



# Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

## Mission Statement

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

## Values

*Courage, Aroha, Manawa Reka, Community*

## Strategic Direction 2026–9

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

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

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

Strategic Goals	Link to Board Primary Objective	Links to Educational Requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Epsom Girls Grammar School will be a place of excellence and opportunity.	All of section 127 (1) applies	NELP 1-5  The Literacy and Numeracy and Maths Strategy  Attendance and Engagement Strategy  Wellbeing in Education Strategy	A. Achieving personal standards of academic excellence for individual students and very high achievement goals for the whole school.	<ul style="list-style-type: none"> <li>– CAIE trialled to explore benefits for holistic student achievement.</li> <li>– Personal standards of excellence defined with family and tutor teacher at Student-led Conferences and recorded in KAMAR.</li> <li>– Consistency of teaching and resourcing within subject areas.</li> <li>– Direct instruction and the Science of Learning is formally adopted and appropriately implemented in each learning area.</li> <li>– Scholars Academies set up to cater to most academically able students.</li> </ul>	<ul style="list-style-type: none"> <li>– NCEA and CAIE achievement tracking.</li> <li>– Aspirations recorded in KAMAR after Student-led Conferences.</li> <li>– Curriculum scope and sequencing documents reflected in student resources and consistent teaching and resourcing within subject areas.</li> <li>– Assessments rewritten to accurately measure students' progress; this progress is reported to parents at least three times per year.</li> <li>– Increased number of Merit and Excellence endorsements and subject endorsements in NCEA, increased number of NZ Scholarships.</li> </ul>

		<p>The NZ Child and Wellbeing Strategy</p> <p>Ka Hikitia – Kāpaitia</p> <p>The Action Plan for Pacific Education 2020-2030</p>	<p>B. Providing opportunities for girls to thrive in our co-curricular programs, in participation and high-performance pathways.</p>	<ul style="list-style-type: none"> <li>- Develop a co-curricular strategic plan, in line with Sport Strategic Plan.</li> <li>- Encourage all staff to take a 'major' co-curricular activity/group.</li> <li>- Improve elite performance pathways and consistency of approach for premier teams/groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase numbers of students involved in all approved school co-curricular activities.</li> <li>- Increase numbers of staff involved in all approved school co-curricular activities.</li> <li>- Improved performances in premier sport/national competitions.</li> <li>- Improved facilities to cater for elite pathways.</li> </ul>
			<p>C. Clear and confident in who we are and where we are going – communicating this clearly and bringing the community on the journey with us.</p>	<ul style="list-style-type: none"> <li>- Brand strategy implemented across the school for internal and external communications.</li> <li>- Staff and student induction processes reviewed with feedback from new staff/students.</li> <li>- Student Growth Profile (SGP) developed that celebrates our values in action.</li> </ul>	<ul style="list-style-type: none"> <li>- Internal and external publications aligned with Brand.</li> <li>- Feedback collected from new staff/students 2026-2029.</li> <li>- Mechanism for recognizing progress in SGP.</li> </ul>
			<p>D. Authentic honouring of Te Tiriti o Waitangi</p>	<ul style="list-style-type: none"> <li>- Explore and develop initiatives that lift achievement for Māori students</li> <li>- Working in partnership with Kaumātua and Ngāti Whātua Ōrākei towards a formal MOU being developed.</li> <li>- Continual improvement in staff and students' confidence in active use of tikanga, waiata and karakia.</li> </ul>	<ul style="list-style-type: none"> <li>- Track achievement for Māori students</li> <li>- Staff and students learn new kawa, tikanga, waiata and karakia each year.</li> <li>- Resourcing of Kaiako to enable genuine progress to be made across the kura in our honouring of Te Tiriti o Waitangi (e.g. staff able to learn Te Reo at school, staff and students learning new waiata, karakia &amp; kupu each year).</li> </ul>
			<p>E. Teachers aspiring to personal standards of excellence in their practice and celebrated for outstanding performance.</p>	<ul style="list-style-type: none"> <li>- PGC process consolidated to include Teaching Standards and Professional Standards for Secondary Teachers.</li> <li>- EGGS Profile of Excellent Practice for Teaching developed.</li> <li>- Foundation Awards align with Co-curricular Strategic Plans to recognize staff members' service annually.</li> </ul>	<ul style="list-style-type: none"> <li>- Successful completion of reviewed PGC process, with evidence towards Teaching Standards and progress along Professional Standards for Secondary Teachers documented.</li> <li>- PD for staff and engagement in process around development of a Profile of Excellent Practice for Teaching at EGGS.</li> <li>- Annual awarding of Foundation Awards at Junior Prizegiving.</li> </ul>

			<p>F. Financial independence in order to create a legacy to support the next generation of EGGS students.</p>	<ul style="list-style-type: none"> <li>- Effective fundraising initiatives undertaken by the Foundation as part of the strategic financial plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Strategic Financial Plan developed that clarifies EGGS Foundation contributions annually.</li> <li>- Advancement Office established to implement and drive forward the Strategic Financial Plan.</li> </ul>
			<p>G. Progress towards the School's Campus Master Plan made.</p>	<ul style="list-style-type: none"> <li>- Next stage of the Campus Master Plan fundraised for and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>- Reporting to parents and opening of next stage of Campus Master Plan.</li> </ul>
<p>Epsom Girls Grammar School will be a place where students, staff, parents/caregivers and alumnae share a sense of belonging, purpose and service.</p>			<p>H. To empower students to achieve their aspirations now, to set them up for their future.</p>	<ul style="list-style-type: none"> <li>- Embed a timetable that enables equitable and excellent academic outcomes in the senior school.</li> <li>- Consistent tracking of student progress and attainment across all learning areas throughout the year and both formative and summative results reported to parents.</li> <li>- Develop an academic mentoring program that connects identified groups of students, their whanau and the School to significantly lift achievement.</li> </ul>	<ul style="list-style-type: none"> <li>- Year level attendance rates increase and monitored weekly and reported to the Board monthly according to EGGS Attendance Management Plan.</li> <li>- Timetable meets the learning needs of students across the school equitably.</li> <li>- Records of goals and conversations in KAMAR.</li> <li>- Tutorials and tutors clearly published and accessed by increasing numbers of students.</li> </ul>
			<p>I. To support staff to feel valued, heard and with an opportunity to grow excellent practice.</p>	<ul style="list-style-type: none"> <li>- Implement a walk-through tool and feedback opportunities for staff to make positive changes in their practice.</li> <li>- Develop models of good practice to support consistent quality teaching.</li> </ul>	<ul style="list-style-type: none"> <li>- Profile for excellent practice in teaching developed and walk-through tool implemented.</li> <li>- All teachers can describe what 'good practice' looks like at EGGS.</li> <li>- Students provide formal feedback to all teachers each year to better align experiences of teaching and learning at EGGS.</li> </ul>

			<p>J. To support parents to know that their daughters are achieving and feel a sense of belonging and purpose, confident that their service is valued.</p>	<ul style="list-style-type: none"> <li>- Hard copy reports developed and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>- Effectiveness of reporting to parents reviewed and benefits of hard copy reporting explored.</li> <li>- Student engagement inside and outside of the classroom reported to parents.</li> </ul>
			<p>K. To engage alumnae and support them to stay connected to the school, sharing their purpose and service with current students.</p>	<ul style="list-style-type: none"> <li>- Establish annual events that integrate the work of the School, the OGA and the EGGS Foundation.</li> </ul>	<ul style="list-style-type: none"> <li>- Successfully consolidated events from 2025, continue to develop (e.g. Mother, Daughter Breakfast, Giving Day)</li> <li>- New events introduced that connect to different groups of alumnae, providing mutual benefit professionally, as well as personally.</li> </ul>
<p>We will be a community that lives our values and shows integrity through our actions, acknowledging our differences and celebrating achievement.</p>			<p>L. Pastoral practices are robust, consistent and fair.</p>	<ul style="list-style-type: none"> <li>- Deans manual and Staff manual created that clearly communicate expectations for staff in following up on attendance, engagement or behaviour issues.</li> <li>- Transparency of expectations for students, staff and parents, with clear and consistent consequences for breaches.</li> </ul>	<ul style="list-style-type: none"> <li>- PD provided for all Deans and PGC completed annually to show ongoing improvement of consistent practice.</li> <li>- Published Fundamental School Rules and expectations, with follow-up, in each classroom.</li> <li>- System for consequences and follow-up for breaches established and implemented.</li> </ul>
			<p>M. School values of Courage, Aroha, Manawa Reka and Community in action.</p>	<ul style="list-style-type: none"> <li>- Staff and students demonstrate school values on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>- System created acknowledging values demonstrated and acknowledged in year-level assemblies, termly.</li> </ul>
			<p>N. Differences acknowledged and achievements celebrated.</p>	<ul style="list-style-type: none"> <li>- Respectful interactions between staff and students</li> <li>- Goals and 'work-ons' are explicit in each subject. Milestones are appropriately celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>- Alignment of students' and teachers' expectations of quality teaching and learning habits and systems.</li> <li>- Student leaders and the Student Council acknowledge and celebrate success and diversity of achievement.</li> </ul>