Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

Annual Report 2025

TABLE OF CONTENTS

Epsom Girls Grammar School Board Chair Report 2025

He aha te hau e wawara mai?	What is this wind that murmurs to me?
He tiu, he raki	It is a sharp wind from the North
Nāna i ā mai te pūpūtarakihi ki uta	A wind that brings the nautilus shell ashore
E tīkina atu e au te kotiu	I will embrace this opportunity
Koia te pou, te pou whakairo	A carved pillar of identity and meaning
ka tū ki Waitematā	To stand at Waitematā
I ōku wairangi e	This is my vision.

The prophecy of Tītai, recited by Ngāti Whātua Ōrākei speakers at formal occasions, affirms their mana, rangatiratanga, and enduring relationship with Tāmaki Makaurau.

At EGGS, we recognise both the significance of that relationship and the status of Ngāti Whātua Ōrākei as mana whenua. Our commitment to Te Tīriti and a meaningful partnership with mana whenua are central to shaping the direction of the School and the work of the Board.

Tītai's prophecy[1] is more than merely lyrical, but rather political, ancestral, and visionary.

- "*He tiu, he raki*" signals the arrival of profound change.
- "*Nāna i ā mai te pūpūtarakihi ki uta*" symbolises something precious and transformational arriving from afar.
- "*E tīkina atu e au te kotiu*" speaks of embracing opportunity and bringing vision into reality.
- "*Wairang*i" denotes a state of emergent insight and unfolding vision.[2]

These ideas reflect how the Board approaches governance: With courage, stewardship, responsibility, and legacy.

Boards across the country were faced with navigating difficult public discussion regarding the removal of school boards' obligation in the Education and Training Act to "give effect" to Te Tīriti o Waitangi. At EGGS, we understand that broad legislative wording alone does not guarantee authenticity, nor do we rely on being told how to exercise our rangatiratanga. Thus, the Board undertook a review and rewrite of our Te Tīriti o Waitangi Board Policy, articulating the unique relationship between EGGS and Māori, the significance of the gift of whenua on which the School stands, and our shared commitment to partnership and reciprocity.

Today, our Board, staff, and student body understand the importance of our relationship with Ngāti Whātua Ōrākei. Every time we recite Tītai's prophetic chant *He Aha Te Hau*, we are reminded of that relationship, the significance of the tuku whenua, and the responsibility that comes with it.

It is my privilege to serve a second term on the EGGS Board, having been elected by our parent community, and appointed again as Board Chair. In our Strategic Direction for 2026-2029, our Mission Statement remains unchanged:

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[1] https://ngatiwhatuaorakei.com/ngati-whatua-orakei/ko-wai-matou/apihai-te-kawau/#

[2] Hall, A (2011) 'Kainga: Healing Home with Indigenous Knowledge' Interdisciplinary Trauma Research Centre, AUT University, Auckland

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.

To further demonstrate our commitment to Te Tīriti and our relationship with mana whenua, the Board added kupu Māori that deepen the meaning of our values.

Principal Brenda McNaughton proposed "Aroha" for Compassion — encompassing empathy, generosity, connection, and care for others. "Manawa Reka" was adopted for Curiosity — reflecting delight, fascination, meaning, and discovery.

Values

Courage, Manawa Reka, Aroha, Community

The School continues to build on the strategic direction established by the previous Board through:

- stronger relationships with mana whenua,
- increased enrolments especially with in-zone and international students,
- improved attendance and engagement,
- enhanced communication with families,
- clearer achievement reporting,
- additional resources for co-curricular participation,
- greater academic support for Māori and Pasifika students including participation in a UE Partner Programme with the University of Auckland,
- continued refinement of key departments and pastoral systems,
- fostering a culture of giving with the enormous success of the inaugural "Giving Day",
- the commencement of a dual pathway pilot programme in response to strong student demand, and
- strengthening ties to our international community with a UK reunion in July.

As Board Chair, I am extremely proud of the School's progress. We continue to receive strong support and encouragement from our community and educational leaders as our vision becomes reality.

We must embrace it, claim it, and bring it into being.

Per Angusta, Ad Augusta.

Tahei Simpson
Board Chair

Epsom Girls Grammar School Principal's Report 2025

Tēna koutou

What an incredible year it has been, filled with moments that reflect the strength and character of our students. As we look back, we celebrate the achievements and friendships that have shaped not just the year, but the young women our students are becoming.

I would like to recognise the exceptional work of the Epsom Girls Grammar School Board and thank outgoing Board Members: Tovia Va'alua who has served on the Board for six years, Rachel Heeney who has served on the Board for 10 years and under three principals; Michael Alofa, Kirstin Kane, and Jasmine Huang — our outgoing student representative. Thank you for your courage and your vision for our school: one that continues the legacy of our forebears in tradition and values, while also embracing the challenges and opportunities of today and tomorrow. We also warmly welcome our new School Board members: Deputy Chair Lina Montero Soto, Mr Tui Ta'ufo'ou, Mr William Ho, Mr Neville Gibbs, our staff representative, Ms Courtney Wentz, and our student representative, Elaine Yeo.

The efforts of the Senior Leadership Team deserve recognition: Associate Principal Mrs Bartch, and Deputy Principals Ms McKenzie-Downey, Mrs Milner, Ms Slattery, Ms Knowles, and Mrs Matthews, play a vital role in ensuring the smooth day-to-day running of the school. Their commitment to supporting staff, keeping students and parents well informed of what is going on in our school, and fostering a positive environment is deeply valued by the Board and the broader school community.

As the graduating class of 2025 prepares to step beyond the gates of Epsom Girls Grammar School, we celebrate their achievements and wish each student every success and joy in the journey ahead. This cohort leaves with not only academic accomplishments but a lasting impact on our community through leadership, creativity, and connection.

Our recent Senior Prizegiving stands as one of the most significant celebrations in the school year. An occasion that reflects not only academic excellence but who we are as a School. We are a place of learning, and, at its core, that learning is in traditional academic pursuits in time-tested disciplines. We take girls' education seriously, appointing expert subject specialists who are constantly looking at how they can engage students in classroom learning and assessment success. Yet our identity reaches far beyond academic achievement. The richness that was on display during Prizegiving was a celebration of the resilience, positivity, and determination that our students bring to all areas of school life. It is testament to the character that our girls develop as they push through challenges, stay positive through disappointments, consistently show up with spirit and give their best.

In our ongoing pursuit of pre-eminence in girls' education we have been working this year on controlling the controllable. In life, and in a fast-paced and digitally connected society, there are *so many* things that we cannot control or even have an impact on. Yet within our school, our classrooms, groups, and teams, there is *so much* that we can control. This mindset has guided some key areas of growth and improvement in 2025:

- Regular attendance – just turning up every day – is something that we *can* control, and I want to thank our students, for continuing to lift attendance – almost doubling our 2022 regular attendance rates across the school. This is a testament to the growing commitment students are showing toward their learning and engagement, something teachers, families, and our wider school community can be proud of.

- Turning up *on time* has also improved markedly this year. We are looking forward to seeing how our trial of lunch, and after school, reflection times will support the small number of students still developing this important life skill.
- *How* we turn up has also seen a significant, positive lift. Students wearing their uniform with pride, supporting each other by creating an environment where striving for high standards is encouraged and valued.

What we are teaching in courses, from Year 9 to Year 13, is also something that we can control as a School. Our curriculum leaders and teaching staff have undertaken a deep dive into what we are teaching, what we guarantee all students will have opportunity to engage with, and how we will ensure that all students can be successful in making progress towards their aspirations at Epsom Girls Grammar School. The goal: to ensure every student has access to a rich, future-focused education aligned with both local and global expectations. This process has involved integrating the foundations of the New Zealand curriculum, localised expertise, and what is valued internationally through the Cambridge International Curriculum. The refreshed courses and new programmes on offer from 2026 will offer greater consistency, opportunity, and protection against ongoing shifts in the national education landscape. These positive shifts reflect the traditions that have been handed down and modelled by Epsom Girls Grammar School students for over a hundred years. In just the last two years I have seen individual students and courageous groups of girls shout loud through their actions, that they are following these traditions, developing strong habits that will lead to future learning and success – enjoying, and being proud of, working hard.

As a school, and as individuals, choosing to control the controllables allows us to make a positive impact on our learning, outcomes, and community today. These habits help lay down the foundations for future generations to be guided by.

Field Marshall the Viscount Slim’s, writing in 1952, captured the enduring value of tradition in words that are still relevant:

“Some people profess in these days to scoff at tradition. They are right if you regard tradition as meaning that you must never do something for the first time. But if you regard tradition, as you should, as a standard of conduct laid down for you by those who have gone before, and below which you will never fall, then, how wrong they are who scoff at tradition! If you feel tradition is that standard of conduct, then, instead of being a handcuff to limit you and bind you, it will be a handrail to guide you in steep places.”

At Epsom Girls Grammar School, we are proud to uphold traditions that take girls’ education seriously and grows women of great character. As we reflect on 2025, we acknowledge and congratulate those in our School who have made the most of opportunities offered and dedicated themselves achieve their academic aspirations in 2025. Thank you for holding those standards of academic achievement high at our school.

Per Angusta, Ad Augusta.

Brenda McNaughton
Principal

Epsom Girls Grammar School
Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

Annual Plan 2025

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, Manawa Reka, Community, Aroha

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.

	High quality teaching & learning		
	Continual Improvement	Attendance & Engagement	Community Connection
OBJECTIVES	• Achieve personal standards of excellence for all students • Develop a culture that is focussed on learning, and is characterised by respect, inclusion, empathy, collaboration and safety • Prepare students, and programmes of work, to successfully navigate curriculum & qualification requirements of NCEA (including foundational literacy and numeracy skills required) • Ensure timetable and qualification structures enable excellent performance by all students • Develop effective whole-school IT systems that meet the teaching & learning needs of the school	• Improve attendance rates across all year levels • Explore the range of pastoral supports and structures that could reduce barriers to students' regular attendance & engagement • Manage student behaviour effectively and maintain a purposeful working environment • Staff and students demonstrate school values on a daily basis	• Working in partnership with Kaumātua & Ngāti Whātua Ōrākei to support the work of Kaiako and whanau to help students achieve their aspirations • To support parents to know that their daughters are achieving & feel a sense of belonging & purpose, confident that their service is valued • Heritage Committee established • Communications Strategy developed • Financial independence structures developed • Strengthen data sharing capability with feeder schools, including effective use of transition data • Strategic plan consultation 2026 - 29

ACTIONS	• Develop an EGGS Teacher Growth Profile & walk-through tool • Develop an Epsom Girls' Student Growth Profile • Provide opportunities to foster staff & students' wellbeing • Continue to develop Student-led Conferences so all students reflect & set goals based on progress in each subject • Weekly tracking of student achievement data by LADs/DPs to identify support needs early • Use PGCs to support teachers' understanding of Teaching Standards and Professional Standards for Secondary Teachers • Develop revised school timetable that responds to identified needs • Develop a response to community requests for a dual qualification pathway • Develop strategic plan (and staged actions) to grow active participation in, and regional and national success in, co-curricular activities (starting with Sport, in 2025) • Develop initiatives to remove barriers to staff co-curricular involvement • Respond to recommendations in IT Review that will lead to an effective whole-school IT system that provides a consistent, quality student learning experience	• Staff and student leaders uphold school expectations and work together to develop a sense of belonging, purpose and service for all students • Fundamental School Rules developed to provide clarity around uniform and behaviour expectations (in alignment with Student Code of Conduct expectations) • Develop effective pastoral processes to clearly uphold consistent expectations for attendance, uniform & behaviour, including consequences for breaches • Develop effective systems and structures for monitoring and following up on attendance • Review impact of senior study periods on patterns of student attendance • Initiatives developed to recognise character development, progress & school values in action	• Written protocols developed to support consistency & protect continuity of Tikanga • Record aspirations of all students and families • Reports redesigned to include comments (reinstating subject teacher comments mid-year) • Implement external communications in line with brand strategy process • Annual electronic digital messaging (EDM) schedule developed with templated messages • Establish Heritage Committee along with parameters and procedures for their work (aligning with OGA and Foundation work) • Effective fundraising initiatives undertaken by the Foundation as part of the strategic financial plan • Working with Kahui Ako to share data to inform effective transitions
PROFESSIONAL LEARNING	• Engage in work towards developing an EGGS Teacher Growth Profile & walk-through tool • Develop effective Student-led Conferences resources and supports • Use of new PGC template, reflecting on achievement, setting goals based on Professional Standards for Secondary Teachers, Teaching Standards • Inquiry cycle and gathering evidence of improved practice	• All staff PLD for noticing, addressing and actively upholding School Rules and expectations around behaviour • Tutor teachers, deans and pastoral team to use attendance systems and processes to monitor and follow up on attendance & engagement	• Clarity around protocols endorsed by Kaumātua & Ngāti Whātua Ōrākei for staff, students and whanau • Processes for communicating outstanding learning, progress and performance developed and shared with staff • Ka Hikitia strategy unpacked with key stakeholders to develop a shared understanding of how EGGS upholds its obligations under Te Tiriti

MEASURABLE OUTCOMES	• Year 9-10 end-of-year common assessment shows 75% at or above year level appropriate Curriculum level • Year 11 75% Merit or Excellence grades • Year 12 85% achieve NCEA Level 2 • Year 13 85% achieve NCEA Level 3 • 85% University Entrance achievement • 35% Excellence endorsement Level 2 • 35% Excellence endorsement Level 3 • Māori students achieve equity of academic outcomes for junior and senior courses • Pasifika students achieve equity of academic outcomes for junior and senior courses • Students with special learning needs achieve their personalised academic goals for the year • 95% of leavers achieve at least NCEA Level 2 • Feedback from Student-led Conference analysed • LADs/DPs report departmental achievement against Annual Charter Targets termly • Increase numbers of students and staff involved in established co-curricular activities • Successful completion of PGC process, with evidence provided for Professional Standards and Teaching Standards • Inaugural Foundation Awards presented to staff • Staff and student wellbeing surveys conducted • Consistent IT platform explored and developed	• Year 9 regular attendance = 80% • Year 10 regular attendance = 80% • Year 11 regular attendance = 80% • Year 12 regular attendance = 70% • Year 13 regular attendance = 70% • Records of restorative practices in Kamar & instances of breaches needing SLT involvement reduced. • Initiative cards created acknowledging values demonstrated & implemented termly • Year Level attendance rates reported by DPs against Annual Charter Targets on a termly basis	• Written protocols, endorsed by Kaumātua & Ngāti Whātua Ōrākei, are part of staff induction program & handbook • Senior Leadership Team to provide regular, on-brand external communications, including electronic Direct Messaging (eDM) and bulletins • Website improvements explored • Stories of 10 Old Girls created and recorded • Increase in numbers of records of alumnae connected with OGA and Foundation through the Development Office

EPSOM GIRLS GRAMMAR SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	64
Principal:	Brenda McNaughton
School Address:	14 Silver Road, Epsom, Auckland 1023
School Postal Address:	14 Silver Road, Epsom, Auckland 1023
School Phone:	09 630 5963
School Email:	office@eggs.school.nz
Accountant / Service Provider:	Edtech Financial Services

Members of the Board:

Name	Position	Gained	Expires
Tahei Simpson	Presiding Member	Tri-ennial Election	Sep-28
Lina Montero-Soto	Deputy Presiding Member	Tri-ennial Election	Sep-28
Brenda McNaughton	Principal	Ex-officio	
Ria Pou	Whānau Rep	Co-opted	Sep-28
Sara Tuitupou	Pasifika Rep	Co-opted	Sep-28
Jasmine Huang	Student Rep	Annual Election	Sep-25
Elaine Yeo	Student Rep	Annual Election	Sep-28
Rachel Heeney	Staff Rep	Tri-ennial Election	Sep-25
Courtney Wentz	Staff Rep	Tri-ennial Election	Sep-28
Michael Alofa	Parent Rep	Tri-ennial Election	Sep-25
Murray Burt	Parent Rep	Tri-ennial Election	Sep-28
Kirstin Kane	Parent Rep	Tri-ennial Election	Sep-25
Michael Chen	Parent Rep	Tri-ennial Election	Sep-25
Andy Patrick	Parent Rep	Tri-ennial Election	Sep-28
Tovia Va'aelua	Parent Rep / Deputy Board Chair	Tri-ennial Election	Sep-25
Neville Gibbs	Parent Rep	Tri-ennial Election	Sep-28
Yi-Lin (William) Ho	Parent Rep	Tri-ennial Election	Sep-28
Tuiono Ta'ufo'ou	Parent Rep	Tri-ennial Election	Sep-28

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Epsom Girls Grammar School

Annual Financial Statements
For the year ended 31 December 2025

Index

Epsom Girls Grammar School
Statement of Responsibility
For the year ended 31 December 2025

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Tahei Simpson	Brenda McNaughton
Full Name of Presiding Member	Full Name of Principal
Signature of Presiding Member	Signature of Principal
12/6/2026	12/6/26
Date:	Date:

Epsom Girls Grammar School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue				
Government Grants	2	28,088,353	25,173,854	27,639,508
Locally Raised Funds	3	6,768,250	6,015,913	5,533,983
Interest		335,106	225,000	394,022
Hostel	4	2,378,411	2,351,939	2,335,791
Total Revenue		37,570,120	33,766,706	35,903,304
Expense				
Locally Raised Funds	3	3,491,305	3,465,798	3,109,034
Hostel	4	2,196,832	2,182,692	2,078,855
Learning Resources	5	20,118,573	17,345,801	18,967,523
Administration	6	1,432,199	1,445,245	1,439,867
Interest		45,271	50,000	50,410
Property	7	9,499,901	9,291,201	9,771,343
Loss on Disposal of Property, Plant and Equipment		28,832	-	9,843
Total Expense		36,812,913	33,780,737	35,426,875
Net Surplus/(Deficit) for the year		757,207	(14,031)	476,429
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		757,207	(14,031)	476,429

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

Epsom Girls Grammar School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		18,877,602	18,877,602	18,183,430
Total comprehensive revenue and expense for the year		757,207	(14,031)	476,429
Contribution - Furniture and Equipment Grant		-	-	217,743
Equity at 31 December		19,634,809	18,863,571	18,877,602
Accumulated comprehensive revenue and expense		19,634,809	18,863,571	18,877,602
Equity at 31 December		19,634,809	18,863,571	18,877,602
Reserve Movements Analysis				
Accumulated Comprehensive Revenue and Expense				
Balance at 1 January		18,877,602	18,877,602	18,183,430
Furniture & Equipment grant		-	-	217,743
Surplus / (Deficit) for the year		757,207	(14,031)	476,429
Balance 31 December		19,634,809	18,863,571	18,877,602
Total Equity		**19,634,809**	**18,863,571**	**18,877,602**

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

Epsom Girls Grammar School
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	8	1,087,537	1,476,614	841,420
Accounts Receivable	9	1,544,895	1,700,000	1,694,548
GST Receivable		-	24,000	23,582
Prepayments		357,305	400,000	405,755
Inventories	10	237,163	225,000	224,673
Investments	11	8,500,000	6,000,000	7,000,000
Funds receivable for Capital Works Projects	18	322,647	-	201,189
		12,049,547	9,825,614	10,391,167
Current Liabilities				
GST Payable		50,785	-	-
Accounts Payable	13	2,332,828	2,265,000	2,277,411
Revenue Received in Advance	14	3,320,993	3,150,000	3,142,781
Provision for Cyclical Maintenance	15	369,581	160,000	276,694
Finance Lease Liability	16	192,465	197,000	213,954
Funds held in Trust	17	1,678,399	1,450,000	1,443,138
Funds held for Capital Works Projects	18	182,251	-	41,300
		8,127,302	7,222,000	7,395,278
Working Capital Surplus		3,922,245	2,603,614	2,995,889
Non-current Assets				
Property, Plant and Equipment	12	16,308,089	17,069,957	16,665,104
		16,308,089	17,069,957	16,665,104
Non-current Liabilities				
Provision for Cyclical Maintenance	15	427,616	480,000	483,336
Finance Lease Liability	16	167,909	330,000	300,055
		595,525	810,000	783,391
Net Assets		19,634,809	18,863,571	18,877,602
Equity:				
Accumulated comprehensive revenue and expense		19,634,809	18,863,571	18,877,602
Total Equity		19,634,809	18,863,571	18,877,602

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

Epsom Girls Grammar School
Statement of Cash Flows
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash flows from Operating Activities				
Government Grants		5,594,833	5,317,412	5,286,538
Locally Raised Funds		3,911,384	3,723,532	3,596,213
Hostel		2,374,766	2,388,163	2,208,344
International Students		3,148,063	2,269,870	2,667,271
Goods and Services Tax (net)		74,367	(418)	56,984
Payments to Employees		(5,444,219)	(5,158,380)	(4,981,582)
Payments to Suppliers		(7,422,160)	(7,652,544)	(6,861,823)
Interest Paid		(45,271)	(50,000)	(50,410)
Interest Received		437,474	222,670	314,381
Net cash from the Operating Activities		2,629,237	1,060,305	2,235,916
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(777,697)	(1,284,853)	(1,062,553)
Purchase of Investments		(1,500,000)	-	(1,500,000)
Proceeds from Sale of Investments		-	1,000,000	-
Net cash to the Investing Activities		(2,277,697)	(284,853)	(2,562,553)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	217,743
Finance Lease Payments		(360,177)	(307,009)	(215,336)
Funds Administered on Behalf of Other Parties		254,754	166,751	(48,061)
Net cash from / (to) Financing Activities		(105,423)	(140,258)	(45,654)
Net increase/(decrease) in Cash and Cash Equivalents		246,117	635,194	(372,291)
Cash and cash equivalents at the beginning of the year	8	841,420	841,420	1,213,711
Cash and cash equivalents at the end of the year	8	1,087,537	1,476,614	841,420

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

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

Epsom Girls Grammar School

Reconciliation of Net Cashflows

From Operating Activities to Net Surplus

For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Net Surplus / (Deficit) for the Year		757,207	(14,031)	476,429
		757,207	(14,031)	476,429
Add Non-Cash Items:				
Depreciation		1,312,422	1,200,000	1,295,467
Non-Cash Movement in Cyclical Maintenance Provision		181,797	205,000	192,782
		1,494,219	1,405,000	1,488,249
Add/(Less) Movements in other working capital Items:				
(Increase)/Decrease in Accounts Receivable including Teachers Salaries		149,653	(5,452)	(111,417)
(Increase)/Decrease in Prepayments		48,450	5,755	41,376
(Increase)/Decrease in Stock		(12,490)	(327)	(11,788)
Increase/(Decrease) in Accounts Payable		84,249	(12,411)	(49,933)
Increase/(Decrease) in Net GST		74,367	(418)	56,984
Increase/(Decrease) in Revenue in Advance		178,212	7,219	526,203
Increase/(Decrease) in Cyclical Maintenance Provision		(144,630)	(325,030)	(180,187)
		377,811	(330,664)	271,238
Net Cash Flow from Operating activities		2,629,237	1,060,305	2,235,916

The above Reconciliation of Net Cashflows should be read in conjunction with the accompanying notes which form part of these financial statements.

Epsom Girls Grammar School
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Epsom Girls 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.

b) Basis of Preparation

Reporting Period
The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

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

Financial Reporting Standards Applied
The Education 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 Public Sector Public Benefit Entity (PBE) Standards as appropriate to public benefit entities that qualify for Tier 1 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

Changes in Accounting Treatment
During the year, the School reassessed its accounting treatment for Epsom Girls Grammar School Foundation (the Trust) following an updated interpretation of the control requirement under PBE IPAS 35 Consolidated Financial Statements. As a result of this reassessment, it was determined that the Trust does not met the criteria for control by the School for the periods presented.

Accordingly, the financial statements have been retrospectively restated to present the School as a single reporting entity, without consolidation of the Trust, for both the current and comparative periods. This change has been accounted for as a correction of the prior period accounting treatment, rather than as a loss of control arising during the current year.

The impact of this as at 1 January 2024 reduced net assets by $1,390,773 and as at 31 December 2024 reduced net assets by $1,528,916, along with a reduction in net surplus for the year ended 31 December 2024 by $138,143.

PBE Accounting Standards
The School qualifies for Tier 1 as the school is not publicly accountable and is considered large as it falls within the expenditure threshold exceeding $33 million per year.

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

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

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

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

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

Cyclical maintenance
The 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 15.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 16. Future operating lease commitments are disclosed in note 23.

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.

c) Revenue Recognition

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

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

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

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. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. 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 School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests
Donations, gifts and bequests are 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) Operating Lease Payments
Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) 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.

f) 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.

g) 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.

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

i) 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 school 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).

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

Improvements (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 Statement of Comprehensive Revenue and Expense.

CROWE NEW ZEALAND

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.

Depreciation
Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	50 years
Board Owned Buildings	50 years
Furniture and equipment	5-20 years
Information and communication technology	3 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Impairment of Property, Plant, and Equipment
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets
Property, plant, and equipment 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 School 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 School 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.

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

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 students, hostel fees and other activity fees where there are unfulfilled obligations for the School 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 School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

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

The School 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 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 School 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.

r) Financial Instruments

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

The School's financial liabilities comprise accounts payable 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) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services Received In-kind

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

2. Government Grants

	2025 Actual $	2025 Budget $	2024 Actual $
Government Grants - Ministry of Education	5,533,270	5,255,769	5,287,301
Teachers' Salaries Grants	14,802,545	12,277,632	14,145,737
Use of Land and Buildings Grants	7,689,496	7,579,915	8,144,454
Other Government Grants	63,042	60,538	62,016
	28,088,353	25,173,854	27,639,508

3. Locally Raised Funds

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue			
Donations and Bequests	1,212,236	1,266,980	1,108,125
Fundraising & Community Grants	107,330	95,600	109,371
Fees for Extra Curricular Activities	824,708	689,980	756,342
Acquatic Centre	510,006	451,000	419,086
Trading	897,604	879,700	859,987
Raye Freedman Centre	282,283	343,480	330,812
International Student Fees	2,934,083	2,289,173	1,950,260
	6,768,250	6,015,913	5,533,983
Expenses			
Extra Curricular Activities Costs	708,658	595,645	649,217
Trading	558,906	572,876	526,783
Acquatic Centre	379,207	428,630	420,418
Raye Freedman Centre	252,843	312,225	274,746
International Student - Student Recruitment	373,942	354,750	224,146
International Student - Employee Benefit - Salaries	1,010,930	1,025,000	853,332
International Student - Other Expenses	206,819	176,672	160,392
	3,491,305	3,465,798	3,109,034
Surplus for the year Locally Raised Funds	3,276,945	2,550,115	2,424,949

4. Hostel Revenue and Expenses

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Revenue			
Hostel Fees	1,935,339	1,962,809	1,930,274
Other Revenue	443,072	389,130	405,517
	2,378,411	2,351,939	2,335,791
Expenses			
Other Hostel Expenses	382,264	406,465	382,925
Administration	180,417	194,585	184,649
Property	316,580	307,600	248,198
Depreciation	285,207	270,000	273,066
Employee Benefit - Salaries	1,032,364	1,004,042	990,017
	2,196,832	2,182,692	2,078,855
Surplus for the year Hostel	181,579	169,247	256,936

5. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	1,297,080	1,395,870	1,100,511
Equipment Repairs	6,509	16,950	3,877
Information and Communication Technology	652,367	723,675	683,960
Library Resources	159,199	173,174	166,979
Employee Benefits - Salaries	16,921,178	14,041,832	15,924,320
Staff Development	55,025	64,300	65,475
Depreciation	1,027,215	930,000	1,022,401
	20,118,573	17,345,801	18,967,523

6. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fee	23,646	36,000	22,967
Board Fees and Expenses	68,879	65,500	143,828
Communication	86,029	136,816	101,102
Consumables	(45,645)	(32,500)	(44,013)
Operating Lease	(4,981)	8,500	(313)
Legal Fees	135,907	50,000	32,172
Other Administration Expenses	75,914	90,490	59,576
Employee Benefits - Salaries	978,986	1,007,000	1,033,320
Insurance	88,757	60,415	67,647
Service Providers, Contractors and Consultancy	24,707	23,024	23,581
	1,432,199	1,445,245	1,439,867

7. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Caretaking and Cleaning Consumables	369,987	398,000	383,404
Consultancy and Contract Services	294,072	317,500	261,246
Cyclical Maintenance Provision	181,797	205,000	192,782
Grounds	40,629	42,250	39,005
Heat, Light and Water	276,745	256,000	269,066
Rates	-	800	-
Repairs and Maintenance	196,738	88,000	78,312
Use of Land and Buildings	7,689,496	7,577,651	8,144,454
Security	117,097	66,000	85,035
Employee Benefits - Salaries	333,340	340,000	318,039
	9,499,901	9,291,201	9,771,343

The use of land and buildings figure represents 5% of the School's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	1,087,537	1,476,614	841,420
Cash and cash equivalents for Statement of Cash Flows	1,087,537	1,476,614	841,420

Of the $1,087,537 Cash and Cash Equivalents, and $8,500,000 short term bank deposits (Note 11), $5,181,643 is subject to restrictions for the following reasons:

- $2,433,283 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- $660,131 of hostel fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- $227,579 of other revenue relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- $1,678,399 is funds held in trust on behalf of third parties. This is Funds Held in Trust in note 17
- $182,251 is by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 18

9. Accounts Receivable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Receivables	61,154	164,000	169,494
Receivables from the Ministry of Education	6,320	6,000	5,841
Interest Receivable	75,302	180,000	177,670
Teacher Salaries Grant Receivable	1,402,119	1,350,000	1,341,543
	1,544,895	1,700,000	1,694,548
Receivables from Exchange Transactions	136,456	344,000	347,164
Receivables from Non-Exchange Transactions	1,408,439	1,356,000	1,347,384
	1,544,895	1,700,000	1,694,548

The Ageing Profile of Receivables at year end is detailed below:

	2025 Actual			2024 Actual		
	Gross $	Impairment $	Net $	Gross $	Impairment $	Net $
Not Past Due	54,514	-	54,514	155,058	-	155,058
Past Due 1 - 30 Days	3,396	-	3,396	4,847	-	4,847
Past Due 31 - 60 Days	3,186	-	3,186	-	-	-
Past Due 61 - 90 Days	942	-	942	15,580	-	15,580
Past Due over 90 Days	5,436	-	5,436	(150)	-	(150)
Total	67,474	-	67,474	175,335	-	175,335

10. Inventories

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Stationery	8,996	9,000	8,783
School Uniforms	176,193	188,000	188,257
School Memorabilia	51,974	28,000	27,633
	237,163	225,000	224,673

11. Investments

The School's investments are classified as follows:

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset			
Short-term Bank Deposits	8,500,000	6,000,000	7,000,000
Total Investments	8,500,000	6,000,000	7,000,000

12. Property, Plant and Equipment

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	6,263,075	24,978	(27,661)	-	(247,466)	**6,012,926**
Hostel	7,176,343	142,685	-	-	(285,207)	**7,033,821**
Furniture and Equipment	2,283,055	333,839	(6,537)	-	(335,597)	**2,274,760**
Information and Communication Technology	267,898	317,587	-	-	(186,729)	**398,756**
Motor Vehicles	120,941	-	-	-	(27,127)	**93,814**
Leased Assets	473,432	70,731	-	-	(219,108)	**325,055**
Library Resources	80,360	12,715	(3,581)	-	(11,188)	**78,306**
Work in Progress	-	90,651	-	-	-	**90,651**
Balance at 31 December 2025	16,665,104	993,186	(37,779)	-	(1,312,422)	**16,308,089**

	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Building Improvements	9,095,737	(3,082,811)	**6,012,926**	9,109,018	(2,845,943)	**6,263,075**
Hostel	9,798,811	(2,764,990)	**7,033,821**	9,693,590	(2,517,247)	**7,176,343**
Furniture and Equipment	6,312,131	(4,037,371)	**2,274,760**	6,513,620	(4,230,565)	**2,283,055**
Information and Communication Technology	3,653,157	(3,254,401)	**398,756**	4,154,145	(3,886,247)	**267,898**
Motor Vehicles	135,635	(41,821)	**93,814**	135,635	(14,694)	**120,941**
Leased Assets	976,536	(651,481)	**325,055**	1,112,347	(638,915)	**473,432**
Library Resources	298,746	(220,440)	**78,306**	299,374	(219,014)	**80,360**
Work in Progress	90,651	-	**90,651**	-	-	-
Balance at 31 December	30,361,404	(14,053,315)	**16,308,089**	31,017,729	(14,352,625)	**16,665,104**

The net carrying value of furniture and equipment held under a finance lease is $325,055 (2024: $473,432)

Restrictions
With the exception of the contractual restrictions related to the above noted finance leases, 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.

13. Accounts Payable

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Creditors	632,170	700,000	706,590
Accruals	90,367	55,000	51,140
Employee Entitlements - Salaries	1,418,935	1,360,000	1,357,728
Employee Entitlements - Leave Accrual	191,356	150,000	161,953
	2,332,828	2,265,000	2,277,411
Payables for Exchange Transactions	2,332,828	2,265,000	2,277,411
	2,332,828	2,265,000	2,277,411

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Grants in Advance - Ministry of Education	-	-	1,000
International Student Fees in Advance	2,433,283	2,200,000	2,219,303
Hostel Fees in Advance	660,131	700,000	663,776
Other revenue in Advance	227,579	250,000	258,702
	3,320,993	3,150,000	3,142,781

CROWE NEW ZEALAND

15. Provision for Cyclical Maintenance

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Provision at the Start of the Year	760,030	760,030	747,435
Increase to the Provision During the Year	181,797	205,000	192,782
Use of the Provision During the Year	(144,630)	(325,030)	(180,187)
Provision at the End of the Year	797,197	640,000	760,030
Cyclical Maintenance - Current	369,581	160,000	276,694
Cyclical Maintenance - Non current	427,616	480,000	483,336
	797,197	640,000	760,030

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan.

16. Finance Lease Liability

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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
No Later than One Year	218,516	197,000	254,778
Later than One Year and no Later than Five Years	184,566	330,000	332,404
Future Finance Charges	(42,708)	-	(73,173)
	360,374	527,000	514,009
Represented by			
Finance lease liability - Current	192,465	197,000	213,954
Finance lease liability - Non-current	167,909	330,000	300,055
	360,374	527,000	514,009

17. Funds Held in Trust

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	1,678,399	1,450,000	1,443,138
	1,678,399	1,450,000	1,443,138

These funds are held in trust for international student homestay fees. The school is acting as agent, therefore these are not included in the Statement of Comprehensive Revenue and Expense.

18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents per note 8, and includes retentions on the projects, if applicable.

	2025	Opening Balances $	Receipts from MOE $	Payments $	Board Contribution	Closing Balances $
Boiler / Pipework	*Completed*	29,263	-	-	-	29,263
Flooring Replacement	*Completed*	12,037	(12,037)	-	-	-
Caretaker House Remediation	*Discontinued*	(7,548)	-	(2,040)	9,588	-
Hot Water Cylinder Replacement	*Completed*	(11,958)	-	(800)	586	(12,172)
Roofing Replacement	*In progress*	(72,234)	333,000	(200,301)	-	60,465
Retaining Wall & Fence Manukau Road	*In progress*	(3,500)	-	(3,453)	-	(6,953)
New Carpet	*In progress*	(76,425)	220,000	(137,441)	-	6,134
DSO Remediation (B E Internal Walls & Ceiling)	*In progress*	(3,340)	63,000	(27,234)	-	32,426
Switchboard Upgrade	*In progress*	(4,030)	-	(45,675)	-	(49,705)
Water Pipe Replacement	*Completed*	(22,154)	-	(142,636)	-	(164,790)
Toilet Refurbishment	*Completed*	-	-	(44,704)	-	(44,704)
Louvre & Window Replacement	*In progress*	-	14,000	(45,259)	-	(31,259)
Gas Cage Replacement	*Completed*	-	-	(8,109)	-	(8,109)
Swimming Pool Resurface	*In progress*	-	135,000	(81,037)	-	53,963
Food Tech Upgrade	*In progress*	-	-	(4,955)	-	(4,955)
Totals		(159,889)	752,963	(743,644)	10,174	(140,396)

Represented by:

Funds Held on Behalf of the Ministry of Education	182,251
Funds Receivable from the Ministry of Education	(322,647)

	2024	Opening Balances $	Receipts from MOE $	Payments $	Board Contribution $	Closing Balances $
Boiler / Pipework	*Completed*	239,182	-	(209,919)	-	29,263
Toilet Refurbishment	*Completed*	(16,005)	13,457	-	2,548	-
Flooring Replacement	*Completed*	12,037	-	-	-	12,037
Asbestos Removal (Part of Boiler/Pipework project)		(100,267)	-	100,267	-	-
L1 Fire Damage Repairs	*Completed*	32,687	-	(32,687)	-	-
Caretaker House Remediation	*In progress*	(5,508)	-	(2,040)	-	(7,548)
Hot Water Cylinder Replacement	*In progress*	-	-	(11,958)	-	(11,958)
Roofing Replacement	*In progress*	-	-	(72,234)	-	(72,234)
Retaining Wall & Fence Manukau Road	*In progress*	-	-	(3,500)	-	(3,500)
New Carpet	*In progress*	-	-	(76,425)	-	(76,425)
DSO Remediation (B E Internal Walls & Ceiling)	*In progress*	-	-	(3,340)	-	(3,340)
Switchboard Upgrade	*In progress*	-	-	(4,030)	-	(4,030)
Water Pipe Replacement	*In progress*	-	-	(76,154)	54,000	(22,154)
Totals		162,126	13,457	(392,020)	56,548	(159,889)

Represented by:	
Funds Held on Behalf of the Ministry of Education	41,300
Funds Receivable from the Ministry of Education	(201,189)

19. Related Party Transactions

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

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

Epsom Girls Grammar School
Notes to the Financial Statements
For the year ended 31 December 2025

20. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	5,160	5,350
Leadership Team		
Remuneration	1,114,237	877,877
Full-time equivalent members	7	6
Total key management personnel remuneration	1,119,397	883,227

There are 11 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance and Property (5 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.

Principal

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	270 - 280	250 - 260
Benefits and Other Emoluments	5 - 10	5 - 10
Termination Benefits	-	-

Other Employees

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

Remuneration $000	2025 FTE Number	2024 FTE Number
160 - 170	1.00	-
140 - 150	4.00	3.00
130 - 140	3.00	-
120 - 130	14.00	12.00
110 - 120	27.00	26.00
100 - 110	37.00	36.00
	86.00	77.00

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

21. 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:

	2025 Actual	2024 Actual
Total	$0	$24,000
Number of People	0	1

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

<u>Holidays Act Compliance – Schools Payroll</u>

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.

<u>Pay Equity and Collective Agreement Funding Wash-up</u>

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

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23. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of $1,336,039 (2024: $1,324,105) as a result of entering the following contracts:

Contract Name	Contract Amount $	Spend To Date $	Remaining $
Roofing Replacement	605,166	272,535	332,631
New Carpet	397,420	213,866	183,554
DSO Remediation (B E Internal Walls & Ceiling)	220,000	30,574	189,426
Switchboard Upgrade	300,840	49,705	251,135
Retaining Wall & Fence Manukau Road	100,000	6,953	93,047
Louvre & Window Replacement	140,000	45,259	94,741
Swimming Pool Resurface	129,327	81,037	48,290
Food Tech Upgrade	148,170	4,955	143,215
Total	**2,040,923**	**704,884**	**1,336,039**

(b) Operating Commitments

As at 31 December 2025 the School Board has not entered into any operating contracts.

24. 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

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash and Cash Equivalents	1,087,537	1,476,614	841,420
Receivables	1,544,895	1,700,000	1,694,548
Investments - Term Deposits	8,500,000	6,000,000	7,000,000
Total financial assets measured at amortised cost	11,132,432	9,176,614	9,535,968

Financial liabilities measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Payables	2,332,828	2,265,000	2,277,411
Finance Leases	360,374	527,000	514,009
Total financial liabilities measured at amortised cost	2,693,202	2,792,000	2,791,420

Credit Risk

The maximum exposure to credit risk is disclosed in the Statement of Financial Position.

Credit risk is the risk that a third party will default on its obligations to Epsom Girls Grammar School, causing the school to incur a loss.

In the normal course of its business, credit risk arises from debtors, deposits with banks and derivative financial assets. Maximum credit risks are disclosed in the Statement of Financial Position. The concentration of credit risk in respect of cash and cash equivalents is mitigated by investing with high credit rating registered banks (in accordance with section 73 of the Education Act 1989).

Receivables include grants and funding due from MOE. No collateral is held to mitigate the risk of loss as a result of default.

In accordance with Schedule 6 section 28 of the Education Act 1989 all surplus monies of the school are invested with registered banks.

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Bank Of New Zealand Limited	$	$	$
Cash on Hand	1,906	2,100	2,100
Bank Current Account	812,252	200,000	269,817
Bank Call Account	273,379	1,274,514	569,503
Short-term Bank Deposits with Maturities more than 3 months	8,500,000	6,000,000	7,000,000
Net cash and cash equivalents and bank	9,587,537	7,476,614	7,841,420
Accrued Interest	75,302	180,000	177,670
	9,662,839	7,656,614	8,019,090

Interest Rate Risk

The board's treasury policy objectives are to

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

The maturity periods for the investments are as follows:	2025 $	2024 $
Within 180 days	8,500,000	7,000,000

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

Currency Risk

The School had no exposure to currency risk as at reporting date.

Liquidity Risk Management

Ultimate responsibility for liquidity risk management rests with the Board, which has built an appropriate liquidity risk management framework for the management of short, medium and long term funding and liquidity management requirements of Epsom Girls Grammar School. The school manages liquidity risk by maintaining adequate reserves and by continuously monitoring forecast and actual cash flows and matching the maturity profiles of financial assets and liabilities.

2025	Carrying Amount	Contractual Cashflows	Less Than 6 Months	6 - 12 months	More than one year
Payables	632,170	632,170	632,170	-	-
Finance Leases	360,374	403,082	109,258	109,258	184,566
	992,544	1,035,252	741,428	109,258	184,566

2024	Carrying Amount	Contractual Cashflows	Less Than 6 Months	6 - 12 months	More than one year
Payables	706,590	706,590	706,590	-	-
Finance Leases	514,009	587,182	127,388	127,388	332,407
	1,220,599	1,293,772	833,978	127,388	332,407

25. Events After Balance Date

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

26. Comparatives

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

CROWE NEW ZEALAND

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INDEPENDENT AUDITOR'S REPORT

To the readers of Epsom Girls Grammar School's financial statements for the year ended 31 December 2025

The Auditor-General is the auditor of Epsom Girls Grammar School (the School). 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 School on pages 2 to 30, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

a) present fairly, in all material respects:
   - the School's financial position as at 31 December 2025; and
   - the School's financial performance and cash flows for the year then ended; and

b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards.

Our audit was completed on 12 June 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

The Board 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 for assessing the School'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 the Board intends to close or merge the School, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- 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 School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We 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 included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

K. Sherlock

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

Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

Statement of Variance and Evaluation of School's Students' Progress and Achievement

2025 STUDENT ACHIEVEMENT REPORT

February 2026

Section 1: Whole School Achievement

Section 2: Endorsements

Section 3: Scholarship Results

Section 4: Achievement by ethnicity

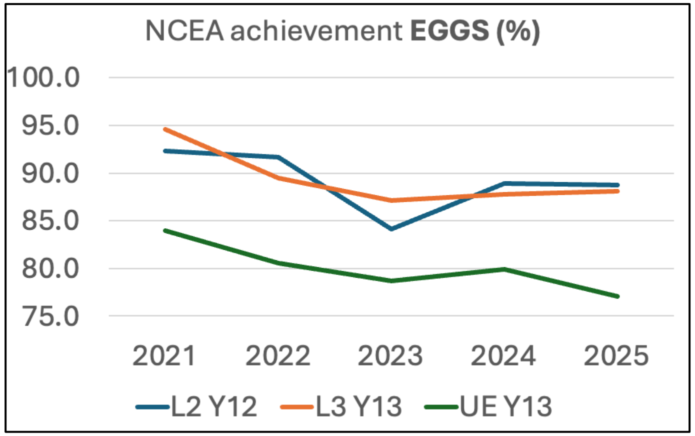
Appendix: 2026 Annual Plan Targets

Section 1: Whole School Achievement

Level 2 NCEA, Level 3 NCEA, University Entrance, Literacy and Numeracy Co-requisites

Year Level	Target NCEA Pass rate for 2025 (%)	EGGS NCEA Pass rate for 2025 (%)
Level 2	85	88.7 (88.9 in 2024)
L2 Merit/Ex. End.	70	64.6 (61.8 in 2024)
L2 Ex. End.	35	25.4 (24.8 in 2024)
Level 3	85	88.1 (87.7 in 2024)
L3 Merit/Ex.	60	56.9 (57.7 in 2024)
L3 Ex. End.	35	21.4 (16.5 in 2024)
UE	85	77.1 (79.9 in 2024)

Year 11: 90.3% gained NCEA Literacy (in 2025) – and 98.8% by end of Year 13 (in 2025).
Year 11: 93.2% gained NCEA Numeracy (in 2025) – and 99.8% by end of Year 13 (in 2025).



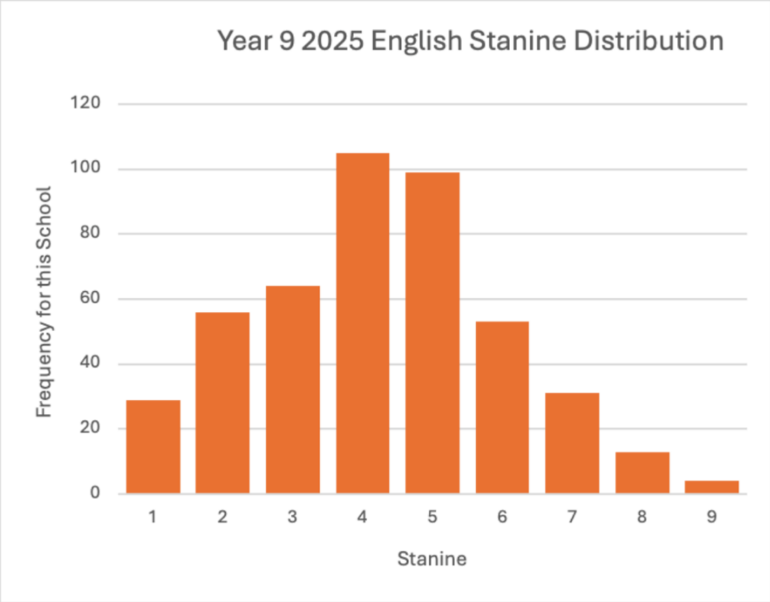
2025 Goal: "Prepare students, and programmes of work, to successfully navigate curriculum & qualification requirements of NCEA (including foundational literacy and numeracy requirements."

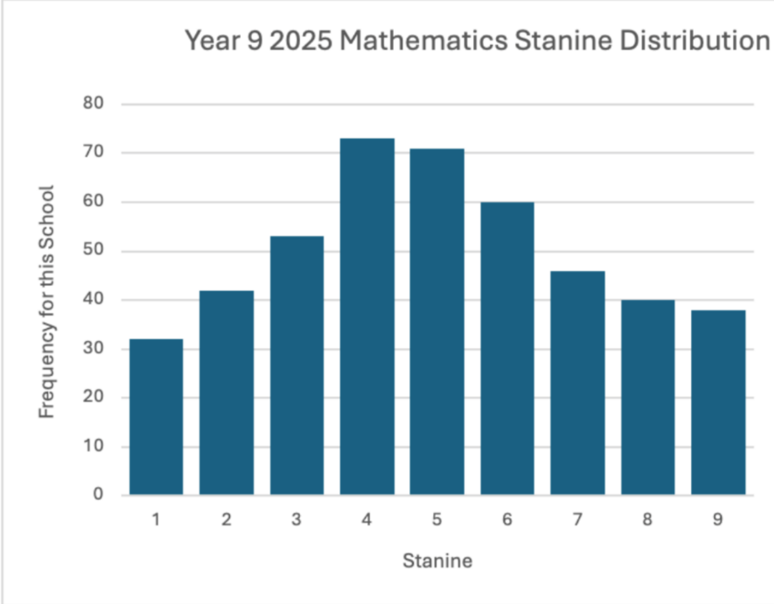
2025 Targets:
For NCEA pass rates at Level 2 and 3, target metrics were achieved. Level 2 and 3 targets for 2026 should be 90%.
The targets for Level 2 Merit and Excellence endorsement and Excellence endorsement were not met but it is pleasing to see improvement in both of these since 2024.
The targets for Level 3 Merit and Excellence endorsement were not met but it is pleasing to see improvement in both, especially Level 3 Excellence endorsement in 2025.
The target of 85% University Entrance was not met and it was disappointing to see this decrease from 2024. University Entrance pass rates rely on early tracking of student subject selection and progress in each University approved course throughout the year for this metric to shift. Work is already underway in 2026 to make a plan to do this and the Year 13 pastoral team have already checked students' subjects to provide academic counselling early, where poor choices of subjects are identified.

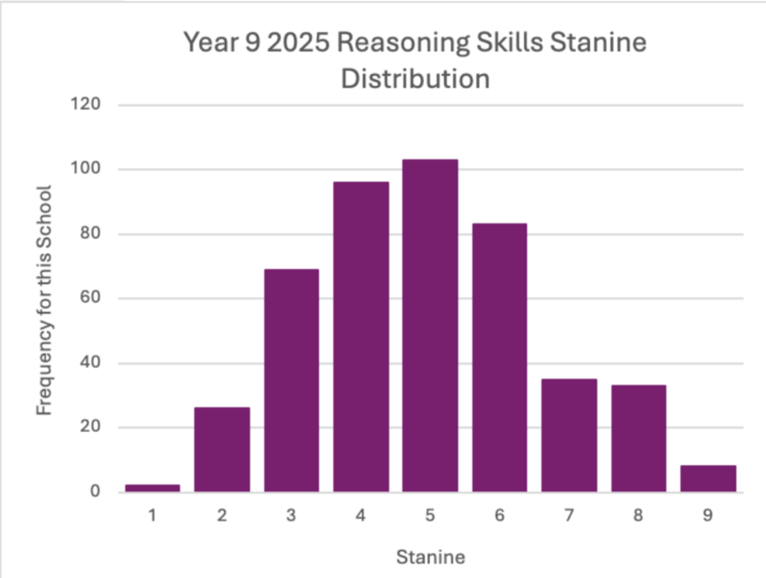
NCEA Literacy and Numeracy – the target of 100% pass rate for Level 1 co-requisites was very nearly met and is an improvement on 2024 pass rates. We continue to pursue 100% pass rates in these most basic of qualification hurdles as without these, students leave school with no formal qualification.

Junior Achievement Data: Transition data

In 2025, students sat Canterbury Assessment Monitoring (CAM) Entrance Tests before they started in year 9. This helped with placing students into core classes and allocating supports for literacy and numeracy, as well as English as an Additional Language (EAL) resources. The tests results are expected to be normally distributed with most students at Stanines 4-6. Students performing below expected curriculum level are Stanines 1-3, while those above, at Stanines 7-9.

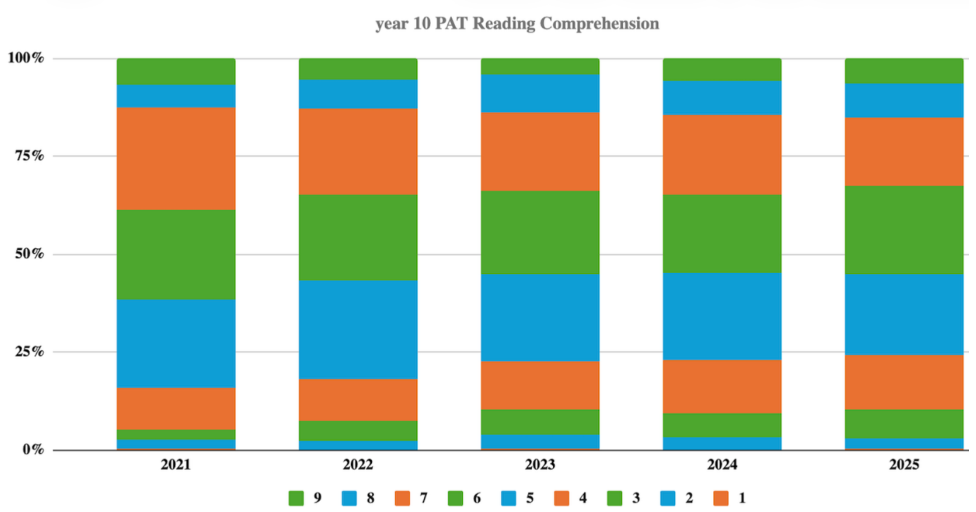


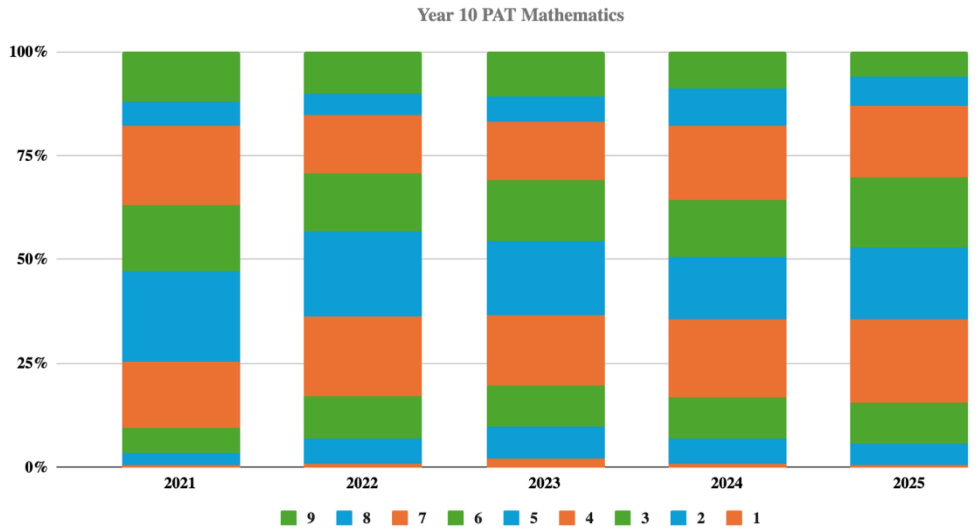




- English results in 2025 showed more students operating below curriculum expectation upon arrival, compared to those operating above curriculum expectation. Very few parents of exceptionally skilled English students were choosing to send their daughters to EGGS.
- The difference between English and Reasoning proportions in Stanine 1-3 is likely due to the number of EAL students starting in year 9 at EGGS. The potential for rapid improvement as students grow their English language content and skills is significant.
- The high frequency of students performing above curriculum expectation in Mathematics (Stanine 7-9), especially the 38 students operating at Stanine 9, is pleasing and has implications for class and resource allocation.

Junior Achievement Data: Progressive Achievement Test (PAT) results





PAT test results are given in Stanines, similar to CAM tests, so most students are expected to be Stanine 4-6.

In 2025, Year 10 students sat PAT's in Reading Comprehension and Mathematics.

These strip graphs show proportions of students in each Stanine, with Stanine 1-3 being the bottom group of orange/blue/green, Stanine 4-6 being the middle group of orange/blue/green, and Stanine 7-9 being the top group of the same colours.

The PAT Reading Comprehension graphs show:

- The proportion of students in Stanines 1-3 is increasing;
- There is a very slight reduction in numbers of students achieving Stanines 7-9.

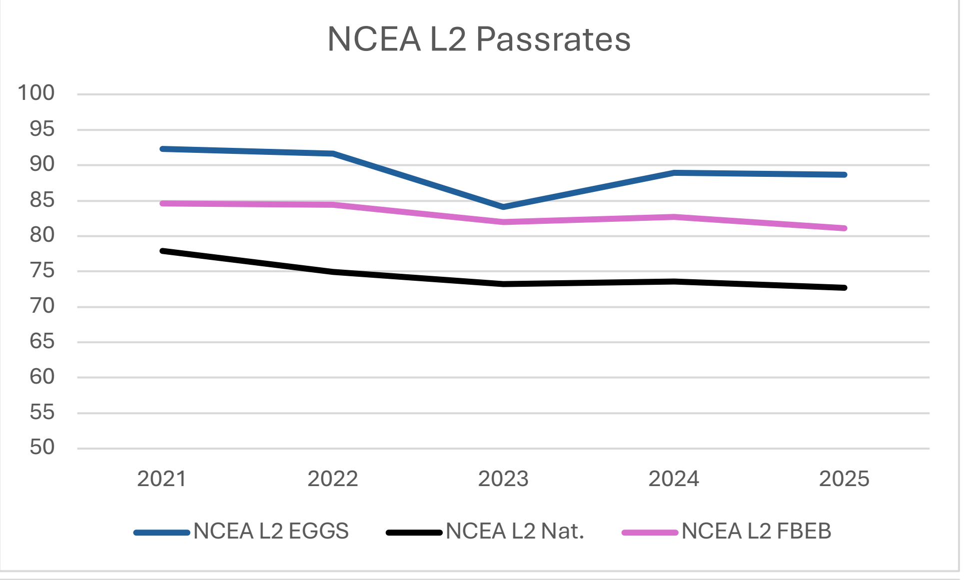
The PAT Mathematics graphs show:

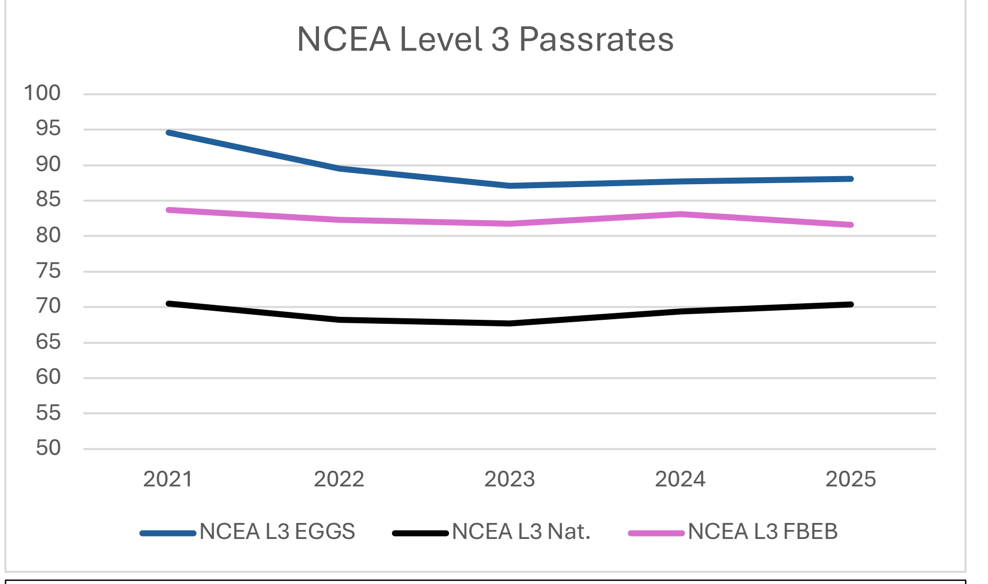
- There was an increase in Stanine 1-3 till 2023, but then a noticeable decrease in students below curriculum expectation in 2024 and 2025;
- There is approximately a third of students above curriculum expectation in mathematics each year, but this fluctuates slightly each year.

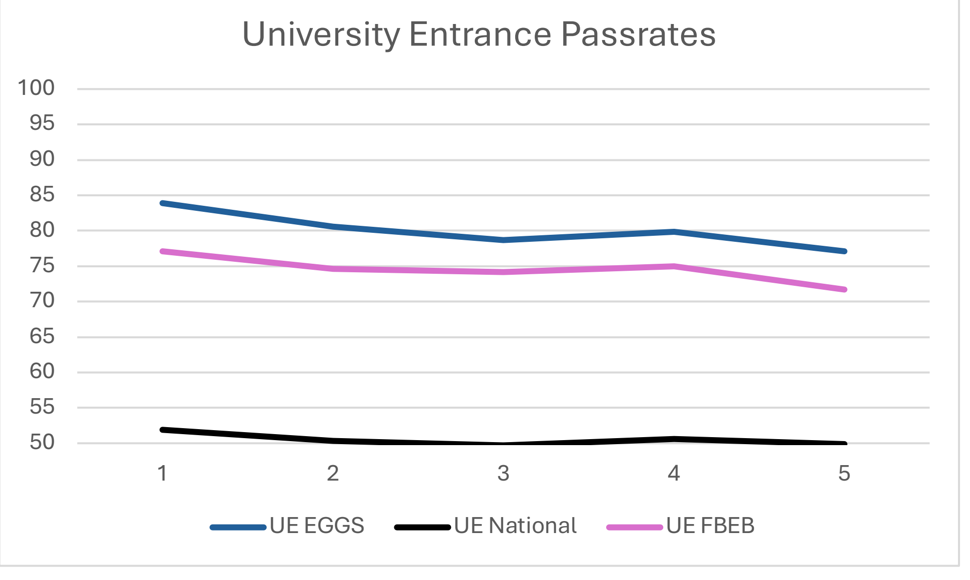
These graphs show that at EGGS, we have more than 90% of students operating at or above curriculum expectations in Reading Comprehension and more than 80% of students operating at or above curriculum expectations in Mathematics, when compared to students nationwide.

NCEA Achievement compared to similar schools:

Breaking down NCEA achievement at Level 2 (year 12) and Level 3 (year 13), and comparing these to other boys, co-ed and girls schools with similar socio-economic privilege, it is important to note how the move from decile reporting to 'fewest barrier' reporting affects comparisons. In some comparisons that we have used in the past, for Board reporting, we have used Fewest Barrier Girls Schools (FBGS) as our comparison benchmark. This compares us with other girls schools with a school community from similar socio-economic backgrounds. The following comparisons are with boys, co-ed and girls schools, so their averaged results are lower than what FBGS regularly achieve.







When compared to Fewest Barrier Equity Index Band (FBEB) schools, Epsom Girls Grammar School NCEA Level 2 and 3, and University Entrance (UE) results compare favourably. In each year since 2021, our results are above other schools in our Band.

A few points to note, though:

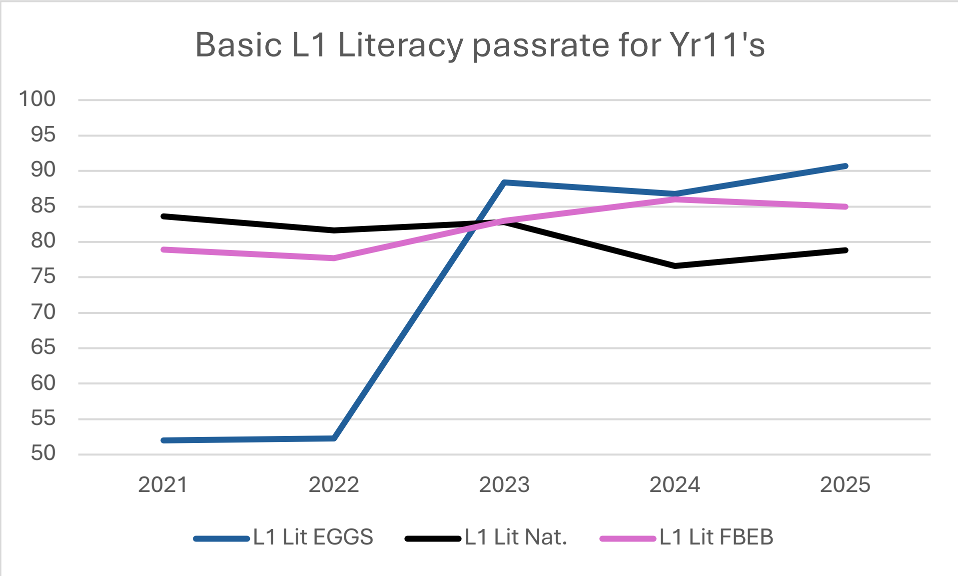
- Level 3 pass rates have seen a lift since 2023 which is pleasing;
- Level 2 pass rates have been steady in the last two years but have dipped since 2021/2;
- UE pass rates are dropping at a similar rate to FBEB schools but these rates may be getting closer together;
- The drops in all three metrics is a concern and will need intervention in the current year and in subsequent years.

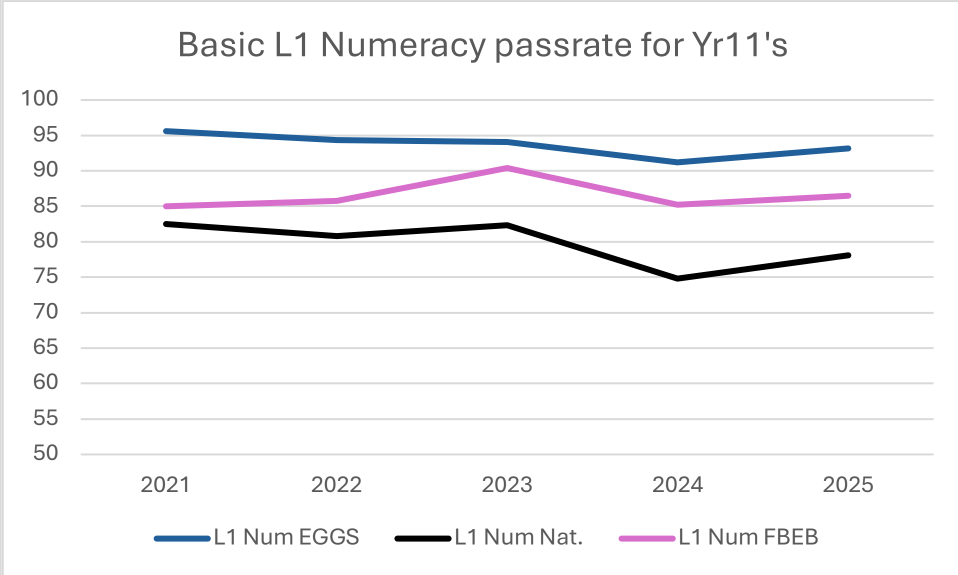
Strategies implemented to support learning outcomes:

- New timetable that provides expert teachers for all students at all year levels within the school day (including year 13 students);
- New timetable that provides equitable time allocation to core and option subjects across the school, especially those providing a foundation in literacy and numeracy;
- Scope and sequencing curriculum documents in place across all learning areas so that explicit structure is created for teaching and resource creation – building on students current knowledge and deliberately building on this to guarantee a high standard of learning and achievement;
- New assessment frameworks of formative and summative tests that allow students and parents to get a gauge on students knowledge and progress and equip them to make intervention early, if needed;
- New reporting of attendance, engagement and achievement, aligned with new Ministry of Education requirements;
- New student diaries to help girls be organised with their learning and to keep parents connected to what is happening in the classroom throughout the year;
- Continuation of academic goal setting during tutor time and Term 1 Student/Tutor/Parent Conferences, including aspirations
- Subject teachers referring to Learning Support notes and Transition data on Kamar and diagnostic testing such as PATs and Past Grades to understand where learners are at;
- Senior Manager, Departmental, Learning Centre, and Dean identification of senior students at risk of not achieving their level certificates;
- PD on The Science of Learning, particularly the importance of retrieval strategies;
- Development of a Teacher Growth Profile that will introduce Culturally Responsive Pedagogies and articulate best practice teaching and learning at Epsom Girls Grammar School.

Literacy and Numeracy Co-requisites

Basic Literacy and Numeracy co-requisite qualifications are essential for all students to gain a qualification in NCEA. These tests and assessments are usually sat by students at Epsom Girls Grammar School in year 10 or in year 11. The graphs below, then, show the relative success of students at Epsom Girls Grammar School in the opportunities given in years 10 and 11 in these basic qualifications.

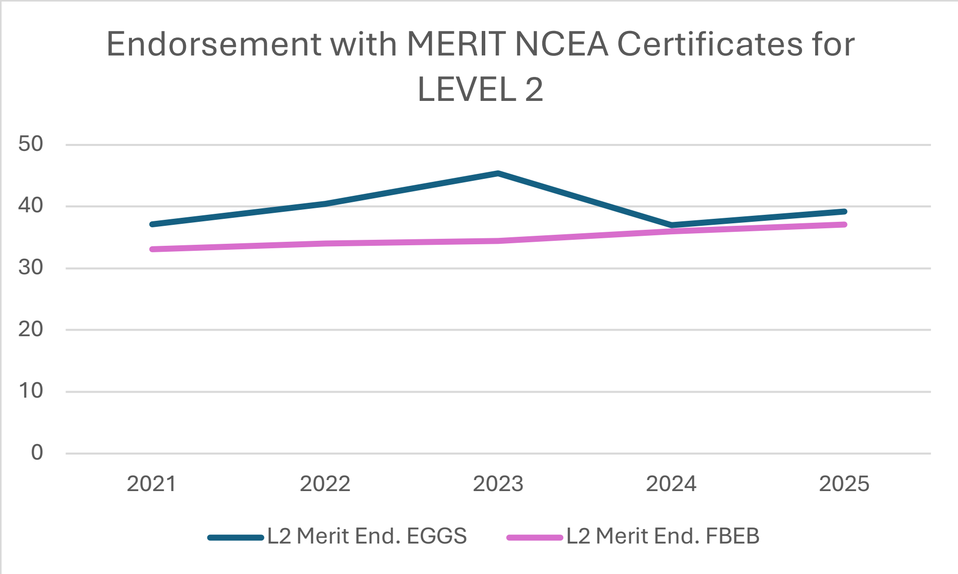


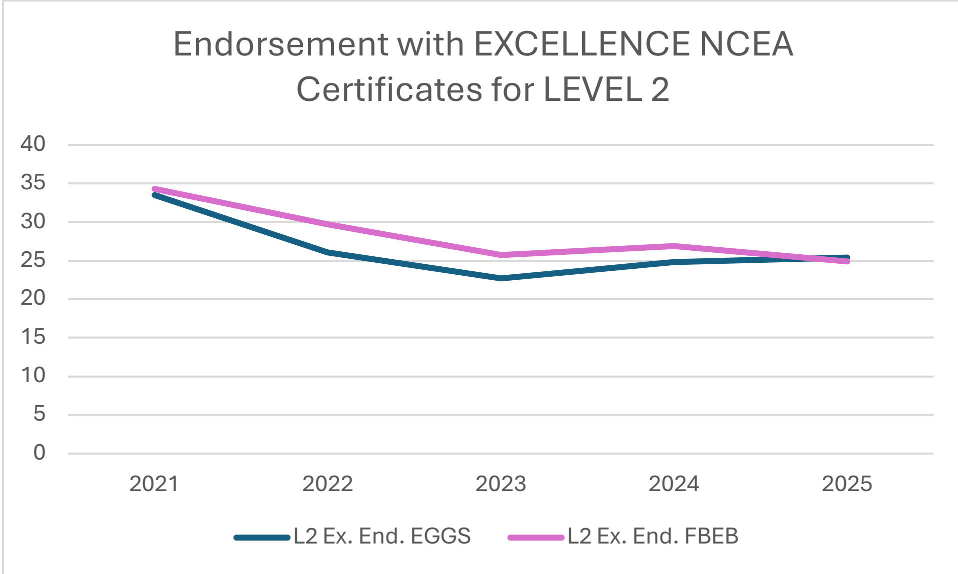


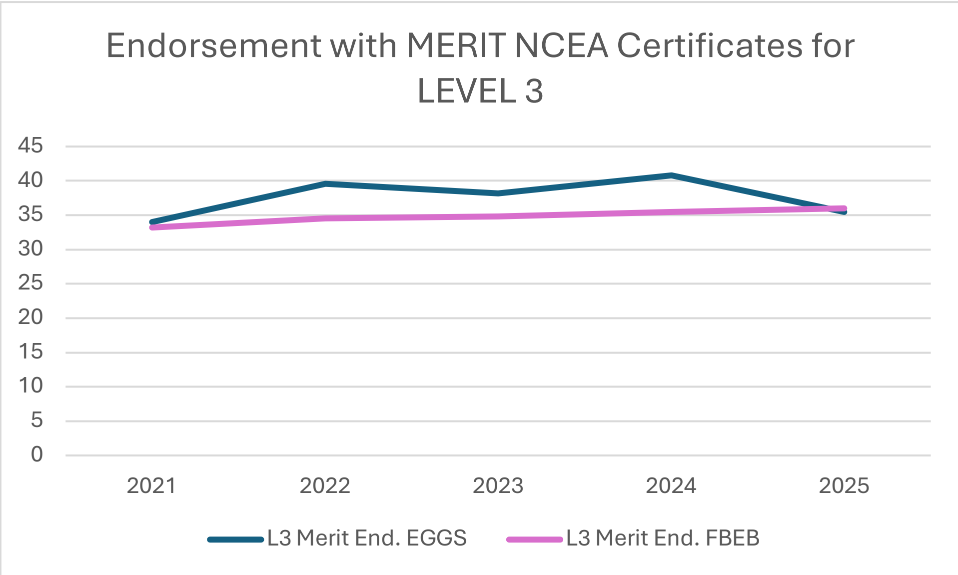
Both Literacy and Numeracy now have Epsom Girls Grammar School achieving higher than FBEB schools, with both measures being between 90-95% achievement by the end of year 11. It is pleasing to see a lift in Numeracy rates in 2025, after a series of decreasing rates. This also ties in with a new initiative by the mathematics department to move away from a reliance a singular form of assessement to gain Numeracy, so it is good to see such swift reward for this innovation.
It is also pleasing to see a 5% lift in Literacy passrate for year 11 students and while this acknowledges the ongoing work of subject teachers across the school, the work that the English Department have done to lift both the accessibility and practice opportunity for Literacy achievement in year 11 cannot be overlooked. Credit to both of these Learning Areas for their expertise and leadership in this critical area of the school.

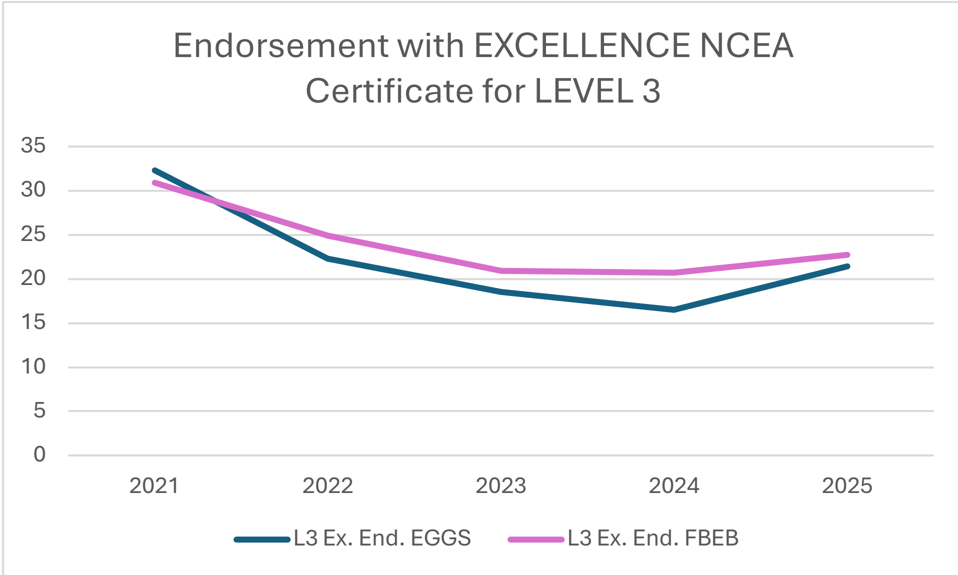
While the target pass rate for Literacy and Numeracy (of 100% by the end of year 13) for 2025, was not quite met (98/99% respectively), we are very pleased with the significant work done by the Learning Centre staff and Literacy and Numeracy coordinators to wrap support around students who had not achieved these in year 11. Only 1 year 13 student needed numeracy and 2 year 13 students needed literacy at the end of 2025.

Section 2: Endorsements





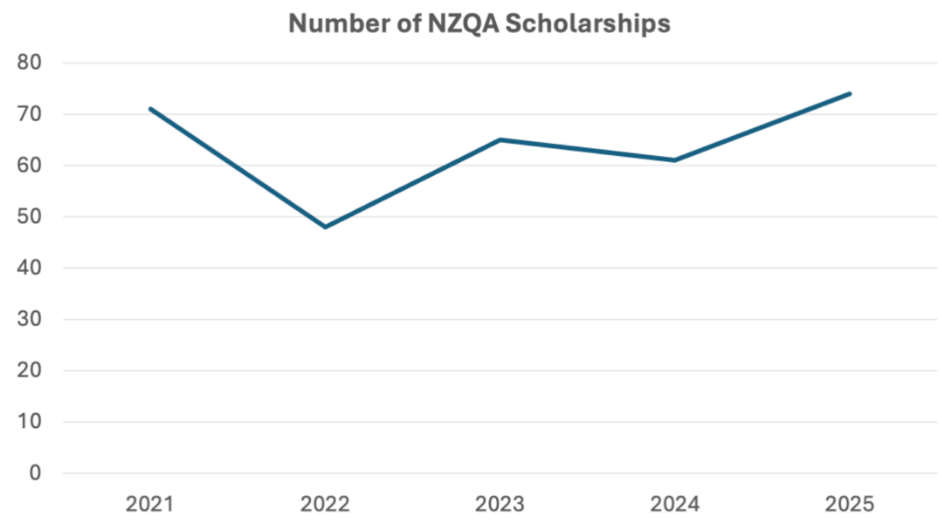




Compared to FBEB schools, Certificate Endorsements, which reflect the quality of the pass rates for NCEA Level 2 and 3, both areas show improvement in 2025.

Section 3: Scholarship Results

Year	Outstanding	Scholarship	Total
2025	**4**	**70**	**74**
2024	8	52	60
2023	6	60	66
2022	5	43	48
2021	9	62	71
2020	6	48	54
2019	6	77	83
2018	4	68	72
2017	7	81	88
2016	2	70	72
2015	4	80	84
2014	6	63	69
2013	6	45	51
2012	14	62	76
2011	9	57	66



In 2025, students at Epsom Girls Grammar School achieved a pleasing number of NZ Scholarships. These were awarded across a wide range of subjects but of particular note were the 24 Scholarships in Visual Arts, the 13 in Technology (DVC), the 9 in Biology, the two Dance and one in Samoan, and one in Earth & Space Science Scholarships (the first ever at EGGS).

The 512 Scholarship entries in 2025 (up from 351 in 2024) illustrates the ambition and aspiration of Epsom Girls Grammar School students and families. That our programmes are beginning to consistently provide pathways to this success is very pleasing.

Outstanding Scholars:

Grace Bremner	Design
Yolanda Chang	Painting
Diane Dorsemaine	DVC
Mischa Tan	Painting

Multiple Scholars: (3 scholarships)

Yolanda Chang	Painting, English, Biology
Xinyi Zhang	Biology, Chemistry, Statistics

The following students achieved 2 Scholarships:

Grace Bremner	Design , DVC
Linh Bui	Biology, Economics
Ella Devery	Health & PE, Technology
Chan Sisley Fang	Painting, DVC (Y12)
Tehreem Fatima	English, Religious Studies (Y12)
Stephanie Ho	Painting, DVC
Rena Misra	Biology, Design
Daksha Nitsingham	English, Biology
Maya Selvaratnam	Biology, Chemistry
Milla Steele	English, Chemistry
Siyu Wang	Painting, Design
Isabella Xiao	Painting, DVC
Ella Yi	Earth & Space Science, DVC

Of special note:

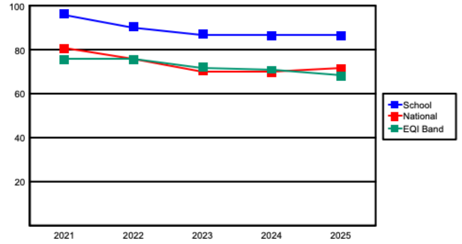
Bella Lu	Mathematics with Calculus (Y11)
Asiata Meavali	Samoan
Annabelle Gasparich	Dance
Belle Sergeev	Dance

Subject	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Accounting	1	4	3	1	3	4	2	5	1	1	2	
Art Design, Photo, Sculpture, Print, Paint	17	17	17	20	21	13	6	12	11	20	14	**24**
Art History	1	4	5	2	3	-	1	-	1	1	-	-
Biology	8	12	7	12	9	8	8	11	9	6	8	9
Chemistry	3	5	1	6	4	9	2	2	1	3	3	3
Chinese	-	-	2	-	-	1	-	0	0	1	1	1
Classical Studies	3	1	3	3	1	2	1	2	0	1	1	-
Dance												**2**
Drama	2	2	2	1	-	1	2	0	0	3	2	1
Earth Space Science												**2**
Economics	2	4	3	2	1	1	1	1	0	1	-	1
English	3	5	5	4	4	3	5	2	1	3	8	5
French	0	0	1	1	-	1	-	0	1	1	-	-
Geography	4	2	2	-	1	4	-	1	0	-	-	1
Graphics (DVC)	8	8	7	10	10	12	8	7	5	10	7	**13**
History	0	3	2	3	1	2	1	2	0	1	1	2
Japanese	1	2	1	-	-	-	-	0	2	1	1	1
Mathematics – Calculus	5	3	5	4	1	3	3	4	3	1	-	1
Maori	0	0	0	-	-	-	-	1	0	-	1	-
Media Studies	0	1	1	2	-	1	2	0	0	-	-	-
Music	2	2	2	3	2	2	-	0	1	1	1	-
Health and Physical Education	0	1	1	2	2	1	-	1	0	-	-	1
Physics	3	3	1	5	3	4	3	4	1	-	-	-
Religious Studies	-	-	-	-	-	-	-	-	-	-	-	**1**
Samoan	-	-	-	-	-	-	-	-	-	-	-	**1**
Spanish	1	-	-	-	-	2	-	0		-	1	-
Statistics	3	4	1	8	5	7	7	8	4	7	4	2
Technology Textiles (1) / Food Tech (4)	-	-	-	-	-	2	2	2	4	3	4	3
Total	**69**	**84**	**72**	**88**	**72**	**83**	**54**	**71**	**48**	**66**	**60**	**74**

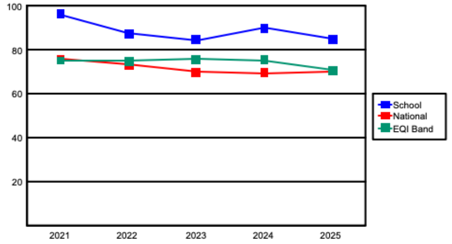
Section 4: Achievement by Ethnicity

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Epsom Girls Grammar School

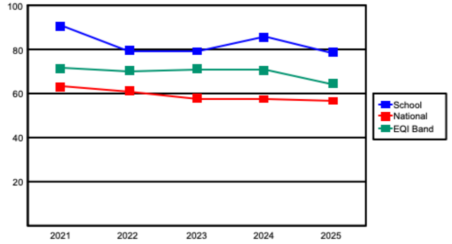
Year 12 NCEA Level 2 - Asian



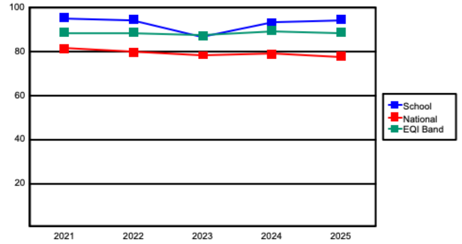
Year 13 NCEA Level 3 - Asian



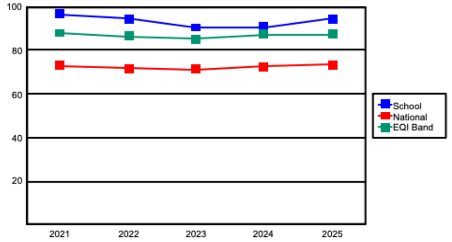
Year 13 University Entrance - Asian



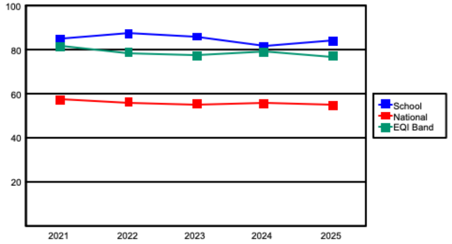
Year 12 NCEA Level 2 - European



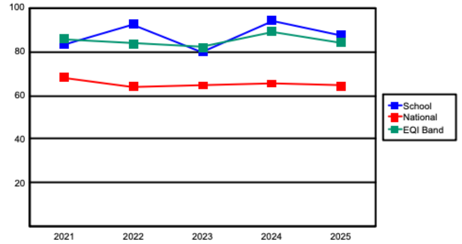
Year 13 NCEA Level 3 - European



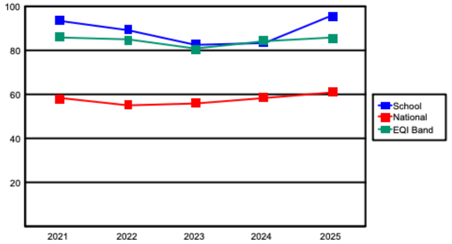
Year 13 University Entrance - European



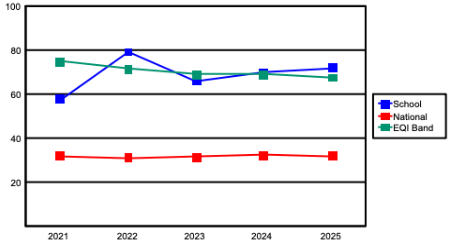
Year 12 NCEA Level 2 - Māori



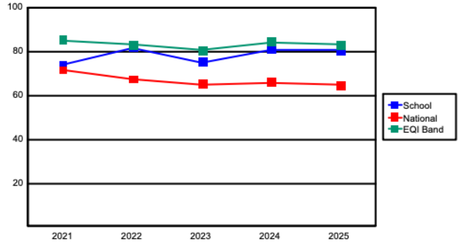
Year 13 NCEA Level 3 - Māori



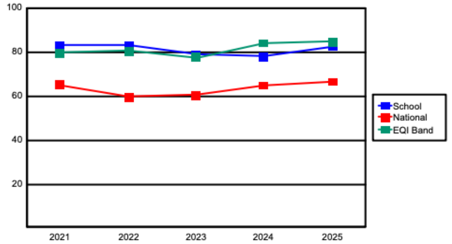
Year 13 University Entrance - Māori



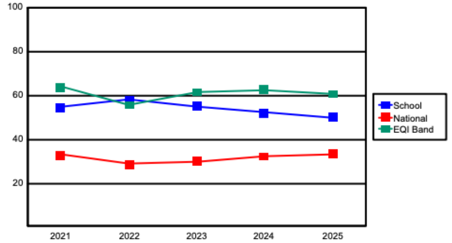
Year 12 NCEA Level 2 - Pacific Peoples



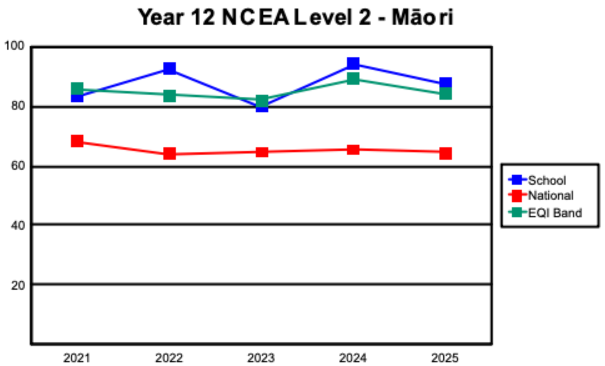
Year 13 NCEA Level 3 - Pacific Peoples

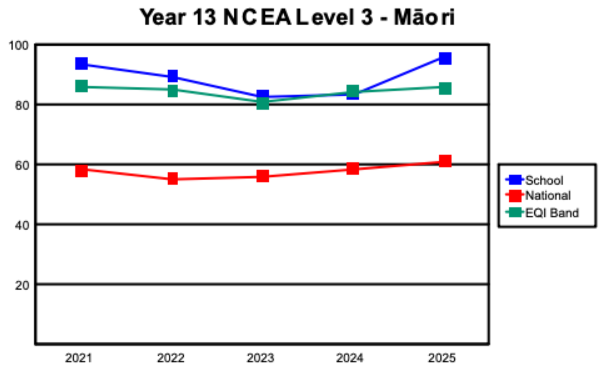


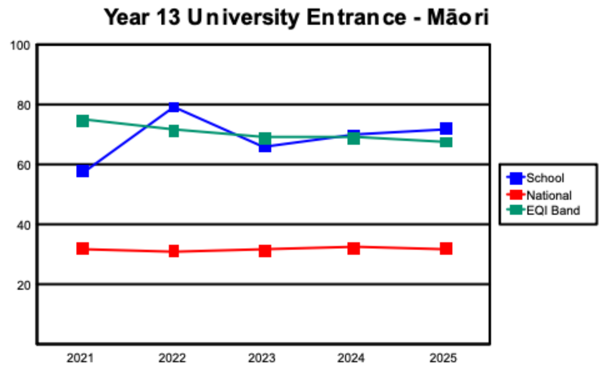
Year 13 University Entrance - Pacific Peoples



Māori Achievement



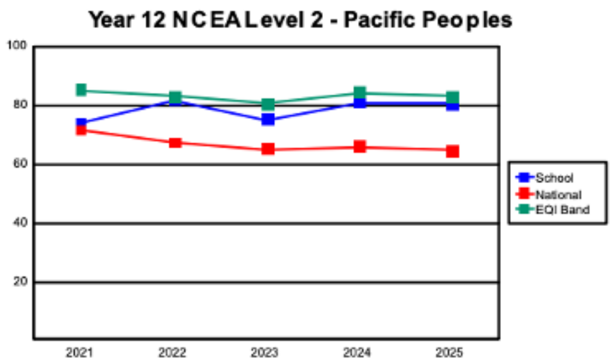


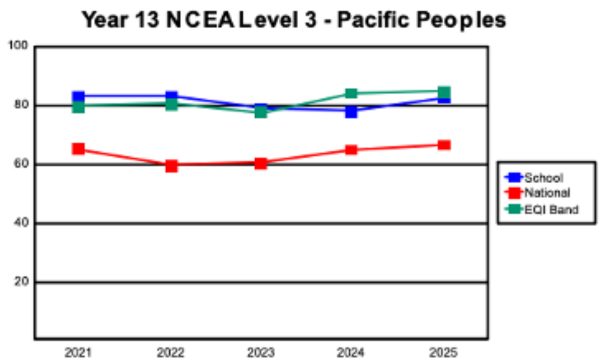


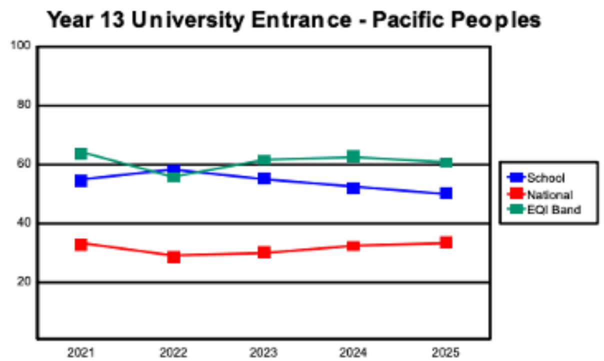
Observations:

- In 2025, for NCEA Level 2 and Level 3, Māori students achieved the targets set and exceeded these comfortably.
- In 2025, for University Entrance, Māori students were below the aspirational target of 85% but are comfortably above UE passrates for FBEB schools for the first time since 2022.

Pasifika Achievement







Observations:

- In 2025, for NCEA Level 2 and Level 3, Pasifika students did not achieve the targets set and for University Entrance, fell significantly below the target.
- Achievement by Pasifika students at Epsom Girls Grammar School continues to be below schools with similar equity index and this is most marked for University Entrance. This would indicate that Pasifika students are not being pushed into UE approved courses, but are achieving credits in subjects and courses that do not contribute to UE.

Appendix: 2026 Annual Plan Targets

Year Level	Proposed Target NCEA Pass rate for 2026 (%)	EGGS NCEA Pass rate for 2025 (%)
Level 2	90	88.7 (84.9in 2024)
L2 Merit/Excellence	70	64.6 (61.8 in 2024)
L2 Excellence Endorsement	35	25.4 (24.8 in 2024)
Level 3	90	88.1 (87.7 in 2024)
L3 Merit/Excellence	60	56.9 (57.3 in 2024)
L3 Excellence Endorsement	35	21.4 (16.5 in 2024)
UE	85	77.1 (79.9 in 2024)

Good Employer Policy Statement

For the year ended 31st December 2025, the School Board:

- Can confirm we have personnel policies within our policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- In its policy review, it can report that in 2025 its practice complies with all requirements of our policies and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures that all employees and applicants for employment are treated according to their skills, qualifications and abilities.
- Meets all Equal Employment Opportunities requirements.

Kiwisport Funding Report 2025

Sports Department Staff:

- Clarissa Nathaniel (Director of Sport, FT Permanent)
- Anna Nielsen (Director of Sport Development, PT Permanent)
- Ben Yu (Sport Coordinator FT Permanent)
- Jamie Clifford (Sport Coordinator FT Fixed Term)
- Thomas Polo (Sport Coordinator FT Fixed Term)
- Sam Watts (Sport Coordinator PT Permanent)
- Matt Price (Strength & Conditioning PT Fixed Term)

Kiwisport is a government-funded initiative designed to support students' participation in organised sport. In 2025, the school received $58,645.00 in Kiwisport funding, which was allocated towards supporting student participation in sport across the school.

Sports Participation

We are pleased to report strong engagement in our sports programs throughout 2025:

- **37 sports** offered to students
- **1,276 students** participated in sanctioned school sport
- **56% of total school roll** engaged in sporting activities
- **12% of total staff** involved in supporting sport programs

Fitness Centre

The Fitness Centre continued to be a valuable resource for our school community, with **100 memberships** sold across the four terms. Membership fees contribute to the maintenance and ongoing operation of the Fitness Centre. The fitness centre provides access to students at lunchtimes, before school, and after school.

Membership Pricing:

- Term 1 and Term 2: $30.00 per term
- Term 3 and Term 4: $40.00 per term
- Annual membership: $100.00

Strength and Conditioning Program

A significant development in 2025 was the addition of a Strength and Conditioning Coach to the Sports Department. This role provided our Premier Sports Teams with access to specialised training sessions tailored to their specific needs. Due to the success of this initiative, the position has been expanded to full-time status for 2026, allowing us to further enhance our support for student athletes.

Looking Ahead

The strong participation rates and successful implementation of specialised training programs demonstrate the ongoing commitment of our school community to sporting excellence and student wellbeing through sport and physical activity.

CLNathaniel

Director of Sport

Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

SCHOOL BOARD POLICY: TE TĪRITI O WAITANGI

Rationale

Epsom Girls Grammar School ("EGGS", the/our "School") recognises Te Tiriti O Waitangi as the founding document of Aotearoa-New Zealand. EGGS is committed to upholding the principles of partnership, protection and participation.

Scope

This policy applies to all members of the School Board, School employees, current students and their parents/legal guardians and members of the School community.

Purpose

This policy outlines how EGGS intends to uphold the principles of Te Tīriti:

1. Partnership
    a. EGGS recognises Māori as tangata whenua;
    b. EGGS recognises Ngāti Whātua Ōrākei as mana whenua and is guided by their tikanga and kawa; and
    c. EGGS is empowered to exercise kāwanatanga with special consideration to tino rangatiratanga exercised by Māori, managed in the spirit of partnership for mutual benefit.
2. Protection
    a. EGGS is committed to meeting the specific needs of Māori by taking all reasonable and practical steps to protect te reo Māori, tikanga Māori, which underpins how tino rangatiratanga is exercised, mātauranga Māori, and taonga Māori.
3. Participation
    a. EGGS supports Māori participation in planning, policies, and decision-making that affect Māori needs and interests.
    b. EGGS is committed to delivering equitable outcomes for Māori.

Responsibilities

EGGS will:

1. Develop policies and practices for the School with consideration to tikanga Māori;
2. Provide opportunities for all students and staff to learn te reo Māori me ōna tikanga;
3. Monitor and support academic and co-curricular achievement of Māori students to foster a culture of excellence;
4. Monitor and support the well-being of Māori students and staff;
5. Celebrate significant Māori events that promote te reo Māori me ōna tikanga.

Policy Review

This policy was prepared/reviewed and presented to the School Board for endorsement on 26 August 2025 by the Māori and Pasifika Committee, and will be reviewed in accordance with the Board's programme of self-review.

Signed:

Tahei Simpson

Board Chair

Dated: *26 August 2025*

APPENDIX 1

Definitions

Te Tīriti O Waitangi	The version of the Treaty of Waitangi signed by Ngāti Whātua Ōrākei
Tangata whenua	Original inhabitants of Aotearoa before British colonisation
Mana whenua	Tangata whenua with authority over a specific location
Tikanga Māori	Customary practices, laws, principles, and values that underpin how tino rangatiratanga is exercised
Kawa	Protocols, etiquette
Kāwanatanga	Absolute authority
Tino rangatiratanga	Māori sovereignty
Te reo Māori	The Māori language
Mātauranga Māori	Māori knowledge, wisdom and understanding
Taonga Māori	A necklace (that is never removed), made of greenstone or bone
Me ōna tikanga	Including cultural practices, knowledge and beliefs