



Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

# Annual Report 2024

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EPSOM GIRLS GRAMMAR SCHOOL GIVING EFFECT TO TE TIRITI O WAITANGI

## Epsom Girls Grammar School – Annual Report 2024

*Whakataka te hau ki te uru  
Whakataka te hau ki te tonga  
Kia mākinakina ki uta  
Kia mātaratara ki tai  
E hī ake ana te atakura  
He tio, he huka, he hau hū,  
Tūturu ō whiti whakamaui kia tina, haumi ē, hui ē, tāiki ē*

*Prepare for the westerly  
Prepare for the southerly  
The shore is rough  
And the sea is bitterly cold  
The first rays of the red dawn pierce the night  
Bringing ice, snow and frost  
We are committed  
We unite in a common purpose*

The karakia *Whakataka Te Hau* frequently recited at EGGS is an apt observance of the new dawn we celebrated with the appointment of our new Principal, Mrs Brenda McNaughton.

Mrs McNaughton, together with the most diverse Board in the School's history, commenced setting the Strategic Plan for 2024 and 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, Curiosity, Community, Compassion*

In addition to the requirement for schools to actively plan and assess its performance according to key indicators, the Board raised the bar to:

- give *real and tangible* effect to Te Tiriti o Waitangi and *actively engage in the School's relationship with Ngāti Whātua Ōrākei*
- *dive deeper into meeting* National Education and Learning Priorities (NELP)
- ensure the needs of *all* students are met
- ensure the voices of *all* students *and their families* are heard
- implement teaching and learning programmes to provide *better* outcomes *for all*.

The Board sought data-driven insights from staff, students, their families and the wider EGGS community, gathered through hundreds of hours of interviews that were conducted early in 2024. The feedback showed an overwhelming pride in the School, and opportunities available to its students. It also helped the Board understand the expectations and desires of those that contributed.

Together with the Senior Leadership Team, the Board took that feedback to develop a strategic direction which is focussed on:

- **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.

Once the Strategic Plan was set, the Principal and her team put the Plan into action. By the conclusion of 2024, we observed:

- Tangible, reciprocal relationships with Ngāti Whātua Ōrākei with protocols developed to protect and engage in appropriate tikanga
- A significant increase in enrolments for 2025 from within the school zone and consistently strong numbers out of zone
- Improved school attendance and therefore teaching hours with the expected outcome of lifting achievement levels
- Pride in wearing the correct school uniform
- Greatly improved communication with parents and families
- Clearer reporting structures with weekly tracking of student achievement data
- Equitable academic achievement opportunities for all
- Increased visibility and support for co-curricular activities
- Better preparation of students to successfully navigate curriculum & qualification requirements for NCEA and tertiary study
- Mechanisms to further recognise staff members' exceptional practice

The Board appreciates that for some, the new direction may be challenging to old practices, but as a School, we must respond to the data which tells us unequivocally that change is necessary to meet the expectations of our School community.

That community includes Ngāti Whātua Ōrākei whom EGGS, along with the Crown, recognises as holding mana whenua. It is from them that we take our inspiration to embrace change, as uttered by the oracle Titai:

*He aha te hau e wawara mai?*

*He tiu, he raki*

*Nāna i ā mai te pūpūtarakihi ki uta*

*E tīkina atu e au te kotiu*

*Koia te pou, te pou whakairo*

*ka tū ki Waitematā*

*I ōku wairangi e*

*What is this murmuring wind?*

*It is a wind in the north*

*A wind that cast my nautilus shell ashore*

*I fetched the north wind*

*To establish the new order*

*at Waitematā*

*To bring enlightenment.*

Ngāti Whātua Ōrākei rangatira Apihai Te Kawau and Paora Tūhaere were strategic, reciprocal and resilient. They led their people through many challenges, always striving to secure a sustainable future for their people.

Epsom Girls Grammar School is situated on lands gifted by them for the establishment of the city of Auckland which, and is committed to the vision of those rangatira, of a bright and prosperous future.

We sought, we listened, and now we must deliver. We meet the challenge with dignity, courage and determination, to bring enlightenment, through trials to triumph, we unite in a common purpose.

Per Angusta, Ad Augusta.

Board Chair

Tahei Simpson

## Principal's Annual Report, 2024

In joining the school at the start of the academic year, the welcome of the Epsom Girls Grammar School community has been generous, heartfelt and truly appreciated. It is a privilege to lead our large, diverse and impressively talented group of students and staff. The legacy left by those who have gone before is significant for those of us working, serving and learning in the School. I sincerely thank the many old girls, our current staff, students and parents, and the Principal's and Headmistresses of Epsom Girls Grammar School who shared their stories and experiences of this richly historic and successful school. This colouring of the tapestry that is Epsom Girls Grammar School has helped me to fully appreciate the taonga, or treasure, that is valued most highly in our school community: to take girls' education seriously and to help grow young women of great character.

In February, we surveyed our community (students, staff, parents and alumnae) and it was pleasing to see so many commenting on themes placing value on excellence in educational outcomes and growing great character. This honest and insightful feedback from our community has helped us to target and prioritise areas for focus. The aspirations of our students continue to inspire us (staff) and the results of these joint endeavours are celebrated now and will be in years to come.

In order to support students' excellent educational outcomes and growing great character, the Schools' focus throughout the year has been on improving students regular attendance and setting explicit expectations for their personal standards (including grooming). The response of our students has been very encouraging and they are to be commended for such commitments.

Epsom Girls Grammar School has long been proud of the academic tradition and results that our students achieve in NCEA assessments. There is a current challenge however, with International and National research indicating falling levels of literacy and numeracy in New Zealand, including at Year 4 and Year 8 with statistically significant declines in mathematics scores for girls between 2018 and 2022 (PISA 2022, NMSSA 2019). We also note, that increasingly, students are arriving at secondary school with significant gaps in their learning of mathematics, lack of exposure to the wide variety of English texts, practical science experimentation, and musical instrument capability. Thus, to enable us to identify students' prior knowledge when they arrive at Epsom Girls, we will be reintroducing Mathematics, English and Reasoning entrance testing for Year 8 students, in 2024. Then using results from these tests we will be well placed to strategically target resourcing to ensure excellent and equitable educational outcomes.

### Messages of thanks

Of particular importance this year has been the exceptional work of the Epsom Girls Grammar School Board and their selfless service, in giving of their time and expertise, to the school. The Strategic Direction that has been developed, in consultation with the community and alongside the school's Senior Leadership Team has focusses on Performance, People and Pastoral; This direction provides a framework for our school as a place of excellence and a roadmap for creating an environment where all members of our community can share a sense of belonging, purpose and service. Thank you, for your governance and support of the School. You have gone above and beyond this year.

Throughout this year, it has been a delight to watch so many talented students in sports, the performing and visual arts, and in cultural expression. Thanks are extended to every student who has played leadership roles in teams or groups this year. The selfless leadership contributions of

so many of our students makes these co-curricular opportunities possible at our school. I also want to thank every student who took on the challenge set for them at the start of the year – to join a group, sign up for a sport and find a new group of friends and develop a new set of skills. This courage shown by so many of our students to sign up has yielded a more enriching experience for students as well as staff. It has also contributed to the knitting together of our community as we've shared and celebrated your successes throughout the year.

I want to thank staff for their significant support of all our students and families, and their support for me as a new Principal to the school. Many staff have given of their time outside of classes to prepare lessons and resources so that diverse learners within their classes could thrive. Many have also given of their time and talents to coach and manage sports, cultural and arts groups, you help make our school the exceptional place that it is. Thank you.

### Farewells

A special teacher who will retire this year after 33 years of teaching at Epsom Girls Grammar School, is Kalvir Martin. Kalvir has been part of our Social Sciences Faculty and the Commerce department and is Teacher in Charge of Legal Studies. She has taught many subjects in her time at Epsom and contributed to countless girls' lives both inside and outside of the classroom. Kalvir came to us from Carmel College, having taught there since 1978. The first thing that Kalvir noticed when she came to Epsom was the diversity of cultures and the richness that this offers to our learning community. She says that the strong sense of community, the respect we show each other and the levels of achievement that our students aspire to, have kept her at Epsom for so long. Kalvir has served the school as a dean for 26 years and loved her time in this role. Kalvir has been a treasure of Epsom Girls Grammar School and we will miss her professional warmth and charisma in the classroom and in the staffroom. We wish her every happiness in her retirement.

Another treasure of Epsom who is retiring this year is Deborah Orr, our current year 11 dean and long-serving music teacher and conductor. Deborah has been at Epsom Girls Grammar School since 2009 and brought with her a wealth of experience both in the classroom and in the pastoral space. Deborah describes the joy of creating beautiful music with wonderful students, and the great sense of achievement when that all comes together, as a particular taonga of her time at Epsom. We thank Deborah for her huge contribution to the music department and music performances at the school over the last 15 years and we also wish her well in her retirement.

### Final word

Education in New Zealand is seeing further change as national priorities shift and curriculum documents, along with their associated assessments, are reimagined. While we contribute to the national dialogue through subject associations and meetings directly with Ministers and advisory panels, Epsom Girls Grammar staff are determined that we will continue to offer the challenge and academic rigour that students and parents have long expected of our school. We are confident that we have the expertise and resourcing to care for Epsom Girls into the next phase of curriculum design in New Zealand. We also look forward to the opportunities that will continue to be available to young women who attend and engage with their learning every day, always give of their best, and demonstrate our values – of Courage, Compassion, Curiosity, and Community.

Per Angusta, Ad Augusta



## Annual Plan 2024

### Mission Statement

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

### Values

Courage, Curiosity, Community, Compassion

### Strategic Direction 2024-25

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

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

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

High quality teaching & learning			
Continual Improvement		Attendance & Engagement	Community Connection
OBJECTIVES	<ul style="list-style-type: none"> <li>• Achieve personal standards of excellence for all students</li> <li>• Support culturally sustaining and inclusive classrooms based on strong learning relationships</li> <li>• Prepare students, and programmes of work, to successfully navigate curriculum &amp; qualification requirements of NCEA (including foundational literacy and numeracy skills required)</li> </ul>	<ul style="list-style-type: none"> <li>• Improve attendance rates across all year levels</li> <li>• Explore the range of pastoral support and structures that could reduce barriers to students' regular attendance &amp; engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan consultation</li> <li>• Working in partnership with Kaumātua &amp; Ngāti Whātua Ōrākei</li> <li>• To support parents to know that their daughters are achieving &amp; feel a sense of belonging &amp; purpose, confident that their service is valued.</li> <li>• Heritage Committee established</li> <li>• Brand Strategy developed</li> <li>• Financial independence structures developed</li> </ul>
ACTIONS	<ul style="list-style-type: none"> <li>• Develop the record of PGCs to more specifically cover key elements of the Teaching Standards</li> <li>• Redesign Student-led Conferences so all students reflect &amp; set goals based on progress in each subject</li> <li>• Weekly tracking of student achievement data by LADs/DPs to identify support needs early</li> <li>• Develop profile of excellence in professional practice for EGGS staff</li> <li>• Develop profile of excellence in learning for EGGS students</li> <li>• Increase profile of co-curricular performance through new reporting structures</li> <li>• Investigate enablers to increase staff co-curricular involvement</li> <li>• Restructure Foundation Awards to include recognition of staff member's exceptional practice on an annual basis</li> </ul>	<ul style="list-style-type: none"> <li>• Review impact of senior study periods on patterns of student attendance</li> <li>• Develop clear reporting structures &amp; consequences for attendance</li> <li>• Review systems and structures for monitoring and following up on attendance</li> <li>• Communicate with parents about reviewed attendance expectations</li> <li>• Refine pastoral processes to clearly communicate consistent expectations for attendance, uniform &amp; behaviour, including consequences for breaches</li> <li>• Staff and students demonstrate school values on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>• Draft strategic plan with feedback from community</li> <li>• Written protocols developed to support consistency &amp; protect continuity of Tikanga</li> <li>• Implement external communications in line with brand strategy process</li> <li>• Establish parameters and procedures for Heritage Committee, working alongside OGA and Foundation</li> <li>• Create Heritage Committee</li> <li>• Investigate features and benefits of EGGS and interview stakeholders</li> <li>• Refresh brand and align signage and publications</li> <li>• Annual electronic digital messaging (eDM) schedule developed with templated messages</li> <li>• Effective fundraising initiatives undertaken by the Foundation as part of the strategic financial plan</li> </ul>



PROFESSIONAL LEARNING	<ul style="list-style-type: none"> <li>• Use of new PGC template, reflecting on achievement, setting goals</li> <li>• Inquiry cycle and gathering evidence of improved practice</li> <li>• Engage in work towards creating a profile for excellent teaching at EGGS</li> <li>• Student-led Conferences supports</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor teachers, deans and pastoral team to use attendance systems and processes to monitor and follow up on attendance &amp; engagement</li> <li>• All staff PLD for recording and following up on attendance &amp; engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback given toward strategic plan and brand strategy process</li> <li>• Clarity around protocols endorsed by Kaumātua &amp; Ngāti Whātua Ōrākei for staff</li> </ul>
MEASURABLE OUTCOMES	<ul style="list-style-type: none"> <li>• Year 9-10 end-of-year common assessment shows 75% at or above year level appropriate Curriculum level</li> <li>• Year 11 95% Achieved or better grades; 75% Merit or Excellence grades</li> <li>• Year 12 93% achieve NCEA Level 2; 70% Merit or Excellence grades</li> <li>• Year 13 90% achieve NCEA Level 3; 60% Merit or Excellence grades</li> <li>• 75% University Entrance achievement</li> <li>• 35% Excellence endorsement Level 2</li> <li>• 35% Excellence endorsement Level 3</li> <li>• Māori students achieve equity of academic outcomes for junior and senior courses</li> <li>• Pasifika students achieve equity of academic outcomes for junior and senior courses</li> <li>• Students with special learning needs achieve their personalised academic goals for the year</li> <li>• 95% of leavers achieve at least NCEA Level 2</li> <li>• Feedback from Student-led Conference analysed</li> <li>• LADs/DPs report departmental achievement against Annual Charter Targets termly</li> <li>• Increase numbers of students and staff involved in established co-curricular activities</li> <li>• Inaugural Foundation Awards presented to staff</li> </ul>	<ul style="list-style-type: none"> <li>• Year 9 80% regular attendance</li> <li>• Year 10 80% regular attendance</li> <li>• Year 11 80% regular attendance</li> <li>• Year 12 70% regular attendance</li> <li>• Year 13 70% regular attendance</li> <li>• Records of restorative practices in SMS &amp; regular monitoring of instances of breaches</li> <li>• Initiative cards created acknowledging values demonstrated &amp; implemented termly</li> <li>• Year Level attendance rates reported by DPs against Annual Charter Targets on a termly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Written protocols, endorsed by Kaumātua &amp; Ngāti Whātua Ōrākei, are part of staff induction program &amp; handbook</li> <li>• Principal to provide regular, on-brand external communications, including electronic Direct Messaging (eDM) and bulletins</li> <li>• Brand Strategy complete</li> <li>• Website traffic baseline engagement throughout the year recorded</li> <li>• Stories of 10 Old Girls created and recorded</li> <li>• Measurement of funds and friend-numbers raised</li> </ul>

# EPSOM GIRLS GRAMMAR SCHOOL

## CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### 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](mailto:office@eggs.school.nz)

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Tahei Simpson	Presiding Member	Tri-ennial Election	Sep-25
Brenda McNaughton	Principal	Ex-officio	
Ria Pou	Whānau Rep	Co-opted	Sep-25
Sara Tuitupou	Pasifika Rep	Co-opted	Sep-25
Jasmine Huang	Student Rep	Annual Election	Sep-25
Rachel Heeney	Staff Rep	Tri-ennial Election	Sep-25
Michael Alofa	Parent Rep	Tri-ennial Election	Sep-25
Murray Burt	Parent Rep	Tri-ennial Election	Sep-25
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-25
Tovia Va'aelua	Parent Rep / Deputy Board Chair	Tri-ennial Election	Sep-25

#### Accountant / Service Provider:

Edtech Financial Services

# Epsom Girls Grammar School

Consolidated Annual Financial Statements - For the year ended 31 December 2024

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# Epsom Girls Grammar School

## Statement of Responsibility

For the year ended 31 December 2024

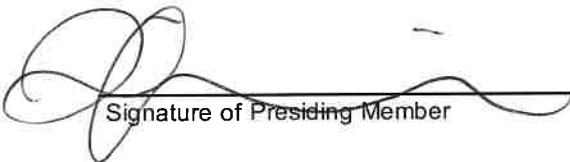
The Board accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated financial statements.

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 group's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the group.

The Group's 2023 consolidated financial statements are authorised for issue by the Board.

Taher Simpson  
Full Name of Presiding Member

  
Signature of Presiding Member

30/5/25  
Date:

Brada McNaughton  
Full Name of Principal

  
Signature of Principal

30/5/25  
Date:

# Epsom Girls Grammar School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	School 2024 Budget (Unaudited)	2023	2024	Group 2024 Budget (Unaudited)	2023
	Notes	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
<b>Revenue</b>							
Government Grants	2	27,639,508	24,979,718	26,581,519	27,639,508	24,979,718	26,581,519
Locally Raised Funds	3	5,533,983	5,579,305	4,577,289	5,662,088	5,579,305	4,686,097
Interest		394,022	300,000	339,870	596,091	300,000	473,275
Hostel	4	2,335,791	2,252,254	2,134,258	2,335,791	2,252,254	2,134,258
<b>Total Revenue</b>		<b>35,903,304</b>	<b>33,111,277</b>	<b>33,632,936</b>	<b>36,233,478</b>	<b>33,111,277</b>	<b>33,875,149</b>
<b>Expense</b>							
Locally Raised Funds	3	3,109,034	3,017,418	2,654,414	3,153,548	3,017,418	2,667,464
Hostel	4	2,078,855	2,118,092	2,048,184	2,078,855	2,118,092	2,048,184
Learning Resources	5	18,967,523	17,308,190	18,593,610	18,969,523	17,308,190	18,595,610
Administration	6	1,439,867	1,301,727	1,257,008	1,560,228	1,301,727	1,338,702
Interest		50,410	53,000	49,501	50,410	53,000	49,501
Property	7	9,771,343	9,082,965	9,196,221	9,771,343	9,082,965	9,196,221
Loss on Disposal of Property, Plant and Equipment		9,843	-	5,361	9,843	-	5,361
<b>Total Expense</b>		<b>35,426,875</b>	<b>32,881,392</b>	<b>33,804,299</b>	<b>35,593,750</b>	<b>32,881,392</b>	<b>33,901,043</b>
<b>Net Surplus/Deficit for the year</b>		<b>476,429</b>	<b>229,885</b>	<b>(171,363)</b>	<b>639,728</b>	<b>229,885</b>	<b>(25,894)</b>
<b>Other Comprehensive Revenue and Expense</b>							
<b>Total other comprehensive revenue and expense</b>		-	-	-	-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>476,429</b>	<b>229,885</b>	<b>(171,363)</b>	<b>639,728</b>	<b>229,885</b>	<b>(25,894)</b>

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



# Epsom Girls Grammar School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

		2024	School 2024	2023	2024	Group 2024	2023
	Notes	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
<b>Equity at 1 January</b>		18,183,430	18,183,430	18,354,681	19,574,203	18,183,430	19,599,985
Total comprehensive revenue and expense for the year		476,429	229,885	(171,363)	639,728	229,885	(25,894)
Contribution - Furniture and Equipment Grant		217,743	-	112	217,743	-	112
<b>Equity at 31 December</b>		<b>18,877,602</b>	<b>18,413,315</b>	<b>18,183,430</b>	<b>20,431,674</b>	<b>18,413,315</b>	<b>19,574,203</b>
Accumulated comprehensive revenue and expense		18,877,602	18,413,315	18,183,430	20,431,674	18,413,315	19,574,203
<b>Equity at 31 December</b>		<b>18,877,602</b>	<b>18,413,315</b>	<b>18,183,430</b>	<b>20,431,674</b>	<b>18,413,315</b>	<b>19,574,203</b>
<b>Reserve Movements Analysis</b>							
<b>Accumulated Comprehensive Revenue and Expense</b>							
Balance at 1 January		18,183,430	18,183,430	18,354,681	19,574,203	18,183,430	19,599,985
Furniture & Equipment grant		217,743	-	112	217,743	-	112
Surplus / (Deficit) for the year		476,429	229,885	(171,363)	639,728	229,885	(25,894)
Balance 31 December		<b>18,877,602</b>	<b>18,413,315</b>	<b>18,183,430</b>	<b>20,431,674</b>	<b>18,413,315</b>	<b>19,574,203</b>
<b>Total Equity</b>		<b>18,877,602</b>	<b>18,413,315</b>	<b>18,183,430</b>	<b>20,431,674</b>	<b>18,413,315</b>	<b>19,574,203</b>

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

# Epsom Girls Grammar School

## Statement of Financial Position

As at 31 December 2024

		2024	School 2024	2023	2024	Group 2024	2023
	Notes	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
<b>Current Assets</b>							
Cash and Cash Equivalents	8	841,420	875,714	1,213,711	874,527	875,714	1,297,554
Accounts Receivable	9	1,694,548	1,450,000	1,583,131	1,697,048	1,450,000	1,585,631
GST Receivable		23,582	80,000	80,566	28,516	80,000	80,833
Prepayments		405,755	450,000	447,131	405,755	450,000	447,131
Inventories	10	224,673	200,000	212,885	224,673	200,000	212,885
Investments	11	7,000,000	4,500,000	5,500,000	7,000,000	4,500,000	5,500,000
Funds receivable for Capital Works Projects	18	201,189	-	121,780	201,189	-	121,780
		10,391,167	7,555,714	9,159,204	10,431,708	7,555,714	9,245,814
<b>Current Liabilities</b>							
Accounts Payable	13	2,277,411	2,280,000	2,337,187	2,281,369	2,280,000	2,371,134
Revenue Received in Advance	14	3,142,781	2,650,000	2,616,578	3,142,781	2,650,000	2,694,961
Provision for Cyclical Maintenance	15	276,694	340,000	224,022	276,694	340,000	224,022
Finance Lease Liability	16	213,954	205,000	174,923	213,954	205,000	174,923
Funds held in Trust	17	1,443,138	1,000,000	1,169,184	1,443,138	1,000,000	1,169,184
Funds held for Capital Works Projects	18	41,300	-	283,906	41,300	-	283,906
		7,395,278	6,475,000	6,805,800	7,399,236	6,475,000	6,918,130
<b>Working Capital Surplus</b>		2,995,889	1,080,714	2,353,404	3,032,472	1,080,714	2,327,684
<b>Non-current Assets</b>							
Investments	11	-	-	-	1,514,822	-	1,411,826
Property, Plant and Equipment	12	16,665,104	17,852,601	16,277,912	16,667,771	17,852,601	16,282,579
Capital Works in Progress	12	-	-	338,408	-	-	338,408
		16,665,104	17,852,601	16,616,320	18,182,593	17,852,601	18,032,813
<b>Non-current Liabilities</b>							
Provision for Cyclical Maintenance	15	483,336	285,000	523,413	483,336	285,000	523,413
Finance Lease Liability	16	300,055	235,000	262,881	300,055	235,000	262,881
		783,391	520,000	786,294	783,391	520,000	786,294
<b>Net Assets</b>		18,877,602	18,413,315	18,183,430	20,431,674	18,413,315	19,574,203
<b>Equity:</b>							
Accumulated comprehensive revenue and expense		18,877,602	18,413,315	18,183,430	20,431,674	18,413,315	19,574,203
<b>Total Equity</b>		18,877,602	18,413,315	18,183,430	20,431,674	18,413,315	19,574,203

The above Consolidated 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 2024

		2024	School 2024 Budget (Unaudited)	2023	2024	Group 2024 Budget (Unaudited)	2023
	Notes	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
<b>Cash flows from Operating Activities</b>							
Government Grants		5,286,538	5,064,233	4,909,011	5,286,538	5,064,233	4,984,123
Locally Raised Funds		3,596,213	3,575,026	3,110,995	3,645,935	3,575,026	3,144,691
Hostel		2,208,344	2,361,031	2,328,546	2,208,344	2,361,031	2,328,546
International Students		2,667,271	2,075,269	1,995,844	2,667,271	2,075,269	1,995,844
Goods and Services Tax (net)		56,984	566	(98,505)	52,317	566	(98,109)
Payments to Employees		(4,981,582)	(5,078,101)	(4,535,648)	(5,018,552)	(5,078,101)	(4,577,982)
Payments to Suppliers		(6,861,823)	(6,815,655)	(5,911,417)	(7,019,717)	(6,815,655)	(5,911,999)
Interest Paid		(50,410)	(53,000)	(49,501)	(50,410)	(53,000)	(49,501)
Interest Received		314,381	298,029	273,129	516,450	298,029	406,534
Net cash from the Operating Activities		2,235,916	1,427,398	2,022,454	2,288,176	1,427,398	2,222,147
<b>Cash flows from Investing Activities</b>							
Purchase of Property Plant & Equipment		(1,062,553)	(2,206,281)	(1,407,393)	(1,062,553)	(2,206,281)	(1,407,393)
Purchase of Investments		(1,500,000)	-	(500,000)	(1,602,996)	-	(624,917)
Proceeds from Sale of Investments		-	1,000,000	-	-	1,000,000	-
Net cash to the Investing Activities		(2,562,553)	(1,206,281)	(1,907,393)	(2,665,549)	(1,206,281)	(2,032,310)
<b>Cash flows from Financing Activities</b>							
Furniture and Equipment Grant		217,743	-	112	217,743	-	112
Finance Lease Payments		(215,336)	(227,804)	(195,449)	(215,336)	(227,804)	(195,449)
Funds Administered on Behalf of Other Parties		(48,061)	(331,310)	268,329	(48,061)	(331,310)	268,329
Net cash from / (to) Financing Activities		(45,654)	(559,114)	72,992	(45,654)	(559,114)	72,992
<b>Net increase/(decrease) in Cash and Cash Equivalents</b>		<b>(372,291)</b>	<b>(337,997)</b>	<b>188,053</b>	<b>(423,027)</b>	<b>(337,997)</b>	<b>262,829</b>
Cash and cash equivalents at the beginning of the year	8	1,213,711	1,213,711	1,025,658	1,297,554	1,213,711	1,034,725
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>841,420</b>	<b>875,714</b>	<b>1,213,711</b>	<b>874,527</b>	<b>875,714</b>	<b>1,297,554</b>

The Consolidated 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 Consolidated 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 2024

		2024	SCHOOL	2023	2024	GROUP	2023
	Notes	Actual	2024 Budget (Unaudited)	Actual	Actual	2024 Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
<b>Net Surplus / (Deficit) for the Year</b>		476,429	229,885	(171,363)	639,728	229,885	(25,894)
		476,429	229,885	(171,363)	639,728	229,885	(25,894)
<b>Add Non-Cash Items:</b>							
Depreciation		1,295,467	1,200,000	1,169,510	1,297,467	1,200,000	1,171,510
Non-Cash Movement in Cyclical Maintenance Provision		192,782	165,000	218,614	192,782	165,000	218,614
		1,488,249	1,365,000	1,388,124	1,490,249	1,365,000	1,390,124
<b>Add/(Less) Movements in other working capital Items:</b>							
(Increase)/Decrease in Accounts Receivable including Teachers Salaries		(111,417)	133,131	(285,253)	(111,417)	133,131	(264,130)
(Increase)/Decrease in Prepayments		41,376	(2,869)	(121,004)	41,376	(2,869)	(121,004)
(Increase)/Decrease in Stock		(11,788)	12,885	(7,831)	(11,788)	12,885	(7,831)
Increase/(Decrease) in Accounts Payable		(49,933)	(57,187)	634,664	(79,922)	(57,187)	665,261
Increase/(Decrease) in Net GST		56,984	566	(98,505)	52,317	566	(98,109)
Increase/(Decrease) in Revenue in Advance		526,203	33,422	901,187	447,820	33,422	901,295
Increase/(Decrease) in Cyclical Maintenance Provision		(180,187)	(287,435)	(217,565)	(180,187)	(287,435)	(217,565)
		271,238	(167,487)	805,693	158,199	(167,487)	857,917
<b>Net Cash Flow from Operating activities</b>		2,235,916	1,427,398	2,022,454	2,288,176	1,427,398	2,222,147

The above Consolidated 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 Group Financial Statements**

For the year ended 31 December 2024

### **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. The Epsom Girls Grammar School (the 'Group') consists of Epsom Girls Grammar School and its controlled entity. The controlled entity is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

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

#### **b) Basis of Preparation**

##### ***Reporting Period***

The consolidated financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

##### ***Basis of Preparation***

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

##### ***Basis of Consolidation***

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

##### ***Controlled Entities***

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

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

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

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



# **Epsom Girls Grammar School**

## **Notes to the Group Financial Statements**

For the year ended 31 December 2024

### ***PBE Accounting Standards***

The Group qualifies for Tier 1 as the group is not publicly accountable and is considered large as it falls within the expenditure threshold exceeding \$33 million per year.

### ***Measurement Base***

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

### ***Presentation Currency***

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

### ***Specific Accounting Policies***

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

### ***Critical Accounting Estimates And Assumptions***

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

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

### ***Cyclical maintenance***

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

### ***Useful lives of property, plant and equipment***

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

# **Epsom Girls Grammar School**

## **Notes to the Group Financial Statements**

For the year ended 31 December 2024

### ***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.

#### *Consolidation of entities*

The Group consolidates entities based on whether the School has established control of the entity. The entities which are controlled are disclosed at Note 26.

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

# **Epsom Girls Grammar School**

## **Notes to the Group Financial Statements**

### **For the year ended 31 December 2024**

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

#### **d) Operating Lease Payments**

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



# **Epsom Girls Grammar School**

## **Notes to the Group Financial Statements**

For the year ended 31 December 2024

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

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

### **j) Property, Plant and Equipment**

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

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

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

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Consolidated Statement of Comprehensive Revenue and Expense.

### **Finance Leases**

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

# Epsom Girls Grammar School

## Notes to the Group Financial Statements

For the year ended 31 December 2024

### **Depreciation**

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

The estimated useful lives of the assets are:

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

Non cash generating assets

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

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

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

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

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

### **l) Accounts Payable**

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

# **Epsom Girls Grammar School**

## **Notes to the Group Financial Statements**

For the year ended 31 December 2024

### **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 Group to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

### **o) Funds Held in Trust**

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

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

### **p) Funds Held for Capital Works**

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

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



# **Epsom Girls Grammar School**

## **Notes to the Group Financial Statements**

For the year ended 31 December 2024

### **q) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the Group sites in a state of good order and repair.

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

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

### **r) Financial Instruments**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **t) Budget Figures**

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

### **u) Services Received In-kind**

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

**Epsom Girls Grammar School**  
**Notes to the Group Financial Statements**  
For the year ended 31 December 2024

**2. Government Grants**

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	5,287,301	5,064,171	4,875,809	5,287,301	5,064,171	4,875,809
Teachers' Salaries Grants	14,145,737	12,277,632	14,069,795	14,145,737	12,277,632	14,069,795
Use of Land and Buildings Grants	8,144,454	7,579,915	7,577,651	8,144,454	7,579,915	7,577,651
Other Government Grants	62,016	58,000	58,264	62,016	58,000	58,264
	<b>27,639,508</b>	<b>24,979,718</b>	<b>26,581,519</b>	<b>27,639,508</b>	<b>24,979,718</b>	<b>26,581,519</b>

**3. Locally Raised Funds**

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

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>						
Donations and Bequests	1,108,125	1,219,200	992,823	1,191,874	1,219,200	1,073,902
Fundraising & Community Grants	109,371	91,400	86,531	150,031	91,400	106,383
Fees for Extra Curricular Activities	756,342	690,544	586,404	756,342	690,544	586,404
Acquatic Centre	419,086	415,000	417,963	419,086	415,000	417,963
Other Revenue	-	-	-	3,696	-	7,877
Trading	859,987	808,700	828,726	859,987	808,700	828,726
Raye Freedman Centre	330,812	276,900	302,004	330,812	276,900	302,004
International Student Fees	1,950,260	2,077,561	1,362,838	1,950,260	2,077,561	1,362,838
	<b>5,533,983</b>	<b>5,579,305</b>	<b>4,577,289</b>	<b>5,662,088</b>	<b>5,579,305</b>	<b>4,686,097</b>
<b>Expenses</b>						
Extra Curricular Activities Costs	649,217	577,335	519,706	649,217	577,335	519,706
Trading	526,783	472,400	498,170	526,783	472,400	498,170
Acquatic Centre	420,418	402,211	379,793	420,418	402,211	379,793
Fundraising and Community Grant Costs	-	-	-	14,177	-	13,050
Raye Freedman Centre	274,746	301,122	229,052	305,083	301,122	229,052
International Student - Student Recruitment	224,146	213,913	132,355	224,146	213,913	132,355
International Student - Employee Benefit - Salaries	853,332	872,285	773,371	853,332	872,285	773,371
International Student - Other Expenses	160,392	178,152	121,967	160,392	178,152	121,967
	<b>3,109,034</b>	<b>3,017,418</b>	<b>2,654,414</b>	<b>3,153,548</b>	<b>3,017,418</b>	<b>2,667,464</b>
<i>Surplus for the year Locally Raised Funds</i>	<b>2,424,949</b>	<b>2,561,887</b>	<b>1,922,875</b>	<b>2,508,540</b>	<b>2,561,887</b>	<b>2,018,633</b>

**Epsom Girls Grammar School**  
**Notes to the Group Financial Statements**  
For the year ended 31 December 2024

**4. Hostel Revenue and Expenses**

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>						
Hostel Fees	1,930,274	1,888,520	1,745,431	1,930,274	1,888,520	1,745,431
Other Revenue	405,517	363,734	388,827	405,517	363,734	388,827
	2,335,791	2,252,254	2,134,258	2,335,791	2,252,254	2,134,258
<b>Expenses</b>						
Other Hostel Expenses	382,925	393,623	351,056	382,925	393,623	351,056
Administration	184,649	241,107	155,287	184,649	241,107	155,287
Property	248,198	272,600	325,631	248,198	272,600	325,631
Depreciation	273,066	233,000	245,200	273,066	233,000	245,200
Employee Benefit - Salaries	990,017	977,762	971,010	990,017	977,762	971,010
	2,078,855	2,118,092	2,048,184	2,078,855	2,118,092	2,048,184
<i>Surplus for the year Hostel</i>	256,936	134,162	86,074	256,936	134,162	86,074

**5. Learning Resources**

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	1,100,511	1,132,509	1,047,405	1,100,511	1,132,509	1,047,405
Equipment Repairs	3,877	18,000	17,263	3,877	18,000	17,263
Information and Communication Technology	683,960	699,974	649,391	683,960	699,974	649,391
Library Resources	166,979	186,850	177,295	166,979	186,850	177,295
Employee Benefits - Salaries	15,924,320	14,203,857	15,716,823	15,924,320	14,203,857	15,716,823
Staff Development	65,475	100,000	61,123	65,475	100,000	61,123
Depreciation	1,022,401	967,000	924,310	1,024,401	967,000	926,310
	18,967,523	17,308,190	18,593,610	18,969,523	17,308,190	18,595,610

**6. Administration**

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fee	22,967	17,329	16,497	25,360	17,329	18,820
Board Fees and Expenses	143,828	52,500	132,727	143,828	52,500	132,727
Communication	101,102	117,106	87,881	101,102	117,106	87,881
Consumables	(44,013)	(31,500)	(28,385)	(44,013)	(31,500)	(28,385)
Operating Lease	(313)	8,500	(8,561)	(313)	8,500	(8,561)
Legal Fees	32,172	-	-	32,172	-	-
Other Administration Expenses	59,576	59,500	60,061	138,999	59,500	95,138
Employee Benefits - Salaries	1,033,320	975,400	921,813	1,070,290	975,400	964,147
Insurance	67,647	75,892	52,896	67,647	75,892	52,896
Service Providers, Contractors and Consultancy	23,581	27,000	22,079	25,156	27,000	24,039
	1,439,867	1,301,727	1,257,008	1,560,228	1,301,727	1,338,702



**Epsom Girls Grammar School**  
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For the year ended 31 December 2024

**7. Property**

	<b>2024</b>	<b>School</b>	<b>2023</b>	<b>2024</b>	<b>Group</b>	<b>2023</b>
	<b>Actual</b>	<b>2024</b>	<b>Actual</b>	<b>Actual</b>	<b>2024</b>	<b>Actual</b>
	<b>\$</b>	<b>Budget</b>	<b>\$</b>	<b>\$</b>	<b>Budget</b>	<b>\$</b>
		<b>(Unaudited)</b>			<b>(Unaudited)</b>	
		<b>\$</b>			<b>\$</b>	
Caretaking and Cleaning Consumables	383,404	392,000	394,328	383,404	392,000	394,328
Consultancy and Contract Services	261,246	214,500	260,325	261,246	214,500	260,325
Cyclical Maintenance Provision	192,782	165,000	218,614	192,782	165,000	218,614
Grounds	39,005	30,250	28,444	39,005	30,250	28,444
Heat, Light and Water	269,066	248,000	242,471	269,066	248,000	242,471
Rates	-	800	-	-	800	-
Repairs and Maintenance	78,312	75,000	107,859	78,312	75,000	107,859
Use of Land and Buildings	8,144,454	7,579,915	7,577,651	8,144,454	7,579,915	7,577,651
Security	85,035	57,500	56,987	85,035	57,500	56,987
Employee Benefits - Salaries	318,039	320,000	309,542	318,039	320,000	309,542
	<b>9,771,343</b>	<b>9,082,965</b>	<b>9,196,221</b>	<b>9,771,343</b>	<b>9,082,965</b>	<b>9,196,221</b>

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**

	<b>2024</b>	<b>School</b>	<b>2023</b>	<b>2024</b>	<b>Group</b>	<b>2023</b>
	<b>Actual</b>	<b>2024</b>	<b>Actual</b>	<b>Actual</b>	<b>2024</b>	<b>Actual</b>
	<b>\$</b>	<b>Budget</b>	<b>\$</b>	<b>\$</b>	<b>Budget</b>	<b>\$</b>
		<b>(Unaudited)</b>			<b>(Unaudited)</b>	
		<b>\$</b>			<b>\$</b>	
Bank Accounts	841,420	875,714	1,213,711	874,527	875,714	1,297,554
Cash and cash equivalents for Consolidated Statement of Cash Flows	841,420	875,714	1,213,711	874,527	875,714	1,297,554

Of the \$874,527 Cash and Cash Equivalents, \$41,300 is held by the Group on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2025 on Crown owned Group buildings.

Of the \$874,527 Cash and Cash Equivalents, \$1,000 of unspent grant funding is held by the Group. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Other restrictions on cash that may require disclosure include funds held in trust and international fees as disclosed in note 17 and certain revenue received in advance as disclosed in note 14.

**Epsom Girls Grammar School**  
**Notes to the Group Financial Statements**  
For the year ended 31 December 2024

**9. Accounts Receivable**

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	169,494	100,000	193,295	171,994	100,000	195,795
Receivables from the Ministry of Education	5,841	-	75,112	5,841	-	75,112
Interest Receivable	177,670	100,000	98,029	177,670	100,000	98,029
Teacher Salaries Grant Receivable	1,341,543	1,250,000	1,216,695	1,341,543	1,250,000	1,216,695
	<u>1,694,548</u>	<u>1,450,000</u>	<u>1,583,131</u>	<u>1,697,048</u>	<u>1,450,000</u>	<u>1,585,631</u>
Receivables from Exchange Transactions	347,164	200,000	291,324	349,664	200,000	293,824
Receivables from Non-Exchange Transactions	1,347,384	1,250,000	1,291,807	1,347,384	1,250,000	1,291,807
	<u>1,694,548</u>	<u>1,450,000</u>	<u>1,583,131</u>	<u>1,697,048</u>	<u>1,450,000</u>	<u>1,585,631</u>

The Ageing Profile of Receivables at year end is detailed below

	2024 Actual School			2023 Actual School		
	Gross \$	Impairment \$	Net \$	Gross \$	Impairment \$	Net \$
Not Past Due	155,058	-	155,058	130,596	-	130,596
Past Due 1 - 30 Days	4,847	-	4,847	56,187	-	56,187
Past Due 31 - 60 Days	-	-	-	63,952	-	63,952
Past Due 61 - 90 Days	15,580	-	15,580	-	-	-
Past Due over 90 Days	(150)	-	(150)	17,672	-	17,672
Total	<u>175,335</u>	<u>-</u>	<u>175,335</u>	<u>268,407</u>	<u>-</u>	<u>268,407</u>

**10. Inventories**

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	8,783	10,000	9,016	8,783	10,000	9,016
School Uniforms	188,257	165,000	174,984	188,257	165,000	174,984
School Memorabilia	27,633	25,000	28,885	27,633	25,000	28,885
	<u>224,673</u>	<u>200,000</u>	<u>212,885</u>	<u>224,673</u>	<u>200,000</u>	<u>212,885</u>

**11. Investments**

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

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset						
Short-term Bank Deposits	7,000,000	4,500,000	5,500,000	7,000,000	4,500,000	5,500,000
	<u>7,000,000</u>	<u>4,500,000</u>	<u>5,500,000</u>	<u>7,000,000</u>	<u>4,500,000</u>	<u>5,500,000</u>
Non-current Asset						
Long-term Bank Deposits	-	-	-	1,514,822	-	1,411,826
Total Investments	<u>7,000,000</u>	<u>4,500,000</u>	<u>5,500,000</u>	<u>8,514,822</u>	<u>4,500,000</u>	<u>6,911,826</u>



**Epsom Girls Grammar School**  
**Notes to the Group Financial Statements**  
For the year ended 31 December 2024

**12. Property, Plant and Equipment**

**GROUP**

	Opening Balance (Net Book Value)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2024						
Building Improvements	6,404,030	95,956	-	-	(236,911)	<b>6,263,075</b>
Hostel	6,751,214	700,737	(2,542)	-	(273,066)	<b>7,176,343</b>
Furniture and Equipment	2,282,410	341,126	(5,527)	-	(332,287)	<b>2,285,722</b>
Information and Communication Technology	360,550	118,360	-	-	(211,012)	<b>267,898</b>
Motor Vehicles	-	135,635	-	-	(14,694)	<b>120,941</b>
Leased Assets	399,908	291,541	-	-	(218,017)	<b>473,432</b>
Library Resources	84,467	9,147	(1,774)	-	(11,480)	<b>80,360</b>
<b>Balance at 31 December 2024</b>	<b>16,282,579</b>	<b>1,692,502</b>	<b>(9,843)</b>	<b>-</b>	<b>(1,297,467)</b>	<b>16,667,771</b>

**GROUP**

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	9,109,018	(2,845,943)	6,263,075	9,013,066	(2,609,036)	6,404,030
Hostel	9,693,590	(2,517,247)	7,176,343	8,995,622	(2,244,408)	6,751,214
Furniture and Equipment	6,523,620	(4,237,898)	2,285,722	6,196,550	(3,914,140)	2,282,410
Information and Communication Technology	4,154,145	(3,886,247)	267,898	4,035,785	(3,675,235)	360,550
Motor Vehicles	135,635	(14,694)	120,941	-	-	-
Leased Assets	1,112,347	(638,915)	473,432	874,207	(474,299)	399,908
Library Resources	299,374	(219,014)	80,360	296,454	(211,987)	84,467
<b>Balance at 31 December</b>	<b>31,027,729</b>	<b>(14,359,958)</b>	<b>16,667,771</b>	<b>29,411,684</b>	<b>(13,129,105)</b>	<b>16,282,579</b>

**Epsom Girls Grammar School**  
**Notes to the Group Financial Statements**  
For the year ended 31 December 2024

**SCHOOL**

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2024</b>						
Building Improvements	6,404,030	95,956	-	-	(236,911)	<b>6,263,075</b>
Hostel	6,751,214	700,737	(2,542)	-	(273,066)	<b>7,176,343</b>
Furniture and Equipment	2,277,743	341,126	(5,527)	-	(330,287)	<b>2,283,055</b>
Information and Communication Technology	360,550	118,360	-	-	(211,012)	<b>267,898</b>
Motor Vehicles	-	135,635	-	-	(14,694)	<b>120,941</b>
Leased Assets	399,908	291,541	-	-	(218,017)	<b>473,432</b>
Library Resources	84,467	9,147	(1,774)	-	(11,480)	<b>80,360</b>
<b>Balance at 31 December 2024</b>	<b>16,277,912</b>	<b>1,692,502</b>	<b>(9,843)</b>	<b>-</b>	<b>(1,295,467)</b>	<b>16,665,104</b>

**SCHOOL**

	2024	2024	2024	2023	2023	2023
	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	9,109,018	(2,845,943)	<b>6,263,075</b>	9,013,066	(2,609,036)	<b>6,404,030</b>
Hostel	9,693,590	(2,517,247)	<b>7,176,343</b>	8,995,622	(2,244,408)	<b>6,751,214</b>
Furniture and Equipment	6,513,620	(4,230,565)	<b>2,283,055</b>	6,186,550	(3,908,807)	<b>2,277,743</b>
Information and Communication Technology	4,154,145	(3,886,247)	<b>267,898</b>	4,035,785	(3,675,235)	<b>360,550</b>
Motor Vehicles	135,635	(14,694)	<b>120,941</b>	-	-	<b>-</b>
Leased Assets	1,112,347	(638,915)	<b>473,432</b>	874,207	(474,299)	<b>399,908</b>
Library Resources	299,374	(219,014)	<b>80,360</b>	296,454	(211,987)	<b>84,467</b>
<b>Balance at 31 December</b>	<b>31,017,729</b>	<b>(14,352,625)</b>	<b>16,665,104</b>	<b>29,401,684</b>	<b>(13,123,772)</b>	<b>16,277,912</b>

The net carrying value of furniture and equipment held under a finance lease is \$473,432 (2023: \$399,908)

*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.

**12(a) Capital Works In Progress**

Project	Status	Opening Balance \$	Cost \$	BOT Contribution/ Capitalised \$	Closing Balance \$
<b>2024</b>					
Epsom House Roof	Complete	338,408	288,321	(626,729)	-
Totals		<b>338,408</b>	<b>288,321</b>	<b>(626,729)</b>	<b>-</b>

Project	Status	Opening Balance \$	Cost \$	BOT Contribution/ Capitalised \$	Closing Balance \$
<b>2023</b>					
Epsom House Stone Wall	Complete	8,930	8,930	(17,860)	-
Owen's Road Carpark	Complete	89,506	54,519	(144,025)	-
Epsom House Roof	In progress	-	338,408	-	338,408
Totals		<b>98,436</b>	<b>401,857</b>	<b>(161,885)</b>	<b>338,408</b>



**Epsom Girls Grammar School**  
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**13. Accounts Payable**

	<b>2024</b>	<b>School</b>	<b>2023</b>	<b>2024</b>	<b>Group</b>	<b>2023</b>
	<b>Actual</b>	<b>2024</b>	<b>Actual</b>	<b>Actual</b>	<b>2024</b>	<b>Actual</b>
	<b>\$</b>	<b>Budget</b>	<b>\$</b>	<b>\$</b>	<b>Budget</b>	<b>\$</b>
		<b>(Unaudited)</b>			<b>(Unaudited)</b>	
		<b>\$</b>			<b>\$</b>	
Creditors	706,590	800,000	804,942	707,198	800,000	835,539
Accruals	51,140	50,000	49,121	54,490	50,000	52,471
Banking Staffing Overuse	-	-	80,000	-	-	80,000
Employee Entitlements - Salaries	1,357,728	1,250,000	1,231,127	1,357,728	1,250,000	1,231,127
Employee Entitlements - Leave Accrual	161,953	180,000	171,997	161,953	180,000	171,997
	<u>2,277,411</u>	<u>2,280,000</u>	<u>2,337,187</u>	<u>2,281,369</u>	<u>2,280,000</u>	<u>2,371,134</u>
Payables for Exchange Transactions	2,277,411	2,280,000	2,337,187	2,281,369	2,280,000	2,371,134
	<u>2,277,411</u>	<u>2,280,000</u>	<u>2,337,187</u>	<u>2,281,369</u>	<u>2,280,000</u>	<u>2,371,134</u>

The carrying value of payables approximates their fair value.

**14. Revenue Received in Advance**

	<b>2024</b>	<b>School</b>	<b>2023</b>	<b>2024</b>	<b>Group</b>	<b>2023</b>
	<b>Actual</b>	<b>2024</b>	<b>Actual</b>	<b>Actual</b>	<b>2024</b>	<b>Actual</b>
	<b>\$</b>	<b>Budget</b>	<b>\$</b>	<b>\$</b>	<b>Budget</b>	<b>\$</b>
		<b>(Unaudited)</b>			<b>(Unaudited)</b>	
		<b>\$</b>			<b>\$</b>	
Grants in Advance - Ministry of Education	1,000	-	53,050	1,000	-	53,050
International Student Fees in Advance	2,219,303	1,500,000	1,502,292	2,219,303	1,500,000	1,502,292
Hostel Fees in Advance	663,776	900,000	791,223	663,776	900,000	791,223
Other revenue in Advance	258,702	250,000	270,013	258,702	250,000	348,396
	<u>3,142,781</u>	<u>2,650,000</u>	<u>2,616,578</u>	<u>3,142,781</u>	<u>2,650,000</u>	<u>2,694,961</u>

**15. Provision for Cyclical Maintenance**

	<b>2024</b>	<b>School and Group</b>	<b>2023</b>
	<b>Actual</b>	<b>2024</b>	<b>Actual</b>
	<b>\$</b>	<b>Budget</b>	<b>\$</b>
		<b>(Unaudited)</b>	
		<b>\$</b>	
Provision at the Start of the Year	747,435	747,435	746,386
Increase to the Provision During the Year	192,782	165,000	218,614
Use of the Provision During the Year	(180,187)	(287,435)	(217,565)
Provision at the End of the Year	<u>760,030</u>	<u>625,000</u>	<u>747,435</u>
Cyclical Maintenance - Current	276,694	340,000	224,022
Cyclical Maintenance - Non current	483,336	285,000	523,413
	<u>760,030</u>	<u>625,000</u>	<u>747,435</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.





**Epsom Girls Grammar School**  
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**16. Finance Lease Liability**

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

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	254,778	205,000	209,414	254,778	205,000	209,414
Later than One Year and no Later than Five Years	332,404	235,000	291,428	332,404	235,000	291,428
Future Finance Charges	(73,173)	-	(63,038)	(73,173)	-	(63,038)
	514,009	440,000	437,804	514,009	440,000	437,804
<b>Represented by</b>						
Finance lease liability - Current	213,954	205,000	174,923	213,954	205,000	174,923
Finance lease liability - Non-current	300,055	235,000	262,881	300,055	235,000	262,881
	514,009	440,000	437,804	514,009	440,000	437,804

**17. Funds Held in Trust**

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	1,443,138	1,000,000	1,169,184	1,443,138	1,000,000	1,169,184
	1,443,138	1,000,000	1,169,184	1,443,138	1,000,000	1,169,184

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



**Epsom Girls Grammar School**  
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For the year ended 31 December 2024

**18. Funds Held for Capital Works Projects**

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

**School and Group**

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

**Represented by:**

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

	2023	Opening Balances	Receipts from MOE	Payments	Board Contribution	Closing Balances
		\$	\$	\$	\$	\$
Aquatic Centre Upgrade	<i>Completed May 2022</i>	17,192	-	(17,192)	-	-
Boiler / Pipework	<i>In progress</i>	342,432	-	(103,250)	-	239,182
Toilet Refurbishment	<i>In progress</i>	(16,005)	-	-	-	(16,005)
Flooring Replacement	<i>Completed Aug 2022</i>	(12,771)	-	-	24,808	12,037
Asbestos Removal	<i>In progress</i>	(12,900)	-	(87,367)	-	(100,267)
L1 Fire Damage Repairs	<i>In progress</i>	-	52,365	(19,678)	-	32,687
Caretaker House Remediation	<i>In progress</i>	-	-	(5,508)	-	(5,508)
<b>Totals</b>		<b>317,948</b>	<b>52,365</b>	<b>(232,995)</b>	<b>24,808</b>	<b>162,126</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	283,906
Funds Receivable from the Ministry of Education	(121,780)

**19. Related Party Transactions**

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

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



**Epsom Girls Grammar School**  
**Notes to the Group Financial Statements**  
For the year ended 31 December 2024

**20. Remuneration**

*Key management personnel compensation (School)*

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

	<b>2024 Actual \$</b>	<b>2023 Actual \$</b>
<i>Board Members</i>		
Remuneration	5,350	6,510
<i>Leadership Team</i>		
Remuneration	877,877	942,975
Full-time equivalent members	6	6
Total key management personnel remuneration	<u>883,227</u>	<u>949,485</u>

There are 11 members of the Board excluding the Principal. The Board has held 9 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:

	<b>2024 Actual \$000</b>	<b>2023 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	250 - 260	230 - 240
Benefits and Other Emoluments	5 - 10	30 - 35
Termination Benefits	-	-

*Other Employees*

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

<b>Remuneration \$000</b>	<b>2024 FTE Number</b>	<b>2023 FTE Number</b>
140 - 150	3.00	5.00
120 - 130	12.00	11.00
110 - 120	26.00	24.00
100 - 110	36.00	35.00
	<u>77.00</u>	<u>75.00</u>

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:

	<b>2024 Actual</b>	<b>2023 Actual</b>
<b>School</b>		
Total	\$24,000	\$59,500
Number of People	1	2



**Epsom Girls Grammar School**  
**Notes to the Group Financial Statements**  
For the year ended 31 December 2024

**22. Contingencies**

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

Holidays Act Compliance – Schools Payroll

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

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

**23. Commitments**

**(a) Capital Commitments**

At 31 December 2024, the Board had capital commitments of \$1,324,105 (2023: \$522,190) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining
	\$	\$	\$
Hot Water Cylinder Replacement	14,820	11,958	2,862
Roofing Replacement	605,166	72,234	532,932
New Carpet	397,420	76,425	320,995
DSO Remediation (B E Internal Walls & Ceiling)	150,000	3,340	146,660
Switchboard Upgrade	300,840	4,030	296,810
Water Pipe Replacement	100,000	76,154	23,846
<b>Total</b>	<b>1,568,246</b>	<b>244,141</b>	<b>1,324,105</b>

**(b) Operating Commitments**

As at 31 December 2024 the School Board has not entered into any contracts.



**Epsom Girls Grammar School**  
**Notes to the Group Financial Statements**  
For the year ended 31 December 2024

**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**

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	841,420	875,714	1,213,711	874,527	875,714	1,297,554
Receivables	1,694,548	1,450,000	1,583,131	1,697,048	1,450,000	1,585,631
Investments - Term Deposits	7,000,000	4,500,000	5,500,000	7,000,000	4,500,000	5,500,000
Total financial assets measured at amortised cost	9,535,968	6,825,714	8,296,842	9,571,575	6,825,714	8,383,185

**Financial assets at fair value**

Investments - in managed portfolio fund	-	-	-	1,514,822	-	1,411,826
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**Financial liabilities measured at amortised cost**

Payables	2,277,411	2,280,000	2,337,187	2,281,369	2,280,000	2,371,134
Finance Leases	514,009	440,000	437,804	514,009	440,000	437,804
Total financial liabilities measured at amortised cost	2,791,420	2,720,000	2,774,991	2,795,378	2,720,000	2,808,938

Fair value estimation

Equity investments held have been revalued to the quoted value at year end.

**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.

	SCHOOL			GROUP		
	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Bank Of New Zealand Limited</b>						
Cash on Hand	2,100	2,100	2,100	2,100	2,100	2,100
Bank Current Account	269,817	385,419	176,346	298,861	385,419	216,822
Bank Call Account	569,503	500,000	1,035,265	573,566	500,000	1,078,632
Short-term Bank Deposits with Maturities more than 3 months	7,000,000	4,500,000	5,500,000	7,000,000	4,500,000	5,500,000
Net cash and cash equivalents and bank	7,841,420	5,387,519	6,713,711	7,874,527	5,387,519	6,797,554
Accrued Interest	177,670	100,000	98,029	177,670	100,000	98,029
	8,019,090	5,487,519	6,811,740	8,052,197	5,487,519	6,895,583



**Epsom Girls Grammar School**  
**Notes to the Group Financial Statements**  
For the year ended 31 December 2024

**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:

	<b>2024</b>	<b>2023</b>
	<b>\$</b>	<b>\$</b>
Within 180 days	7,000,000	5,500,000

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

	<b>Carrying Amount</b>	<b>Contractual Cashflows</b>	<b>Less Than 6 Months</b>	<b>6 - 12 months</b>	<b>More than one year</b>
Payables	706,590	706,590	706,590	-	-
Finance Leases	514,009	587,182	127,388	127,388	332,407
	<u>766,015</u>	<u>845,144</u>	<u>389,838</u>	<u>109,149</u>	<u>346,157</u>

**25. Events After Balance Date**

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

**26. Investment in Controlled Entities**

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

Name of Controlled Entity	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power		Value of investment \$000	
			<b>2024</b>	<b>2023</b>	<b>2024</b>	<b>2023</b>
Epsom Girls' Grammar School Foundation (the Trust)	Raising funds for the betterment of the school and its students	Auckland, NZ	100%	100%	-	-

All controlled entities have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF EPSOM GIRLS GRAMMAR SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

#### Opinion

We have audited the financial statements of the Parent and Group on pages 2 to 27, that comprise the statements of financial position as at 31 December 2024, the statements of comprehensive revenue and expense, statements of changes in net assets/equity and statements of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the Parent and Group:

- present fairly, in all material respects:
  - their financial position as at 31 December 2024; and
  - their financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards.

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

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

*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

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## **Responsibilities of the Board for the financial statements**

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

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



- We obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- We assess the risk of material misstatement arising from the group payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information obtained at the date of our audit report is the Statement of Variance, Annual Plan 2024, Good Employer Policy Statement, KiwiSport funding report, Report on how the school has given effect to Te Tiriti o Waitangi and the Evaluation of the school's students' progress and achievement, but does not include the financial statements, and our auditor's report thereon.

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

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

### Independence

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

Other than the audit, we have no relationship with or interests in the Group.



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

# 2024 STUDENT ACHIEVEMENT REPORT

March 2024

Section 1: Whole School Achievement

Section 2: Endorsements

Section 3: Scholarship Results

Section 4: Achievement by ethnicity

Appendices: Charter Targets and Equity Index

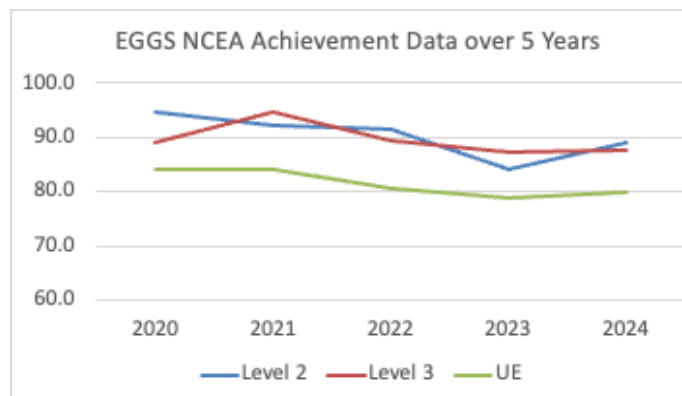
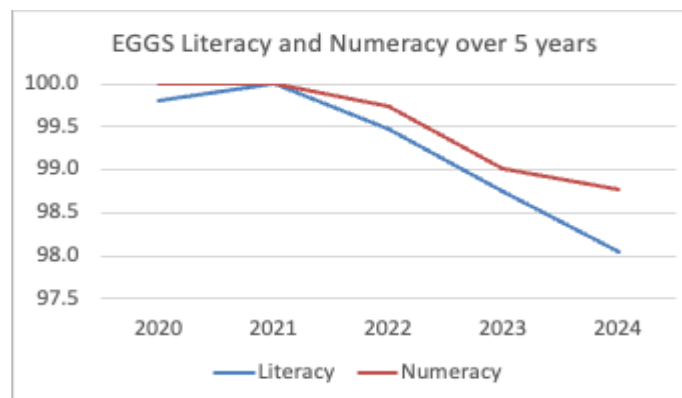
## Section 1: Whole School Achievement

### Level 2 NCEA, Level 3 NCEA, University Entrance, Literacy and Numeracy Corequisites

Year Level	Target NCEA Pass rate for 2024 (%)	EGGS NCEA Pass rate for 2024 (%)
Level 2	93	88.9 (84.1 in 2023)
L2 Merit/Excellence	70	61.8 (68.1 in 2023)
L2 Excellence Endorsement	35	24.8 (22.7 in 2023)
Level 3	90	87.7 (87.1 in 2023)
L3 Merit/Excellence	60	57.3 (56.7 in 2023)
L3 Excellence Endorsement	35	16.5 (18.5 in 2023)
UE	75	79.9 (78.7 in 2023)

Year 11: 86.8% gained NCEA Literacy (in 2024) – and 98% by end of Year 13 (in 2024).

Year 11: 91.2% gained NCEA Numeracy (in 2024) – and 98.8% by end of Year 13 (in 2024).



**2024 Goal** “ Students should achieve to the best of their ability and achieve results in the National Qualification that match or exceed results from the comparison EQ band” for NCEA pass rates at Level 2 and 3 were achieved . L2, L3 and UE results were increased from 2023.

#### 2024 Targets:

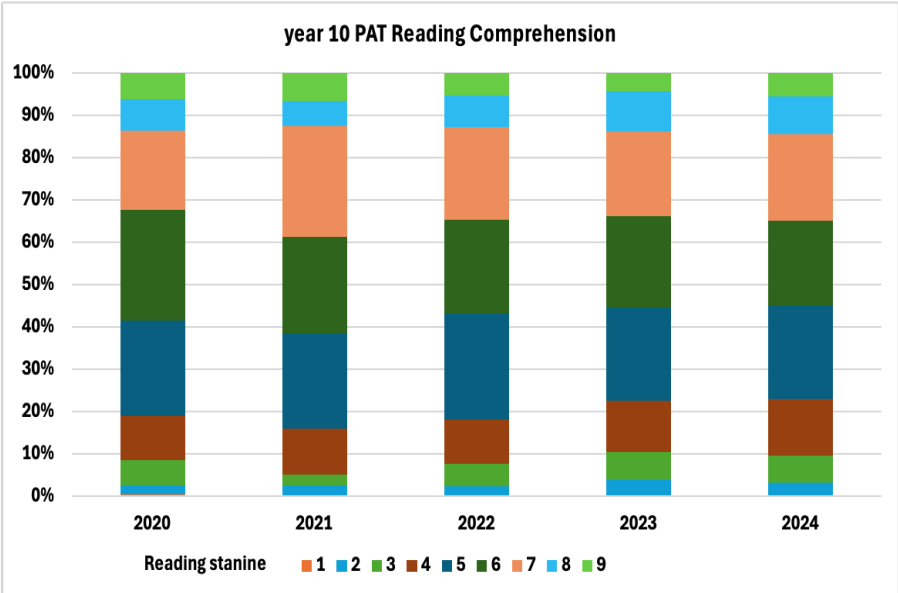
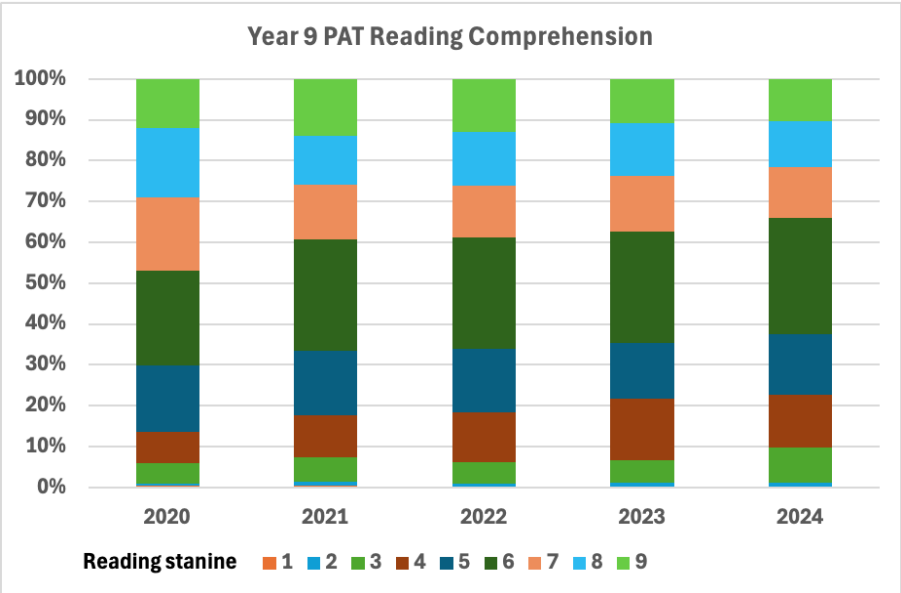
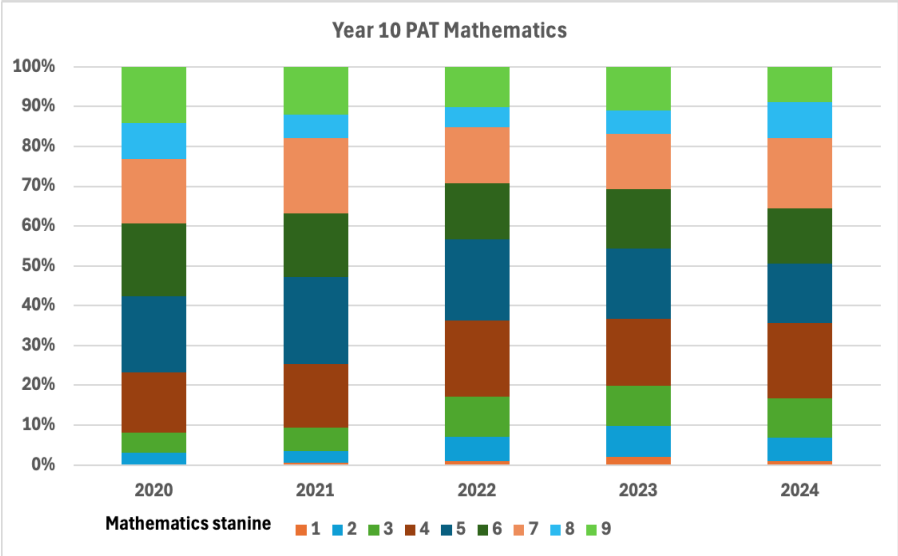
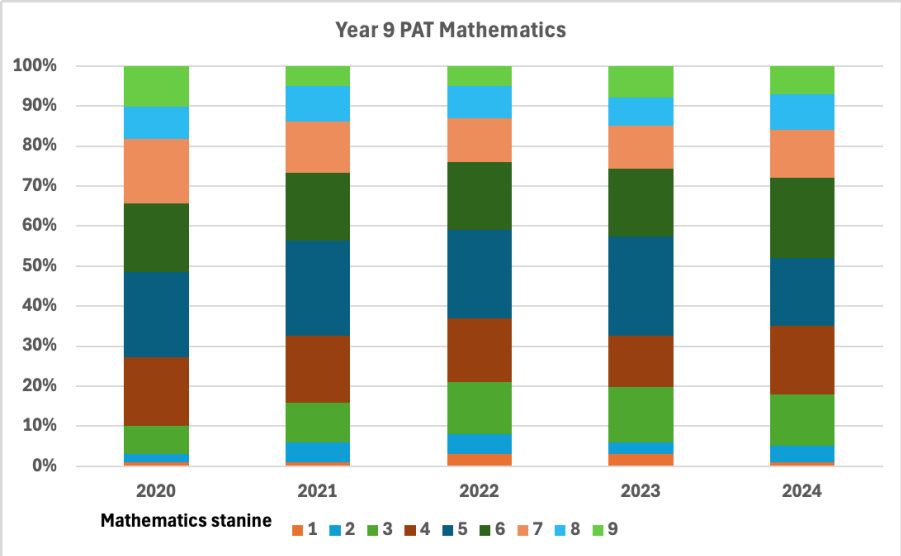
The targets for Level 2 NCEA pass rate , M/E endorsement and E endorsement were not met.

The target for Level 3 NCEA pass rate , M/E endorsement and E endorsement were not met.

The target for 75% **UE** was met (79.9% up 1.2% from 2023).

Year 11 86.8% gained NCEA Literacy – and 98% by end of Year 13. Year 11 91.2% gained NCEA Numeracy- and 98.8% by end of Year 13.

Junior Achievement Data: PAT results



In mathematics, there is evidence of very small value-added from year 9 to year 10, but this is mostly for high achieving students. It is expected that the extension classes are having a positive impact for these students. From the 2023 year 9 cohort, there seems to also be a reduction in the proportion of students below curriculum levels (Stanines 1-3), which is promising. Reading comprehension results show that we have less students coming in to EGGS below curriculum level compared to mathematics. What is of concern is that the proportion of students in stanines 8 and 9 decreases from year 9 to year 10, consistently in each cohort. This will need to be looked into.

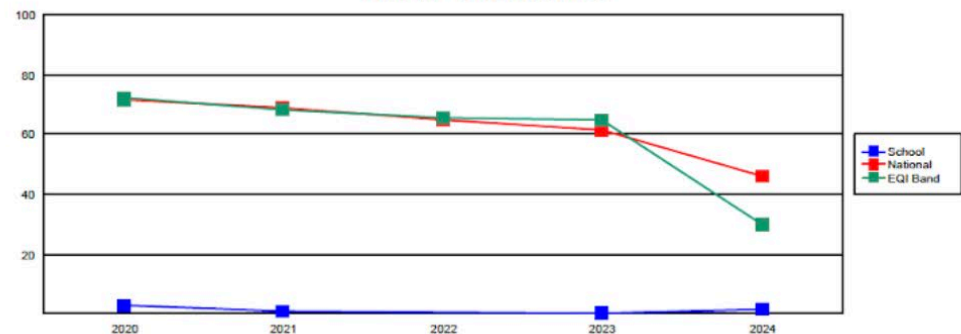
# Achievement in NCEA and UE: Epsom Girls Grammar School

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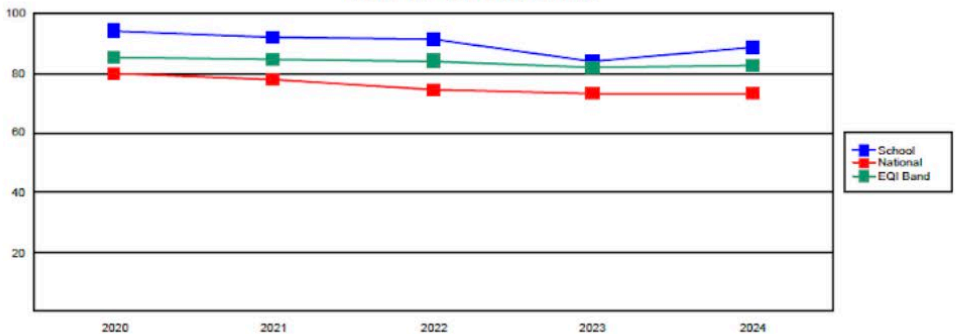
PR2 - Enrolment Based Cumulative Overall Results

Epsom Girls Grammar School					National				Fewest Socioeconomic Barriers (School Equity Index Band)			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2020	2.9	94.5	89.1	84.0	71.8	80.1	72.1	53.4	72.1	85.2	82.7	75.7
2021	0.7	92.3	94.6	83.9	69.2	77.9	70.5	51.9	68.4	84.6	83.7	77.1
2022		91.6	89.5	80.6	64.9	74.9	68.2	50.3	65.9	84.4	82.3	74.6
2023	0.5	84.1	87.1	78.7	61.7	73.2	67.7	49.7	64.9	82.0	81.8	74.2
2024	1.5	88.9	87.7	79.9	45.9	73.6	69.4	50.6	30.1	82.7	83.1	75.0

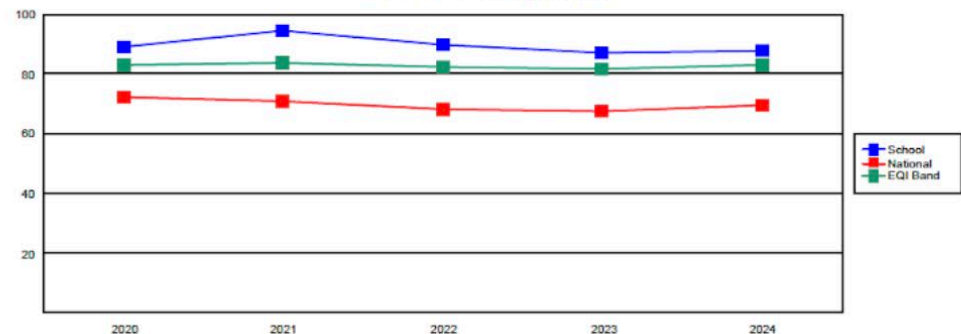
Year 11 - NCEA Level 1



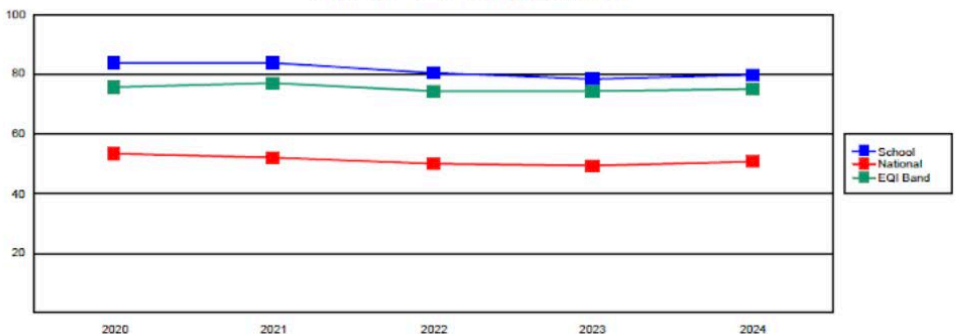
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Comparing EGGS NCEA data with our equity index band (lowest barrier girls schools), we see that despite EGGS data decreasing over time, we still outperform similar schools (although this gap is reducing in some areas).

## Strategies implemented to support learning outcomes:

- Continuation of academic goal setting during tutor time and Term 1 Student/Tutor/Parent Conferences based around 'Me as a Learner'
- Student/Tutor academic tracking Years 11-13 (KAMAR data and web portal data)
- Subject teacher using 'Knowing the Learner' strategies
- Departmental, Learning Centre, and Dean identification of senior students at risk of not achieving their level certificate.
- Mentoring of identified students at risk of not achieving – Dean, SLT, tutors, classroom teachers, Learning Centre.
- Enrichment Programmes provided to students identified as at risk of not achieving
- Vocational Pathways catch up credits offered to 8 x Year 12 students.
- Continued use of UDL and blended learning.
- Provision of Samoan and Tongan Language external standards.
- Supporting students through The Learning Centre and the Learning Skills in years 9-12.
- Identified learners staff professional development programme and targeted classroom support for individual students including:
  - Māori students
  - Pasifika students
  - Special needs students
  - Gifted and talented students

## Literacy and Numeracy

PAT Results: Some increase over time of students entering EGGS needing significant numeracy and literacy support. Reasonably consistent levels over time of students entering EGGS at or above PAT stanines for numeracy and literacy.

NB: that approximately 98% of students leave school achieving the L1 Literacy and Numeracy co-requisite requirements compared to the approximately 20% that are well below in Year 9 /10.

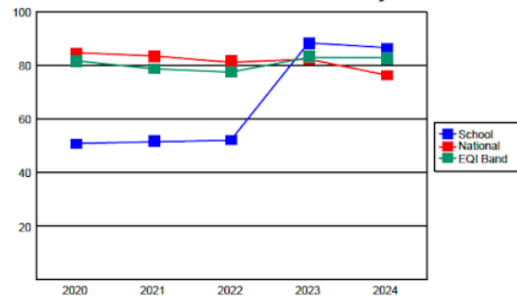
### Level 1 Literacy and Numeracy: Epsom Girls Grammar School

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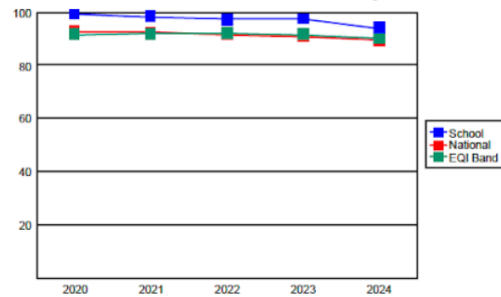
#### PR 3 - Cumulative Results by Percentage

Epsom Girls Grammar School					National			Fewest Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2020	Literacy	51.1	99.0	99.8	85.1	92.7	94.4	81.7	91.4	93.0
2021	Literacy	52.0	98.1	100.0	83.6	92.2	94.2	78.9	91.6	92.1
2022	Literacy	52.3	97.1	99.5	81.6	91.2	93.9	77.7	92.1	92.6
2023	Literacy	88.4	97.2	98.8	82.8	90.8	93.5	83.5	91.4	92.7
2024	Literacy	86.8	93.8	98.0	76.6	89.1	92.2	83.0	90.1	92.6
2020	Numeracy	96.9	99.5	100.0	83.6	91.7	93.7	84.0	89.9	90.8
2021	Numeracy	95.6	98.8	100.0	82.5	91.3	93.6	85.0	90.4	91.0
2022	Numeracy	94.3	99.0	99.7	80.8	90.2	93.3	85.8	91.7	91.8
2023	Numeracy	94.1	98.6	99.0	82.3	90.0	93.0	90.4	91.5	93.3
2024	Numeracy	91.2	97.6	98.8	74.8	89.1	92.2	85.2	93.9	93.6

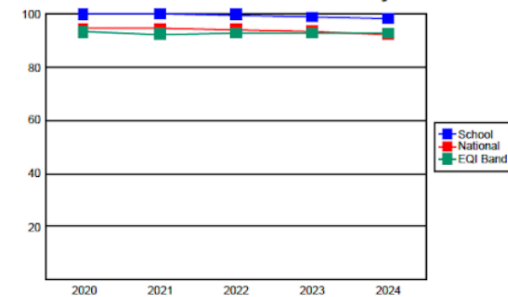
Year 11 Level 1 Literacy



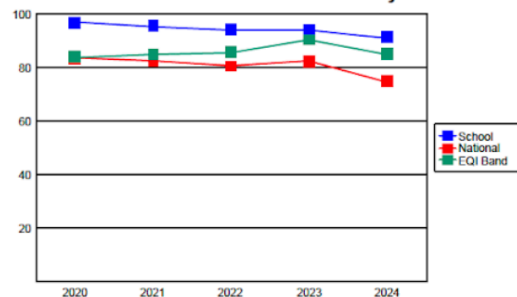
Year 12 Level 1 Literacy



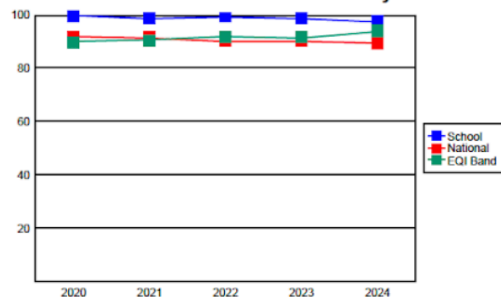
Year 13 Level 1 Literacy



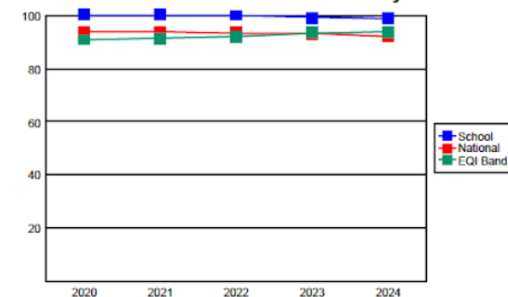
Year 11 Level 1 Numeracy



Year 12 Level 1 Numeracy



Year 13 Level 1 Numeracy



Year 11	Year	Numeracy	Literacy			<b>Literacy and Numeracy</b> Year 12 Literacy: 93.8% (compared to 90.1 EQ Band) Year 13 Literacy: 97.8% (compared to 92.6% EQ Band)  Year 12 Numeracy: 97.6% (compared to 93.9% EQ Band) Year 13 Numeracy: 98.8% (compared to 93.6% EQ Band)  At the time of leaving school 3 students still needed Numeracy and (8) still needed literacy.  NB: Throughout 2024 EGGS had a number of new enrolments, particularly at Year 11. Many of these students were ESL.
Level 1						
	2024	91.2	86.6			
	2023	94.1	88.4			
	2022	94.3				
	2021	95.6				
	2020	96.9				
						<b>Numeracy</b>  Overall, 91.2 % of year 11 students had gained Numeracy by the end of 2024, most of them through sitting the online CAA, but others through the 11MTN course that offered internal Achievement standards 1.1 and 1.2.  In 11 MTF 11 students were working towards NCEA Numeracy with the aim of gaining it in year 12 or 13. None gained Numeracy.  In 2025 a 12MTN course has been developed to support these students to gain Numeracy in year 12.
Year 12	Year	% Pass	L1 Literacy	Numeracy		
Level 2						
	2024	88.9	93.8	97.6		
	2023	83.9	97.2	98.6		
	2022	91.6	97.1	99.0		
	2021	91.2	98.1	98.8		
	2020	94.5	99.0	99.5		
						<b>Literacy</b>  Overall 86.6% of year 11 students had gained Literacy by the end of 2024, most of them through sitting the online CAA, but others through the EAP standards offered in ESOL and a few through the English L1 Unfamiliar Text standard.
Year 13	Year	% Pass	L1 Literacy	Numeracy	University Entrance	
Level 3						
	2024	87.7	97.8	98.8	79.9	
	2023	85.1	98.8	99.0	78.7	
	2022	88.0	99.5	99.7	80.6	
	2021	94.6	100.0	100.0	83.9	
	2020	88.9	99.8	100.0	84.0	

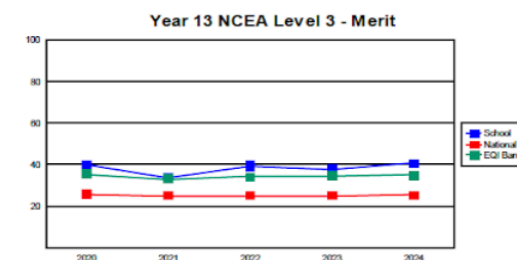
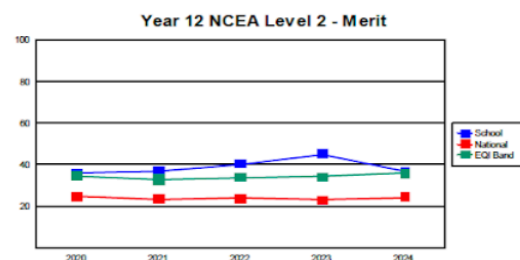
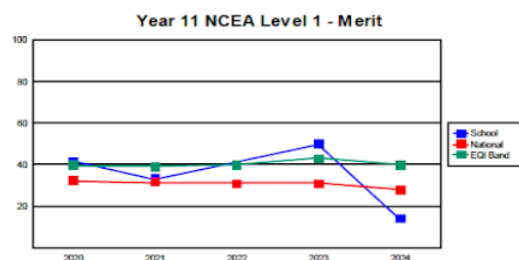
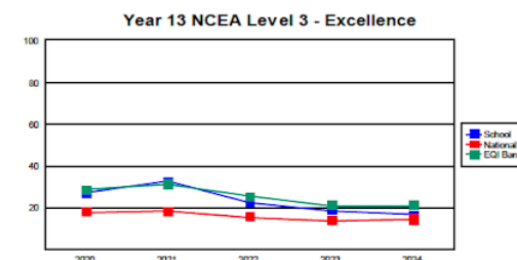
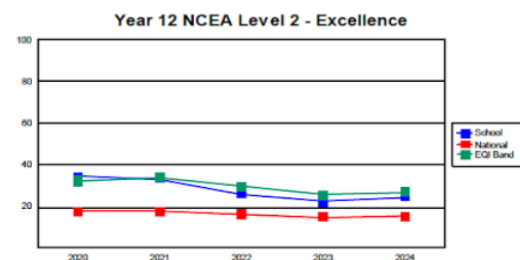
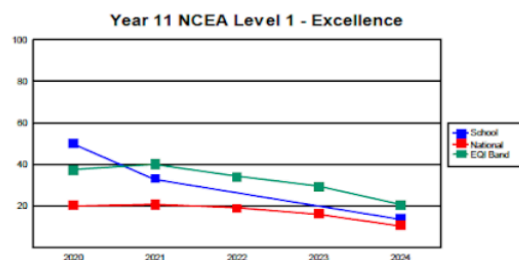


# NCEA Certificate Endorsement: Epsom Girls Grammar School

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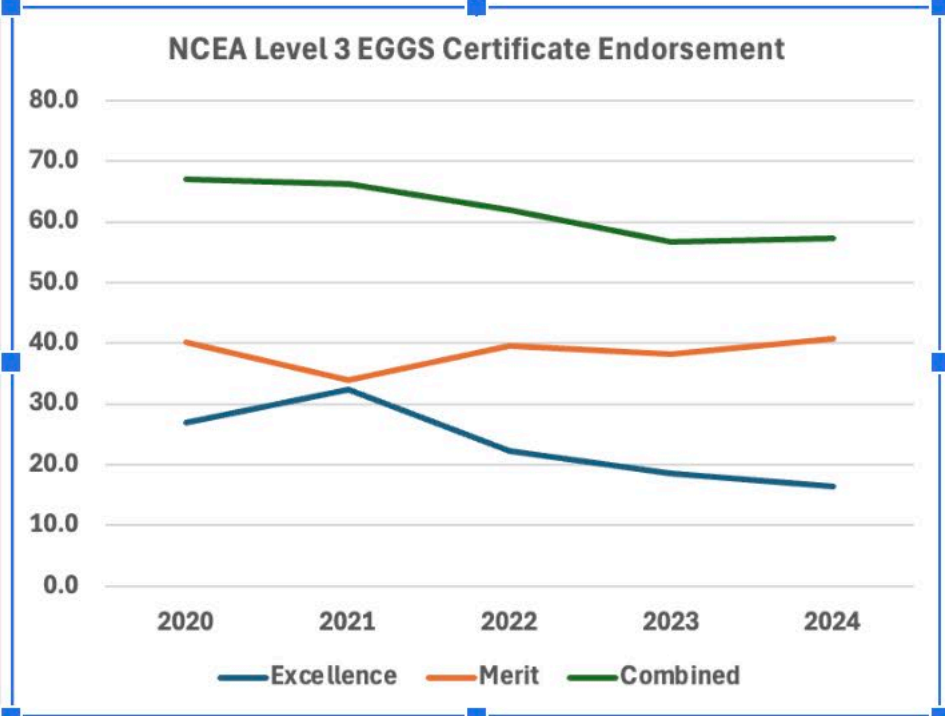
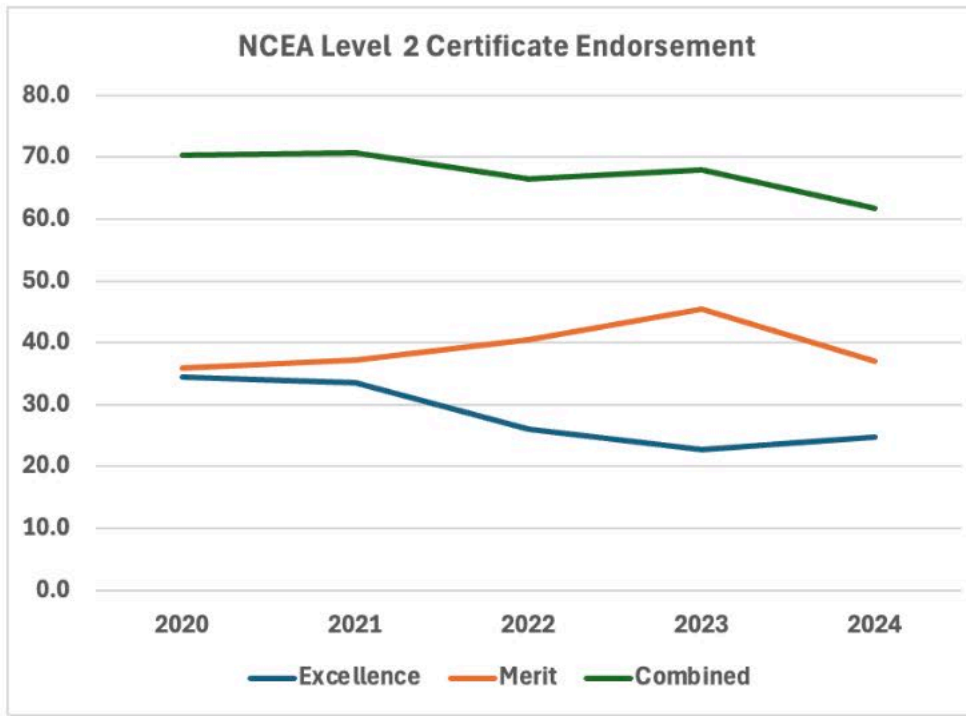
## PR4 - Cumulative Results by Percentage

Academic Year	Epsom Girls Grammar School			National			Fewest Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<b><u>Achieved with Excellence</u></b>									
2020	50.0	34.4	26.9	20.7	17.9	17.5	37.8	32.4	28.4
2021	33.3	33.5	32.3	21.1	17.9	17.9	40.3	34.3	30.9
2022		26.1	22.3	19.4	16.5	15.3	34.5	29.7	24.9
2023		22.7	18.5	16.7	15.0	13.6	29.8	25.7	20.9
2024	14.3	24.8	16.5	11.2	15.5	14.1	20.7	26.9	20.7
<b><u>Achieved with Merit</u></b>									
2020	41.7	35.9	40.2	32.3	24.9	26.3	39.8	35.0	35.9
2021	33.3	37.1	34.0	31.9	23.8	25.3	39.1	33.1	33.2
2022		40.5	39.6	31.4	24.0	25.5	40.1	34.0	34.5
2023	50.0	45.4	38.2	31.4	23.5	25.6	43.2	34.4	34.8
2024	14.3	37.0	40.8	28.2	24.5	25.7	40.1	36.0	35.5



For endorsements, which measure the quality of passing grades students achieve, EGGs is slipping compared to similar schools (EQI band), over time.

# EGGS 2020-2024 and comparison group



2024 Endorsements	EGGS %	Band	NZ
Level 2 Excellence	24.8	26.9	15.5
Level 2 Merit	37.0	36.4	24.5
L2 E+ M Endorsement	61.8	63.3	40.1
Level 3 Excellence	17	20.7	14.1
Level 3 Merit	40.8	35.7	25.7
L3 E+ M Endorsement	57.5	56.4	49.8

EGGS students continue to do well in Certificate Endorsements compared to the National average.  
 EGGS students do not get as many Excellence Endorsements as students in our EQ Band but Merit Excellence combined are similar to other schools on our EQ Band.

Combined M/E Endorsements  
 At Level 2 EGGS students are 1.5% below the EQ Comparison band (61.8% compared to 63.3%).  
 At Level 3 EGGS students are 1.1% above the EQ Comparison band (57.5 compared to 56.4%).

## Section 3: NZ Scholarship Examination

Year	Outstanding	Scholarship	Total
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

- 2024 there were 351 entries (up from 2023 where there was 292 entries)
- 196 of the 351 who entered Scholarship attempted the Scholarship Exam (59% which is slightly lower than 2023 at 61%)
- 60 of the 196 who attempted their Scholarship examination were awarded Scholarship (31% of students who attempted were awarded scholarship).

## NZ Scholarship Examination detail:

### Outstanding Scholars:

Ada Atafu- Mayo:Photography  
 Ruiyao Fu: English  
 Maya Keall:Flynn: English  
 Abbie Mackay: Classical Studies ( also scholarships in English, Latin, Chemistry and Drama (2023)  
 Ellie McAllister: Sculpture  
 Donatella Paton: Design and Visual Communication  
 Stuti Tiwari: Technology (also scholarship in chemistry)  
 Yulia Wu: Design and Visual Communication

### Multiple Scholars:

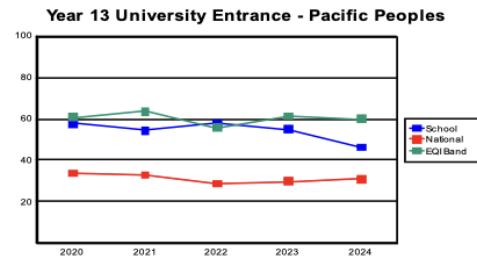
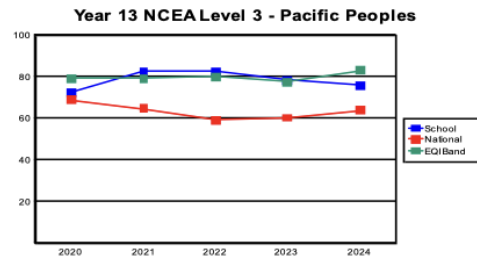
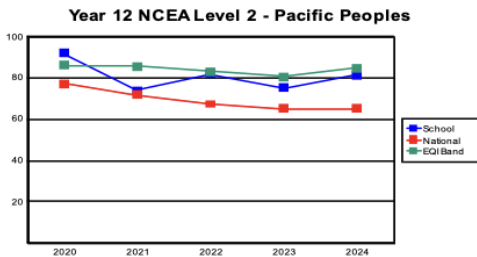
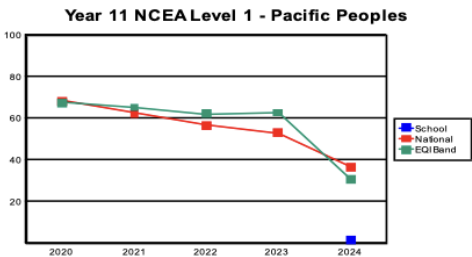
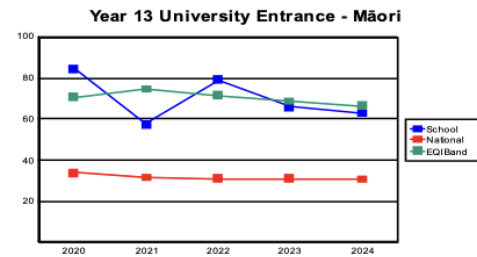
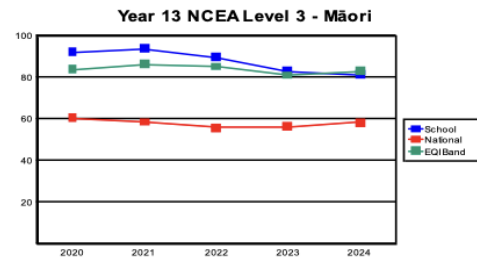
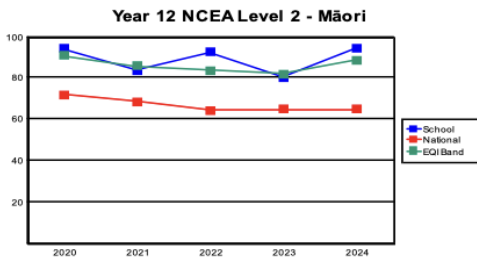
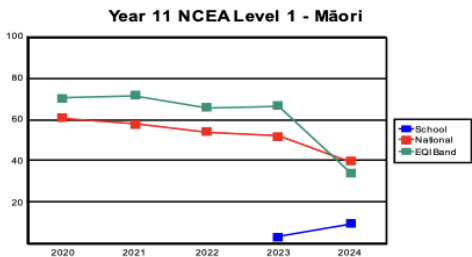
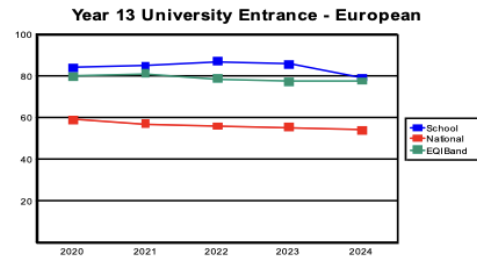
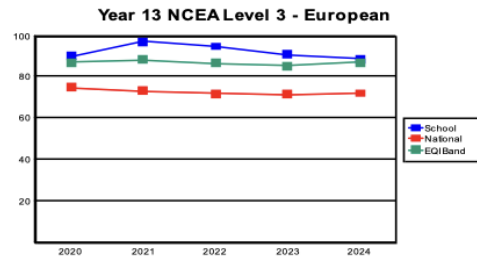
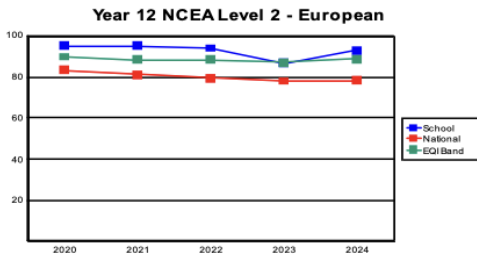
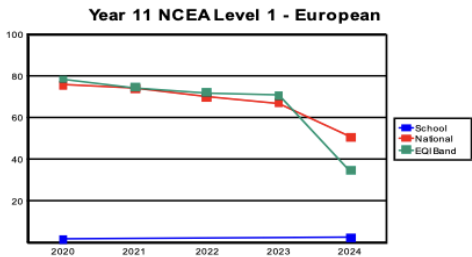
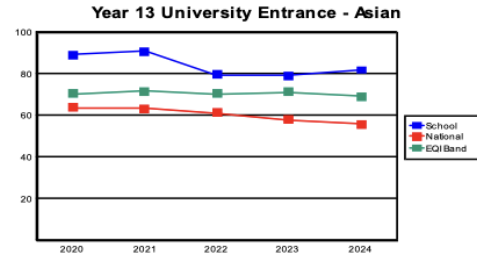
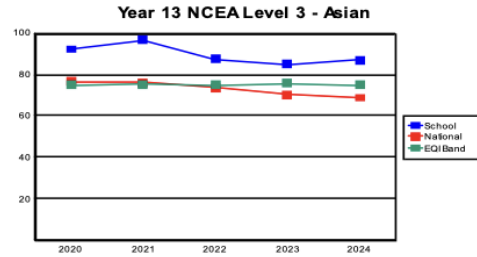
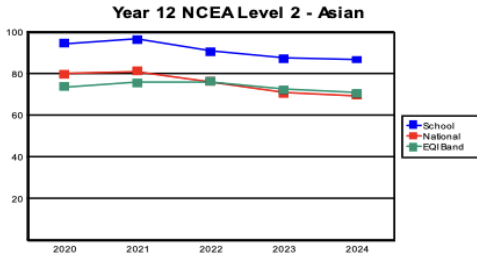
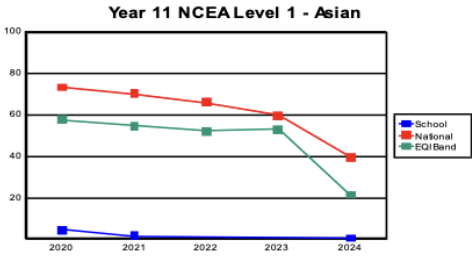
Abbie McKay:Scholarships in English, Latin, Chemistry and Drama (2023)  
 Alexis Chu: Scholarships in Biology, Chemistry, Physics and Technology (2023)  
 Jasmine Longley: Scholarships in English, Painting and Printmaking (2023)  
 Yanho Yue: Scholarships in Chinese, Biology, Statistics

### The following students achieved 2 Scholarships:

Ella D'Arth: Scholarships in Painting, DVC  
 Varsha Lokesh: Scholarships in Photography, Technology  
 Keira Ng: Scholarships in Japanese, Statistics  
 Anika Rai: Scholarships in English, Statistics  
 Han Yan: Scholarships in Accounting, Painting

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

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



# Māori Achievement

Level	Pass Rate Target %	All EGGs student pass rate	EGGS Māori Pass Rate %	National Māori Pass Rate %	Band Māori Pass Rate %
Level 2	93	88.9	94.2	64.7	88.6
Level 3	90	87.7	81.4	58.3	83.1
University Entrance	75	79.9	62.8	30.9	66.3

## Observations:

- In 2024 the Level 2 pass rate for Māori rose by 14.2%, the highest since 2021
- In 2024 the Level 3 pass rate for Māori dropped by 1.5%
- in 2024 the UE rate for Māori dropped by 3.1%
- EGGS Māori are above the comparison band for Level 2 by 5.6%
- EGGS Māori are below the comparison band for Level 3 by 1.7%
- EGGS Māori are behind the comparison band for UE by 3.5%

## Māori Achievement

### Strategies:

New Kahikitia and Kotahitanga prefect positions provide leadership pathways for ākonga Māori.

Continue tracking of Māori student achievement through Kotahitanga, TICs and deans

Continued resourcing of the Whanau Awhina as a parent network and support rōpū for Māori.

Annual Plan, professional development and appraisal focus for teachers on identified learners including Māori students.

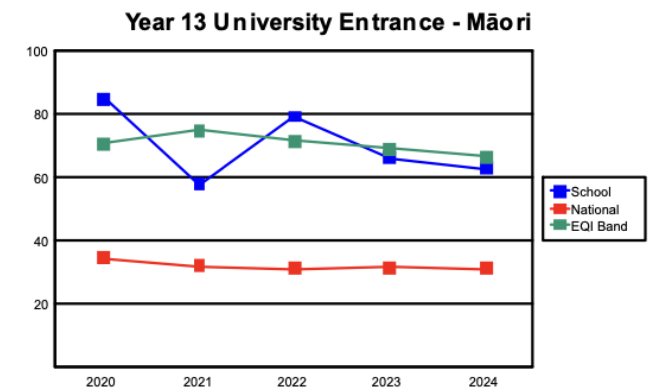
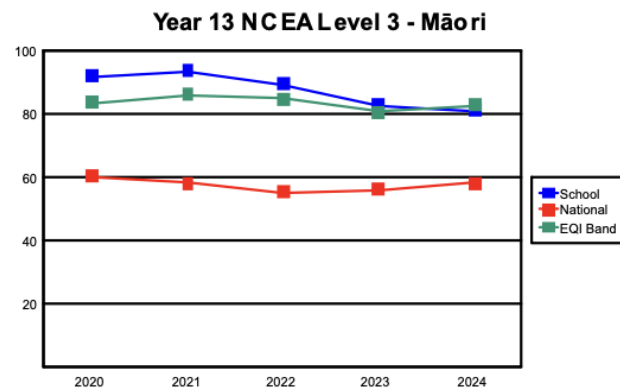
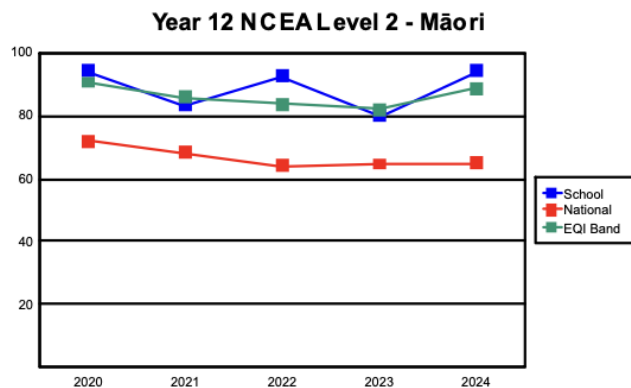
Continued initiatives that focus on pathways, achievement and aspirational presenters as seen in the Māori Futures event - Whāia te pae tawhiti, newsletter etc.

Continued resourcing for Ka Hikitia and the Kotahitanga committee

Mana ōrite mo te mātauranga Māori strategies and consultation supported by kahui ako resourcing

Te Reo PLD for staff supported by kahui ako resourcing

Considering timing of assessments to avoid significant co-curriculum activities



Pasifika Achievement

Level	Pass Rate Target %	All EGS student pass rate	EGGS Pasifika Pass Rate %	National Pasifika Pass Rate %	Band Pasifika Pass Rate %
Level 2	93	88.9	81	65.1	84.5
Level 3	90	87.7	75.9	64.0	83.1
University Entrance 75%		79.9	46.3	30.8	60.0

Observations:

- In 2024 the Level 2 pass rate for Pasifika rose by 6%,
  - In 2024 the Level 3 pass rate for Pasifika dropped by 2.5%
  - in 2024 the UE rate dropped by 8.6% (lowest in the at least 5 years)
- EGGS Pasifika are behind the comparison band for Level 2 by 3.5%
- EGGS Pasifika are behind of the comparison band for Level 3 by 7.2%
- EGGS Pasifika are behind the comparison band for UE by 3.7%



## Strategies

Monitoring of Pasifika students through the Deans and Pasifika co-ordinators

Resource Tongan and Samoan Support Staff to support students in language and homework centre

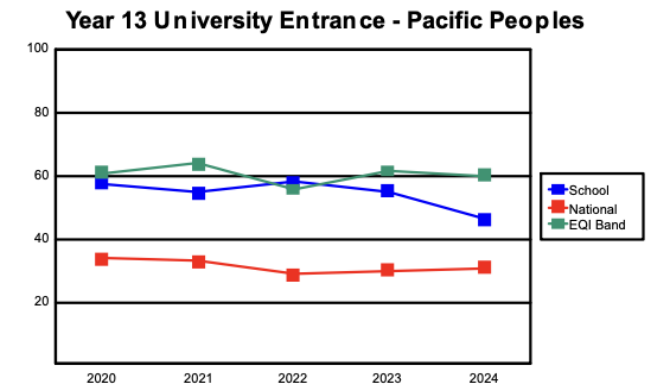
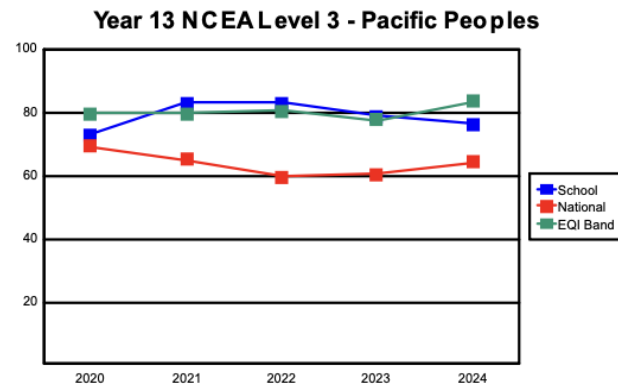
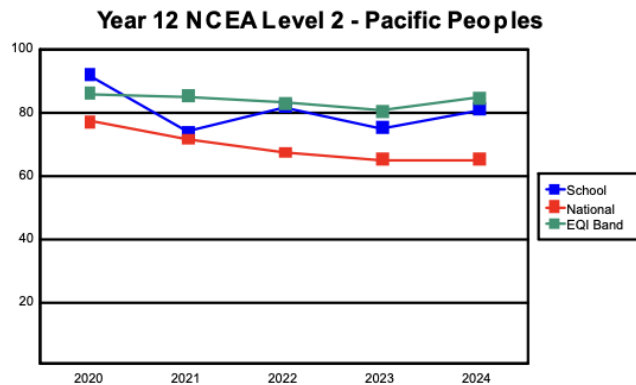
Continue to offer Tongan standards

Pasifika PLG

Initiatives that focus on pathways, achievement and aspirational presenters as seen in the Pacific Futures event.

Continued resourcing of the Pasifika Homework Centre, work of the Parent and Student Pasifika committee, and a Pasifika Co-ordinator to work with Pasifika students across the school.

Annual Plan, professional development and appraisal focus for teachers on identified learners including Pasifika students.



**Proposed 2025 Targets:**

Year Level	Proposed Target NCEA Pass rate for 2025 (%)	EGGS NCEA Pass rate for 2024 (%)
Level 2	93	88.9 (84.1 in 2023)
L2 Merit/Excellence	70	61.8 (68.1 in 2023)
L2 Excellence Endorsement	35	24.8 (22.7 in 2023)
Level 3	90	87.7 (87.1 in 2023)
L3 Merit/Excellence	60	57.3 (56.7 in 2023)
L3 Excellence Endorsement	35	16.5 (18.5 in 2023)
UE	85	79.9 (78.7 in 2023)

## Good Employer Policy Statement

For the year ended 31<sup>st</sup> December 2024, 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 it meets all requirements 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 2024**

### Sport Department Staff:

#### **Term 1-2**

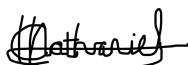
- o Clarissa Nathaniel (Director of Sport 40 hours)
- o Ben Yu (Sport Coordinator 40 hours)
- o Hannah Patterson (Sport Coordinator 40 hours)
- o Briana Stephenson (Sport Coordinator 20 hours)
- o Angelique Bester (Netball Coordinator 15 hours)

#### **Term 3-4**

- o Clarissa Nathaniel (Director of Sport 40 hours)
- o Ben Yu (Sport Coordinator 40 hours)
- o Anna Nielsen (Sport Coordinator 20 hours)
- o Angelique Bester (Netball Coordinator 15 hours)
- o Sam Watts (Sport Coordinator 15 hours)
- o Sam Piggin (Sport Coordinator 15 hours)
- o Siniva Nickel (Sport Coordinator 15 hours)

Kiwisport is a government funded initiative to support students' participation in organised sport. In 2024 the school received \$58,645.00 in Kiwisport funding. The funding was spent on supporting participation in sport. We offered students opportunities in 40 sports with 1255 students participating in sanctioned school sport, and 332 students involved in non-sanctioned sport and/or physical activity. We also had 13% of total staff involved in sport for 2024. The Kiwisport funding allowed the School to continue to grow the iPLAY programme coordinated by Briana Stephenson and the Sports Committee was again successful. The aim of the programme is to increase student participation through physical activity and informal sport.

The Fitness Centre has been utilised with 122 memberships sold across 4 terms. Memberships cost \$30.00 per term and \$100.00 for an annual membership, and gives access at lunchtimes, before and after school as well as the maintenance and running of the Fitness Centre. Throughout the year, several sports teams also took advantage of the fitness centre for strength and fitness training. The Fitness Centre provides free membership for our Premier Sports Teams and staff at Epsom Girls Grammar School.



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**Clarissa Nathaniel**

Director of Sport

Epsom Girls Grammar School  
Silver Road  
Epsom  
Auckland

## Report on how the school has given effect to Te Tiriti O Waitangi

We are committed to maintaining our relationship with Ngāti Whātua Orākei to understand the whakapapa of the whenua where our kura sits, and to inform our kawa. We honour that relationship by incorporating Ngāti Whātua Orākei histories, tikanga, karakia, and waiata, and work towards establishing a long term and reciprocal relationship. This commitment to Mana Whenua is over and above the school's commitment to Mātauranga Māori and Te Ao Māori.

### **Epsom Girls Grammar School Te Tiriti o Waitangi Policy ensures:**

- Developing policies and practices for the school which reflect New Zealand's cultural diversity and the unique position of Māori culture; and
- Providing opportunities for all students to learn Te Reo Māori and culture and to understand and celebrate the place of Māori as tangata whenua in Aotearoa New Zealand.
- Ensuring the curriculum reflects matauranga Māori.
- Making equitable provision for the needs of Māori.
- Recognising the importance of Māori tikanga in resourcing the school.
- Understanding that all staff and students have rights and responsibilities as partners to the Treaty as citizens, and that Te Tiriti o Waitangi affords Māori a dual set of rights as tangata whenua (NZC)

### **Through practices that include:**

- Curriculum planning will ensure Māori perspectives are embodied in the content, methodology and assessment.
- Teaching strategies will utilise Māori examples.
- Ensure that the view of Māori (whanau) is represented in the composition of the Board through co-option if necessary.
- Maintain an ongoing liaison with local iwi, Ngāti Whātua Orākei and other Māori whanau through such mechanisms as whanau groups and by holding regular meetings with students, parents, teachers and community members to consider Māori educational aspirations
- Culturally inclusive pastoral care is provided.
- Develop and implement protocols/kawa to fulfil the requirements of legislation including:
  - An appropriate kawa for the school, developed in consultation with the whanau and Ngāti Whātua Orākei, that will be followed during mihi and powhiri on significant occasions and actively supported by the school community.
- Te Reo Māori will be offered as an option at all year levels.
- Professional Learning and Development opportunities will be provided to staff in areas of Te Ao Māori, tikanga and Te Tiriti o Waitangi.
- Learning opportunities will be provided for students in areas of Te Ao Māori, tikanga and Te Tiriti o Waitangi. The Kotahitanga committee will provide opportunities for student voice to be represented in areas of Te Ao Māori, tikanga and Te Tiriti o Waitangi.

Staff have 3 Professional Learning Groups through the Kahui Ako that are targeted to the upskilling of staff around Tikanga, Te Reo and pedagogy.

### **Achievement:**

Our school targets set out that Māori will achieve equitable outcomes. All departments must monitor Māori achievement in relation to this target and report on strategies and outcomes annually.