



Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

Mission Statement

Epsom Girls Grammar School in partnership with its community will meet the learning needs of young women, promoting and affirming excellence and self-worth.

Values

Courage, Curiosity, Community, Compassion

Strategic Direction 2024 -25

Performance: Epsom Girls Grammar School will be a place of excellence.

People: Epsom Girls Grammar School will be a place where students, staff, parents/caregivers and alumnae share a sense of belonging, purpose and service.

Pastoral: We will be a community that lives our values and shows integrity through our actions, acknowledging our differences and celebrating achievement.

Strategic Goals	Link to Board Primary Objective	Links to Education Requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Epsom Girls Grammar School will be a place of excellence.	All of section 127(1) applies	NELP 1-5 The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy	A. Achieving personal standards of academic excellence for individual students and very high achievement goals for the whole school.	<ul style="list-style-type: none">- Redesign Student-led Conferences so all students reflect and set goals based on subject teachers' studentship gradings on new reports- Weekly tracking of student achievement data by DPs/LADs to identify support needs early.	<ul style="list-style-type: none">- Analyse feedback from students, whanau and staff after Student-led Conferences.- DPs/LADs to report departmental achievement against Annual Charter Targets on a termly basis.

		<p>The NZ Child and Wellbeing Strategy</p> <p>Ka Hikitia – Kāpaitia</p> <p>The Action Plan for Pacific Education 2020-2030</p>	<p>B. Providing opportunities for girls to thrive in our co-curricular programs (participation and pathways to elite performances).</p>	<ul style="list-style-type: none"> - Increase profile of co-curricular performance through new reporting structures. - Investigate barriers to staff co-curricular involvement 	<ul style="list-style-type: none"> - Increase numbers of students and staff involved in established co-curricular activities.
			<p>C. Clear and confident in who we are, how we communicate this, and how we bring others into our community.</p>	<ul style="list-style-type: none"> - Leadership team and teaching staff to model and communicate high expectations for all students. - Brand strategy process implemented. 	<ul style="list-style-type: none"> - Year level attendance rates reported by DPs against Annual Charter Targets on a termly basis. - Brand strategy completed.
			<p>D. Authentic honouring of Te Tiriti o Waitangi</p>	<ul style="list-style-type: none"> - Working in partnership with Kaumātua and Ngāti Whātua Ōrākei 	<ul style="list-style-type: none"> - Written protocols developed to support consistency and protect continuity of Tikanga.
			<p>E. Teachers aspiring to personal standards of excellence in their practice and celebrated for outstanding performance.</p>	<ul style="list-style-type: none"> - Reviewed PGC processes for all staff. - Restructure Foundation Awards to include recognition of staff member's exceptional practice on an annual basis. 	<ul style="list-style-type: none"> - Successful completion of reviewed PGC process, with evidence provided for Teaching Standards - Inaugural Foundation Awards presented to staff
			<p>F. Financial independence in order to create a legacy to support the next generation of EGGs students.</p>	<ul style="list-style-type: none"> - Effective fundraising initiatives undertaken by the Foundation as part of the strategic financial plan. 	<ul style="list-style-type: none"> - Measurement of funds and friend numbers raised.
			<p>G. A property plan developed according to a 25-50 year campus plan that incorporates innovation hubs, cultural spaces and that honours the history of the school.</p>	<ul style="list-style-type: none"> - Campus master plan developed to outline stages and timelines for completion. 	<ul style="list-style-type: none"> - Completion of an agreed Campus Master Plan.
<p>Epsom Girls Grammar School will be a place where students, staff, parents/caregivers and alumnae share a sense of belonging, purpose and service.</p>			<p>H. To empower students to achieve their aspirations now, to set them up for their future.</p>	<ul style="list-style-type: none"> - Develop an academic mentoring program that connects students, their whanau and the school. 	<ul style="list-style-type: none"> - Records of goals and conversations had in SMS
			<p>I. To support staff to feel valued, heard and with an opportunity to grow excellent practice.</p>	<ul style="list-style-type: none"> - Implement a walk-through tool and develop a profile for excellent practice in teaching. 	<ul style="list-style-type: none"> - Profile for excellent practice in teaching developed and walk-through tool processes implemented.

			<p>J. To support parents to know that their daughters are achieving and feel a sense of belonging and purpose, confident that their service is valued.</p>	<ul style="list-style-type: none"> - Implement external communications in line with brand strategy process. 	<ul style="list-style-type: none"> - Principal to provide regular, on-brand external communications, including electronic Direct Messaging (eDM) and bulletins.
<p>We will be a community that lives our values and shows integrity through our actions, acknowledging our differences and celebrating achievement.</p>			<p>K. To engage alumnae and support them to stay connected to the school, sharing their purpose and service with current students.</p>	<ul style="list-style-type: none"> - Develop a calendar of events to engage and connect with alumnae. 	<ul style="list-style-type: none"> - Events calendar produced on an annual basis and successful events in 2024 held.
	<p>L. Pastoral systems are robust, clearly communicated and demonstrate restorative practices.</p>	<ul style="list-style-type: none"> - Refine pastoral processes to clearly communicate consistent expectations for attendance, uniform and behavior, including consequences for breaches. 	<ul style="list-style-type: none"> - Records of restorative practices in SMS and instances of breaches needing SLT involvement reduced. 		
	<p>M. School values of courage, compassion, curiosity and community in action.</p>	<ul style="list-style-type: none"> - Staff and students demonstrate school values on a daily basis. 	<ul style="list-style-type: none"> - Initiative cards created acknowledging values demonstrated and implemented termly. 		
	<p>N. Differences are acknowledged and achievements celebrated</p>	<ul style="list-style-type: none"> - Respectful interactions between staff and students - Awards ceremonies demonstrate celebration of diverse achievements. 	<ul style="list-style-type: none"> - Calendar of awards ceremonies produced on an annual basis. 		