he taught economics and accounting. He has expertise in eLearning and a Masters in Education Administration.

He has since worked at various schools through New Zealand in a variety of teaching and leadership roles.

Most recently, Richard worked at Pakuranga College where he was the Associate or second principal.

Richard has a passion for education and growing young people into our future citizens and leaders, people who are positively and actively engaged in our community.

As the primary education advisor to the Board, Richard brings extensive knowledge and experience to the Board of Trustees.

Richard is married and has three children, two at school and one at university.



**Anne van der Straaten**

*Parent Trustee*

Anne has been on the school board since 2015 and is a member of the Finance and Property Committee.

Her involvement in the college began when she joined the Parents Association, helping as the Treasurer, before joining the Board.

She is passionate about education and having a forward thinking environment for our future generations to flourish, develop in and reach their full potential.

In addition to board work, Anne manages the Boys' 2nd XI hockey team and also part of the Whānau Taurere group.

Anne has many years of experience with various accounting packages and as an MYOB and Xero consultant, and is constantly upskilling. She has been impressed with the management of the school and especially their striving to continuously improve and provide opportunities for both staff and students.

Anne and her husband are raising their two grandchildren, with one at the College and the eldest having just finished.





**Matt Veal**

*Parent Trustee*

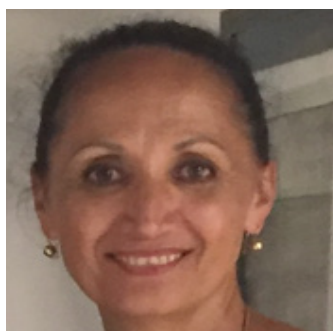
Matt has been a parent Trustee since mid-2016, and a member of the Finance and Property Committee.

He is a Chartered Accountant and has worked in various financial managerial and governance roles, largely within the insurance sector, including roles with Southern Cross Health Society and Fidelity Life Assurance. He has experience in the not-for-profit sector and uses these skills to contribute to the ongoing success of Glendowie College.

As a history graduate, Matt considers it vital to continue to support the arts and humanities, as well as technical and scientific education, to ensure students can achieve a rounded education.

Previously a keen sportsman, Matt is now actively involved with his children's many sporting activities, including regularly umpiring for the College 1st XI cricket team.

Matt grew up in England, before heading to Auckland with his wife in 1992. He has a son in year 12 and a daughter due to start at the College in 2019.



**Moana Oh**

*Parent Trustee*

Moana is Ngati Rarua, and a born and bred Cantabrian.

Her canny understanding of people is a theme throughout her career.

She has a background in healthcare and has worked for the airline industry in a customer service role.

She currently is a Student Development and Engagement Manager at the University of Auckland.

Her primary role is making a difference in student academic life through enhancing the student experience. She is a master at creating positive work cultures with an emphasis on equity, well-being, and relationship building.

She has a thorough knowledge of the tertiary education sector, and has particular interest in communities of learning. Moana has a Masters in Political Science and a pile of diplomas that come with a lifelong love of learning.

Moana is married, with two children and a beehive.



**Cherise Stone**

*Staff Trustee*

Cherise has been the staff representative on the board since the start of 2016.

Cherise started teaching at Mt Roskill Grammar School as an English teacher in 1990. She moved to Waitakere College in 1993 as Head of Drama, followed by Takapuna Grammar, and Southern Cross Campus. She has been HOD Drama at Glendowie for 10 years.

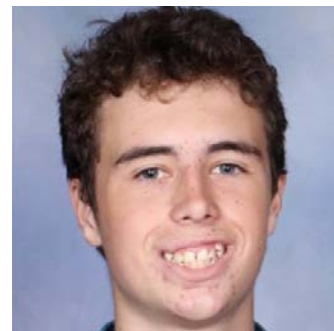
Helping every student to meet his or her potential by delivering an innovative programme grounded in sound pedagogy is her passion.

Beside Drama, her strengths are in ICT facilitation, she has participated in the Kia Eke Panuku staff development group.

She runs many staff and co-curricular activities such as the school musical, Shakespeare competition, Theatre Sports, costume and lighting groups. She is the Auckland representative for Drama NZ.

Cherise has a post-graduate certificate in theatre directing from NIDA.

Cherise is married with two children, one currently at the school, and one recently graduated from it.



**Fletcher Milne-Urlich**

*Student Trustee*

Fletcher is a year 12 student at Glendowie College and Board of Trustees student representative for 2017.

He is very proud of his school, its achievements, and the opportunities it provides. This year he is part of the History trip to Vietnam in the April school holidays.

He is heavily involved in the arts, having participated in the school choir and being involved in debating and public speaking.

He enjoys being on the Board and being able to have input into where the school is headed.

It is important for him to be the student voice on the Board, and to represent his fellow students in this forum.









# 2

Strategic

# Strategic Direction

## 2014-2018 Strategic Plan:

In 2013 the Board of Trustees conducted an extensive consultation with the school community to develop a five year strategic plan. Through surveys and focus groups, the board received feedback about the college and its wider community.

The college then developed a five-year strategic plan with five strategic initiatives based on this feedback. The initiatives are listed below.

1

### respectful relationships

**We will strengthen the school culture and promote respectful relationships and an inclusive, safe teaching and learning environment that prepares students for life beyond school.**

- have a respectful, tolerant and positive school culture that enables effective teaching and learning to occur
- strengthen the pastoral system so that it supports student learning in a respectful, caring and safe environment
- foster student and staff engagement and ownership of school culture, and provide opportunities for student and staff involvement in wider-school activities

2

### culture of excellence

**We will nurture and support students as they strive for excellence in all aspects of school life.**

- support and encourage students to strive for their very best academic performance
- foster co-curricular participation and commitment so that all students have a balanced programme
- support students to attain the key competencies through active and explicit learning opportunities
- ensure the national priorities for identified groups (Māori, Pasifika and Special Needs) are met as part of an inclusive culture to better enable and support student success

3

### modern curriculum and learning

**We will respond to the curriculum and its delivery in order to meet the changing future needs of students at Glendowie College.**

- enhance teaching and learning programmes through the effective use of e-learning as a tool to raise student achievement
- review the effectiveness of the changes made to the curriculum and its delivery via the Curriculum Task Group.
- develop middle leaders

# 4

## effective communication

**We will enhance communication within and between all stakeholder groups of the school community.**

- have open and accessible channels of communication for parents/caregivers and students to be informed of student progress and learning opportunities
- encourage and help parents to be well-informed about their child's learning and progress
- ensure communication involving the college and all relevant stakeholders is timely, accurate, easily understood and well communicated
- strengthen our positive relationship with the wider school community

# 5

## modern curriculum and learning

**We will provide the necessary infrastructure and facilities to meet the college's future needs.**

- provide an efficient ICT infrastructure to support teaching and learning, including provision of adequate technical support
- provide facilities that support the teaching and learning needs of the college

2017 Haka Competition











# Review of 2017 Annual Goals

In 2017, Glendowie College's major development goals were:

## junior curriculum

*Senior Leader Responsible: Sharon Hewetson*

We will plan and prepare for the International Baccalaureate (IB) Middle Years' Programme (MYP).

- 1.1 We will plan and implement professional learning and development for administration and learning areas for the MYP
- 1.2 We will review and align existing programmes within the MYP framework
- 1.3 We will develop and transition to more inquiry learning and modern learning environments

### Outcomes:

- invested heavily in professional learning, including a number of key staff attending IB training in New Zealand and overseas to learn about the MYP and translate it into the Glendowie context
- incorporated the Wednesday morning staff professional learning time into staff's understanding and application of the MYP and related pedagogies such as inquiry learning
- ran two teacher only days with all teachers to build a common understanding of the MYP and to develop a minimum of one year 9 MYP unit
- appointed key staff across all faculties to lead the introduction of MYP at a faculty level
- purchased and successfully trialled a range of 'modern' furniture to support more student centred pedagogy

## house and pastoral review

*Senior Leader Responsible: Gordon Robertson*

We will clarify the role of form teachers, and design the new houses and associated systems ready for implementation in 2018. Student leadership roles under the new structure will be defined and implemented.

- 2.1 We will clarify and develop the role of Form Teachers, Deans and Assistant Deans to support students
- 2.2 We will finalise and implement the houses and pastoral systems ready for implementation in 2018
- 2.3 We will determine and implement student leadership roles

### Outcomes:

- consulted with students and community about the new houses and house names. The final outcome were: Tāne Mahuta, Tāwhirimātea, Tangaroa and Rūaumoko
- appointed new Deans, Assistant Deans and Teacher in Charge of Year 13 by the end of term 3 and worked with them to determine their job descriptions
- appointed the 2018 Student Prefects under the new house and student leadership system, and successfully ran the first Prefects Camp after NCEA exams in term 4
- organised Year 9 camps for 2018, with each house having a separate camp with year 13 Prefects and other student leaders attending
- allocated students to the new houses, including reallocation of years 10-12 students into new form classes to balance the new houses
- communicated the rationale of the new houses to students, parents, staff and alumni



# timetable review

Senior Leader Responsible: *Richard Dykes*

We will review the allocation of hours in the junior curriculum and the cycle structure of the school's timetable to best support student achievement.

- 3.1 We will investigate other schools with regard to their timetable and allocation of time between learning areas in years 9 and 10
- 3.2 We will review the time allocation between subjects in the junior school and the impact of this on student achievement in years 9 & 10 and in the senior school
- 3.3 We will review the impact of the timetable cycle structure on continuity and student learning
- 3.4 We will decide on changes to the timetable and implement them ready for 2018

## Outcomes:

- established a workgroup within CLT to investigate other schools
- collected timetable data from over 20 schools around New Zealand and shared this with CLT
- identified no direct link between timetable structures and academic achievement. Each school selected a timetable structure in response to their local needs (e.g. to improve student literacy) and/or philosophy.
- the most common structure across the schools approached, was to have even allocations of time between subject areas
- CLT identified that giving extra time to Maths and English would have to come at the expense of other subjects, and the achievement of students in these areas
- CLT and SLT decided that there would be no changes to the timetable structure, as it was the school's philosophy that all learning areas have equal status
- CLT and SLT agreed to review EOTC procedures to minimise the impact of trips out of school on other learning areas

2017 History Trip - Waitangi, Bay of Islands











# 2018 Annual Plan

In 2018, Glendowie College has the following three main goals:



## junior curriculum (MYP)

*Senior Leader Responsible: Sharon Hewetson*

We will implement the International Baccalaureate (IB) Middle Years Programme (MYP) in years 9 and 10 ready to teach the full year 9 curriculum in 2019.

- 1.1 Prepare and implement curriculum units of work in years 9 and 10
- 1.2 Further develop teacher expertise, knowledge and pedagogy to deliver the MYP and promote student agency in the classroom
- 1.3 Communicate and inform our school community about the MYP
- 1.4 Develop the policies and administration of the IB MYP, especially using Managebac and decide on necessary timetable changes to meet authorisation requirements



## houses and student leadership

*Senior Leader Responsible: Gordon Robertson*

We will embed the new houses, and enhance student leadership opportunities and training across all year levels.

- 2.1 Support the development of house identity and culture
- 2.2 Further develop student leadership opportunities and training
- 2.3 Provide professional learning for key staff, e.g. Assistant Deans, TIC of Year 13
- 2.4 Further develop the pastoral care systems through the houses



## endorsements and scholarships

*Senior Leader Responsible: Trudy Gibb & Praveen Chand*

We will investigate and implement ways of raising the numbers of years 11-13 students achieving NZ Scholarship and NCEA endorsed with merit or excellence.

- 3.1 Review NCEA and NZS achievement data at Glendowie College over the last 10 years
- 3.2 Review best practice in and outside of Glendowie College
- 3.3 Develop and implement strategies to promote the number of endorsements and scholarships
- 3.4 Continue to support the existing Scholarship programmes

These goals exist within a longer three-year plan started in 2016. The table below is an updated version of this plan, reflecting small changes as needed.

2016	2017	2018
Junior Curriculum review	Junior Curriculum prepare	Junior Curriculum implement
	Timetable review	Endorsements & Scholarship review and plan
Pastoral Review review	Pastoral Review plan and implement	Pastoral Review embed
Science/Somerville Block design	Science/Somerville Block design	Science/Somerville Block design
Campus Vision prioritise ... design ... implement	Campus Vision design ... implement	Campus Vision implement











# 3

Performance

# Academic

2017 was another strong academic year for Glendowie College, with special highlights being:

- 80% of year 11 students gaining NCEA endorsed with merit or excellence
- 98% of year 12 students gaining Level 2 NCEA
- 39 NZ scholarships

With such high rates of achievement, it is inevitable that student achievement can keep rising as a percentage. Therefore the College sets annual academic achievement targets (see below) based on incoming student data and the benchmark of other Decile 10 schools.

These targets articulate that at Glendowie College we expect:

- all students to pass NCEA
- four out of five students to gain Level 1 NCEA endorsed with merit and excellence
- two thirds of our students in years 12 and 13 to gain NCEA endorsed with merit and excellence
- we value and promote student success at the highest level, exemplified by NZ scholarship

## Pass rates

... % of students achieving the appropriate level for their year group

Students at all levels were close to, or above our targets and the national Decile 10 average. Year 12 results were especially outstanding, and our best ever for the second year in a row. Level 3 results were slightly down and reflected a specific group of students seeming to 'opt out' of focussing on gaining NCEA. We will monitor this closely in 2018, with learning conversations between staff, students and parents/whānau. Based on these levels of achievement, we have raised our Year 13 academic target to 95%.

## Endorsements

... % of students gaining NCEA endorsed with merit or excellence

Both level 1 and level 3 endorsement rates were our highest ever and exceeded our academic targets, which is very pleasing. Based on these levels of achievement, we have raised our Year 11 endorsement target to 80%.

## University Entrance

... % of year 13 students meeting the required level to enter university

This percentage rose in 2017 in spite of a lower year 13 pass rate. As this statistic is affected by students' course selection, as well as their success in level 3, it is no longer used as an academic target. However, we will continue to monitor to provide feedback on the subject (career) choices and academic success of our students.

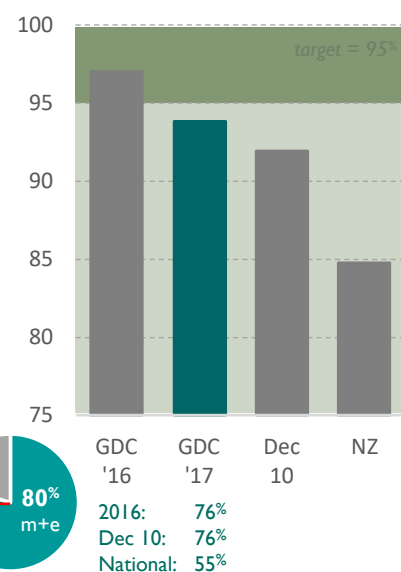
## Scholarship

... a separate exam administered by NZQA that recognises the top 2-3% of students in each subject across NZ

These results were superb, our best ever, in 2017. Our students gained 39 scholarships including 5 outstanding scholarships, and one student placing the top scholar in Media Studies across New Zealand.

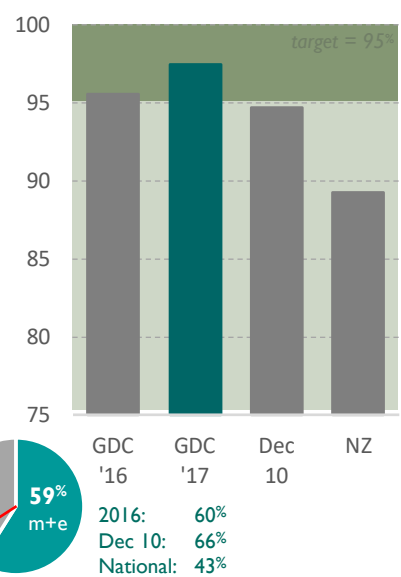
### Level 1 NCEA

% of year 11 students achieving Level 1



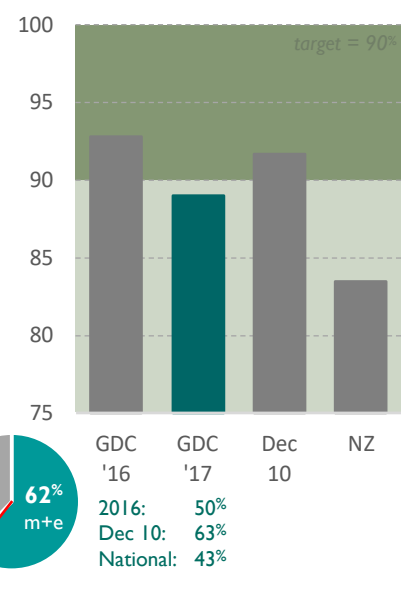
### Level 2 NCEA

% of year 12 students achieving Level 2



### Level 3 NCEA

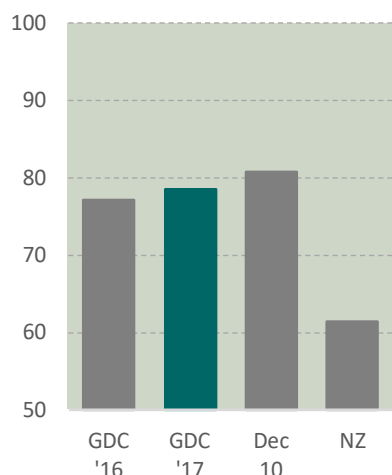
% of year 13 students achieving Level 3





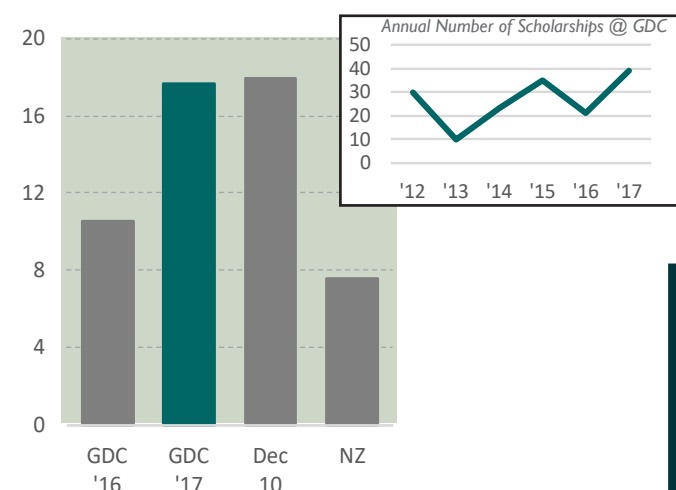
## University Entrance

% of year 13 students getting University Entrance



## Scholarships

Scholarships as a % of year 13 students



## Māori

The college's goal is that Māori students achieve at the same rate as other ethnicities in the college.

There was a significant improvement in the achievement of Māori students, with only one Māori student across years 11-13 not achieving NCEA. This is well above other ethnicities.

Unfortunately the percentage of Māori students gaining NCEA endorsed with merit or excellence fell. This will be a focus in 2018, alongside maintaining the high level of achievement.

## Pasifika

Highlights of Pasifika students' achievement include 100% of year 11 Pasifika students gaining NCEA and the overall average being above the national Decile 10 Pasifika average.

However, overall achievement fell compared to 2016 results and remains below other ethnicities at Glendowie College. Endorsements also fell and remained below the average for Pasifika people in Decile 10 schools.

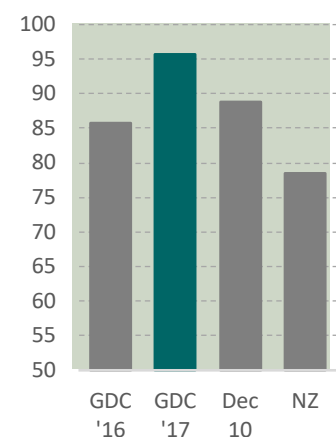
This result needs to, and will change. The college will continue to support the achievement of Pasifika students through strategies such as the Taurere Whānau group, tracking of students through the year and learning conversations.

## In 2018, Glendowie College's academic targets are:

- |           |                    |                        |
|-----------|--------------------|------------------------|
| <b>L1</b> | // 95% achievement | // 80% m+e endorsement |
| <b>L2</b> | // 95% achievement | // 65% m+e endorsement |
| <b>L3</b> | // 95% achievement | // 65% m+e endorsement |
|           |                    | // 40+ scholarships    |

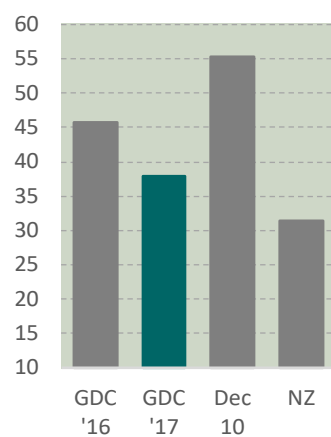
## Māori - Achieved

% of years 11-13 students gaining NCEA



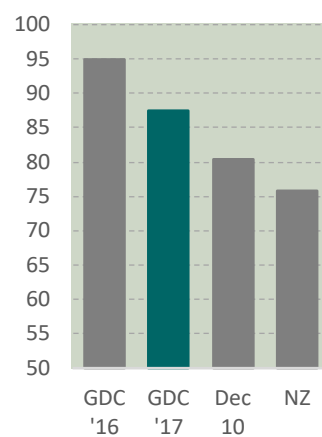
## Māori - Endorsements

% of students with NCEA endorsed



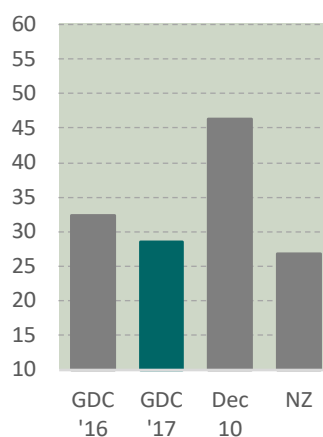
## Pasifika - Achieved

% of years 11-13 students gaining NCEA



## Pasifika - Endorsements

% of students with NCEA endorsed









# Finance & Property

## Profit and Loss Statement

for the year ended 31 December 2017\*

<b>Income</b>	<b>\$</b>
Government Grants	15,321,272
Locally Raised Funds	1,879,753
Interest Earned	114,354
International Students	1,229,492
<b>Total Income</b>	<b>18,544,871</b>
<b>Expenses</b>	
Locally Raised Funds	577,914
International Students	314,942
Learning Resources	7,967,289
Administration	936,977
Finance Costs	6,272
Property (Lease of Facilities from MOE)	8,076,861
Depreciation	309,443
Loss on Dispose of Property, Plant and Equipment	7,952
<b>Total Operating Expenses</b>	<b>18,197,650</b>
<b>Net Surplus / (Deficit)</b>	<b>347,221</b>

## Balance Sheet

as at 31 December 2017\*

<b>Assets</b>	<b>\$</b>
Current Assets	4,491,770
Fixed Assets	1,432,525
<b>Total Assets</b>	<b>5,924,295</b>
<b>Liabilities</b>	
Current Liabilities	2,449,513
Non-current Liabilities	590,622
<b>Total Liabilities</b>	<b>3,040,135</b>
<b>Net Assets</b>	<b>2,884,160</b>
<b>Equity</b>	
Current Year Earnings	347,221
Equity Adjustment	(66,727)
Retained Earnings	2,603,666
<b>Total Equity</b>	<b>2,884,160</b>

\* final unaudited accounts (31/3/2018)

## Property

In 2016, the College completed its 'Campus Vision', i.e. a 20+ year plan of what we want our campus to look like. The Board has prioritised this list and engaged its own project manager (Watershed) to turn this list into an action plan.

After several delays with the Ministry of Education, the school has now signed off funding for a new 11 classroom Science block which will also house a satellite unit from Somerville Special School. This will be the first significant new building since 2011 when the new gymnasium was built, and the first new classroom block since the college opened in 1961.

The Board has also identified other property projects around the school which it will fund out of locally raised funds and parents' donations. The first of these will be a redesigned and improved Quad area for students in 2018.





The thistle and crown represent excellence and character.

The crown represents quality education, i.e. excellence in all that we do, especially academic.

The thistle represents preparation for life, i.e. developing values and character, ready to participate in and lead our community.



**QUALITY EDUCATION  
PREPARATION FOR LIFE**

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